Executive Summary

Blueprint for Academic Excellence
School of Medicine - Columbia
AY2018-2019

Introduction

The School of Medicine (SOM) continues to implement the goals and objectives outlined in the strategic plan that was completed in spring of 2017. In June, 2017, the Liaison Committee on Medical Education (LCME) granted the SOM ongoing full accreditation following their site visit in February, 2017. The Florence branch campus continues to mature, enjoying the highest number of students and clinical faculty since its inception. The Palmetto Health-USC Medical Group has added many new providers in the past year, while continuing to integrate financial and IT operations. The Masters in Physician Assistant Studies program which launched in January 2017 has now matriculated its second class. The SOM is now preparing for the addition of a doctoral program in nurse anesthesia over the next two years.

Highlights

A new SOM Student Success and Wellness Center is opening in 2018. As new affiliate training sites are added, opportunities for clinical learning and student research have expanded. The joint VA/SOM simulation center will open in summer of 2018, giving our students access to an outstanding simulation learning environment. The number of global health partnerships is growing, providing students with service learning opportunities and enhancing research collaborations with academic partners around the world. New diversity pipeline programs are being created with high schools and colleges in South Carolina. The SOM continues to work with USC leaders to advocate for funding for a new SOM educational building.

Les Hall, M.D.Executive Dean, School of Medicine, CEO, Palmetto Health-USC Medical Group

Lesie Hall

UNIVERSITY OF
SOUTH CAROLINA
School of Medicine

Blueprint for Academic Excellence
School of Medicine - Columbia
AY2018-2019

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Foundation for Academic Excellence

Mission Statement

We serve the people of South Carolina and beyond through exemplary medical and health education, transformative research, and compassionate patient care.

Updated: 02/28/2018

Vision Statement

To be part of a vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies.

Updated: 02/28/2018

Values

Excellence: We are committed to achieving the highest levels of personal and professional performance in all our endeavors.

Professionalism: We adhere to the highest standards of behavior guided by the values and practices of our professions.

Collaboration: We partner with individuals, teams, institutions and communities to enhance the value of our efforts.

Diversity and Inclusion: We create and sustain an inclusive and diverse environment, demonstrating in word and deed our commitment to valuing and supporting each other and those whom we serve.

Compassion: We are resolute in our efforts to relieve suffering and promote fairness.

Updated: 02/28/2018

Goals - Looking Back

Goals for the School of Medicine - Columbia for the previous Academic Year.

Goal 1 - LCME Accreditation

Goal Statement	Begin a year-long self-study process prior to the LCME accreditation site visit scheduled during the 2016-2017 academic year.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Status	Completed successfully
Action Plan	Completion of the self-study process and submission of the report to the LCME in Fall 2016. Accreditation site visit scheduled for February 2017.
Achievements	Completed the self-study process and submitted the report to the LCME in Fall 2016. Accreditation site visit completed in February 2017.
Resources Utilized	Executive Dean Associate Dean for Medical Education Office of Medical Education and Academic Affairs Faculty and staff from all departments
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Personnel are in place and sufficient.
Goal Notes	

Goals - Real Time

Goals for the School of Medicine - Columbia that are in progress for AY2018-2019.

Goal 1 - School of Medicine Five Year Strategic Plan (2017-2022)

Goal Statement	Implement School of Medicine Five Year Strategic Plan (2017-2022)
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education, transformative research, and compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies. Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Status	Progressing as expected (multi-year goal)
Action Plan	Strategic Planning Steering Committee will meet April 2018 to review goals and objectives at the one year mark and refresh the plan as needed. Responsible leaders will continue to work with teams to implement action plans for Year 2 goals and objectives as assigned.
Achievements	Strategic Planning Steering Committee met in March, May, October 2017 and January 2018 to review the Strategic Plan Dashboard and progress on year 1 objectives. Dean distributed Strategic Plan to key internal and external stakeholders and solicited their feedback.
Resources Utilized	Office of the DeanOffice of Continuous Professional Development and Strategic AffairsFaculty and staff from all departments
Goal Continuation	Goal is progressing on time with expectation that Strategic Plan 2017-22 goals and objectives will be appropriately revised between 2018-2022 as the local, regional, and national environment of academic health centers shifts and changes.
Goal Upcoming Plans	Strategic Planning Steering Committee will meet April 2018 to review goals and objectives at the one year mark and refresh the plan as needed. Responsible leaders will continue to work with teams to implement action plans for Year 2 goals and objectives as assigned.
Resources Needed	Faculty and staff from all departments.
Goal Notes	

Goal 2 - Master of Physician Assistant Studies Program

Goal Statement	Establish a Master's in Physician Assistant Studies Program
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Status	Progressing as expected (multi-year goal)
Action Plan	Recruit new program director and two faculty. Conduct mock site visit summer 2018. Prepare for December 2018 accreditation site visit. Successfully achieve full accreditation status.
Achievements	Completed recruitment of clinical curriculum director and four faculty. Occupied renovated dedicated PA teaching space and faculty offices in Library Building. Inaugural class of 2017 is completing their last didactic semester. Matriculated the second class in January 2018.
Resources Utilized	Associate Dean for Research and Graduate Education PA Program Faculty
Goal Continuation	Goal is progressing on time with the expectation that full accreditation status will be achieved in 2019.
Goal Upcoming Plans	Recruit new program director and two faculty. Conduct mock site visit summer 2018. Prepare for December 2018 accreditation site visit. Successfully achieve full accreditation status.
Resources Needed	PA Program faculty Associate Dean for Research and Graduate Education
Goal Notes	

Goal 3 - Palmetto Health-USC Medical Group

Goal Statement	Operationalize Palmetto Health-USC Medical Group.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care. Values - Excellence, professionalism, collaboration, compassion
Status	Progressing as expected (multi-year goal)
Action Plan	The IT (One Chart) integration project will be completed by June of 2017. This will be followed by ongoing optimization of the electronic medical record in all services areas, as well as ongoing enhancements to the functionality of our IT business systems. Provider compensation plans will be completed or updated in each department in the coming year. The PHUSC Medical Group has initiated a strategic planning process, which should be completed within the coming year. This is being overseen by a Steering Committee, with broad engagement of appropriate leaders and stakeholders.
Achievements	Information Technology update to medical record and business systems (OneChart) is now progressing well and will be completed by June of 2017. Compensation plan has been finalized for a few departments and will be finalized for remaining departments within the next few months. Medical Group strategic planning process has been initiated in fall 2017 and will be completed in the coming year.
Resources Utilized	PH-USC Medical Group funds Executive Dean and Associate Deans Clinical Departments Faculty and Staff
Goal Continuation	Goal is progressing as expected with expectation that at least three years will be required for full operationalization of the Medical Group.
Goal Upcoming Plans	Engage in ongoing optimization of IT systems following the completion of the OneChart implementation. Complete the strategic planning process for the PH-USC Medical Group during academic year 2018-19. With the creation of the new SC Health Company involving Greenville Health System and Palmetto Health, engage with SC Health Company leaders to promote goals for excellence in the academic missions (clinical education and research). Monitor and participate in organizational and strategic planning initiatives of the new SC Health Company as needed to support and expand the clinical partnership between the new health company and the PH-USC Medical Group.

Resources Needed	Funds and personnel are in place and sufficient.
Goal Notes	

Goal 4 - LCME Accreditation Response

Goal Statement	Respond to final report from LCME regarding accreditation status which is expected in June 2017.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Status	Progressing as expected (multi-year goal)
Action Plan	Implement continuous quality improvement program to ensure effective monitoring of the medical educational program's compliance with accreditation standards. Conduct focus group with medical students regarding feedback in LCME self-study independent student analysis. Update Appointment, Promotion, and Tenure guidelines for approval by the Provost's Office.
Achievements	Action plans developed and in many cases unsatisfactory assessments have been corrected for all elements cited in the 2017 LCME accreditation report.
Resources Utilized	Executive Dean Associate Dean for Medical Education Office of Medical Education and Academic Affairs Faculty and staff from all departments
Goal Continuation	Goal is progressing on time with expectation that it will be completed in 2020 depending on response from LCME.
Goal Upcoming Plans	Action plans created for each element cited in the 2017 LCME accreditation report. Steering committee formed to monitor the progress on each element. Report to the LCME in April 2018 Provide status report to the LCME on each element contingent upon acceptance of our action plans in June 2018
Resources Needed	Executive Dean Associate Dean for Medical Education Office of Medical Education and Academic Affairs Faculty and staff from all departments
Goal Notes	

Goal 5 - Rural Health Center of Excellence

Goal Statement	Support and develop rural and primary care education, delivery, and sustainability in South Carolina through clinical practice, training and research.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care. Values - Excellence, professionalism, collaboration, compassion
Status	Progressing as expected (multi-year goal)
Action Plan	Establish a rural health center of excellence. Engage statewide partners in enhancing the delivery of healthcare in rural areas of S.C. Seek recurring funding for center of excellence. Expand programs in a spoke and hub fashion for provision of clinical care, education of health professions students and research.
Achievements	The proposal for Center of Excellence and ICARED funding for rural health in 2017 legislative cycle was finalized. The agreement for the COE from last year's budget was finalized and funds from SC DHHS were allocated - total $14.5M - $4M recurring 2014-15, 2015-16, 2016-17. SC Center for Rural and Primary Healthcare established and hired Director and key personnel. Research Division conducted detailed analysis of rural health care resources in SC Engaged other USC health sciences schools to participate in ICARED. Collaborated with School of Medicine-Greenville, MUSC, and USC health sciences schools on research, clinical delivery, and teaching initiatives. Coordinated a meeting of Rural Health Center of Excellence statewide committee in October 2017. Conducting planning for health professions scholarships/forgivable loans as part of pipeline program in South Carolina Center for Rural and Primary Care. Collaborated with AHEC on their rural scholars program on preliminary planning to expose medical students to rural health experiences. Leveraged Palmetto Health-USC Medical Group as a resource for increased teaching capacity, clinical expertise, and access to care. FY2018-19 rural health proposal presented to House Ways and Means Committee.
Resources Utilized	
Goal Continuation	Goal is progressing on time with expectation that three to four additional years will be required to fully accomplish it.

Goal Upcoming Plans	Establish rural practice information hub. Implement rural practitioner/staff development and practice enhancement micro-grant program. Expand capacity for rural clinical training sites at School of Medicine to increase student and resident interest in rural practice. Pilot a rural clinical pharmacy and behavioral extension service for four SC AHEC zones. Administrate Medical Student, Advanced Practice Registered Nurse and Physician Assistant Rural Practice Scholarship and Loan Repayment Program. Develop a rural residency continuity track in Winnsboro, SC for one additional Family Medicine resident per year.
Resources Needed	Legislative appropriations Faculty and staff time Associate Dean for Clinical Affairs
Goal Notes	

Goal 6 - Research and Collaborations

Goal Statement	Foster research and promote collaborations and interdisciplinary research.
Linkage to University Goal	•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Transformative Research Vision - A vibrant academic health supported by research and cutting edge technologies. Values - Excellence, professionalism, collaboration
Status	Progressing as expected (multi-year goal)
Action Plan	Streamline clinical research submissions. Increase pre-proposal support for clinicians/residents. Reduce turnaround times for IRB reviews. Unify language and policies for IP, subject injury and COI. Plan MS biomedical technology program to fill need for well-trained research technicians. Complete 5K square feet research space in Building 1. Strategic utilization of Bldg 9 for joint VA recruitments and programmatic efforts. Explore clinical research opportunities with affiliate campuses and hospitals. Foster new initiatives in technology transfer, IP generation and strategies for NIH SBIR and STTR funding.
Achievements	Established and launched Center for Transforming Health in Fall 2017 and recruited Center director, Dr. Christine Turley. Research coordinator forum and training sessions started.Hosted VA Brain-Heart Multi-site Consortium Meeting - July 2017 - which brought together scientists developing a research consortium focused on understanding and treating comorbidities between PTSD and cardiovascular disease.Created a SmartState Chair for Primary Care Prevention and Disparities.New intellectual property (IP) disclosures and submission of NIH small business technology transfer grants.New integrated biomedical seminar series engaging biotechnology industry leaders to visit SOM and provide new perspectives to graduate students.Graduate students receiving 5 USC SPARC awards.
Resources Utilized	A funds E funds Associate Dean for Research and Graduate Education All departments faculty and staff
Goal Continuation	Goal is progressing as expected and viewed as an ongoing goal into the foreseeable future.
Goal Upcoming Plans	Implement Emerging Physician Scientist Faculty Fellowship. This program aims to provide early career or transitioning physician scientists an opportunity to gain experience and mentorship in translational research.Collaborate with Dorn VA on implementation of biostatistical support services for project/grant submissions and experimental designs, with focus on clinical research.Hire grant specialist position to facilitate interdisciplinary and translational research proposals and applications.Complete search for SmartState Chair for Primary Care Prevention and Disparities.Implement medical student summer research program for summer 2018 - select and match students and mentors.
Resources Needed	Continued support from Office of the Provost and Vice President for Research for recruitment of researchers is needed.

Goal Notes	

Goals - Looking Ahead

Goals for the School of Medicine - Columbia that are slated for the upcoming year.

Goal 1 - Curriculum Innovation

Goal Statement	Implement Curriculum Innovation Task Force recommendations as approved by Curriculum Committee.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Status	Newly Established Goal
Action Plan	Curriculum Committee approved recommendations from Curriculum Innovation Task Force in January 2018. Curriculum Committee and Subcommittees, Course Directors, and Clerkship Directors will develop action plans and initiate work on implementation of approved curriculum changes.
Achievements	
Resources Utilized	
Goal Continuation	Completion of the goal is anticipated in 2021.
Goal Upcoming Plans	Curriculum Committee approved recommendations from Curriculum Innovation Task Force in January 2018.Curriculum Committee and Subcommittees, Course Directors, and Clerkship Directors will develop action plans and initiate work on implementation of approved curriculum changes.Recommendation 1: Contact/lecture hours reduction. Task Force recommendation called for elimination of 3 hours/week from the fall 2018 M-I block schedule by reducing course hours for the M-I Microanatomy Course.Action: Curriculum Committee voted to modify recommendation and reduce Microanatomy Course from its current 8 hours/week to 6 hours/week.Recommendation 2: Experiential Learning with emphasis on social determinants of healthAction: Recommendation 2 was unanimously approved without changes. Recommendation 3: Convert an additional 5% of lecture time in M-I and M-II basic science courses to active learning strategiesAction: Recommendation 3 was unanimously approved without changes.Recommendation 4: Move Physical Diagnosis to the M-I year, implemented within the Introduction to Clinical Medicine (ICM-I) course. This plan effectively moves the current physical diagnosis course to ICM-I, and allows the ICM-II course to continue development of physical diagnosis skills during the M2 year. Action: Committee approved moving the existing Physical Diagnosis section to ICM-1.Recommendation 5: Evidence-Based Medicine Seminar course (Medical Student Clinical Medical Literature Analysis and Application for M-I/M-II students and graduate students)Action: Curriculum Committee voted to send this recommendation to I3 Subcommittee for further discussion and modifications.Recommendation 6: Emphasis of Basic Sciences Objectives into Clinical ClerkshipsAction: Recommendation 6 was unanimously approved without changes.Curriculum Innovation Task Force will generate and discuss curricular frameworks for overall curriculum and make recommendations to Curriculum Committee in Summer 2018 for discussion and approval.

Resources Needed	Curriculum CommitteeCourse and clerkship directorsOffice of Medical Education and Academic AffairsTeaching faculty
Goal Notes	

Goal 2 - Student Success and Wellness Center

Goal Statement	Establish a Student Success and Wellness Center.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Status	Newly Established Goal
Action Plan	Identify and renovate space. Identify leader, faculty coaches, and staff to work in center. Hire student tutors. Plan and implement services to increase student success and wellness Partner with the School of Education to provide additional learning resources and evaluate best practices
Achievements	
Resources Utilized	
Goal Continuation	Completion of the goal is anticipated in 2019.
Goal Upcoming Plans	Occupy newly renovated space. Identify leader, faculty coaches, and staff to work in center. Hire student tutors. Plan and implement services to increase student success and wellness Partner with the School of Education to provide additional learning resources and evaluate best practices
Resources Needed	A fundsE fundsFaculty and staff time
Goal Notes	

Goal 3 - Diversity and Inclusion Pipeline Programs

Goal Statement	Expand pipeline programs that increase likelihood of under-represented students entering the health professions workforce.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education, transformative research, and compassionate patient care. Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Status	Newly Established Goal
Action Plan	Initiate the Claflin University pipeline program to increase admissions to the Masters of Biomedical Science Program. Partner with Orangeburg High School for Health Professions on the establishment of an MOU to formalize collaboration of School of Medicine support for expansion of their programs.
Achievements	
Resources Utilized	
Goal Continuation	Goal is anticipated to be completed within next three years.
Goal Upcoming Plans	Initiate the Claflin University pipeline program to increase admissions to the Masters of Biomedical Science Program. Partner with Orangeburg High School for Health Professions on the establishment of an MOU to formalize collaboration of School of Medicine support for expansion of their programs.
Resources Needed	Faculty and staff time.
Goal Notes	

Goal 4 - New Medical School Facilities

Goal Statement	Refine vision and plan for new medical school facilities.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education, transformative research, and compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies.
Status	Newly Established Goal
Action Plan	In partnership with USC and other health sciences schools, facilitate the development and refinement of the vision for new medical facilities on the new health and biosciences campus. Collaborate with USC on advocacy for the new health sciences campus with legislators, the community, and potential donors. In partnership with USC Office of Development, obtain pledges toward the development of new medical school facilities as part of a new health and biosciences campus. Educate School of Medicine alumni about plans for new medical school facilities and opportunities for support.
Achievements	
Resources Utilized	
Goal Continuation	Completion of the goal is dependent on the timing of state appropriations.
Goal Upcoming Plans	In partnership with USC and other health sciences schools, facilitate the development and refinement of the vision for new medical facilities on the new health and biosciences campus. Collaborate with USC on advocacy for the new health sciences campus with legislators, the community, and potential donors. In partnership with USC Office of Development, obtain pledges toward the development of new medical school facilities as part of a new health and biosciences campus. Educate School of Medicine alumni about plans for new medical school facilities and opportunities for support.
Resources Needed	A and E funds, recurring and nonrecurring state appropriations, philanthropy.
Goal Notes	

Goal 5 - Doctoral Program in Nurse Anesthesia

Goal Statement	Establish a new doctoral program in nurse anesthesia.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Status	Newly Established Goal
Action Plan	The Masters of Nurse Anesthesia program is currently undergoing a mandatory transition to a doctoral program in 2019, as mandated by AANA/COA. Continue to develop partnership with College of Nursing to integrate existing MNA and DNP curricula to confer a doctoral degree. Develop a solid organizational plan that enhances open communication and strategic decision-making with USC SOM, CON, program administrators, and clinical partners.
Achievements	
Resources Utilized	
Goal Continuation	Goal is anticipated to be completed in 2019.
Goal Upcoming Plans	The Masters of Nurse Anesthesia program is currently undergoing a mandatory transition to a doctoral program in 2019, as mandated by AANA/COA. Continue to develop partnership with College of Nursing to integrate existing MNA and DNP curricula to confer a doctoral degree. Develop a solid organizational plan that enhances open communication and strategic decision-making with USC SOM, CON, program administrators, and clinical partners.
Resources Needed	Faculty and staff time.
Goal Notes	

Academic Programs

Program Rankings

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

Medical Degree (M.D.) Program

Association of American Medical Colleges (AAMC)

March 12, 2018 notification

The AAMC Missions Management Tool (MMT) provides comparative outcomes data for medical education programs with full LCME accreditation as of January 1, 2018. The MMT is issued annually.

Ranks nationally in the 94th percentile for Percent of graduates practicing in primary care.

Instructional Modalities

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

Biomedical Sciences (MS/PhD): Currently opportunities for experiential learning are obtained through hands-on courses which provide students the opportunity to gain expertise in multiple biomedical research techniques and research courses which allow students to develop problem solving skills as they design, perform and carry out experiments to test hypotheses they have developed.

Master's in Nurse Anesthesia: Nurse Anesthesia has embedded freshman clinical experiential learning into several didactic courses as to better reinforce the knowledge being learned. Courses PHPH 761 and PHPH762 (replacing PHPH 791, 792 and 775) have been in place for one year now, with great success and positive student response. We continue to have a full time clinical coordinator for the Columbia campus. That individual is positioned at Palmetto Health Richland on a full time basis to further strengthen the student experiential learning.

Master's in Rehabilitation Counseling: Experiential learning in the MRC program takes place in pre-clinical coursework and in formal clinical field experiences that include a 150-hour practicum and a 600-hour internship that take place in vocational and clinical rehabilitation service agencies. In preparation for the 60 credit-hour degree program, which will have a heavier clinical emphasis than the current MRC degree, we are developing an updated orientation program for field site supervisors and we are exploring a wider range of clinical placements.

Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation: The CGS concludes with an Independent Study capstone project. This year, we designated one faculty member to oversee all capstone projects. While students have consistently produced high-quality capstone projects, having one faculty member oversee the process has been advantageous for our program evaluation process.

Medical Degree: Focus on increasing clinical experiences for first and second year medical students. Curriculum Committee approved a recommendation for a program that focuses on social determinants of healthcare. Expanded clinical opportunities with Lexington Medical Center for third and fourth year students.

Master of Physician Assistant Studies: Didactic Phase includes Ultrasound with practice on standardized

patients occurs in PHPH 701 Physiology for Health Sciences, BMSC 740 Human Anatomy for Health Sciences and BMSC 746 Physical Diagnosis. BMSC 743. Clinical Immersion for PAs and BMSC 770 Clinical Skills lab have exposed the students to numerous learning experiences in the simulation lab at Palmetto Health.

Post-Baccalaureate Certificate in Biomedical Sciences: Gross Anatomy which was a 3 credit theoretical course for the past 8 years now has a 3 credit cadaver lab component to help impart the learning material in a more meaningful manner.

Master's in Genetic Counseling: Increased use of flipped classroom approach in first year communication skills and developmental biology courses.

Program Launches

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

None.

Program Terminations

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

Gerontology Certificate Program (interdisciplinary program with social work, nursing, public health, pharmacy, and medicine) - Decision to terminate was made during the Academic Year.

Supplemental Info - Academic Programs

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

Academic Initiatives

Experiential Learning for Undergraduates

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

N/A

Experiential Learning For Graduate & Professional Students

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

Biomedical Sciences (MS/PhD): Currently opportunities for experiential learning are obtained through hands-on courses which provide students the opportunity to gain expertise in multiple biomedical research techniques and research courses which allow students to develop problem solving skills as they design, perform and carry out experiments to test hypotheses they have developed.

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Master's in Genetic Counseling: Initiated Community Engagement Outreach to augment the Service Learning Component of the Genetic Counseling Program. Students write monthly articles highlighting genetic aspects of "awareness months", ie breast cancer, Down syndrome, etc. Blogposts are linked through social media. Students also provide talks within the Columbia community highlighting the USC Genetic Counseling

Program.

Affordability

Assessment of affordability and efforts to address affordability.

As the cost of medical education and student debt continues to rise, the School of Medicine continues to look for ways to allow a medical education to remain affordable for all students. Tuition increases have been modest and as noted in our goals, the SOM continues to make increases in endowments and scholarships a high priority. Specifically, the conversion of the Corbett loan program to a scholarship program has increased the amount of scholarship money available to our students.

Reputation Enhancement

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

Master's in Nurse Anesthesia: The Nurse Anesthesia Program continues to recruit approximately 50% of each class cohort from out of state. These graduates often return to their place of origin and with the quality, knowledgeable care they provide have health care institutions nationally seeking our graduates for employment.

Master's in Rehabilitation Counseling/ Certificate of Graduate Study in Psychiatric Rehabilitation: Dr. David Leach was selected for participation in the competitive Community Engaged Scholars Program Grant through the Medical University of South Carolina (MUSC). He will research the adjustment and decision-making of parents with children diagnosed with deafness. Dr. Leach was appointed to the Board of Directors of Mental Health America. Dr. Dawson continues to serve as the president of the Board of Directors of Able-SC, a Center for Independent Living. Dr. Lachance continues to serve on the Board of the American Foundation for Suicide Prevention - SC Chapter. Dr. Mike Walsh published two book chapters on the topic of family counseling. Students have become more involved in voluntary roles in community-based agencies. Advanced standing students, Bradley Crain, was appointed to the Board of Directors of Able-SC

Master of Physician Assistant Studies: A class of 2019 student became the first PA student to ever hold a position on the AAPA Political Action Committee. In January 2018, we welcomed to our program a double Purple Heart veteran.

Post-Baccalaureate Certificate in Biomedical Sciences: The framework of existing certificate program has been enhanced and modified for a Non-Thesis Masters degree in Biomedical Science which is now being promoted to attract student population under our Diversity and Inclusion initiative through Memorandum of Understandings with regional Historically Black Colleges and Universities. Albert Einstein College of Medicine is interested in emulating our model for success in training and matriculating students from disadvantaged backgrounds.

Master's in Genetic Counseling: Janice Edwards has presented at the National Society of Genetic Counselors and the American College of Obstetricians and Gynecologists during this academic year.

Challenges

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

Overall, the SOM faces challenges with limited scholarships, aging facilities, limited classroom space, increasing in-state competition for student recruitment and clinical training sites, and limited teaching opportunities for Biomedical Sciences PhD students.

Biomedical Sciences (MS/PhD): A continuing challenge is the ability to support students beyond their first year in the program. We have worked with departments on main campus to find TA opportunities for students whose mentors need assistance covering a stipend.

Master's in Nurse Anesthesia: The Nurse Anesthesia Program has moved to the School of Medicine from a more shared Palmetto Health/USC program. Several positions changed with the greater university involvement. Affiliation partnering with Palmetto Health and Greenville hospital system will continue to be developed to ensure the continued high quality experiential experiences that the program has enjoyed. Conversion to a doctoral level (DNAP) program is underway, with the expectations of implementation in 2020. The Graduate Program in Nurse Anesthesia will be in an accreditation year in the spring 2019, this reaccreditation is from the Council on Accreditation of Nurse Anesthesia Programs. Preparations for this accreditation are underway.

Master of Physician Assistant Studies: Turnover in the program director position in February 2018 has necessitated the need for a permanent program director position as well as recruitment of two additional faculty positions.

Master's in Genetic Counseling: Space for faculty continues to be a problem for the Genetic Counseling Program

Supplemental Info - Academic Initiatives

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

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	Fall 2016	Fall 2015
Tenure-track Faculty	46	50	57
Professor, with tenure	18	18	21
Associate Professor, with tenure	14	13	16
Assistant Professor	9	13	14
Librarian, with tenure	5	6	6
Research Faculty	9	10	14
Research Professor	3	3	3
Research Associate Professor	2	3	4
Research Assistant Professor	4	4	7
Clinical/instructional Faculty	175	171	158
Clinical Professor	25	26	23
Clinical Associate Professor	55	50	45
Clinical Assistant Professor	93	94	86
Instructor	2	2	2
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	45	47	54

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re
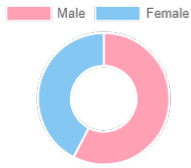
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.

|	**Fall 2017**	**Fall 2016**	**Fall 2015**
Gender	243	244	239
Female	103	104	96
Male	140	140	143
Race/Ethnicity	243	244	239
American Indian/Alaska Native	0	0	0
Asian	31	30	28
Black or African American	9	10	8
Hispanic or Latino	6	6	6
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	6	5	5
Two or More Races	2	2	4
Unknown Race/Ethnicity	1	3	4
White	188	188	184

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

Illustration 1. Faculty Diversity by Gender

2017 Faculty Gender

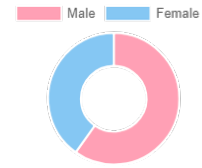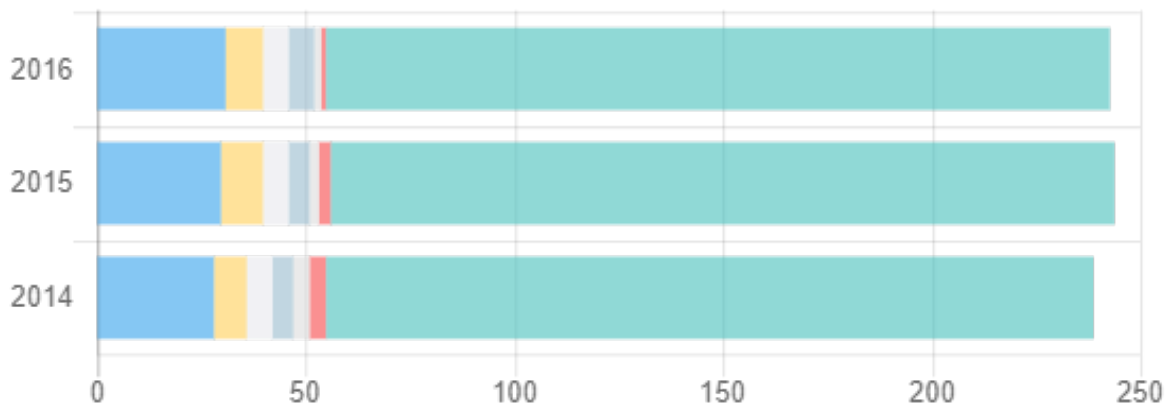2016 Faculty Gender
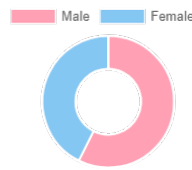
2015 Faculty Gender

Illustration 2. Faculty Diversity by Race & Ethnicity

Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

The School of Medicine continues sustained extramural funding growth for 2017 with $58M in funding, compared to $50M in 2016 and $49M in 2015. There are several important aspects to this that warrant mention. First, these funding levels have occurred despite no real net growth in faculty over this period of time, which therefore reflects increased productivity from SOM faculty. Secondly, a number of these extramural funding projects are multidisciplinary and engage other departments and reach across to a number of USC colleges which include Engineering, Arts and Sciences and Pharmacy. Third, an ever increasing composition of this funding line is from industry/commercial sources that is an important direction as a diversity in extramural funding as well as funding growth, are important goals.

The Research Center for Transforming Health is now in operation under the direction of Dr. Christine Turley and now has staff to guide and train clinical research coordinators and provide a resource for SOM faculty to develop clinical research ideas to funding. The overall mission of this center is to serve as a collaborative focal point for accelerating translational research intended to improve the future health of populations and enable optimal health outcomes for our diverse population. The operational aims are to support investigators and their teams as they pursue discoveries, improvements and innovations through transformative research, creating a positive culture of possibility. One of the key activities for this next performance period will be the activation of the emerging physician scientist program that will provide seed funds for 4 clinical faculty to develop a clinical research project and extramural grant proposal. This remains the area of greatest potential in terms of increased funding and research activity exists for the SOM and is likely to have the greatest impact upon the overarching USC and SOM missions.

While the SOM continues to operate in a challenging infrastructure environment, collaboration with our health partners such as the VA continue to provide important avenues for expansion of research infrastructure. This past year, a national seminar event was held cooperatively between the VA and USC whereby leading experts discussed and identified novel communication pathways between the heart and the brain (July 2017). This 2 day series resulted in several new research directions that will position the SOM for new funding opportunities and initiatives. Another important activity is to continue to expand research support services such as the animal research facility (ARF) and the instrumentation research facility (IRF). Again, in collaboration with the VA, specialized animal housing areas have been identified and will be built out this year to provide SOM investigators increased capacity in areas such as telemetry and the neuroscience of fear/traumatic conditioning. With respect to the IRF, increased SOM faculty utilization of state of the art microscopic instrumentation and robotics, funded by VA instrumentation grants has occurred and has resulted in several new NIH grant proposals. The VA/SOM cooperative has resulted in the opening of a fully functional BSL-2 level virus core facility, which is now providing novel viral constructs to faculty throughout the USC landscape.

Demonstration of increased scholarly activity is not only demonstrated by gains in extramural funding, but by continued publications in high impact journals and the success of junior faculty and students. This year, several assistant professor tenure track faculty will be presented for consideration for promotion and tenure based upon significant funding and research productivity. Moreover, five SOM graduate students were awarded USC SPARC awards, which are highly competitive and speak highly not only of the academic potential of these students but the faculty as mentors. Another benchmark for scholarly activity over and above publications and funding, is intellectual property (IP) disclosures. This past academic period, a more uniform and regular reporting of IP disclosures has been put in place between the SOM and the USC Technology Transfer Office, and 9 disclosures have been reported. This will be tracked in the future and efforts to facilitate this process of SOM faculty will be continued. One piece of evidence that SOM faculty are pursuing IP advancement is the submission of several SBIR applications- this is a new area of NIH submissions for the SOM.

The research opportunities for medical students continue to expand with the research program for medical students (RPMS) and the AHA medical student research fellowship program. Greenwood Genetics Center and the Grand Strand Hospital system have also now provided a summer medical research rotation for students. Combined, this now provides for 25 funded research positions for medical students. One of the areas of focus for these programs will be to unify the curricular experience and to provide more real time progress reports. These will be performed by the Research Center for Transforming Health that has established an RPMS summer curriculum and seminar series, as well as a simple template for interim progress reports. Thus, improvements in both the quantity and quality of the research opportunities for medical students are underway. In addition to summary reports and presentations, an outcome survey will be utilized for both students and research mentors in order to provide a guide for continuous improvement in this research experience.

The challenges facing the SOM in terms of scholarly activity are also those that form opportunities. These include continued success of SOM faculty in the research area will put a strain on an aging and poorly functioning infrastructure, and the ability for SOM faculty (particularly member of the PHUSC medical group with faculty appointments) to engage in clinical research. With respect to infrastructure, efforts are underway for this upcoming FY to increase animal housing capacity on the SOM campus through strategic renovations of existing animal space and the purchase of higher density caging systems. With respect to clinical research processes, a major focus this FY will be to unify, merge and streamline submissions, reviews and activation of clinical research with a focus on clinical trials.

Faculty Development

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

Optional

Work continues in year two of PACER - Professionals Accelerating Clinical and Educational Redesign (PACER) with the interprofessional team representing Palmetto Health and USC as one of 9 national teams. Our local leader team includes nurses, physicians, a social worker, a pharmacist, an education specialist and a clinical psychologist as we focus on improving patient centered team based care in our primary care residencies of Family Medicine, Internal Medicine and Pediatrics. Patient engagement has been a focus of our work with residents and faculty as well as other learners including certified medical assistants and social workers or care managers. For all of these learners, we have developed and implemented dedicated training in Motivational Interviewing, a skills-based patient-centered communication approach to engaging and enabling patients to make their own health behavior changes. The faculty skill building has addressed direct observation and coaching of learners for increased patient engagement and enablement through application of Motivational Interviewing skills. We have also implemented across these residency programs resident, faculty, and other learner development in practitioner well-being skills, including the establishment of

resident-led initiatives to engage and empower them in developing activities and practices aimed at improving their sense of well-being.

School of Medicine - Florence - We have continued the quarterly Florence Faculty Development series with workshops for faculty at regional campus. Two of the four sessions were co-led by Florence faculty members in this 3rd year, covering coaching for better student presentations and improving the clinical learning environment.

 Assisting the new Physician Assistant program by providing direct faculty development sessions, individual coaching for leadership, and also the design and delivery preceptor training has been a priority. We will continue to support this work over the next year.

A final area of priority is support for faculty needs in educational redesign and delivery that incorporates newer pedagogical models and advanced technology where appropriate. We are partnering with the CTE - Center for Teaching Excellence - at USC in these endeavors as we embark on broad curricular innovation.

The Office of Continuous Professional Development (OCPDSA) provides support for the strategic initiatives identified by the School of Medicine through assigned coaching and leadership roles. Current initiatives include not only the curricular innovation work, but also efforts in our other core mission areas of scholarship and clinical and community service.

Other Activity

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

Optional

N/A

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Teaching

Faculty to Student Ratio

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

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

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

Fall 2017	Fall 2016	Fall 2015
1:2.19	1: 2.2	1:2.18

Analysis of Ratio

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

With a faculty to student ratio of 1:2.19 plus an additional 450 volunteer faculty members the School of Medicine has a sufficient breadth of knowledge and expertise to educate our students both in the basic sciences and in the clinical arena. The formation of the Palmetto Health - USC Medical Group and the addition of a clinical affiliation with Lexington Medical Center will allow the SOM to continue to expand the number of clinical educators available for our students.

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2017-2018.

Research Award Nominations

Recipient(s)	Award	Organization
Narasimhan, Meera	Governor's Award for Excellence in Scientific Awareness	South Carolina Academy of Science

Other Award Nominations

Recipient(s)	Award	Organization
Narasimnah, Meera	SEC Faculty Achievement Award	Southeastern Conference Academic Consortium

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Kelly, Michy	Distinguished Research Service Award	Office of the Vice President for Research
Singh, Narendra	Laboratory Travel Award	American Association of Immunologists
Wood, Susan	2018 Breakthrough Star Award	Office of the Vice President for Research
Nagarkatti, Mitzi	2018 Breakthrough Leadership in Research Award	Office of the Vice President for Research
Hartstone-Rose, Adam	Magellan Scholars Award	Office of Undergraduate Research

Service Awards

Recipient(s)	Award	Organization
Hill, Therin	Distinguished Fellow of American Academy of Physician Assistants	American Academy of Physician Assistants
Lessner, Susan	Fellow of American Heart Association	American Heart Association
Allen, Amy	Distinguished Fellow of American Academy of Physician Assistants	American Academy of Physician Assistants
Sen, Souvik	Pillars of Excellence Award	Palmetto Health Neuroscience Service Line
Sen, Souvik	Faculty Mentor Award	Palmetto Health-USC Neurology Residency Program
Srinivasan, Shilpa	Friend of Residents Award	Palmetto Health
Sims, Kerry	SASGOG Faculty Award	Society for Academic Specialists in General Obstetrics and Gynecology
Parrott, James	Resident Loyalty Award	School of Medicine Department of Pediatrics
Spinale, Francis	Fellow of Heart Failure Society of America	Heart Failure Society of America
Keisler, Brian	Leonard Tow Humanism in Medicine Award	Gold Foundation
Jakes, Derek	Alpha Omega Alpha Volunteer Clinical Faculty Award	South Carolina Beta Chapter of Alpha Omega Alpha (AÎ©A) Honor Medical Society
Castleberry, Lauren	American Medical Women's Association Kay McFarland Women's Health Award	School of Medicine Class of 2017
Nagarkatti, Mitzi	Diversity and Inclusion Leadership Award	School of Medicine Office of the Dean
Price, Robert	Sustained School of Medicine Service Award	School of Medicine Office of the Dean
Narasimhan, Meera	South Carolina Community Innovator Award	South Carolina Telehealth Summit
Stallworth, James	Dean's Leadership Award	School of Medicine Office of the Dean
Derrick, Jr., C. Warren	Career Achievement Award	School of Medicine Office of the Dean
Blachman, Morris	Fellow of Society for Academic Continuing Medical Education Academy	Society for Academic Continuing Medical Education

Teaching Awards

Recipient(s)	Award	Organization
Gamble, W. Bryan	2017 Residency Teaching Award	Palmetto Health Children's Hospital
Voss, Tracy	2017 Teacher of the Year Award	School of Medicine Department of General Medicine
Mehta, Sonal	2017 Teacher of the Year Award	Palmetto Health/USC Neurology Residency Program
Adams, Morgan	2017 Outstanding Teacher Award	Palmetto Health/USC Family Medicine Residency Program Class of 2017

Shaffer, Mark	2017 Outstanding Teacher of the Year	Palmetto Health/USC Family Medicine Residency Program
Wilson, Britt	O'Neill Barrett Teaching Excellence Award	MD Class of 2017
Gill, Joseph	Resident of the Year	MD Class of 2018
Keisler, Brian	Teacher of the Year	MD Class of 2018
Reagan, Lawrence	Teacher of the Year	MD Class of 2019
Wilson, Britt	Teacher of the Year	MD Class of 2020
Stallworth, James	Teacher of the Year	MD Class of 2017

Student Recruiting and Retention

Student Recruitment

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

Biomedical Sciences (MS/PhD): After screening applications, promising applicants are invited to visit campus for a two-day recruitment visit. We bring in small groups of prospective students so they can meet with current students and faculty within our program as well as tour campus and research facilities. We provide materials and support to faculty who attend the Annual Biomedical Research Conference for Minority Students (ABRCAMS) as a mechanism to inform minority students about our program and the opportunities we offer. Through emails to primarily undergraduate institutions in SC, SC INBRE meetings, Discover USC and SC Science Fair we advertise our program to students across the state.

Master's in Nurse Anesthesia: Nurse Anesthesia faculty have been speaking with area nursing schools to better inform the potential future candidates of the program of the opportunities that exist in the anesthesia field. This effort will continue to increase and the presence of faculty and student at job fairs is a new planned activity. Working with registered nurses in the hospitals by encouraging job shadowing is an area of opportunity that the students and faculty have been encouraging by speaking with nurses and managers in the critical care areas.

Master's in Rehabilitation Counseling/Certificate of Graduate Study in Psychiatric Rehabilitation: We held three recruitment webinars using Adobe Connect which gives potential applicants the opportunity to meet with faculty, learn about the profession of rehabilitation counseling and the degree programs we offer. In preparation for the new program in Fall 2018, we developed an updated program flyer and are now sending that out all colleges and universities in South Carolina and to the primary employers of our program graduates (e.g., the SC Vocational Rehabilitation Department [SCVRD] and the SC Department of Mental Health). We continue to announce the availability of scholarships that are available through the Department of Education Rehabilitation Services Administration. Strategies included an email blast and a tailored invitation to SCVRD.

Medical Degree: Students organized a second look day for accepted applicants.

Master of Physician Assistant Studies: Program website frequently updated and offers specific information on program requirements for admission and details about curriculum and faculty. Website provides a link to the Central Application Service for Physician Assistants (CASPA) which all applicants to the program must utilize. Website advertises "Chat with the Chair" informational sessions with Director of Didactic education, Open House information for Program and a link to Program Facebook page. PA faculty continue to meet with pre-med University 101 student group to provide information about program. Have coordinated with USC Honors College to have a special USC student Open House event that was well attended. The Interim Program Director, Didactic and Admissions chairs, Medical Director and other faculty will be participating in recruitment events at Clemson University, Furman University, Presbyterian College, Wofford College, Winthrop University, Francis Marion University and other universities throughout South Carolina. Will continue with advertising of program on South Carolina Academy of Physician Assistants website.

Master's in Genetic Counseling: We have initiated an undergraduate club at USC, "the Society for Pre-Professionals in Genetics" to connect interested students to careers in genetics and to the resource of the Genetic Counseling Program faculty and students.

Student Retention

Efforts at retaining current students in College/School programs.

Biomedical Sciences (MS/PhD): In general, the Biomedical Sciences MS and PhD programs do not have a problem with retention. The overwhelming majority of students who start in one of these programs will complete their degree. We had one student who left the MS program in the fall and all of the entering PhD students are still in the program.

Master's in Nurse Anesthesia: Providing extra didactic and experiential learning support/review session sessions. With the addition of the new clinical coordinator at the Columbia site we are now better able to recognize students with opportunities for improvement and thus intervene earlier to ensure continued success in the program. A National Certification preparation class was started to increase the success rate on this final exam, modules are assigned every week with 4 exams and a comprehensive final, given under the computerized model thus creating an atmosphere very similar to the NBCRNA exam model.

Master's in Rehabilitation Counseling/Certificate of Graduate Study in Psychiatric Rehabilitation: Each student is assigned an academic advisor who meets with students individually each semester for advisement prior to registration. During this time the advisor and student review progress and work collaboratively to plan for success in upcoming semesters. During the semester, faculty meet weekly and systematically review student progress and identify students experiencing and/or at risk of experiencing academic difficulties. Either the course instructor or the academic advisor reaches out to at-risk students to determine the nature of the difficulty and make sure that students are aware of available resources (e.g., the USC Counseling Center, Writing Center, Office of Student Disability Services, etc.). We also link new/incoming students with second year, advanced standing students who serve as unofficial mentors.

Medical Degree: Established a Student Success and Wellness Center to provide additional resources to students in academic difficulty.

Master of Physician Assistant Studies: Program continues with faculty mentor assignments in which each student is paired with a faculty mentor who works with them throughout program. Students meet with mentors at a minimum of once per semester or more frequently if academic or professional issues arise. During semester, Director of Didactic Education monitors all student grades and provides faculty mentors with regular updates and notifications when a student's grade drops below 80.

Master's in Genetic Counseling: 100% retention

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate Enrollment			
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
Sub Total	0	0	0
Graduate Enrollment			
Masters	153	131	134
Doctoral	57	53	50
Graduate Certificate	24	30	38
Sub Total	234	214	222
Professional Enrollment			
Medicine	378	373	372
Law	0	0	0
PharmD	0	0	0
Sub Total	378	373	372
Total Enrollment (All Levels)	**612**	**587**	**594**

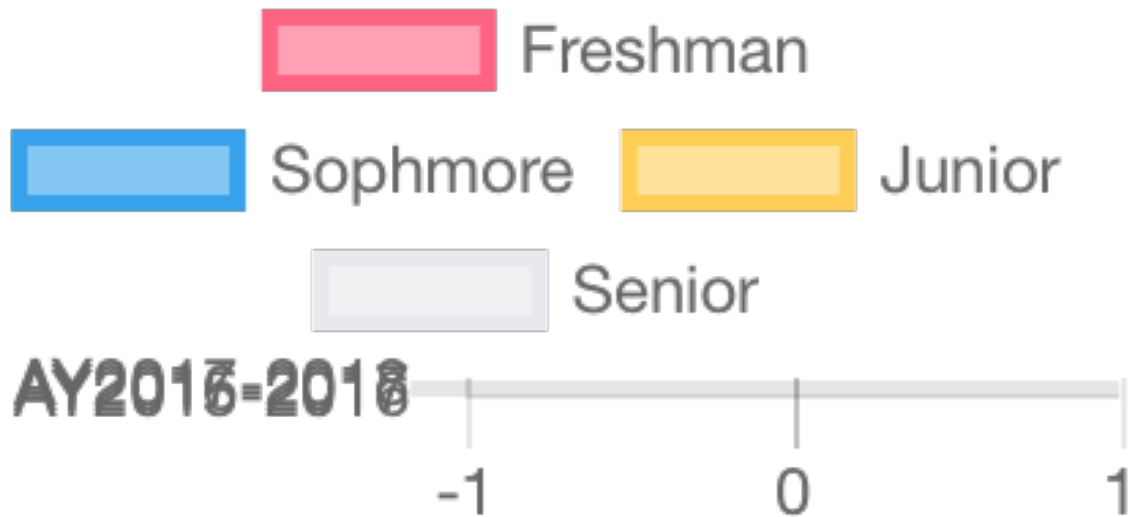**Illustration 3. Undergraduate Student Enrollment by Classification**

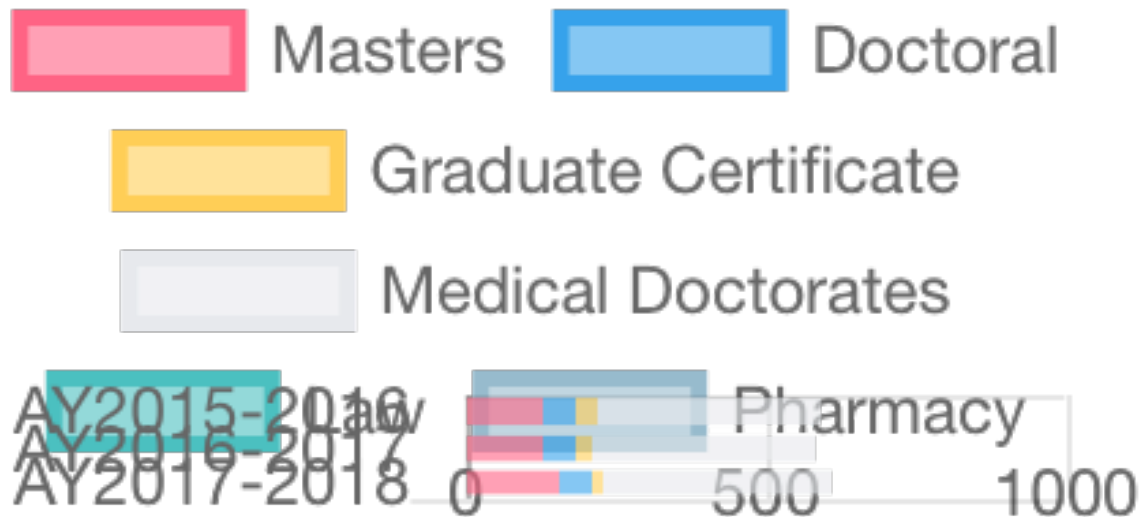**Illustration 4. Graduate/Professional Student Enrollment by Classification**
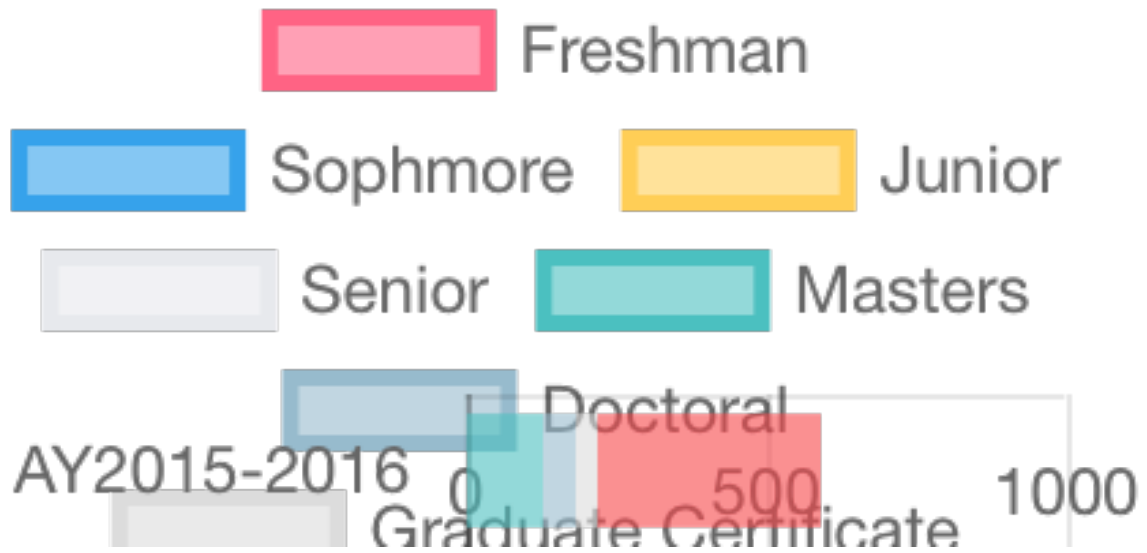
Illustration 5. Total Student Enrollment by Classification (All Levels)

Freshman

Sophmore   Junior

Senior   Masters

AY2015-2016   Doctoral

0   500   1000

Graduate Certificate

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

|	Fall 2017	Fall 2016	Fall 2015
Undergraduate	**0**	**0**	**0**
Full-Time	0	0	0
Part-Time	0	0	0
Graduate/Professional	**612**	**587**	**594**
Full-Time	572	555	561
Part-Time	40	32	33
Total - All Levels	**612**	**587**	**594**
Full-Time	572	555	561
Part-Time	40	40	40

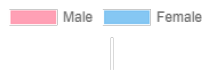# Student Diversity by Gender
Table 7. Student Enrollment by Gender.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	**0**	**0**	**0**
Female	0	0	0
Male	0	0	0
Graduate/Professional	**612**	**587**	**594**
Female	318	295	298
Male	294	292	296

Illustration 6. Undergraduate Student Diversity by Gender

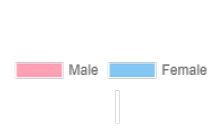2018 Undergraduate Gender
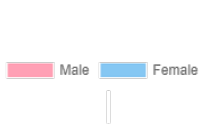
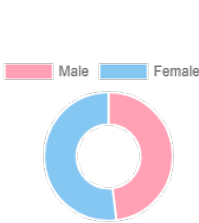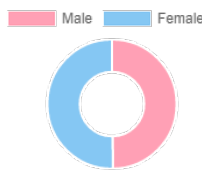2017 Undergraduate Gender

2016 Undergraduate Gender
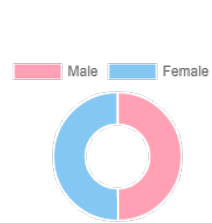
Illustration 7. Graduate/Professional Student Diversity by Gender

2018 Graduate Gender

2017 Graduate Gender

2016 Graduate Gender

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	**Fall 2016**	**Fall 2015**
Undergraduate	**0**	**0**	**0**
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black or African	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	0	0	0
Graduate/Professional	**612**	**587**	**594**
American Indian/Alaska Native	0	0	0
Asian	51	46	45
Black or African	45	51	56
Hispanic or Latino	12	12	17
Native Hawaiian or Other Pacific Islander	0	1	1
Nonresident Alien	17	18	21
Two or More Races	18	15	15
Unknown Race/Ethnicity	11	14	15
White	458	430	424

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
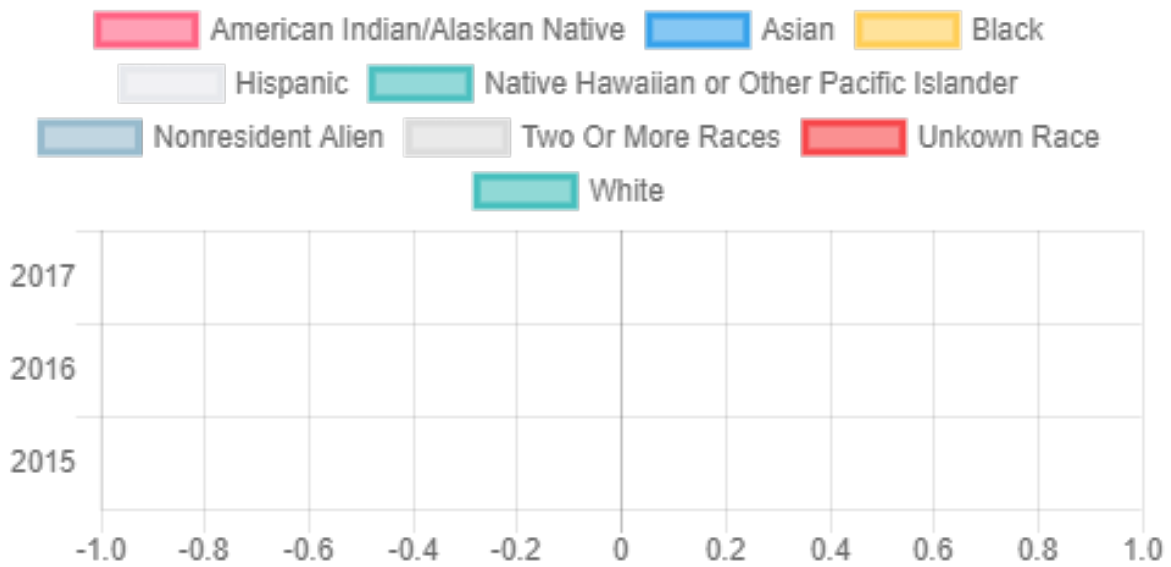
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
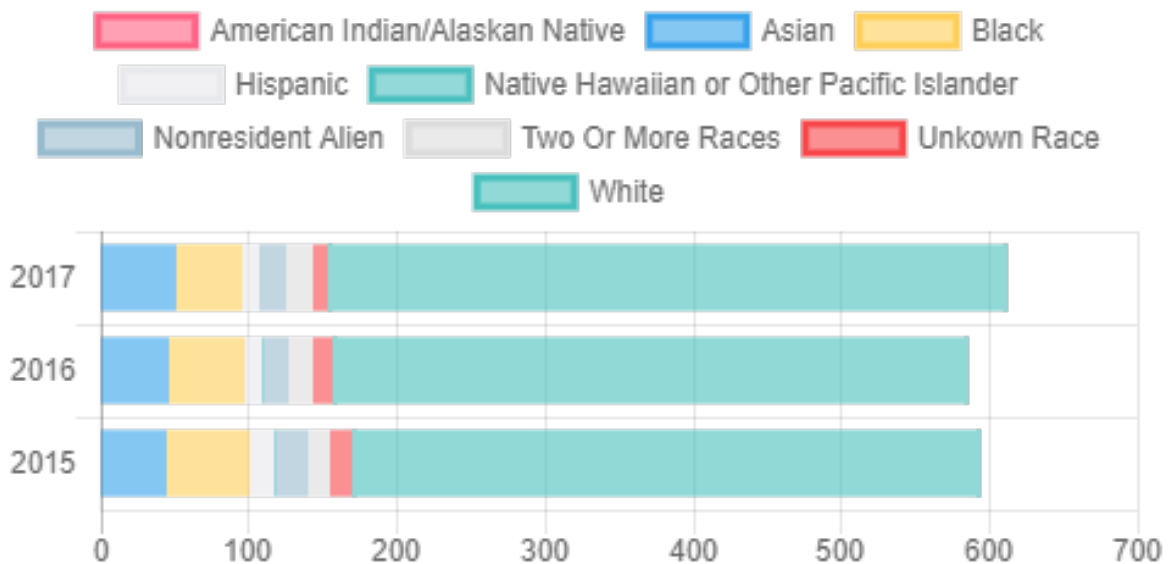
Undergraduate Retention
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2016 Cohort	0%	N/A
Fall 2015 Cohort	0%	N/A
Fall 2014 Cohort	0%	0%
Fall 2013 Cohort	0%	0%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year   Second Year
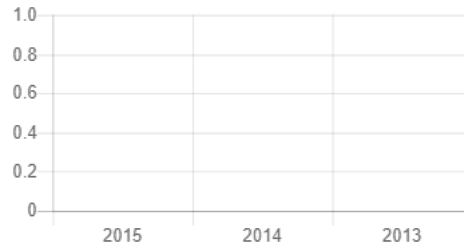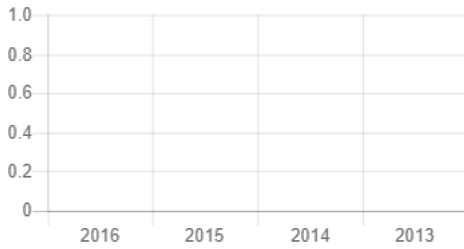
Student Completions

Graduation Rate - Undergraduate

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

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

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	0	0	0
Masters	63	56	54
Doctoral	7	3	8
Medical	86	86	85
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	14	16	17

Illustration 11. Degrees Awarded by Level
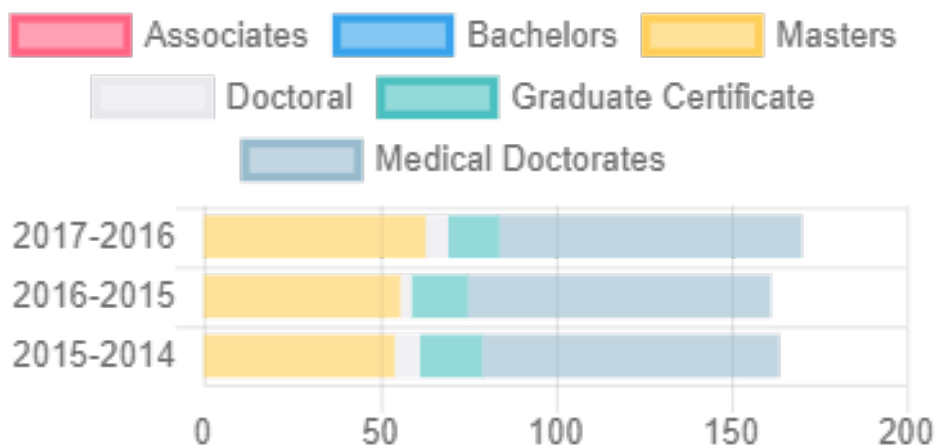
Alumni Engagement & Fundraising

Alumni

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

At the end of March 2018, the Office of Development and Alumni Relations will have held two "Making the Rounds" Meet the Dean events - one in Columbia, SC on August 17, 2017; and one in Florence, SC on March 29, 2018. An event in the Grand Strand area, which was planned for September 7, 2017 was cancelled due to inclement weather and will be rescheduled in the upcoming fiscal year. These receptions give alumni an opportunity to reconnect and meet the Dean. One reception that was held last year resulted in a significant philanthropic gift from an alumnus.

Other events we hosted this year in an effort to engage and cultivate our alumni include:
•Alumni Association Board Meeting on Friday, September 15, 2017.
•The annual alumni Tailgate Party on Saturday, September 16, 2017, which drew approximately 100 alumni from Columbia and nearby regions.
•The annual BTWC Gala, which was held on Friday, March 9, 2018 and attracted well over 700 students, alumni, faculty, staff and friends from Columbia and around the country.
•Alumni Reunion Barbeque Dinner at the Williams Brice Stadium Zone, which drew a large crowd of approximately 100 alumni from the Columbia region and across the country. Classes being celebrated this year included: 1883, 1988, 1993, 1998, 2003, 2008 and 2013.

Each year, at our annual Alumni and Dean's Distinguished Awards Dinner, the School of Medicine presents prestigious awards to our most dedicated and qualified alumni who have demonstrated outstanding achievement or service to the School. Seven alumni and one non-alumnus are recognized each year. The recipients and their guests are invited to the special dinner, which is hosted by the Executive Dean of the School of Medicine. This year's event will take place on Thursday, April 19, 2018.

The School of Medicine has an alumni association and an official Alumni Board, which currently meets bi-annually (fall and spring) and consists of 27 alumni and 85 students representing the MD, PhD, Master's, Genetic Counseling and Nurse Anesthesia programs. There also are four faculty and three staff members who serve on the Board.

Additionally, we offer Alumni the opportunity to volunteer for our Shadowing Program, which gives students a first-hand look at the day-to-day life of a doctor; to volunteer for our Alumni Speaker Program and speak to various groups of Students on various topics, such as medical specialties. Alumni are able to sign-up to volunteer online.

We encourage our alumni to keep in touch with us and their classmates, to submit news, accomplishments and pictures, which are then published in our bi-annual magazine "SC Medicine." Alumni stories are featured in each issue.

We have an official Alumni Facebook Page: The Office of Development and Alumni Relations started a Facebook page to keep alumni abreast of activities, news and events sponsored by the School of Medicine. Over 1,000 alumni are members.

For those interested in advocating for their alma mater, we invite alumni to join us each year at the state capital to celebrate Carolina Day, where they have an opportunity to attend a special legislative briefing, visit with legislators and share their support for our school and university. This year's event took on more of a social media focus, and rather than physically going to the capital to meet face-to-face, alumni were

encouraged to email their representatives, and to post messages to their representatives' social media outlets (Twitter, Facebook, Instagram, etc.) in support of the University and the School of Medicine.

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

This year was one of growth and transition for the Office of Development and Alumni Relations. In mid-summer, the Communications Manager position was moved under the umbrella of our office, when we hired a new person in that role. The Director of Alumni Relations for the past 21 years retired, and her part-time assistant also left around the same time. We hired a new Associate Director of Alumni Relations, who started in mid-October 2017, and we created a new marketing and events coordinator position, hiring an individual for that position in mid-December 2017. At present this position is a full-time temp assignment, but we are hopeful that it will be designated a FTE position within the next year.

With these hires, much of the Senior Director of Development's attention has focused on on-boarding and training new staff. With that said, to date our year-to-date fundraising production as an academic unit is $6,144,786, compared to $9,099,467 at the same time last year. This includes $5.9 million designated to program enhancements; $216.4K to student support; $33.1k to unrestricted and $.1k to faculty support. Actual cash in hand gifts account for $691,202. To date, we have submitted six proposals, and solicited for $1,318,516. Of these, the Senior Director of Development has secured and finalized $160,276 in new gifts, and has a verbal agreement for a $1 million estate gift, of which $250,000 will be designated specifically to the School of Medicine to fund scholarships. There are at least three additional major gifts that the Senior Director of Development is currently working to close by the end of the fiscal year, and more proposals are likely to be submitted before June 30, 2018. To date, for the current fiscal year, the School of Medicine has a total of 683 donors, compared to 461 donors last year around the same time.

On Wednesday, April 18, 2018, the University will implement a campus-wide social media giving day called "Give 4 Garnet." For this event, each academic unit was asked to select one fund to which all gifts made that day on their giving page would be directed. We have selected the Everett L. Dargan Endowed Scholarship Fund to be the recipient of gifts generated as a result of this first-time event. The event should generate more gifts than is usual for our regular spring appeal, and potentially provide new donors for the School of Medicine.

Each year, the Office of Development and Alumni Relations, along with fourth-year medical students plans and hosts the Black Tie White Coat Gala. This event, now in its seventeenth year, typically raises approximately $35,000-$55,000 per year to benefit the Free Medical Clinic of Columbia and the Alumni School of Medicine's Alumni Scholarship Fund. The Alumni Class Reunion Dinner is typically held the night following the Gala. While we do not have final numbers yet regarding the total amount raised from this year's event, we sold the most tickets and had the largest crowd in history.

This fiscal year, the Office of Development and Alumni Relations, along with the Office of the Dean, has been focused on building an executive advisory council for the Dean. This council's primary role will be fundraising and helping us identify sources and prospects to enable us to achieve our goals and overarching strategic vision. The first meeting of this council will take place on Monday, April 16, with a welcome dinner to take place the prior evening.The campaign that USC and the School of Medicine were hoping to officially launch this past fiscal year to build a new medical education facility has not yet been initiated due to a lack of financial support from the state legislature.

Supplemental Info - Alumni Engagement & Fundraising

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

Community Engagement

Description

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

Carolina Survivors Clinic: Launched by Dr. Rajeev Bais, Department of Internal Medicine, the School of Medicine sponsors the Carolina Survivor Clinic (CSC). CSC currently supports 300 patients and 60 of families representing countries from all the continents. Two community-based programs are the Scholastic Soccer Program and the Survivor Garden Project. The Scholastic Soccer Program is dedicated to enriching the refugee youth of the Carolinas by motivating them through soccer and academic programs. Founded in May of 2016 the program is one of three directed towards assisting refugees who have been forcibly removed from their country of origin due to war and conflict. The program meets twice a week and provides academic tutoring English as a second language and soccer practice. Currently over 50 refugee youth participate in the Scholastic Soccer Program. The Survivor Garden Project is run in collaboration with USC's Office of Sustainability. The goal is to provide garden plots to refugees so that they can have a quiet place to grow their own food, seek solace and healing, improve their English skills and social integration and increase physical activity. Initially the Garden Project was located at USC but with donations and grant support the Garden Project has been moved to the Colony Apartment where the majority of the refugees live.

SC Assistive Technology Program: The Center for Disability Resources in the School of Medicine Department of Pediatrics leads the South Carolina Assistive Technology Program (SCATP) which is a federally funded program concerned with getting technology into the hands of people with disabilities so that they might live, work, learn and be a more independent part of the community. They provide an equipment loan and demonstration program, an on-line equipment exchange program, training, technical assistance, publications, an interactive CDROM (SC Curriculum Access through AT), an information listserv and work with various state committees that affect AT acquisition and IT accessibility.

SMART Physicals: The Department of Orthopedics and Sports Medicine provides pre-participation physicals to area high school students prior to organized athletic participation. Dr. Jeffrey Guy has served as the director of the program since its founding in 2001.

South Carolina HIV/AIDS Clinical Training Center: Led by the Infectious Disease Division, Department of Internal Medicine, the goal of this program is to improve the quality of care and access to care of patients living with HIV/AIDS through the provision of high quality professional education and training to health care providers in South Carolina. This is accomplished through on-site and web-based didactic and case study presentations, skills building workshops, clinical consultation, clinical preceptorships, and technical assistance. The Department of Pediatrics also participates in this program.

South Carolina Statewide Telepsychiatry: The Department of Neuropsychiatry and Behavioral Science participates in the South Carolina Department of Mental Health Emergency Department Telepsychiatry Program. This objective of this program is to make psychiatric consultation available in the emergency departments of all SC hospitals at any hour. The consultations have increased the quality and timeliness of triage, assessment and initial treatment of patients; reduced the number of individuals and length of stay in EDs; and allowed hospitals to direct critical personnel and financial resources to other needs; thus, realizing financial savings for hospitals.

Free Medical Clinic: School of Medicine faculty and residents volunteer at the Free Medical Clinic in Columbia on a regular basis.

Healthy Strides 5K and Health Fair: The First Annual USC School of Medicine Healthy Strides 5K and Community Health Fair was held on April 15, 2017 and benefitted FoodShare, a local nonprofit that helps to provide healthy and fresh foods to families who are in need. The 2018 event will be held on April 7, 2018 and will benefit the Martin Luther King, Jr. Community Center and FoodShare SC.

FoodShare: The School of Medicine is a founding partner in FoodShare, a program that works to expand access to fresh produce and nutrition education for low income families in the Columbia area. In addition the School of Medicine, the founding and current partners include City of Columbia Parks and Recreation, Columbia Housing Authority, EdVenture Children's Museum, Richland Library, USC Center for Research in Nutrition and Health Disparities, and Molina Healthcare of South Carolina.

Flu Shot Campaign: Through our collaboration the Richland Memorial Hospital (RMH) Board of Trustees, Palmetto Health (PH) Office of Community Health, and DHEC, 579 free influenza vaccines were successfully provided to children (133) and adults (446) from the PH Mobile Clinic which traveled to local church parking lots on Saturday mornings during the months of September-December 2018. Faculty, residents and staff, including ministers from over 25 local churches in the community, participated in each session, providing medical information and care. The effort was primarily focused on reaching children in the African American community. In coordination, a press event was sponsored during Immunization Week at our PH Children's Hospital and a separate luncheon to recruit participating churches.

Community Advocacy Program expansion: Greenville Health System (GHS) and the Palmetto Health-USC Medical Group Pediatrics Department are continuing their collaboration to partner in ways to more effectively meet the needs of children in the Upstate and Midlands, ranging from special programs for children with autism to expanded community programs addressing children's safety issues, all with the goal of developing a full Community Advocacy program in the Midlands.

USC/Pediatrics Externship program: Through our partnership with the USC Office of Pre-Professional Advising, work is occurring to establish an externship program for undergraduate pre-medical students to gain experiential learning by working in clinical office settings while earning university level classroom credit hours. The program is expected to begin in August-September 2018.

Juvenile Diabetes Research Foundation (JDRF): A workgroup has been established, including JDRF representatives and Palmetto Health Children's Hospital leaders, to partner together to meet the needs of the growing type 1 community in the Midlands.

Camp Cole: Palmetto Health Children's Hospital leaders are partnering with the organizers of a new retreat/camp opening in 2020 in the Midlands for children and adults with serious illness, disabilities and other challenges. Our plan is to be the primary medical provider for the camp sessions and to help staff the camp with medical volunteers.

Medical Legal Partnership (MLP): The Carolina Health Advocacy Medicolegal PartnerShip (CHAMPS) program started in September 2017 and is a healthcare delivery model which serves healthy, acutely ill and chronic/complex kids by integrating legal assistance as a vital component of medical care to address the social determinants of health, such as income stability, Medicaid, housing conditions, and end of life care. The program also serves to educate law, medical and other health-related students on interdisciplinary collaboration. From September-November 2017, CHAMPS addressed over 30 cases, which annualized is approximately 120-130 cases per year, from our CHOC and Special Care clinics. The goal is to expand this program to serve the pediatric population in the Midlands year round.

MEDTwo program: In the fall of 2016, Richland School District Two took a step to address the growing need for health professionals by offering a new program for all high school students in the district. This program continues to offer evening seminars for students to learn about various careers in health care. Department of

Pediatrics faculty and/or medical students spend an evening speaking to an audience size of 50-100 about their career path and what a typical day on the job looks like.

Alliance for a Healthier SC/SC Behavioral Health Coalition: USC SOM Community Liaison attending these statewide meetings quarterly.

Pediatric Advisory Committee (PAC): Reestablished our relationship with the DHEC PAC which addresses public health issues by providing a pediatric representative to attend these quarterly meetings.

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

The Palmetto Health-USC Medical Group has community advisory boards through which patients and family members provide input on the clinical services provided by the medical group.

The Department of Pediatrics, in partnership with Children's Hospital, has a community meeting of private physicians and a community board that are asked for input, and have a required longitudinal advocacy /community program and that medical students and residents can join.

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

The Office of the Dean provides an annual Community Service Award as part of the Dean's Distinguished Service Awards Program. It's awarded to a member(s) of the faculty, staff, or student body whose contributions to the local, regional, or global community has demonstrated a commitment to improving the welfare of all people and has upheld the highest traditions of servant leadership.

School of Medicine tenure and promotion criteria note that faculty members are expected to perform service in support of the mission and goals of the School of Medicine, the University, and the scientific community. Relevant community service, support and assistance to community groups, and involvement in civic activities are included as evidence of accomplishment of service.

The School of Medicine encourages faculty to participate in the annual United Way campaign sponsored by the university.

Supplemental Info - Community Engagement

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

Collaborations

Internal Collaborations

•BARSC-MD Program
•Biomedical Engineering Program
•Center for Colon Cancer Research
•Center for Dietary Supplements and Inflammation
•Interprofessional Education Program
•Medical-Legal Partnership (MLP) Clinic
•NIH Complementary Alternative Medicine Center
•South Carolina IDeA Networks of Biomedical Research Excellence (INBRE)

External Collaborations

•Carolinas Hospital System
•Claflin University
•Dorn VA Medical Center
•Grand Strand Regional Medical Center
•Greenville Hospital System
•Greenwood Genetic Center
•Lexington Medical Center
•McLeod Regional Medical Center
•Medical University of South Carolina
•Orangeburg High School for Health Professions
•Palmetto Health
•Providence Health

Other Collaborations
Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.
None.

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

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

As part of the SOM Strategic Plan, a Diversity and Inclusion Implementation Committee is meeting quarterly and focusing on this issue.

Events sponsored or facilitated by the committee included: a lecture on October 25, 2017 by Damon Tweedy, M.D., Associate Professor of Psychiatry and Behavioral Sciences, Duke University School of Medicine, and Author of: Black Man In A White Coat, speaking on "Challenges, Obstacles, and Successes - Dr. Tweedy's Personal Journey;" a lecture - co-sponsored by the SOM Library and concurrent with the National Library of Medicine (NLM) traveling exhibit Binding Wounds, Pushing Boundaries: African Americans in Civil War Medicine - on September 21, 2017 by Margaret Humphreys, MD, PhD, Josiah Charles Trent Professor of the History of Medicine, Duke University, on "African Americans in Civil War Medicine;" and a lecture on April 6, 2017 entitled Global Health at the Local Level by Rajeev Bais, M.D., Assistant Professor of Clinical Medicine, Division of Infectious Diseases and Director of the Carolina Survivors Clinic.

Efforts are being increased to ensure that the School of Medicine attracts and retains diverse members of the faculty. In February 2018, Dr. Olabisi Badmus was sponsored by the SOM to attend the rescheduled AAMC Minority Faculty Leadership Development Seminar. Also in February 2018 after a national search, Dr. Eric Williams was hired as the new Assistant Dean for Student Affairs. In January 2018 as part of faculty and leadership development, Dr. Sharon Weissman, Chief of Infectious Diseases, was nominated to attend the Executive Leadership in Academic Medicine (ELAM) Program for Women course at Drexel University.

Dr. McMahon (Associate Dean for Diversity/Inclusion), Dr. Rhinehart (Assistant Dean for Diversity/Inclusion), Ms. Harkness (Director, Human Resources), and Mr. Hartsoe, (Director, Provider Healthcare Recruitment) have been meeting about the need to ensure faculty diversity and devise a data collection system to track SOM processes of seeking, recruiting and hiring underrepresented minority and female clinicians and scientists. Dr. McMahon and Dr. Rhinehart also played active roles in search committees for leadership roles, including: Assistant Dean for Student Affairs (chaired by Dr. McMahon); Assistant Dean for Pre-Clinical Curriculum (chaired by Dr. Rhinehart) and unconscious bias training for Department Chair searches in Cell Biology and Anatomy, General Surgery, and Orthopedic Surgery.

To increase the numbers of under-represented minority students attending the SOM, acceptances are coupled with scholarship offers now that a portion of the Corbett scholarship fund has been designated for minority students.

The committee is tasked with ongoing monitoring of all of these efforts.

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

Concluding Remarks

Quantitative Outcomes

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

The quantitative data from the Office of Institutional Research, Assessment and Analytics did not reveal any surprising information. The SOM will continue to focus on student and faculty recruitment of underrepresented minorities and those from
rural backgrounds, as outlined in our diversity policy.

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

The second class of medical students who completed their clinical clerkships on the School of Medicine-Florence campus will graduate in May of 2018. In the initial two years, all students who completed their clinical clerkships on the Florence campus have matched for residencies.

The School of Medicine is pursuing new pipeline diversity programs with both Claflin University and the High School for Health Professions, both located in Orangeburg, SC.

The School of Medicine held three Diversity and Inclusion Seminars within the past year. In October of 2017, Dr. Damon Tweedy, a nationally renowned author and faculty member at Duke School of Medicine, presented information about the experience of minority students within medical schools.

The USC School of Medicine has established global affiliations with Nanjing Medical University in China and University of Nicosia Medical School in Cyprus within the past years. Both of these global health partnerships will provide opportunities for student exchanges and should create new areas of collaboration in education and research.

The School of Medicine held a 2018 Leadership in Medicine Panel that involved several chief residents from Palmetto Health sharing information on leadership with students.

Appendix 1. Academic Programs

SCHOOL OF MEDICINE
ACADEMIC PROGRAMS
AY2017-2018 ONLY

Supplemental Info

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

Biomedical Sciences (MS/PhD): In spring 2018, graduate students could take BMSC 740 Human Anatomy for Health Sciences with students in the Physician Assistant program. This provides an opportunity for students from both programs to interact with one another and exposes the graduate students to anatomy in a clinically relevant context.

Biomedical Sciences (MS/PhD): In spring 2017 the Biomedical Sciences graduate program underwent an external review by a panel of individuals from peer and peer-aspirant institutions and received guidance about program strengths and areas for improvement. The graduate committee has been in discussion about how to act on the recommendations.

Master's in Rehabilitation Counseling: To address anticipated changes in accreditation standards for counseling programs and ensure that program graduates retain the full range of certification and licensure opportunities they currently have, the program director and faculty submitted a program modification proposal that proposed changing the name of the degree from Masters in Rehabilitation Counseling (MRC) to Master of Arts (MA) in Counseling and Rehabilitation. The MA is a 60 credit hour program and has received all required approvals. The new degree program will accept its first students in Fall 2018. Currently enrolled students will have a choice of transferring to the new program or finishing the 48 credit hour program. We expect to graduate the last students in the 48 credit-hour degree by Summer of 2020. The Rehabilitation Counseling Program is one of three University partners in the newly established South Carolina Center for Assistive Technology and Educational Research (SC-CATER). Dr. Robert Dawson is a co-initiator of SC-CATER and represents the Rehabilitation Counseling Program. The Center is led by the College of Education; the other partner is the Department of Computer Sciences.

Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation: To make the Certificate more relevant to a wider range of prospective students, we submitted a proposal to reduce the number of required hours from 24 credit-hours to 18 credit-hours. This proposal has been approved by the university and is considered a non-substantive change which greatly reduces the amount of time it will take to offer the new option to students. The Provost's Office of Academic Programs (Dr. Tena Crews) will notify CHE of the intended change and we expect to receive CHE approval in October-November of 2018.

Medical Degree: Piloted programs in Culinary Medicine and assigning select students to ongoing quality improvement projects. M-I students participated in the first health fair developed exclusively for patients at the Dorn Veterans Medical Center.

Master of Physician Assistant Studies: Achieved provisional accreditation from Accreditation Review Commission on Education for the Physician Assistant in September 2016, and will be undergoing next step in accreditation process with a site visit for clinical phase December 6-7, 2018. We are anticipating

no problems, and will head from there to final step in initial accreditation process which will take place after board results are available.

The program received over 1,200 applications for 20 seats in the first admissions cycle, continued strong with over 800 applications for the second admissions cycle, despite the addition of three other PA programs in South Carolina, bringing the total to six. The admissions process will soon begin again with the CASPA process opening April 2018 and dates are being finalized for interviews.

Master's in Genetic Counseling: Initiated Community Engagement Outreach to augment the Service Learning Component of the Genetic Counseling Program. Students write monthly articles highlighting genetic aspects of "awareness months", ie breast cancer, Down syndrome, etc. Blogposts are linked through social media. Students also provide talks within the Columbia community highlighting the USC Genetic Counseling Program.