LSU Health Sciences Center at Shreveport
GRAD Act Annual Report – Year 3

April 2, 2013

TABLE OF CONTENTS

PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element 1a: Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Narrative

School of Graduate Studies

Cohort sizes in the School of Graduate Studies are small; thus, each student greatly impacts the retention rate calculation. The school requests an exemption in future years from reporting retention rates for cohorts less than 20. Alternatively, the school asks to use a three-year rolling average for this measure to allow for an assessable count of students.

Measures

i. a. 1st to 2nd year retention rate by school		
School	**2011-12 Target**	**2011-12 Actual**
School of Medicine	95%	97% (114/118)
School of Graduate Studies	75%	76% (16/21)
School of Allied Health Professions	86%	93% (135/145)†

†The majority of programs in the School of Allied Health Professions begins in the summer; thus, retention rate is based on the summer term. In addition, the summer term falls at the end of the academic year. The actual retention rate for the 2011-12 entering class (in which summer 2012 is included) will not be available till summer 2013; however, estimated figures based on current academic standing have been provided.

iv. Same institution graduation rate by school		
School	**Year 3 Target**	**Year 3 Actual**
School of Medicine	90%	96% (104/108)
School of Graduate Studies	n/a	n/a
School of Allied Health Professions	85%	94% (116/123)

ix. Median professional school entrance exam score
Not applicable to LSUHSC-S; the schools do not have direct impact on entrance exam performance; applicants who meet admission requirements are considered.

Element 1b: Increase the percentage of program completers at all levels each year.

Narrative

School of Allied Health Professions

In keeping with national standards, the Physical Therapy program in the School of Allied Health Professions transitioned from masters to doctorate (DPT) in summer 2006. As part of this transition, the program offered a part-time, post-professional track to previous graduates, allowing them to obtain the higher-level DPT degree. As a result, the number of program completers transiently increased, peaking in the baseline year 2008-09. Although the number of DPT graduates has gradually decreased since 2008-09, **the number of full-time, entry-level DPT completers has remained stable and at capacity (approximately 30/year) from 2008-09 to 2011-12**. Similarly, the Physician Assistant program transitioned from bachelor's to master's in summer 2010, and began offering a similar part-time track to previous graduates who desire to earn the higher degree. These program upgrades are expected to continue to produce an inflated number of degrees

awarded, but at a diminishing rate, for several more years. As these transitions are accomplished, the part-time, post-professional tracks will be phased out, and the number of completers will stabilize at each program's full-time, entry-level capacity. In addition, as the degree level shifts from bachelor's to master's for Physician Assistant, the number of degrees awarded will decrease at the lower level and increase at the higher level. Lastly, cohort sizes by award level are relatively small; thus, each student greatly influences percentage change.

Measures

School of Medicine i. Percentage change in completers by award level from baseline			
Award Level	**2008-09 Baseline**	**2011-12 Target**	**2011-12 Actual**
Professional	baseline (110)	0%	-1% (109)*

*Actual within the allowable tolerance of target

School of Graduate Studies i. Percentage change in completers by award level from baseline			
Award Level	**2008-09 Baseline**	**2011-12 Target**	**2011-12 Actual**
Master's	baseline (1)	0%	+400% (5)
Doctorates	baseline (8)	0%	+100% (16)

School of Allied Health Professions i. Percentage change in completers by award level from baseline			
Award Level	**2008-09 Baseline**	**2011-12 Target**	**2011-12 Actual**
Bachelor's	baseline (62)	-19%	-10% (56)
Master's	baseline (27)	+7%	+15% (31)
Professional	baseline (62)	-44%	-44% (35)†

†The number of full-time, entry-level physical therapy clinical doctorate graduates has remained stable and at capacity (approximately 30/year) from 2008-09 to 2011-12. The Physical Therapy program transitioned from master's to doctorate in summer 2006 and offered a part-time, post-professional track to previous graduates, allowing them to obtain the higher-level DPT degree. As a result, the number of completers at the professional level transiently increased, peaking in the baseline year. Cohort sizes by award level are relatively small; thus, each student greatly influences percentage change.

Element 1c: Develop partnerships with high schools to prepare students for postsecondary education.

Not applicable to LSUHSC-S.

Element 1d: Increase passage rates on licensure and certification exams and workforce foundational skills.

Narrative

School of Medicine

The School of Medicine draws its applicants from Louisiana residents. Despite a smaller applicant pool, often with entry exam scores lower than the national median (school median MCAT: 28 vs. national median MCAT: 32), the institution's licensure pass rates are consistently competitive with national pass rates.

USMLE Step 1 Preparation

In 2007, the School of Medicine formed a committee to develop and institute an action plan to improve USMLE Step 1 outcomes. An extensive review of academic performance data from past medical students who failed this exam on the first attempt was completed, and a formula was developed to identify students "at risk" for USMLE Step 1 failure. The formula was applied to student data from several previous classes and demonstrated an excellent predictive value for identifying students who had poor Step 1 performance. Since USMLE Step 1 must be passed prior to entry into the third year of medical school, the formula is applied to the academic performance data of all second year students. Students identified as "high-risk" are enrolled in an intensive study course designed to better prepare them for the Step 1 exam, while low-risk students are allowed to use a study method of their choosing. Each subsequent class is evaluated yearly to determine the number of students needing the intensive study course.

USMLE Step 2 Preparation

Curricular revision aimed at increasing the quality and breadth of clinical experience provided to students has been made with the intent of further improving the quality of graduating physicians. The third and fourth year curricula have been reviewed and modified to provide students with increased patient contact and faculty interaction. In addition, the incorporation of clinical curricula from the institution's Clinical Skills Center (CSC) has provided an important way in which all medical students receive training in aspects of clinical medicine appropriate for their year and a means by which their performance of clinical skills can be evaluated. These efforts not only serve to improve the overall patient care performance of these future physicians but provide for them an enlarged foundation of clinical knowledge that directly impacts success with USMLE Step 2. High first-time pass rates, which have been comparable or better than the national average, for the two components of USMLE Step 2 reflect the successful implementation of the School of Medicine's clinical curriculum enhancements.

School of Allied Health Professions

Individual program cohort sizes in the School of Allied Health Professions are small; thus, each student greatly impacts his/her program's licensure passage rate calculation. Sixteen of eighteen graduates, or 89%, of the Medical Technology Program passed the BOC certification exam on the first attempt. In addition, six of seven graduates, or 86%, of the Cardiopulmonary Science Program passed their licensure exam on the first attempt. Although these programs slightly missed their established pass rate targets of 94% and 90% respectively, the variances between the targets and the actuals represent only one student per program. Furthermore, these program passage rates far exceed the national passage rates.

When comparing the data over a five-year span, the licensure passage rates for the Medical Technology Program show progress with averages of 94% (31/33) for the most recent two years versus 92% (47/51) for the prior three years.

The School of Allied Health Professions has instituted various methods across all programs to increase passage rates on licensure and certification exams and improve workforce foundational skills. These include early identification of students needing remediation, individual student counseling, study groups, practice examinations, clinical practice skill development, and interactive teaching by faculty on clinical rotations. Examples of student success initiatives include the following:

- The Program in Medical Technology provided online ASCP practice certification exams to students to help them study. Certification examination scores on subsections of the exam are shared with the didactic and clinical faculty and improvements are made to courses. In addition, an optional two-day certification examination review course was offered at the end of the last semester before graduation for each class of students. After two students failed the certification exam last year, a new required course, MTEC 4204 Senior Seminar, was added so that students can review for the certification exam. Two practice certification exams and weekly quizzes are given in that course to ensure that students prepare. Since that course has been given, no student has failed the BOC certification exam. So far this year, 12 of 12 students passed the BOC exam.

- The Program in Physical Therapy offers a National Board Exam Preparation Course the month prior to graduation each year. In addition, all students take a mock-licensure exam in the semester prior to graduation in order to identify areas requiring additional review.

- The Physician Assistant (PA) program has taken several actions to improve pass rates on the PA certification exam. One such modification was the conversion from written course exams to electronic format exams, which exposes the students to the test format in which they will later take their actual certification exam. The Physician Assistant program also subscribes to a national peer-reviewed database of certification exam practice questions for students to use as a study aid.

Measures

School of Medicine i. Passage rates of licensure exams				
	2012 AY Graduates			
Exam	**School Pass Rate**	**National Pass Rate**	**School Pass Rate / National Pass Rate Target**	**School Pass Rate / National Pass Rate Actual**
USMLE Step 1	91% (106/117)	91%	95%	100%
USMLE Step 2 CK	97% (112/115)	98%	96%	99%
USMLE Step 2 CS	97% (108/111)	97%	96%	100%

School of Allied Health Professions i. Passage rates of licensure exams			
	2012 AY Graduates		
Program	**School Pass Rate Target**	**School Pass Rate Actual**	**National Pass Rate**
Medical Technology	94%	89% (16/18)	84%
Cardiopulmonary Science (CRT)	90%	86% (6/7)	79%
Physician Assistant	80%	100% (35/35)	93%
Communication Disorders	98%	100% (11/11)	86%
Occupational Therapy	98%	100% (17/17)	85%
Physical Therapy	90%	90% (26/29)	89%

School of Allied Health Professions – Medical Technology i. Passage rates of licensure exams – 2 year average vs. 3 year average					
Medical Technology	Most recent two-year average 94% (31/33)		Prior three-year average 92% (47/51)		
	2012 AY	**2011 AY**	**2010 AY**	**2009 AY**	**2008 AY**
	89% (16/18)	100% (15/15)	87% (13/15)	94% (17/18)	94% (17/18)

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element 2a: Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Not applicable to LSUHSC-S

Element 2b: Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Not applicable to LSUHSC-S

Element 2c: Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Not applicable to LSUHSC-S

Element 2d: Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Not applicable to LSUHSC-S

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element 3a: Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.

Narrative

Health care plays a vital role in the economic stability and well being of Louisiana. To assure that Louisiana has an adequate supply of health care professionals to fill present and future positions, LSUHSC-S educates and trains learners for careers in needed health care and health science occupations. All programs at LSUHSC-S are aligned with current or strategic workforce needs of the state and/or region as identified by the Louisiana Workforce Commission and Louisiana Economic Development, including the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) core industry of health care.

The Director of Institutional Planning serves on the State Council of Workforce and Economic Development Officers, which provides guidance, strategies, and policies to support workforce development efforts at Louisiana's higher education institutions. In addition, the council facilitates dialogue among colleges and universities, business and industry, state and federal governmental representatives, Louisiana Economic Development, Louisiana Workforce Commission, etc.

School of Allied Health Professions

The Dean of the School of Allied Health Professions at LSUHSC-S serves as the LSU System representative on the Louisiana Health Works Commission, which functions directly with the Louisiana Workforce Commission to study and make recommendations on supply and demand issues related to the health professions. Using the knowledge gained from these commissions, LSUHSC-S strives to meet the projected demands by fostering programs best suited to the state's needs. Recent data presented by the commissions on workforce growth in Louisiana indicate that all six academic programs in the LSUHSC-S School of Allied Health Professions (Physical Therapy, Occupational Therapy, Speech-language Pathology, Physician Assistant, Respiratory Therapy and Clinical Laboratory Science) are predicted to have high annual growth rates in the state ranging from 30% to 100%.

Compelling evidence over the past several years indicates that additional graduates will be needed to fill high demand positions. Consequently, the School of Allied Health Professions has partnered with the Louisiana Health Works Commission and the Louisiana Board of Regents to increase enrollment in key programs that were functioning at capacity. This was accomplished through a capitation arrangement with the Board of Regents in which the School was provided with additional funding on a per student basis for each new student admitted over the baseline number to these key programs. This agreement allowed the school to increase the entering class size of the Physical Therapy Program and the Physician Assistant Program by six students each, and the Clinical Laboratory Science Program by twelve students. Recent state budgetary constraints have severely curtailed the capitation program, but the school remained committed to the students enrolled and has utilized funding from tuition increases to maintain the higher numbers.

School of Graduate Studies

The LSU Board of Supervisors and the University of Louisiana Board of Supervisors approved a proposal for a PhD program in Bioinformatics and Computational Biology as a cooperative effort among LSUHSC-S, LSU-S and Louisiana Tech in 2009. It currently awaits final approval by the Board of Regents. The U.S. Bureau of Labor Statistics includes bioinformatics biological scientist (doctoral degree) on the list of "fastest growing occupations" between 2008-2018 in its Occupational Outlook Handbook (2009-2010 edition), with an anticipated 19% growth nationwide and 11% growth for Louisiana.

As a result of the Board of Regents low-completer review in 2011, the School of Graduate Studies consolidated the five master's programs in its five basic science departments into a single master's program known as the Biomedical Sciences Master's Program. Students enroll in the currently offered core courses in their first year and complete laboratory rotations in three different laboratories of faculty in the five basic science departments. At the end of their first year, the students choose a research advisor/mentor in one of the basic science departments. The students then complete the additional course/program requirements for the master's in that department and receive the Master's in Biomedical Sciences.

A track in Human Clinical Anatomy (that began in August 2010) provides another option for the students in the Master's in Biomedical Sciences Program who choose a mentor in the Department of Cellular Biology and Anatomy. Students on this track will assist in teaching anatomy to medical students in their second year, thus, be trained to become anatomy instructors when they have completed the requirements of the master's degree. A national shortage of anatomy instructors is evident for medical schools, allied health and nursing schools, and graduate schools, so this program track will provide well-trained instructors that will fill a growing need in the State as well as elsewhere in the country.

School of Medicine and Other Postgraduate Training Programs at LSUHSC-S

Since Louisiana has large areas in which the population has limited access to health care, one of the most pressing requirements is an adequate supply of primary care physicians. LSUHSC-S has initiated several educational and training programs aimed at meeting those needs. A Health Professional Shortage Area (HPSA) map is provided in Appendix 4 and illustrates the many medically underserved parishes of Louisiana. Appendix 5, from a recent American Association of Medical Colleges (AAMC) report, demonstrates the high retention of LSUHSC-S graduates in-state and practicing in underserved areas as benchmarked against all US medical schools.

LSUHSC-S Primary Care Internal Medicine Residency Program

In addition to the categorical Internal Medicine training program at LSUHSC-S, the institution began a program to specifically train internists in the practice of Primary Care Internal Medicine. Recognizing that a great percentage of traditional Internal Medicine residents choose to enter specialty fellowship training after graduation, the LSUHSC-S Department of Internal Medicine determined that the need for community internists was not being met and began the Primary Care Internal Medicine Program in 2008.

LSUHSC-S Family Medicine Residency Program

The primary mission of the LSUHSC-S Family Medicine Residency Program is to train residents capable of practicing in rural settings. In addition to providing an excellent foundation in the practice of primary care medicine, the program has emphasized training in a variety of procedural skills for over 20 years to help accomplish this goal. To function in rural areas, physicians must be prepared to perform a number of treatments and diagnostic studies that, in urban areas, might be done by a specialist. The Department of Family Medicine has maintained a rural training track for over 10 years. The Emergency Medicine/Family Medicine Program is intended to prepare graduates to effectively staff emergency departments as well as practice family medicine in rural communities.

LSUHSC-S Area Health Education Centers (AHEC)

AHEC is a national organization with a primary mission to enhance access to quality health care, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals through community/academic educational partnerships. In keeping with the overall AHEC mission and its application to Louisiana, the AHEC Program Office at LSUHSC-S and its two centers focus on introducing students to the practice of medicine in the rural and underserved areas of the state. The program plays an active role in the training of LSUHSC-S medical students and also offers programs for high school and college level students.

Measures

Summary of program review	
	2011-12
i. Number of programs eliminated	0
ii. Number of programs modified or added	5[1]

[1]As part of the Board of Regents low-completer review in 2011, the institution consolidated five master's programs in the School of Graduate Studies into a single program known as the Biomedical Sciences Master's Program beginning in 2011-12.

Programs aligned with workforce and economic development needs	
	2011-12
iii. Percent of programs aligned with workforce and economic development needs	100%
• Number of program offerings	14
• Number of programs aligned with workforce and economic development needs	14

Element 3b: Increase use of technology for distance learning to expand educational offerings.

Narrative

School of Medicine

As is prevalent in most medical schools, students in the School of Medicine must interact in person with faculty, students, patients, etc. in most curricular activities (e.g. clinical clerkships, small group discussions, lectures, problem-based learning, standardized patient experiences, etc.); therefore, distance learning is not a viable delivery option for the M.D. Program.

School of Graduate Studies

The Introduction to Bioinformatics course (BCH 290, 3 credit hours) provided by the School of Graduate Studies is offered to students at four universities in Louisiana including LSUHSC-S, LSU-S, Louisiana Tech, and Southern University in Baton Rouge. Thirty-seven percent of the lectures in the course are given at LSUHSC-S and sixty-three percent are given at LSU-S, and the Access Grid System connects all four campuses. Students register on their respective campuses for course credit in their institutional programs. The course is taught in the spring of alternate years.

The NIH-funded INBRE program supports Access Grid, allowing graduate students, postdoctoral fellows and faculty at LSUHSC-S to participate in a Bioinformatics Affinity Group Journal Club with students and others at Louisiana Tech, ULM, LSU-BR, LSU-S, LSUHSC-NO and SUBR. These interactive Journal Clubs are important in student learning as well as development of oral communication skills. Students from multiple departments participate in this course.

Students in the School of Graduate Studies must perform scientific research as part of their degree requirements, and this aspect of training cannot be provided through distance learning. No courses in the School of Graduate Studies are offered 100% through distance education.

School of Allied Health Professions

The Cardiopulmonary Science Program has a consortium agreement with Bossier Parish Community College (BPCC) to teach on that campus as well as use technology for distance learning to teach students residing in the Monroe and Alexandria region. The students in Monroe and Alexandria have a weekly lab performed at

their site with a clinical instructor and all clinical rotations are completed in their respective areas. Upon completion these students will receive an Associate Degree in Respiratory Therapy from BPCC.

Measures

Distance Learning	
	2011-12
i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education, reported separately for: • Number of course sections with 50% to 99% instruction through distance education • Number of course sections with 100% instruction through distance education	 0 1[1]
ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education, reported separately for: • Number of students (duplicated) enrolled in courses with 50% to 99% instruction through distance education • Number of students (duplicated) enrolled in courses with 100% instruction through distance education	 0 11[2]
iii. Number of programs offered through 100% distance education, by award level	0

[1]*The Introduction to Bioinformatics course (BCH 290, 3 credit hours) is taught in the School of Graduate Studies, and 37% of the lectures in the course are given at LSUHSC-S and 63% are given at LSU-S. The Access Grid System connects these two campuses as well as Louisiana Tech and Southern University in Baton Rouge. The course is taught in the spring of alternate years.

[2]The course had 11 students enrolled in Spring 2012: 5 from LSUHSC-S and 6 from of LSU-S

Element 3c: Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Note: Special narrative required for this element. The narrative (up to 7 pages) should include at a minimum descriptions of:

- *Context for research reporting for the current year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.*
- *Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact*
- *Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.*
- *Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.*
- *Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.*

  Note: Louisiana's key economic development industries include but are not limited to the key industry sectors identified in the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) plan as well as LED's Blue Ocean targeted industry sectors. The following list provides FIRST Louisiana core industry sectors with related Blue Ocean sections in parentheses:

  - *Petrochemical (ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery)*
  - *Energy & Environmental (next generation automotive; energy efficiency; renewable energy; nuclear power; water management; ultra-deep water oil & gas; enhanced oil recovery)*

- *Transport, Construction & Manufacturing (next-generation automotive; pharmaceutical manufacturing; renewable energy; nuclear power; water management)*
- *Information Technology & Services (digital media/software development)*
- *Arts & Media (digital media/software development)*
- *Agricultural & Wood Products (water management; renewable energy)*
- *Health Care (Specialty research hospital; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development: health care IT)*

Narrative

One of Louisiana's top economic development goals is expanding research, clinical trials, and treatment opportunities. The Center of Molecular and Tumor Virology at LSUHSC-S, funded through an NIH COBRE grant, is one major area of research, which includes both basic and clinical science investigations of molecular mechanisms involved in virally-induced pathogenesis. Another major research area at the university is an NIH funded program project grant on the Role of the Microcirculation in Intestinal Inflammation. Investigators working on this project are studying inflammatory bowel diseases, such as colitis and Crohn's Disease in order to develop better treatments for these debilitating conditions. Researchers at the LSUHSC-S Feist-Weiller Cancer Center perform investigations into molecular mechanisms of cancer initiation and metastases as well as conduct clinical trails on new cancer treatments. Other areas of basic and clinical research in the neurosciences include Parkinson's Disease, Alzheimer's Disease, other neurodegenerative diseases, Multiple Sclerosis, drug abuse and olfactory processing. Other investigators are studying diabetes, stroke, asthma, rheumatoid arthritis, kidney disease, pulmonary disease, hepatitis, sickle cell disease, preeclampsia, and cystic fibrosis. In addition, LSUHSC-S conducts numerous clinical trials in diabetes, cancer, heart disease, behavioral and cognitive disorders, and inflammatory diseases as well as other conditions, which are supported by the pharmaceutical industry, foundations, and the National Institutes of Health.

As part of its mission, LSUHSC-S supports the region and the state in economic growth and prosperity by utilizing research and knowledge to engage in productive partnerships with the private sector. Ongoing partnerships between LSUHSC-S and several surviving start-up companies are active.

Intellectual property developed at LSUHSC-S has been exclusively licensed to development-stage companies that are working toward the commercialization of these technologies. For example, Requisite Biomedical is developing an intravascular drug delivery device and coatings. These coatings will impact a growing market for peripheral artery disease and should provide a superior healing response compared to products currently on the market and in development. If their commercialization efforts are successful, LSUHSC-S could potentially receive ownership in the company. Dr. Nicholas Goeders, Chair of the Department of Pharmacology, Toxicology, and Neuroscience at LSUHSC-S, was awarded an NIH grant that subcontracts to Embera NeuroTherapeutics to develop new drug combination treatments for smoking cessation and other addictions. The impact of advancing this novel drug combination is that it will target specific brain functions that control stress responses that drive the cravings and relapses associated with addictive disorders. TheraVasc has been granted a license to commercialize several patents that originated at LSUHSC-S. It is a company whose goal is to repurpose drugs for unmet medical needs and, if successful, will most significantly impact the market for treatment of peripheral artery disease. Phase 2 clinical studies in humans are showing an oral formulation of the drug to have a well-established safety profile.

Finally, several established companies have licensed LSUHSC-S developed technologies. For example, Applied Biosystems, Fermentas, TriLink and New England BioLabs have licensed technology developed at LSUHSC-S for the synthesis and use of anti-reverse mRNA cap analogs ARCA. A Shreveport company, Indigeaux Pharmaceuticals, has licensed the LSUHSC-S patent for a chewing gum that slowly releases curcumin to treat upper aerodigestive diseases and head and neck problems.

All research and development activities at LSUHSC-S are related to Louisiana's key economic industry of health care. The Shreveport and Monroe metropolitan areas support two medical hubs in North Louisiana, which provide health care for the northern half of the state, east Texas, west Mississippi and southern Arkansas. With 59 hospitals, an academic medical center (LSUHSC-S), and 5,122 beds combined, the healthcare sector in the region employs approximately 25,000 professionals, who have brought national

recognition to the region. The healthcare industry is one of the largest employers in North Louisiana and an economic driver for the region.

The Community Foundation of NW Louisiana is managing the funds from an endowment obtained from donations dedicated to support the Research Core Facility (RCF). The RCF consists of state-of-the-art instruments that are utilized by clinical and basic scientists for biomedical research. This research supports Louisiana's key economic development industry of health care.

The Director of Institutional Planning serves on the State Council of Workforce and Economic Development Officers, which provides guidance, strategies, and policies to support workforce development efforts at Louisiana's higher education institutions. In addition, the council facilitates dialogue among colleges and universities, business and industry, state and federal governmental representatives, Louisiana Economic Development, Louisiana Workforce Commission, etc.

Comparison data to other U.S. universities, hospitals, and research institutions published in the Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey FY2011 is provided in Appendix 6. LSUHSC-S data is consolidated with the LSU System.

Measures

Research Productivity and Technology Transfer Measures 2011-12	
	2011-12
Faculty (FTE) holding (serving as principal and/or co-principal investigators) active research and development grants/contracts.	99
Total number of research/instructional faculty (FTE) at the institution during the reporting year. Include all FTE faculty, tenure and non-tenure track including physicians whose job responsibilities include expectations for scholarly productivity.	216
Total number of Basic Science research/instructional faculty (FTE) at the institution during the reporting year.	66
i. a. Percent of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	46% (99/216)
i. b. Percent of above Basic Science research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	58% (38/66)
ii. a. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	46% (99/216)
ii. a. Percent of Basic Science research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	58% (38/66)
iii. a. Dollar amount of research and development expenditures, reported annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non S&E grants/contracts as reported annually to the NSF. (Five-year average of FY2006-07 through FY2010-11). • Federal: • Other: • Total:	 $14,048,600 $17,083,400 $31,132,000
iii. b. Dollar amount of research and development expenditures reporting annually, based on a five-year rolling average (federal, industry, institution, other) per instructional/research faculty member (FTE)	$144,130 (31,132,000/216)
iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries, reported annually, based on a five-year average (Five-year average of FY2006-07 through FY2010-11). These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries.	$31,132,000

v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts reported by: total count of the number of disclosures, licenses and options awarded; the number of patents awarded; the number of new companies (start-ups) formed; and the number of companies formed during previous years and continuing (surviving start-ups).	
• Patent applications filed:	4
• Patents issued:	1
• Disclosures:	6
• Licenses/options executed:	2
• New start-ups:	1
• Surviving start-ups since 2005:	5

vi. Direct federal research grants and contracts recorded. Data reported will be a percentile ranking within identified peer group

	Year 3 Target	Year 3 Actual
	50th	82nd

	2011
Nevada	$10,957,443
Texas A & M	$10,795,813
LSU Shreveport	*$10,299,461*
North Dakota	$9,479,834
Wright State-Boonshoft	$9,312,852
Southern Illinois	$8,556,400
South Alabama	$7,383,166
Central Florida	$7,289,923
South Dakota-Sanford	$7,067,736
South Carolina	$6,837,295
Florida State	$6,646,660
East Carolina-Brody	$5,495,983
Texas Tech	$4,475,912
East Tennessee-Quillen	$3,724,693

Source: LCME Part I-A Annual Financial Questionnaire (AFQ); AAMC Medical School Profile System

Element 3d: To the extent that information can be obtained, demonstrate progress in increasing the number of students in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Narrative

Medical students participate in the National Resident Match Program in their fourth year. In 2011-12, 99% of students matched with the vast majority matching into their field of choice. Graduates of the School of Allied Health Professions and the School of Graduate Studies are tracked by formal survey and word of mouth, and 100% of 2011-12 graduates are employed in their field of study.

LSUHSC-S does not offer associate degrees; therefore, progress related to the performance of associate degree recipients who transfer to institutions that offer baccalaureate degrees or higher is not applicable.

Measures

iii. Placement rates of graduates		
School	**2011-12 Target**	**2011-12 Actual**
School of Medicine	97%	99% (108/109)
School of Allied Health Professions	95%	100% (118/118)
School of Graduate Studies	89%	100% (18/18)

iv. Placement rates of graduates in postgraduate training		
School	**2011-12 Target**	**2011-12 Actual**
School of Medicine	97%	99% (108/109)
School of Allied Health Professions	n/a	n/a
School of Graduate Studies	78%	78% (14/18)

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element 4a: Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Not applicable to LSUHSC-S

Element 4b: Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Not applicable to LSUHSC-S

Element 4c: Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Educational Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Narrative

Granting Resources and Autonomy for Diplomas (GRAD) Act is legislation enacted to support the state's public postsecondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency. Institutions should achieve specific, measureable performance objectives aimed at improving college completion and at meeting the state's current and future workforce and economic development needs. Institutions will be granted limited operational autonomy and flexibility in exchange for achieving such objectives.

Pursuant to the provisions of Act 741 of the 2010 Legislative Session, the LSU Board of Supervisors authorized campuses to increase tuition for resident students by up to ten percent annually, in addition to other increases authorized by law. These increases would be based on the institutions' yearly progress in achieving specific performance goals. After reaching the average tuition of their peers, institutions may increase tuition and fees up to five percent or the amount of the increase in the Higher Education Price Index in the previous year, whichever is greater. Participating institutions will also be allowed to establish tuition and fees according to credit hours, rather than having them capped at full-time,12-credit hour status.

Since the applicant pool for LSUHSC-S is almost entirely drawn from Louisiana residents, there would be virtually no impact on either enrollment or revenue from a non-resident tuition increase in accordance with the GRAD Act. As well, a tuition increase for Louisiana residents is not anticipated to negatively affect enrollment in the schools of LSUHSC-S. Additional revenues that would be realized from an in-state tuition increase, however, are not expected to offset the anticipated budget reduction for Louisiana higher education.

Measures

i. Total tuition and fees charged to full-time non-resident students			
School-Program	**2011-12**	**Peer Comparison**	**Difference**
School of Graduate Studies	9,328	17,786[1]	-8,458
School of Allied Health Professions – Doctor of Physical Therapy	20,229	30,043[2]	-9,814
School of Allied Health Professions – Graduate	13,922	17,829[2]	-3,907
School of Allied Health Professions – Undergraduate	12,228	19,249[2]	-7,021
School of Allied Health Professions – Master's of Physician Assistant Studies	17,017	Not available	Not available
School of Medicine	35,449	47,254[1]	-11,805

[1]SREB Average
[2] Southern Dean's Average

Element 4d: Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment form the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

The Board of Regents shall continue to develop policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined. Pending development of these items, institutions are only required to report on the following measure:

Not applicable to LSUHSC-S

SECTION 5

5.a. Number of students by classification

Fall Headcount

	Undergraduate	Graduate	Postgraduate[1]	Total
Fall 2012	50	838	617	1505

[1]Postgraduate learners at LSUHSC-S include graduate medical residents and fellows (537) and other research/healthcare postgraduate trainees (80).

Student FTE

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the following FTE student enrollment from July 1, 2011 to June 30, 2012 was reported in IPEDS 12-month Enrollment:

Undergraduate student FTE	67
Graduate student FTE	326
Doctor's-professional practice FTE	594
Total FTE students	987

5.b. Number of Instructional Staff Fall 2012

Instructional faculty headcount	367
Instructional faculty FTE	324.32

5.c. Average class student-to-instructor ratio (average undergraduate class size)

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the following student-to-instructional staff for undergraduate programs for Fall 2012 was reported in IPEDS Enrollment:

Student-to-faculty ratio (IPEDS)	4 to 1

5.d. Average number of students per instructor

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the fall 2012 learner headcount to instructional faculty headcount is 4.1 to 1 (1505/367).

Learner-to-faculty ratio	4.1 to 1

5.e. Number of non-instructional staff members in academic colleges and departments Fall 2012

Academic clinical departments are responsible for providing patient care services in the University Hospital; therefore, some staff may have duties in both the medical school and the hospital.

Headcount	83
FTE	82.22

5.f. Number of staff in Administrative Areas Fall 2012

Academic clinical departments are responsible for providing patient care services in the University Hospital; therefore, some staff may have duties in both the medical school and the hospital.

Headcount	187
FTE	187.00

5.g. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the chancellor.

See Appendix 7 for organizational chart.

5.h. Salaries of all personnel identified in (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES SINCE 06/30/2010 Reported for Fall 2011	SALARY CHANGES SINCE 06/30/2011 Reported for Fall 2012
Chancellor	April 1, 2009 $325,000 (previous Chancellor retired) new Chancellor hired at a greater salary	No Change	No Change	No Change
Vice Chancellor Business and Reimbursements	July 1, 2008 $251,410.50 current incumbent received a raise	No Change	April 1, 2011 current incumbent retired at salary of $251,410.50	
Vice Chancellor for Administration (created 4/15/2009)	April 15, 2009 current incumbent hired at a salary of $220,000	No Change	No Change	No Change
Vice Chancellor Clinical Affairs	July 1, 2008 $186,999.96 previous incumbent received increase	No Change	July 1, 2010 $222,000 previous incumbent retired and new Vice Chancellor hired at a greater salary	No Change
Dean School of Allied Health Professions	July 1, 2008 $144,417.96 current incumbent received a raise	No Change	No Change	No Change
Dean School of Graduate Studies	July 1, 2008 $128,211.96 current incumbent received a raise	No Change	No Change	No Change
Dean School of Medicine (created 11/01/2009)		November 1, 2009 current incumbent hired at a salary of $270,000	No Change	No Change

Administrator LSU Hospital	July 1, 2008 $236,982.00 current incumbent received a raise	No Change	No Change	No Change
Senior Associate Dean and LSU Hospital CMO (created 1/1/2010)		January 1, 2010 current incumbent hired at a salary of $200,000	No Change	No Change

5.i. A cost performance analysis

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with NACUBO guidelines

Expenditures by Function:	Amount	% of Total
Instruction	$32,532,352	7.9%
Research	$19,711,238	4.8%
Public Service	$2,135,875	0.5%
Academic Support**	$6,667,996	1.6%
Student Services	$1,158,566	0.3%
Institutional Services	$18,385,082	4.5%
Scholarships/Fellowships	$558,931	0.1%
Plant Operations/Maintenance	$5,619,870	1.4%
Total E&G Expenditures	$86,769,880	21.0%
Hospital	$325,067,318	78.8%
Transfers out of agency	$-	0.0%
Athletics	$-	0.0%
Other	$493,107	0.1%
Total Expenditures	$412,330,305	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the US Department of Education

Not applicable to LSUHSC-S; measure applies to first-time, full-time undergraduates which LSUHSC-S does not enroll.

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges

Not applicable to LSUHSC-S

iv. Average cost per degree awarded in most recent academic year
Not applicable to LSUHSC-S

v. Average cost per non-completer in the most recent academic year

Not applicable to LSUHSC-S

vi. All expenditures of the institution for that year most recent academic year

$559,603,123

APPENDIX 1

GRAD Act Reporting System Report: School of Medicine

Board of Regents' GRAD Act Annual Report
Transaction Summary

Institution: L.S.U. HSC - Shrv - Medicine
Year: 2013

The following changes have been posted:

Institution Profile:

Name	Jeffrey D. Howells
Title	Director of Institutional Planning
e-mail	jhowel1@lsuhsc.edu
Phone	(318)675-8152
Submission Year	2013

Data:	**Baseline Year 1**	**Year 2**	**Current Year 3**
Student Success			
a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.			
i. 1st to 2nd year retention			
a. Cohort		118	118
Retained		113	114
Rate		95.8%	96.6%
B. Cohort (All Degree-seeking)			
Retained			
Rate			
ii. 1st to 3rd year retention			
Cohort			
Retained			
Rate			
iii. Fall to spring retention			
Cohort			
Retained			
Rate			
iv. Same institution graduation rate			
Total revised cohort		102	108
Completers		97	104
Rate		95.1%	96.3%
v. Graduation Productivity			
Undergraduate completers			
Annual undergraduate FTE			
Rate			
Vi. Award productivity			
Undergraduate awards			
Annual undergraduate FTE			

Rate
Vii. Statewide graduation rate
Total cohort
Statewide completers
Rate
Viii. Percent of freshmen admitted by exception
Total cohort by semester
Fall
Winter
Spring
Summer
Admitted by exception
Fall
Winter
Spring
Summer
Rate
Fall
Winter
Spring
Summer
ix. Median professional entrance exam score

b. Increase percentage of program completers at all levels

i. Number of completers by level
Certificates
% Change
Diplomas
% Change
Associates
% Change
Post-associates
% Change
Bachelors
% Change
Post-bachelors
% Change
Master
% Change
Post-masters
% Change
Doctoral
% Change
Post-doctoral
% Change
Professional 112 109
% Change
Post-professional
% Change
Specialist
% Change
Graduate certificate
% Change

c. Develop partnerships with high schools to prepare students for postsecondary education

i. Number of high school students enrolled by semester
Fall
Winter

Spring
Summer

ii. Number of semester credit hours in which high school students enroll
Fall
Winter
Spring
Summer

iii. Number of semester credit hours completed by high school students enrolled
Fall
Winter
Spring
Summer

d. Increase passage rates on licensure and certification exams and workforce foundational skills

i. Passage rates on licensure exams
a. Passage rates on licensure/certification exams
Number of graduates who took licensure exam
Number of graduates who passed licensure exam
Institutional passage rate
State or national passage rate
Institutional passage rate/state or national passage rate
b. Passage rate on licensure exam in Education
Number of students who took the PRAXIS exam
Number of students who passed the PRAXIS exam
PRAXIS passage rate
c. Passage rate on licensure exam in Nursing(PN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam
NCLEX passage rate
d. Passage rate on licensure exam in Nursing(RN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam
NCLEX passage rate

ii. Number of students receiving certifications
Report using Attachment B, Appendix 2.

iii. Number of students receiving WorkKeys Certificates
Number of students who took WorkKeys assessment
Number of students who earned Bronze certificate
Number of students who earned Silver certificate
Number of students who earned Gold certificate
Number of students who earned Platinum certificate
Total Number of students who earned WorkKeys certificate

WorkKeys certificate passage rate

Articulation and Transfer

a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

i. 1st to 2nd year retention rate of transfer students
   a. Transfer student cohort(Baccalaureate-seeking)
      Transfer students retained
      Transfer student retention rate
      Transfer student cohort(ALL degree-seeking)
      Transfer students retained
      Transfer student retention rate
   b. Transfer student cohort(Full-time, Baccalaureate-seeking, Sophomore or above)
      Transfer students retained
      Transfer student retention rate

ii. Baccalaureate completers who began as transfer students

iii. Percent of transfer students admitted by exception
   Total transfer cohort by semester
      Summer
      Fall
      Winter
      Spring
   Admitted by Exception
      Summer
      Fall
      Winter
      Spring
   Percentage
      Summer
      Fall
      Winter
      Spring

b. Provide feedback on performance of associate degree recipients.

i. 1st to 2nd year retention rate of transfer students with an associate degree
   Number of enrolled students with an associate degree
   Number retained
   Retention rate

ii. Baccalaureate completers who began as transfer students with an associate Degree

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

i. Number of students referred

ii. Number of referred students enrolled

d. Collaboration in implementing articulation and transfer requirements.

i. Number of students enrolled in a transfer degree program

ii. Number of students completing a transfer degree

iii. 1st to 2nd year retention rate of transfer students with a transfer degree
   Number of enrolled students with a transfer degree

Number retained
Retention rate

iv. Baccalaureate completers who began as transfer students with a transfer Degree

Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

i. Number of programs eliminated	0	0
ii. Number of programs modified or added	0	0
iii. Percent of programs aligned with workforce and economic development needs		
Number of program offerings	1	1
Number of programs aligned with workforce	1	1
Percentage	100.0%	100.0%

b. Increase use of technology for distance learning.

i. Number of course sections with instruction through distance education		
50%	0	0
100%	0	0
ii. Number of students enrolled in sections with instruction through distance education		
50%	0	0
100%	0	0
iii. Number of programs offered through 100% distance education by level		
Certificates	0	0
Diplomas	0	0
Associates	0	0
Post-Associates	0	0
Bachelors	0	0
Post-Bachelors	0	0
Masters	0	0
Post-Masters	0	0
Doctoral	0	0
Post-Doctoral	0	0
Professional	0	0
Post-Professional	0	0
Specialist	0	0
Graduate Certificate	0	0
Total	0	0

c. Increase research productivity consistent with peers.

i. Percent of research/instructional faculty holding active research/development grants
Submit supplemental breakdown as an addendum to the GRAD Act Report.
Number (FTE) of research/instructional faculty
Number (FTE) of research/instructional faculty holding active research/development grants/contracts
Percent

ii. Percent of research/instructional faculty holding active research/development grants in Louisiana's key economic development industries
Submit as an addendum to the GRAD Act Report.

iii. Research and development expenditures, reporting annually, based on a five-year rolling average
a. Dollar amount of research/development expenditures
Submit as an addendum to the GRAD Act Report.
b. Dollar amount of research/development expenditures per instructional faculty member
Dollar amount of research/development expenditures

Number (FTE) of research/instructional faculty (including Professor, Assistant Professor, and Associate Professor)
Dollar amount per FTE

iv. Dollar amount of research/development expenditures in Louisiana's key economic development industries
Submit as an addendum to the GRAD Act Report.

v. Total number of intellectual property measures
Submit supplemental breakdown as an addendum to the GRAD Act Report.

vi. Direct federal research grants and contracts (%peer ranking) 82

d. Increase the number of students placed in jobs and success of associate degree recipients at higher award levels.

Number of graduates	112	109
iii. Placement rate of graduates		
Number of graduates placed in jobs	112	108
Rate	100.0%	99.1%
iv. Placement into postgraduate training		
Number of graduates placed in postgraduate training	112	108
Rate	100.0%	99.1%

Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings.

i. Number of remedial course sections offered
ii. Number of students enrolled in remedial courses

b. Eliminate associate degree programs offered.

i. Number of associate degree programs offered
ii. Number of students enrolled in associate degree programs

c. Increase nonresident tuition amounts.

i. Tuition and fees charged to non-resident students compared to peers

Total tuition and fees charged to non-resident students	27630	35449
Actual peer non-resident tuition/fee amount	41763	47254
Calculated difference	(14133)	(11805)

d. Designate centers of excellence as defined by the Board of Regents.

i. Percent of eligible programs that are currently discipline accredited.
Number of programs with mandatory or recommended accreditation
Number of programs that are discipline accredited
Percent

Reporting Requirements

a. Number of students by classification

Headcount by classification				
Undergraduate				
Graduate				
Total	0	0	0	0
Budgeted FTE by classification				
Undergraduate				
Graduate				

Total	0	0	0	0

b. Instructional Staff Members

Headcount

FTE

c. Average class student-to-instructor ratio

Undergraduate Headcount

Undergradate level sections

Ratio

d. Average number of students per instructor

e. Number of non-instructional staff members in academic colleges and departments

Submit as an addendum to the GRAD Act Report.

f. Number of staff members in administrative areas

Submit as an addendum to the GRAD Act Report.

Return to List

APPENDIX 2

GRAD Act Reporting System Report: School of Allied Health Professions

Board of Regents' GRAD Act Annual Report
Transaction Summary

Institution: L.S.U. HSC - Shrv - Allied Health
Year: 2013

The following changes have been posted:

Institution Profile:

Name	Jeffrey D. Howells
Title	Director of Institutional Planning
e-mail	jhowel1@lsuhsc.edu
Phone	(318)675-8152
Submission Year	2013

Data:	**Baseline Year 1**	**Year 2**	**Current Year 3**
Student Success			
a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.			
i. 1st to 2nd year retention			
a. Cohort		151	145
Retained		139	135
Rate		92.1%	93.1%
B. Cohort (All Degree-seeking)			
Retained			
Rate			
ii. 1st to 3rd year retention			
Cohort			
Retained			
Rate			
iii. Fall to spring retention			
Cohort			
Retained			
Rate			
iv. Same institution graduation rate			
Total revised cohort		118	123
Completers		103	116
Rate		87.3%	94.3%
v. Graduation Productivity			
Undergraduate completers			
Annual undergraduate FTE			
Rate			
Vi. Award productivity			
Undergraduate awards			
Annual undergraduate FTE			

Rate

vii. Statewide graduation rate

Total cohort

Statewide completers

Rate

viii. Percent of freshmen admitted by exception

Total cohort by semester

Fall

Winter

Spring

Summer

Admitted by exception

Fall

Winter

Spring

Summer

Rate

Fall

Winter

Spring

Summer

ix. Median professional entrance exam score

b. Increase percentage of program completers at all levels

i. Number of completers by level

Certificates		
% Change		
Diplomas		
% Change		
Associates		
% Change		
Post-associates		
% Change		
Bachelors	52	56
% Change		
Post-bachelors		
% Change		
Master	31	31
% Change		
Post-masters		
% Change		
Doctoral		
% Change		
Post-doctoral		
% Change		
Professional	37	35
% Change		
Post-professional		
% Change		
Specialist		
% Change		
Graduate certificate		
% Change		

c. Develop partnerships with high schools to prepare students for postsecondary education

i. Number of high school students enrolled by semester

Fall

Winter

Spring
Summer

ii. Number of semester credit hours in which high school students enroll
Fall
Winter
Spring
Summer

iii. Number of semester credit hours completed by high school students enrolled
Fall
Winter
Spring
Summer

d. Increase passage rates on licensure and certification exams and workforce foundational skills

i. Passage rates on licensure exams
a. Passage rates on licensure/certification exams
Number of graduates who took licensure exam
Number of graduates who passed licensure exam
Institutional passage rate
State or national passage rate
Institutional passage rate/state or national passage rate
b. Passage rate on licensure exam in Education
Number of students who took the PRAXIS exam
Number of students who passed the PRAXIS exam
PRAXIS passage rate
c. Passage rate on licensure exam in Nursing(PN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam
NCLEX passage rate
d. Passage rate on licensure exam in Nursing(RN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam
NCLEX passage rate

ii. Number of students receiving certifications
Report using Attachment B, Appendix 2.

iii. Number of students receiving WorkKeys Certificates
Number of students who took WorkKeys assessment
Number of students who earned Bronze certificate
Number of students who earned Silver certificate
Number of students who earned Gold certificate
Number of students who earned Platinum certificate
Total Number of students who earned WorkKeys certificate

WorkKeys certificate passage rate

Articulation and Transfer

a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

i. 1st to 2nd year retention rate of transfer students
   a. Transfer student cohort(Baccalaureate-seeking)
      Transfer students retained
      Transfer student retention rate
      Transfer student cohort(ALL degree-seeking)
      Transfer students retained
      Transfer student retention rate
   b. Transfer student cohort(Full-time, Baccalaureate-seeking, Sophomore or above)
      Transfer students retained
      Transfer student retention rate

ii. Baccalaureate completers who began as transfer students

iii. Percent of transfer students admitted by exception
   Total transfer cohort by semester
      Summer
      Fall
      Winter
      Spring
   Admitted by Exception
      Summer
      Fall
      Winter
      Spring
   Percentage
      Summer
      Fall
      Winter
      Spring

b. Provide feedback on performance of associate degree recipients.

i. 1st to 2nd year retention rate of transfer students with an associate degree
   Number of enrolled students with an associate degree
   Number retained
   Retention rate

ii. Baccalaureate completers who began as transfer students with an associate Degree

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

i. Number of students referred

ii. Number of referred students enrolled

d. Collaboration in implementing articulation and transfer requirements.

i. Number of students enrolled in a transfer degree program

ii. Number of students completing a transfer degree

iii. 1st to 2nd year retention rate of transfer students with a transfer degree
   Number of enrolled students with a transfer degree

Number retained
Retention rate

iv. Baccalaureate completers who began as transfer students with a transfer Degree

Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

i.	Number of programs eliminated	0	0
ii.	Number of programs modified or added	1	0
iii.	Percent of programs aligned with workforce and economic development needs		
	Number of program offerings	7	7
	Number of programs aligned with workforce	7	7
	Percentage	100.0%	100.0%

b. Increase use of technology for distance learning.

i.	Number of course sections with instruction through distance education		
	50%	0	0
	100%	0	0
ii.	Number of students enrolled in sections with instruction through distance education		
	50%	0	0
	100%	0	0
iii.	Number of programs offered through 100% distance education by level		
	Certificates	0	0
	Diplomas	0	0
	Associates	0	0
	Post-Associates	0	0
	Bachelors	0	0
	Post-Bachelors	0	0
	Masters	0	0
	Post-Masters	0	0
	Doctoral	0	0
	Post-Doctoral	0	0
	Professional	0	0
	Post-Professional	0	0
	Specialist	0	0
	Graduate Certificate	0	0
	Total	0	0

c. Increase research productivity consistent with peers.

i. Percent of research/instructional faculty holding active research/development grants
Submit supplemental breakdown as an addendum to the GRAD Act Report.
Number (FTE) of research/instructional faculty
Number (FTE) of research/instructional faculty holding active research/development grants/contracts
Percent

ii. Percent of research/instructional faculty holding active research/development grants in Louisiana's key economic development industries
Submit as an addendum to the GRAD Act Report.

iii. Research and development expenditures, reporting annually, based on a five-year rolling average
a. Dollar amount of research/development expenditures
Submit as an addendum to the GRAD Act Report.
b. Dollar amount of research/development expenditures per instructional faculty member
Dollar amount of research/development expenditures

Number (FTE) of research/instructional faculty (including Professor, Assistant Professor, and Associate Professor)
Dollar amount per FTE

iv. Dollar amount of research/development expenditures in Louisiana's key economic development industries
Submit as an addendum to the GRAD Act Report.

v. Total number of intellectual property measures
Submit supplemental breakdown as an addendum to the GRAD Act Report.

vi. Direct federal research grants and contracts (%peer ranking)

d. Increase the number of students placed in jobs and success of associate degree recipients at higher award levels.

Number of graduates	120	118
iii. Placement rate of graduates		
Number of graduates placed in jobs	119	118
Rate	99.2%	100.0%
iv. Placement into postgraduate training		
Number of graduates placed in postgraduate training		
Rate		

Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings.

i. Number of remedial course sections offered

ii. Number of students enrolled in remedial courses

b. Eliminate associate degree programs offered.

i. Number of associate degree programs offered

ii. Number of students enrolled in associate degree programs

c. Increase nonresident tuition amounts.

i. Tuition and fees charged to non-resident students compared to peers

Total tuition and fees charged to non-resident students	12228
Actual peer non-resident tuition/fee amount	19249
Calculated difference	(7021)

d. Designate centers of excellence as defined by the Board of Regents.

i. Percent of eligible programs that are currently discipline accredited.
Number of programs with mandatory or recommended accreditation
Number of programs that are discipline accredited
Percent

Reporting Requirements

a. Number of students by classification

Headcount by classification				
Undergraduate				
Graduate				
Total	0	0	0	0
Budgeted FTE by classification				
Undergraduate				
Graduate				

Total	0	0	0	0

b. Instructional Staff Members

Headcount

FTE

c. Average class student-to-instructor ratio

Undergraduate Headcount

Undergradate level sections

Ratio

d. Average number of students per instructor

e. Number of non-instructional staff members in academic colleges and departments

Submit as an addendum to the GRAD Act Report.

f. Number of staff members in administrative areas

Submit as an addendum to the GRAD Act Report.

Return to List

APPENDIX 3

GRAD Act Reporting System Report: School of Graduate Studies

Board of Regents' GRAD Act Annual Report
Transaction Summary

Institution: L.S.U. HSC - Shrv - Graduate Studies
Year: 2013

The following changes have been posted:

Institution Profile:

Name	Jeffrey D. Howells
Title	Director of Institutional Planning
e-mail	jhowel1@lsuhsc.edu
Phone	(318)675-8152
Submission Year	2013

Data:	**Baseline**	**Year 1**	**Year 2**	**Current Year 3**
Student Success				
a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.				
i. 1st to 2nd year retention				
a. Cohort				13 21
Retained				7 16
Rate				53.8% 76.2%
B. Cohort (All Degree-seeking)				
Retained				
Rate				
ii. 1st to 3rd year retention				
Cohort				
Retained				
Rate				
iii. Fall to spring retention				
Cohort				
Retained				
Rate				
iv. Same institution graduation rate				
Total revised cohort				
Completers				
Rate				

v. Graduation Productivity
  Undergraduate completers
  Annual undergraduate FTE
  Rate
Vi. Award productivity
  Undergraduate awards
  Annual undergraduate FTE
  Rate
Vii. Statewide graduation rate
  Total cohort
  Statewide completers
  Rate
Viii. Percent of freshmen admitted by exception
  Total cohort by semester
    Fall
    Winter
    Spring
    Summer
  Admitted by exception
    Fall
    Winter
    Spring
    Summer
  Rate
    Fall
    Winter
    Spring
    Summer
ix. Median professional entrance exam score

b. Increase percentage of program completers at all levels

i. Number of completers by level

Certificates		
% Change		
Diplomas		
% Change		
Associates		
% Change		
Post-associates		
% Change		
Bachelors		
% Change		
Post-bachelors		
% Change		
Master	1	5
% Change		
Post-masters		
% Change		
Doctoral	10	16
% Change		

Post-doctoral
% Change
Professional
% Change
Post-professional
% Change
Specialist
% Change
Graduate certificate
% Change

c. Develop partnerships with high schools to prepare students for postsecondary education

i. Number of high school students enrolled by semester
Fall
Winter
Spring
Summer

ii. Number of semester credit hours in which high school students enroll
Fall
Winter
Spring
Summer

iii. Number of semester credit hours completed by high school students enrolled
Fall
Winter
Spring
Summer

d. Increase passage rates on licensure and certification exams and workforce foundational skills

i. Passage rates on licensure exams
a. Passage rates on licensure/certification exams
Number of graduates who took licensure exam
Number of graduates who passed licensure exam
Institutional passage rate
State or national passage rate
Institutional passage rate/state or national passage rate
b. Passage rate on licensure exam in Education
Number of students who took the PRAXIS exam
Number of students who passed the PRAXIS exam
PRAXIS passage rate
c. Passage rate on licensure exam in Nursing(PN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam

NCLEX passage rate
d. Passage rate on licensure exam in Nursing(RN)
Number of students who took the NCLEX exam
Number of students who passed the NCLEX exam
NCLEX passage rate
ii. Number of students receiving certifications
Report using Attachment B, Appendix 2.
iii. Number of students receiving WorkKeys Certificates
Number of students who took WorkKeys assessment
Number of students who earned Bronze certificate
Number of students who earned Silver certificate
Number of students who earned Gold certificate
Number of students who earned Platinum certificate
Total Number of students who earned WorkKeys certificate
WorkKeys certificate passage rate

Articulation and Transfer

a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

i. 1st to 2nd year retention rate of transfer students
a. Transfer student cohort(Baccalaureate-seeking)
Transfer students retained
Transfer student retention rate
Transfer student cohort(ALL degree-seeking)
Transfer students retained
Transfer student retention rate
b. Transfer student cohort(Full-time, Baccalaureate-seeking, Sophomore or above)
Transfer students retained
Transfer student retention rate
ii. Baccalaureate completers who began as transfer students
iii. Percent of transfer students admitted by exception
Total transfer cohort by semester
Summer
Fall
Winter
Spring
Admitted by Exception
Summer

Fall
Winter
Spring
Percentage
Summer
Fall
Winter
Spring

b. Provide feedback on performance of associate degree recipients.

i. 1st to 2nd year retention rate of transfer students with an associate degree
Number of enrolled students with an associate degree
Number retained
Retention rate

ii. Baccalaureate completers who began as transfer students with an associate Degree

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

i. Number of students referred
ii. Number of referred students enrolled

d. Collaboration in implementing articulation and transfer requirements.

i. Number of students enrolled in a transfer degree program
ii. Number of students completing a transfer degree
iii. 1st to 2nd year retention rate of transfer students with a transfer degree
Number of enrolled students with a transfer degree
Number retained
Retention rate

iv. Baccalaureate completers who began as transfer students with a transfer Degree

Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

i. Number of programs eliminated	0	0
ii. Number of programs modified or added	0	5
iii. Percent of programs aligned with workforce and economic development needs		
Number of program offerings	10	6
Number of programs aligned with workforce	10	6
Percentage	100.0%	100.0%

b. Increase use of technology for distance learning.

i. Number of course sections with instruction through distance education		
50%	0	
100%	0	1
ii. Number of students enrolled in sections with instruction through distance education		

50%	0	
100%	0	11

iii. Number of programs offered through 100% distance education by level

Certificates	0
Diplomas	0
Associates	0
Post-Associates	0
Bachelors	0
Post-Bachelors	0
Masters	0
Post-Masters	0
Doctoral	0
Post-Doctoral	0
Professional	0
Post-Professional	0
Specialist	0
Graduate Certificate	0
Total	0

c. Increase research productivity consistent with peers.

i. Percent of research/instructional faculty holding active research/development grants

Submit supplemental breakdown as an addendum to the GRAD Act Report.

Number (FTE) of research/instructional faculty

Number (FTE) of research/instructional faculty holding active research/development grants/contracts

Percent

ii. Percent of research/instructional faculty holding active research/development grants in Louisiana's key economic development industries

Submit as an addendum to the GRAD Act Report.

iii. Research and development expenditures, reporting annually, based on a five-year rolling average

a. Dollar amount of research/development expenditures

Submit as an addendum to the GRAD Act Report.

b. Dollar amount of research/development expenditures per instructional faculty member

Dollar amount of research/development expenditures

Number (FTE) of research/instructional faculty (including Professor, Assistant Professor, and Associate Professor)

Dollar amount per FTE

iv. Dollar amount of research/development expenditures in Louisiana's key economic development industries

Submit as an addendum to the GRAD Act Report.

v. Total number of intellectual property measures
Submit supplemental breakdown as an addendum to the GRAD Act Report.
vi. Direct federal research grants and contracts (%peer ranking)

d. Increase the number of students placed in jobs and success of associate degree recipients at higher award levels.

Number of graduates	11	18
iii. Placement rate of graduates		
Number of graduates placed in jobs	10	18
Rate	90.9%	100.0%
iv. Placement into postgraduate training		
Number of graduates placed in postgraduate training	9	14
Rate	81.8%	77.8%

Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings.

i. Number of remedial course sections offered
ii. Number of students enrolled in remedial courses

b. Eliminate associate degree programs offered.

i. Number of associate degree programs offered
ii. Number of students enrolled in associate degree programs

c. Increase nonresident tuition amounts.

i. Tuition and fees charged to non-resident students compared to peers

Total tuition and fees charged to non-resident students	7521	9328
Actual peer non-resident tuition/fee amount	15570	17786
Calculated difference	(8049)	(8458)

d. Designate centers of excellence as defined by the Board of Regents.

i. Percent of eligible programs that are currently discipline accredited.
Number of programs with mandatory or recommended accreditation
Number of programs that are discipline accredited
Percent

Reporting Requirements

a. Number of students by classification

Headcount by classification				
Undergraduate				
Graduate				
Total	0	0	0	0
Budgeted FTE by classification				
Undergraduate				

Graduate				
Total	0	0	0	0

b. Instructional Staff Members

Headcount
FTE

c. Average class student-to-instructor ratio

Undergraduate Headcount
Undergradate level sections
Ratio

d. Average number of students per instructor

e. Number of non-instructional staff members in academic colleges and departments

Submit as an addendum to the GRAD Act Report.

f. Number of staff members in administrative areas

Submit as an addendum to the GRAD Act Report.

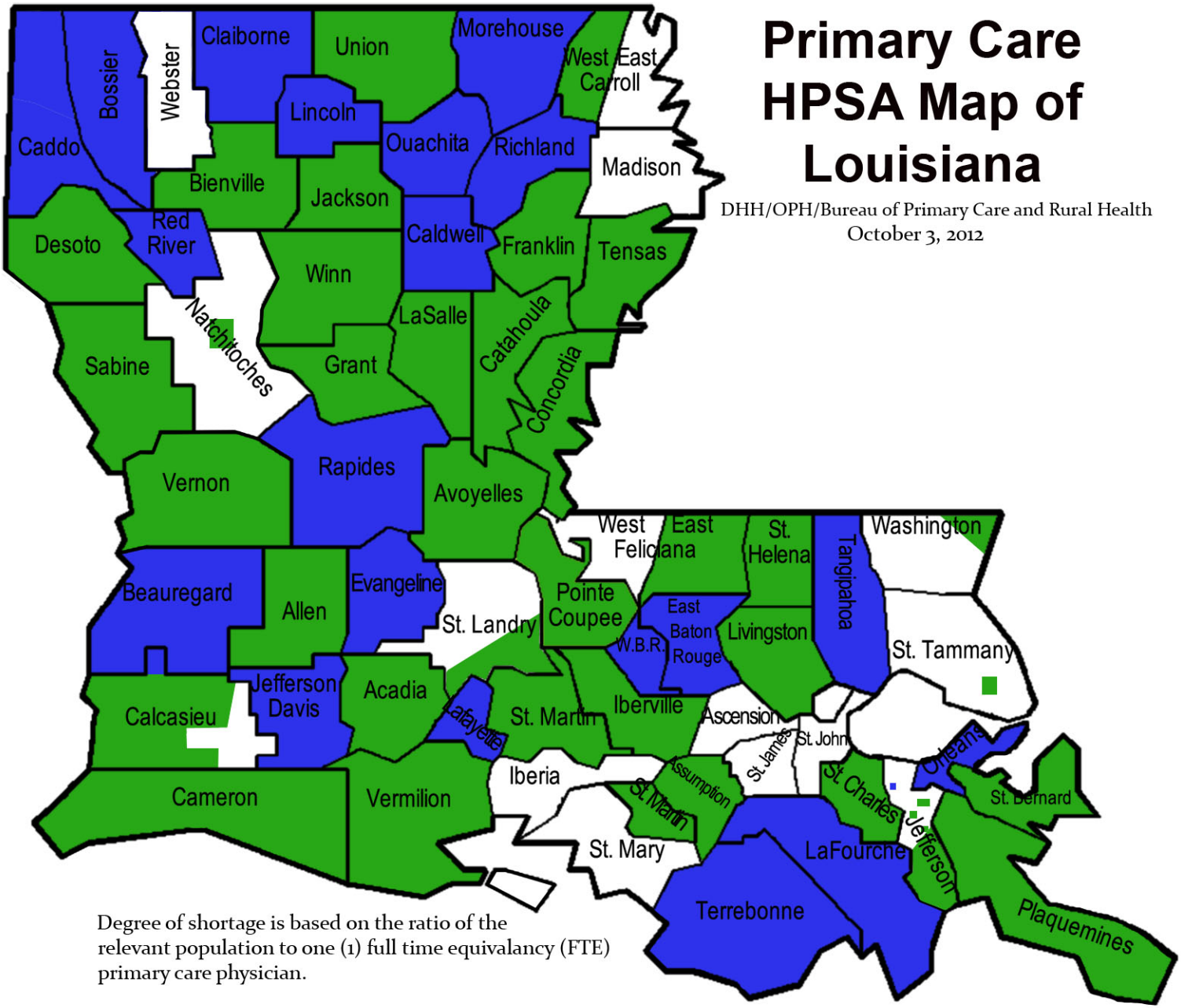
Return to List

APPENDIX 4

Health Professional Shortage Area (HPSA) Map – Primary Care Designations

Primary Care HPSA Map of Louisiana

DHH/OPH/Bureau of Primary Care and Rural Health
October 3, 2012



Degree of shortage is based on the ratio of the relevant population to one (1) full time equivalancy (FTE) primary care physician.

HPSA Designations Legend:

- Geographic Designation
- Low-Income Population Designation
- Pending Designation

APPENDIX 5

Association of American Medical Colleges (AAMC) Medical School Missions Management Tool – Graduates Practicing in State and in Underserved Areas

TABLE 1 Graduate a Workforce that Will Address the Priority Health Needs of the Nation

Louisiana State University School of Medicine in Shreveport

Benchmarked against All Medical Schools

Percentile	Areas of Practice for Graduates from 1998 through 2002					Areas of Estimated Practice for Graduates from 2009 through 2011		
	Total Graduates	Percent in Primary Care Medicine	Percent Practicing In-state	Percent Practicing in Rural Areas	Percent Practicing in Underserved Areas	Total Graduates Entering Post-Graduate Training	Percent in Family Medicine	Percent in Primary Care
					35.6%			
90	969	37.7%	53.3%	16.9%	25.8%	586	14.7%	33.1%
			46.6%	16.7%				
80	830	33.8%	44.7%	12.8%	20.9%	501	12.4%	30.7%
70	755	31.0%	39.6%	11.4%	18.9%	459	10.1%	27.6%
							10.0%	26.0%
60	704	29.8%	37.3%	9.2%	17.7%	427	8.7%	25.8%
		29.2%						
50	634	28.9%	34.1%	7.6%	16.1%	402	7.9%	24.6%
40	536	27.1%	28.5%	6.0%	15.1%	341	7.0%	23.0%
						319		
30	493	24.8%	24.6%	4.9%	14.1%	295	5.9%	21.2%
	476							
20	445	22.7%	17.3%	4.1%	12.9%	272	4.5%	19.8%
10	306	19.0%	11.5%	3.2%	11.4%	194	2.6%	16.4%
Mean	638	28.4%	32.3%	9.1%	18.1%	392	8.4%	24.8%
Valid N	124	124	124	124	124	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; American Medical Association Physician Masterfile; GME Track System

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at hsondheimer@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 5 through 10).

APPENDIX 6

Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey FY2011

Name of Institution	Type of Institution	Year Program Started	2011 Licensing FTE	2011 Total Research Expenditures	2009-2011 Cumulative Total Research Expenditures	2011 Licenses and Options Executed	Cumulative Active Licenses	2011 Startups	2011 Disclosures	2009-2011 Cumulative Disclosures	2011 U.S. Patents Issued	2011 New Patent Applications	2011 Adjusted Gross Income	2009-2011 Cumulative Adjusted Gross Income	2011 License Income Received	2011 License Income Received - Running Royalties
Albert Einstein College of Med/Yeshiva University	5U	1985	4.00	183,514,082	478,641,149	13	NA	1	48	153	14	34	4,356,987	13,731,681	4,356,987	180,590
Arizona State University	5U	1985	9.00	355,214,540	938,566,443	72	140	10	170	521	18	93	1,048,714	4,453,404	1,059,372	62,070
Auburn University	5U	1988	3.00	163,335,000	452,104,000	20	67	3	64	256	17	75	628,909	2,092,495	630,334	31,553
Baylor College of Medicine	5U	1983	5.00	373,381,000	1,082,419,000	47	646	2	83	237	12	21	9,925,000	27,219,000	9,925,000	6,870,000
Baylor University Beth Israel Deaconess	5U	2009	0.50	12,343,000	NA	1	3	0	8	NA			0	NA	0	0
Medical Center	4HRI	1997	4.50	243,644,000	663,025,000	22	176	3	87	263	16	38	2,862,027	9,811,981	2,865,461	520,357
Boise State University	5U	2009	1.00	24,204,099	54,889,480	12	17	0	23	44	7	8	500	6,500	500	0
Boston College	5U	2005	1.00	42,075,693	NA	3	5	2	20	NA	4	34	41,316	NA	41,316	0
Boston University/Boston Medical Center	5U	1976	6.75	NA	NA	9	164	2	31	186	15	62	935,152	3,911,181	1,081,568	730,141
Bowling Green State University	5U	2001	1.00	8,021,973	24,376,972	0	4	0	2	23	5	10	2,290	19,125	2,290	525
Brigham & Women's Hospital Inc.	4HRI	1986	12.00	622,157,000	1,644,497,000	60	271	8	156	450	23	87	13,770,087	44,216,128	16,369,493	3,858,255
Brigham Young University	5U	1986	4.00	31,443,918	87,246,139	41	233	4	112	388	3	59	3,379,299	10,124,004	3,442,516	1,770,959
California Inst. of Technology	5U	1978	6.00	498,688,951	1,524,601,879	55	151	10	336	1,458	132	524	28,937,246	125,976,461	29,043,617	4,204,684
Carnegie Mellon University	5U	1992	5.00	251,241,000	717,719,000	69	354	10	145	364	30	56	4,927,455	19,041,362	4,965,856	3,040,071
Case Western Reserve University	5U	1986	6.25	335,151,000	1,002,805,000	37	274	4	181	545	24	77	6,303,230	36,918,460	6,303,230	NA
Cedars-Sinai Medical Center	4HRI	1991	1.00	96,107,436	262,697,666	4	36	0	43	113	15	44	13,817,316	40,621,979	13,817,316	13,485,985
Children's Hospital Boston	4HRI	1991	5.00	258,114,896	686,554,899	18	303	2	134	379	32	44	7,517,132	31,864,818	10,571,051	9,024,791
Children's Hospital Oakland Research Inst.	4HRI	2001	1.00	53,409,062	142,655,374	4	31	0	14	39	7	5	167,925	448,612	167,925	32,075
Children's Hospital of Philadelphia	4HRI	1991	1.00	190,107,671	611,481,671	12	35	1	56	155	5	81	576,955	1,083,241	576,955	340,459
Children's Hospital, Cincinnati	4HRI	1997	3.50	307,330,253	833,263,936	10	127	1	118	299	11	20	2,474,799	12,770,614	2,574,597	1,751,784
City of Hope National Medical Center & Beckman Research	4HRI	1986	4.00	271,987,000	796,793,847	6	48		52	115	12	27	200,390,266	598,292,924	200,390,266	NA
Clemson University	5U	1987	3.00	91,969,027	420,230,611	10	55	2	124	283	22	9	937,274	4,839,178	937,274	731,024
Cleveland Clinic	4HRI	1989	13.50	258,000,000	734,426,000	32	251	6	210	622	30	156	12,657,237	55,462,231	12,948,329	5,196,272
Colorado School of Mines	5U	2005	1.00	46,700,070	NA	7	26	2	24	NA	4	16	120,000	NA	120,000	NA
Colorado State University	5U	1970	3.50	330,783,824	945,399,658	31	126	5	115	333	17	36	1,290,205	5,114,652	1,311,129	1,235,567
Columbia University	5U	1982	13.00	714,343,087	1,981,051,637	76	NA	15	335	970	88	212	100,746,125	316,789,887	146,319,455	130,706,418
Cornell University	5U	1979	11.00	795,968,323	2,247,643,862	162	883	10	367	1,037	82	174	8,037,146	23,377,951	8,503,975	4,442,996
Dana-Farber Cancer Inst.	4HRI	1981	6.00	286,892,056	778,642,077	37	406	3	87	246	20	29	6,751,365	18,045,444	7,218,137	4,067,479
Dartmouth College	5U	1985	2.00	129,009,772	418,918,701	6	122	2	56	170	21	39	6,432,580	10,526,389	6,474,957	297,262
Drexel University	5U	1995	3.00	114,859,517	332,509,517	14	70	2	100	338	24	55	157,307	481,478	292,827	3,617
Duke University	5U	1986	10.40	854,368,058	2,391,164,478	102	743	5	253	659	52	111	24,299,527	68,544,682	24,481,478	16,842,656
Duquesne University	5U	1999	NA	15,243,000	NA	1	2	1	9	NA	5	6	0	NA	0	0

Name of Institution	Type of Institution	Year Program Started	2011 Licensing FTE	2011 Total Research Expenditures	2009-2011 Cumulative Total Research Expenditures	2011 Licenses and Options Executed	Cumulative Active Licenses	2011 Startups	2011 Disclosures	2009-2011 Cumulative Disclosures	2011 U.S. Patents Issued	2011 New Patent Applications	2011 Adjusted Gross Income	2009-2011 Cumulative Adjusted Gross Income	2011 License Income Received	2011 License Income Received - Running Royalties
East Carolina University	5U	1995	4.00	28,995,000	77,167,000	1	19	0	16	41	4	8	557,354	1,689,345	557,354	102,101
Eastern Virginia Medical School	5U	1999	1.00	36,569,000	117,667,000	3	22	1	7	34	0	22	15,000	2,504,313	15,000	0
Emory University	5U	1985	8.00	496,433,864	1,363,114,293	48	215	6	237	633	16	133	15,467,721	44,765,861	15,899,109	14,309,173
Florida International University	5U	NA	0.50	84,162,535	235,535,638	0	4	0	15	55	3	5	12,351	77,112	12,351	12,351
Florida State University	5U	1996	4.00	206,964,109	623,479,915	10	69	4	64	154	36	48	1,465,482	3,972,847	1,467,981	1,456,471
Fox Chase Cancer Center	4HRI	1984	2.00	83,740,552	NA	20	151	0	53	NA	5	29	1,204,711	NA	1,211,000	455,398
Fred Hutchinson Cancer Res. Center	4HRI	1988	4.50	351,701,000	963,430,000	18	164	0	46	118	4	14	10,069,630	31,757,293	13,196,456	12,629,123
George Mason University	5U	1996	1.85	91,556,982	292,008,153	6	NA	4	46	162	29	76	113,372	360,048	123,372	43,372
Georgetown University	5U	1993	5.00	460,937,804	927,356,217	14	129	2	55	158	11	70	7,935,382	25,164,555	7,996,668	7,773,918
Georgia Health Sciences University	5U	2001	1.00	73,485,693	NA	6	33	1	37		0	9	139,840	NA	148,090	42,736
Georgia Inst. of Technology	5U	1990	6.00	714,760,299	1,939,775,500	78	404	5	384	1,134	79	246	3,889,434	8,578,914	3,894,370	487,432
H Lee Moffitt Cancer Ctr & Res Inst.	4HRI	2004	3.00	131,821,651	380,404,890	19	23	1	56	118	6	42	197,033	555,166	216,135	2,827
Harvard University	5U	1977	11.50	833,200,000	2,307,774,000	85	528	9	351	929	60	213	12,460,274	33,430,873	13,811,527	4,989,782
Idaho State University	5U	2011		18,195,432	N.A.	0	0	0	3	0	0	1	0	0	0	0
Indiana University (ARTI)	5U	1991	7.50	454,075,880	1,308,187,477	39	272	7	175	460	18	98	11,088,283	30,616,481	11,125,616	2,848,102
Iowa State University	5U	1935	7.00	300,393,610	834,672,610	46	348	2	106	312	25	42	11,272,434	29,453,017	11,307,534	11,209,026
Johns Hopkins University	5U	1973	11.33	1,517,905,000	4,223,196,445	159	618	11	409	1,116	58	577	14,337,716	37,309,315	15,285,555	5,134,152
Johns Hopkins University Applied Physics Laboratory	5U	1999	4.00	1,076,699,823	3,097,361,471	26	126	1	247	499	13	50	1,404,556	3,888,465	1,404,556	921,203
Kansas State University Research Fdn.	5U	1942	3.35	124,587,415	347,024,656	6	47	0	34	85	4	26	1,562,758	4,540,840	1,562,758	1,287,281
Keck Graduate Inst. of Applied Life Sciences	4HRI	2009	0.00	1,500,000	NA	0	2	0	5	NA	NA	NA	100,000	NA	100,000	100,000
Kent State University	5U	1989	2.00	27,455,000	85,589,999	3	33	2	18	57	10	12	360,037	1,075,480	360,037	326,537
Lehigh University	5U	2004	1.00	43,584,269	131,203,069	NA	7	0	19	62	5	16	63,310	NA	63,310	43,310
Louisiana State University System	5U	1986	6.50	413,044,000	1,231,195,000	33	144	4	96	335	20	51	11,313,565	27,206,855	11,620,443	10,954,414
Louisiana Tech University	5U	2000	1.00	27,583,000	75,061,000	2	12	0	18	68	7	16	31,500	221,338	31,500	20,000
Loyola University of Chicago.	5U	NA	0.00	42,708,007	123,129,920	0	5	0	13	32	0	10	4,571,145	14,080,220	4,571,145	4,380,745
Massachusetts Inst. of Technology (MIT)	5U	1940	20.00	1,490,429,000	4,266,447,000	119	946	25	603	1,619	174	652	71,520,000	196,250,000	76,120,000	69,590,000
Mayo Fdn. for Medical Education and Research	4HRI	1986	14.82	595,000,000	1,690,000,000	64	646	3	290	1,006	45	91	27,716,531	71,542,712	28,318,039	19,016,883
Medical College of Wisconsin Research Fndtn	5U	1984	2.00	161,151,167	412,970,482	3	52	2	32	117	8	5	426,035	1,259,266	426,035	142,857
Medical University of South Carolina	5U	1994	1.25	201,076,102	537,384,668	11	28	2	50	135	7	11	431,242	1,054,417	431,242	188,490
Miami University	5U	NA	0.25	26,093,000	71,436,732	1	2	1	8	19	1	1	130,055	3,195,331	130,055	700
Michigan State University	5U	1992	6.00	356,765,036	1,161,322,036	40	364	1	110	355	38	43	3,466,295	11,452,756	3,615,627	3,078,867
Michigan Technological University	5U	1988	2.50	70,088,629	193,953,954	12	36	3	41	126	4	5	294,428	1,052,583	296,448	90,193

Name of Institution	Type of Institution	Year Program Started	2011 Licensing FTE	2011 Total Research Expenditures	2009-2011 Cumulative Total Research Expenditures	2011 Licenses and Options Executed	Cumulative Active Licenses	2011 Startups	2011 Disclosures	2009-2011 Cumulative Disclosures	2011 U.S. Patents Issued	2011 New Patent Applications	2011 Adjusted Gross Income	2009-2011 Cumulative Adjusted Gross Income	2011 License Income Received	2011 License Income Received - Running Royalties
Mississippi State University	5U	1995	2.00	226,070,000	674,681,000	12	52	5	44	146	3	12	336,436	1,046,863	336,436	269,936
Montana State University	5U	1980	2.50	102,767,291	310,680,676	44	200	0	18	66	8	18	227,342	789,740	227,342	130,467
Mount Sinai School of Medicine	5U	1991	4.80	362,742,541	1,055,130,105	10	112	0	62	222	13	27	21,557,176	58,325,741	25,919,937	18,689,409
National Jewish Health	4HRI	1994	1.00	70,150,811	193,192,319	6	117	0	24	77	5	9	200,058	537,895	200,058	92,078
New Jersey Inst. of Technology	5U	1990	3.00	100,491,000	285,700,000	24	209	3	63	223	31	32	267,917	1,223,299	267,917	0
New Mexico State University	5U	2011	1.00	119,795,451	368,089,021	3	12	1	7	13	2	5	21,982	144,460	21,982	NA
New York Blood Center	4HRI	1975	1.00	20,000,000	NA	2	15	0	11	NA	0	9	4,765,550	NA	4,765,550	4,362,350
New York University	5U	1989	5.00	430,752,000	1,105,530,000	36	334	9	167	420	64	88	142,087,040	433,324,495	142,202,157	140,553,798
North Carolina State University	5U	1984	7.00	378,154,000	1,119,549,000	86	530	4	165	419	51	85	5,178,555	15,214,238	5,186,844	4,298,686
North Dakota State University	5U	1995	1.88	134,063,862	373,697,107	98	519	2	70	160	14	43	1,929,620	5,352,551	1,930,120	1,848,258
Northern Arizona University	5U	2008	0.50	30,785,000	NA	1	6	0	12	38	0	4	42,684	42,684	42,684	0
Northern Illinois University	5U	1988	0.00	23,866,445	55,740,459	0	2	0	7	24	2	6	30,373	60,251	30,373	30,373
Northwestern University	5U	NA	7.00	484,149,349	1,375,790,789	47	205	8	195	559	67	254	97,004,735	268,980,534	191,541,162	NA
Ohio State University	5U	1990	6.61	823,125,558	2,295,248,518	25	175	6	216	552	30	84	1,420,007	5,031,570	1,420,007	770,071
Oklahoma State University	5U	1995	3.00	190,925,888	537,099,209	11	74	1	40	126	7	21	1,685,001	4,575,078	1,691,535	1,573,451
Oregon Health & Science University	5U	1989	5.36	334,499,983	NA	50	372	3	128	376	12	45	NA	NA	NA	NA
Oregon State University	5U	1980	4.00	228,814,000	654,470,000	44	209	2	76	186	9	22	3,542,646	8,431,024	3,542,646	3,511,876
Penn State University	5U	1989	4.50	804,789,000	2,349,892,000	23	158	5	144	396	37	85	2,944,478	6,377,397	2,947,261	633,175
Portland State University	5U	2005	1.75	64,800,000	176,032,785	16	26	0	16	43	4	11	69,281	296,305	69,281	0
Princeton University	5U	NA	3.00	192,940,000	NA	13	NA	4	84	NA	33	91	114,960,000	NA	115,206,000	113,860,367
Purdue Research Fdn.	5U	1988	7.00	600,477,000	1,697,460,000	64	393	7	268	772	57	175	5,836,669	13,969,409	5,836,669	2,203,670
Rensselaer Polytechnic Inst.	5U	1993	4.00	71,700,842	203,678,890	8	72	2	63	207	13	54	1,109,670	2,817,754	1,160,735	198,680
Research Corporation Technologies	2PMF	1987	8.50	0	0	8	123	NA	NA	NA	1	9	11,000,000	32,120,385	23,800,000	21,400,000
Research Foundation of SUNY	5U	1979	15.15	940,516,702	2,681,677,365	37	539	8	286	867	64	119	12,550,895	38,844,702	12,564,412	10,048,850
Rice University	5U	1998	4.20	122,219,899	317,542,689	12	53	3	121	255	84	143	219,375	1,176,308	249,111	37,074
RUSH-Presbyterian-St. Luke's Medical Ctr	4HRI	2003	2.00	87,453,952	245,221,437	4	26	0	33	75	5	14	4,001,819	5,258,323	4,003,069	3,327,369
Rutgers, The State University of NJ	5U	1989	8.00	473,159,000	1,077,512,404	75	501	8	183	398	30	176	5,971,425	22,634,193	5,978,693	2,382,746
San Diego State University	5U	1997	1.50	145,180,658	430,010,768	11	146	4	37	89	2	32	530,738	1,316,425	530,738	530,738
Sloan Kettering Inst. for Cancer Res.	4HRI	1981	8.00	446,094,000	1,268,005,000	39	335	5	75	222	10	37	172,522,656	448,171,337	172,830,202	165,284,884
South Dakota State University	5U	2008	0.50	63,975,967	183,677,967	2	25	0	63	125	0	12	1,283,837	3,009,827	1,283,837	1,283,837
Southern Illinois University	5U	1993	3.00	36,261,292	NA	5	20		25	NA	5	16	677,204	NA	677,204	438,388
St. Jude Children's Research Hospital	4HRI	1995	3.00	299,348,142	889,103,586	20	280	0	42	121	7	11	3,699,838	10,267,776	3,705,967	2,242,050
Stanford University	5U	1970	18.00	NA	NA	123	NA		504	1,414		282	66,142,038	195,048,795	66,797,246	55,040,823
Temple University	5U	1989	2.00	136,858,186	323,678,205	5	34	2	44	109	2	14	1,245,272	1,938,455	1,245,272	79,093
Texas A&M University System	5U	1992	15.00	705,720,000	2,025,999,000	67	467	4	284	687	18	52	9,235,708	27,682,941	9,264,041	6,052,464

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The General Hospital dba Massachusetts General Hospital	4HRI	1976	19.50	742,107,000	2,044,475,000	127	685	14	304	850	89	182	84,386,480	201,930,910	93,289,525	65,969,406
The Jackson Laboratory	4HRI	2002	1.50	69,300,000	190,400,000	45	135	0	9	32	0	2	1,007,786	3,042,786	1,375,861	7,000
The Salk Inst. for Biological Studies	4HRI	1969	3.00	104,123,250	272,595,611	12	218	1	36	120	11	29	2,844,563	19,289,825	2,941,728	569,742
The Scripps Research Inst.	4HRI	1982	2.25	400,767,000	1,170,340,000	19	426	4	96	438	30	73	3,042,291	14,665,120	3,191,588	126,287
The UAB Research Fdn.	5U	1987	7.95	503,698,000	1,425,275,000	27	220	5	85	286	12	37	6,105,572	12,022,395	6,676,056	2,381,331
Thomas Jefferson University	5U	1984	4.00	100,452,376	294,429,864	15	52	0	60	170	9	17	832,599	7,297,821	837,912	7,489
Tufts Medical Center	4HRI	1993	1.00	83,361,000	240,224,000	7	25	0	48	95	4	21	1,479,264	2,298,637	1,701,689	440,291
Tufts University	5U	1978	5.00	167,580,282	504,443,741	10	79	2	53	174	16	32	2,434,774	17,713,520	2,446,595	2,119,851
Tulane University	5U	1985	2.00	147,716,395	451,423,222	6	41	3	36	90	5	29	3,188,650	19,244,125	3,208,650	3,132,577
University of Akron	5U	1995	2.60	69,593,449	199,130,884	5	49	2	82	178	10	48	278,648	935,499	278,648	0
University of Alabama	5U	2006	1.00	53,633,000	130,903,000	3	16	0	30	102	3	41	6,601	88,657	8,593	8,593
University of Alabama in Huntsville	5U	1999	1.00	83,769,182	239,081,623	4	9	4	20	61	3	8	1,043,045	3,092,772	1,043,045	43,045
University of Alaska	5U	2011	0.00	105,500,000	N.A.	1	1	0	24	N.A.	0	3	25,000	N.A.	25,000	0
University of Arizona	5U	1988	8.70	610,565,000	1,762,504,000	80	418	8	149	405	19	78	981,495	2,372,465	981,495	380,349
University of Arkansas for Medical Sciences	5U	1994	1.50	84,206,000	NA	7	44	2	34	NA	15	22	724,662	NA	735,841	447,359
University of Arkansas, Fayetteville	5U	1990	4.10	120,007,162	347,837,278	32	358	2	27	101	8	13	901,106	2,252,862	901,106	866,156
University of California System	5U	1979	69.00	5,418,601,941	15,276,719,440	292	2,213	58	1,581	4,628	343	962	174,222,268	369,903,881	182,049,620	60,109,709
University of Central Florida	5U	1985	4.00	109,189,000	350,328,777	11	45	2	109	288	76	153	500,966	1,788,456	500,966	NA
University of Chicago/UCTech	5U	1986	12.00	405,833,199	1,121,021,735	32	259	3	97	284	20	44	8,444,361	26,112,431	8,673,127	6,697,514
University of Cincinnati	5U	1983	3.25	249,918,470	709,820,716	31	175	3	106	301	12	47	392,854	1,409,913	431,104	84,177
University of Colorado	5U	1993	8.70	790,000,000	2,355,000,000	50	160	11	250	742	37	262	3,824,512	10,526,420	3,870,111	1,519,632
University of Connecticut	5U	1987	4.00	162,682,433	471,878,847	7	95		67	244	18	29	747,525	2,363,719	757,360	193,894
University of Dayton Research Inst.	5U	1984	3.00	89,921,738	277,289,826	2	70	0	15	54	16	7	70,229	255,291	70,229	41,833
University of Delaware	5U	1997	2.00	134,363,000	NA	3	29	1	50	NA			301,199	NA	301,199	301,199
University of Florida	5U	1983	17.00	559,156,034	1,591,096,562	131	611	12	322	921	86	156	29,058,922	111,761,626	29,493,522	27,818,991
University of Georgia	5U	1979	5.70	245,166,000	825,699,000	152	1,087	4	169	452	28	56	6,744,069	43,192,729	6,866,280	5,690,075
University of Hawaii	5U	1987	3.00	286,313,039	788,593,811	7	46	2	42	137	0	54	282,858	750,953	282,858	160,715
University of Houston	5U	1996	4.00	113,709,000	332,782,000	7	47	1	47	124	20	62	8,835,412	15,139,080	8,861,112	8,499,200
University of Idaho	5U	1986	2.00	96,228,831	271,679,811	8	50	0	28	81	6	10	235,137	770,250	289,990	289,990
University of Illinois, Chicago, Urbana	5U	1981	21.50	926,497,000	2,709,934,000	100	330	20	346	1,006	93	157	17,405,840	44,217,460	17,424,376	14,229,001
University of Iowa Research Fdn.	5U	1975	6.00	443,893,000	1,222,863,000	24	152	2	68	208	31	27	6,255,007	76,115,458	6,284,927	4,884,080
University of Kansas	5U	1994	6.00	232,249,198	663,975,198	9	78	4	87	246	8	89	836,407	3,197,636	836,407	573,435
University of Kentucky Research Fdn.	5U	1984	2.00	252,048,000	NA	8	107	7	59	193	26	22	1,544,664	5,406,407	1,544,664	1,544,664
University of Louisville	5U	1996	6.00	197,438,000	553,706,000	13	NA	NA	109	300	13	43	154,809	749,658	154,809	NA
University of Massachusetts	5U	1994	16.15	586,708,000	1,639,766,898	25	238	1	150	485	64	50	35,033,018	145,440,835	35,048,951	32,113,775

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University of Miami	5U	1989	4.00	350,020,000	997,820,000	15	66	3	103	287	7	60	1,052,731	3,801,089	1,052,731	709,671
University of Michigan	5U	1982	9.00	1,236,510,624	3,392,570,523	101	395	11	322	962	87	122	13,628,754	68,184,152	15,608,697	13,441,991
University of Minnesota	5U	1957	17.00	808,281,000	2,052,778,775	113	830	9	250	749	41	89	8,920,434	186,525,075	10,078,505	7,151,573
University of Mississippi	5U	1992	2.00	61,173,000	166,163,000	3	15		10	25	5	12	271,744	463,800	271,744	NA
University of Missouri, all campuses	5U	1987	16.00	323,768,602	988,445,489	110	232	5	157	449	33	59	7,760,779	28,259,942	7,760,779	7,345,569
University of Montana	5U	1995	0.50	63,857,146	NA	5	24	0	10	NA	3	10	34,155	NA	34,155	10,800
University of Nebraska	5U	1992	11.00	368,331,834	1,072,640,527	48	181	5	202	508	23	137	16,743,283	22,720,845	16,752,176	15,418,426
University of Nevada at Reno	5U	2000	2.00	89,740,000	259,077,403	2	18	0	17	64	9	9	117,000	391,307	117,000	117,000
University of New Hampshire	5U	1997	2.00	125,020,503	343,559,649	8	142	0	19	44	7	11	397,832	1,006,928	397,832	309,082
University of New Mexico/ Sci. & Tech. Corp.	5U	1995	4.00	220,565,787	634,105,537	36	94	5	110	345	30	99	3,095,933	7,673,413	3,095,933	42,082
University of North C arolina at Greensboro	5U	2002	2.00	35,604,104	107,570,760	3	14	1	30	58	0	6	51,274	324,151	51,274	25,274
University of North Carolina, Chapel Hill	5U	1985	6.00	762,649,004	2,167,112,552	45	570	7	142	404	33	65	1,481,101	6,748,813	1,482,520	269,303
University of North Carolina, Charlotte	5U	1993	3.00	29,829,730	94,605,139	7	57	3	53	127	10	54	28,592	163,686	28,592	144
University of North Texas Health Science Center	5U	1999	1.00	41,549,340	115,717,886	6	28	1	20	65	1	4	78,475	178,953	78,475	25,405
University of Notre Dame	5U	1999	3.00	134,410,396	349,679,251	6	25	1	56	128	10	49	548,775	947,591	559,262	54,445
University of Oklahoma, All Campuses	5U	1984	7.00	170,568,209	484,720,206	10	61	3	75	180	31	23	781,545	1,634,342	852,177	180,255
University of Oregon	5U	1992	3.75	124,655,159	350,586,218	35	137	1	29	84	5	6	7,922,028	22,470,955	8,014,503	865,371
University of Pennsylvania	5U	1986	12.00	940,218,000	2,486,371,000	92	546	8	378	1,123	68	124	14,351,436	36,876,047	14,397,705	2,221,246
University of Pittsburgh	5U	1992	6.60	801,236,000	2,192,186,000	105	242	2	257	736	37	87	3,742,270	11,225,693	3,880,594	936,970
University of Rochester	5U	1980	9.00	407,244,000	1,245,012,000	33	127	2	128	399	27	57	41,813,373	129,492,226	41,813,373	NA
University of South Alabama	5U	1995	2.00	42,233,000	110,615,000	4	7	2	14	42	0	9	2,400,157	7,256,072	2,400,157	2,400,157
University of South Carolina	5U	1993	2.50	114,853,516	452,308,385	10	45	3	52	174	10	33	2,828,975	3,506,020	2,901,036	358,361
University of South Dakota	5U	2006	0.10	34,000,000	103,190,000	0	1	0	3	12		5	50,000	100,000	50,000	320
University of South Florida	5U	1990	3.40	400,679,000	NA	36	168	8	172	NA	91	77	1,390,871	NA	1,390,871	418,038
University of Southern California	5U	1971	16.00	604,000,000	1,729,831,642	21	216	6	198	551	52	90	5,259,917	21,922,534	5,301,725	3,554,217
University of Tennessee	5U	1983	3.50	321,943,518	892,435,771	16	152	0	87	262	18	70	1,106,645	2,601,362	1,348,175	943,675
University of Texas System	5U	1985	45.75	2,546,669,877	7,165,549,187	157	1,227	20	719	2,176	156	278	59,954,184	124,854,612	65,359,377	31,746,768
University of Toledo	5U	1994	1.50	74,149,000	210,684,000	16	194	2	74	232	5	22	792,883	2,367,212	793,008	467,620
University of Utah	5U	1968	10.50	410,305,757	1,215,448,533	81	287	19	237	645	47	125	36,041,867	84,077,185	37,054,745	11,060,051
University of Vermont	5U	1998	2.50	128,246,463	342,946,753	7	44	3	33	93	13	17	319,482	733,032	319,482	189,482
University of Virginia Patent Fdn.	5U	1977	6.00	292,106,000	830,018,000	58	402	6	141	442	37	219	6,790,223	18,194,019	6,891,374	6,126,390
University of Washington/ Wash. Res. Fdn.	5U	1983	13.35	966,817,063	2,930,191,457	194	1,213	9	356	1,059	70	151	67,305,535	223,349,245	67,362,185	60,954,809
University of West Florida	5U	2007	0.50	15,538,928	45,190,962	2	6	0	3	7	0	1	0	0	0	0

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University System of Maryland	5U	1987	6.00	1,065,903,428	2,770,958,988	29	358	6	224	757	77	124	1,260,032	5,653,001	1,299,608	461,236
Utah State University	5U	1987	4.80	174,167,000	470,845,000	13	NA	3	92	277	9	29	767,470	2,120,549	775,112	633,249
UW-Madison/WARF	5U	1925	20.00	1,111,641,832	3,272,641,832	62	541	4	357	1,046	156	114	57,518,000	168,144,000	57,730,000	54,160,000
Vanderbilt University	5U	1990	4.00	543,110,182	1,492,100,058	48	427	0	167	450	31	83	9,953,341	26,906,659	9,959,122	5,691,799
Virginia Commonwealth University	5U	1994	3.00	207,756,000	556,454,000	10	109	2	106	300	10	119	1,228,518	3,268,917	1,229,000	531,869
Virginia Tech Intellectual Properties Inc.	5U	1985	4.00	247,777,462	685,426,322	24	NA	1	149	473	26	75	1,750,687	6,669,097	1,815,665	1,263,449
Wake Forest University	5U	1985	5.00	187,598,965	577,280,967	24	NA	3	70	224	15	36	45,733,291	227,361,396	45,733,291	NA
Washington State University Research Fdn.	5U	1939	4.90	201,041,674	522,677,963	33	148	4	61	173	17	60	527,461	1,921,824	548,439	493,839
Washington University of St. Louis	5u	1986	7.00	617,646,000	1,891,317,000	60	1,873	2	136	365	26	83	5,174,480	16,046,217	5,371,218	NA
Wayne State University	5U	1988	3.00	257,207,000	NA	12	100	4	72	NA	13	29	727,113	NA	727,113	NA
West Virginia University	5U	1999	3.00	103,599,977	286,453,377	3	23	0	52	117	4	30	148,531	432,720	148,531	148,531
Whitehead Inst. for Biomedical Research	4HRI	1987	2.80	45,194,000	126,686,000	23	110	2	26	77	9	70	3,259,500	9,024,445	3,720,000	2,560,000
Wistar Inst.	4HRI	1991	1.00	60,252,000	172,844,000	15	151	0	6	19	0	8	18,008,000	42,122,000	18,008,000	17,001,000
Wright State University	5U	2001	1.00	48,501	96,776,501	2	19	0	12	29	3	2	4,835	16,611	4,835	4,835

APPENDIX 7

LSUHSC-S Organizational Chart

LSU Health Shreveport
Organizational Chart

Robert Barish, MD MBA
Chancellor *

- Harry McInnis Jr. — Board Chair, LSU Health Sciences Foundation in Shreveport
  - Catherine Nobile, Esq — President, LSU Health Sciences Foundation in Shreveport
- Cindy Vaughan — System Auditor
- Mimi Hedgcock — Executive Director Governmental Relations
- Susan Armstrong, RN JD MBA — Senior Campus Counsel
  - Edward Jones, Esq — Campus Counsel
  - Organizational Integrity / Conflicts of Interest Staff
- Compliance Committee
  - Debbie Miller — Director Compliance
- Robert Walter, MD MPH — Medical Director Human Research Protections Program

School of Allied Health Professions

- Joseph McCulloch, PhD — Dean, School of Allied Health Professions
  - Dennis Wissing, PhD — Assistant Dean for Academic Affairs
  - Tony Luce — Assistant Dean for Administration
  - Marcia Hunter — Assistant Dean for Student Affairs
  - Department of Clinical Services
  - Department of Rehabilitation Sciences
  - Department of Clinical Sciences

School of Graduate Studies

- Sandra Roerig, PhD — Dean, School of Graduate Studies
  - Vacant — Assistant Dean for Research / Business Development
  - Annella Nelson, MBA — Director Sponsored Programs
  - Animal Resources; Research Core Facility; Clinical Research Office
  - Sandra Roerig, PhD — Associate Dean for Research
  - Vacant — Assistant Dean VAMC Affairs
  - Basic Sciences Departments
  - Scott Kennedy, PhD — Assistant Dean for Admissions

School of Medicine LSU Medical Center

- Andrew Chesson Jr., MD — Dean, School of Medicine
  - Glenn Mills, MD — Director Feist-Weiller Cancer Center
  - Seth Berney, MD — Director, Center of Excellence in Arthritis and Rheumatology
  - Standing Committees
  - Clinical Departments
  - Jane Eggerstedt, MD — Associate Dean for Academic Affairs
    - Mark Platt, PhD — Assistant Dean for Student Affairs
    - Assistant Dean Education Program Development
  - Kevin Sittig, MD — Senior Associate Dean & Chief Medical Officer
    - Donnie Aultman, MD — Assistant Vice Chancellor for Graduate Medical Education DIO / Education
    - LaDonna Ford, MD — Medical Director EA Conway Medical Center
    - David Barnard, MD — Medical Director Huey P Long Medical Center
    - Leisa Oglesby, RN MBA — Executive Director Quality Management
    - Clinical Board
    - Physician Services
    - Joseph Miciotto — Administrator
      - Jean DiGrazia, RN MBA — Assistant Hospital Administrator & Chief Nursing Officer
      - Betty Johnson — Associate Hospital Administrator
        - Mark Randolph — Assistant Hospital Administrator for Professional Services
        - Patricia Williams, RN MHA — Assistant Hospital Administrator for Ambulatory Care

Campus Operations

- Joseph Miciotto — Administrator
  - Willie Buffington — Chief University Police
  - Mark Jusselin — Director Physical Plant / Facilities Management
  - Randall Burnett — Director Laundry & Linen Services

Finance & Information Technology

- Hugh Mighty, MD MBA — Vice Chancellor for Clinical Affairs
  - Sheila Faour — Chief Financial Officer
  - Marcus Hobgood — Chief Information Officer
  - Melanie Sotak — Director Shared Business Services
  - Kenneth Hunter, MHA — Director Diversity Affairs & Equal Employment Opportunity
  - Faculty Practice Plan

Administrative Services & Community Hospitals

- John Dailey, JD MPA — Vice Chancellor for Administration
  - Aryon McGuire — Administrator EA Conway Medical Center
  - Gary Crockett — Administrator Huey P Long Medical Center
  - Sally Croom — Executive Director Communications & Public Affairs
  - Sandra Putman, RN MBA — Executive Director Orthopaedics & Trauma Services
  - David Fuqua — Director Human Resources
  - Angela Neal — Acting Director Materials Management
  - Wannetta Keels, RN MA — Administrative Director LSU STAT Transfer Center
  - Lorna Rawls — Business Manager, Auxiliary Services and Interim Parking Director
  - Mary Alice Templeton — Director Retail & Food Services

* Additional roles include Executor of Feist Legacy and Institutional Officer

08/09/12