

**Council on Education for Public Health
Adopted on March 28, 2025**

REVIEW FOR ACCREDITATION
OF THE
ARNOLD SCHOOL OF PUBLIC HEALTH
AT THE
UNIVERSITY OF SOUTH CAROLINA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 7-9, 2024

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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INTRODUCTION

The University of South Carolina (USC) was established in 1801 and is the state's flagship public university. The USC system spans seven additional campuses across the state, and USC's main campus is located in Columbia, South Carolina. USC holds institutional accreditation by the Southern Association of Colleges and Schools Commission on Colleges. The Columbia campus is designated as an R1 Doctoral University of very high research activity and recognized as a community-engaged institution by the Carnegie Foundation.

In AY 2023, USC employed more than 1,900 full-time faculty and 4,200 staff, 3,000 of whom are full-time, and enrolled nearly 35,000 students. Its academic offerings, comprising 118 undergraduate degrees, 143 master's degrees, and 86 doctoral and professional degrees, are organized across 13 schools and colleges, including a School of Medicine, College of Social Work, College of Pharmacy, College of Arts and Sciences, and College of Nursing. In addition to CEPH, USC responds to 26 specialized accrediting bodies across its 13 academic units; the Arnold School of Public Health responds to the Commission on Accreditation of Healthcare Management Education; Council on Academic Accreditation of the American Speech-Language-Hearing Association; Commission on Accreditation of Athletic Training Education; and Commission on Accreditation in Physical Therapy Education, in addition to CEPH.

The Arnold School of Public Health was established in 1975 and granted initial CEPH-accreditation as a School of Public Health in 1977. The school is led by a dean, with strategic and advisory support provided by associate or assistant deans of research; public health practice; access and collective engagement; undergraduate affairs; and faculty affairs and curriculum, as well as an executive director of operations and accreditation. At present, its academic offerings are organized across the Departments of Environmental Health Sciences; Health Promotion, Education, and Behavior; Health Services Policy and Management; Epidemiology and Biostatistics; Exercise Science; and Communication Sciences and Disorders, each of which is led by a chair. The school is home to numerous centers referenced throughout this accreditation report, including the Office for the Study of Aging and the Center for Community Health Alignment.

In fall 2024, the Arnold School enrolled 1,573 students across its Bachelor of Science (BS) and Bachelor of Arts (BA) in public health and 1220 students in its BS in exercise science (classified as a non-public health degree). The school offers all five of its MPH concentrations in a place-based format, three of which are also offered in a distance-based modality. In fall 2024, it enrolled 111 MPH students, including 38 in epidemiology (21 online, 17 in-person); 30 in health promotion, education, and behavior (seven online, 23 in-person) including four in the joint MPH/MSW degree; 29 in health services policy and management (14 online, 15 in-person) including one in the joint MPH/MSW and four in the joint MPH/MPA degrees; five in environmental health sciences; and nine in physical activity and public health. The school offers a 4+1 BS/MPH and BA/MPH with Claflin University (any BS/BA major and MPH concentration), as well as a 3+2 BA/MPH with Nanjing Medical University (MPH in health services policy and management), although there were no students enrolled in these programs as of fall 2024.

The school offers academic public health master's and doctoral degrees, including the following (with fall 2024 enrollment): MS and PhD in biostatistics (one and 25 students enrolled); MS and PhD in environmental health sciences (seven and 22 students enrolled); MS and PhD in epidemiology (six and 48 students enrolled); PhD in health promotion, education, and behavior (47 students enrolled); and a PhD in health services policy and management (18 students enrolled).

It enrolled an additional 343 master's students and 132 doctoral students across its non-public health degrees, which include an MS in athletic training professional; MS in advanced athletic training post-professional; MS in speech-language pathology, communication sciences and disorders; MS and PhD in exercise science; MS in exercise science with Hamad Bin Khalifa University (HBKU) in Qatar; Master of Health Administration (MHA); PhD in communication sciences and disorders; and a Doctor of Physical Therapy (DPT). Although no students are enrolled as of fall 2024, the school offers its MHA as part of a PharmD/MHA and JD/MHA joint degree program, as well as a 3+2 BA/MHA with Nanjing Medical University.

The school was last reviewed by CEPH in 2017, receiving a seven-year term for re-accreditation. Since its last review, the school has submitted 12 substantive changes adding, renaming, or discontinuing degree or concentration offerings; three revising degree credit-hour requirements; and two revising curricular requirements. It has submitted two interim reports (related to BS and MPH post-graduation outcomes), both of which were accepted by the Council as evidence of compliance.

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degrees			Categorized as public health	Place based	Distance based
Public Health	BA, BS		X	BA, BS	
Exercise Science	BS			BS	
Master's Degrees			Academic	Professional	
Biostatistics	MS		X	MS	
Environmental Health Sciences	MS	MPH	X	MS, MPH	
Epidemiology	MS	MPH	X	MS, MPH	MPH
Health Promotion, Education, and Behavior		MPH	X	MPH	MPH
Health Services Policy and Management		MPH	X	MPH	MPH
Physical Activity and Public Health		MPH	X	MPH	
Health Services Policy and Management		MHA		MHA	
Athletic Training Professional		MS		MS	
Advanced Athletic Training Post-Professional		MS		MS	
Communication Sciences and Disorders		MS		MS	MS
Exercise Science	MS			MS	
Exercise Science at HBKU	MS				MS
Doctoral Degrees			Academic	Professional	
Biostatistics	PhD		X	PhD	
Environmental Health Sciences	PhD		X	PhD	
Epidemiology	PhD		X	PhD	
Health Promotion, Education, and Behavior	PhD		X	PhD	
Health Services Policy and Management	PhD		X	PhD	
Communication Sciences and Disorders	PhD			PhD	
Exercise Science	PhD			PhD	
Physical Therapy		DPT		DPT	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)			Academic	Professional	
2nd Degree Area	Public Health Concentration				

Any BA or BS from Claflin University	Any MPH concentration		MPH	X	BA/MPH, BS/MPH	
Any BA from Nanjing Medical University	Health Services Policy and Management		MPH	X	BA/MPH	
Any BA from Nanjing Medical University	Master of Health Administration		MHA		BA/MHA	
Public Administration	Health Services Policy and Management		MPH	X	MPH/MPA	MPH/MPA
Social Work	Health Services Policy and Management; Health Promotion, Education, and Behavior		MPH	X	MPH/MSW	
Pharmacy	Master of Health Administration		MHA		MHA/PharmD	
Law	Master of Health Administration		MHA		MHA/JD	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The Arnold School of Public Health engages faculty and staff in policy and decision making through an appropriate leadership and governance structure. The school's dean leads the Administrative Council, which serves as the main governing committee, composed of all associate and assistant deans and academic department chairs.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		Additional standing committees (i.e., faculty affairs and curriculum; access and collective engagement; scholastic standard and petitions; tenure and promotion; and professional track faculty) oversee the school's priorities and guide initiatives in the areas of curricula, diversity, scholarship, and faculty recruitment and promotion.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The associate dean for faculty affairs and curriculum convenes a monthly meeting with department chairs, which, the school notes, provides a valuable venue for inter-department information sharing. Program directors oversee each academic program and convene collectively through the Council of Program Directors to address policies and issues related to student services and support, including student recruitment and application procedures. Ex officio members of this council include the associate deans for faculty affairs and curriculum and undergraduate affairs, as well as the director of graduate student services and director of evaluation and academic assessment.		

		<p>Full- and part-time faculty regularly interact during their respective departmental faculty meetings led by the department chair. The associate dean for faculty affairs and curriculum convenes an annual school-wide faculty meeting each year, and the dean hosts an annual State of the School address open to all school faculty and staff.</p> <p>Faculty dedicated to the MPH core also interact regularly through core-specific faculty meetings and an annual retreat. Site visitors reviewed the May 2024 retreat minutes and noted attendance by both full-time and adjunct faculty. The retreat included a reflection on course instruction, a discussion on foundational knowledge area coverage and competency assessment, and a brainstorm of topics for the upcoming fall interprofessional education event.</p> <p>Program directors lead decision-making related to curriculum design and degree requirements. Each degree program maintains policies for the level at which students must be evaluated to remain in good standing. The director of evaluation and assessment provides routine oversight of degree competencies to ensure consistent assessment over time. During the site visit, the school reported that the Council of Program Directors provides additional school-level review and shared communication regarding changes to the curricula and degree requirements. School leaders also said that any changes requiring university-level approval are submitted for review through an online system.</p> <p>Each graduate program maintains an admissions committee that reviews individual applicants according to established criteria and adheres to policies governing the</p>		
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		<p>number of acceptances. Undergraduate admissions are managed by the university, though students can be designated as an Arnold School student as early as their first year.</p> <p>The Tenure and Promotion Committee sets research and service expectations for tenure-track faculty, who are evaluated in these areas annually. Expectations for professional track faculty are variable and outlined first in their position description and modified, as necessary, between the faculty member and department chair.</p> <p>Faculty recruitment is conducted by search committees established for each available position under the guidance of the respective department chair and the authority of the dean. Final hiring decisions are made by the dean, with advice and recommendations of the respective search committee. Faculty promotions are initiated by the Tenure and Promotion Committee and reviewed by the respective department chair and the dean, with the final decision resting with the university president, provost, and Board of Trustees.</p> <p>School faculty are actively engaged in university-level governance. As of AY 2024-25, 13 faculty represent the school as senators on the University's Faculty Senate. Public health faculty also serve on search committees, including, recently, search committees for the vice provost and associate vice president for global affairs and the vice president for information and technology and chief information officer.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>For more than 25 years, the Dean's Student Advisory Council (DSAC) has served as the formal means through which the school engages students in policy and decision making. As described by school leaders during the site visit, DSAC is a member-directed group with support provided by school administrators. Each department maintains two seats on the council, one each for doctoral and master's students, and the undergraduate programs in public health and exercise science each have two seats. Site visitors reviewed a list of student members provided with the self-study and validated that participation in the last three years has included undergraduate, master's, and doctoral students. The council is led by a president, who holds a one-academic year term, and student representatives are selected to serve on the DSAC through nomination.</p> <p>DSAC representatives must serve on at least one of the council's committees (fundraising, professional development, service, social, or public relations); these committees provide opportunities for students to discuss</p>	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		<p>school policies and decisions, address student concerns, and promote volunteer, social, and networking opportunities. The DSAC president leads monthly meetings during the fall and spring semesters and members set the agenda for each meeting, often including reports from the committees. Representatives from the Dean's Office serve on the Council as ex-officio members and are invited to attend all meetings.</p> <p>The school's Reaccreditation Steering Committee included two DSAC members, and these students were tasked with reviewing student-specific policies, among other duties. DSAC members also reviewed the school's guiding statements to ensure that the statements reflect the student experience.</p> <p>During the site visit, faculty reported that the DSAC president will now serve on the school's Administrative Council, providing an additional venue for the student voice. Faculty provided reviewers with recent examples of how student concerns were resolved through DSAC advocacy. The council raised safety concerns about an academic building, and the school collaborated with campus law enforcement to address the concerns. Students also expressed concerns about the cost of printing on campus, and the school revised its policy to provide all students with a free page quota before charges begin.</p> <p>In addition to DSAC, the school engages students in decision making on the Scholastic Standards and Petitions Committee, an advisory body on student appeals and grievances of academic nature (PhD student member in AY24). It also includes students on search committees,</p>		
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		<p>when appropriate. For example, three undergraduate students served on the search committee for the current associate dean for undergraduate affairs.</p> <p>The school's Office of Access and Collective Engagement (ACE) awards six student diversity fellowships each year (two students at each degree level). These fellows serve on the Student ACE Committee and the office selects one fellow to serve on the school's Executive ACE Committee, which includes faculty and staff representatives. The office also engages these fellows, as requested, on faculty search committees.</p> <p>Reviewers learned about additional opportunities for student engagement in policy and decision making during the site visit, including an active student government that includes both undergraduate and graduate members. During the site visit, students identified some of the issues that have been raised through the student government, such as advocating for increased PhD student stipends. The associate dean for undergraduate affairs also shared that she has an upcoming meeting with student senators to discuss concerns expressed by some undergraduate students.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The Arnold School has an appropriate level of independence, equivalent to all other schools and colleges at USC. The school's dean, like all other deans at the	Click here to enter text.	

		university, reports directly to the provost and executive vice president for academic affairs. The provost reports directly to the university president.		
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A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master’s degree in at least three distinct concentrations		The school offers MPH and PhD degrees in five distinct public health disciplines, exceeding this criterion’s minimum requirements. The school also offers two public health bachelor’s degrees, academic public health master’s degrees, and non-public health degrees. The instructional matrix in the Introduction of this report presents the school’s entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The school’s vision is <i>“improved population health – statewide and worldwide.”</i>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service		Its mission is to <i>“improve population health and well-being by fostering innovative education, research, and practice that promotes health and healthy environments. The Arnold School will use that knowledge and experience to</i>		
Taken as a whole, guiding statements define plans to 1)				

<p>advance the field of public health & 2) promote student success</p>		<p><i>promote prevention and effective responses to disease, disability, and environmental degradation in all communities.”</i></p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The school is guided by eight values: community, diversity and inclusion, impact, integrity, leadership, learning, social justice, and translation.</p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>In service of its mission, the school defines five goals that relate to education, research, qualified faculty, community engagement, and resource needs. The goals guide the school and its faculty to conduct, and provide students with, impactful educational, research, and community engagement opportunities to promote and improve the public’s health. The school links objectives to each goal and provides examples of progress in support of these goals. For example, the school demonstrates recent increases in its research grant funding as aligned with its defined objectives in this area.</p> <p>Taken together, the guiding statements are sufficiently aspirational and specific enough to guide its work to improve population health in the State of South Carolina and the world. During the site visit, school leaders described the process by which the school reviewed and updated its current guiding statements. The Administrative Council first clarified the statements and then gathered input from students and external community partners to ensure the statements reflect both the student experience and the needs of the community. The school then shared the statements broadly with faculty and staff at multiple events (retreats, faculty meetings) for review and discussion.</p>		

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		The school defines an evaluation plan that details data collection processes and parties responsible for review for all measures in Appendix 1 and 16 additional school-defined measures.	Click here to enter text.	
Measures mission & goals & addresses unit’s unique context				
Reviews & discusses data				
Makes data-driven quality improvements		The school organizes its strategic priorities and objectives into a Blueprint. The school provided reviewers with the 2023 and 2024 Blueprint and status documents, as well as a comprehensive enrollment report, which is updated with data on all measures, demonstrating that the school collects data on all aspects of its mission and goals.		
Consistently implements evaluation plan(s) over time		<p>Most of the school-defined measures monitor aspects of student success, faculty and staff development and retention, and infrastructure. For example, to assess excellence in education, the director of evaluation and assessment collects annual information on the percent of undergraduate students who graduate with distinction and honors. Per the school’s 2024 Blueprint, the school reports the highest percentage of undergraduates, among all USC academic units, who graduate with leadership distinction relative to class size (10% for AY 2023-24). Additionally, 67% graduated with Latin honors in AY 2022-23, 12% of whom graduated summa cum laude.</p> <p>Regarding its goal to recruit and retain highly qualified faculty and staff, the school tracks measures such as the percent of FTE staff retention over three years, percent of</p>		

		<p>junior faculty participating in mentoring, amount invested toward maintenance and improvement of physical and IT infrastructure, and the amount invested in start-ups for new faculty, among others. The school's human resources office compiles data related to the faculty and staff measures once per year for review and discussion by the associate dean for faculty affairs and curriculum, executive director of operations and accreditation, director of human resources, and the department chairs, as applicable. The 2024 Blueprint reports investments of \$3.4 million in start-up funds for 10 new faculty across five departments for AY 2024. In 2023 (CY), 91% of all junior faculty participated in at least two mentoring meetings, and 74% of all faculty participated in professional development activities.</p> <p>The school collects data on four measures related to research and three related to faculty extramural service. As discussed further in Criteria E4 and E5, these measures illustrate the school's success in conducting high-quality research and service that advance the field of public health. In 2023, the school supported workforce development of 949 community-based professionals, based on identified needs, many of which it identified, as discussed further in Criterion F3, through data-driven efforts led by the executive director of the school's Center for Community Health Alignment, director of the Office for the Study of Aging, and/or the director of workforce development.</p> <p>The school summarizes three recent data-driven improvements, two of which relate to infrastructure enhancements. For example, a review of student feedback on course evaluations, as well as other feedback from</p>		
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		<p>students, faculty, and staff on increased enrollment and IT needs, identified issues regarding the existing IT infrastructure. As a result, all Arnold School buildings have received new wiring and Wi-Fi upgrades since mid-2023. The school has also made recent upgrades to classroom technology to ensure better overall AV capabilities and hybrid technology and upgraded student computer labs to include more virtual servers and enhanced remote access capabilities.</p> <p>The other example is a process improvement made to foster improved tracking of undergraduate post-graduation outcomes. Given the high rates of unknown outcomes reported by the school in recent years, the school now collects personal emails from its undergraduate students during required courses and distributes its alumni survey via text message, which its reports have improved survey completion rates.</p> <p>The associate dean for faculty affairs and curriculum holds monthly group meetings with the department chairs for the enhancement of communication and evaluation. These meetings offer a regular forum in which curriculum-related information is distributed, clarified, and discussed. Site visitors reviewed meeting minutes provided with the self-study, and noted discussion of evaluation data in some, but not all, meetings. For example, the director of evaluation and academic assessment reported on course evaluation response rates during the November 2023 meeting, noting a 10% improvement in responses from the previous semester. Meeting attendees also discussed strategies to continue increasing student responses to course evaluations.</p>		
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		When asked about the limited extent of available evidence of review and discussion of evaluation data, the director of evaluation and academic assessment indicated that the school's comprehensive Blueprint document is shared widely to chairs and programs directors, which provides fodder for review and decision-making, as appropriate. Reviewers recognized several data-driven improvements across numerous criteria in the self-study document but note a potential opportunity for continued improvement of documentation of the discussions that precede these decisions, to maintain follow-up on longer-term discussions.		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates that meet or exceed the threshold for this criterion for its BS, BA, MPH, and PhD degrees. It reports graduation rates that meet the threshold for some MS cohorts, but others have not met or will not meet the 70% threshold. Once admitted to the Arnold School (after completing their "Carolina Core") BS and BA students have two years to complete the degree. The school presents graduation rates beginning with the 2020-21 cohort, which reported a 94% graduation rate by 2023-24. Five students who entered in 2021-22 remain enrolled and the rest have graduated, resulting in a 93% graduation rate.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>Of the MPH and MS cohorts presented in the self-study that have achieved the 70% benchmark, most did so within three years; however, students may continue their studies up to the maximum allowable time of six years.</p> <p>With the exception of one student, all MPH students who entered in 2017-18 have graduated or withdrawn, resulting in an 84% graduation rate for this cohort. The school remains connected with the remaining student, but the self-study reported that this student has not yet registered for fall 2024 classes. The 2018-19, 2019-20, and 2020-21 cohorts have exceeded the 70% threshold, with no students remaining enrolled, reporting graduation rates of 84%, 73%, and 82%. The school reports students continuing toward graduation for the 2021-22, 2022-23, and 2023-24 cohorts, enough students remaining to meet or exceed the threshold within the maximum time to graduate.</p> <p>The school reports that all MS students who entered in 2017-18 through 2019-20 have graduated or withdrawn, resulting in graduation rates of 73%, 100%, and 92%.</p> <p>The commentary relates to the cumulative graduation rates presented for recent MS cohorts that may challenge future compliance with this criterion. Each of the 10 MS students who entered in 2020-21 have graduated or withdrawn, resulting in a 60% graduation rate, which is below this criterion's 70% threshold. Four of the 13 MS students who entered in 2021-22 have graduated (31% graduation rate) and seven of the remaining nine have withdrawn; thus, even if the remaining two students graduate this cohort will not reach this criterion's threshold. The school reports that 10 students entered in</p>		
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		<p>2022-23, three of whom have withdrawn, and all six students who entered in 2023-24 remain enrolled, making it possible for these cohorts to reach the 70% threshold if all remaining students successfully graduate.</p> <p>During the site visit, the school discussed factors, such as changes in personal/life circumstances during the COVID-19 pandemic, that have contributed to the anomalous rates presented for the 2020-21 and 2021-22 cohorts, given that rates in previous years exceeded this criterion's threshold with similar enrollment numbers. Through these conversations, reviewers determined that the school provides sufficient resources to promote student persistence; still, reviewers encourage the school to closely monitor its graduation and withdraw rates, to ensure that all students who want to complete the degree have access to the needed resources and support.</p>		
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B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school collects and presents post-graduation placement information for each of its public health degree offerings.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The school reports known outcomes for 85-96% of its 2020-21, 2021-22, and 2022-23 bachelor's graduates, reflecting 369-449 graduates per cohort. Of those for whom outcomes are known, 90-92% reported employment, enrollment in further education, or not seeking either by choice. Between 14 and 44 graduates per		
Achieves rates of at least 80% employment or enrollment in				

<p>further education for each public health degree</p>		<p>cohort reported that they were actively seeking employment or education.</p> <p>The school reports one unknown outcome for each of the three cohorts of MPH graduates (96-97% outcomes known). Of those for whom outcomes are known, 92%-100% reported employment, enrollment in further education, or not seeking either by choice; three 2020-21 graduates and one 2022-23 graduate reporting actively seeking employment or further education. The school reports known outcomes for 100% of its MS graduates, all but one of whom reported employment or enrollment in further education.</p> <p>The school reports known outcomes for 18 (90%) of its 2020-21 PhD graduates, all but one of whom reported employment. It reports known outcomes for 100% of its 2021-22 and 2022-23 PhD graduates, 97-100% of whom report positive outcomes.</p>		
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B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions</p>		<p>The school distributes a survey to collect information on alumni perceptions of their preparation for the workforce and further education for BS, BA, MS, and PhD graduates and conducts interviews of MPH graduates. The self-study presents feedback from 2022-23 graduates (surveyed in spring 2024).</p>	<p>Click here to enter text.</p>	
<p>Documents & regularly examines its methodology & outcomes to ensure useful data</p>				

<p>Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation</p>		<p>Among the 67 BS or BA undergraduates who responded to the 2024 survey, nearly all (66 respondents) reported feeling well-prepared in understanding factors that contribute to health disparities and factors that influence human health. Approximately 70% of respondents (46-47 alumni) indicated that communicating public health information, critical thinking and creativity, and professionalism were the most useful and applicable in their post-graduation destinations. Among those who reported employment, additional skills rated as particularly useful (70% or more) include public health advocacy, networking, and ethical decision-making. Respondents reported wanting additional training in government agencies' roles in public health policy (34% of respondents) and basic statistics, data collection, and analysis (21-24%).</p> <p>The school also employs an alumni survey to collect MS and PhD alumni perceptions of curricular effectiveness. The survey was revised in 2023 to include more direct questions about the curricula; the current questions include the following: "what skills, gained in your degree program, are most useful and applicable to your current position?;" "as a result of your degree program, what areas did you feel well prepared for as they relate to your current position?;" and "in what areas would you have benefitted from more training or preparation from the Arnold School?"</p> <p>Of the 10 master's and 23 PhD alumni who received the revised survey, one master's and five PhD alumni responded. Respondents identified skills such as teamwork, interdisciplinary thinking, problem solving, and communication skills among those most applicable to their</p>		
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		<p>current position. Alumni identified grant and protocol writing, health disparities, and program planning as areas they felt most prepared, and health policy and advocacy as an area of opportunity for more training.</p> <p>The school acknowledged the limitations presented by the low survey response rates, coupled with the open-ended questions, as not conducive to obtaining the most useful data possible. The school reported some challenges to obtaining accurate emails from students while they are still enrolled, noting that email captures, with the director of evaluation and assessment position filled in 2022, have been steadily improving. The school also discussed plans that are underway to distribute the survey via text message in the future, as well as fine-tuning the survey questions to foster collection of useful information, revisions which are being built into the existing Qualtrics infrastructure.</p> <p>In 2023, following a successful pilot study, the school's Office of Public Health Practice conducted semi-structured interviews with 12 MPH alumni who graduated in 2022-23; this iteration was the first of what will now be an annual exploration. The MPH in environmental health sciences was the only concentration not represented, as there were no alumni from the degree program at the time the interviews were conducted. The school provided a comprehensive summary of findings with the self-study, which identify traditional curricular components, as well as more experiential activities, of strength and opportunities for improvement.</p> <p>Among the skills most useful and applicable to their post-graduation placements were writing (e.g., grants,</p>		
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		<p>professional) and collaboration skills (e.g., teamwork, leadership, communication). Alumni reported feeling prepared overall and highlighted the applied practice experience and other practical activities as particularly useful to their career readiness. Epidemiology alumni also reported data analysis and skills as a strength, while non-epidemiology students identified additional exposure to coding and analysis as areas to bolster their employability. The school notes that the MPH core instructors have already initiated revisions of the quantitative course to add additional exposure to coding and analysis. Other alumni highlighted more traditional career advising services (e.g., resume writing, interviewing), as well as more insights into the job search process as opportunities to enhance career readiness.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The school has a clear budget process and sufficient fiscal resources to fulfill its mission and sustain degree offerings. The university operates under a responsibility center management (RCM) budget model, implemented in fiscal year 2020, through which the school receives revenue based on tuition and fees, indirect cost recovery, and state appropriations. All academic units at the university contribute required allocations to the central administration to fund campus-wide units and services.</p> <p>Under the university budget model, a percentage of tuition is returned to the school based on the degree level</p>	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		<p>of students and the school's relationship to the student. For undergraduate students, 70% of tuition is allocated to the college of instruction and 30% to the college of record. For graduate students, 100% of tuition is allocated to the college of record during the fall and spring semesters and 100% to the college of instruction during the summer semester. A portion of student fees is retained by the university. Some fees, such as the health professions fee, are allocated to the school and used to support student services, student travel, technology maintenance and improvements for students, IT personnel, and some accreditation costs. Technology fees are allocated based on the student headcount. Course-related fees are allocated to departments or programs.</p> <p>The budget model also dictates that indirect costs are returned to the academic units where they were generated. The school reserves 62.5% of all indirect costs recovered for operational costs, and 10% of the remainder (3.75% of the total indirect costs) is returned to the principal investigator. The remaining balance is divided equally between the dean's office and the department of the primary investigator or amongst those two units and any center or institute that provides post-award support.</p> <p>Operational costs include all school expenditures except for salaries and travel. These costs are funded through tuition and fees, indirect costs, clinical revenues, and state appropriations.</p> <p>Faculty base salaries are fully guaranteed by the school over the nine-month academic year and are paid through the academic departments or from within the dean's office based on faculty appointments. Tenured and</p>		
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		<p>tenure-track faculty are expected to fully cover summer salaries from grants/contracts and/or summer teaching, and new faculty hires are often allocated full to partial summer salary support as part of initial start-up funds. Tenured and tenure-track faculty are incentivized to receive a portion of academic-year salary based on research productivity and extramural funding success.</p> <p>Clinical faculty salaries are fully guaranteed over the academic year. Research faculty salaries are fully guaranteed by the sponsoring principal investigator or their affiliated center or institute. Departments may buy out research faculty time to allow for other research, teaching, or administrative activities. Adjunct faculty are paid through contracts defined by hours or courses per semester.</p> <p>Faculty development expenses are funded by the academic departments with revenue from tuition, indirect costs, state appropriations, and university Educational Foundation funds. Student support (e.g., graduate assistant salaries, tuition supplements, scholarships and fellowships) is funded by tuition and fees as well as indirect costs, state appropriations, and the university Educational Foundation.</p> <p>During the site visit, school leaders expressed satisfaction with the school's financial resources, adding that the RCM budget model has supported annual enrollment increases and expanded extramural funding. The dean said that the school's financial success has afforded a strong cash reserve to fund, with support from further fundraising efforts, an additional public health building in the future.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Met				
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The school reports 116 PIF and 11 non-PIF, which exceeds the minimum requirements of this criterion based on the school's degree offerings. Each of the school's seven concentrations reports appropriate faculty, with no double counting across concentrations. All PIF are appropriately allocated at 1.0 FTE, and non-PIF receive 0.25 FTE for each three-credit course taught.</p> <p>The Arnold School's undergraduate advisors provide general advising to, on average, 100 BS and BA students (150 minimum, 280 maximum). Students in the MPH in epidemiology are assigned a faculty advisor by the graduate director, and the graduate directors of all other graduate programs provide the majority of advising to the MPH, MS, and PhD students in their respective programs. On average, faculty or graduate directors advise four master's or doctoral students, with a maximum of 30 master's and nine doctoral students.</p> <p>The cumulative and experiential activity for BA and BS students occurs in the Public Health Capstone Seminar course, which enrolls between 86 and 112 students each term. During the site visit, school leaders reported that the school offers one capstone section in the fall, three sections in the spring, and a smaller section in the summer. They reported perceiving no issues in the ability of the course instructors to provide adequate mentoring to students in larger course sections.</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				

<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>Students in the MPH in health promotion, education, and behavior complete a take-home comprehensive exam as their integrative learning experience (ILE), which is completed in multiple iterations with guidance from a faculty advisor. All other MPH students complete a course-based project specific to their concentration, and the course instructor and/or students' advisor provide supervision to, on average, seven students (four minimum, 11 maximum).</p> <p>Faculty provide mentoring on the thesis to, on average, one to two MS students. Faculty provide mentoring on the dissertation to an average of two PhD students (maximum five).</p> <p>The school collects data on student perceptions of class size and faculty availability in course evaluations. Students must respond to Likert-type questions with a score of 5 indicating the greatest agreement. In AY 2023-24, students at both the undergraduate and graduate levels report high levels of agreement with the following statements: "Class size was conducive to my learning" (83% of the 1642 undergraduate respondents and 84% of the 511 graduate respondents agreeing or strongly agreeing) and "I am satisfied with the availability of the instructor outside the classroom via face-to-face interaction as well as electronic communication" (83% of the 1642 undergraduate respondents and 86% of graduate respondents agreeing or strongly agreeing).</p> <p>The school collects additional information on graduate student perceptions of the availability of faculty in their department in the exit survey. In AY 2023-24, 100% of MS</p>		
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		and PhD respondents and 87% of MPH respondents reported agreement with the statement: "In general, I was able to meet with course instructors in my department when I needed to." Four of the 28 survey respondents provided feedback for improvement, two indicating inconsistent responses from instructors and two indicating a desire for additional opportunities for peer interaction.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The Arnold School has many highly experienced, dedicated, and respected staff working in each of the academic departments, the various centers, and within central administration. Its current staff and other personnel is composed of 53 full-time employees supporting the areas of accounting/fiscal resources (2.0 FTE); human resources (2.0 FTE); training and development (1.0 FTE); information technology and public information (9.0 FTE); grants administration (7.0 FTE); graphics management (1.0 FTE); as well as numerous administrative assistants, coordinators, and managers (20.0 FTE); program coordinators and managers (5.0 FTE); and students services coordinators and managers (6.0 FTE).</p> <p>The school also employs 139 student workers (FY 2024), who serve as teaching assistants for undergraduate and graduate courses and as graduate assistants placed in center and departmental offices.</p>	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		<p>The school notes that its current staff is the most expansive in its history; of note are the significant investments made in recent years to expand staff in core areas vital to its operations. The university's RCM budgeting model has afforded the school additional staff hires in key areas such as advising, alumni relations, applied practice, data analytics, human resources, information technology, and marketing (reflected in the above FTE).</p> <p>During the site visit, reviewers learned that the school is still seeking an alumni relations manager following a failed spring 2024 search. The school has not yet initiated a new search because the dean, newly appointed in summer 2024, plans to first reassess and refine the scope of the position description.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>There is sufficient physical space for the school's instructional, scholarship, and service activities. The Arnold School occupies four buildings across USC's Columbia campus, as well as leased off-campus commercial space. The Arnold School also has a presence in northern South Carolina at the USC School of Medicine Greenville.</p> <p>Faculty are primarily housed across the four on-campus locations, as allocated based on USC and state guidelines. All tenured, tenure-track, and clinical faculty have private</p>	Click here to enter text.	
Physical resources appear sufficiently stable				

		<p>offices that are equipped with connections for technology, internet, Wi-Fi, and phone access and in limited proximity to administrative support.</p> <p>Staff are also primarily housed across the same four locations; all departmental administrative staff are in or near their departmental homes. All offices, cubicles, and workstations are equipped with connections for technology, high-speed internet, and phone access.</p> <p>The school maintains seven dedicated classrooms and one auditorium, most of which are in the Public Health Research Center building, that are equipped with audiovisual technology and high-speed internet connections. The school also offers shared space and common spaces for students to gather.</p> <p>During the site visit, reviewers learned that, while the school's space is currently manageable, the school has concerns regarding the adequacy of the existing space considering its continued growth. As discussed in Criterion C1, the school has funds set aside for a new building and is considering the specific needs that will dictate the building specifics. The dean said that she is engaged in ongoing conversations with university leaders. During the site visit meeting with university leaders, the university president remarked on the school's funding surplus and expressed support for a new building.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>Site visitors confirmed that the available information and technology resources are adequate and stable. At the university level, the USC Libraries provide full-service access to numerous collections of print, web-based, and audio-visual media to support inclusive learning and world-class research, along with extensive, dedicated support from librarians available through virtual and in-person consultations.</p> <p>The school maintains numerous computer systems across six sites and 45 virtual servers, two computer labs for public health students, and extensive remote access capabilities. Students can access course-specific software (e.g., SAS, NVivo) at no or low cost, and faculty can access an array of required hardware and software, often also at low or no cost, through the school's IT resources and the university's Division of Information Technology. Both the school and university maintain state-of-the-art classroom technology for place- and distance-based courses.</p> <p>A team of six full-time IT staff members manage and maintain the school's computing resources and provide technical assistance to students and faculty. The Division of Information Technology provides additional online support and resources. The university also provides technical assistance for students through The Carolina Tech Zone, which is an additional technical assistance resource for</p>	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		students, offering support for various computer hardware and software issues.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students take Public Health Systems, Policy, and Leadership; Quantitative Methods for Public Health Practice I; Quantitative Methods for Public Health Practice II; Qualitative Methods for Public Health Practice; and Practical Applications of Public Health Planning intended to address the 12 foundational knowledge areas.</p> <p>As summarized in the D1 worksheet, reviewers validated that all MPH students receive grounding in all foundational knowledge areas through review of course materials. For example, students complete a module that covers the history of public health during Public Health Systems, Policy, and Leadership; this module also covers the core functions and 10 essential services of public health. Site visitors reviewed materials from a lecture on trends and measures of morbidity and mortality that occurs during the quantitative methods course.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes

5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The school assesses all MPH students, regardless of concentration, in each of the 22 foundational competencies across the five courses listed in Criterion D1. The same courses are required for joint degree students.</p> <p>The school maps the competencies to various assignments, including homework assignments, essay questions, quizzes, projects that address stakeholder communication and data analysis, as well as numerous assignments on health equity, comparative healthcare, the policy-making process, policy impact evaluation, conflict negotiation, SWOT analysis, systems thinking, and interprofessional problem solving.</p> <p>The assignment for assessing population needs, assets, and capacities is a stakeholder communication project that requires students to assess each of the areas within an identified community in relation to a selected health topic,</p>	Click here to enter text.	

		design qualitative data collection plans, collect and analyze qualitative data, and design a presentation with recommendations to a relevant stakeholder. The assignment for describing the importance of cultural competence in communicating public health content is an essay question related to the public health program that they are developing in other assignments; students must provide two examples of how communication materials and/or the delivery of public health content in a program would be enhanced by a culturally competent approach.		
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The school defines six competencies for its environmental health sciences and epidemiology concentrations, and five competencies for its health promotion, education, and behavior; health services policy and management; and physical activity and public health concentrations.	In response to the reviewers' identification of an opportunity for improved clarity related to mapped assessments related to EPID MPH competency 5, the individual assessments 4a and 5a have been added to the EPID 721 coursework and are reflected in the updated syllabus. Copies of the assessments and updated syllabus have been shared for review in Attachment A.	The Council reviewed the school's response to the site visit team's report and concluded that the school has addressed the concern identified by the team. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Assesses all students at least once on their ability to demonstrate each concentration competency		Each defined competency is distinct and mapped across three to six concentration-specific courses, reflecting seven to 15 credit hours. While the environmental health science concentration maps its six competencies across a one-credit course and two three-credit courses, the concentration requires 19 didactic credit hours, including six credits of guided electives. Other concentrations also require more courses than are mapped to competencies,		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A			

		<p>including the epidemiology concentration, which maps its competencies across six of its eight required courses.</p> <p>Joint MPH/MSW students can complete the health promotion, education, and behavior or health services policy, and management concentration, with no changes to competencies or course requirements.</p> <p>The assessments mapped to competencies appear appropriate to each concentration; for example, epidemiology students complete a surveillance system evaluation that includes recommendations for quality and efficiency improvements (competency 1). Physical activity and public health students use evidence-based strategies to develop a physical activity intervention over the course of the semester in the Community-based Physical Activity Interventions course (competency 3).</p> <p>Reviewers identified an opportunity for improved clarity on the way the individual component is relevant to the grade for the larger group project mapped to epidemiology concentration competency 5. However, reviewers identified an appropriate assessment for the other five competencies defined for this concentration, which satisfy this criterion's minimum expectations.</p> <p>The concern relates to the assessments mapped to health promotion, education, and behavior competency 4, which does not appear to be assessed sufficiently in the distance-based course section. To assess students' ability to "develop methods to evaluate public health programs, interpret results, and communicate those results effectively," the program requires students to develop a study design and methods to evaluate a program;</p>	<p>Additionally, the reviewers' concerns related to HPEB MPH competency 4 appear to be a result of unintentional miscommunication by the HPEB MPH program director during the site visit. The assessment descriptions provided to the site visitors were actually related to a different competency mapped to HPEB 701 in lieu of the HPEB 710 as the correctly mapped course. The program director feels that the miscommunication was a result of her inadvertently confusing the two courses in conversations with site visitors.</p> <p>Both online and in person sections of HPEB 710 utilize the same individual assignments 2a and 2b to assess competency 4. Additional copies of the HPEB 710 course syllabi and individual assessments 2a and 2b have been submitted, in Attachment B, to demonstrate sufficient competency assessment and alignment between both modalities of the course.</p>	
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		however, reviewers identified differences across the place- and distance-based course sections. The program director explained that place-based students create a theory-based intervention, but online students conduct a health behavior conceptual model in which they develop a new theory and demonstrate relationships between the variables. Because these students do not develop an intervention, the assignment does not fully address all components of the competency.		
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D4 Worksheet

MPH in Environmental Health Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Define environmental stressors and hazards as they relate to community vulnerabilities.	Yes	Yes
2. Apply principles of toxicology to identify acute and chronic hazards related to human health.	Yes	Yes
3. Identify the basic principles of the environmental fate of contaminants.	Yes	Yes
4. Apply toxicological hazard and exposure assessment techniques to evaluate the risks associated with environmental stressors.	Yes	Yes
5. Explain the significance of state and federal laws that regulate environmental quality and public health.	Yes	Yes
6. Review and critique the scientific merit of environmental health research articles and presentations.	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate a public health surveillance system, identify salient gaps, and methods to address them.	Yes	Yes
2. Interpret epidemiological data and methodological descriptions to identify the type of study design and calculate appropriate measures of association.	Yes	Yes
3. Compare and contrast the strengths and limitations of epidemiologic study designs (randomized trials and observational studies), including biases and methods to minimize bias.	Yes	Yes
4. Formulate a research question and manage and analyze data from public health administrative or surveillance data, or electronic health data repositories.	Yes	Yes

5. Formulate a research question, determine a study design, develop a research protocol, and design a questionnaire to address a public health issue.	Yes	Yes
6. Critically evaluate epidemiologic scientific literature.	Yes	Yes

MPH in Health Promotion, Education, and Behavior Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Theory: Apply social/behavioral theories or models to the development and implementation of public health programs.	Yes	Yes
2. Multi-level Influences on Health: Demonstrate an understanding of multi-level approaches in addressing public health issues.	Yes	Yes
3. Collaboration: Articulate how multi-sectoral, collaborative engagement advances health equity in the context of improving health outcomes.	Yes	Yes
4. Evaluation: Develop methods to evaluate public health programs, interpret results, and communicate those results effectively.	Yes	Yes
5. Research Methods: Identify the strengths and weaknesses of a research study design in the context of an applied setting.	Yes	Yes

MPH in Health Services Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply operations management concepts to address organizational performance issues in health service organizations.	Yes	Yes
2. Describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.	Yes	Yes
3. Apply economic principles for allocating and mobilizing resources for public health interventions and programs.	Yes	Yes
4. Apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations.	Yes	Yes
5. Develop policy options for the achievement of an agency's or program's objectives.	Yes	Yes

MPH in Physical Activity and Public Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain the physiological responses to an acute bout of exercise and the physiological adaptations to chronic aerobic and resistance exercise.	Yes	Yes
2. Explain the health effects of physical activity and the scientific basis for current public health physical activity guidelines for persons in varying demographic groups.	Yes	Yes
3. Apply evidence-based strategies to develop a physical activity intervention.	Yes	Yes

4. Evaluate an evidence-based physical activity intervention.	Yes	Yes
5. Differentiate among and appropriately use measurement and surveillance techniques to assess physical activity at the population level.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		<p>All MPH students complete the applied practice experience via an individual internship. Each department has variations on the process and specific requirements, but all experiences require the following: 1) selection of an appropriate practice site, approved by a faculty advisor; 2) completion of a proposal that identifies specific competencies, tasks, and work products; 3) completion of a set number of hours at the practice site; 4) submission of documentation of the experience; and 5) assessment of written materials by a faculty member, using a rubric that references the chosen competencies. Across all departments, students upload documents to the school's data management system for the experience (APEX), and faculty and practice office staff can access documents through this system at any time.</p> <p>Differences among departments relate to the number of hours required at the practice site, number of credit hours associated with the APE, and specific course and document requirements, since each department has its own APE syllabus or handbook. Credits associated with the APE range from three to six, and required contact hours with the site range from 140 to 250. Each department has a slightly different formula for defining the five competencies that students will address, with some</p>	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		<p>specifying or narrowing down the competencies, and others allowing students to choose.</p> <p>Students in the dual MPH-MPA complete the same practice experience as other HSPM students. Students in the dual MPH-MSW do not register for the school's practice experience course(s) associated with their concentration, as they coordinate their public health and social work internships and register for the credits in the social work program. The school has established an agreement with the social work program that outlines a clear process for students to work with their public health faculty advisor to complete the same elements associated with all other MPH students' experiences: finding an appropriate site, creating a proposal with public health competencies and deliverables, and receiving an assessment from public health faculty.</p> <p>The school's Office of Public Health Practice and Workforce Development maintains the APEX system and serves as a resource to students and faculty. The office publishes guides and checklists for students and a list of past sites and experiences, among other documents. Staff from the office are available to assist students in planning the experience and preparing the proposal.</p> <p>During the site visit, the director of applied practice said that some students select their placement site collaboratively with their advisor, while other students request or require assistance from the Office of Public Health Practice. The office uses a database to track available placement sites and manage active MOUs.</p>		
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		<p>Students have completed experiences at a variety of governmental, non-profit, and healthcare agencies, as well as at university-affiliated institutes involved in community-engaged work. Sites include the following: the South Carolina Department of Health and Environmental Control, SC Thrive, Institute for Families in Society, Maine Center for Disease Control and Prevention, Florida Department of Health, Impressions Oral Health Center, Prisma Health, Bryan Psychiatric Hospital, and Women’s Rights and Empowerment Network.</p> <p>The proposal process, as demonstrated by the 24 student samples provided for review, ensures that all students identify multiple practice deliverables to be completed during the experience. Each student portfolio provided for review included a template indexing the work products to the designated competencies. Samples of student deliverables include the following:</p> <ul style="list-style-type: none"> • An EPID student prepared a summary of data from South Carolina’s Cancer Registry on performance related to Healthy People 2020 and 2030 objectives as well as a prostate cancer fact sheet. • An ENHS student prepared a newsletter for a non-profit organization’s partners and clients, an infographic on the organization’s recent performance, and a system map of potential partners and programs. • A PAPH student prepared a needs assessment survey, summary report, and related flyers for a non-profit organization. <p>The proposal process also ensures that students identify at least five competencies for the experience, including at least three foundational competencies. All syllabi and</p>		
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		<p>handbooks are detailed in outlining the competency requirements, ensuring that even for departments that allow students to choose their own competencies, this criterion's requirements are met.</p> <p>Each department's process includes faculty assessment, typically accompanied by independent preceptor assessment, at the end of the experience. Each department's syllabus or handbook clearly defines a process for faculty assessment at the end of the experience. During the site visit, the school clarified the guidance provided to ENHS, EPID, and HPEB students and faculty regarding competency assessment. Site visitors confirmed that these revised documents (i.e., syllabus or department handbook) specify appropriate parameters for faculty assessment, specifically ensuring that faculty and students understand that assessment includes a review of the work products.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis		MPH in health promotion, education, and behavior students complete a written and oral comprehensive	Click here to enter text.	

of foundational & concentration competencies		<p>exam as the integrative learning experience (ILE) and all other MPH students complete a course-based ILE managed at the department level. Environmental health sciences; health services policy and management; and physical activity and public health students complete a grant proposal, and epidemiology students can complete a program evaluation report, policy statement, surveillance report, or scientific manuscript. All students in joint degrees complete the same requirements as others in their concentration.</p> <p>Students completing the course-based ILE work with their course instructor or academic advisor, depending on the department, identify the foundational and concentration competencies that they plan to integrate in their written product. Some concentrations identify a list of pre-selected competencies from which students choose while others allow students to select all competencies. The course instructor and a second faculty member review the high-quality written products, including assessing them for competency synthesis.</p> <p>A review of sample grant proposals and manuscripts provided with the self-study reflect high-quality writing and products designed to allow for synthesis of competencies. For example, students created grant proposals entitled Reducing Risk Level of Homelessness among Veterans in Richland County, SC; South Carolina Estuarine Integrity and Shoreline Health Education Initiative; and Workplace Physical Activity Intervention for Teachers in Orangeburg County, SC. An epidemiology student completed a manuscript using PRAMS data exploring nonresponse biases and WIC participation.</p>		
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>The comprehensive exam is completed through an iterative process as a take-home exam. The questions are written with the concentration competencies in mind and consist of three sections: 1) theoretical concepts and behavior change (concentration competencies 1 and 2); 2) program planning and implementation (foundational competency 8); and 3) research and evaluation (foundational competency 2 and concentration competency 5). The first two sections require students to describe, and subsequently design, a theory-based health promotion program targeting a health behavior of their choice within a specific target population. During the site visit, faculty clarified that the oral exam component is separate and is not involved in the integration or assessment of competency synthesis.</p> <p>Reviewers validated the process through which the program evaluates the comprehensive exam. During the site visit, the program director said that she coordinates the review among the two readers. The student's advisor serves as the first reader, and the second reader is another faculty member. The readers review the final product using a rubric and, when necessary, provide feedback for revision. When necessary, students may revise some or all components of the exam, which requires a response sheet summarizing and explaining the rationale for the changes. The program director is charged with the review for competency synthesis within and across the exam components.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The school offers a BA and BS in public health, both of which require a set of nine required courses. Site visitors verified that this set of courses, along with a set of statistics and biology courses, cover the 11 foundational public health domains, as summarized in the D9 worksheet.	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A	<p>Students take Principles of Epidemiology; Physical Activity and Health; Introduction to Public Health; Environmental Pollution and Health; Introduction to Health Promotion, Education, and Behavior; Principles of Global Health; Community Health; Health Economics; and Introduction to Health Care Management and Organization. These courses appropriately cover domains three through 11.</p> <p>For example, students learn about a variety of methods of health communication domain 11 in Introduction to Health Promotion, Education, and Behavior, as demonstrated through lecture material and the community intervention proposal assignment. Ethical dimensions in health care and health policy (domain 10) is</p>		

		<p>covered within Principles of Global Health, which includes modules on ethics, health and human rights, culture and health, power and politics. Further, Introduction to Healthcare Management and Organization covers the role of ethics in health care marketing, as well as regulatory and compliance issues of health care management and relevant laws, including recent SCOTUS decisions.</p> <p>The school maps the concepts and application of basic statistics domain to Elementary Statistics and Statistics for Biological and Life Sciences; students take one of the courses, both of which fulfill general education requirements. BS students are required to take Biological Principles I and II, as well as Human Anatomy and Physiology I and II, which cover the foundations of biological and life sciences domains. BA students must select from a list of one lab and one non-lab biological and life science courses from an approved list, which can include the biology courses taken by BS students, as well as courses such as Infectious Diseases, Human Health, and Ethics and Genetics and Society. The required Environmental Pollution and Health course, although not explicitly mapped to this domain, also covers the biological effects of various types of environmental pollution on human, animal, and ecosystem health.</p>		
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D9 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences	Yes
3. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes

6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:			Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		The school maps each of the four components of the public health communication and information literacy competencies to assignments in at least one required course, all of which are listed in Criterion D9, as well the Senior Capstone Seminar course. Site visitors verified an appropriate assessment for each component of both competencies, as summarized in the D10 worksheet.		
2. ability to locate, use, evaluate & synthesize public health information		The school assesses students' ability to communicate with diverse audiences and through a variety of media, as well as their ability to locate, use, evaluate, and synthesize information through an epidemiology memo assignment in Introduction to Public Health. Students must create a business memo to address the national and state level of deaths associated with unintentional injuries/accidents; the memo must be written as an employee of the state's department of health to a health department leader. Part I of the memo requires that students detail the scope of the public health problem, with respect to national and		

		<p>state prevalence and patterns, among the priority population using available literature, and Part II requires the creation of the memo, including evidence-based strategies to address the problem that includes at least one macro (e.g., policy, social, environmental) factor. During the site visit, faculty members clarified that even though students are given a starting point at which to begin their literature search, they must demonstrate the ability to narrow the information that is relevant and appropriate for their specific project (navigate and locate information).</p> <p>The school assesses the communication competencies in other courses as well; for example, as part of the required capstone project, students must create an elevator pitch video for their proposed health communication/media campaign. Students also create an infographic in Principles of Epidemiology, in which students convey public health information to a lay audience through a visual format.</p>		
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D10 Worksheet

Competency Elements	Yes/CNV
Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
Information Literacy	
Locate information	Yes
Use information	Yes
Evaluate information	Yes
Synthesize information	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All BA and BS in public health students take the Public Health Capstone Seminar, which requires a minimum of 50 hours of experiential learning. Students must identify an agency with which to complete their experiential learning hours and complete a capstone project.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Students, under the supervision of the course instructor, design and complete a capstone project structured to require synthesis and application of public health knowledge in a self-identified area of skill development. During the site visit, the undergraduate director discussed the process through which students identify appropriate community sites. She said that students are encouraged to reach out to agencies of interest early in the semester and are provided with a list of options. The course must approve all agencies and projects. While the director reported that the vast majority of students are successful at finding a placement on their own in a timely manner, the course instructor and the director of applied practice are available to help students who have difficulty.</p> <p>Site visitors reviewed sample student projects provided with the self-study. Students create and submit a project proposal and a PowerPoint slide deck comprising a project justification, health communication/media campaign, project results, and a project elevator pitch video. For example, one student partnered with Global Community Health Volunteers to set up health clinics in rural</p>		

		<p>Guatemala to educate patients on prevention and disease management. Another student worked with Richburg Fire and Rescue on a project to reduce motor vehicle morbidity and mortality.</p> <p>The capstone course aligns with university's requirements for Graduation with Leadership Distinction, an honor bestowed by the university at commencement to students with a demonstrated "extensive, purposeful engagement beyond the classroom, understanding of course concepts in <i>real world</i> settings, and application of learning to make decisions and solve problems." To date, the Arnold School reports the highest percentage of graduates with this distinction (relative to its overall number of graduates) of any academic unit at USC.</p>		
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D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas		<p>The primary manner of exposure to the 12 cross-cutting concepts and experiences for bachelor's degree students is through required coursework and the senior capstone project. Reviewers' findings are summarized in the D12 worksheet.</p> <p>As an example of exposure to community dynamics, the Community Health course includes a required reflection on community health implications presented in an article of the student's choosing and a community health assessment requiring students to provide an overview of</p>	Click here to enter text.	

		<p>community-based organizations associated with a selected community health problem.</p> <p>In Introduction to Health Care Management and Organization, students are assigned readings on managing health care professionals, leadership, and organizational behavior and management thinking, which the school maps to the professionalism, leadership, and organizational dynamics concepts.</p> <p>Discussions with faculty during the site visit clarified the exposure opportunity mapped to the systems thinking concept. The end-of-semester review of course material highlighting the interconnectedness of course topics is conducted in an intentional manner, with respect to systems thinking (i.e., in-class visual mapping of concept relatedness).</p>		
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D12 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>MPH students in the environmental health sciences and epidemiology concentrations must complete 43 semester credits to earn the MPH. Students in the health promotion, education, and behavior; health services policy and management; and physical activity and public health concentrations, including those in the MPH/MSW and MPH/MPA must complete 45 semester credits.</p> <p>All MPH/MSW and MPH/MPA degree students take the same required courses as those in the standalone MPH concentrations, with two exceptions. First, MPH/MPA students take Financial Administration (POLI 775) instead of Financing of Health Care (HSPM 730) and have an additional elective option. Second, MPH/MSW students conduct their APE in Field Instruction III & IV: Advanced Social Work Practice, which reviewers determined meets all required components of the MPH applied practice experience (Criterion D5).</p> <p>University policy defines a semester credit as “equivalent of an hour (50 minutes) of instructional time per week over the entire term.” Each required course is three credit hours, requiring 150 contact minutes per week.</p>	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D15. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		The university requires that all bachelor's degrees meet a minimum of 120 credit hours, including, for the public health degrees, 31-44 credits of university general education.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		Both BA and BS in public health students take 15 credits of college requirements, including Principles of Epidemiology; Physical Activity and Health; Introduction to Public Health; Introduction to Sociology; and the Student in the University. The BA in public health requires 24 credits of major coursework, including courses in environmental pollution and health, global health, community health, and health economics. It requires an additional 38-53 hours of program coursework, including two 12-hour cognates, two three-credit courses (Understanding Other Cultures and Introduction to Economics), and guided electives. The school lists BA degrees in global studies; anthropology; and women's and gender students as comparable		

		<p>programs, each of which specific college and program requirements and 24-33 credits for the major.</p> <p>The BS in public health requires 32 credits of major coursework, comprising all 24 credits required for the BA as well as eight credits of anatomy and physiology. It also requires at least 12 credits of chemistry and physics coursework, a 12-credit natural science cognate, and guided electives. The school lists BS degrees in biology; environmental science; and psychology as comparable programs, each of which specific college and program requirements and 28-46 credits for the major.</p> <p>The university maintains a transfer and articulation policy for credits earned through public universities in the state, including community and technical colleges. As defined in Criterion D13, a three-credit hour course equals 150 minutes of instruction per week for the entire term.</p>		
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D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER’S DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers MS degrees in biostatistics; environmental health sciences; and epidemiology. The school provided reviewers with a revised environmental health sciences curriculum during the site visit, comprised of a new set of five concentration competencies and an additional twelve credits of required coursework (Principles, Methods, and Issues in Air Quality; Infectious Disease Ecology; Ecotoxicology of Aquatic Systems; and Introduction to Environmental Health Research), all of	In response to the reviewers’ concerns about the ENHS MS program, several needed revisions to instructional materials have been made related to explicit competency grounding. The documentation provided will serve to validate competency instruction in the specific courses discussed below.	The Council reviewed the school’s response to the site visit team’s report and concluded that the school has addressed the concern identified by the team. Therefore, the Council acted to change the team’s finding of partially met to a finding of met.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				

Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge		which were formerly elective options. These revisions resulted in a three-credit increase to the degree length, which is now 39 credit hours, comparable with competing programs at other institutions. The MS in biostatistics requires 44 credit hours and the MS in epidemiology 43 credit hours.	In reference to the reviewers' concerns related to the grounding in the application of hazard analysis concepts (competency 1) in Principals, Methods and Issues in Air Quality (ENHS 764), improvements have been made in the instructional materials showing students how to apply hazard analysis concept, and a clarified syllabus has been provided. Please see Attachment C.	
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program		Reviewers validated appropriate assessment of each of the 12 foundational public health learning objectives in the three-credit Perspectives in Public Health course, required for all MS students who do not already hold a public health degree. The course uses a variety of assessments to cover the objectives. For example, the school assesses students' ability to explain behavioral and psychological factors that affect a population's health in the One Health Midterm. In this assignment, students must answer an open-ended question where they provide two examples and explain the behaviors and psychological factors that affect a population's health.	In reference to the reviewers' concerns related to the grounding in chemical pollutants (as a portion of competency 2) in Infectious Disease Ecology (ENHS 675), additional instructional content has been added to ensure coverage of health risk assessments for chemical pollutants. Please see Attachment D.	
Students have opportunities to engage in research at level appropriate to program's objectives		Both the biostatistics and environmental health sciences concentrations define a curriculum grounded in five appropriate competencies, and the epidemiology concentration defines seven appropriate competencies, mapped across five to seven required, concentration-specific courses. All curricula provide sufficient grounding in research methods for population health frameworks. All concentrations require the three-credit Concepts and Methods of Epidemiology course, which provides conceptual foundation for further study of epidemiology, especially study design, quantitative concepts and methods, analysis, and interpretation.	In reference to the reviewers' concern that competency 4 was indicative of a doctoral-level skill, the competency's focus was revised from "creating research methods" to "testing hypotheses" to better align with the referenced master's-level course Introduction to Environmental Health Research (ENHS 794). Additionally, the syllabus course outline now reflects	

		<p>Further, each concentration requires additional methods courses. For example, biostatistics students receive grounding in obtaining, managing, and analyzing public health data through the utilization of statistical software packages in Basic Software for Public Health, Introduction to Stata Software, Practical Methods for Secondary Data Analysis, and Intermediate Epidemiologic Methods. Epidemiology students practice analyzing health disparities and health inequities.</p> <p>The concern relates to the newness of the MS in environmental health sciences curriculum, which, based on materials provided during the site visit, is still being developed. Based on conversations with faculty and school leaders during the site visit, these revisions appear positioned to align with this criterion's expectations; however, some course syllabi were still in development at the time of the site visit and, thus, will benefit from an additional review once finalized to ensure appropriate grounding in all areas of each the competencies.</p> <p>Specifically, reviewers could not identify explicit grounding in the application hazard analysis concepts (competency 1) in Principals, Methods and Issues in Air Quality, and faculty said that the syllabus is still being refined. Similarly, reviewers verified coverage of biological pollutants (competency 2) in Infectious Disease Ecology, although grounding in chemical pollutants (another component of competency 2) was not apparent.</p> <p>Further, the version of the Introduction to Environmental Health Research syllabus provided during the site visit notes that the course outline is still under development, limiting reviewers' understanding of how it provides</p>	<p>topics, in weeks 1, 4 and 5, to further highlight grounding in the revised focus of competency 4. Instructional material has been provided, with the revised competency and updated syllabus, as documentation in Attachment E.</p>	
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		<p>grounding in competency 4. Further, reviewers note that this competency statement, that students will “create environmental, ecological and human health research methods to formulate the basis of risk assessments for emerging public health threats for which standards are lacking and/or nonexistent,” may not be realistic for a master’s-level introductory research course, as it appears more aligned with a doctoral-level skill. Faculty who met with site visitors confirmed that the course is still under development.</p> <p>All MS students complete a sufficiently rigorous thesis under the supervision of a faculty advisor and thesis committee, which requires at least six credits of thesis preparation. Site visitors reviewed the sample theses provided with the self-study and determined, with additional insight provided by faculty during site visit, that each reflects research with a population health focus.</p> <p>For example, an epidemiology student explored the use of remote sensing to analyze mosquito egg abundance with combined weather variables in two southeastern coastal cities, and another explored rural-urban differences in survival among patients with early onset colorectal cancer. A biostatistics student employed biostatistical methods in a simulation study using social determinants of health screening data, and an environmental health sciences student employed lab-based methods for detecting harmful algal blooms in aerosol particles and discussed the implications on aquatic ecosystems and human health.</p>		
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D16 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers public health PhD degrees with concentrations in biostatistics; environmental health sciences; epidemiology; health promotion, education, and behavior; and health services policy and management.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Site visitors validated that the school assesses all PhD students in the 12 foundational learning objectives in the same course described in Criterion D16, Perspectives in Public Health. The course is offered in an online format during the summer session and includes 12 modules. For each module, students must review didactic materials		
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery &				

translation of public health knowledge		(e.g., presentations, videos, readings) and must complete an assessment composed of multiple choice and/or short answer questions.		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		The school defines three to eight appropriate competencies for each concentration and site visitors validated appropriate grounding of the competencies for most concentrations through required coursework, seminars, and, in some cases, independent teaching practica.		
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study		<p>Each concentration requires more than three credit hours of doctoral-level instruction that addresses research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge, although the credit hours required differs by concentration.</p> <p>The epidemiology and biostatistics concentrations require a master's degree for admission. Once enrolled, these students complete a minimum of 42 post-master's credit hours (30 didactic and 12 dissertation credit hours), of which at least six credits focus on advanced analytic methods. The biostatistics concentration prescribes 17 credits of coursework that is doctoral-specific or not typically associated with a master's degree and offers an additional six doctoral-specific courses as part of a list of elective courses from which students select seven. Of the 30 prescribed credit hours for the epidemiology concentration, 18 credits are doctoral-specific.</p> <p>The remaining concentrations require at least 60 post-baccalaureate credit hours. Students in the health, promotion, education, and behavior concentration take</p>		

		<p>27 credit hours of prescribed didactic coursework (18 credits of which is doctoral-specific) including a three-credit qualitative methods course, as well as two to four additional courses in research methods and three to five courses in a defined content area. Students in the health services policy and management concentration take 37 credit hours of prescribed didactic coursework and an additional one to six credits of HSPM 791: Special Topics (10 to 16 credits of which is doctoral-specific), including six credits of doctoral-specific health services research methods coursework.</p> <p>The school has revised the plan of study for the environmental health sciences concentration since the self-study submission. School leaders noted that the self-study process uncovered a need to better distinguish the advanced coursework and experiences required by the PhD from those required for the MS in environmental health sciences. The school provided reviewers with the revised requirements during the site visit, which reflect added prescribed didactic coursework and revised competency statements and mapping.</p> <p>Students now take the following doctoral-specific courses (12 credits): Survey in Multi-disciplinary Research of Environmental Health Sciences; Advanced Research Approaches and Applications in Environmental Health Sciences; and Community-Based Environmental Monitoring and Reporting Systems. The concentration defines five appropriate competencies and maps each to one or more of these three required courses. Students also take a three-credit epidemiology methods course, select an additional six credits of environmental health</p>		
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		<p>coursework from a prescribed list, and take 27 additional credits of advisor-approved PhD coursework.</p> <p>The commentary relates to the newness of some of the syllabi associated with the revised environmental health curriculum, which were still being refined at the time of the site visit, thus limiting reviewers' ability to confirm that the curriculum provides grounding in competency 5. Specifically, reviewers could not identify evidence in the version of the ENHS 865 syllabus provided during the site visit that clearly demonstrated grounding in the "collaborative approaches of community-engaged environmental monitoring and reporting systems" aspect of competency 5. Faculty stated that review and discussion of the curriculum are ongoing and prioritized, and reviewers validated grounding in the remaining four competencies, despite those syllabi still being under development.</p> <p>To enter candidacy, all students but those in health services policy and management must successfully complete a written qualifying exam after completing the required coursework and the environmental health sciences concentration also requires an oral exam. Health services policy and management students earn candidacy after successfully completing comprehensive exams. The exam is directed by a committee of four members, one of whom is outside of the student's major department.</p> <p>All PhD students must complete and successfully defend a dissertation. This advanced research project must be based on original research and is completed under the direction of a dissertation committee composed of four members, three of which are school faculty and the fourth</p>		
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		<p>an external member (from within or outside of the university). The dissertation defense must occur before the dissertation committee no fewer than 30 days prior to commencement.</p> <p>Site visitors reviewed sample dissertations and determined that they demonstrate training and preparation in a depth of content knowledge and methodological expertise appropriate to the concentration. Dissertations include an application of statistical methods and modeling to improve screening tools for tic disorders in children (biostatistics); the genetic associations of circadian rhythm and sleep disorder traits with a plasma cell disorder (epidemiology); internalizing mental health symptoms and nicotine use among adolescents (health behavior); and patient experiences and disparities in telehealth HIV care during the COVID-19 pandemic (health services policy and management).</p> <p>During the site visit, faculty clarified how some of the environmental health sciences dissertations included a substantial public health component and connection. For example, one dissertation centered on macro- and microbiological measures of soil health to improve agricultural health; faculty explained that, since the concentration is grounded in One Health concepts, each student must demonstrate the relationship between the environment and human health in their dissertation. Other dissertations in the environmental health concentration evaluated topics including socio-environmental sustainability in a coastal area of South Carolina and marine and human environmental factors on vectors of pathogenic bacteria.</p>		
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		During the site visit, students said that there are multiple opportunities to work with faculty on their research projects if they reach out to them. Students discussed various classes in which faculty discuss their research, which is one way they learn about possible research opportunities. In addition, they learn about research opportunities in seminars and colloquia.		
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D17 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D18. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public		The school offers 11 non-public health degrees, including a BS in exercise science; Master of Health Administration	Click here to enter text.	

health learning objectives (see worksheet for detail)		(MHA); MS degrees in athletic training, advanced athletic training, speech-language pathology, exercise science; Doctor of Physical Therapy (DPT); and PhD degrees in communication sciences and disorders, exercise science: applied physiology, exercise science: health aspects of physical activity, and exercise science: rehabilitation science.		
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Site visitors validated an appropriate assessment for each of the 12 foundational public health learning objectives; all students complete a three-credit introductory public health course. BS students take Introduction to Public Health, and students are assessed through assignments and exams. Graduate students take the same course described in Criteria D16 and D17, Perspectives in Public Health, which assesses each learning objectives across modules comprising multiple choice and short answer questions, as well as a One Health midterm exam.		

D18 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The school offers its MPH in epidemiology; health promotion, education, and behavior; and health services policy and management in a fully distance-based modality. The required courses and curriculum are equivalent to those required for the place-based concentrations. The school offers these programs to serve working professionals and/or other students who prefer the flexibility of an online program.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		Each concentration is delivered in an asynchronous format through the Blackboard Ultra learning management system, although a few aspects of the program involve synchronous activities, such as the required APE presentation.		
Curriculum is subject to the same quality control processes as other degree programs in the university		Both USC and the Arnold School provide adequate administrative, IT, and student support services and resources to distance-based students. The Distributed Learning Support Services Office is the primary manner through which the university provides support for all students, including those in distance-based programs.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The school's Office of Graduate Student Services provides administrative support to distance-based students via phone, virtual platforms, or email, and the program director provides additional administrative support as the academic advisor to all distance students in each program.		
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>Evaluation of educational outcomes (e.g., exams, field experiences) is the same for all programs, regardless of modality. While some required courses may be taught by different instructors, depending on the modality, assessments mapped to competencies remain the same. In many cases, instructors across sections of the same course discuss course content for synergy. Assessment information is collected by course instructors and shared with the program director and the director of evaluation and academic assessment each semester. This information is then shared each semester by the program director at either a faculty or curriculum meeting, and, every two years, the data are aggregated and reported to USC Office of Institutional Research, Assessment, and Analytics for review.</p> <p>Like place-based courses, all distance-based courses conduct end-of-semester course evaluations and online instructors undergo peer reviews. Beginning in fall 2023, online course instructors complete a self-evaluation survey based on a Quality Matters rubric.</p> <p>All students are assigned a unique student ID and network username and must use a secure password for access to the USC online portal that handles all personal, academic, and financial interactions with the university. The school adheres to the USC Honor Code, information on which is included in course syllabi.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Faculty are well-qualified, by the totality of their education, training, and experience, to teach and supervise students in the school's public health concentration areas.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>All but three of the school's 100+ PIF and all but one non-PIF possess terminal degrees in fields of study relevant to the concentration with which they are associated. The remaining three PIF possess MPH degrees from CEPH-accredited institutions (two of which are from USC); all three teach in the undergraduate program, and one also teaches in the health promotion, education, and behavior MPH program. The remaining non-PIF possesses an MSW from USC and teaches in the MPH core.</p> <p>Faculty members possess formal education in disciplines aligned with the school's public health degree offerings, e.g., biostatistics, many epidemiology sub-areas, health behavior and education, global health, health management, health policy, economics, nutrition, and environmental health, as well as in disciplines relevant to the school's non-public health disciplines (e.g., kinesiology, exercise science), which has prepared them to teach in their associated concentration.</p> <p>Site reviewers reviewed faculty CVs and validated that the school employs a faculty complement well-prepared to teach, conduct research, and practice in their areas of</p>		

		<p>expertise. For example, a faculty member trained in earth and environmental sciences teaches in the environmental health sciences concentration; their research revolves around the health of soil and its impact on the environment. Another faculty who studied statistics is faculty in the biostatistics department and conducts research that is methodological in nature.</p> <p>Students indicated that their faculty were strong, qualified, responsive and shared their research. Alumni believe they were well prepared by faculty to work in public health practice. University leaders expressed support for the continued growth of the faculty, as their commitment is to continue to grow the number of students who attend the school of public health.</p>		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		<p>The school employs full-time faculty who possess professional experience in settings outside of academia who add unique value to the undergraduate and graduate public health degree programs. These faculty bring experience from the policy arena, non-profit sector, community-based programming, environmental initiatives, and health systems delivery.</p> <p>In support of its endeavors to recruit additional faculty members who possess more current practice experience, to better balance the practice experience possessed by long-service faculty, the school was approved for five new</p>	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>faculty positions. During the site visit, reviewers learned that the school has successfully filled four of these positions, some of whom were present at the site visit. These faculty bring experience working on the planning and/or assessment of state-funded child welfare programs and public health surveillance.</p> <p>The school also engages individuals with practice experience on standing committees, most notably through its Public Health Practice Advisory Council, discussed in Criterion F1. It regularly invites guest lecturers and preceptors to present in practice-based courses offered across all degree levels. These guests often include elected and appointed officials, philanthropic leaders, content consultants, advocates, and other key individuals with expertise in defined areas that enhance various components of the curriculum.</p> <p>For example, individuals with experience in community programs have served as practice mentors in the MPH program planning class; eight individuals actively working in the field were engaged as paid mentors for student project groups, enhancing students' understanding of the realities and practical considerations impacting program design, implementation, and evaluation. During the site visit, reviewers met with some of the community partners who served as practice mentors. The individuals reported that the experience was highly beneficial, that they felt well-prepared and supported by the school for their role, and that they remain professionally connected with some of their mentees.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The school employs several processes to assure faculty currency in areas of instructional responsibility, including course evaluations, peer reviews, and annual reviews.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods		Reviewers confirmed that the school provides support to faculty to pursue professional development and instructional effectiveness opportunities.		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		The school administers course evaluations each semester for all didactic courses and all instructions (PIF and non-PIF). These evaluations collect student feedback on a variety of indicators, and the school reviews a measure of “overall teaching effectiveness” to determine faculty effectiveness. The school uses data from course evaluations to monitor faculty instructional effectiveness and provides average course evaluation scores for one of its selected indicators: “student satisfaction with instructional quality.” Scores have remained consistent between 4.38 and 4.5 out of 5, over the last four years.		
Supports professional development & advancement in instructional effectiveness for all faculty		Faculty undergo peer evaluations every one to three years, depending on tenure or non-tenure status, by faculty of the same tenure status. Evaluators complete an assessment of class materials and classroom teaching, and the resulting evaluation is used to mentor faculty, as well as serving as part of the tenure and promotion packet. In addition to peer reviews, faculty below the rank of professor belong to a mentorship team that provides support for their development in teaching and research.		

		<p>The school conducts annual reviews of faculty regardless of rank, track, or tenure status, including those in administrative positions. Faculty members complete and submit an annual review form, along with a current CV and course evaluation and peer review results. Currently, clinical and research faculty are not required to undergo regular peer review as part of their annual review process, though it may be requested by the department chair and is recommended to occur every two years. The school notes that discussions are occurring related to forming a clinical and research faculty review committee and including more standardized annual review processes across departments for clinical and research faculty.</p> <p>The school also requires a three-year tenure review for assistant professors to assure their progression in teaching and research to earn tenure. Finally, all new courses and those with major revisions are reviewed and approved at multiple levels (e.g., department, committee, etc.) to assure they are of high quality.</p> <p>The university provides support for pedagogical enhancement to all tenure line and non-tenure line faculty (full- and part-time) primarily through its Center for Teaching Excellence (CTE). The CTE offers 25-30 unique workshop topics each month, which school faculty attend both in person and online. Recent examples include a video on the development of rubrics and an annual orientation to the CTE for new faculty members. The CTE also provides innovative pedagogy grants so that full-time faculty can submit proposals for the development of exemplary courses. Arnold School faculty have been recipients of this award on two occasions in the</p>		
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		<p>past five years, leading to the development of permanent courses.</p> <p>The school monitors the number of its teaching assistants (MPH, MS, PhD) who have completed CTE training in pedagogical techniques for its school-level indicator for monitoring instructional effectiveness. The school presents the number trained over the last four years; reflecting between 25 and 34 in 2021, 2022, and 2023. Fourteen teaching assistants underwent training in spring 2024, reflecting nine PhD, four MPH, and two MS students.</p> <p>The combination of the school's evaluation practices and breadth of CTE programing ensures that students are receiving high quality education. During the site visit, faculty described the annual review process in which students and course evaluations and peer evaluations are discussed with their chair. They said that if scores do not meet the required threshold, the chair encourages participation in programs provided by the CTE. Faculty described the center as a valuable university resource, adding that the center's courses have helped them improve their teaching ability. They confirmed that the CTE training is open to part-time, non-PIF faculty, several of whom have participated in programs offered.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The school promotes and supports faculty engagement in scholarly activities. The policies of both the university and the school detail expectations for research and scholarly activities for faculty at all ranks. All tenure- and research-track faculty are expected to engage in research and scholarly activities aimed at advancing knowledge that will protect and improve the public’s health. Several clinical faculty members are engaged in research activities in addition to teaching.</p> <p>Primary criteria for evaluating research activities for promotion and tenure state that faculty must demonstrate excellence in research and leadership in seeking and receiving extramural funding to support research. Evidence of this can include high-quality publications with multiple lead or senior author papers in peer-reviewed research journals, as well as receipt of competitive research grants as principal investigator (or co-PI).</p> <p>The director of the school’s Office of Research and two office staff provide pre- and post-award support to faculty with grant applications and contracts. In 2024, the office processed nearly \$139 million in sponsored awards/next year requests, an increase from \$66.5 million in 2016. Each academic department employs additional grant support staff who are trained to assist faculty both independently from, and in conjunction with, the Office of</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>Research. These staff present research grant-related information at department faculty meetings and in graduate student classes upon faculty request. The office also offers professional development seminars on topics such as publishing/journal submissions, the NIH grant review process, and how to sustain successful research teams. It also produces an e-newsletter that recognizes the research successes of faculty, staff, and students, and provides updates on research-related resources and changes in research policies and procedures.</p> <p>The school's Office of Development serves to connect faculty with other potential corporate and non-profit collaborators and funders. The associate dean for research, the school's senior director of development, and the USC director of development in USC Corporate & Foundation Relations communicate at least once per month to discuss relevant funding opportunities available to the school. The school tracks the total research (extramural) funds awarded, reporting over \$59 million received in FY 2024 an increase from \$47 million in FY 2022 (target: >\$50 million). It also tracks NIH grant funding, and reports over \$31 million (of the total \$59 million) in FY 2024, compared to \$25 million in FY 2022 (target: >\$20 million). In addition to external funding, USC offers internal support for smaller projects or training, particularly for early career faculty.</p> <p>Beyond total research funding, faculty demonstrate being highly productive in terms of publications and grant applications. The school tracks the number of articles published in peer-reviewed journals, indicating 713-764 publications each year since 2022. So far in FY 2024,</p>		
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		<p>faculty have completed 405 new grant applications, an increase from 340 in FY 2022.</p> <p>The school implements a formal team-based approach to faculty mentorship that includes mentorship in research and in scholarship, with an eye toward successful faculty promotion and/or tenure. While it is the responsibility of department chairs to assign appropriate mentors for each faculty member, the associate dean for research oversees the school's faculty mentorship program in collaboration with the associate dean for faculty affairs and curriculum.</p> <p>Faculty incorporate research into their instructional materials. For example, the instructor of the doctoral-level Advanced Methods for Health Services Research course demonstrates potential data structures and analysis methods such as cluster sampling, selection bias, and longitudinal data analysis, using examples from their research, to explore the role of SMS reminders and conditional incentives on rates of HIV testing. A professor in health promotion, education, and behavior incorporates information about the design, implementation, analysis, results, and interpretation from his work on global program and policy evaluations into course material and lectures for his Advanced Evaluation course, open to master's and doctoral, and exceptional undergraduate, students.</p> <p>Faculty also engage students of all degree levels in research projects as research assistants and as lead or co-authors on peer-reviewed publications and presentations at national conferences. For example, one faculty member employed multiple students as research assistants on NIH-funded grants where students worked</p>		
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		<p>on management and analysis of data from government sources and writing manuscripts related to insurance and substance use disorder treatment and outcomes. Some epidemiology and biostatistics students not only engaged in faculty research associated with a number of publications, but also completed 17 presentations at state or national conferences, with research focused on vector-borne diseases across the Americas.</p> <p>Notably, during the site visit, faculty, as well as school and university leaders, remarked on the school's focus on conducting population health research within the state of South Carolina, indicating dedication to their community, both locally and regionally.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines expectations for faculty extramural service</p> <p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p>		<p>The school demonstrates a commitment to service, particularly service focused on promoting public health and eliminating public health disparities. Tenured and tenure track faculty are generally expected to dedicate 10% of their effort to service, and service expectations for professional track faculty are more variable. Each year, these faculty discuss service requirements and expectations with their department chair and/or division director.</p> <p>Tenure and promotion criteria are communicated in annual meetings, within the tenure and promotion committee (for tenure-track faculty), within updated</p>	Click here to enter text.	

		<p>position descriptions, and within unit policy documents. While service is weighted less than teaching and research, each faculty member is expected to contribute to covering their department's service needs. During the site visit, faculty reported perceiving the service expectations as fair and transparent; they said the expectations are necessarily vague, given the breadth of faculty, but that the school ensures that more junior faculty are aware of the expectations. Faculty confirmed that they report on extramural service and involvement in community-based projects each year in their annual review. University leaders reiterated the importance of service in the promotion and tenure process.</p> <p>The university and the school both allow faculty to take professional leave for participation in some service activities. For example, faculty can be off-campus to provide in-person service to the NIH (study sections, etc.). For those activities that involve compensation, the university and school provide oversight of outside professional activities, which can include active oversight plans to ensure no conflicts of interest.</p> <p>Faculty service occurs at local, state, national and global levels. Faculty serve on funding agency study sections to review grants and as peer reviewers for professional journals. In addition, faculty are active members of community, professional, and government advisory committees, editorial boards of peer-reviewed journals, boards of relevant public health-related organizations, and provide testimony and technical assistance to state and federal agencies and legislative bodies.</p>		
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		<p>For example, a faculty member serves as the rural health congress chair of the National Rural Health Association's Board of Trustees, leading the organization's policy advocacy board. She brings in real-world examples from her work on this board into her Perspectives in Rural Health course and highlights key policy issues the board is working on that relate to course materials, such as rural-urban health outcome and healthcare access disparities (e.g., availability of dialysis treatment, oral health outcomes, etc.). Another faculty serves as a steering committee member of the Connect MM Multiple Myeloma Registry and oversees the process of collecting data associated with registry patients. He incorporates this experience in his Applied Longitudinal Data Analysis course. During the site visit, faculty described opportunities to involve students in service-based projects, most notably with the school's Center for Community Health Alignment.</p> <p>The school tracks the percentage of faculty who participate in extramural service activities, number of community-based service projects, and total service funding. It notes that a new sub-committee of the Tenure and Promotion Committee and a new professional track committee are working to develop guidelines to better define metrics for tracking faculty participation in, and time commitments to, community assignments. In the last year, 56% of faculty participated in at least one community-based service project, and the school seeks to maintain this involvement in AY 2025 (>50% involved). The school held at least three service events in partnership with community organizations, including the Big Data Health Sciences Conference, the Clyburn Lecture on Health Disparities, and the Perspectives on Poverty</p>		
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		panel event for MPH students. The school described its total service funding as important to ensuring that as the value of the school's research portfolio increases so, too, does the value of its service.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		<p>The school established a Public Health Practice Advisory Council in 2023 as a convening space for formally engaging practitioners from around the state, particularly in the areas of practice-based curricula, student outcomes, and program planning. Staff from the school's Office of Practice and Workforce Development and the assistant dean for public health practice serve on the council.</p> <p>The council meets once each semester to discuss key curricular areas, review employer feedback, discuss the school's Blueprint strategic plan, and, recently, provide input on the development of the self-study. For example, during the spring 2024 meeting, the council formally reviewed the school's guiding statements and provided detailed feedback through an online survey. The school notes that the feedback received aligned with similar reviews by the school's Administrative Council and the Dean's Student Advisory Council.</p> <p>Site visitors reviewed the spring 2024 meeting minutes, which also included a discussion, led by the committee chair, about preparing students to address pressing public</p>	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>health issues. Committee members shared ideas regarding student engagement and practicum type experiences, such as developing a type of “showcase” opportunity to highlight student projects or ongoing bodies of work or a “marketplace” to feature practical opportunities matching students’ skills and interests with the type of skills needed by practice partners. The minutes noted that the next step is to connect with the director of applied practice to explore the ideas further.</p> <p>The school is also a long-term collaborative partner of the SC Public Health Association. The association’s current president serves on the Public Health Practice Advisory Council, and the immediate past president meets monthly with the school’s executive director of operations and accreditation about partnerships and collaborative opportunities. Another past president is a double school alumna and serves on the school’s Reaccreditation Steering Committee.</p> <p>The director of applied practice conducted key informant interviews with eight employers of recent MPH graduates in the summer of 2023, which created a baseline understanding about graduates’ preparation for the workforce and as a model for ongoing annual assessments. Overall, the findings indicated that graduates are generally well-prepared. There were some mixed perceptions on the quantitative and qualitative skills of graduates, and employers emphasized communication, facilitation, and collaboration as key areas of emphasis for training future professionals.</p> <p>The school also conducted a survey of undergraduate preceptors who also employ undergraduate alumni.</p>		
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		<p>Sixteen preceptors identified written and oral communication, professionalism, independent work, personal work ethic, and teamwork as among the skills very important for undergraduate alumni, and those respondents perceived graduates as prepared in these areas overall. The survey indicated more training was needed in the differences between US and other countries' health systems.</p> <p>The executive director of operations also conducted interviews with the state's four regional health directors with the SC Department of Public Health to gather information on the preparedness of undergraduates and the currency of the curriculum. All respondents said that undergraduate hires were well prepared; they remarked on the strengths of creativity, passion and energy among recent graduates as well as a clear structural understanding of public health and an enthusiasm for advocacy around critical public health concerns. Employees cited a need for improved awareness of interpersonal skills and an appreciation for the complexity of bureaucratic agencies. Regarding recommendations for the curriculum, respondents identified opportunities including communication skills and meeting facilitation. The health directors also shared several practical suggestions for educational approaches including scenario- and activity-based learning.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The school introduces students to service, community engagement, and professional development activities in required courses, advisors, student organizations, social media, and program email listservs.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The school’s Center for Community Health Alignment is a community-focused entity that allows students to partake in community and professional service activities through an array of projects and community connections. As an example, MPH students have been involved in a range of the center’s activities, including practicing meeting facilitation and implementation strategies, networking and other collaborative skills. These activities were rooted in the development of community tool kits, delivery of educational offerings and organizing partner meetings. In the same year, students were involved in organizing and participating in a conference focused on professional networking.</p> <p>In AY 2022-23, both undergraduate and graduate students volunteered for the Governor’s Cup Race to support logistical aspects of the race and interface with community members, sponsors, and participants. Sponsors and participants included organizations that support healthy eating and active living, providing an opportunity for professional networking. The approaches employed to plan and implement the event exposed students to the professional skills (e.g., promotional,</p>		

		<p>collaborative, and logistical skills) necessary for success in community-based public health work.</p> <p>USC's largest student-run philanthropic organization hosts year-round fundraising activities which culminate in an annual dance marathon to raise financial and emotional support for patients of the Prisma Health Children's Hospital. Public health students work alongside other students across the university to organize these fundraising activities. These activities garner significant local media attention, providing students with opportunities to gain skills in communicating the benefits of service in addressing community challenges. This and other events are marketed to students through the Dean's Student Advisory Council and other student groups in the school that foster leadership and service opportunities.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		The school leverages its numerous offices and centers to provide targeted workforce development opportunities informed by identified needs. For example, the school's Office for the Study of Aging delivers a five-module training course designed for those providing direct care to individuals living with forms of dementia. This program was developed in direct response from health agency leaders and service providers and has evolved in recent years due to the growing demand driven by population change. The training reached 431 trainees in 2023.	Click here to enter text.	

		As another example, the school's Center for Community Health Alignment provides a comprehensive community health worker training. This need was identified through collaborative engagement with community leaders, assessment of the needs of underserved populations, and a review of available literature. In recent years, this program has been expanded and evolved due to the COVID-19 pandemic. The training is offered both in-person and online and reached 518 trainees in calendar year 2023.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)		<p>The school defines three strategic priorities for developing and maintaining a diverse and culturally competent school environment. It employs strategies and practices to advance each goal, which are inclusive of, and targeted to support the school's defined priority under-represented population: Black or African American students, faculty, and staff. This priority group was identified based on both the demographics of the state and region, noted health disparities that exist among this population, and informed by relevant data and guided by the school's Office of Access and Collective Engagement (ACE).</p> <p>The school's strategic priorities are as follows, each of which defines sub-goals that address faculty, staff, and students:</p>	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				

Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		<ol style="list-style-type: none"> 1. Create an inclusive and equitable environment in the school. 2. Recruit, retain, and develop a diverse community within the school. 3. Support innovative and inclusive scholarship and teaching within the school. 		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive		<p>With regard to recruitment and retention, the school aims to increase the number of, and support the retention of, underrepresented faculty and staff at all levels across its academic departments. In support of these aims, the school participates in the university-supported Bridge to Faculty post-doctoral program designed to transition scholars to tenure-track positions through mentorship. Since 2022, the school has submitted four applications and received two awards. Additionally, the school was awarded an NIH program grant designed to recruit diverse early-career faculty with a demonstrated commitment to inclusive excellence and whose work focuses on health disparities and health equity. This grant supports mentorship and training while also addressing institutional-level barriers and systems to ensure grantees' success and well-being.</p> <p>Arnold School leaders recently participated in a workshop that provided insight about evaluating "invisible service and workload" for faculty. This experience catalyzed a school-specific conversation regarding equitable workload for faculty across different tracks, and the school has formed two committees to explore faculty workload equity. These committees have been charged to review and suggest revisions to existing guidelines for performance and promotion of professional track faculty and tenured/tenure-track faculty.</p>		

		<p>The school reports improvements in the diversity of its staff over the last few years. During the site visit, school leaders discussed ongoing efforts to retain those diverse staff, including the recently developed staff ACE Council, which provides additional leadership opportunities and voice for staff, as well as team building opportunities to facilitate feelings of inclusion.</p> <p>The school also seeks to increase recruitment and retention of underrepresented minority students at both undergraduate and graduate levels and to enhance these students' academic and post-graduation outcomes. The school's Office of ACE engages in several activities to aid in the recruitment of underrepresented students; as an example, the associate dean for ACE attends all USC Showcase Luncheons for admitted Black, African American, and/or Latinx students and their families. The associate dean and/or student ACE fellows also attend undergraduate student orientation to promote ACE fellowships and other opportunities for engagement. The school also nominates several doctoral students each year to a professor's program for underrepresented students.</p> <p>For the past three years, the Office of ACE has recognized with annual awards those faculty, staff, students and alumni who demonstrate excellence in public health scholarship that promotes access and collective engagement through research, practice, university and community engagement, and/or advocacy.</p> <p>In support of an inclusive and equitable environment, the school encourages faculty to engage in formal training, such as the CTE's <i>Teaching Towards Inclusive Excellence</i></p>		
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		<p>certificate in which 23 faculty, instructors, or teaching assistants have participated over the last two years. The school is unable to require or incentivize faculty to attend these trainings, but faculty noted that the culture of inclusivity has improved over the years.</p> <p>The Executive ACE Committee also provides opportunities to participate in various collaborative workshops and seminars such as the <i>Bias and Awareness Intervention</i> workshop (for faculty and staff); the <i>Annual James E. Clyburn Health Equity Lecture</i>; and <i>Diversity Dialogs</i> (for students) where students can discuss important topics related to diversity, bias, and cultural humility across multiple aspects of social identity.</p> <p>Throughout this past year, Arnold School undergraduate and graduate public health programs have evaluated all course syllabi to assure that content related to diversity/inclusion learning objectives is included and aligned across all core courses related to public health. During the site visit, multiple students noted that cultural competence is consistently included in most courses, regardless of department and that the diversity of faculty has contributed to their feeling of inclusion and cultural competence in the school.</p> <p>The Office of ACE, in collaboration with USC's Office of Civil Rights and Title IX, developed a comprehensive document on properly reporting incidents and seeking assistance during these challenging societal times. Reviewers learned that faculty and staff, including student advisors, are aware of, and reference, as needed, this document.</p>		
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		<p>In fall 2023, the Arnold School worked with an external consulting firm to assess the school’s climate and efforts to recruit, retain and develop a diverse community. The survey gathered responses from 139 faculty, staff, and administrators and 187 students. The school followed the same methodology it had used for its last climate survey, conducted in 2019, which provides an opportunity for longitudinal reflection on past strategies.</p> <p>Students, in general, rated the school’s climate, with respect to diversity and cultural competence, as positive. For example, 81-85% of the 187 student respondents reported agreement that the school is welcoming, inclusive, engaging, and provides access for all and that they feel valued, respected, and welcomed by faculty, staff, and students. Similarly high levels of agreement were reported for other indicators of inclusion.</p> <p>Faculty and staff reported lower levels of agreement with similar indicators, relative to students. For instance, 70% of faculty and staff respondents reported agreeing that they have the resources they need to ensure a welcoming, inclusive, and engaging culture, and 74% reported that they felt valued, respected, and welcomed by school leaders. Only half of faculty and staff respondents agreed that the school’s efforts to recruit, retain, and develop a diverse community are effective and sufficient. However, as described above, the school has made recent strides to improve its recruitment and support of diverse faculty.</p> <p>The external firm synthesized the survey results and provided the school with recommended areas for improvement, categorized across areas of administrative accountability, faculty, staff, administrator, and</p>		
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		<p>student/alumni development, and systems support for non-traditional and underrepresented and historically marginalized students.</p> <p>The commentary relates to the school's opportunity to continue to monitor its student and faculty/staff perceptions of its climate. A review of some of the qualitative survey responses (from both faculty/staff and students) suggest some perceptions of a lack of open dialogue about some topics contributing to a feeling of unease among faculty, staff, or administrators to speak up. Some students shared concerns about the ability to engage in dialogue with some faculty and reported seeking more opportunities to connect with other students and faculty. Those with family obligations, disabilities, differing religious views, etc., reported more difficulty engaging. The self-study indicates that the school is working to develop ongoing surveys that can be administered routinely and more frequently than the external climate survey, although this has not yet been implemented.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>The school employs a variety of staff- and faculty-based advising practices that are suitable for each degree program and accessible to students from the time of enrollment.</p> <p>The school assigns undergraduate students across its six professional and seven faculty advisors, with whom</p>	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				

<p>Qualified individuals monitor student progress & identify and support those who may experience difficulty</p>		<p>students will work until graduation. Advisors meet with students at least once per semester and provide guidance on course selection, post-graduate opportunities, campus resources, and opportunities for involvement across the school/university.</p>		
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>The University Advising Center manages new staff advisor recruitment and hiring; the school's associate dean for undergraduate affairs, director of undergraduate student services, and a current advisor conduct second interviews with a select group of candidates and make the final hiring recommendation to the center. Once hired, the new staff undergo training and are expected to participate in continuing education through a series of modules.</p> <p>Academic advising for graduate students is managed at the department- and/or program level. For the MPH program, the program director or MPH coordinator serves as the academic advisor or assigns students to a faculty advisor, depending on the concentration. The graduate director also serves as the primary advisor for MS and PhD in biostatistics students. For other MS and PhD programs, students must either identify a preferred mentor/advisor on their application or are assigned a primary faculty advisory upon acceptance, typically based on mutual research interest. Joint degree students are advised through the same process as standalone degree students, with additional advising provided by their other degree program.</p> <p>Despite variations in advising assignments across departments, advising practices appear, in general, consistent. All advisors meet with students to plan upcoming coursework and must submit a USC academic</p>		

		<p>advising form to allow students to register. The school provides graduate directors and faculty advisors with training and new information about advisement during faculty meetings. In addition, graduate/program directors provide individualized support to advisors, as needed. Graduate advisors can also use the student handbooks and faculty manual for guidance on advising responsibilities.</p> <p>All undergraduate and graduate students can engage in university- and/or school-sponsored orientation opportunities. Undergraduate orientation is offered in-person prior to the start of the term and includes meetings with the Arnold School and academic advisors. The school offers a virtual orientation for graduate students which includes, for example, information about resources, assistantships, and registration. Academic departments and programs provide additional orientations that discuss program specific opportunities, requirements, and expectations.</p> <p>The school collects data on satisfaction with advising from several surveys, including an advising survey, and exit and alumni surveys. In addition, the school implemented a text message-based alumni survey method in AY 2021-22, which improved the survey response rate. While response rates to these various surveys range from 4% to 45%, staff explained during the site visit that they combine all survey responses, eliminating duplicates and assessing appropriate indicators, which provides a fuller picture of student satisfaction than viewing any one survey in isolation. The combined response rates capture 71%-87% of survey recipients, depending on degree level, in AY 2023-24.</p>		
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		The most recent results related to satisfaction with advising indicate that nearly all (99%) of undergraduate respondents and most master's (82%) and doctoral (88%) respondents reported satisfaction with academic advising in AY 2023-24. Students who met with the site visit team reported being satisfied with advising processes and accessibility of advisors. For example, an undergraduate student indicated that they must meet with their advisor at least once per semester and that advisors are very accessible, even during busy times of the semester.		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		Undergraduate and graduate students have access to qualified advisors who are knowledgeable about the public health workforce. In the undergraduate program, the school's academic advisors provide most of the public health-related mentoring (e.g., identifying graduate education, careers, etc.) due to their familiarity with public health careers. A USC career center coach provides additional general career advising support, such as strengths testing, interview preparation, and resume writing and review assistance. During the site visit, the director of the undergraduate public health program explained that this coach is a former public health academic advisor and is very familiar with career needs for public health students. Students said that this coach is very accessible.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>At the graduate level, the Dean’s Student Advisory Council organizes career presentations, open to all students, on topics such as interviewing, resume and CV building, and career-related social media. Faculty and program directors in each department provide career advising individually for graduate students, as do the director of applied practice and graduate assistants. For example, the director met virtually with an MPH student to discuss her post-graduation job search, he also provided guidance to the student on how to revise her resume to better reflect her capabilities. Program directors who provide career services are selected based on their knowledge of academic requirements and interest in professional development. PhD students and mentors connect based on shared research interests.</p> <p>A required seminar course includes additional discipline-specific career mentoring in the biostatistics; environmental health sciences; and epidemiology departments. The health promotion, education, and behavior department provides regular career-related programs. The health services and policy management department hosts monthly career advising sessions, including, for example, a recent alumni panel. The self-study details multiple examples of advising provided to individual students and alumni for some programs.</p> <p>The Graduate School maintains a Graduate Student Hub that provides additional career advising workshops and individual consultations. The university provides dedicated health sciences career staff for both undergraduate and graduate students; for example, students can access several five-minute videos on career topics, such as developing an elevator pitch and using</p>		
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		<p>LinkedIn. Undergraduate alumni retain their student status for one-year post graduation, including access to these web-based resources.</p> <p>During the site visit, students, and undergraduates in particular, said that they would like to more public health- and exercise science-related career fairs. These same students also said that they would appreciate additional resources to help them to choose whether to pursue graduate school or employment, sharing perceptions that some of their peers have either felt unsupported in making the decision or realized too late in their program of study that they needed other skills. Students also indicated that there is one graduate career staff person who is often not available given the other competing programs and students in the university, although they acknowledged that staff do their best.</p> <p>As with academic advising, the school uses items from several surveys to assess student satisfaction with the school's career advising support. Response rates to the career advising-related question(s) on these surveys over the last three years are 27% or lower, and staff said that the text message-based alumni survey was also used to enhance response rates, albeit with limited success. During the site visit, staff and faculty recognized that low response rates provide less than meaningful data. One approach they will be trying is to survey students immediately after career advising sessions. They recognize this will be a challenge especially because it is sometimes hard to decouple advising and career advising sessions especially in graduate education.</p>		
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		<p>The data indicate that 50-66% of PhD respondents reported satisfaction with career advising in the last three years. Rates of satisfaction among master's students vary by year, with 43% (2021-22), 75% (2022-23), and 39% (2023-24) of respondents reporting satisfaction. In the three-year reporting period, 35-41% of bachelor's respondents reported satisfaction.</p> <p>The commentary relates to some feedback shared during the site visit, coupled with the quantitative student satisfaction data presented in the self-study, that identified some dissatisfaction with the extent of the existing career advising support provided, particularly at the undergraduate level. Reviewers noted that the school's current surveys appear to collect limited responses on satisfaction with career advising, which may limit its ability to truly assess student satisfaction overall as well as identify specific gaps that could be expanded in the future. School staff reported awareness of this issue and said that they are working to identify suitable solutions to increase response rates. When asked about the lower rates of satisfaction reported, the school said that they are working to provide more opportunities for students to gain skills in professionalism. Reviewers encourage the school to continue monitoring student satisfaction in this area.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The school defines policies and procedures to govern academic and non-academic grievances, as described on its website. Additionally, all students can reach out to the Office of Student Advocacy to get help to resolve issues and concerns in an informal manner. The office's webpage includes a web-based Student Advocacy Report form that students (or other reporters) may complete to request help if students are unsure about a university policy or procedure, don't know where to go or who to ask about an issue, or need to notify instructors of an excused absence.	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints		Undergraduate students who are interested in filing a petition or appeal must request the Undergraduate Student Academic Petition form from their academic advisor or the Office of Undergraduate Student Services and submit the form for review by the school's Undergraduate Review Committee (an ad hoc sub-committee of the Scholastic Standards and Petitions Committee).		
All complaints are processed & documented		Graduate students who wish to submit a grievance, petition or appeal within the school are instructed to first seek resolution with the faculty or staff member in question, and then, in the case of an unsatisfactory resolution, to the department chair. If the issue is not satisfactorily resolved, students may submit the grievance in writing to the Office of Faculty Affairs and Curriculum		

		<p>for review by the Scholastic Standards and Petitions Committee.</p> <p>Step one of a formally submitted student grievance is the attempt by the undergraduate or graduate associate dean to negotiate a solution acceptable to the student and other relevant parties. Step two requires a meeting of the Arnold School's Scholastic Standards and Petitions Committee to read the grievance, discuss possible solutions and vote on a decision. For graduate students, if the committee decision does not support the student's filed grievance, an appeal (step three) can be filed with the Graduate Council. The decision of the Graduate Council is the final decision as there is no further appeal available. There is no appeal process for undergraduate decisions beyond the unit level.</p> <p>During the site visit, students reported that they felt that they could report issues to the student representatives on Dean's Student Advisory Council. Faculty reported that students are informed about ways to report concerns during orientation, advisement, and via email. Faculty reported that some department chairs lead yearly town hall meetings that are open to all students to voice their concerns. Reviewers also learned about a two-page resource, widely distributed among faculty, staff, and students, that describes the proper authority to report non-grade-related complaints.</p> <p>The school reports that 25 scholastic student grievances have been filed to the Scholastic Standards and Petitions Committee, and subsequently resolved, in the last three years, 23 of which were filed by undergraduate students.</p>		
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		<p>Both graduate students submitted petitions to appeal their program's decision to prohibit their re-enrollment due to academic policy violations. The 23 undergraduate student grievances fell into four general categories:</p> <ul style="list-style-type: none"> • Thirteen students did not earn the grade in a required course that is necessary to remain in the major in the first two attempts, and an academic policy states that a student cannot take the course a third time. Eleven students had their petition denied and were required to change majors, and two students had their petition approved. • Five students submitted a petition because they earned below a C in three degree-applicable courses, four of which were denied requiring students to change majors and the other approved. • Four students petitioned to have a course prerequisite requiring a C or better in a required course be waived, four of which were denied and one approved. • One student did not earn a C in a cognate course, as required. The student filed a petition, which was denied, thus requiring the student to take a different course to count toward this requirement. 		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study &		The school implements recruitment and admissions policies designed to locate, select, and enroll qualified individuals capable of pursuing its program offerings and developing competence for public health careers.	Click here to enter text.	

developing competence for public health careers				
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The USC Office of Admissions oversees undergraduate student recruitment and matriculation. School faculty and advisors engage with prospective and admitted undergraduate students through participation in campus events (e.g., “change of major” and USC Connect fairs), presentations, and individual requests for information. During the site visit, reviewers learned that the school participates in outreach events with local high schools to promote public health as a major and career. They noted that the Introduction to Public Health course can be taken by students of all majors and shared an example of a student who switched their major to public health after taking the course as an elective.</p> <p>The school’s Office of Graduate Student Services (OGSS) coordinates most graduate-level recruitment events, including regular recruitment at scientific and professional meetings (e.g., APHA, ASPPH, SOPHE) and participation in college graduate school/career fairs. The Graduate School’s associate director of recruitment and special events coordinates and participates in graduate school fairs and enters new student inquiries into a database accessible by the school and program directors. Department faculty and staff represent their programs at discipline-specific recruiting events and professional meetings and engage with prospective students during on-campus fairs and tours.</p> <p>The school also maintains an online recruitment infrastructure composed of website and social media pages, email, chat room and virtual platforms. The school notes that, in recent years, the number of in-person recruitment activities has decreased and online</p>		

		<p>communication with potential applicants has increased, and the school reports additional investments in virtual recruiting efforts.</p> <p>The university processes undergraduate applications and makes admissions decisions. During the site visit, reviewers learned that students may be designated as an Arnold School student as early as their first year, and all such acceptance letters are mailed with the school's associate dean for undergraduate affairs' contact information included.</p> <p>The portal through which graduate students apply depends on their program of interest; in general, MPH students and most public health-related academic degree programs apply through SOPHAS, and non-public health degree students apply directly through the Graduate School or through their respective CAS system. OGSS manages contact about incomplete applications and forwards completed applications to the departments' graduate directors. Completed applications consist of appropriate standardized test scores (e.g., GRE, MCAT, GMAT), a resume or CV, statements of intention, letters of recommendation, college transcripts, and TOEFL/IELTS scores, if applicable. Each graduate director reviews the applications and oversees their department's admissions committee. The director enters admissions decision recommendations into a Graduate School web portal and the Graduate School sends official notifications via email.</p> <p>The school reports the percentage of under-represented students who have accepted an offer of admission and enrolled in its public health degree programs in 2021, 2022, and 2023, and it reports success in maintaining or</p>		
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		surpassing the defined target set for each program across most years (bachelors: 40%; master's: 60%; and doctoral: 65%). For example, undergraduate enrollment has remained steady at 36-40% each year, and, while master's and doctoral enrollment declined in 2022, it met or exceeded the targets in 2021 and 2023 (master's: 71% and 60%; doctoral: 75% and 80%).		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The school's catalogs and bulletins are publicly available and up to date. The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are clearly and accurately presented on the school and university websites.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The school provided evidence of a change request submitted to add a required course to the MPH/MPA degree requirements listed in the academic bulletin. This required course (Quant Methods for Public Health Practice I) was omitted in error and will be added to the 2025-26 bulletin. The school notes that all current MPH/MPA students have successfully completed the course.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Sunday, October 6, 2024

5:00 pm **Site Visit Team Executive Session**

Monday, October 7, 2024

9:15 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Tara Sabo-Attwood, PhD – Dean, Arnold School of Public Health 2. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 3. Bridget Miller, PhD – Associate Dean for Undergraduate Affairs, Clinical Associate Professor 4. Susan Steck, PhD, MPH, RD – Interim Associate Dean for Faculty Affairs and Curriculum 5. Sandy Besley – Executive Director of Business & Finance 6. April Davis, MHR – Director of Human Resources 7. Tom Johnson – Director, Information Technology 8. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>Guiding statements – process of development and review?</i></p> <p><i>Evaluation processes – how does school collect and use input/data?</i></p> <p><i>Resources (personnel, physical, IT)- who determines sufficiency? Acts when additional resources are needed?</i></p> <p><i>Budget – who develops and makes decisions?</i></p>

10:30 am **Break**

10:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Susan Steck, PhD, MPH, RD – Interim Associate Dean for Faculty Affairs and Curriculum, Graduate Director (EPID), Professor 2. Myriam Torres, PhD, MSPH – Assistant Dean for Public Health Practice, MPH Program Director (EPID), Clinical Associate Professor 3. Dan Kilpatrick, PhD, MPH, CEPR – MPH Director & Assistant Graduate Director (ENHS), Clinical Assistant Professor 4. Jennifer O’Neill, PhD, MPH – Graduate Director, MPH & MS programs (EXSC), Clinical Assistant Professor 5. Edena Guimaraes, DrPH, MPH, CHES – MPH Program Director (HPEB), Clinical Associate Professor 6. Elizabeth Crouch, PhD – MPH Program Director (HSPM), Associate Professor 7. Nicholas Younginger, PhD – Clinical Assistant Professor (HPEB) 8. Dwayne Porter, PhD, MS – Associate Chair and Director of Graduate Studies (ENHS), Professor 9. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 10. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>MPH Foundational knowledge</i></p> <p><i>MPH Foundational competencies – didactic coverage and assessment</i></p> <p><i>MPH Concentration competencies – development, didactic coverage, and assessment</i></p> <p><i>MPH joint degrees and distance education</i></p>

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Bridget Miller, PhD – Associate Dean for Undergraduate Affairs, Clinical Associate Professor 2. Susan Steck, PhD, MPH, RD – Interim Associate Dean for Faculty Affairs and Curriculum, Graduate Director, Professor 3. Myriam Torres, PhD, MSPH – Assistant Dean for Public Health Practice, MPH Program Director (EPID), Clinical Associate Professor 4. Dan Kilpatrick, PhD, MPH, CEPR – MPH Director & Assistant Graduate Director (ENHS), Clinical Assistant Professor 5. Jennifer O’Neill, PhD, MPH – Graduate Director, MPH & MS programs (EXSC), Clinical Assistant Professor 6. Zach Jenkins, PhD, MPH, CPH – Director of Applied Practice 7. Elizabeth Crouch, PhD – MPH Program Director (HSPM), Associate Professor 8. Edena Guimaraes, DrPH, MPH, CHES – MPH Program Director (HPEB), Clinical Associate Professor 9. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 10. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>MPH Applied practice experiences</i> <i>MPH Integrative learning experiences</i> <i>Public health bachelor’s degrees</i></p>

2:00 pm **Break**

3:00 pm **Students via Zoom**

Participants		Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Ashleigh Ziegler, PUBH BA 2. Ella Ducato, PUBH BS 3. John Andrew Redmond, ENHS MPH 4. Daniel “Ben” Bailey, EPID MPH online 5. Jordan Diaz, EPID MPH in person 6. Ray Holberger, ENHS MS 7. Christina Bholá, EPID MS 8. John Sloan, PAPH MPH 9. Dayna Arnett, HPEB MPH online 	<ol style="list-style-type: none"> 10. Ashley Thurber, HPEB MPH in person 11. Sarah Sherrill, HSPM MPH online 12. Jenna Hartman, HSPM MPH in person 13. Salome-Joelle Gass, HSPM PhD 14. Liela Meng, BIOS PhD 15. Bonnie Ertel, EPID PhD 16. Amandeep Kaur, EPID PhD 17. Enid Keseko, HPEB PhD 	<p><i>Student engagement in school operations</i> <i>Curriculum (competencies, APE, ILE, etc.)</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i></p>

4:00 pm **Site Visit Team Executive Session**

5:00 pm **Adjourn**

Tuesday, October 8, 2024

9:30 am Curriculum 3

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Bridget Miller, PhD – Associate Dean for Undergraduate Affairs, Clinical Associate Professor 2. Susan Steck, PhD, MPH, RD – Interim Associate Dean for Faculty Affairs and Curriculum, Graduate Director (EPID), Professor 3. Myriam Torres, PhD, MSPH – Assistant Dean for Public Health Practice, EPID MPH Program Director, Clinical Associate Professor 4. Christine Blake, PhD, RD – Doctoral Program Director (HPEB), Associate Professor 5. Bob Moran, PhD – Graduate Director (BIOS), Clinical Associate Professor 6. Brian Chen, JD, PhD – Doctoral Program Director (HSPM), Associate Professor 7. Mary Jones, PhD, MPH – Director of Workforce Development; PUBH 700 Instructor 8. Dwayne Porter, PhD, MS – Associate Chair and Director of Graduate Studies Environmental Health Sciences, Professor 9. Dan Kilpatrick, PhD, MPH, CEPR – MPH Director and Assistant Graduate Director (ENHS), Clinical Assistant Professor 10. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 11. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>Academic public health degrees</i> <i>Non-public health degrees</i></p>

10:45 am Break

11:00 am Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Susan Steck, PhD, MPH, RD – Interim Associate Dean of Faculty Affairs and Curriculum, Graduate Director (EPID), Professor 2. Daniela B Friedman, PhD – Interim Associate Dean for Research, Department Chair (HPEB), Professor 3. Lisa Waddell, MD, MPH, FACPM – CEO of LFW Public Health Connections, Retired Chief Medical Officer – Centers for Disease Control and Prevention Foundation, Former Deputy Commissioner – South Carolina Department of Health and Environmental Control 4. Julie Smithwick, MSW, CHW – Executive Director, Center for Community Health Alignment (ASPH) 5. Myriam Torres, PhD, MSPH – Assistant Dean for Public Health Practice, MPH Program Director (EPID), Clinical Associate Professor 6. Bridget Miller, PhD – Associate Dean for Undergraduate Affairs, Clinical Associate Professor 7. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 8. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>Currency in areas of instruction & pedagogical methods</i> <i>Scholarship and integration in instruction</i> <i>Extramural service and integration in instruction</i> <i>Integration of practice perspectives</i> <i>Professional development of community</i></p>

12:00 pm Break & Lunch in Executive Session

12:45 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Lee Pearson, MS, DrPH – Executive Director of Operations and Accreditation 2. Toni Torres-McGehee, PhD, SCAT, ATC – Associate Dean for Access and Collective Engagement, Associate Professor 3. Bridget Miller, PhD – Associate Dean for Undergraduate Affairs, Clinical Associate Professor 4. Susan Steck, PhD, MPH, RD – Interim Associate Dean for Faculty Affairs and Curriculum, Graduate Director (EPID), Professor 5. Myriam Torres, PhD, MSPH – Assistant Dean for Public Health Practice, MPH Program Director (EPID), Clinical Associate Professor 6. Zach Jenkins, PhD, MPH, CPH – Director of Applied Practice 7. Elizabeth Crouch, PhD – MPH Program Director (HSPM), Associate Professor 8. Christy Smith – Director of Graduate Student Services 9. Katie Annan – Assistant Director of Graduate Student Services, ASPH Staff Senator 10. Barbara Cuevas, MPH – Director of Undergraduate Student Services, Clinical Instructor 11. Kollette Clark, M.Ed. – Director of Evaluation and Academic Assessment 	<p><i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i></p> <p><i>Recruiting and admissions, including who chose the measures and why did they choose them</i></p> <p><i>Advising and career counseling, including who collects and reviews data</i></p> <p><i>Staff operations</i></p> <p><i>Complaint procedures</i></p>

1:45 pm **Break**

3:00 pm **External Partner/Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Angel Bourdon, MA, Director of Community Health and Innovation, South Carolina Hospital Association (internship preceptor) 2. Graham Adams, PhD, MPH, CEO, South Carolina Office of Rural Health (ASPH double alumna, employer) 3. Trimease Carter, MSW, Program Officer, Central Carolina Community Foundation (alumna, internship preceptor, employer) 4. Benjamin Cochran (PUBH BS alumna) 5. Virginie Daguise, PhD, MSPH, Director, Bureau of Chronic Disease and Injury Prevention South Carolina Department of Public Health (ASPH double alumna, PAC member, employer) 6. Katherine DeVivo, Assistant Professor of Exercise Science, Columbia College and ASPH PhD Candidate (ASPH double alumna) 7. Roddrick Dugger, PhD, MPH, Post-Doctoral Fellow, UC - San Francisco, MPH Core Adjunct Instructor (ASPH alumna) 8. Kandi Fredere, PhD, FACHE, Upstate Regional Health Director, South Carolina Department of Public Health; President, South Carolina Public Health Association (PAC member) 9. Sara Goldsby, MPH, MSW, Director, South Carolina Department of Alcohol and Other Drug Abuse Services Director (ASPH and USC alumna, preceptor) 10. Fran Marshall, MSPH, JD, Director, Office of Environmental Public Health, South Carolina Department of Environmental Services (PAC member, preceptor) 11. Connie Munn, MSW, Director, South Carolina Department on Aging (internship preceptor, employer) 12. Lori Phillips, MPH, Director, Division of Nutrition, Physical Activity and Obesity – South Carolina Department of Public Health (preceptor, employer) 13. Chloe Rodriguez Ramos, MPH, Research Associate/Policy Analyst, USC Institute for Families in Society (alumna) 	<p><i>Involvement in school evaluation & assessment</i></p> <p><i>Perceptions of current students & school graduates</i></p> <p><i>Perceptions of curricular effectiveness</i></p> <p><i>Applied practice experiences</i></p> <p><i>Integration of practice perspectives</i></p> <p><i>School delivery of professional development opportunities</i></p>

14. Lisa Waddell, MD, MPH, FACPM, CEO of LFW Public Health Connections, Retired Chief Medical Officer - Centers for Disease Control and Prevention Foundation, Former Deputy Commissioner – South Carolina Department of Health and Environmental Control (PAC Chair)	
15. Megan Weis, DrPH, MPH, MCHE, Director of Connecting Communities, South Carolina Center for Rural and Primary Healthcare – USC School of Medicine (ASPH double alumna, preceptor, employer)	
16. Yanan Zhang, PhD, Clinical Assistant Professor (BIOS), MPH Core Instructor (ASPH alumna)	

4:00 pm **Site Visit Team Executive Session**

5:00 pm **Adjourn**

Wednesday, October 9, 2024

8:30 am **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Michael Amiridis, PhD, MS – University President	<i>School's position within larger institution</i>
2. Donna Arnett, PhD, MSPH, BSN – Executive Vice President for Academic Affairs and Provost	<i>Provision of school-level resources</i>
	<i>Institutional priorities</i>

10:00 am **Site Visit Team Executive Session**

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**