



OFFICE OF THE CHANCELLOR

SCHOOL OF ALLIED HEALTH PROFESSIONS
SCHOOL OF DENTISTRY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF NURSING
SCHOOL OF MEDICINE IN NEW ORLEANS
SCHOOL OF PUBLIC HEALTH

30 March 2012

Dr. John V. Lombardi, President
Louisiana State University System
3810 West Lakeshore Drive
Baton Rouge, LA 70808

Dear Dr. Lombardi:

Please find enclosed the LSU Health Sciences Center—New Orleans' 2012 Granting Resources and Autonomy for Diplomas (GRAD) Act Annual Report. The narratives and attachments submitted support the data presented in the GRAD Act online reporting system. I am in full support of the information and statistics provided to the Board of Regents.

Should you have any further questions regarding this data, please contact Dr. Joseph Moerschbaecher, Vice Chancellor for Academic Affairs.

Sincerely,

Larry H. Hollier, MD
Chancellor

cc: Joseph M. Moerschbaecher, Ph.D., Vice Chancellor for Academic Affairs

Enclosures

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2012 GRAD ACT ANNUAL REPORT
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**LSU HEALTH SCIENCES CENTER—NEW ORLEANS
2012 GRAD ACT ANNUAL REPORT
PERFORMANCE OBJECTIVE NARRATIVES**

1. STUDENT SUCCESS

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

In January 2010, the LSU System implemented the LSU System Performance Metrics Process, which includes the development of performance indicators for each Health Sciences Center, designed to provide campus leadership and the Board of supervisors with a mechanism for evaluating annual institutional performance. Metrics data are designed to allow institutions to discuss descriptive metrics and performance measures within the context of their mission, including, amongst others, measures related to retention, graduation, licensure, and pass rates, degrees, and credentialing. These metrics are collected and reported on an annual basis, and they represent a significant analysis and measuring tool for the Louisiana State University System and its institutions.

a.i. 1st to 2nd Year Retention Rate:

Overall, LSUHSC-NO's 1st-2nd Year Retention Rates changed only slightly from Year 1 to Year 2, as outlined below:

LSUHSC-NO School	Baseline (2008-2009)	2009-2010	2010-2011
School of Allied Health Professions	97% (159/164)	95% (156/164)	87% (143/165)
School of Dentistry—Program in Dentistry	97% (58/60)	98% (64/65)	99% (64/65)
School of Dentistry—Program in Dental Hygiene	100% (41/41)	100% (41/41)	98% (41/42)
School of Dentistry—Program in Dental Lab Tech*	100% (4/4)	100% (4/4)	91% (10/11)
School of Graduate Studies*	89% (17/19)	89% (17/19)	75% (12/16)
School of Medicine	99% (187/189)	100% (188/188)	97% (195/202)
School of Nursing	93% (310/334)	82% (235/286)	91% (301/331)
School of Public Health	100% (24/24)	94% (22/24)	92% (24/26)

*** NOTE: LSUHSC-NO requests a waiver in benchmarking of Schools with cohorts of 25 or fewer students, as the smallest of numeric fluctuations can cause misleading percentile drops.**

LSUHSC-NO's School of Allied Health saw an 8% decline in 1st- to 2nd-year retention, which can be attributed to both academic and personal reasons. When students in this School do not pass a course, they are not allowed to continue onto the following semester; they must instead sit out a full year and attempt to pass the course again the following year, in order to resume the progression of courses. This is unlike many other academic programs, which allow students to continue on with other coursework even if some courses are not passed the first time around. Additionally, due to widely varying ages of students, many withdraw each year due to personal reasons (such as health, family, and other issues). LSUHSC-NO's Dental Lab Technology program saw a 9% decline in retention; however, this was caused by the loss of only one student, as the cohort is so small. **Please note the above request for a waiver in benchmarking of Schools with such small cohorts.** The School of Graduate Studies is the only school with a significant decline in retention. Recent budget cuts have decreased the amount of money available for stipend support and tuition waivers, which has in turn caused a decline in student enrollment and completion. It is expected that the number of enrollees and completers will continue to wane in the future, in conjunction with continued budget cuts, as students rely heavily on this funding to continue their studies—thus, decreased funding has resulted in fewer spaces becoming available for

interested applicants. **Again, LSUHSC-NO requests a waiver in benchmarking of Schools with a cohort at or below 25 students.** Lastly, while the School of Medicine’s retention rate declined from 100% to 97%, it still exceeds the Year 2 benchmark of 95%.

a.iv. Same Institution Graduation Rate:

During the 2010-2011 academic year, LSUHSC-NO’s same institution graduation rates remained unchanged or increased across the board, as demonstrated below:

LSUHSC-NO School	Baseline (2008-2009)	2009-2010	2010-2011
School of Allied Health Professions	93% (86/92)	92% (85/92)	94% (143/152)
School of Dentistry—Program in Dentistry	95% (57/60)	100% (60/60)	100% (53/53)
School of Dentistry—Program in Dental Hygiene	100% (40/40)	100% (40/40)	100% (40/40)
School of Dentistry—Program in Dental Lab Tech	100% (7/7)	100% (7/7)	100% (9/9)
School of Graduate Studies*	N/A	N/A	N/A
School of Medicine	94% (166/176)	95% (167/176)	95% (164/173)
School of Nursing*	N/A	N/A	N/A
School of Public Health	91% (11/12)	83% (10/12)	96% (24/25)

* Due to small class sizes and various acceptable lengths of study, graduation rates for the Schools of Graduate Studies and Nursing cannot be calculated.

a.x. Median Professional School Entrance Exam:

Each school within LSUHSC-NO establishes its own requirements for professional school entrance exams. All applicants to the School of Dentistry must take the Dental Admissions Test (DAT) sponsored by the American Dental Association, with a minimum acceptable score of 16. The entrance exam used by the School of Graduate Studies, the GRE, changed its format and scoring in the spring of 2011. As a result, a new policy regarding the minimum acceptable score for admission was developed, and a minimum composite score of 300 is currently required. Applicants to the School of Nursing’s BSN program are required to take the HESI Admissions Assessment Exam A from Evolve Testing & Remediation; a minimum score is not published.

LSUHSC-NO School	Baseline (2008-2009)	2009-2010	2010-2011
School of Dentistry—Program in Dentistry	18.9	18.9	18.9
School of Nursing	80.25*	80.25*	83.3
School of Public Health**	1078	1115	1092

* Prior year SoN scores were from the TEAS entrance exam; the entrance exam changed in Fall 2010 to HESI A2.

** NOTE: The GRE scoring format changed in Spring 2011.

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

Percent change in completers by award level, from baseline year			
LSUHSC-NO School	2008-2009	2009-2010	2010-2011
School of Allied Health Professions	BACHELOR’S	Baseline: 30	+13% (34)
	MASTER’S	Baseline: 47	+32% (62)
	PROFESSIONAL	Baseline: 23	+52% (35)
School of Dentistry—Program in Dentistry			
PROFESSIONAL	Baseline: 60	+/-0% (60)	-12% (53)
School of Dentistry—Program in Dental Hygiene			
BACHELOR’S	Baseline: 41	+5% (43)	-2% (40)

School of Dentistry—Program in Dental Lab Tech ASSOCIATE'S	Baseline: 4	+/-0% (4)	175% (11)
School of Graduate Studies MASTER'S DOCTORAL	Baseline: 2 Baseline: 31	+/-0% (2) -23% (24)	N/A* -39% (19)*
School of Medicine PROFESSIONAL	Baseline: 187	+2% (190)	-2% (184)
School of Nursing BACHELOR'S MASTER'S DOCTORAL	Baseline: 176 Baseline: 51 Baseline: 2	+/-0% (176) +/-0% (51) +/-0% (2)	+11% (196) +45% (74) +/-0% (2)
School of Public Health MASTER'S	Baseline: 27	+4% (28)	-4% (26)

* NOTE: In 2011, the Biostatistics and Epidemiology programs (formerly housed in the School of Graduate Studies) were moved to the School of Public Health; additionally, all other existing Graduate School MS programs were terminated by the Board of Regents. A proposal will be submitted establishing a single MS/Biomedical Sciences program to fill this gap.

In the School of Allied Health Professions, the number of completers has increased at all levels over the past three years. Professional completers in the School of Dentistry (DDS) decreased from 60 to 53 from Year 1 to Year 2, due to graduation delays—students needing to leave the program or repeat a year. Today, the School of Dentistry accepts 65 students per year, compared with 60 in previous years, so the completer rate is expected to increase in coming years. Completers declined slightly in the Dental Hygiene program, yet increased significantly in the Dental Lab Technology program. The completion rate in the School of Graduate Studies has declined over the past three years, as predicted, due to budget cuts that have reduced the amount of funding available for student stipend support and tuition waivers. The School of Medicine graduated 184 students in Year 2, down slightly from 190 in Year 1 and 187 in the Baseline Year. The School of Nursing saw a substantial increase in Bachelor's (176-196) and Master's (51-74) level completers between Year 1 and Year 2, and DNS completers remained the same (2). Between the Baseline Year and Year 2, completer figures in the School of Public Health have fluctuated insignificantly (27-28-26).

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

N/A

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

Each LSUHSC-NO School sets its own standards for state and national licensure/certification exams.

- The School of Allied Health Professions requires passage of national certification exams for state licensure.
- The School of Dentistry requires all students to challenge the National Board Dental Examination, Part II prior to graduation.
- A certification/licensure exam does not exist for students in the School of Graduate Studies.
- The School of Medicine requires passage of the USMLE prior to graduation.
- Students of the School of Nursing's undergraduate program must have graduated prior to sitting for their licensure exams.
- Certification is not mandatory for graduates of the School of Public Health, as it is not available to non-CEPH-accredited school graduates and is not required by U.S. Governmental Agencies.

Passage rates, in addition to those included on the GRAD Act online reporting system, are listed below:

SCHOOL OF ALLIED HEALTH PROFESSIONS

(Exam passage rates broken out by program)

Program	2009-2010 School Pass Rate	2009-2010 Nat'l Pass Rate	2010-2011 School Pass Rate	2010-2011 Nat'l Pass Rate
Cardiopulmonary Science	90% (9/10)	72%	92% (11/12)	67%
Communication Disorders	100% (22/22)	86%	100% (30/30)	88%
Medical Technology	95% (18/19)	82%	100% (25/25)	82%
Occupational Therapy	97% (33/34)	78%	100% (31/31)	84%
Physical Therapy	100% (29/29)	89%	100% (40/40)	88%
Physician Assistant	79% (23/29)	92%		

** NOTE: A Physician Assistant program was erroneously reported for LSUHSC-NO in the 2011 GRAD Act annual report. Such a program did not exist at the time; however, the School of Allied Health Professions has since created a PA program, with the first students enrolling in Spring 2013.*

SoD—PROGRAM IN DENTISTRY*

Percentage Pass Rate: National Board Dental Examination (written)

Year	School Pass Rate	Nat'l Pass Rate
2011	100% (53/53)	Data Unavailable
2010	100% (60/60)	Data Unavailable
2009	98% (58/59)	Data Unavailable
2008	94% (49/52)	Data Unavailable

Percentage Pass Rate: Louisiana State Board of Dentistry Licensure Examination (clinical)

Year	School Pass Rate	Nat'l Pass Rate
2011	98% (52/53)	Data Unavailable
2010	96% (55/57)	Data Unavailable
2009	100% (56/56)	Data Unavailable
2008	100% (62/62)	Data Unavailable

***NOTES:**

- *If a student graduates without successfully completing the National Board Dental Examination (NBDE), Part II, and takes the exam after graduation, the School of Dentistry is not automatically notified of the student's status. The School of Dentistry is only notified of the student's results if the student elects to have the scores forwarded to the School.*
- *The School of Dentistry has no report of any graduate(s) in the past eight years (2003-2011) taking a state clinical licensure exam and failing to attain licensure status. To attain clinical licensure, a graduate must have successfully completed the NDBE, Part II. Therefore, all students attaining clinical licensure in the past five years must have successfully completed the NDBE, Part II.*
- *Clinical exam information included in this report pertains to students/graduates taking the Louisiana State Board Dental Exam only—at the School of Dentistry. (Some students take clinical exams elsewhere and the School does not have those results).*

SoD—PROGRAM IN DENTAL HYGIENE

Percentage Pass Rate: National Board DH Examination (Written)

Year	School Pass Rate	Nat'l Pass Rate
2010-2011	100% (40/40)	Data Unavailable
2009-2010	100% (43/43)	Data Unavailable
2008-2009	100% (41/41)	Data Unavailable

Percentage Pass Rate: Dental Hygiene Clinical Licensure Examination (Practical)

Year	School Pass Rate	Nat'l Pass Rate
2010-2011	100% (40/40)	Data Unavailable
2009-2010	100% (43/43)	Data Unavailable
2008-2009	100% (41/41)	Data Unavailable

SCHOOL OF MEDICINE

Test	2009 AY Grads School Pass Rate	2009 AY Grads Nat'l Pass Rate	2010 AY Grads School Pass Rate	2010 AY Grads Nat'l Pass Rate
USMLE Step 1	95% (164/172)	94%	98% (183/186)	95%
USMLE Step 2CK	95% (159/167)	96%	99% (181/183)	99%
USMLE Step 2CS	94% (155/165)	97%	100% (180/180)	99%

SCHOOL OF NURSING

Test	2009 AY Grads School Pass Rate	2009 AY Grads Nat'l Pass Rate	2010 AY Grads School Pass Rate	2010 AY Grads Nat'l Pass Rate
NCLEX	97% (169/175)	90%	98% (175/178)	91%
Neonatal Nurse Practitioners	100% (3/3)	76%	100% (2/2)	75%
Primary Care Family Nurse Practitioners	100% (11/11)	94%	100% (10/10)	87%
Nurse Anesthesia	86% (29/34)	87%	95% (41/43)	89%

2. ARTICULATION AND TRANSFER—N/A TO LSUHSC

a. 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.

N/A

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

N/A

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

N/A

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

N/A

3. WORKFORCE AND ECONOMIC DEVELOPMENT

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

LSUHSC-NO’s review process for identification of low completer programs is similar in each of its six schools. A curriculum committee monitors content and completion rates in each program. The committee, in turn, reports its findings to the Associate Dean of Academic/Student Affairs, who in turn reports findings to the Dean. Any action proposed by the Dean (program initiation, modification, or termination) is brought to the School’s Administrative Council for discussion. Following action by the Council and the Dean, the recommendation is forwarded to the Vice Chancellor for Academic Affairs, who in turn recommends action to the Chancellor.

Programs Modified/Eliminated in the 2010-2011 Academic Year

Programs Modified [1]	School of Dentistry: - Endodontics (PPC); code changed
Programs Eliminated* [11]	School of Allied Health Professions: - Rehabilitation Services (BS) School of Graduate Studies**: - Anatomy (MS); Biochemistry (MS); Human Genetics (MS); Microbiology (MS); Neuroscience (MS); Pathology (MS & PhD); Pharmacology (MS); Physiology (MS) School of Nursing: - Psych/Community Health Nursing (MN)

* NOTE: These programs, eliminated during the 2010-2011 academic year, were also listed as eliminated or modified in LSUHSC-NO’s 2011 GRAD Act Annual Report.

** The programs eliminated in the School of Graduate Studies will be merged into a single, new MS/Biomedical Sciences program.

Activities Conducted to Identify/Modify/Initiate Programs Aligned with Strategic Workforce Needs, as defined by Regents utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts:

LSUHSC modifies or initiates new programs in response to need and national requirements for accreditation. These efforts help to propel Louisiana’s Health Care industry—one of the predominate economic development industries in the state. For example, the School of Allied Health Professions recently initiated a new and much-anticipated Physician’s Assistant program to meet current health workforce needs of the state. This program will enroll its first class in January 2013.

All new programs require a needs assessment as part of the application process and must be approved by both the LSU Board of Supervisors and the Board of Regents. The Southern Association of Colleges and Schools (SACS) must also approve all new programs; new and ongoing programs producing health care providers must be approved by the appropriate accrediting body for that discipline; and these accrediting bodies must also approve changes in class size to ensure that national and regional manpower needs are met.

Additionally, the Dean of the School of Allied Health Professions and LSUHSC-NO’s Director of External Relations regularly attend the Louisiana Health Works Meetings to ensure involvement in and receipt of information relative to workforce issues addressed by the statewide council. The Medical Education

Commission, chaired by LSUHSC-NO's Dr. Perry Rigby and overseen by Chancellor Dr. Larry Hollier, not only provides a comprehensive view of Graduate Medical Education in Louisiana, but also tracks and plans for the interrelated workload and workforce production needs for health care providers in Louisiana. This group brings together medical education entities including LSU, Tulane, and Ochsner, among others.

With the exception of the School of Graduate Studies (- 10% annual, -11% baseline) (which continues to experience decreasing enrollment due to a decline in funding available for tuition waivers and student stipends), individual schools have demonstrated an increase in overall enrollment (Allied Health +10% annual +30% baseline, Dentistry +4% annual +6% baseline, Medicine +2% annual +7% baseline, Nursing +2% annual +15% baseline, Public Health +3% annual +10% baseline). The fall enrollment (2,718) for this reporting period was, once again, the largest historical enrollment at LSUHSC-NO.

LSUHSC-NO School Enrollment	Baseline (2008-2009)	2009-2010	2010-2011
School of Allied Health Professions	296	351	385 (+10% annual, +30% baseline)
School of Dentistry	381	388	404 (+4% annual, +6% baseline)
School of Graduate Studies	114	113	102 (- 10% annual, -11% baseline)
School of Medicine	714	745	763 (+2% annual, +7% baseline)
School of Nursing	846	958	975 (+2% annual, +15% baseline)
School of Public Health	81	86	89 (+3% annual, +10% baseline)

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

	2008-2009	2009-2010	2010-2011
Number of course sections offered with 50%-99% instruction through distance education	30	30	31
Number of students enrolled in courses with 50%-99% instruction through distance education	12	12	40
Number of programs offered through 100% distance education	0	0	0

Distance learning using synchronous compressed video is used in part of the didactic curriculum of LSUHSC's Dental Hygiene program based in Lafayette, LA. Distance education is also used for the School of Nursing's elective course, "Ethical and Legal Issues in Nursing." Due to the nature of LSUHSC's educational programming (laboratories, clinics, patient care, etc.), these are the only programs/courses offered through distance education. While just one course in the School of Nursing is offered via distance technology, it represents roughly 50% of the Dental Hygiene students' instruction; the remaining being clinical education. The benefit of this set-up is that it allows students in southwest Louisiana to participate in the Dental Hygiene program without relocating to New Orleans. At this time, no new distance learning programs are currently planned.

Outside of distance learning modules, several examples of online student assessment processes at LSUHSC deserve mention. Students in the School of Dentistry are required to have a laptop preloaded with textbooks required for their current year of study. Exams and self-assessment guides are also administered via these laptops. In the School of Medicine, virtually all examinations in the first and second year are taken via student laptops over a secure network. Similarly, DXR, a diagnostic reasoning program is used in the first two years and is available to students over the same network. This program assesses student performance in the evaluation of individual case studies. Lastly, technology plays a vital role in LSUHSC's Learning Center, where computer-controlled patient simulators are used to monitor student skills in a simulated clinical setting. Students from virtually all clinical programs are exposed to this technology in an interdisciplinary learning environment. This Center is among the top three in the nation in terms of this technology. More information about the Learning Center can be found at: http://www.medschool.LSUHSC.edu/learning_center.

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

Performance Objectives/Elements/Measures		Baseline (2009-2010)	2010-2011	
i.	Number of research/instructional faculty (FTE) at the institution during the reporting year	494.3	573	
	Percent of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	N/A	17.63%	
ii.	Percent of above research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries.	N/A	17.63%	
iii.	Dollar amount of research and development expenditures, reporting annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non-S&E R&D grants/contracts as reported annually to the NSF.	59,613,963		
iv.	Dollar amount of research and development expenditures in Louisiana's key economic development industries, reported annually, based on a five-year average. These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries.	59,613,963		
Performance Objectives/Elements/Measures		Baseline (2008-2009)	Year 1 (2009-2010)	Year 2 (2010-2011)
v.	Intellectual Property Measure - Patents	21	19	9
	Intellectual Property Measure - Disclosures	14	13	3
	Intellectual Property Measure - Licenses	3	0	1
	Intellectual Property Measure - Options	0	0	0
	Intellectual Property Measure - New Companies	0	0	0
	Intellectual Property Measure - Surviving Start-ups	1	1	1

Louisiana's key economic development industries include but are not limited to 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. One of the primary industry sectors identified in these plans is Health Care (specialty research hospital; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development; health care IT).

It should also be noted that LSUHSC-NO's Dr. Perry Rigby, Dr. Charles Hilton, and Dr. Larry Hollier all participate in the Medical Education Commission (with Dr. Rigby serving as Chair), which documents and tracks the nature and scope of all training programs for postdoctoral residents and fellows in Louisiana, illustrating the workload needs and interrelatedness of workforce production by the Health Science Centers. The commission and its reporting characterize through data and narrative the public/private partnerships and their effects on workforce production. Additionally, Drs. Hilton, Rigby, and Dr. James Cairo all participate in the Healthworks Council, which routinely reviews physician needs and production in Louisiana.

Health Care is one of Louisiana's primary economic development industries. Virtually all academic programs at LSUHSC-NO are aligned with the production of Health Care providers and researchers. A majority of the research at LSUHSC-NO is funded by the National Institutes of Health (NIH). Other sources of research funding include the Department of Defense, Center for Disease Control and Prevention, National Science Foundation, American Heart Association, and the like. Current research expenditures at the HSC are \$53,239,071. These externally funded outlays include salaries for numerous technicians and other employees that have a large multiplying effect in stimulating the local economy. Current funding slightly surpasses pre-Katrina levels, though clinical trials revenue is down \$2.2 million from FY05 (the fiscal year prior to Hurricane Katrina) due to the closing of Charity Hospital. The opening of the new hospital in New Orleans, however, should have a major economic impact in this regard.

The NIH released its 2011 award data in February 2012 (which does not include R&D contracts or ARRA awards). Dr. Robert Roskoski, Jr., Scientific Director at the Blue Ridge Institute for Medical Research, has released his annual analysis of the NIH data, which ranks LSUHSC-NO 85th among 140 medical school awardees nationally. The number of publications produced by students and faculty is a further measure of research and scholarly productivity. In 2011, there were 746 publications from the HSC.

The Office of Technology Development at LSUHSC-NO facilitates the institution's research enterprise and brings significant novel intellectual property to the marketplace. Major steps in technology transfer include disclosure of inventions, evaluation, patent prosecution, marketing, and licensing. In addition to the actual technology transfer process, this Office is also charged with negotiating material transfer agreements, confidential disclosure agreements, and inter-institutional agreements. In 2011, adjusted gross licensing income was \$159,651 from 7 licenses. This income is up 40% from the \$114,097 earned from 7 licenses in 2010.

Academic technology transfer serves to:

- Facilitate the commercialization of research results for the public good;
- Reward, retain, and recruit faculty;
- Induce closer ties to industry; and
- Generate income and promote economic growth.

In mid-2011, the Director of the Office of Technology Development left the position, and the office has since been reorganized; this turnover led to the decline in intellectual property measures (patents,

disclosures, and licenses) reflected in the table above (3.c.v.). A new Director will be taking over this office in June 2012, and productivity is expected to increase significantly.

The Office of Technology Development is committed to promoting economic development for the New Orleans region and State of Louisiana. The Office encourages inventors and industry leaders to contact the School regarding opportunities for LSUHSC-NO technology.

LSUHSC-NO further collaborates with two major economic development engines in the city. The first is the New Orleans BioInnovation Center (NOBIC), a technology business incubator that aims to stimulate bioscience entrepreneurship in Greater New Orleans. The primary purpose of this facility is to translate research into therapeutic agents, technology, and devices that can be patented and foster economic growth. It is funded, in part, by the Louisiana Department of Economic Development. NOBIC opened in May of 2011 at 1441 Canal Street, housing 65,000 square feet of wet-lab space, stand-alone offices, and meeting/conference spaces. Biotechnology companies developing from LSUHSC-NO and other area institutions are able to lease lab and office in this facility, which is in close proximity to the HSC's campus. More information about NOBIC can be found at: <http://www.neworleansbio.com>.

LSUHSC-NO's participation in the Louisiana Cancer Research Consortium (LCRC) represents a second area of collaborative participation in economic development. The LCRC brings together outstanding basic and clinical researchers to develop a cancer center that features successful prevention and control programs, state-of-the-art basic research and treatment options, and the creation of cancer educational programs for the citizens of Louisiana. The new home and research building of the LCRC is scheduled to open in the summer of 2012. As an example of its economic impact, a LCRC investment of \$345,800 in three LSUHSC-NO researchers generated over \$3.98 million in total multi-year funding from the National Cancer Institute (NCI) and the American Cancer Society (ACS). More information about the LCRC can be found at: <http://www.lcrc.info>.

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed 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. LSUHSC has a very high placement rate of graduates into professional employment and/or post-graduate training. Nearly 100% of graduates from all Schools gain employment or achieve acceptance into post-graduate training programs within 12 months of graduation.

Job Placement Rates (w/in 12 months of graduation)	2009-2010	2010-2011
School of Allied Health Professions	95% (104/109)	94% (143/152)
School of Dentistry—Program in Dentistry	73% (44/60)	100% (53/53)
School of Dentistry—Program in Dental Hygiene	100% (43/43)	100% (40/40)
School of Dentistry—Program in Dental Lab Tech	75% (3/4)	100% (9/9)
School of Graduate Studies	100% (24/24)	100% (19/19)
School of Medicine	99% (166/167)	95% (164/173)
School of Nursing	100%	N/A
School of Public Health	61% (17/28)	62% (16/26)

Placement Rates into Post-Graduate Training (w/in 12 months of graduation)	2009-2010	2010-2011
School of Allied Health Professions	N/A	N/A
School of Dentistry—Program in Dentistry	27% (16/60)	100% (53/53)

School of Dentistry—Program in Dental Hygiene	N/A	N/A
School of Dentistry—Program in Dental Lab Tech	N/A	N/A
School of Graduate Studies	100% (24/24)	100% (19/19)
School of Medicine	99% (166/167)	95% (164/173)
School of Nursing	N/A	N/A
School of Public Health	36% (10/28)	23% (6/26)

4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

a. 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.

N/A

b. 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.

N/A—The only associate degree program at LSUHSC-NO is the school’s Dental Lab Technology program, which is housed in the School of Dentistry and is currently the only facility in the state with the required equipment to maintain such a program.

c. 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 Education 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.

Total Tuition & Fees Charged to Full-Time Non-Resident Students				
LSUHSC-NO School	2008-2009	2009-2010	2010-2011	Peer Comparison
School of Allied Health Professions <i>Undergraduate</i>	\$4,896.00	\$5,394.50	\$7,532.50	\$17,812.00
School of Allied Health Professions <i>Graduate</i>	\$5,389.00	\$5,905.50	\$8,242.50	\$17,694.00
School of Allied Health Professions <i>Doctor of Physical Therapy</i>	<i>Program Did Not Exist</i>	\$9,122.00	\$15,853.00	\$27,288.00
School of Graduate Studies	\$5,430.00	\$5,984.50	\$8,242.75	\$16,322.00
School of Medicine	\$26,873.00	\$29,625.00	\$30,694.00	\$44,101.00

* NOTE: Southern Peer Group includes Louisiana institutions and varies by program as follows:

(a) Southern Peer Group for M.D. has been forecasted using the 10-year average annual change in SREB's reported historical data for public institutions in the southern region that offer Medical schools.

(b) Southern Peer Group for Undergraduate Allied Health has been forecasted using the 10-year average annual change in SREB's reported historical data for institutions with accredited programs according to the ASAHP 2010-11 survey, but tuition data is not specific to allied health programs.

Granting Resources and Autonomy for Diplomas (GRAD) Act legislation was enacted to support the state’s public post-secondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency. Institutions are expected to achieve specific, measurable performance objectives aimed at improving college completion and at meeting the state’s current and future workforce and economic development needs. In exchange for achieving such objective, institutions will be granted limited operational autonomy and flexibility.

Through voluntary, six-year performance agreements with the Board of Regents, institutions will be granted limited operational autonomy and flexibility—including tuition and fee authority—to achieve better outcomes. Management boards are authorized to increase tuition and fees for participating institutions, without legislative approval, by up to 10% annually until they reach the average tuition and

fees of their institutional peers. These increases will be based on each institution's yearly progress in achieving specific performance goals.

Since the applicant pool for LSUHSC-NO is drawn almost entirely 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. Similarly, a tuition increase for Louisiana residents is not anticipated to negatively impact enrollment in the schools of LSUHSC-NO. However, additional revenues that would be realized from such an in-state tuition increase are not expected to offset the anticipated budget reduction for Louisiana higher education.

Furthermore, effective with the Fall 2010 semester, the LSU Board of Supervisors passed a resolution authorizing the President (pursuant to LA R.S. 17:3351) to increase total non-resident tuition and mandatory fees of each campus by up to 15% of the initial year and by such additional amounts in subsequent years as to assure, within no more than a five-year period, that the total non-resident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents attending peer institutions (as non-residents) in other Southern Regional Education Board states.

Most, but not all, non-resident students at LSUHSC-NO (Graduate Studies, MD-Ph.D., MS and Ph.D. in Public Health and some Advanced Dental Education) receive tuition exemptions, which mitigate the impact of non-resident tuition increases and limit the net revenue the institution realizes from non-resident tuition increases considerably. With a relatively small overall enrollment, the resident tuition increases help to mitigate the impact of state general fund reductions—though they do not come close to offsetting cuts. Effective with the Fall 2011 semester, LSUHSC-NO increased total non-resident tuition by 15%. Resident tuition was increased by 5% under the "3-4-5" plan for all students, another 5% under the GRAD Act for all students, and an additional 5% under Act 297 of 2011 for MD and DDS students. It is LSUHSC-NO's intent to increase total non-resident tuition another 15% effective with the Fall 2012 semester, in accordance with the board resolution cited above. LSUHSC-NO also intends to use its authority under the GRAD Act to increase resident tuition by 10% for all students and another 5% under Act 297 of 2011 for MD and DDS students, effective with the Fall 2012 semester.

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from 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.**

N/A—The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

5. ORGANIZATIONAL DATA ATTACHMENT: LSU HEALTH SCIENCES CENTER—NEW ORLEANS

a. Number of Students by Classification

Headcount, undergraduate students and graduate/professional school students enrolled in fall of the reporting year.

LSUHSC-NO FALL 2011 ENROLLMENT	
Undergraduate	889
Graduate	1,888
TOTAL	2,777

Budgeted FTE (full-time equivalent) undergraduate and graduate/professional school students, annual using reporting year fall and prior year spring.

LSUHSC-NO FALL 2011 BUDGETED FTE STUDENTS	
Undergraduate	787
Graduate	1,832
TOTAL	2,619

b. Number of Instructional Staff Members**

Number and FTE instructional faculty for fall of the reporting year.

LSUHSC-NO INSTRUCTIONAL STAFF—FALL 2011	
Instructional Faculty Headcount	646
Instructional Faculty FTE	506.37

c. Average Class Student-to-Instructor Ratio**

Average undergraduate class size at the institution in the fall of the reporting year

LSUHSC-NO STUDENT-TO-INSTRUCTOR RATIO— FALL 2011	
Average Undergraduate Class Size	3:1

d. Average Number of Students per Instructor**

Ratio of FTE students to FTE instructional faculty in the fall of the reporting year.

LSUHSC-NO # OF STUDENTS/INSTRUCTOR— FALL 2011	
Ratio: FTE Students to FTE Instructional Faculty	5

**** PLEASE NOTE:** Due to the large discrepancies in class sizes in LSUHSC-NO's professional programs, which include the entire class for most didactic courses and one-on-one instruction in many clinical settings, this data is not comparable to traditional institutions. As LSUHSC-NO does not report to the Student Credit Hour (SCH) System, it is our recommendation that these items be removed from future GRAD Act reporting requirements.

e. Number of Non-Instructional Staff Members in Academic Colleges and Departments

Number and FTE non-instructional staff members in the fall of the reporting year, by academic college (or school, if that is the highest level of academic organization for some units).

SCHOOL	HEADCOUNT	FTE
School of Allied Health Professions	20	20.00
School of Dentistry	9	9.00
School of Graduate Studies	1	1.00

School of Medicine	30	29.80
School of Nursing	5	5.00
School of Public Health	10	10.00
TOTAL NON-INSTRUCTIONAL STAFF	75	74.80

f. Number of Staff in Administrative Areas

Number and FTE executive/managerial staff in the fall of the reporting year, as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division.

LSUHSC-NO ADMINISTRATIVE STAFF—FALL 2011	
Headcount	98
FTE	97.9

g. Organizational Chart (Down to the Second Level of the Institution below the Chancellor)

Please see attached.

h. Salaries of All Personnel Identified in Subparagraph (g) Above, incl. Date, Amount, and Type of All Increases in Salary Received since June 30, 2008

POSITION	TOTAL BASE SALARY <i>Reported for Fall '09</i>	SALARY CHANGES SINCE 06/30/2009 <i>Reported for Fall '10</i>	SALARY CHANGES SINCE 06/30/2010 <i>Reported for Fall '11</i>	SALARY CHANGES SINCE 06/30/2011 <i>Reported for Fall '12</i>
Chancellor	\$316,954			
Vice Chancellor for Academic Affairs; Dean, School of Graduate Studies	\$250,591			
Vice Chancellor for Clinical Affairs	\$186,945 <i>100% as of 07/01/08</i>		\$149,556 <i>.80 FTE 07/01/10</i>	
Vice Chancellor for Community & Security Affairs	\$130,612			
Vice Chancellor for Administration & Finance	\$266,683			\$211,183 <i>7/1/11 Rehired Retiree; VACANT as of 1/1/12</i>
Assoc. VC for Academic & Multicultural Affairs		\$135,000 <i>Hired 04/01/10</i>		
Assoc. VC for Property & Facilities	\$172,172			
Assistant VC for Administration & Finance	\$174,021			\$207,250 <i>3/1/12 Promotion to Assoc. VC for Admin & Finance</i>

Assistant VC for Information Technology	\$188,213			\$175,824 Hired 05/01/11
SCHOOL OF ALLIED HEALTH PROFESSIONS				
Dean, School of Allied Health Professions	\$250,679.04 As of 07/01/08			
Assoc. Dean for Academic Affairs	\$132,780			VACANT 7/1/11
Assistant Dean	\$91,604			
SCHOOL OF DENTISTRY				
Dean, School of Dentistry	\$250,000 Hired 10/01/08			
Assoc. Dean for Academic Affairs	\$163,155			
Assoc. Dean for Research	\$186,221			
Assistant Dean for Clinical Education	\$129,278 As of 07/01/08			\$144,791 As of 07/01/11 Faculty Promotion
Assistant Dean for Fiscal Affairs	\$113,319			
SCHOOL OF GRADUATE STUDIES				
Assoc. Dean, School of Graduate Studies	\$164,809			
SCHOOL OF MEDICINE				
Dean, School of Medicine	\$272,500			
Assoc. Dean for Academic Affairs	\$188,032			
Assoc. Dean for Admissions	\$228,469			
Assoc. Dean for Alumni Affairs & Development	\$141,057			
Assoc. Dean for Clinical Affairs	224,700			VACANT 07/01/11
Assoc. Dean for Community & Minority Health Education	\$183,990		\$202,389 As of 09/01/10 Equity	
Assoc. Dean for Faculty & Institutional Affairs	\$232,552			

Assoc. Dean for Fiscal Affairs	\$234,705			
Assoc. Dean for Health Care Quality & Safety	\$182,434			
Assoc. Dean for Research	\$203,658			
Assoc. Dean for Student Affairs & Records	\$148,225			
Assistant Dean for Student Affairs & Records				
Assistant Dean for Undergraduate Education	\$129,476			
SCHOOL OF NURSING				
Dean, School of Nursing	\$179,760			
Assoc. Dean for Nursing Research, Scholarship, and Science	\$114,688			
Assoc. Dean for Prof Practice, Comm Service, & Adv Nursing Pract	\$116,931 <i>As of 07/01/08</i>			\$130,963 <i>As of 07/01/11 Faculty Promotion</i>
Assoc. Dean for Undergraduate Nursing Programs	\$113,077			
Assistant Dean for Business Affairs	\$94,159			
Assistant Dean for Clinical Nursing Education	\$81,420			
Assistant Dean for Student Services	\$98,500			
SCHOOL OF PUBLIC HEALTH				
Dean, School of Public Health	\$273,935 <i>Merit increase eff. 11/01/08</i>			
Assoc. Dean for Academic Affairs	\$180,836			
Assoc. Dean for Research	\$205,000 <i>Hired 09/29/09</i>			
Assistant Dean, Business Affairs	\$120,000			

i. Cost Performance Analysis

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

Expenditures by Function:	Amount (\$)	% of Total
Instruction	90,520,814	51.2%
Research	16,017,033	9.1%
Public Service	6,594,183	3.7%
Academic Support**	14,970,350	8.5%
Student Services	2,406,475	1.4%
Institutional Services	19,340,705	10.9%
Scholarships/Fellowships	3,124,734	1.8%
Plant Operations/Maintenance	23,598,613	13.3%
Total E&G Expenditures	176,572,907	99.9%
Hospital	-	0.0%
Transfers out of agency	260,552	0.1%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	176,833,459	100.0%

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

N/A—LSUHSC-NO neither collects nor reports on this data, as the university has no first-time, full-time freshmen.

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

N/A

iv. Average cost per degree awarded in the most recent academic year.

N/A

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

N/A

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

\$473,045,863.00*

* NOTE: This figure reflects revenues reported in the 2010-2011 BoR-3 Report.

