

Executive Summary

Blueprint for Academic Excellence Arnold School of Public Health AY2018-2019

Introduction

The Arnold School continues to be a leading academic research unit at USC and the most productive in grants and scholarship on a per capita basis. The school enjoys a durable reputation for outstanding teaching at all levels, ranking among the leaders at the university in Graduation with Leadership Distinction. Our aggressive hiring of competitive faculty from top programs, combined with rigorous tenure and promotion criteria, has led to faculty growth with quality, improved student-faculty ratios, and research competitiveness in every unit. This has occurred while our community outreach and engagement activities have grown substantially to reflect the value of public health to USC's broader impact on SC.

Highlights

In October 2017, the Arnold School was fully re-accredited through 2024, reflecting an exceptional self-study and site visit.

The Arnold School continues to excel in extramural funding, with \$29.7 million in total funding in 2017.

Arnold School faculty continue to exhibit a remarkably high level of scholarship with 557 peer-reviewed publications in 2017.

In 2017, the Arnold School experienced an 11% increase in undergraduate enrollment, reflecting a growing interest in and demand for public health trained graduates.

G. Thomas Chandler Professor and Dean



UNIVERSITY OF
SOUTH CAROLINA
Arnold School of Public Health

Blueprint for Academic Excellence

Arnold School of Public Health

AY2018-2019

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Foundation for Academic Excellence

Mission Statement

The Arnold School of Public Health will improve population health and well-being by fostering innovative education and research that promotes health and healthy environments and will use that knowledge to prevent and effectively respond to disease, disability, and environmental degradation in diverse communities.

Updated: 03/16/2017

Vision Statement

The Arnold School of Public Health advances inquiry, discovery and innovation, develops outstanding graduates, and promotes health through collaboration, dissemination and outreach in our local and global communities.

Updated: 03/16/2017

Values

Community - The Arnold School actively engages and collaborates with community partners in its education, research and public service.

Diversity and Inclusion - The vibrant intellectual environment of the Arnold School embraces respect for diversity and inclusion of all persons.

Impact - Through inquiry, discovery and dissemination, the Arnold School improves community health, health systems and the environment for populations and individuals worldwide.

Integrity - The Arnold School adheres to the highest standards of honesty, fairness, stewardship, professional responsibility and scholarly ethics.

Learning - Students are the foundation of the school. With its outstanding faculty and staff, the Arnold School provides diverse and dynamic educational and experiential opportunities for learners at all levels.

Social Justice - In pursuit of health equity for all populations, the Arnold School seeks to bridge any divisions that prevent individuals from attaining complete environmental, physical, mental and social well-being.

Translation - Through scholarship and outreach, the Arnold School supports evidence-based practices and policies and the application of scientific knowledge to improve individual, community and societal health.

Updated: 03/16/2017

Goals - Looking Back

Goals for the Arnold School of Public Health for the previous Academic Year.

Goal 1 - To promote curriculum development, innovative teaching methodologies and effective assessment

Goal Statement	To promote curriculum development, innovative teaching methodologies and effective assessment by: a) implementing effective processes for continuing program assessment; b) improving learning outcomes and linkages to curriculum as needed; c) actively engaging in interprofessional education; d) addressing curriculum requirements associated with the Carolina Core; e) enhancing distributed education in the Arnold School; and f) enhancing student/faculty involvement with USC Connect and other opportunities for community engagement.
Linkage to University Goal	<ul style="list-style-type: none">•Educating the Thinkers and Leaders of Tomorrow•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners•Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative education and research and with our vision by advancing inquiry, discovery and innovation. It also aligns with the Arnold School's values of community and learning.
Status	Completed successfully
Action Plan	

Achievements	<p>a & b) Over the past three years, our director of evaluation and academic assessment has worked with the undergraduate and graduate program directors to improve processes for continuing program assessment in our academic assessment plans. Thanks to this effort, the assessment planning and reporting processes are much improved as are the assessment plans' learning outcomes and associated assessment measures, criteria, and methods. The director has worked closely with the institutional effectiveness manager at OIRAA to ensure our plans meet the university's criteria.</p> <p>c) The Arnold School supports the university's Interprofessional Education for Health Sciences initiative, specifically by supporting the course titled Transforming Health Care for the Future. This course is cross listed for public health, social work, nursing, medicine, pharmacy, genetic counseling, and physician assistant programs. In spring 2018, 79 public health students took this course. As we revise our core courses for the MPH program to meet changes in accreditation (discussed below), we will expand our involvement in this course to include our MPH and MHA students.</p> <p>d) The undergraduate programs continue to meet the requirements for the Carolina Core.</p> <p>e) Our Health Services Policy and Management program is revising their distance MPH program from synchronous instruction with blended in person and distance formats to a fully asynchronous delivery format. In addition, our COMD MCD program is continuing to revise their distributed education courses to meet "Quality Matters" standards. COMD completed the revision for seven courses in AY2017 and in on track to complete an additional six courses in AY2018.</p> <p>f) The school continues to be actively involved with USC Connect to promote community engagement and graduation with leadership distinction among our undergraduate students. In AY2017, 78 (13%) of our undergraduates graduated with leadership distinction.</p>
Resources Utilized	<p>a & b) Faculty and staff time was dedicated to our work on improving the academic assessment process and learning outcomes, including time for the director of evaluation and academic assessment to oversee planning and reporting processes, as well as for program directors in each department to develop and monitor plans, collect data from instructional faculty, and review results in their departments.</p> <p>c) In spring 2018, one faculty member from physical therapy and seven from our speech language pathology programs assisted with Transforming Health Care for the Future.</p> <p>e) Faculty time for course re-design, in partnership with the Center for Teaching Excellence.d & f) Additional time commitments were applied to advancing the school's role in campus-wide initiatives and programs, such as the Carolina Core and USC Connect.</p>
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	<p>The school has completed this goal. Continuing efforts in these areas will be reported in other sections of the blueprint (e.g., instructional modalities, community engagement, etc.).</p>

Goals - Real Time

Goals for the Arnold School of Public Health that are in progress for AY2018-2019.

Goal 1 - To promote quality, impactful and ethical research at the Arnold School

Goal Statement	To promote quality, impactful and ethical research by developing strategies to: increase extramural funding; increase numbers, quality, and impact of publications; facilitate collaborations to be competitive for large, interdisciplinary grants; effectively mentor junior faculty; and increase student and community engagement in research and scholarly activity.
Linkage to University Goal	<ul style="list-style-type: none"> •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative research and experiential education and with our vision of advancing inquiry, discovery and innovation. It also aligns with the Arnold School's values of community, impact, integrity, learning and translation.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	Research productivity has continued to grow. The number of published faculty research journal articles increased 1.8% in 2017 to 557 articles in print, and the total first/next year dollar amount request of extramural research grant submissions increased 5% in FY2017; however, receipts per faculty member remained flat. The flat award levels likely reflect the contracted funding climate at present in the U.S., but our faculty are responding with greater submission effort. Ten Arnold School faculty members and three post-doctoral fellows received ASPIRE awards in AY2017. Two faculty members received Provost Social Sciences and two received Provost Visiting Scholars awards. The school initiated an intensive NIH-model "boot camp" for new faculty investigators, with each session closely mentored by grant winners.
Resources Utilized	The Arnold School's Office of Research provided pre- and post-award services to faculty and staff through the Research Support Core. In addition, this office disseminated information regarding grant funding opportunities, conducted grant-related training workshops, and provided support for interdisciplinary research teams. Administrative and business management personnel in each department and in most centers and institutes within the school also provided pre- and post-award support to faculty.
Goal Continuation	<p>Support for high quality, impactful and ethical research is an ongoing activity. Mentorship and professional development opportunities will continue along with efforts to assess scholarly productivity more effectively. Participation in interdisciplinary research groups within and beyond the Arnold School will also be encouraged. Faculty pursuit of extramural funding will continue to be incentivized along with research competitiveness through the return of 10% of the school's IDC capture directly to PIs. The Arnold School's Office of Research will continue to offer an ongoing schedule of workshops and trainings for faculty and staff (mentioned above) plus training in avoidance of predatory journals.</p> <p>The Dean's Office has committed \$50K per year to continue the boot camp mentioned above.</p>
Goal Upcoming Plans	

Resources Needed	<p>Continued support from the Arnold School's Office of Research, the university's Sponsored Awards Management Office (SAM), and departmental staff will be needed, as will focused efforts to mentor junior faculty and increase student and community engagement in scholarly activity. Specifically, the Office of Research needs recurring funds to support the NIH Proposal Boot Camp, which is in its first year in the Arnold School.</p> <p>SAM should provide campus-wide training in the ethical conduct of research and ethical research dissemination.</p>
Goal Notes	

Goal 2 - To promote and enhance doctoral education in the Arnold School

Goal Statement	To promote and enhance doctoral education in the Arnold School by increasing: the number and quality of doctoral students; funding support for doctoral students; technologies for doctoral education; and interdisciplinary experiences for doctoral students.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative education and research and with our vision to advance inquiry, discovery and innovation. It also aligns with the Arnold School's value of learning.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	The number of PhD students in the Arnold School has increased from 218 in fall 2016 to 225 in fall 2017. Doctoral education in the Arnold School is promoted and enhanced through a variety of means. Most notably, more than half of Arnold Endowment revenues are dedicated to recruit and support doctoral students with a required monetary match from grants, contracts, and/or departments. There is also a school-wide focus on providing adequate support for doctoral students through securing nationally-competitive stipends and tuition abatements from funding agencies. The Arnold School's Dean's Office committed \$15,000 in AY2018 in matching student travel-award assistance. So far this year, we have distributed \$11,150 in student travel awards. The school also leveraged support from the Provost's doctoral incentive funds for travel, publications, and other student needs. Additionally, Arnold School doctoral students have been frequent recipients of USC Presidential Fellowships (13 this year).
Resources Utilized	Revenue from the Arnold Endowment provides vital support for the recruitment and retention of highly talented doctoral students through the Arnold Fellowships. Core support for student travel is also key to enhancing their professional development. Leveraging of the Provost's doctoral incentive funds for student travel, publications, and other student needs is also key. USC Presidential Fellowships are vital for recruitment and retention of the best/brightest candidates.
Goal Continuation	Resource support for doctoral education is an ongoing priority for the Arnold School. Continuing to maximize doctoral student opportunities through the Arnold Endowment will be key, as will leveraging other sources of philanthropic and grants support. Encouraging professional development activities for doctoral students beyond research training will be valuable, as will fostering interdisciplinary and interprofessional experiences. Support for doctoral education will continue through the provision of Arnold Fellowships and student travel awards. Expanded professional development activities will be prioritized along with new interdisciplinary and interprofessional experiences across the Health Sciences.
Goal Upcoming Plans	
Resources Needed	Expanded support for recruiting highly talented doctoral students is an ongoing need, particularly in today's competitive academic environment. The \$60K per department per year from the Arnold Fellowships is helpful but insufficient. Our public peer-aspirant competitors offer more support for doctoral education, often as much as \$45K per student in tuition/stipend benefits.
Goal Notes	

Goal 3 - To actively plan for improved infrastructure for the Arnold School

Goal Statement	To actively plan for the provision of improved infrastructure for the school including high-quality personnel, systematic mentoring and professional development, and provision of adequate buildings and facilities for faculty, staff and students.
Linkage to University Goal	•Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by ensuring the ability to foster innovative education and research and supports our vision to advance inquiry, discovery and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	<p>The Office of Undergraduate Student Services added 3.75 FTEs to support a rapidly expanding population of undergraduate students.</p> <p>Construction/renovation was completed on 1,500 square feet of central space for undergraduate advising in the Public Health Research Center (PHRC) that provides co-location of advisers for all undergraduate programs (i.e., public health and exercise science).</p> <p>A new budget director was hired for the Arnold School in fall 2017, filling a position opened by the retirement of the school's long-time business manager after 34 years of service.</p> <p>Plans were developed for the further renovation of space on the first and second floors of the PHRC to add 10 faculty offices.</p> <p>Plans were finalized/approved for renovation of 20,000 square feet of space to accommodate moving the Department of Communication Sciences and Disorders (COMD) from off-campus rented space back to on-campus space in the Close-Hipp Building.</p> <p>The Office of Research was reorganized with a new director and an expanded mission to provide comprehensive support for grant submission and sponsored-award management.</p>

Resources Utilized	<p>Significant faculty and staff time has been devoted to meeting the increased advising and instructional needs of the expanded undergraduate population.</p> <p>The dean and the associate dean for operations devoted extensive time to identifying a qualified successor for the budget director role.</p> <p>The associate dean for operations as well as key faculty have devoted intensive effort to working with the university architect and designer to develop plans for renovating 4,000 square feet of space in the PHRC for faculty offices and programming.</p> <p>The dean and the chair of COMD have spent a significant amount of time in recent years developing and finalizing plans for moving that department to on-campus space and securing major donor support for the project.</p> <p>Several administrators devoted time addressing the reorganization of the Office of Research.</p>
Goal Continuation	<p>The continuing growth of the undergraduate programs in public health and exercise science will require continued expansion of advising services and instructional capacity.</p> <p>The director of development position for the Arnold School is currently vacant. The position has been posted and candidates are being identified for interviews in spring 2018.</p> <p>Construction plans will be finalized in 2018 for the expansion of faculty offices in the PHRC, and plans will be implemented for on-campus space to house COMD.</p>
Goal Upcoming Plans	
Resources Needed	<p>Increased engagement from USC Facilities Design and Construction will be needed to meet the timeline for finalizing and implementing the significant construction plans outlined above.</p> <p>These projects will also require significant time and effort from the dean, associate dean of operations, chair of COMD, and other key faculty and staff.</p>
Goal Notes	

Goal 4 - To recruit, develop, mentor and retain quality faculty to meet the mission of the school

Goal Statement	To recruit, develop, mentor and retain highest-quality faculty to meet the mission and needs of the Arnold School.
Linkage to University Goal	•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative education and research and with our vision to advance discovery and innovation. It also aligns with the Arnold School's value of impact.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	<p>Twelve (12) new faculty members have joined the Arnold School since July 1, 2017. Among those are 2 instructors, 8 assistant professors (2 non-tenure track), 1 associate professor and 1 full professor. The full professor position was filled by Dr. Anthony Alberg, who joined the Arnold School faculty in August 2017 as chair of the Department of Epidemiology and Biostatistics.</p> <p>One (1) additional faculty member has been hired to begin in April 2018 as an assistant professor.</p> <p>Six (6) additional faculty members have been hired to begin in AY2019 (5 assistant professors and 1 associate professor).</p> <p>Notably, all faculty hires have come from top academic programs.</p>
Resources Utilized	The successful recruitment of the professor/chair candidate required a competitive package assembled in partnership with the Provost. All other faculty recruitment entailed salary and start-up commitments. More than \$3M in new faculty start-up commitments were made in AY2018 with approximately one-third going to faculty infrastructure needs, equipment, and improvements.
Goal Continuation	<p>Eight (8) faculty searches remain active for AY2018/AY2019, with 3 of those pending formal posting.</p> <p>As new faculty join the Arnold School, efforts to develop, mentor and retain them will be a continual focus across all academic departments.</p>
Goal Upcoming Plans	
Resources Needed	With coming retirements and hiring of new faculty to several "net new" positions, projected start-up needs will approach \$1M in AY2019.
Goal Notes	

Goal 5 - To comprehensively examine degree programs to meet evolving needs

Goal Statement	To comprehensively review and revise ASPH degree program requirements to ensure compliance with all accreditation standards and to best position the Arnold School to meet the evolving needs of future researchers, educators and practitioners in public health, exercise science, and communication sciences.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative education and research and with our vision to advance inquiry, discovery and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	<p>In October 2017, the ASPH received a flawless re-accreditation decision from Council for Education in Public Health (CEPH) for a full 7-year period (2017-2024). Because CEPH adopted new accreditation criteria in 2016, the school must review all of our programs to ensure we come into compliance by 2019.</p> <p>In fall 2017, a committee of MPH graduate directors and faculty who teach the MPH core courses conducted a comprehensive review of our MPH core curriculum and determined that it needs significant revision to be brought into compliance with new CEPH accreditation criteria. In the process of reviewing the other programs, the school decided to terminate the DrPH programs due to low student enrollment. We also made minor revisions to bring the other programs (undergraduate and graduate) into compliance.</p> <p>In January 2018, the school submitted a plan to CEPH for achieving compliance with new curriculum criteria. The plan showed that we are in compliance for all programs except the MPH programs and included plans to have MPH program changes approved by fall 2018 for implementation in fall 2019. CEPH responded that we appeared to be making reasonable progress toward compliance. We also submitted a substantive change notice about the termination of the DrPH programs and the MSPH in HPEB (also undersubscribed), and that we were suspending enrollment in the BIOS MPH (which has low student interest).</p> <p>The MPH committee is redesigning the core curriculum by changing it from five discipline-specific survey courses to a set of interdisciplinary PUBH courses designed to provide an intergrated core experience and to meet the new CEPH competency requirements. Departmental curriculum committees have begun to review their individual MPH programs to determine what changes need to be made to incorporate the new core and meet other CEPH curriculum criteria.</p>
Resources Utilized	The MPH committee consists of 22 faculty and staff who are dedicating considerable time to this effort. Additional faculty and staff have been involved at the department levels as well. In March 2018 we held a day-long retreat at Bates West to focus on the core curriculum. Costs for the retreat included space rental and meals. Three representatives of the Center for Teaching Excellence (CTE) joined the retreat in the afternoon.

Goal Continuation	<p>The MPH committee will work together and with CTE representatives to develop and submit new course proposals to APPS by May 2018. Departments will finish revising their program requirements to incorporate the new core and any other changes required to meet the CEPH criteria. They will then submit their program changes in early fall 2018 so the programs can be implemented fall 2019.</p> <p>The committee and departments will work together to develop implementation plans, which will include teaching schedules, plans for how current students will complete their programs under the existing curriculum, revising student handbooks, etc. The school will work closely with CTE, which has agreed to provide technical assistance, consultation, and training on curriculum development and teaching innovations.</p> <p>The school will also create a standing committee to oversee the MPH core curriculum at the school level. The committee will be comprised of faculty from all five disciplines and representing all the MPH programs offered. This committee will develop policies and procedures to ensure that the core curriculum continues to meet CEPH criteria. An assistant dean for interdisciplinary learning and online education will be appointed to chair this committee. This goal will continue through AY2020, the first year of program implementation.</p>
Goal Upcoming Plans	
Resources Needed	<p>Considerable administrator, faculty and staff time will continue to be devoted to this comprehensive process. This will include course development as well as time devoted to updating advising materials, processes, and procedures for all MPH programs. The school will also provide limited financial compensation for faculty leading the extensive course development efforts.</p>
Goal Notes	

Goals - Looking Ahead

Goals for the Arnold School of Public Health that are slated for the upcoming year.

Goal 1 - To align with the new university budget model

Goal Statement	To comprehensively review and adapt the Arnold School's budget practices to align with the new USC budget model in FY2019.
Linkage to University Goal	•Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission by fostering innovative education and research and with our vision to advance, inquiry, discovery and innovation. It also enables the pursuit of all Arnold School values.
Status	Newly Established Goal
Action Plan	The Arnold School's initial budget projections under the new model have been reviewed in advance of upcoming Blueprint meetings, and contingency planning has begun as a part of the multi-year Blueprint budgeting process. During FY2019, a parallel budget system will be implemented, providing an opportunity for ASPH to make strategic adjustments and prepare for full implementation of the new budget model in FY2020.
Achievements	Arnold School administrators have participated in initial meetings with USC leaders and representatives from the Huron consulting firm to understand their process for developing a new university-wide budget model and to provide requested feedback.
Resources Utilized	
Goal Continuation	This goal will be a priority focus through FY2020.
Goal Upcoming Plans	
Resources Needed	Considerable time will be devoted to this goal by Arnold School administrators including the dean, the associate dean for operations, and the school's budget director. Department chairs and business managers will also be engaged in this process. Extremely reliable and accurate tracking of credit-hour production, square-footage usage, and indirect cost generation by units will be required.
Goal Notes	

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

The national Association of Schools and Programs of Public Health (ASPPH) updates its data-based peer-ranking system annually based on school relative mean percentiles that compare size (faculty and student headcounts), unrestricted funds receipts, and grants/contracts receipts. For AY2017, the Arnold School ranked 13th among all US schools of public health. Among all SPHs at public universities, we ranked sixth, just below the University of Florida SPH and tied with the very fine University of Michigan SPH. Florida increased in ranking this year. The Florida legislature in 2015 provided the UF College of Health with a recurring, large state investment and the charge to move to top-five status in the US News and World Report's peer-survey rankings within five years.

Our Exercise Science Department's doctoral program is ranked #1 nationally by the National Academy of Kinesiology (since 2014), and the general EXSC program was ranked #1 nationally and #4 globally by the Shanghai University Rankings system (as part of the broader "sports science" category) in 2017. Our speech-language pathology programs in the Department of Communication Sciences and Disorders ranked #30 out of 230 speech-language pathology professional graduate programs and our physical therapy program ranked 40 out of 204 physical therapy programs (US News and World Report's 2018 college rankings).

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

In the Department of Communication Sciences and Disorders (COMD), several innovative instructional modalities are being utilized. First, several faculty are starting to use the flipped classroom approach with their courses. Second, several faculty are using Perusall (<https://perusall.com/>) to increase student's reading of assigned reading as well as to increase interactions among students and the instructor. One faculty member is using Universal Design Learning Theory in her courses. Additionally, several faculty are using simulations to increase students' knowledge and clinical skills. For example, COMD faculty have served as simulated cases for students to learn about and obtain clinical hours for screenings and diagnostics. Further, COMD has paid a license fee for faculty to use Simucase (<https://www.simucase.com/>), which provides digital segments on a variety of clients who have communication disorders. With these types of simulations, students receive educational and clinical experiences and can earn clinical hours as well. The innovations discussed above occur in both the MSP and MCD programs. Finally, in the MCD courses, many faculty use Adobe Connect to touch base with their students, either for live classes, oral exams, and/or office hours.

The Department of Exercise Science (EXSC) is expanding into distributed learning. It currently has one undergraduate course (EXSC 563) approved and has submitted a second course (EXSC 454) for approval to administer on line.

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

None for AY2017.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.

The Arnold School received approval from the Board of Trustees to terminate the DrPH in Biostatistics and the DrPH in Health Services Policy and Management as of fall 2018. We also submitted requests to terminate the MSPH and DrPH programs in Health Promotion, Education, and Behavior as of fall 2019. These requests have been submitted through APPS and should go before the Graduate Council by the end of spring 2018. The school also suspended new enrollment in its MPH in Biostatistics as of fall 2017 (no students are currently enrolled in the program).

Supplemental Info - Academic Programs

Any additional information on Academic Programs appears as Appendix 1. (bottom).

Academic Initiatives

Experiential Learning for Undergraduates

Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Graduation with Leadership Distinction (GLD). By nature, the fields of public health and our allied health professions (exercise science, communication sciences, etc.) are action oriented and practice based. All ASPH undergraduates are encouraged to participate in USC Connect and GLD. Since all ASPH freshmen are required to enroll in UNIV 101, students are introduced to the importance of beyond-the-classroom learning and to the steps for GLD. Capstone and practicum courses continue to promote USC Connect and GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (which guides students through the GLD process). To date, the Arnold School has the highest percentage of GLD graduates (relative to its total number of graduates) of any college/school at USC.

Embedded learning. Numerous major core required and elective courses in the ASPH have an embedded service learning component. They are approved by USC Connect and assessed by USC's Office of Service-Learning and Community Engagement. These courses are listed in USC Connect's online list of approved courses.

Outside the classroom. Many faculty in the Department of Exercise Science (EXSC) include undergraduate students in their research teams. These students learn about the research process, are frequently engaged in journal clubs, write student grant proposals (Magellan) and present their research at local and regional professional meetings where they can discuss their work with researchers from other departments and universities. Eight undergraduate students applied for and received Magellan awards during 2017. The department also sponsors a Jeopardy-style Student Quiz Bowl each January, where teams of EXSC students compete based on their knowledge of exercise science for an opportunity to travel to the Southeast American College of Sports Medicine regional conference and compete against teams from other exercise science programs.

Culminating experiences. Undergraduate public health majors enroll in a three-credit senior capstone seminar in their final semester. In the course, students reflect upon the public health core courses they have completed, the competencies framing their degree program, their own personal and professional strengths and areas of improvement, and their ultimate career goals. These assignments facilitate students' development of a project plan in which they complete a minimum of 50 hours of work beyond the classroom. This year, students will create a 2-minute video recording (i.e., an "elevator pitch") of their beyond-the-classroom experiences, which must demonstrate their application of field, degree, and professional competencies.

Undergraduate exercise science students are required to enroll in a one-credit hour pre-practicum planning seminar and a six-credit hour (300 hour) field-based practicum in their senior year. The pre-planning seminar assists students in locating a practice site and in verifying that necessary prerequisites are met. The practicum takes place in a clinical, professional, or research setting where students can apply their knowledge from prior coursework to potential careers of interest, learn about professional conduct, and gain firsthand knowledge about the skills necessary for a successful career. Students reflect weekly on their experiences and develop a project based on their practicum experiences.

Challenges: With over 2,000 undergraduates, the demand for experiential learning opportunities is very high. Students routinely request placement into summer internships, research projects, jobs, and practica. Even with our extensive community network of providers and opportunities, there are a limited number of placements available. The local area and state are saturated with requests for student placements not only

for our undergraduates, but also for our graduate students and for students from other USC schools/colleges (e.g., social work, nursing, pharmacy, psychology). Although we refer students to USC's Career Center and Community Internship Programs and to USC Volunteer and Student Organization Offices, students report a general lack of placement opportunities that provide a sufficient or degree-appropriate learning experience.

Currently, we do not visit sites to monitor student performance in the field for the PUBH capstone project or EXSC practica. With up to 500 students in the field per academic year, we are unable to conduct observations and to develop additional community partnerships.

Clinical experiences. Undergraduate professional students in athletic training gain hands-on experience by completing at least six semesters of specific clinical experiences. These address the continuum of care, so students can learn to function in a variety of settings over a range of patient conditions utilizing athletic training knowledge, skills, and clinical abilities. At least 75% of student clinical experiences must be completed under the direct supervision of a preceptor who is an athletic trainer certified through the Board of Certification (BOC). Clinical assignments have taken place in USC men's & women's athletics, local high schools, sports medicine clinics, youth sports, campus recreation, physical therapy clinics, and small SC colleges.

Challenges: In previous years, the athletic training program had challenges providing educational experiences for undergraduate students working with non-sport patient populations and with a variety of conditions other than orthopedics in the local community.

Improvements: Athletic training faculty developed a new system to document and track clinical-education patient contacts, and specifically, patient contacts with non-sport patient populations and with non-orthopedic patients. Junior athletic training students in ATEP 497 get a structured experience at the general medicine clinic at either the Williams-Brice Stadium Athletic Training Facility or the Roost Athletic Training Facility, under the direction of a primary care physician. The intent is for students to have non-orthopedic patient contacts outside of their normal clinical education experiences. The Athletic Training Clinical Education Coordinator also tracks non-sport experiences by providing each student with a clinical education experience in a non-sport environment prior to graduation, such as Palmetto Health USC Medical Group, Drayer Physical Therapy Institute, USC Band and Dance, and the USC Campus Recreation Center.

Experiential Learning For Graduate & Professional Students

Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

The Arnold School's emphasis on mentorship combined with its research-oriented atmosphere results in an abundance of student-faculty partnerships across the school. Graduate students are engaged in faculty research, both as research assistants and through conducting their own mentored research. Students also collaborate with faculty members on peer-reviewed publications, presentations, grant proposals, post-doctoral fellowships, and more. Students work alongside faculty to learn from them and to add their own valued insights. Most of our funded research and service projects are conducted with student involvement.

MPH students are required to complete a public health practicum. Practicum requirements include application of appropriate skills and integration of knowledge across the public health curriculum in a practice setting. The new accreditation criteria for our MPH programs will affect the way we conduct the practicum. The CEPH requirements have shifted from requiring a field placement with a specified number of hours to an "applied practice experience" with more flexible options for how students complete the requirement. As a result, we are reviewing our practicum requirements and procedures to determine how we can best meet the changing criteria. This review will be completed by fall 2018 and any changes will be implemented by fall 2019. This

activity is included in our real time goal associated with CEPH compliance.

The MHA in Health Services Policy and Management also has a residency program in which students provide a minimum work effort equivalent to 48 working days. Students complete a practice-based project in health care administration, which they must plan and execute under the guidance of a site preceptor. Through this project, students must demonstrate and utilize their expertise in the topic while demonstrating competences of analytical and critical thinking, finance and planning, oral and written communication, and teamwork.

Our graduate clinical programs (physical therapy, speech language pathology, and advanced athletic training) all have extensive clinical requirements for their students. For example, the Department of Communication Sciences and Disorders online system for documenting clinical training currently displays 730 sites and 1,030 supervisors. Students in the clinical programs routinely graduate with more than the minimum requirements for licensure, and our licensure success rates are all high.

Affordability

Assessment of affordability and efforts to address affordability.

The affordability of public health education is an ongoing concern for the Arnold School, our faculty and staff, and--most especially--our current and prospective students. This is particularly important considering the rapidly growing number of public health schools and programs. Notably, the Arnold School has no control over admissions or costs of education at the undergraduate level. And, although we have no undergraduate scholarships in the school at present, this has been a priority for the school's development efforts for many years with limited success.

At the graduate level, our graduate admissions committees work diligently to identify any disadvantaged candidates who may not meet our published standards for admission/access and then conduct verbal interviews to determine if access standards might be non-predictive of an individual's success in a given program. Graduate program affordability is enhanced greatly in the Arnold School by the provision of endowment proceeds to meritorious doctoral candidates through the Arnold Fellowships program. These decisions are decentralized and made in each of our six departments. The challenge remains that insufficient funds are available to fully and competitively support the more than 36 students annually who receive Arnold Doctoral Fellowships.

In addition to the Arnold Fellowships, the school and/or departments offer several additional public health traineeships and fellowships, which are listed on the financial aid website. Many students also receive assistantships, which include a stipend and automatically qualify students for in-state tuition, reducing tuition cost by approximately 50 percent. Most departments also provide a tuition supplement to offset some of the remaining expenses.

The Graduate School provides a variety of fellowships ranging from a one-time award of \$1,000 to a four-year Presidential award of \$8,000 per year. These awards typically require a departmental match, which can be any combination of additional fellowship, graduate assistantship, and/or tuition supplement. The school currently has 13 Presidential Fellows.

Student travel funding is provided through the Arnold School to support opportunities for graduate and undergraduate student research presentations at professional/scientific conferences. Sponsored by the Dean's Office, the Arnold School's student travel program provides individual travel assistance of up to \$300 per student, to be fully matched by a department, center, or research grant. Some programs and grants also provide further travel support to their students, as funds permit.

Reputation Enhancement

Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

The Arnold School contributes to the reputation of the university through its consistently successful track-record of nationally competitive research funding, high-quality journal publications, and training of doctoral students and post-doctoral fellows. The ASPH's dedication to diversity, inclusion, collaboration, and service, and its prominent position in national rankings further enhance the broader reputation of USC Columbia. Internationally, the ASPH in AY2017 became the primary research and education partner for Nanjing Medical University's SPH, which has just become the No.1 ranked SPH in China. Such partnerships reflect the high regard that highly-ranked international programs have for the ASPH and for the University of South Carolina.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

There are two significant resource-related challenges facing the Arnold School: 1) adequate resources for faculty recruitment and retention, and 2) adequate space (in quality and quantity) for faculty/staff offices, labs, and instruction.

The recruitment of high-caliber faculty is essential to continuing the high-level performance of the Arnold School in teaching, research, and service. To compete effectively with a rapidly growing number of public health schools and programs, it is essential that adequate resources are available for the recruitment and retention of the highest quality faculty. Most ASPH recruitment at this point is for replacement of retiring faculty. Those salary lines are often compressed and require significant dollar additions to move to competitive replacement/recruitment levels. Startup costs continue to escalate, and little support has been available from central administration. This is an especially important consideration in the context of the changing budget model of the university, which at present zeros out almost all ASPH discretionary income outside of endowments.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as Appendix 2. (bottom)

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	Fall 2016	Fall 2015
Tenure-track Faculty	93	88	84
Professor, with tenure	29	23	25
Associate Professor, with tenure	30	30	26
Assistant Professor	34	35	33
Librarian, with tenure	0	0	0
Research Faculty	6	7	8
Research Professor	1	1	1
Research Associate Professor	1	1	1
Research Assistant Professor	4	5	6
Clinical/instructional Faculty	42	34	25
Clinical Professor	2	2	2
Clinical Associate Professor	14	12	8
Clinical Assistant Professor	16	12	9
Instructor	10	8	6
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	30	34	30

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re

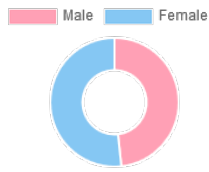
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.

	Fall 2017	Fall 2016	Fall 2015
Gender	147	137	123
Female	76	72	60
Male	71	65	63
Race/Ethnicity	147	137	123
American Indian/Alaska Native	0	0	0
Asian	19	15	16
Black or African American	7	7	8
Hispanic or Latino	4	3	1
Native Hawaiian or Other Pacific Islander	1	0	1
Nonresident Alien	2	5	7
Two or More Races	2	2	3
Unknown Race/Ethnicity	1	2	0
White	111	103	87

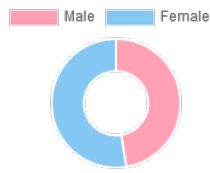
Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2017 Faculty Gender



2016 Faculty Gender



2015 Faculty Gender

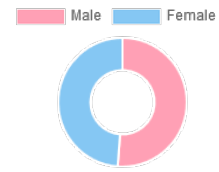
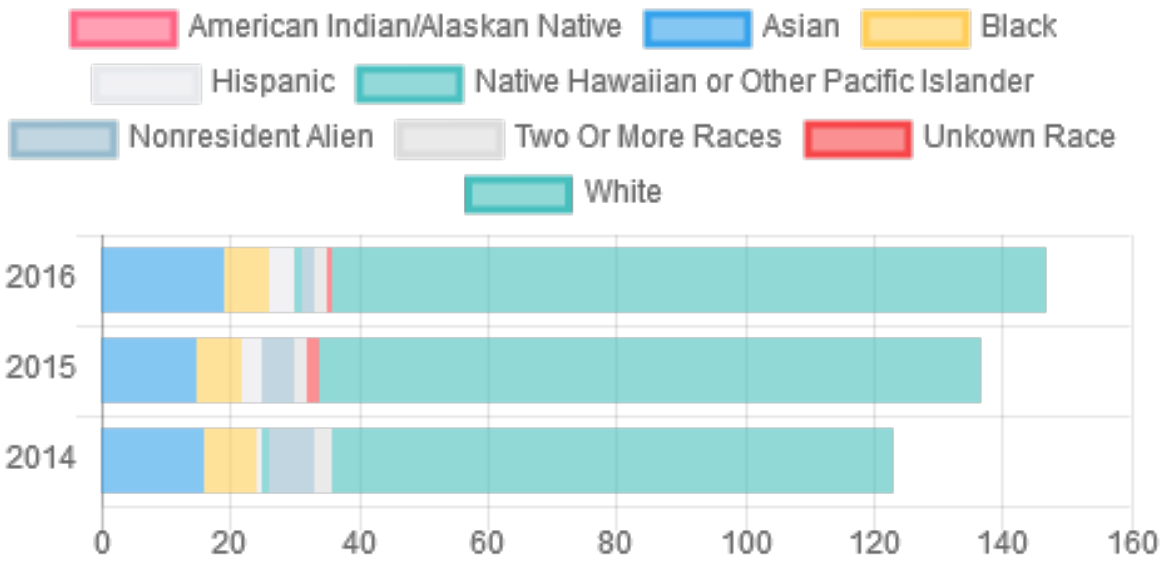


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.

2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at:

<http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

See attached data from Academic Analytics. The Arnold School was highly-productive in terms of research and scholarship, despite a challenging federal funding climate. Several major highlights for 2017 include grants and contracts of \$341K per T/TT faculty member; 557 peer-reviewed journal articles; and \$23 million in federal research funding awards, with total extramural funding (research and non-research) at \$29.7 million. All departments fall above or well-above the national median in comparative Academic Analytics assessments of journal publications and extramural funding. Receipts of national awards are at or below median values and we need to expend more effort in nomination of our faculty. Book publications are low, which is to be expected for our health science disciplines.

Looking forward, several challenges exist for improvement of an already high-bar of ASPH research and achievement. These include:

Space limitations. Faculty and students continue to be limited in their present abilities to conduct research, despite two relatively recent buildings (Discovery I and PHRC). Proximal office cubical space for graduate students, and office and laboratory space for faculty and post-doctoral researchers are needed. Lack of space now impacts our ability to recruit top faculty candidates. Solution: Off-campus rental space is the only solution, at present. There is a negative cost/benefit effect of rental space, however, because only office space is available for rent, while rental of laboratory space is neither available nor practical. Further, rental of off-campus space incurs a significant cost to the school and offers ineffective proximity for interactions among researchers.

Improving competitive research funding in an increasingly challenging climate. Despite significant increases in proposal submission effort and total dollar requests, our competitive federal funding increased only slightly in 2017. Solution: Further improve quality of proposal submissions and streamline the submission process. To increase the success of grant applications, the ASPH Office of Research is developing new seminars and workshops and a "NIH Proposal Boot Camp" that targets intense improvement of applications for mentored faculty. The Office is also streamlining the submission process, so faculty can invest most of their time on improving the quality of applications as opposed to filling out forms, etc.

Expanding research using alternative research funding mechanisms. Solution: Explore corporate and non-profit funding sources. In a challenging federal funding climate, our researchers are (carefully) exploring funding options from various corporate and non-profit sponsors. This has already yielded over \$800K from corporate sources and nearly \$4 million from non-profit sources (for 2017).

Recruitment of top international students for dissertation research in an increasingly-restrictive visa climate. ASPH strives to recruit excellent graduate students for research from in-state, out-of-state, and

international pools. It is anticipated that recent events may serve to decrease the excellent student pool that has been recruited from a variety of international sources. Solution: ASPH has been working closely with Dr. Miller (Vice-Provost and Director of International Programs) to strengthen ties with strong international universities (e.g., Nanjing Medical University, Guangxi Medical University, Guilin Medical University, Nicosia Medical University, University of Antioquia (Colombia), etc.) through educational and research MOUs.

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.

Optional

The school's Office of Faculty Affairs and Curriculum and the Office of Research coordinate two to three faculty development activities each semester, including the new faculty orientation, a meeting of mentors and mentees, and workshops discussing the tenure and promotion procedures, the annual review process for all faculty, various research topics and/or other topics of importance. The new faculty orientation is open to all faculty and provides an overview of school organization and general procedures as well as information about faculty mentoring and other professional development opportunities at the school and campus level.

Every new tenure-track faculty member is assigned at least one faculty mentor who is of more senior rank. Often the faculty member is assigned a team of mentors.

Funds for attending professional conferences, meetings, and workshops are available through department resources and incentive programs sponsored by the Dean's Office.

To improve faculty performance in research, the Arnold School in AY2017 began its annual "NIH Proposal Boot Camp" run by accomplished researchers in the school.

The associate dean for faculty affairs and curriculum is working with the faculty to enhance annual review policies and procedures to better detail performance criteria across career tracks, to apply rigor consistently across departments and review stages, and to communicate assessment results more effectively to faculty members. Annual review procedures will now use department-centered rather than school-wide review panels; and we are considering changes to third-year reviews that would allow candidates to present portfolios to the tenured faculty for enhanced, direct feedback at this critical point in time.

Supplemental Info - Faculty

Any additional content on Faculty Information appears as Appendix 4. (bottom)

Supplemental Academic Analytics Report

Content from Academic Analytics appears as Appendix 5. (bottom)

Teaching

Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full-time\ Students + 1/3\ Part-time\ Students)}{((Total\ Tenure-track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

Table 4. Faculty-to-Student Ratio, Fall 2017, Fall 2016, and Fall 2015

Fall 2017	Fall 2016	Fall 2015
1:12.9	1: 16.8	1:18.06

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

The Arnold School is committed to maintaining an adequate faculty-to-student ratio for our undergraduate and graduate students through recruitment and retention of quality faculty. We have also hired several new undergraduate staff advisors, which will allow us to expand advising capacity without overloading our teaching faculty.

Faculty Awards Received

During AY2017-2018 faculty of ASPH were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Carson, James	2017 Award for Research in Health Sciences	USC Educational Foundation
Wang, Xuewen	Bio-Behavioral Research Section Top 10 Poster Competition	The Obesity Society
Fritz, Stacy	Excellence in Geriatric Research Award	Academy of Geriatric Physical Therapy
Lohman, Matthew	2017 Innovative Research on Aging Award	Mather LifeWays Institute on Aging
Turner-McGreivy, Brie	2018 Breakthrough Star Award	USC Office of the Vice President for Research
Baalousha, Mohammed	2018 Breakthrough Star Award	USC Office of the Vice President for Research
Baalousha, Mohammed	NSF Early Career Award	National Science Foundation
Vejerano, Eric	NSF EPSCOR Fellowship	National Science Foundation
Baalousha, Mohammed	NSF EPSCOR Fellowship	National Science Foundation
Xiao, Shou	Charles River Best Abstract Award	American Society of Chinese in Toxicology
Probst, Janice	Breakthrough Leadership in Research	USC Office of the Vice President for Research
Fogerty, Daniel	Faculty Research Award	Arnold School of Public Health
Turner-McGreivy, Brie	Excellence in Weight Management Outcomes Research Award	Academy of Nutrition and Dietetics Weight Management Dietetic Practice Group

Service Awards

Recipient(s)	Award	Organization
Flach, Alicia	Degenerative Disease Special Interest Group Volunteer Award	Academy of Neurologic Physical Therapy
Brandt, Heather	J. Marion Sims Award	SC Public Health Association
Torres, Myriam	2017 Faculty Service Award	Arnold School of Public Health
Murphree-Holden, Crystal	Clinical Career Award	SC Speech-Language and Hearing Association

Teaching Awards

Recipient(s)	Award	Organization
Flach, Alicia	Physical Therapy Faculty Scholar	Parkinson's Foundation
McLeod, Angela	2017 James A. Keith Excellence in Teaching Award	Arnold School of Public Health
Spencer, Mindi	2017 Michael J. Mungo Undergraduate Teaching Award	USC

Other Awards

Recipient(s)	Award	Organization
Flach, Alicia	Board-Certified Multiple Sclerosis Clinical Specialist	Consortium of Multiple Sclerosis Centers
Sauceda, Danny	Two Thumbs Up	Student Disability Resource Center
Liese, Angela	H.A. Tyroler Distinguished Alumni Award	Epidemiology Chapter of the Gillings School of Global Public Health Alumni Association, UNC-Chapel Hill
Ingram, Lucy	Pipeline for Academic Leadership (PAL) Fellowship	USC - HR

Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.

Undergraduate recruitment. During 2017-18, ASPH faculty and advisors participated in numerous campus recruitment events including: High School Major Fairs; Admitted Students/Scholar Days and Friday Night Socials; Top Scholar Weekends, Gamecock Gateway Major Fair, USC Connect Fair, Prospective Athlete Recruitment Saturdays; Visitor Center scheduled appointments; and unscheduled walk-in visits with high school students and family members. Advisors regularly participate in outreach to local high schools such as CA Johnson, Brookland-Cayce, and Orangeburg High School for the Health Professions.

Graduate student recruitment. Recruitment activities for most graduate programs within the Arnold School are coordinated through the Office of Graduate Student Services (OGSS). Graduate recruitment takes place on international, national, regional, and state levels through a variety of ongoing activities, including regular recruitment booths at scientific and professional meetings, college graduate school/career fairs, email, chat-rooms, Skype correspondence, and the Internet via school webpage and social media outlets.

This year, in addition to attending the USC recruitment fair, representatives from the OGSS made recruiting trips to ten in-state colleges, including four HBCUs. They also attended the national American Public Health Association (APHA) conference in Atlanta and the Association of Schools and Programs of Public Health (ASPPH) "This is Public Health" recruitment event held at Emory University in conjunction with APHA/SOPHAS meetings (SOPHAS is the Schools of Public Health Application Service).

To supplement attendance at in-person recruitment fairs, OGSS has an annual contract with CareerEco, a company that coordinates online chat rooms for SOPHAS participating schools to serve as a virtual graduate school or career fair. Our public health programs participated in four SOPHAS virtual fairs (July, September, November, and January). OGSS staff managed the admissions chat room and each SOPHAS participating program in the school hosted a one-hour chat session in a separate chat room. In addition, HPEB, EPID, and PAPH hosted virtual advisement/information sessions for new students in 2017 through the SOPHAS "unlimited chat" feature. We hope to expand the use of chat rooms for recruitment and information sessions for all programs.

The OGSS coordinates with The Graduate School regarding attendance at graduate school fairs to minimize duplication of effort. The Graduate School's associate director of recruitment and special events enters information from every student who expresses an interest in USC and a department into a database. OGSS and our program directors have access to these data and provide follow-up with any prospective students expressing interest in one of our programs.

Academic department faculty and staff members also represent their programs at discipline-specific recruiting events and professional meetings. All program directors and support staff have direct interaction with potential students by way of emails, phone calls, campus visits and tours, and Skype. Examples of department-specific recruitment events include the following:

Under the leadership of Dr. Anthony Alberg, new chair of the Department of Epidemiology and Biostatistics, the department has instituted a Graduate Student Recruitment Initiative to transition the department culture from passive to active student recruitment. The three goals of this initiative are to: 1) enhance the applicant pool for master's and doctoral degree programs, 2) increase success in having the highest quality applicants matriculate to the department (focusing on doctoral students), and 3) optimize the department's external face via upgraded website and marketing materials. The department has begun implementation of the initiative in

the following ways: 1) The department will hold its first Open House for accepted and prospective students from 11 colleges and universities across South Carolina on March 30th and plans to hold another Open House for prospective students from all 31 colleges and universities in South Carolina in October 2018; 2) The department has increased financial support offered to the top-rated doctoral applicants in epidemiology and biostatistics by building on other fellowships (Presidential and Arnold); and 3) faculty and graduate directors are employing a personal touch to recruit accepted students by encouraging and setting up campus visits, sending personal e-mails, and making telephone/Skype calls.

The Exercise Science Department hosts a prospective graduate student open house twice a year and participates in the Graduate Student Fair at the annual meeting of the Southeast American College of Sports Medicine (SEACSM).

The Department of Communication Sciences and Disorders hosts an open house twice a year for potential master's students. In the spring, the open house is for students accepted to either master's degree program (MSP and MCD), but who have not yet decided about attending. Undergraduate students interested in one of the master's degree programs also are invited to attend. When a student is accepted into the COMD doctoral program, the department provides \$500 for the student to visit the program and meet with his/her potential faculty mentor to aid in making a decision about enrolling in the program.

The Departments of Exercise Science, Environmental Health Sciences, and Health Services Policy and Management worked with Shorelight and the USC International Office in 2017 to enhance international recruitment into their master's programs. (Shorelight is a for-profit educational service hired by USC to enhance foreign student recruitment by providing a tiered program of preparation, particularly in English proficiency, to enhance foreign student performance in our classes.)

The school has also benefited from participating in online centralized application services for most of our programs - SOPHAS (Schools of Public Health Application Service), CSDCAS (Communication Sciences and Disorders Centralized Application Service), PTCAS (Physical Therapist Centralized Application Service), and HAMPCAS (Health Administration, Management & Policy Centralized Application Service). These services make it easier for students to learn about the Arnold School, since they provide search engines of all affiliated schools and the degrees they offer. Due to the geographically broad marketing and outreach of these services, we presume the school has received applications from students who might not have considered the university otherwise.

Student Retention

Efforts at retaining current students in College/School programs.

Undergraduate student retention. In fall 2017, under the direction of ASPH's associate dean for undergraduate student affairs, the Office of Undergraduate Student Services was centralized in the Public Health Research Center and four full-time advisors (one faculty and three staff) were hired. A total of 12 advisors (including one First Year Advisor) provide one-on-one and (beginning in fall 2017) drop-in advising four days a week.

All undergraduate students are required to meet with an assigned advisor prior to course registration. This provides an opportunity to check each student's progress regularly, assess the student's needs, recommend courses to meet the student's needs and interests, and educate the student about professional requirements and university resources. Advising also serves as an opportunity to alert students to opportunities beyond the classroom.

All ASPH advisors utilize online advising tools (i.e., EAB Pathfinder, SSC Banner and DegreeWorks) to monitor student degree progression, provide quality advising, document on campus referrals, and, importantly, to identify at-risk students. They also develop outreach campaigns for and continuous follow-up with at-risk students using best practices developed by the University Advising Center (UAC). Advisors participate in UAC training and professional development sessions to learn how to competently refer students to appropriate campus programs and services including, the Office of Student Disability Services, the Student Success Center, Major Change Advising, the Career Center, USC Counseling & Psychiatry, and the Thompson Student Health Center.

The associate dean for undergraduate student affairs utilizes Data Warehouse and other resources to generate semester reports to: identify and reach out to students on academic probation and suspension; monitor students' perception of their advising experience and advising needs (using the anonymous online Advising/Advisor Quality Survey); and track key metrics identified by the university on the quality dashboard (i.e., 4/5/6 year graduation rates, GPA, enrollment, quality of freshmen, etc.).

Graduate student retention. The Arnold School's high graduation rates provide evidence of student retention among graduate students. Ninety percent of master's students in the Arnold School graduate within six years of matriculation, and 80% of doctoral students graduate within eight years of matriculation. Each of our highly competitive graduate clinical programs (physical therapy, speech-language pathology, and advanced athletic training) has a three-year graduation rate of 99% or higher.

Most full-time PhD students receive a commitment of financial support after they are accepted. This funding may be from the department, faculty members' grants, or other assistantships on or off campus. The most common mechanism for funding is a graduate assistantship, requiring 10-20 hours of work each week either for research, as a teaching or instructional assistant, or less commonly as a staff assistant. An assistantship includes a stipend and qualifies the student for in-state tuition. When there is research grant support for a student, part of the tuition is usually covered as well. In addition, incoming students are eligible for scholarships and fellowships offered by The Graduate School and the Arnold School. The Arnold Fellowships are funded from the Arnold Endowment of the school. The school typically awards six fellowships per department per year.

Examples of department-specific activities include the following:

The Department of Health Promotion, Education, and Behavior has an annual review process for all doctoral students to track progress throughout the program. Students complete an annual review document and meet with their primary advisors and one other faculty member. Progress is also discussed among department faculty and instructors at a spring faculty meeting, and recommendations are shared with the students and their advisors.

In AY2017, the Department of Epidemiology and Biostatistics instituted a policy whereby all faculty who teach first-year master's core classes report to the respective graduate directors any students who are struggling or who get less than a B in his/her course. This allows graduate directors to intervene and offer additional academic support through TAs and faculty, monitor performance through the next semester for any possible grade issues, and work with the student's academic advisor to provide encouragement and support. By intervening early, the departments can help students avoid receiving two Cs (which is an automatic dismissal from the program) and avoid failing the first-year progression exam.

The Department of Environmental Health Science seeks to intervene when students are having difficulty in performing in core courses. Interventions include meeting with the professor teaching the class to identify deficiencies or learning issues and help guide students to seek additional help through available counseling and tutorial services provided by USC or to work directly with specific course teaching assistants.

Student Enrollment & Outcomes

The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate Enrollment			
Freshman	384	252	266
Sophomore	463	374	348
Junior	555	470	466
Senior	718	704	629
Sub Total	2120	1800	1709
Graduate Enrollment			
Masters	408	407	414
Doctoral	316	295	232
Graduate Certificate	2	0	58
Sub Total	726	702	704
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	2846	2502	2413

Illustration 3. Undergraduate Student Enrollment by Classification

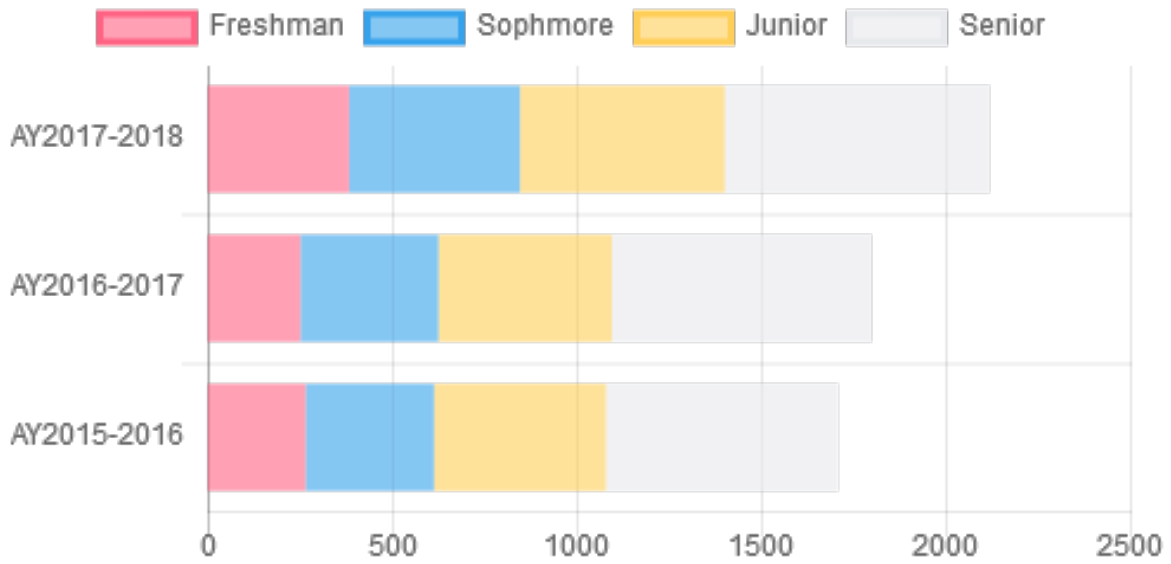


Illustration 4. Graduate/Professional Student Enrollment by Classification

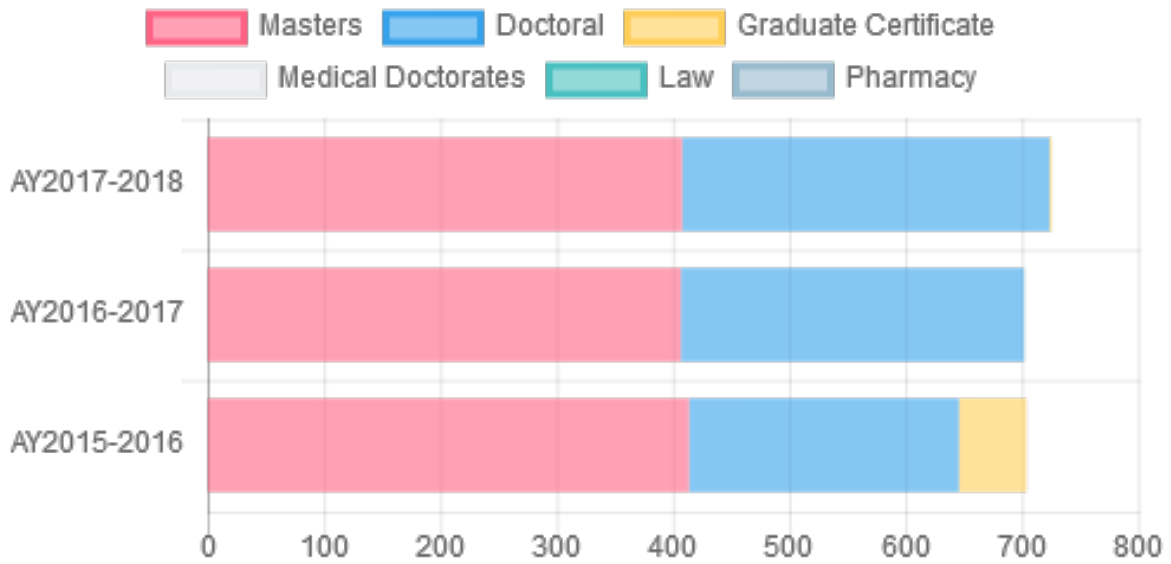
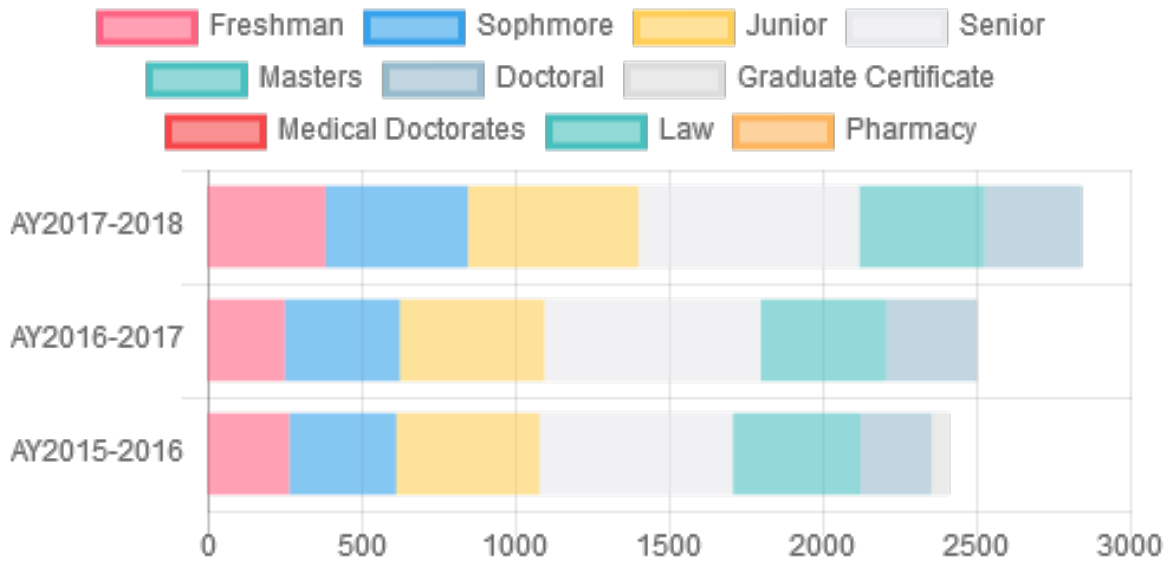


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	2120	1800	1711
Full-Time	2064	1764	1668
Part-Time	56	36	43
Graduate/Professional	726	702	704
Full-Time	522	474	520
Part-Time	204	228	184
Total - All Levels	2846	2502	2415
Full-Time	2586	2238	2188
Part-Time	260	260	260

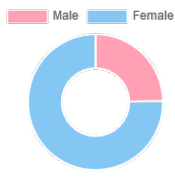
Student Diversity by Gender

Table 7. Student Enrollment by Gender.

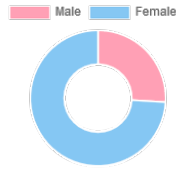
	Fall 2017	Fall 2016	Fall 2015
Undergraduate	2120	1800	1711
Female	1595	1333	1231
Male	525	467	480
Graduate/Professional	726	702	704
Female	530	524	537
Male	196	178	167

Illustration 6. Undergraduate Student Diversity by Gender

2018 Undergraduate Gender



2017 Undergraduate Gender



2016 Undergraduate Gender

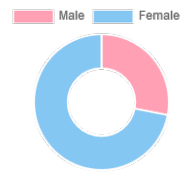
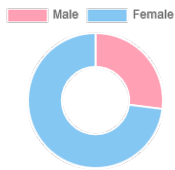
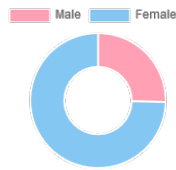


Illustration 7. Graduate/Professional Student Diversity by Gender

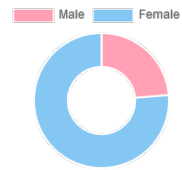
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	2120	1800	1711
American Indian/Alaska Native	2	3	2
Asian	75	61	57
Black or African	220	188	186
Hispanic or Latino	92	63	63
Native Hawaiian or Other Pacific Islander	3	3	2
Nonresident Alien	9	7	7
Two or More Races	73	58	60
Unknown	10	5	7
Race/Ethnicity			
White	1636	1412	1327
Graduate/Professional	726	702	704
American Indian/Alaska Native	4	3	3
Asian	28	20	23
Black or African	68	75	76
Hispanic or Latino	26	19	14
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	91	100	100
Two or More Races	15	16	16
Unknown	29	28	19
Race/Ethnicity			
White	464	441	453

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

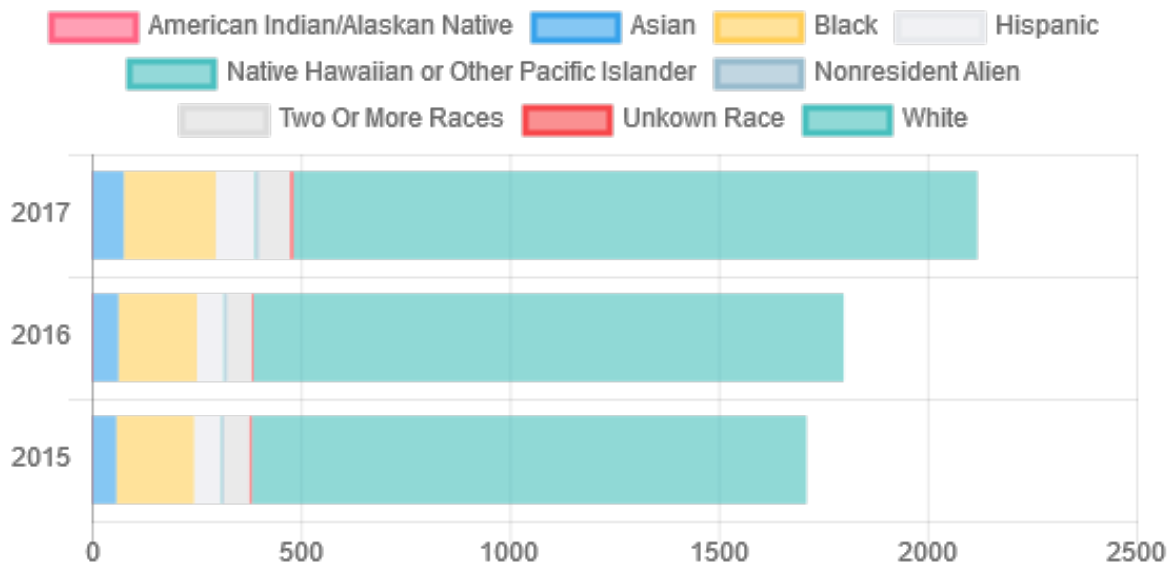
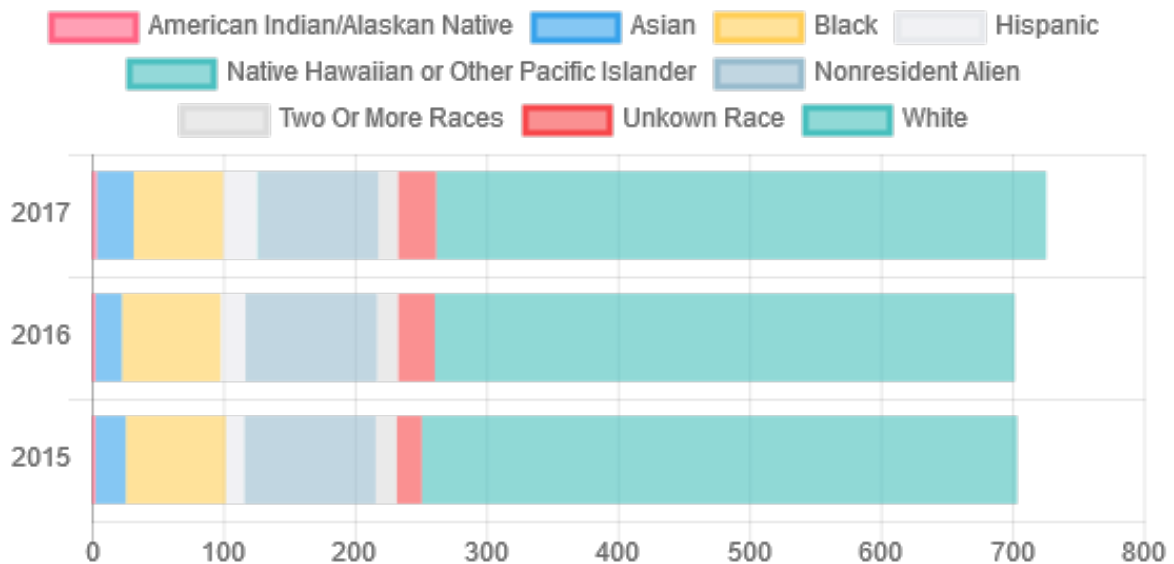


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



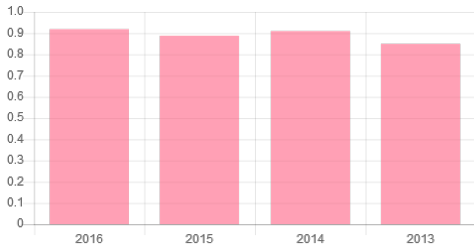
Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

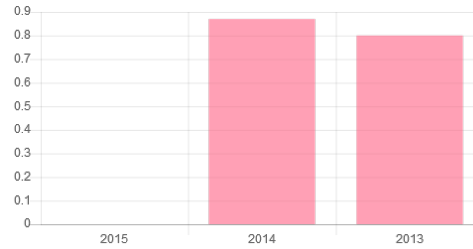
	First Year	Second Year
Fall 2016 Cohort	91.9%	N/A
Fall 2015 Cohort	88.8%	N/A
Fall 2014 Cohort	91%	87%
Fall 2013 Cohort	85%	80%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



Student Completions

Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

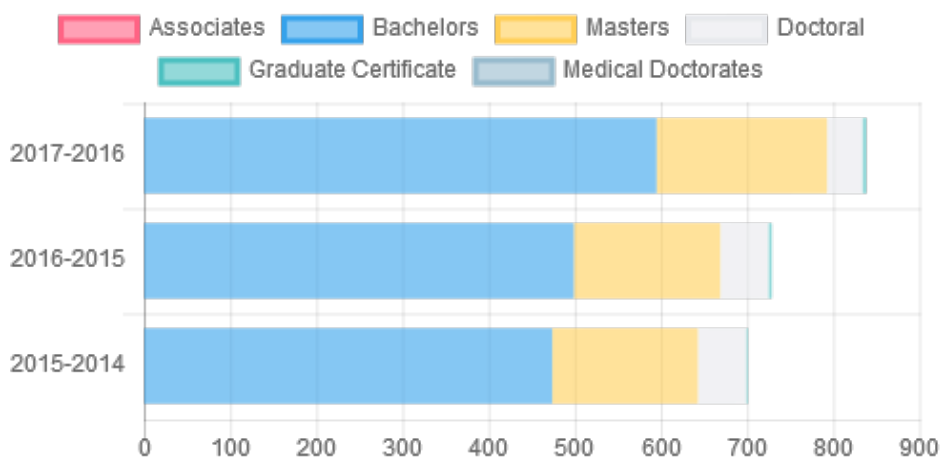
	4-Year	5-Year	6-Year
Fall 2011 Cohort	70.1%	76.3%	77.6%
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	595	499	474
Masters	198	170	169
Doctoral	41	56	56
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	5	4	2

Illustration 11. Degrees Awarded by Level



Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.

The school confers two alumni awards each year at the annual hooding ceremony. The Gerry Sue Arnold Alumni Award is open to all alumni who graduated in the past ten years, whose work has made a difference to the profession and in the health of an identified community or population. The Norman J. Arnold Alumni Medal is open to all alumni who graduated more than ten years ago, whose work has had a positive impact on the profession and on the health of an identified community or population and has brought recognition to the Arnold School of Public Health. Ana Isabel Gallego (a graduate from the Department of Health Services Policy and Management (HSPM)) received the Gerry Sue Arnold Award and Carol Ann Page (a graduate from the Department of Communication Science and Disorders (COMD)) received the Norman J. Arnold Medal at hooding in 2017.

Delta Omega is the national honorary society in public health. The Mu Chapter at the Arnold School elects new members each year from three groups: students who are candidates for a graduate degree in public health, faculty members in good standing at the school, and alumni actively engaged in public health work.

In addition to these school-wide efforts, individual departments maintain contact with their alumni. For example:

COMD maintains an active Facebook page in which they engage regularly with alumni. The department frequently posts information about the department and the Speech and Hearing Center, as well as about faculty and past alums. Alumni also post on the Facebook page. COMD also hosts an alumni reception at the annual SC Speech-Language-Hearing Association conference where they provide updates about the department and obtain updates and contact information from alumni.

The Department of Health Promotion, Education, and Behaviors (HPEB) is actively working to increase engagement with alumni. The department distributes a quarterly email newsletter to all preceptors of student practicum projects to show appreciation for their support of our students (many of these preceptors are alumni of HPEB) and has established a listserv for communicating with alumni. They also encourage alumni to serve as practicum site preceptors, guest speakers for classes, and/or experts on panels.

HSPM's MHA program maintains strong relationships with MHA program alumni within the state and beyond. Electronic program updates are sent out quarterly to all MHA alumni as well as invitations to networking events on campus. In addition, alumni members serve on the MHA advisory board and have assisted the program by making themselves available for job shadowing and student mentoring.

The Department of Exercise Science (EXSC) holds an official reunion at the annual National American College of Sports Medicine Meeting. This event is normally attended by over 75 former students who have moved on to either graduate school, post-doctoral fellowships, clinical positions in health settings, or faculty positions in an academic setting. EXSC also participates in the graduate student fair at the annual Southeastern American College of Sports Medicine Meeting. This serves to recruit new students and reunite former students. The booth at the graduate student fair allows for the many former EXSC graduate students who now hold faculty positions throughout the Southeast region of the United States to visit with the department chair and other current faculty. Over the years, this event has turned into substantial engagement activity with former EXSC students.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.

The Office of Development in the Arnold School of Public Health is responsible for procuring financial support for the school by fostering philanthropic partnerships with individual, corporate, and foundation donors. The office works closely with Arnold School faculty, staff, and students to identify and apply for competitive grants, secure scholarships, create endowments, and fund school programs.

In February 2018, the school's director of development resigned from his position. A search is currently underway for a new director. Recommitting the strategic vision of the Office of Development under a new director will enhance the opportunity to engage individual, corporate, and foundation donors and expand potential support for the school's key endeavors.

Despite the transition in the director role, combined foundation and corporate support exceeds \$1.2M through the third quarter of FY2018, with total contributions expected to increase substantially through the 4th quarter (which is the most active period for foundation and corporate giving). Total giving for FY2018 is expected to exceed \$2M.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.

Service permeates all aspects of the public health discipline by virtue of its mission to assure conditions in which people can be healthy; thus, the lines between teaching, research, and service are often blurred. Since much of the research carried out by the school is community-based, and most public health students are trained to work in the community, the school is constantly building relationships with a variety of local, national, and international agencies and organizations for a variety of purposes. In addition to faculty participation in many service activities, staff in several units make a significant contribution to the service activities of the school. These units include the Consortium for Latino Immigration Studies, Core for Applied Research & Evaluation, Office for the Study of Aging, and PASOs. Faculty and staff provide technical assistance, consultation, and training to numerous organizations and agencies that address a variety of topic areas. This assistance includes short-term consulting, planning and evaluation expertise, workshop presentations, and membership on organizational boards and advisory committees. Faculty members are called upon to provide expert testimony in legislative and legal hearings and to comment in the media on health-related issues, news stories, and research, especially in the areas of physical fitness, nutrition, aging, health disparities, cancer, and the environment.

Community Perceptions

How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

We do not currently collect this information.

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

Tenure-track faculty members are reviewed annually on three service-related criteria: service to the university, school, and department; service to or in professional groups/activities; and service in or to the community. Service to the community may include consulting that is related to professional activity; leadership roles in not-for-profit organizations; presentations to community professional groups; service on advisory boards, societies, or councils; and work with state agencies that have a public health mission.

Research faculty members are expected to expend most of their effort in the conduct of research; however, their annual reviews may include instructional and professional service activities. Similarly, the school expects clinical faculty to engage in academic, community, and professional service.

Although it does not have a strong, across-the-board reward system for faculty service, the school does take pride in its faculty members' contributions to the university, community, and profession. Each year at the May hooding ceremony, the school recognizes a faculty member with the Faculty Service Award, which includes a \$1,000 honorarium and a commemorative plaque. Nominees for the award are considered according to their exceptional outreach to the community, contribution to the public health practice setting, and leadership in professional organizations and university governance. Nominees may be full-time research, clinical, or tenure-track faculty.

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as Appendix 7. (bottom)

Collaborations

Internal Collaborations

The Arnold School's faculty members cooperate and collaborate extensively within the school, across the university, throughout the local community, and in many areas of the state, region, and nation. Across the university, the school's faculty participate on doctoral committees, give guest lectures, and conduct collaborative research with faculty from many other colleges. Numerous faculty hold joint or adjunct faculty appointments in other units and serve on various advisory committees. Five dual and/or joint degree programs exist between the school and other colleges and schools on campus, demonstrating the recognition of the inter-dependency and integration of the health professions. We also work with other schools on interdisciplinary graduate certificate programs.

External Collaborations

The Arnold School maintains strong relationships with the SC Department of Health and Environmental Control (SC DHEC), Palmetto Health, BlueCross and BlueShield of South Carolina, the SC Institute of Medicine and Public Health, and numerous other local and state agencies. In addition to formal field experiences (practica, residencies, and internships), the school has numerous contracts with local agencies for faculty consultation and graduate student assistantships. Several departments utilize practitioners as instructors for various courses and clinical supervision. Exposure to this current real-world experience is invaluable for students and enhances the school's academic programs. Specific examples include the following:

The Arnold School renewed a Memorandum of Agreement with NOAA, National Centers for Coastal Ocean Science - Center for Coastal Environmental Health and Biomolecular Research, which provides for expansion of research opportunities for our students to work in salt marsh mesocosms and in state of the art laboratories with NOAA National Status and Trend Program.

The Center for the Study of Aphasia Recovery partners with the Medical University of South Carolina, University of Southern California-Irvine, and Johns Hopkins University.

The Institute for the Advancement of Healthcare is a partnership between the Greenville Health System and the University of South Carolina to foster research collaborations between the two faculties.

The Center for Research in Nutrition and Health Disparities partners with faculty in the College of Arts & Sciences, College of Education, College of Hospitality, Retail & Sport Management, College of Social Work, and Darla Moore School of Business plus numerous state and national partners (e.g., SC Dept. of Education, SC DHEC, SC Dept. of Agriculture, Farm Bureau, MUSC, University of Michigan, University of California, and the US Dept. of Agriculture).

The Rural Health Research Center works with the SC Revenue & Fiscal Affairs Office, SC Office of Rural Health, and MUSC College of Dental Medicine.

Other Collaborations

Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.

Many of the school's larger grant-funded activities are conducted in partnership with faculty in the school,

faculty across the university, and external partners. For example:

The Prevention Research Center works with the College of Social Work, the College of Nursing and the Department of Psychology in the College of Arts and Sciences as well as Clemson University, state agencies (e.g., SC DHEC), and community organizations (e.g., the SC Conference of the United Methodist Church, Fairfield Behavioral Health Services, Fairfield Community Coordinating Council, and Eat Smart Move More Fairfield County).

The Office for the Study of Aging works with the College of Social Work, the College of Nursing, the School of Medicine, and the College of Engineering and Computing. External partners include state agencies that support older adults (e.g., SC DHEC, SC Department of Health and Human services, SC Department of Mental Health, and the Lt. Governor's Office on Aging) as well as state and local service providers (e.g., Alzheimer's Association, Leeza's Care Connection, and the Friendship Village).

The Cancer Prevention and Control Program partners with units on campus (nursing & psychology), the State Baptist Young Woman's Auxiliary of the Woman's Baptist Education and Missionary Convention of South Carolina, and Clemson University.

The Consortium for Latino Immigration Studies works with the Department of Psychology and the College of Social Work as well as SC DHEC, the SC School Improvement Council, the Children's Trust of SC, and HopeHealth, Inc.

The Technology Center to Promote Healthy Lifestyles (TecHealth) works with faculty in the College of Arts & Sciences, College of Nursing, College of Engineering & Computing, School of Medicine, and College of Pharmacy as well as the University of Vermont, University of Tennessee, Columbia College, and Connecting Health Innovations, LLC.

The Center for Healthcare Quality partners with faculty in the College of Arts & Sciences, College of Engineering & Computing, and School of Medicine, plus numerous state and local partners (e.g., SC HIV/AIDS Council, Palmetto AIDS Life Support Services, and St. Luke's Episcopal Church) and international partners (e.g., University of Zambia, Beijing Normal University, University of Macau, and University of Cape Town).

Supplemental Info - Collaborations

Any additional information about Collaborations appears as Appendix 8. (bottom)

Campus Climate and Inclusion

Campus Climate & Inclusion

Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.

The Arnold School of Public Health embraces diversity, equity, and inclusion as a strategic imperative in preparing our students to serve as culturally competent leaders and global citizens. As such, we view our ability to attract and retain a diverse student population, faculty, staff, and administration as central to our mission to improve population health in diverse communities - locally and globally. On the USC campus, the Arnold School has been a leader in advancing this work as an administrative focus. In addition to our own internal efforts, our faculty have provided considerable support for enhancing campus climate and inclusion through leadership roles on the Black Faculty Caucus and the Latino/a and Hispanic Faculty Caucus. In March 2018, the Arnold School is poised to name a new associate dean for diversity, equity, and inclusion. That position became available in 2017 through the promotion of Dr. David Simmons to become the principal of the Galen Health Fellows program. Our new associate dean will work initially with the school's Diversity Committee to update and implement a comprehensive diversity plan for the school.

Supplemental Info - Campus Climate & Inclusion

Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)

Concluding Remarks

Quantitative Outcomes

Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.

There were no real surprises in the data. We were pleased to see that our first-year undergraduate student retention rates have come back up and that our undergraduate student graduation rates have continued to improve.

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

In 2017, plans were finalized to move the Arnold School's Department of Communication Sciences and Disorders to on-campus space in the Close-Hipp Building. A private donation of \$1.8M was secured by the department/school to enable this move and to cover the cost of extensive renovations to the new space. The move is planned for spring 2019.

In August 2017, the Arnold School's Office of Undergraduate Student Services moved into renovated space in the Public Health Research Center. The new space allowed for all undergraduate advising to be co-located, creating greater synergy among an expanded staff of 12 faculty and staff advisors and allowing more convenient and enhanced services for students.

In December 2017, the Arnold School established an MOU with the University of Nicosia Medical School in Cyprus. This agreement will support collaborative research and educational opportunities between the two institutions. A steering committee of faculty from Nicosia and the Arnold School has been formed to guide this collaboration.

In February 2018, the Arnold School was named as the primary U.S. partner for China's Nanjing Medical University (NMU) for academic and research exchange. NMU's school of public health is ranked #1 in China, so this partnership is excellent recognition for the Arnold School and provides enhanced opportunities for collaboration.

For the second year in a row, an Arnold School student has been elected president of USC's student body. In March 2018, Taylor Wright, a third-year public health student, was elected to succeed current student body president Ross Lordo, who will complete his undergraduate public health degree in 2018.

The Arnold School's 2017 Doctor of Physical Therapy class had a 100% first-time pass rate on the National Physical Therapy Exam (compared to the 92.7% national average). The average USC score was 732, well above the national average of 679. Our 2017 graduates were above the national average in all eight of the categories of the exam.

Five faculty advisors in the Arnold School's Office of Undergraduate Student Services were nominated for the 2017 Outstanding Teaching Award for University 101.

Appendix 1. Academic Programs

TABLE

ASPPH Member	Student Head Count	Faculty Head Count	Unrestricted Funds	Grants and Contracts	Peer Index
Johns Hopkins Bloomberg School of Public Health	2,272	1,383	\$194,630,000	\$344,633,227	1.25
Harvard T.H. Chan School of Public Health	1,405	475	\$124,706,296	\$183,427,067	1.50
George Washington University Milken Institute School of Public Health	2,332	335	\$95,392,485	\$80,700,984	1.75
University of North Carolina Gillings School of Global Public Health	1,485	240	\$103,848,779	\$147,605,609	1.75
University of Washington School of Public Health	1,473	528	\$33,717,399	\$128,255,230	2.25
Columbia University Mailman School of Public Health	1,395	160	\$106,315,547	\$242,767,047	2.50
University of Texas School of Public Health	1,098	503	\$57,925,198	\$39,496,402	2.75
Emory University Rollins School of Public Health	1,342	189	\$54,309,432	\$91,475,239	3.00
University of Minnesota School of Public Health	1,240	140	\$51,619,353	\$67,952,497	3.25
Boston University School of Public Health	1,155	326	\$50,879,833	\$35,301,186	3.50
University of Florida College of Public Health and Health Professions	1,582	156	\$36,668,623	\$43,459,125	3.50
University of Michigan School of Public Health	1,169	129	\$62,486,614	\$58,934,246	3.75
University of South Carolina Arnold School of Public Health	2,864	155	\$43,627,964	\$26,202,160	3.75
University of Pittsburgh Graduate School of Public Health	615	289	\$44,736,993	\$45,810,429	4.00
UCLA Fielding School of Public Health	611	231	\$38,444,039	\$37,747,126	4.50
Indiana University School of Public Health - Bloomington	2,523	104	\$58,098,694	\$8,025,984	4.75
Oregon State University College of Public Health and Human Sciences	3,035	195	\$19,973,639	\$14,740,338	4.75
Tulane University School of Public Health and Tropical Medicine	760	225	\$33,164,456	\$32,713,758	4.75
University of Maryland School of Public Health	2,771	160	\$17,953,471	\$15,247,106	5.00
Yale School of Public Health	471	255	\$36,777,174	\$33,483,165	5.00
University of California, Berkeley School of Public Health	661	137	\$34,309,247	\$44,103,030	5.25
University of Illinois at Chicago School of Public Health	786	225	\$25,193,200	\$29,651,720	5.25
University of South Florida College of Public Health	1,663	79	\$30,055,801	\$20,583,427	5.25
University of Alabama at Birmingham School of Public Health	782	204	\$19,964,016	\$23,226,592	5.75
University of Massachusetts-Amherst School of Public Health and Health Sciences	2,490	138	\$16,447,210	\$11,973,064	5.75
Colorado School of Public Health: University of Colorado Colorado State University University of Northern Colorado	607	406	\$14,750,525	\$32,104,520	6.25
Oregon Health & Science University/Portland State University School of Public Health	1,498	95	\$15,278,612	\$9,377,824	7.25
University at Buffalo School of Public Health and Health Professions	815	96	\$21,462,865	\$7,346,004	7.50
University of Iowa College of Public Health	451	78	\$19,666,185	\$31,186,763	7.50
Brown University School of Public Health	366	79	\$21,657,492	\$30,910,973	7.75
Rutgers School of Public Health	330	169	\$16,306,425	\$16,498,657	8.00
Saint Louis University College for Public Health and Social Justice	1,004	110	\$32,822,402	\$1,157,962	8.25
Florida International University Robert Stempel College of Public Health and Social Work	1,068	72	\$17,653,278	\$6,366,361	8.50
University of Arizona Mel and Enid Zuckerman College of Public Health	876	49	\$18,799,842	\$12,850,851	8.50

TABLE

ASPPH Member	Student Head Count	Faculty Head Count	Unrestricted Funds	Grants and Contracts	Peer Index
University of Georgia College of Public Health	569	74	\$18,265,878	\$11,510,626	8.50
New York University College of Global Public Health	448	82	\$22,799,645	\$6,093,278	8.75
Drexel University Dornsife School of Public Health	404	66	\$26,841,741	\$7,083,856	9.00
University of Puerto Rico Graduate School of Public Health	471	104	\$9,985,666	\$8,858,080	9.25
Texas A&M School of Public Health	690	62	\$11,064,799	\$8,566,394	9.75
CUNY School of Public Health	468	63	\$18,886,627	\$5,360,654	10.00
Indiana University Richard M. Fairbanks School of Public Health - Indianapolis	604	93	\$12,121,425	\$4,849,942	10.00
University of Nebraska Medical Center College of Public Health	217	70	\$17,457,827	\$8,792,371	10.00
Ohio State University College of Public Health	584	63	\$12,230,668	\$5,705,042	10.25
University of Kentucky College of Public Health	450	48	\$9,234,384	\$19,276,143	10.25
Georgia State University School of Public Health	401	47	\$10,894,735	\$16,663,572	10.50
University of California, Irvine Program in Public Health	1,402	60	\$7,041,140	\$1,315,718	11.00
San Diego State University Graduate School of Public Health	561	53	\$6,199,614	\$12,643,249	11.25
East Tennessee State University College of Public Health	747	61	\$7,307,784	\$3,438,811	11.50
Kent State University College of Public Health	804	48	\$11,391,244	\$1,024,922	11.50
University of Nevada, Reno School of Community Health Sciences	1,789	26	\$3,725,538	\$2,737,395	11.75
University of Louisville School of Public Health and Information Sciences	367	49	\$12,192,388	\$3,136,556	12.00
West Virginia University School of Public Health	197	57	\$9,091,231	\$5,344,859	12.25
Louisiana State University Health Sciences Center School of Public Health	132	36	\$8,329,978	\$12,622,889	12.50
Northwestern University Feinberg School of Medicine Program in Public Health	97	30	\$1,698,902	\$65,499,939	12.50
University at Albany School of Public Health	433	40	\$10,811,559	\$5,091,907	12.50
University of Oklahoma Health Sciences Center College of Public Health	157	54	\$7,473,387	\$7,333,769	12.50
Temple University College of Public Health	449	35	\$6,267,247	\$5,287,359	12.75
University of Arkansas for Medical Sciences Fay W. Boozman College of Public Health	172	62	\$8,693,688	\$3,535,504	12.75
Loma Linda University School of Public Health	285	51	\$9,763,522	\$2,526,935	13.00
Georgia Southern University Jiann-Ping Hsu College of Public Health	523	43	\$6,417,430	\$415,747	13.25
University of Miami Department of Public Health Sciences	355	67	\$6,090,845	\$175,968	13.50
University of North Texas Health Science Center School of Public Health	252	52	\$5,558,138	\$4,640,914	13.50
Claremont Graduate University	64	11	\$26,334,770	\$1,539,000	13.75
Washington University in St. Louis - Brown School Public Health Programs	154	31	\$7,125,000	\$5,195,276	14.00
University of Memphis School of Public Health	167	26	\$6,048,900	\$1,928,478	15.00
University of Texas Medical Branch at Galveston Graduate Program in Public Health	41	19	\$1,950,110	\$8,692,622	15.00
SUNY Downstate Medical Center School of Public Health	189	24	\$6,064,740	\$234,264	15.50
George Mason University MPH Program	112	17	\$2,805,713	\$110,937	16.25

TABLE

ASPPH Member	Student Head Count	Faculty Head Count	Unrestricted Funds	Grants and Contracts	Peer Index
University of North Carolina at Charlotte Public Health Programs	162	18	\$2,336,198	\$303,157	16.25
St. George's University Department of Public Health and Preventive Medicine	108	18	\$1,808,508	\$345,895	16.50
University of Kansas School of Medicine KU - MPH Program	69	24	\$1,458,172	\$91,345	16.50
Virginia Commonwealth University MPH Program	28	17	\$790,819	\$1,134,534	16.50
Stony Brook University Program in Public Health	71	14	\$1,862,298	\$321,367	16.75
University of New Mexico College of Population Health Master of Public Health	54	12	\$1,199,453	\$342,619	17.00

Appendix 3. Research & Scholarly Activity

Office of Research
Information Technology & Data
Management

Arnold School of Public Health

Fiscal Year 2017



UNIVERSITY OF
SOUTH CAROLINA

Faculty Information

RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.

Summary of Extramural Proposal Submissions by Source - FY2017
Appendix 1

Edits & additions made by S Cate hi-lited in yellow

PI Home Department	Amount First Year	Commercial	Federal	Local Govt.	Other	Private, Non-Profit	State
Communication Sciences & Disorders	4,815,146	0	14	0	0	3	0
Environmental Health Sciences	35,285,282	1	31	0	0	3	1
Epidemiology & Biostatistics	15,298,755	1	39	0	1	10	1
Exercise Science	16,449,350	2	50	0	4	21	1
Health Promotion, Education & Behavior	14,140,835	1	59	0	6	18	1
Health Services Policy and Management	5,318,598	3	19	1	22	9	0
Public Health, Arnold School of - Dean	4,117,074	1	22	1	3	16	3
Total Count	368	9	234	2	36	80	7
Total Amount First Year	95,425,040	450,461	52,660,266	28,360	1,004,688	40,991,373	289,892

Extramural Funding by Source, Department, Faculty & Rank - FY2017

Appendix 2

PI Home Department	Department Total	PI Name	Primary Job/Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt.	Other	Private, Non-Profit	State
Communication Sciences & Disorders		Apel, Kenn	PROFESSOR	TENURED	475,096		475,096				
Communication Sciences & Disorders		Behroozmand, Roozbeh	ASST PROFESSOR		33,493		33,493				
Communication Sciences & Disorders		Fogerty, Daniel	ASSOC PROFESSOR	TENURED	631,295		631,295				
Communication Sciences & Disorders		Fridriksson, Julius	PROFESSOR	TENURED	2,417,638		2,417,638				
Communication Sciences & Disorders		Werfel, Krystal	ASST PROFESSOR		146,500		146,500				
Total CSD	3,704,022										
Environmental Health Sciences		Baalousha, Mohammed	ASSOC PROFESSOR		4,000		4,000				
Environmental Health Sciences		Chanda, Anindya	ASST PROFESSOR		251,836		251,836				
Environmental Health Sciences		Chatterjee, Saurabh	ASSOC PROFESSOR	TENURED	198,174		198,174				
Environmental Health Sciences		Decho, Alan	PROFESSOR	TENURED	215,756		215,756				
Environmental Health Sciences		Kloot, Robin	RESEARCH ASSOC PROF		230,428	59,614	170,814				
Environmental Health Sciences		Porter, Dwayne	PROFESSOR	TENURED	1,206,225		1,185,725			20,500	
Environmental Health Sciences		Rothenberg, Sarah	ASST PROFESSOR		319,552		319,552				
Environmental Health Sciences		Vejerano, Eric	ASST PROFESSOR		57,495		57,495				
Environmental Health Sciences		Xiao, Shuo	ASST PROFESSOR		50,000		50,000				
Total EHS	2,533,466										
Epidemiology & Biostatistics		Boghossian, Nansi	ASST PROFESSOR		286,572					286,572	
Epidemiology & Biostatistics		Burch, James	ASSOC PROFESSOR	TENURED	8,655					8,655	
Epidemiology & Biostatistics		Eberth, Jan	ASSOC PROFESSOR	TENURED	25,000					25,000	
Epidemiology & Biostatistics		Geraci, Marco	ASSOC PROFESSOR		73,250		73,250				
Epidemiology & Biostatistics		Hardin, James	PROFESSOR	TENURED	24,903		24,903				
Epidemiology & Biostatistics		Hazlett, Linda	CLINICAL ASSOCIATE PROF		22,954	5,019				3,935	14,000
Epidemiology & Biostatistics		Hebert, James	PROFESSOR	TENURED	297,541		109,759			187,782	
Epidemiology & Biostatistics		Hussey, James	CLINICAL ASSOCIATE PROF		5,355				5,355		
Epidemiology & Biostatistics		Liese, Angela	PROFESSOR	TENURED	51,292		51,292				
Epidemiology & Biostatistics		McDermott, Suzanne	PROFESSOR	TENURED	3,285,525	27,000	3,258,525				
Epidemiology & Biostatistics		McLain, Alexander	ASST PROFESSOR		38,098		14,256			23,842	
Epidemiology & Biostatistics		Miller, Maggi	RESEARCH ASST PROF		32,950					32,950	
Epidemiology & Biostatistics		Steck, Susan	ASSOC PROFESSOR	TENURED	135,000					135,000	
Epidemiology & Biostatistics		White, Kellee	ASSOC PROFESSOR	TENURED	117,253					117,253	
Epidemiology & Biostatistics		Wirth, Michael	RESEARCH ASST PROF		14,650		14,650				
Epidemiology & Biostatistics		Xiao, Feifei	ASST PROFESSOR		47,484		47,484				
Epidemiology & Biostatistics		Zhang, Jijia	ASSOC PROFESSOR	TENURED	60,026	60,026					
Total EPI	4,526,508										
Exercise Science		Beattie, Paul	CLINICAL PROFESSOR		22,000					22,000	
Exercise Science		Beets, Michael	PROFESSOR	TENURED	653,087		653,087				
Exercise Science		Carson, James	PROFESSOR	TENURED	493,087	11,280	481,807				
Exercise Science		Fritz, Stacy	ASSOC PROFESSOR	TENURED	114,400	67,600			46,800		
Exercise Science		Koh, Ho-Jin	ASST PROFESSOR		73,250		73,250				
Exercise Science		Mensch, James	CLINICAL ASSOC PROF		56,902					56,902	
Exercise Science		Pate, Russ	PROFESSOR	TENURED	958,671		883,671			75,000	
Exercise Science		Sarzynski, Mark	ASST PROFESSOR		93,125		93,125				
Exercise Science		Stewart, Jill	ASST PROFESSOR		147,367		70,367			77,000	
Exercise Science		Torres-McGehee, Toni	ASSOC PROFESSOR	TENURED	574,418	261,918			312,500		
Exercise Science		West, Della	PROFESSOR	TENURED	322,331		322,331				

Exercise Science		Wilcox, Sara	PROFESSOR	TENURED	2,116,452		2,116,452			
Exercise Science		Yeargin, Susan	ASSOC PROFESSOR	TENURED	124,676		124,676			
Total Exercise	5,749,766									
Health Promotion, Education & Behavior		Blake, Christine	ASSOC PROFESSOR	TENURED	307,591				307,591	
Health Promotion, Education & Behavior		Brandt, Heather	ASSOC PROFESSOR	TENURED	2,216,680		2,216,680			
Health Promotion, Education & Behavior		Cassady, Ann	CLASSIFIED		48,215	4,202		5,440	21,800	16,773
Health Promotion, Education & Behavior		Conserve, Donaldson	CLINICAL ASSISTANT PROF		83,050		83,050			
Health Promotion, Education & Behavior		Davis, Rachel	ASST PROFESSOR		432,358		421,078		11,280	
Health Promotion, Education & Behavior		Friedman, Daniela	PROFESSOR	TENURED	741,717		741,717			
Health Promotion, Education & Behavior		Frongillo, Edward	PROFESSOR	TENURED	379,801		137,651		242,150	
Health Promotion, Education & Behavior		Jones, Sonya	ASSOC PROFESSOR	TENURED	887,930		887,930			
Health Promotion, Education & Behavior		Kaczynski, Andrew	ASSOC PROFESSOR	TENURED	270,915		173,753		97,162	
Health Promotion, Education & Behavior		Li, Xiaoming	PROFESSOR	TENURED	1,193,597		1,193,597			
Health Promotion, Education & Behavior		Maccauda, Mark	RESEARCH ASST PROF		108,115		108,115			
Health Promotion, Education & Behavior		Mann, Emily	ASST PROFESSOR		162,762				162,762	
Health Promotion, Education & Behavior		Moore, Justin	ASST PROFESSOR		-177,541		-177,541			
Health Promotion, Education & Behavior		Qiao, Shan	ASST PROFESSOR		156,935		156,935			
Health Promotion, Education & Behavior		Thrasher, James	PROFESSOR	TENURED	218,816		163,592		55,224	
Health Promotion, Education & Behavior		Turner-McGrievy, Gabrielle	ASSOC PROFESSOR	TENURED	850,058		850,058		0	
Health Promotion, Education & Behavior		Walsemann, Katrina	ASSOC PROFESSOR	TENURED	10,000		10,000			
Total HPEB	7,890,999									
Health Services Policy and Management		Brooks, John	PROFESSOR	TENURED	41,089				41,089	
Health Services Policy and Management		Chen, Brian	ASSOC PROFESSOR	TENURED	19,694				19,694	
Health Services Policy and Management		Cozad, Melanie	ASST PROFESSOR		289,576	289,576				
Health Services Policy and Management		Crouch, Elizabeth	ASST PROFESSOR		0				0	
Health Services Policy and Management		Demir, Ibrahim	RESEARCH ASST PROF		35,308		35,308			
Health Services Policy and Management		Khan, Mahmud	PROFESSOR	TENURED	77,303		0	57,303	20,000	
Health Services Policy and Management		Olatosi, Bankole	CLINICAL ASSOCIATE PROF		118,649	7,500		78,100	26,329	6,720
Health Services Policy and Management		Ostermann, Jan	ASSOC PROFESSOR	TENURED	596,496		596,496			
Health Services Policy and Management		Patterson, Nathaniel	ADJUNCT ASST PROFESSOR		612,500				612,500	
Health Services Policy and Management		Probst, Janice	PROFESSOR		232,338	0	232,338			
Health Services Policy and Management		Qureshi, Zaina	ASST PROFESSOR		-22,000				-22,000	
Health Services Policy and Management		Radcliff, Elizabeth	RESEARCH ASST PROF		533,379		533,379			
Health Services Policy and Management		Xirasagar, Sudha	PROFESSOR	TENURED	245,407		245,407			
Total HSPM	2,779,739									
Public Health, Arnold School of - Dean		Gillam, Pamela	RESEARCH ASSOCIATE		946,137		497,323			448,814
Public Health, Arnold School of - Dean		Hurley, Thomas	RESEARCH ASSOCIATE		18,574	18,418	-8,799	8,955		
Public Health, Arnold School of - Dean & HSPM		Kenison, Kelli	CLINICAL ASSISTANT PROF		115,878		30,385		85,493	
Public Health, Arnold School of - Dean		Khan, Samira	RESEARCH ASSOCIATE		65,001		20,374		44,627	
Public Health, Arnold School of - Dean		Martin, Maria	CLASSIFIED		45,000		45,000			
Public Health, Arnold School of - Dean		Murday, David	RESEARCH ASSOCIATE		58,111		48,111			10,000
Public Health, Arnold School of - Dean		Pack, Maya	RESEARCH ASSOCIATE		575,000				475,000	100,000
Public Health, Arnold School of - Dean & HPEB		Pearson, Joseph Lee	CLINICAL ASSOCIATE PROF		63,618					63,618
Public Health, Arnold School of - Dean		Place, Janet	CLASSIFIED		10,700		10,700			
Public Health, Arnold School of - Dean		Smithwick, Julie	RESEARCH ASSOCIATE		816,818		221,484		595,334	
Public Health, Arnold School of - Dean		Voravudhi, Alison	STAFF		45,000				45,000	
Public Health, Arnold School of - Dean		Weis, Megan	CLASSIFIED		55,417		55,417			
Public Health, Arnold School of - Dean		Willms, Lucy	STAFF		10,900				10,900	
Public Health, Arnold School of - Dean & HSPM		Workman, Lauren	RESEARCH ASST PROF		107,622		87,622		20,000	
Total Dean	2,933,776									
Total School of Public Health	30,118,276				30,118,276	812,153	24,187,419	5,440	509,013	3,944,326

Patents, Disclosures, and Licensing Agreements

Fiscal Year 2017

Appendix 3

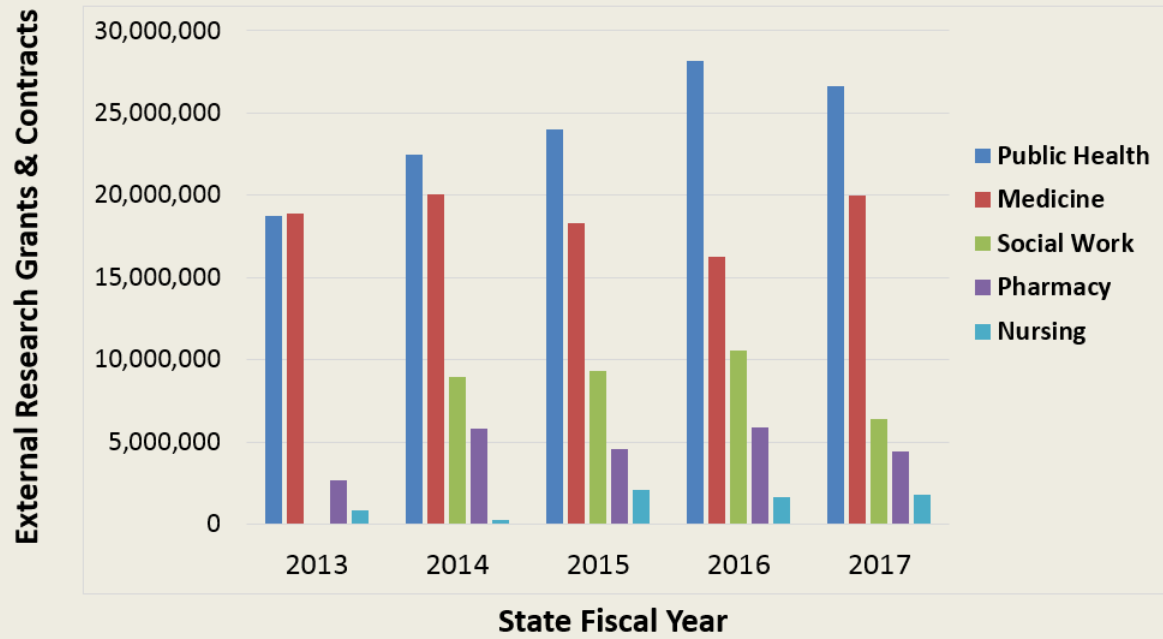
ARNOLD SCHOOL OF PUBLIC HEALTH				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	4	2	1	0
Department Breakdown				
Communication Sciences & Disorders	0	0	0	0
Environmental Health Sciences	4	2	1	0
Epidemiology / Biostatistics	0	0	0	0
Exercise Science	0	0	0	0
Health Promotion, Education, & Behavior	0	0	0	0
Health Services Policy & Management	0	0	0	0

***Note:** These numbers include US, PCT, and foreign applications/patents
 SC's Fiscal Year 2017 = July 1, 2016 – June 30, 2017

***Source:** Office of Economic Engagement

Appendix 4. Faculty Information

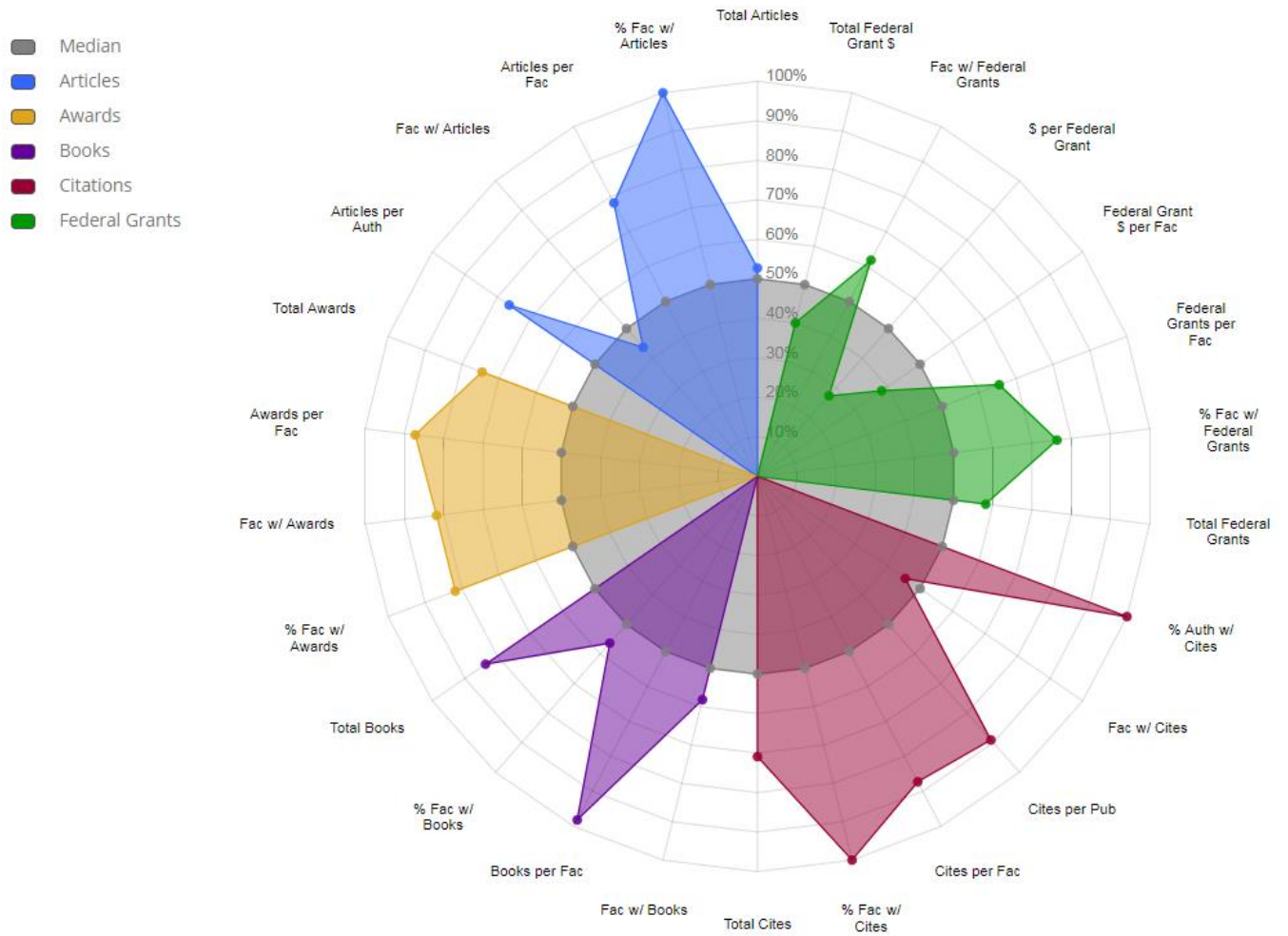
Research \$\$ by USC Health Sciences Division (past 5 years)**



Appendix 5. Academic Analytics Report

Department Radar - All Variables - University of South Carolina

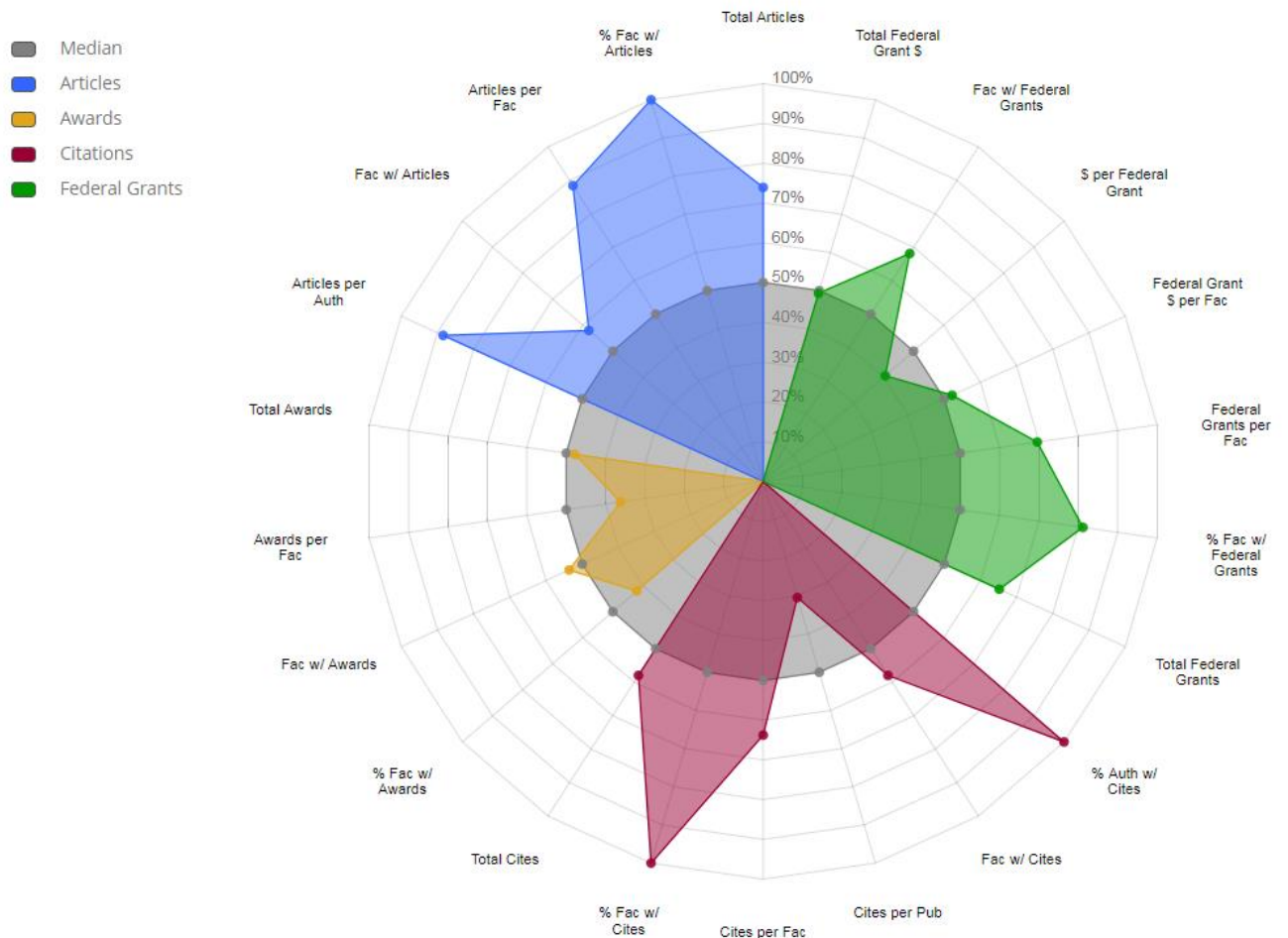
Department of Environmental Health Sciences (ENHS)



Department Radar - All Variables

University of South Carolina |

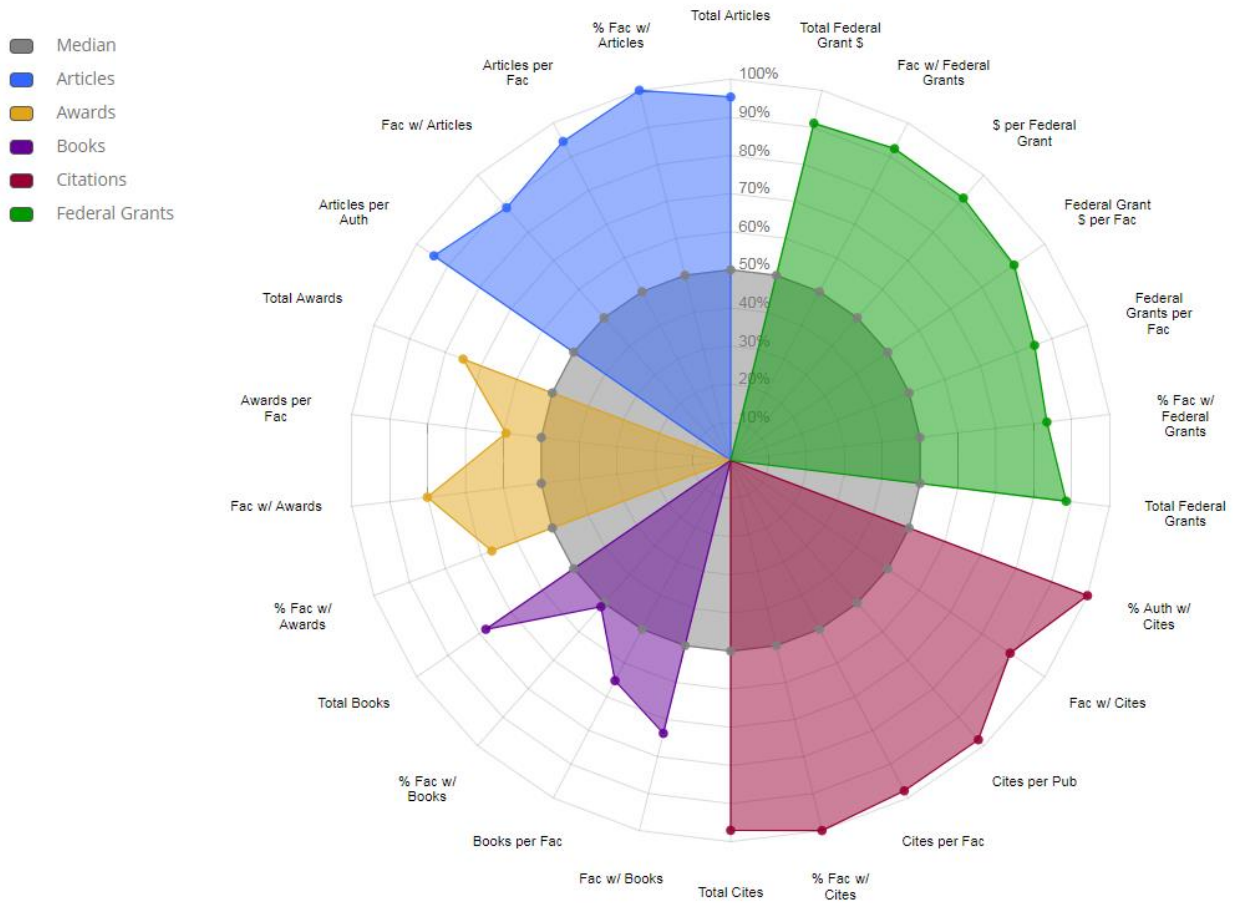
Department of Epidemiology and Biostatistics (EPID/BIOS)



Department Radar - All Variables

University of South Carolina |

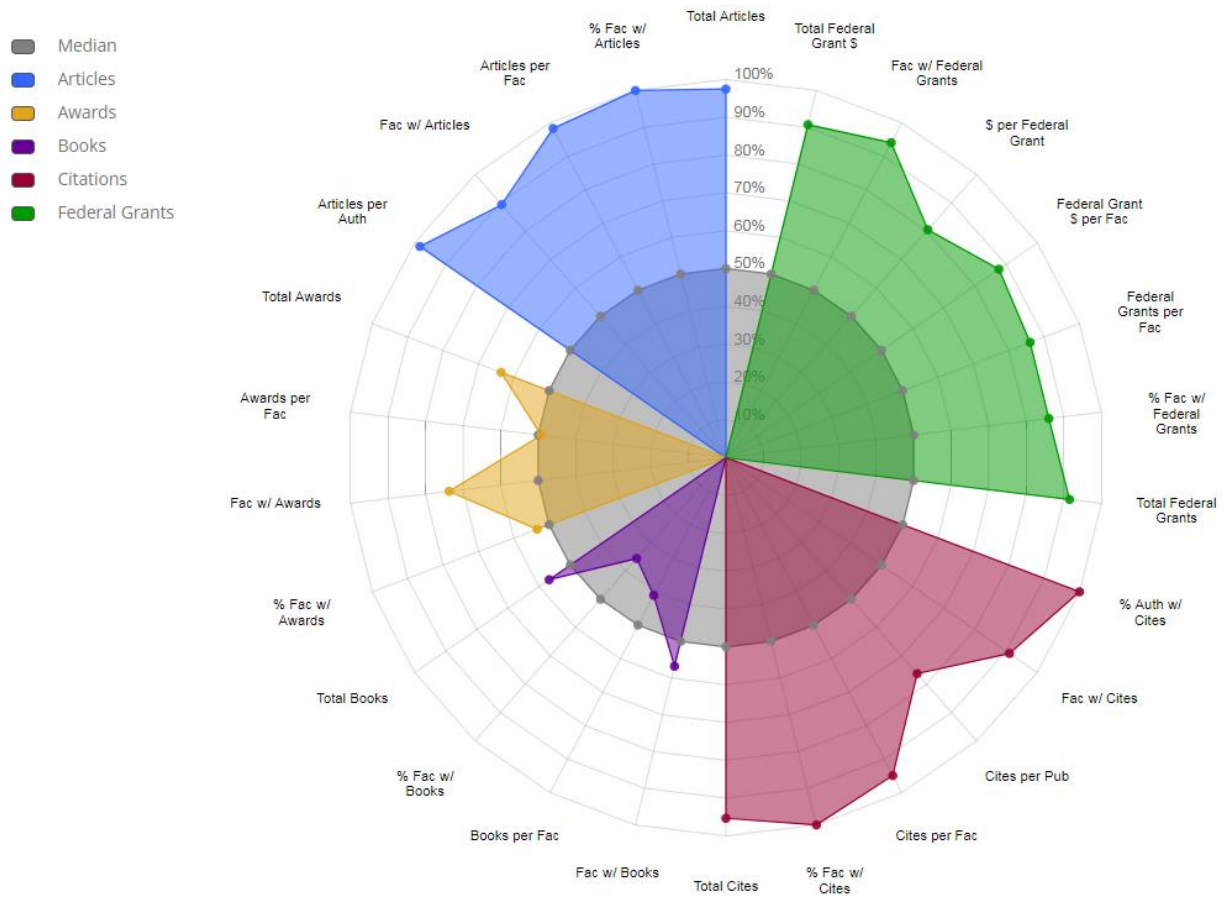
Department of Exercise Science (EXSC)



Department Radar - All Variables

University of South Carolina |

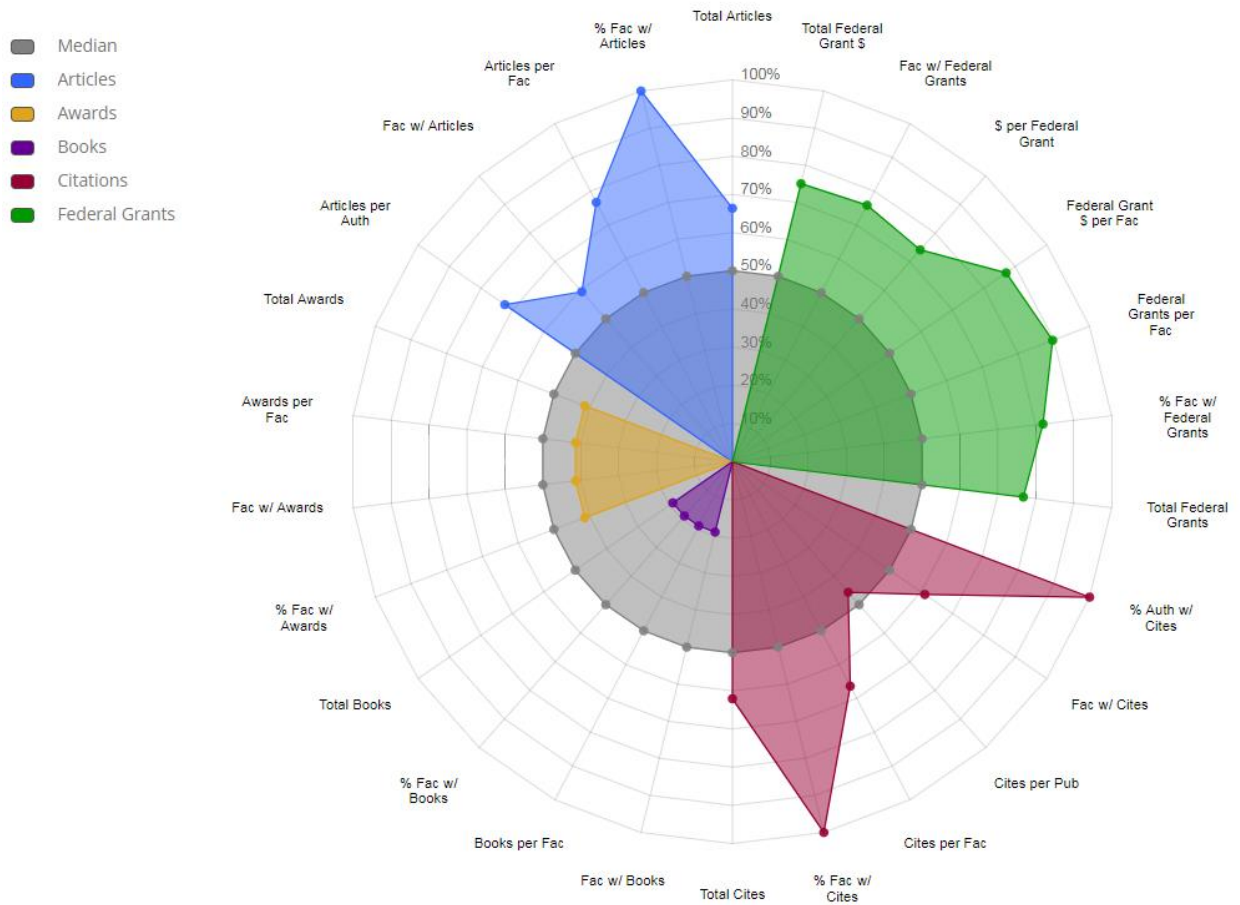
Department of Health Promotion, Education and Behavior (HPEB)



Department Radar - All Variables

University of South Carolina |

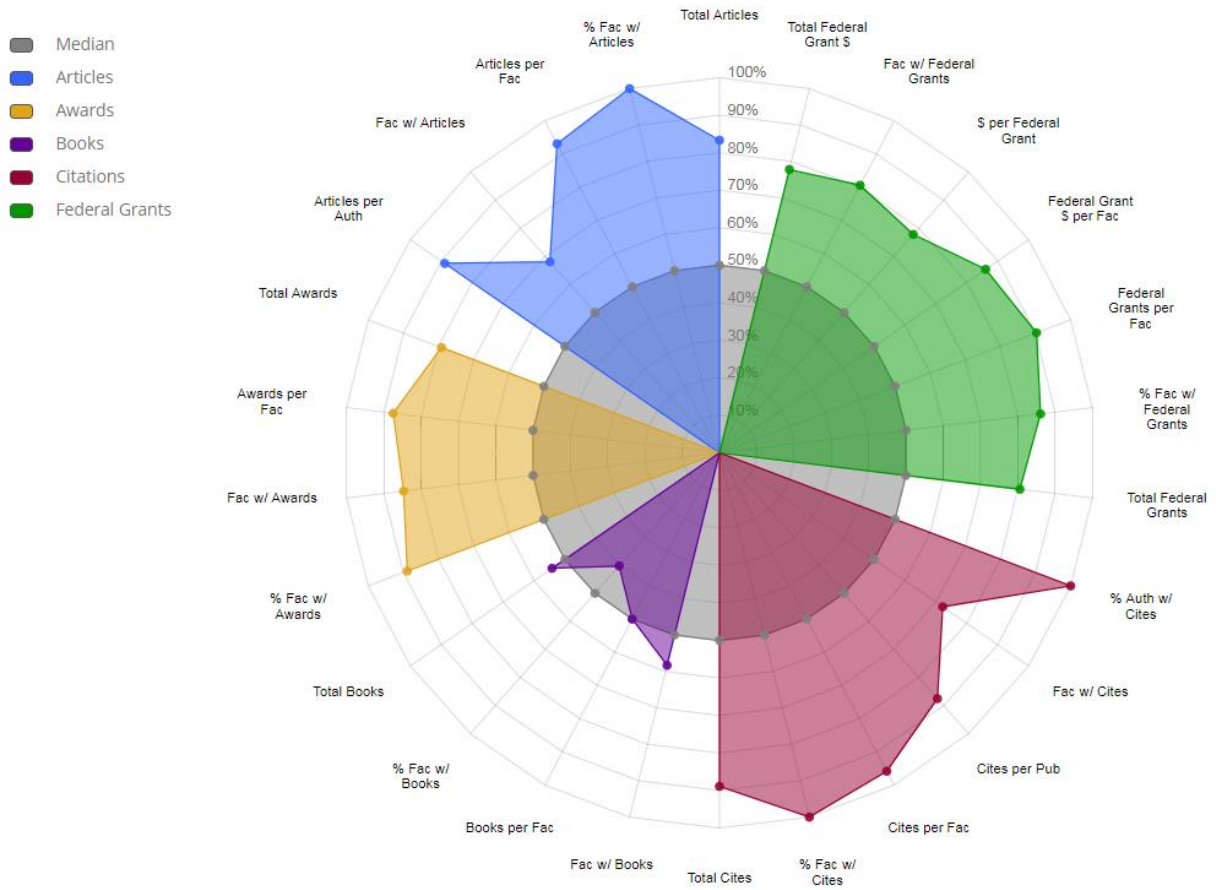
Department of Health Services, Policy and Management (HSPM)



Department Radar - All Variables

University of South Carolina |

Department of Communication Disorders (COMD)



Appendix 6. Alumni Engagement & Fundraising

2018 Development Snapshot

FY 2018 as of March 13, 2018

Total number of gifts: 279

Total for year given by:

Corporations: \$616,109

Foundations: \$644,167

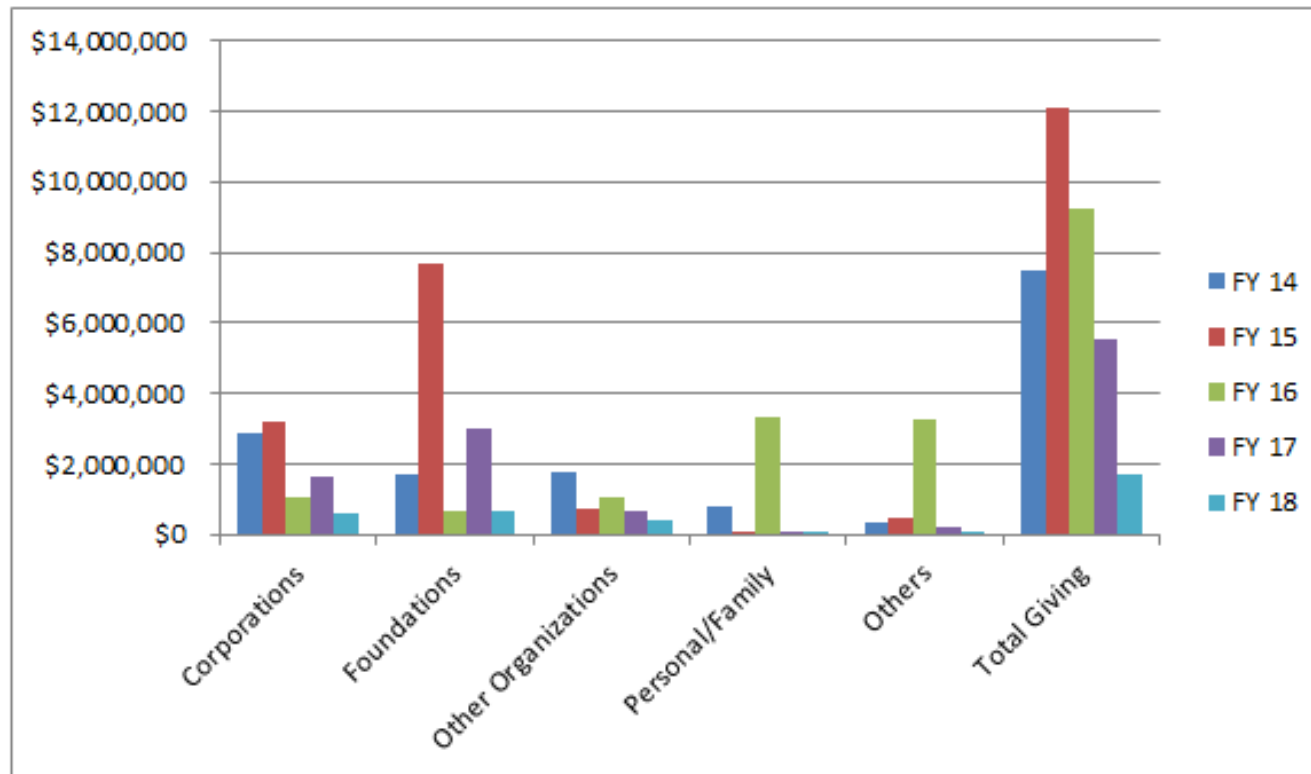
Other Organizations: \$417,114

Personal/Family: \$7,645

Others: \$64,375

Total amount given this year: \$1,749,410

Arnold School of Public Health Giving by Category



Year	Corporations	Foundations	Other Organizations	Personal/Family	Others	Total Giving
FY 2014	\$2,898,167	\$1,697,732	\$1,742,328	\$807,955	\$330,311	\$7,476,493
FY 2015	\$3,190,686	\$7,708,680	\$707,844	\$31,835	\$482,020	\$12,121,065
FY 2016	\$1,049,571	\$627,538	\$1,040,959	\$3,298,775	\$3,244,335	\$9,261,178
FY 2017	\$1,652,154	\$3,022,247	\$680,839	\$15,640	\$189,763	\$5,560,643
FY 2018	\$616,109	\$644,167	\$417,114	\$7,645	\$34,375	\$1,749,410

- FY 2018 as of March 13, 2018

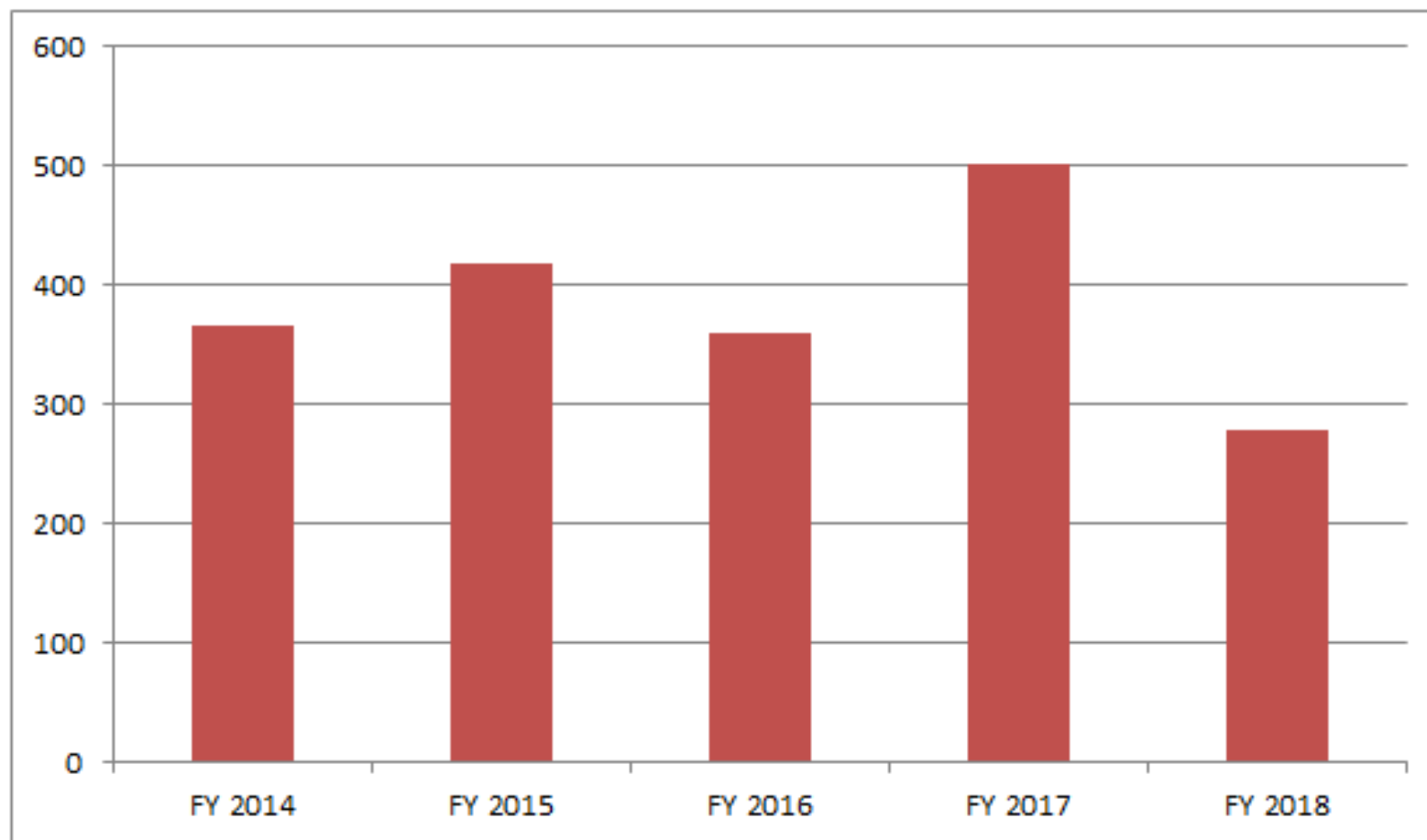
2018 Corporation, Foundation, Organization Funding

American Heart Association	\$231,000
Bill & Melinda Gates Foundation	\$229,873
South Carolina Research Foundation	\$175,200
BlueCross BlueShield of South Carolina Foundation	\$157,823
Physical Therapy Industry Outcomes Registry	\$144,200
International Food Policy Research Institute	\$115,966
The Robert Wood Johnson Foundation	\$99,874
American Heart Association	\$77,000
Mary Black Foundation	\$64,886
Reach Out and Read, Inc.	\$52,500
American Speech Language Hearing Association	\$50,000
Greenwood Genetic Center	\$30,000
Elsevier Science Incorporated	\$27,000
SCANA Services, Inc.	\$25,000
Palmetto Health	\$25,000
Maxwell Stamp PLC	\$23,881
Lipscomb Family Foundation	\$17,000
ATI Physical Therapy	\$16,900
The Nord Family Foundation	\$15,000
Lexington Medical Center Foundation	\$15,000
Family Connections of South Carolina	\$10,100
Palmetto Health	\$10,000
Foundation for Physical Therapy	\$10,000
Molina Healthcare of South Carolina LLC	\$9,000
South Carolina Medical Association Foundation	\$7,500
Carilion Medical Center	\$7,200
American Cancer Society	\$5,563
United Way of the Midlands	\$5,000
Society for Research in Child Development	\$5,000
Central Carolina Community Foundation	\$2,834
Connecting Health Innovations LLC	\$2,570
Whole Foods Market	\$2,420
Academy of Nutrition and Dietetics Foundation	\$2,000
Datalys Center for Sports Injury Research	\$1,974
SC Hospital Association	\$1,000
DentaQuest	\$1,000
Unum Corporation	\$900
LKN Speech Language Pathology	\$100
Bank of America	\$75
Greater Cayce-West Columbia Chamber	\$51

Total

\$1,677,390

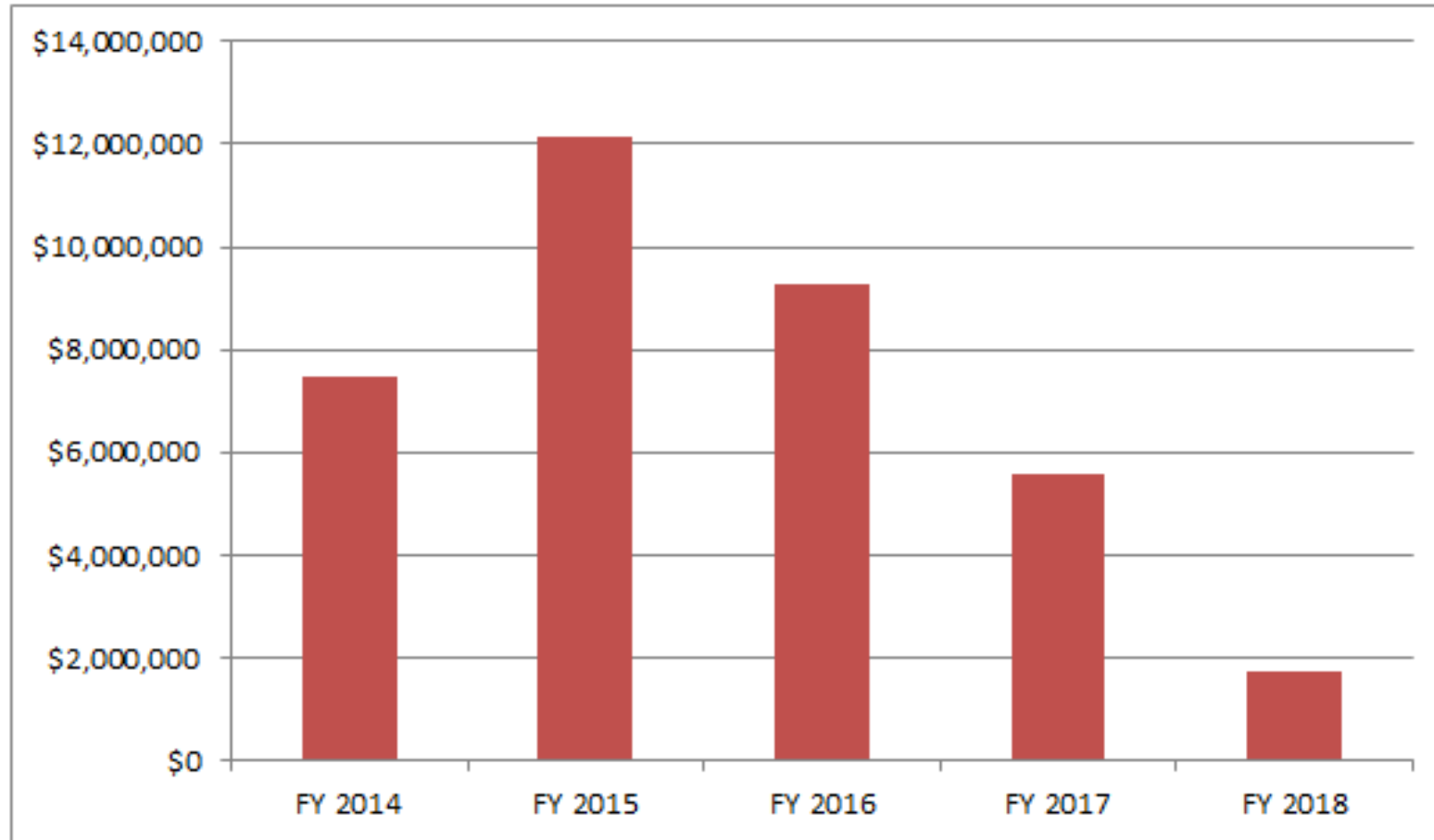
Arnold School of Public Health Total Donors Per Fiscal Year



FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
367	418	359	501	279

- *FY 2018 as of March 13, 2018*

Arnold School of Public Health Total Giving



FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
\$7,476,493	\$12,121,065	\$9,261,178	\$5,560,643	\$1,749,410

- *FY 2018 as of March 13, 2018*

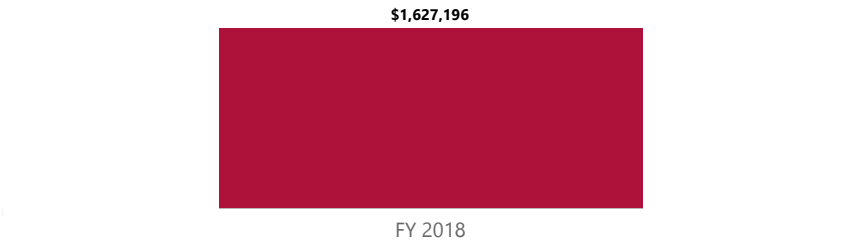


Unit Performance

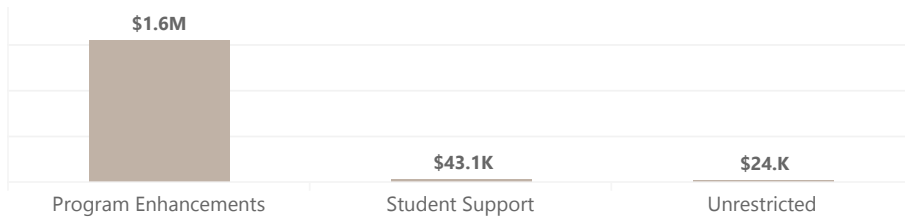
All **Gift Band** **Unit** **Year** **Calculation**
 Arnold School of Public H.. FY 2018 Production

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

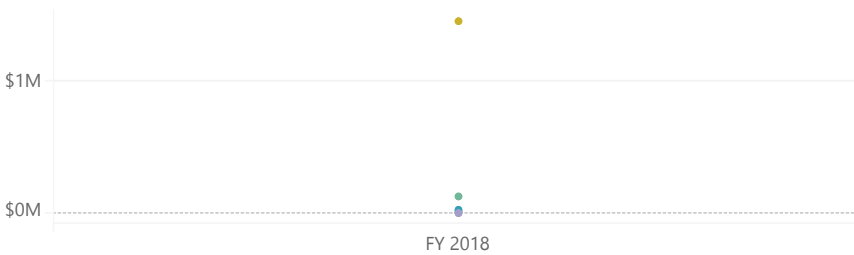
FY - YTD Production



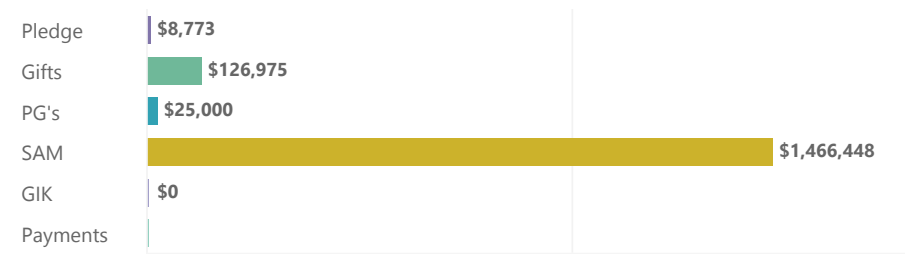
Total \$ by Purpose



Gift Type



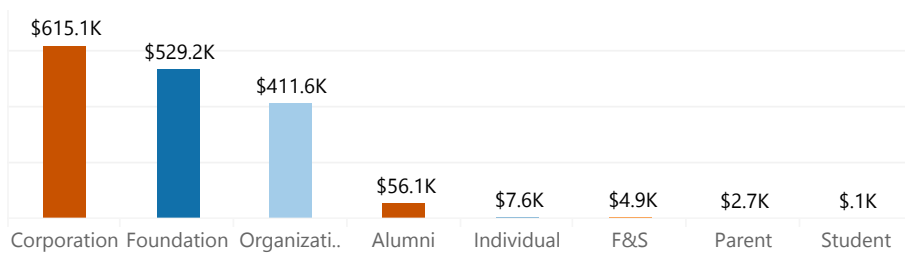
Total \$ by Gift Type



Donor # by Constituency



Total \$ & Donor # by Constituency



Designation

Spendable	\$1.6M
Endowment	\$42.6K

07/01/2017

Total \$ by Designation

