

LSU Health Sciences Center – New Orleans
GRAD Act Annual Report 2011

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.

1. a.i. 1st to 2nd Year Retention Rate - Targeted

1st to 2 nd Year Retention Rate	2009-10
School of Medicine	95%
School of Graduate Studies	90% (17/19)
School of Allied Health Professions	95% (156/164)
School of Nursing	82% (235/286)
School of Dentistry-Program in Dentistry	98% (64/65)
School of Dentistry-Program in Dental Hygiene	100% (41/41)
School of Dentistry-Program in Dental Lab Tech.	100% (4/4)
School of Public Health	94% (22/24)

1. a.ii. 1st to 3rd year retention rate – N/A

1. a.iii. Fall to spring retention rate – N/A

1. a.iv. Same institution graduation rate - Targeted

Same Institution Graduation Rate	2009-2010
School of Medicine	95% (167/176)
School of Graduate Studies*	n/a
School of Allied Health Professions	92% (85/92)
School of Nursing	n/a
School of Dentistry-Program in Dentistry	100% (60/60)
School of Dentistry-Program in Dental Hygiene	100% (40/40)
School of Dentistry-Program in Dental Lab Tech.	100% (7/7)
School of Public Health	83% (10/12)

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

1. a.v. Graduation Productivity – N/A

1. a.vi. Award Productivity – N/A

1. a.vii Statewide Graduation Rate – N/A

1. a.viii Percent of freshmen admitted by exception – N/A

1. a.ix Median Professional school entrance exam – Targeted in appropriate schools

Median Professional school entrance exam	2009-2010
School of Graduate Studies*	1115
School of Nursing	80.25

Narrative report: required

The narrative report should include at a minimum:

- *Policies adopted by the management board*
- *Subsequent policies adopted by the institution*
- *Timeline for implementing the policies*

In January of 2010, the LSU system began the LSU System Performance Metrics Process, which includes the development of performance indicators for each Health Science 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 represent a significant analysis and measuring tool for the Louisiana State University system and its institutions.

In addition, each school establishes its own requirements for professional school entrance exams. The entrance exam used by the School of Graduate Studies, the GRE, is changing its format and scoring in the spring of 2011. As a result, a new policy in regard to the minimal acceptable score for admission will have to be developed in the fall of 2011. A minimum composite score of 1000 is currently required. In the School of Nursing BSN applicants are required to take the HESI Admissions Assessment exam A from Evolve Testing & Remediation. A minimum score is not stated. In the School of Dentistry all applicants are required to take the Dental Admissions Test (DAT) sponsored by the American Dental Association. A minimum acceptable score is 16.

Performance Objective 1: STUDENT SUCCESS

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

1. b.i. Percentage Change in Program Completers – Targeted – from baseline year by award level

School of Medicine		
Percentage change in completers by award level from baseline		
	2008-09	2009-10
Professional	baseline (187)	+2% (190)

School of Graduate Studies		
Percentage change in completers by award level		
	2008-09	2009-10
Master's	baseline (2)	0% (2)
Doctorates	baseline (31)	-23% (24)

School of Allied Health Professions		
Percentage change in completers by award level		

	2008-09	2009-10
Bachelors	baseline (30)	13% (34)
Master's	baseline (47)	32% (62)
Professional	baseline (23)	52% (35)

School of Nursing Percentage change in completers by award level		
	2008-09	2009-10
Bachelors	baseline (176)	0% (17634)
Master's	baseline (51)	0% (51)
Doctoral	baseline (2)	0% (2)
Professional	baseline (59)	+2% (60)

School of Dentistry-Program in Dental Hygiene Percentage change in completers by award level from baseline		
	2008-09	2009-10
Bachelors	baseline (41)	+5% (43)

School of Dentistry-Program in Dental Laboratory Technology Percentage change in completers by award level from baseline		
	2008-09	2009-10
Bachelors	baseline (4)	0% (4)

Narrative

Across all of our schools the number of completers has generally remained the same or increased slightly. Due to recent budget cuts in the School of Graduate Studies, the money available for stipend support and tuition waivers has decreased. As a result, student enrollment has decreased. In turn, the number of completers in the future will decrease.

1. c: Develop partnerships with high schools to prepare students for postsecondary education. Not applicable to LSUHSC-New Orleans

Performance Objective 1: STUDENT SUCCESS

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

1.d.i. Passage Rates on licensure/certification exams – Targeted

School of Medicine Passage rates of licensure exams		
	2009 AY Graduates	
	School Pass Rate	National Pass Rate
USMLE Step 1	95% (164/172)	94%

USMLE Step 2 CK	95% (159/167)	96%
USMLE Step 2 CS	94% (155/165)	97%

School of Allied Health Professions Passage rates of licensure exams		
2009 AY Graduates		
	School Pass Rate	National Pass Rate
Medical Technology	95% (18/19)	82%
Cardiopulmonary Science	90% (9/10)	72%
Physician Assistant	79% (23/29)	92%
Communication Disorders	100% (22/22)	86%
Occupational Therapy	97% (33/34)	78%
Physical Therapy	90% (29/29)	89%

Narrative
Each school sets its own standards for licensure/certification exams. The School of

Medicine requires passage of the USMLE prior to graduation. In the School of Allied Health passage of national certification exams are required for state licensure.

Performance Objective 2: ARTICULATION AND TRANSFER

Elements 2a, 2b, 2c, 2d, - Not applicable to LSU HSC – New Orleans

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.

3a.i. Number of programs eliminated – Descriptive

3.a.ii. Number of programs modified or added – Descriptive

3.a.iii. Number of programs aligned with workforce and economic development needs

Measures – Descriptive

- *Number of programs eliminated: as a result of institutional or Board of Regents review (Baseline: 2009-10)*
- *Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC (Baseline: 2009-10)*
- *Percent of programs aligned with workforce and economic development needs: as identified by Regents utilizing LWC or LED published forecasts*
 - *Number of program offerings, regardless of award level, in a given academic year (Baseline: 2009-10)*
- *Number of programs aligned with workforce and economic development needs, as identified by institution utilizing LWC or LED published forecasts*

Summary of program review		
	2009-10	2010-11
Number of programs eliminated	1	3
Number of programs modified or added	1	6

Programs aligned with workforce and economic development needs		
	2009-10	2010-11
Number of program offerings	32	32
Number of programs aligned with workforce and economic development needs	32	32
Percent of programs aligned with workforce and economic development needs	100%	100%

2009-2010

Programs Eliminated 3	Names of Programs: Pathology, PhD; Rehab Services, BS; Psych Nursing, MN
Programs Modified 6	Names of Programs, etc: Existing Graduate School MS programs merged into a single MS/Biomedical Sciences program

Narrative report: required

The narrative report should include at a minimum:

- *A description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs.*
- *A description of the institution's collaboration with the Louisiana Workforce Commission to identify academic programs that aligned with current or strategic workforce needs.*
- *A description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by the Regents utilizing LWC and Louisiana Economic Development published forecasts.*
- *A description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.*

Narrative

Institution's Current Review Process

The current LSUHSC-NO 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 curriculum committee, in turn, reports its findings to the Associate Dean of Academic/Student Affairs who in turn reports to the Dean. Any action proposed by the Dean (program termination or initiation) 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.

Collaboration with the Louisiana Workforce Commission, initiatives to meet current and strategic future workforce needs of the state/region, and institutional activity to meet current or strategic future workforce needs of the state and/or region.

Health care is one of Louisiana's key economic development industries. Virtually all of the academic programs at LSUHSC are aligned with the production of health care providers or researchers. The institution modifies or initiates new programs in response to need and national requirements for accreditation. For example, two programs, Audiology and Physical Therapy, recently moved from terminal masters degree programs to terminal doctoral programs. Both of these changes were mandated by changes in national standards. More recently, the School of Allied Health Sciences initiated a new program, Physician's Assistant, to meet current health workforce needs of the state. All new programs require approval of both the LSU Board of Supervisors and the Board of Regents, and are mandated to include a needs assessment study as part of the application. The Southern Association of Colleges and Schools must approve all new programs; new and ongoing programs producing health care providers must also 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.

In addition, the Dean of the School of Allied Health as well as the LSU HSC – NO Director of External Relations regularly attend the Louisiana Health Works Meetings to assure involvement in and receipt of information relative to workforce issues addressed by this statewide council. The Medical Education Commission, chaired by the LSU HSC's Dr. Perry Rigby and overseen by the LSUHSC of New Orleans' Chancellor Dr. Larry Hollier provides not only a comprehensive view of Graduate Medical Education in Louisiana, but 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, Ochsner, among others.

Enrollment has increased overall in the Schools of Allied Health, Dentistry, Medicine and Nursing. In fact, enrollment at the HSC is now the largest in its history.

Performance Objective 3: WORKFORCE AND ECONOMIC DEVELOPMENT

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

3. b.i. Number of course sections with 50% and 100% instruction through distance education

- 3. b.ii. Number of students enrolled in courses with 50% and 100% instruction through distance education
- 3. b.iii Number of programs offered through 100% distance education

Measures: Tracked

- Number of course sections with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100% (Baseline: 2008-09)
- Number of students enrolled in courses with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100% (Baseline: 2008-09)
- Number of programs offered through 100% distance education, by award level (Baseline 2008-09)

Increased use of technology for distance learning to expand educ. offerings		
	2009-10	2010-11
Number of course sections with 50% and 100% instruction through distance education	30	30
Number of students enrolled in courses with 50% and 100% instruction through distance education	12	13
Number of programs offered through 100% distance education	NONE	NONE

ALL OF THE ABOVE ARE IN DENTAL HYGIENE IN LAFAYETTE

Narrative report: required

The narrative report should include at a minimum:

- A description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty, and enhancement of on-line student assessment processes.
- A description of current initiatives to create and expand educational offerings by distance education.
- A description of any efficiency realized through distance education.

Narrative

Efforts to improve technology for distance learning and to create and expand educational offerings by distance education

Distance education using synchronous compressed video is used in part of the didactic curriculum in the Dental Hygiene program based in Lafayette, La. Due to the

nature of our educational programs (laboratories, clinics, patient care, etc.) this is the only program offered through distance education and it represents about 50% of the Dental Hygiene students' instruction; the remaining being clinic instruction. The major efficiency achieved through this program is that it allows students in southwest Louisiana to obtain a BS in Dental Hygiene without relocating to New Orleans. No new distance learning programs are currently planned.

In terms of on-line student assessment processes, several notable examples deserve mention. In the School of Medicine virtually all examinations in the first and second year are administered via the student's laptop 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 is used to assess student performance in the evaluation of individual case studies. Finally, in the School of Dentistry each student is also required to have a laptop preloaded with all of the textbooks required for their current year of study. Exams and self-assessment study guides are also delivered via these laptops. Technology also plays a huge role in our Learning Center where computer controlled patient simulators are used to monitor student skills in a simulated clinical setting. Students from virtually all of our 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 is available at: http://www.medschool.LSUHSC.edu/learning_center/

Performance Objective 3: WORKFORCE AND ECONOMIC DEVELOPMENT

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

- 3.c.i. Percent of research/instructional faculty holding active research and development grants/contracts**
- 3.c.ii Percent of research/instructional faculty holding active research and development grants/contracts in Louisiana's key economic development industries**
- 3.c.iii Dollar amount of research and development expenditures**
- 3.c.iv Dollar amount of research and development expenditures in Louisiana's key economic development industries**
- 3.c.v. Number of intellectual property measures which are the result of research productivity and technology transfer efforts**

Faculty holding (serving as principal and/or co-principal investigators) active research and development grants

- *Total number of research/instructional faculty (FTE) at the institution. Include all FTE faculty, tenure and non-tenure track including physicians whose job responsibilities include expectations for scholarly activity (Baseline: 2009-10)*
- *Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts (Baseline: 2009-10)*

- *Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries (Baseline: 2009-10)*
- *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. (Baseline: four-year average of FY2005-06 through FY2008-09)*
- *Dollar amount of research and development expenditures in Louisiana's key economic development industries. These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries. (Baseline: four-year average of FY2005-06 through FY2008-09)*
- *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). (Baseline: 2008-09)*

Research Productivity and Technology Transfer Measures	
Total number of research/instructional faculty ¹ (FTE) at the institution (Baseline: 2009-10)	494.30
Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts (Baseline: 2009-10)	n/a
Percent of Basic Science research/instructional faculty (FTE) at the institution holding active research and development grants/contracts (Baseline: 2009-10)	n/a
Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries (Baseline: 2009-10)	n/a ¹
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. (Baseline: four-year average of FY2005-06 through FY2008-09)	\$55,663,400
Dollar amount of research and development expenditures in Louisiana's key economic development industries (Baseline: four-year average of FY2005-06 through FY2008-09)	\$55,663,400
Patent applications filed (Baseline: 2008-09)	21
Patents issued (Baseline: 2008-09)	3
Disclosures (Baseline: 2008-09)	14
Licenses/options executed (Baseline: 2008-09)	3
New start-ups (Baseline: 2008-09)	0
Surviving start-ups (Baseline: 2008-09)	0

¹ Data is not available at this time, but plans are underway to collect and report.

Narrative report: required

The narrative report (which may exceed 2-page maximum) should include at a minimum:

- *A description of current and prospective research productivity and technology transfers as it relates to Louisiana's key economic development industries.*
- *A description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research and Development activities with Louisiana's key economic development industries.*
- *A description of any 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.*
- *A description of how the institution's research productivity and technology efforts compare to peer institutions.*

Narrative

Research and Technology Transfers

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

A majority of the research at the LSUHSC-NO is funded by the National Institutes on Health (NIH). Other sources of research funding include the Department of Defense, Center for Disease Control and Prevention, National Science Foundation, American Heart Association etc. Biomedical research, preclinical, translational and clinical, relates naturally to Louisiana's economic development industries related to health care. Current research expenditures at the HSC are \$54,473,670 (using the definition of research contained in the NSF survey). These externally funded research expenditures include salaries for numerous technicians and other employees that have a large multiplying effect in stimulating the local economy. Funding now slightly surpasses pre-Katrina levels, though revenue from clinical trials remains down (about \$7million) because of the closing of Charity Hospital. The opening of the new hospital in New Orleans should have a major economic impact in this regard. The NIH released its 2010 award data in January 2011. The data do not include R&D contracts and ARRA awards. Dr. Robert Roskoski, Jr., Scientific Director, Blue Ridge Institute for Medical Research has released his annual analysis of the NIH data. They are available online at: <http://report.nih.gov/award/trends/AggregateData.cfm> as well as http://www.brimr.org/NIH_Awards/NIH_Awards.htm

Based upon this analysis of the NIH data, the LSUHSC-NO School of Medicine currently ranks 82 of 133 medical schools nationally. The number of publications produced by our students and faculty is another measure of research and scholarly productivity. In 2010, there were 850 publications from the Health Sciences Center.

LSUHSC-NO has collaborated with two major economic development engines in the city. The first is the New Orleans Bioinnovation Center. The Center is a technology

business incubator that aims to stimulate bioscience entrepreneurship in the New Orleans area. It is funded, in part, by the Louisiana Department of Economic Development. The Center, located in the 14000 block of Canal Street will open in May 2011. It is a 65,000 square foot wet-lab business incubator that will contain wet-lab space, stand-alone offices, and meeting/conference space. Biotechnology companies developing from LSUHSC-NO and other institutions in the area will have the opportunity to lease lab/office space in this facility close to our campus. More information about NOBIC can be found at www.neworleansbio.com. The primary purpose of this new facility is to translate research into therapeutic agents, technology, and devices that can be patented and foster economic growth.

Our participation in the Louisiana Cancer Research Consortium (LCRC) represents a second area of collaborative participation in economic development. The LCRC is bringing 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 fall of 2011. As an example of its economic impact, an 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: www.lcrc.info.

The Office of Technology Development at LSUHSC-NO facilitates the research enterprise and brings significant novel intellectual property to the market place. The 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 2010, adjusted gross licensing income was \$114,097 from 7 licenses. There were 13 disclosures of new technologies. There were 19 new US patents filed and 1 patent issued. A record 111 material transfer agreements were processed.

Measures

Performance Objective 3: WORKFORCE AND ECONOMIC DEVELOPMENT

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.

3.d.iii. Placement rates of graduates - Tracked

3.d.iv. Placement of graduates in postgraduate training - Tracked

Placement rates of graduates (within 12 months after graduation)	
2009-10	
School of Medicine	95% (166/167)
School of Nursing	100%
School of Allied Health Professions	95% (104/109)
School of Graduate Studies	100% (24/24)
School of Public Health	61% (17/28)
School of Dentistry	73% (44/60)
School of Dentistry-Program in Dental Lab Technology	75% (3/4)
School of Dentistry-Program in Dental Hygiene	100% (43/43)

Placement rates of graduates in postgraduate training (within 12 months after graduation)	
2009-10	
School of Medicine	95% (166/167)
School of Allied Health Professions	n/a
School of Graduate Studies	100% (24/24)
School of Public Health	36% (10/28)
School of Dentistry	27% (16/59)
School of Dentistry-Program in Dental Lab Technology	n/a
School of Dentistry-Program in Dental Hygiene	n/a

Performance Objective 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

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.

4.c.i. Total tuition and fees charged to non-resident students – Tracked

Total tuition and fees charged to full-time non-resident students			
	2008/2009	2009-10	Peer Comparison

School of Graduate Studies	5,430.00	5,984.50	15,570 (SREB Avg)
School of Allied Health Professions – Doctor of Physical Therapy	Program did not exist	9,122	28,058 (Southern Dean's Avg)
School of Allied Health Professions – Graduate	5,389.00	5,905.50	16,184 (Southern Dean's Avg)
School of Allied Health Professions – Undergraduate	4,896.00	5,394.50	16,727 (Southern Dean's Avg)
School of Medicine	26,873.00	29,625.00	41,763 (SREB Avg)

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.

Through voluntary, six-year performance agreements with the Board of Regents, institutions would be granted limited operational autonomy and flexibility, including tuition and fee authority, to achieve better outcomes. Management boards will be allowed to increase tuition and fees for participating institutions, without legislative approval, by up to 10 percent until they reach the average tuition and fees of their institutional peers. 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-NO 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. In addition, a tuition increase for Louisiana residents is not anticipated to negatively affect enrollment in the schools of LSUHSC-NO. However, additional revenues that would be realized from an in-state tuition increase are not expected to offset the anticipated budget reduction for Louisiana higher education.

Furthermore, effective with the 2010 fall semester, the LSU Board of Supervisors passed a resolution that the President was authorized by the LSU BOS pursuant, inter

alia, to LA R.S. 17:3351 to increase total nonresident tuition and mandatory fees of each campus up to fifteen percent (15%) the initial year; and such additional amounts in subsequent years as to assure, within no more than a five year period, that the total nonresident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents (as nonresidents) attending peer institutions in other Southern Regional Education Board states.

Performance Objective 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY-
relates to the designation of centers of excellence as defined by the Board of Regents; no reporting is required for this objective for the 2010-2011 Report.

LSU Tech Transfer Activity by Campus

R&D Expenditures (NSF)

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	\$103,972,000	\$107,304,000	\$114,259,000	\$123,318,000	\$127,315,000	\$134,114,000	\$136,006,000	\$147,652,000	
Ag Center	\$69,925,000	\$73,712,000	\$77,422,000	\$79,649,000	\$85,402,000	\$88,618,000	\$96,359,000	\$95,678,000	
Pennington	\$24,109,000	\$25,661,000	\$30,875,000	\$33,762,000	\$38,398,000	\$38,192,000	\$40,512,000	\$42,369,000	
HSC-NO	\$47,919,000	\$58,463,000	\$66,159,000	\$66,055,000	\$52,408,000	\$62,167,000	\$60,007,000	\$58,237,000	
HSC-S	\$16,248,000	\$23,344,000	\$29,618,000	\$27,540,000	\$27,519,000	\$29,070,000	\$33,458,000	\$31,293,000	
UNO	\$25,062,000	\$25,998,000	\$22,956,000	\$31,191,000	\$23,897,000	\$25,625,000	\$24,783,000	\$25,382,000	
LSU-S	\$128,000	\$183,000	\$345,000	\$173,000	\$457,000	\$786,000	\$642,000	\$695,000	
TOTAL	\$287,363,000	\$314,665,000	\$341,634,000	\$361,688,000	\$355,396,000	\$378,572,000	\$391,767,000	\$401,306,000	

Invention Disclosures

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	31	30	49	32	69	34	46	40	43
Ag Center	22	34	37	22	22	52	31	33	33
Pennington	8	6	14	18	26	8	16	13	14
HSC-NO	29	25	22	25	7	26	28	14	13
HSC-S	5	4	5	6	9	8	16	12	11
UNO	9	7	5	8	5	3	0	6	7
LSU-S	0	0	0	0	0	4	4	0	0
TOTAL	104	106	132	111	138	135	141	118	121

New Patents Filed

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	13	18	14	15	30	30	12	8	11
Ag Center	5	19	12	7	7	19	16	15	14
Pennington	3	7	3	4	10	3	2	8	3
HSC-NO	9	14	16	10	6	6	15	16	8
HSC-S	2	2	5	3	2	4	13	11	6
UNO	6	4	5	7	3	4	2	5	5
LSU-S	0	0	0	0	0	0	2	2	0
TOTAL	38	64	55	46	58	66	62	65	47

LSU Tech Transfer Activity by Campus

Licenses/Options Executed (*totals may not correspond if multiple campuses per deal)

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	0	0	6	3	4	2	3	4	4
Ag Center	6	7	1	1	8	6	5	7	17
Pennington	0	0	0	4	2	2	2	1	1
HSC-NO	2	0	2	4	1	2	1	3	0
HSC-S	0	0	0	0	2	6	2	2	2
UNO	2	2	1	3	0	2	1	1	3
LSU-S	0	0	0	0	0	0	0	0	0
TOTAL	10	9	9	14	13	19	12	17	26

Active License Agreements

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	x	x	x	x	16	25	26	29	26
Ag Center	x	x	x	x	22	21	22	33	50
Pennington	x	x	x	x	x	4	2	10	4
HSC-NO	x	x	x	x	10	11	12	18	16
HSC-S	x	x	x	x	8	7	9	11	14
UNO	x	x	x	x	x	11	11	11	12
LSU-S	x	x	x	x	0	0	0	0	0
TOTAL	0	0	0	0	56	79	82	112	122

Licenses Generating Income

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	14	10	11	16	16	14	14	11	13
Ag Center	13	12	15	15	16	23	22	26	27
Pennington	3	3	2	5	2	3	2	5	4
HSC-NO	6	7	5	10	9	13	8	7	7
HSC-S	0	1	1	0	1	4	7	6	9
UNO	2	3	4	3	5	3	6	5	5
LSU-S	0	0	0	0	0	0	0	0	0
TOTAL	38	36	38	49	49	60	59	60	65

LSU Tech Transfer Activity by Campus

Adjusted Gross Licensing Income

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	\$207,217	\$203,319	\$572,061	\$238,078	\$181,859	\$121,940	\$111,359	\$123,003	\$156,576
Ag Center	\$1,444,784	\$1,029,286	\$1,746,909	\$4,332,303	\$5,165,466	\$4,318,805	\$2,524,643	\$5,969,066	\$9,068,981
Pennington	\$305	\$318	\$593	\$2,148	\$29,077	\$3,460	\$8,170	\$24,737	\$46,662
HSC-NO	\$98,625	\$50,129	\$71,433	\$194,780	\$128,525	\$246,076	\$111,753	\$111,778	\$114,097
HSC-S	\$0	\$162	\$2,875	\$0	\$10,000	\$70,624	\$78,207	\$89,017	\$111,083
UNO	\$27,000	\$33,600	\$63,700	\$40,385	\$47,827	\$111,650	\$30,871	\$31,576	\$77,717
LSU-S	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,777,931	\$1,316,814	\$2,457,571	\$4,807,694	\$5,562,754	\$4,872,555	\$2,865,003	\$6,349,177	\$9,575,116

Start-up Companies Formed (*totals may not correspond if multiple campuses per start-up)

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	0	0	2	1	2	1	1	2	1
Ag Center	0	3	0	0	2	0	0	4	0
Pennington	0	0	0	1	1	0	0	0	1
HSC-NO	0	0	1	0	0	0	0	1	0
HSC-S	0	0	0	0	2	0	1	0	2
UNO	1	0	0	0	0	1	0	0	1
LSU-S	0	0	0	0	0	0	0	0	0
TOTAL	1	3	2	2	4	2	2	6	5

LSU Tech Transfer Activity by Campus

Legal Fees Expended

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	\$157,811	\$144,399	\$155,280	\$190,817	\$263,369	\$447,291	\$381,186	\$314,796	\$268,066
Ag Center	\$210,805	\$172,646	\$136,837	\$196,667	\$252,046	\$223,153	\$262,792	\$209,820	\$257,354
Pennington	\$24,375	\$29,250	\$36,300	\$30,255	\$30,717	\$31,036	\$44,759	\$41,550	\$60,392
HSC-NO	\$211,642	\$251,810	\$84,863	\$91,198	\$226,831	\$393,405	\$308,963	\$369,701	\$296,993
HSC-S	\$21,843	\$15,616	\$7,153	\$15,483	\$15,441	\$17,250	\$2,735	\$63,017	\$56,313
UNO	\$30,000	\$35,000	\$40,000	\$25,073	\$94,508	\$76,606	\$67,112	\$95,820	\$142,747
LSU-S	\$0	\$0	\$0	\$0	\$0	\$0	\$15,000	\$0	\$0
TOTAL	\$656,476	\$648,721	\$460,433	\$549,493	\$882,912	\$1,188,741	\$1,082,547	\$1,094,704	\$1,081,865

Legal Fees Reimbursed

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	\$19,065	\$3,247	\$42,005	\$15,689	\$20,635	\$61,192	\$25,672	\$18,177	\$24,936
Ag Center	\$13,842	\$40,388	\$0	\$0	\$149,919	\$53,828	\$49,570	\$13,593	\$121,716
Pennington	\$0	\$0	\$0	\$0	\$12,500	\$5,000	\$0	\$15,000	\$37,507
HSC-NO	\$11,729	\$0	\$0	\$0	\$31,045	\$39,168	\$56,287	\$30,000	\$46,080
HSC-S	\$0	\$4,578	\$80	\$4,945	\$0	\$20,322	\$0	\$0	\$0
UNO	\$0	\$0	\$3,000	\$5,000	\$20,000	\$64,001	\$4,816	\$40,059	\$67,418
LSU-S	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$44,636	\$48,213	\$45,085	\$25,634	\$234,099	\$243,511	\$136,345	\$116,829	\$297,657

Percent of Expenses Reimbursed

	2002	2003	2004	2005	2006	2007	2008	2009	2010
LSU A&M	12%	2%	27%	8%	8%	14%	7%	6%	9%
Ag Center	7%	23%	0%	0%	59%	24%	19%	6%	47%
Pennington	0%	0%	0%	0%	41%	16%	0%	36%	62%
HSC-NO	6%	0%	0%	0%	14%	10%	18%	8%	15%
HSC-S	0%	29%	1%	32%	0%	118%	0%	0%	0%
UNO	0%	0%	8%	20%	21%	84%	7%	42%	47%
LSU-S	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	7%	7%	10%	5%	27%	20%	13%	11%	28%

Attachment D

Section 5

Louisiana State University Health Science Center – New Orleans – LSUHSC-NO

5.a.

Number of students by classification

Institution Name	Fall 2009 Headcount		Total	2010-11 AY (Est)		Total FTE
	Undergraduate	Graduate		Undergrad FTE	Grad FTE	
LSUHSC-New Orleans	836	1,808	2644	852	1853	2577

Note: Fall 2009 is headcount and 2010-2011 is estimated FTE

5.b.

Number of Instructional Staff Fall 2009

Institution Name	Instructional Faculty Headcount	Instructional Faculty FTE
LSUHSC – New Orleans	649	494.3

5.c.

**Average class student-to-instructor ratio
(average undergraduate class size)**

Institution name	2009-10 AY
LSUHSC – New Orleans	28.3

5.d.

Average number of students per instructor

2009-10 FTE enrollment per FTE Instructor
9.56

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

Headcount	<u>523</u>
FTE	<u>506</u>

5.f. Number of staff in Administrative Areas

Headcount	<u>361</u>
FTE	361

Section 5 g.

Please see attached organizational chart

Section 5 h.

<u>Name</u>	<u>Title</u>	<u>Salary</u>	<u>Comment</u>
Larry H. Hollier M.D.	Chancellor	\$316,954	
Joseph M. Moerschbaecher III Ph.D.	Vice Chancellor for Academic Affairs and Dean of Graduate Studies	\$250,591	
Ronnie Smith M.P.A.	Vice Chancellor for Administration and Finance	\$266,683	
Frank Opelka M.D.	Vice Chancellor for Clinical Affairs	\$149,556	.80 FTE
Ronald E. Gardner M.P.H.	Vice Chancellor for Community and Security Affairs	\$130,612	
James Cairo Ph.D.	Dean of Allied Health Professions	\$250,679	
Henry Gremillion D.D.S.	Dean of Dentistry	\$250,000	Hired 10/1/2008
Steve Nelson M.D.	Dean of Medicine	\$272,500	
Demetrius Porche' D.N.S.	Dean of Nursing	\$179,760	
Elizabeth Fontham D. PH.	Dean of Public Health	\$273,935	Received 9% merit increase effective 11/1/2008

With the exception of Dr. Fontham, no salary increases since July 1, 2008