

**LSU HEALTH SCIENCES CENTER—NEW ORLEANS
2015 GRAD ACT ANNUAL REPORT
PERFORMANCE OBJECTIVES NARRATIVE**

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.

LSU Health Sciences Center at New Orleans (LSUHSC-NO) utilizes the LSU System Performance Metrics Process (implemented in January 2010), which provides campus leadership and the Board of Supervisors a mechanism for evaluating annual institutional performance. Metrics data 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:

LSUHSC-NO School	Baseline (2008-09)	2009-10	2010-11	2011-12	2012-13	2013-14
School of Allied Health Professions	97%	95%	87%	95%	97%	95% (177/186)
School of Dentistry—Dentistry	97%	98%	99%	99%	99%	99% (64/65)
School of Dentistry—Dental Hygiene	100%	100%	98%	94%	100%	100% (38/38)
School of Dentistry—Dental Lab Tech	100%	100%	91%	83%	100%	100% (9/9)
School of Dentistry—Combined*	N/A	N/A	N/A	N/A	99%	99% (111/112)
School of Graduate Studies	89%	89%	75%	85%	90%	76% (13/17)
School of Medicine	99%	97%	97%	95%	97%	96% (190/198)
School of Nursing	93%	82%	91%	89%	90%	82% (291/356)
School of Public Health	100%	94%	92%	98%	97%	98% (42/43)

* **NOTE:** For GRAD Act Years 4-6, School of Dentistry metrics will be assessed using combined program benchmarks.

a.iv. Same Institution Graduation Rate:

LSUHSC-NO School	Baseline (2008-09)	2009-10	2010-11	2011-12	2012-13	2013-14
School of Allied Health Professions	93%	92%	94%	93%	85%	93% (153/164)
School of Dentistry—Dentistry	95%	100%	100%	98%	100%	99% (64/65)
School of Dentistry—Dental Hygiene	100%	100%	100%	98%	100%	100% (38/38)
School of Dentistry—Dental Lab Tech	100%	100%	100%	100%	80%	100% (9/9)
School of Graduate Studies*	N/A	N/A	N/A	N/A	N/A	N/A
School of Medicine	94%	95%	95%	96%	97%	93% (187/202)
School of Nursing*	N/A	N/A	N/A	N/A	N/A	N/A
School of Public Health	91%	83%	96%	100%	67%	85% (35/41)

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

During the 2013-2014 academic year, nearly all Schools met or exceeded performance benchmarks. The School of Graduate Studies saw a sharp percentage decline in 1st to 2nd year retention in Year 5 (due to small cohort numbers—3 students withdrew for personal/academic reasons, and 1 transferred with his mentor to a university out of state); however, using the alternative scoring method (most recent two-year average compared with prior three-year average) the School passes with a rate of 83.24% for the

most recent two years, compared with 83.03% for the prior three-year period. The School of Medicine experienced a small decline in on-time graduation in Year 5 due to students who were delayed due to Step exam retakes or other scheduling delays related to academic issues.

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. 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. The School of Public Health utilizes the GRE, which changed its format and scoring in the spring of 2011; the School currently accepts students based on ranking, not raw scores.

LSUHSC-NO School	Baseline (2008-2009)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
School of Dentistry—Dentistry	18.9	18.9	18.9	18.9	18	18
School of Nursing*	80.25	80.25	83.3	83.9	83.07	83.78
School of Public Health**	1078	1115	1092	297	305	303

* SoN Baseline & Year 1 scores reflect the TEAS entrance exam; the entrance exam changed in Fall 2010 to HESI A2.

** NOTE: ETS changed its GRE scoring scale from 1600 maximum in the old test to 346 maximum in new test.

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

<i>Percent change in completers by award level, from baseline year</i>						
LSUHSC-NO School	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
School of Allied Health Professions*						
BACHELOR’S	Baseline: 30	+13% (34)	+27% (38)	+37% (41)	+33% (40)	+60% (48)
MASTER’S	Baseline: 47	+32% (62)	+43% (67)	+83% (86)	+64% (77)	+43% (67)
PROFESSIONAL	Baseline: 23	+52% (35)	+104% (47)	+126% (52)	+74% (40)	+104% (47)
School of Dentistry—Dentistry						
PROFESSIONAL	Baseline: 59	+2% (60)	-10% (53)	-2% (58)	+15% (68)	+10% (65)
School of Dentistry—Dental Hygiene						
BACHELOR’S	Baseline: 41	+5% (43)	-2% (40)	-17% (34)	-2% (40)	-7% (38)
School of Dentistry—Dental Lab Tech						
ASSOCIATE’S	Baseline: 4	+/-0% (4)	+175% (11)	+25% (5)	+/-0% (4)	+100% (8)
School of Graduate Studies**						
MASTER’S	Baseline: 2	+/-0% (2)	N/A	-50% (1)	+100% (4)	+50% (3)
DOCTORAL	Baseline: 31	-23% (24)	-39% (19)	-52% (15)	-32% (21)	-61% (12)
School of Medicine						
PROFESSIONAL	Baseline: 187	+2% (190)	-2% (184)	-4% (179)	+1% (188)	-4% (180)
School of Nursing						
BACHELOR’S	Baseline: 176	+/-0% (176)	+11% (196)	+26% (222)	+46% (257)	+49% (263)
MASTER’S	Baseline: 51	+/-0% (51)	+45% (74)	+86% (95)	+61% (82)	+71% (87)
DOCTORAL	Baseline: 2	+/-0% (2)	+/-0% (2)	+/-0% (2)	-100% (0)	+450% (11)
School of Public Health***						
MASTER’S	Baseline: 29	-3% (28)	-10% (26)	-10% (26)	+21% (35)	+38% (40)
DOCTORAL	Baseline: 3	-100% (0)	-100% (0)	-66% (1)	+/-0% (3)	-100% (0)

* The School of Allied Health Professions has two Doctoral-level programs, AuD and DPT, which are both listed as Professional degrees within the GRAD Act report. At present, the AuD is listed as a Doctoral program on BoR CRIN reports, while the DPT is listed as a Professional program on CRIN reports.

** *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 (and thus MS performance benchmarks were eliminated). A single MS/Biomedical Sciences program has since been established in the School of Graduate Studies to fill this gap.*

*** *Completer data for 2013-14 was sent to BoR incorrectly. Completer totals should equal 37 Master's and 3 Doctoral for this reporting period. An updated completer file will be sent to BoR in May 2015.*

Though completer numbers have primarily grown over baseline figures, in the 2013-2014 academic year the following Schools/Programs fell short of GRAD Act completer goals: Master's completers in the School of Allied Health Professions; Dental Hygiene Bachelor's completers; Doctoral completers in the Schools of Graduate Studies and Public Health; and Professional completers in the School of Medicine. Though Master's completers in the School of Allied Health Professions are 43% above baseline data (67/47), the overall completer rate falls short of its Year 5 goal (67/75) due to these professional-level students facing unforeseen personal, academic, and medical issues. Graduates of the Dental Hygiene program declined 7% from baseline levels (38/41) and fall short of Year 5 goals (38/43); this can be attributed to the Board of Regents' discontinuation of the Baton Rouge DHY program in 2010, which led to a decline in overall program acceptances from 42 to 36 annually. Due to this discontinuation (and the resulting diminished annual cohorts) completer numbers will fall short of goals for Year 6 as well. Doctoral completers in the School of Graduate Studies declined 61% from baseline levels (12/31) and fall short of Year 5 goals (12/15). Persistent completion rate decreases in the School of Graduate Studies are attributable to budget cuts that have reduced the amount of funding available for student stipend support and tuition waivers; with less support funding, fewer students are able to enroll in Graduate School in the current economy. The School of Public Health likewise fell short of its Doctoral completer target as the School just began admitting Ph.D. candidates in 2008, thus cohort and completer numbers are growing slowly. The School of Medicine experienced a small decline in completers in 2013-14 due to students becoming off-track/delayed due to Step exam retakes or other scheduling delays related to academic problems.

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.

In 2013-2014 all Schools met or exceeded GRAD Act passage rate benchmarks for Year 5, as outlined on the following pages.

SCHOOL OF ALLIED HEALTH PROFESSIONS

Year/Program	HSC Pass Rate	Nat'l Pass Rate
2013-2014: Cardiopulmonary Science	90% (9/10)	RT 60%
2013-2014: Audiology and Speech-Language Pathology	100% (36/36)	AUD 63% SLP 84%
2013-2014: Medical Technology	100% (30/30)	86%
2013-2014: Occupational Therapy	100% (30/30)	86%
2013-2014: Physical Therapy	97% (35/36)	97%
2012-2013: Cardiopulmonary Science	100% (13/13)	RT: 79% CVT: 60%
2012-2013: Audiology and Speech-Language Pathology	100% (36/36)	N/A
2012-2013: Medical Technology	100% (27/27)	84%
2012-2013: Occupational Therapy	91% (30/33)	93%
2012-2013: Physical Therapy	100% (30/30)	88%
2011-2012: Cardiopulmonary Science	100% (13/13)	68%
2011-2012: Audiology and Speech-Language Pathology	100% (34/34)	72%
2011-2012: Medical Technology	96% (25/26)	81%
2011-2012: Occupational Therapy	95% (35/37)	85%
2011-2012: Physical Therapy	100% (40/40)	N/A
2010-2011: Cardiopulmonary Science	92% (11/12)	67%
2010-2011: Audiology and Speech-Language Pathology	100% (30/30)	88%
2010-2011: Medical Technology	100% (25/25)	82%
2010-2011: Occupational Therapy	100% (31/31)	84%
2010-2011: Physical Therapy	100% (40/40)	88%
2009-2010: Cardiopulmonary Science	90% (9/10)	72%
2009-2010: Audiology and Speech-Language Pathology	100% (22/22)	86%
2009-2010: Medical Technology	95% (18/19)	82%
2009-2010: Occupational Therapy	97% (33/34)	78%
2009-2010: Physical Therapy	100% (29/29)	89%

SoD—PROGRAM IN DENTISTRY

Percentage Pass Rate: National Board Dental Examination (Written)

Year	HSC Pass Rate	Nat'l Pass Rate
2014	98% (65/66)	<i>Data Unavailable</i>
2013	100% (64/64)	<i>Data Unavailable</i>
2012	98% (58/59)	<i>Data Unavailable</i>
2011	100% (53/53)	<i>Data Unavailable</i>
2010	100% (60/60)	<i>Data Unavailable</i>

Percentage Pass Rate: LA State Board of Dentistry Licensure Examination (Clinical)

Year	HSC Pass Rate	Nat'l Pass Rate
2014	98% (65/66)	<i>Data Unavailable</i>
2013	100% (64/64)	<i>Data Unavailable</i>
2012	100% (59/59)	<i>Data Unavailable</i>
2011	98% (52/53)	<i>Data Unavailable</i>
2010	96% (55/57)	<i>Data Unavailable</i>

SoD—PROGRAM IN DENTAL HYGIENE

**Percentage Pass Rate: National Board
DH Examination (Written)**

Year	HSC Pass Rate	Nat'l Pass Rate
2013-2014	100% (38/38)	<i>Data Unavailable</i>
2012-2013	100% (39/39)	<i>Data Unavailable</i>
2011-2012	100% (34/34)	<i>Data Unavailable</i>
2010-2011	100% (40/40)	<i>Data Unavailable</i>
2009-2010	100% (43/43)	<i>Data Unavailable</i>

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

Year	HSC Pass Rate	Nat'l Pass Rate
2013-2014	100% (38/38)	<i>Data Unavailable</i>
2012-2013	100% (39/39)	<i>Data Unavailable</i>
2011-2012	100% (34/34)	<i>Data Unavailable</i>
2010-2011	100% (40/40)	<i>Data Unavailable</i>
2009-2010	100% (43/43)	<i>Data Unavailable</i>

SCHOOL OF MEDICINE

Year/Test	HSC Pass Rate	Nat'l Pass Rate
2013-2014: USMLE Step 1*	99% (171/173)	95%
2013-2014: USMLE Step 2CK*	93% (171/183)	97%
2013-2014: USMLE Step 2CS*	95% (174/184)	97%
2012-2013: USMLE Step 1*	95% (177/187)	96%
2012-2013: USMLE Step 2CK*	98% (180/183)	98%
2012-2013: USMLE Step 2CS*	97% (183/188)	98%
2011-2012: USMLE Step 1*	94% (180/191)	95%
2011-2012: USMLE Step 2CK*	98% (177/180)	97%
2011-2012: USMLE Step 2CS*	90% (157/177)	97%
2010-2011: USMLE Step 1	98% (183/186)	95%
2010-2011: USMLE Step 2CK	99% (181/183)	99%
2010-2011: USMLE Step 2CS	100% (180/180)	99%
2009-2010: USMLE Step 1	95% (164/172)	94%
2009-2010: USMLE Step 2CK	95% (159/167)	96%
2009-2010: USMLE Step 2CS	94% (155/165)	97%

*NOTE: Year 3-5 scores were submitted as an aggregate in the online reporting system, which differs from scores reported in years past.

SCHOOL OF NURSING

Year/Exam	HSC Pass Rate	Nat'l Pass Rate
2013-2014: NCLEX	97% (171/177)	82%
2012-2013: NCLEX	96% (170/178)	83%
2011-2012: NCLEX	98% (206/210)	87%
2010-2011: NCLEX	98% (175/178)	91%
2009-2010: NCLEX	97% (169/175)	90%

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 2013-2014 Academic Year

Programs Added/Modified [1]	MSD, Master of Science in Dentistry
Programs Eliminated [5]	PPC Endodontics; PPC Orthodontics; PPC Pediatric Dentistry; PPC Periodontics; PPC Prosthodontics <i>All Dental Post-Professional Certificate programs were eliminated in Fall 2014. A Master of Science in Dentistry (MSD) program was established in Spring 2014, which now captures post-professional dental students. This is in accordance with national trends.</i>

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. 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 Board of Regents. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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 Commission 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.

Fall enrollment (2,828) for this reporting period was the largest historical enrollment at LSUHSC-NO.

All Schools within the HSC-NO demonstrated an increase in overall enrollment this reporting period, with the exception of the School of Graduate Studies. This decline is due to fewer students enrolling because of persistent decreases in funding available for tuition and stipend support.

LSUHSC-NO School Enrollment	Baseline (2008-09)	2009-10	2010-11	2011-12	2012-13	2013-14
School of Allied Health Professions	296	351	385	392	367	378 (+28% baseline, +3% annual)
School of Dentistry	381	388	404	389	396	398 (+4% baseline, +0.5% annual)
School of Graduate Studies	114	113	102	98	100	88 (-77% baseline, -12% annual)
School of Medicine	714	745	763	763	762	771 (+8% baseline, +1% annual)
School of Nursing	846	958	975	1,033	1,046	1,060 (+25% baseline, +1% annual)
School of Public Health	81	86	89	102	116	133 (+64% baseline, +15% annual)

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

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of course sections offered with 50%-99% instruction through distance education	30	30	31	2	29	31
Number of students enrolled in courses with 50%-99% instruction through distance education	12	12	40	46	90	48
Number of course sections offered through 100% distance education	0	0	0	0	0	0
Number of students enrolled in courses with 100% instruction through distance education	0	0	0	0	0	0

Due to the hands-on, clinical learning requirements of most programs at LSUHSC-NO, few courses are offered via distance education. The exceptions are Dental Hygiene classroom courses (a total of 30 course sections in AY13-14), which were “beamed” to DHYI and DHYII students (11 total) in Lafayette, and one elective course in the School of Nursing—NURS 4367-Ethical and Legal Issues in Nursing (37 students in AY13-14).

Outside of distance learning modules, it should be noted that LSUHSC-NO utilizes multiple avenues of online student assessment. 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 on student laptops over a secure network. Further, 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. These labs rank among the top three centers nationally 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 (2009-10)	2010-11	2011-12	2012-13	2013-14
i.	Number of research/instructional faculty (FTE) at the institution during the reporting year.	494.30	573	545.22	368.91*	364.71**
	Percent of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts.***	N/A	29.84%	27.88%	25.75%	28.78%
ii.	Percent of above research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries.	N/A	29.84%	27.88%	25.75%	28.78%
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.	N/A	\$59,613,963	\$58,029,758	\$55,810,013	\$53,084,862
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.	N/A	\$59,613,963	\$58,029,758	\$55,810,013	\$53,084,862
vi.	Direct research grants and contracts (recorded). <i>Peer group percentile ranking – TARGET: 33rd percentile.</i>	N/A	37 th	37 th	29 th	21 st

* The percentage of instruction/research faculty was calculated incorrectly in GRAD Act Year 4/2012-13; faculty were included who do not hold primarily instruction and research appointments. The data/percentage has been updated to be more consistent with this year and prior reporting years.

** Since 2011-12 there has been a significant shift in the primary function of faculty as reported in the BOR salary database from Instruction to Public Service. Faculty who were reported as Instruction-Appropriated funds in previous years are now being reported Public Service-Restricted funds due to the privatization of the Interim LSU Hospital in New Orleans, University Medical Center in Lafayette and the closure of Earl K. Long Medical Center in Baton Rouge.

*** A list of active grant awards and Principal Investigators is provided as Attachment 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, with a focus on specialty research hospitals/medical districts; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development; and health care IT.

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, Centers for Disease Control and Prevention, National Science Foundation, American Heart Association, and the like. FY14 research expenditures at the HSC-NO were \$45,486,000 as measured by NSF's Higher Education Research and Development Survey. These externally funded outlays include salaries for numerous technicians and other employees that have a large multiplying effect in stimulating the local economy. The opening of the new Louisiana Cancer Research Center and eventually the new Academic Medical Center will have positive impacts on clinical research and clinical trials. The number of publications produced by students and faculty is a further measure of research and scholarly productivity. In 2014, there were 898 publications from the HSC.

Using the formulation provided by the Board of Regents $\{[(B + 0.5E)/n] * 100 = \text{percentile rank, where } B = \text{number of peers below } x, E = \text{number of peers equal to } x, \text{ and } n = \text{number of peers}\}$, LSUHSC-NO currently ranks in the 21st percentile in its peer group for direct research grants and contracts (recorded).

Direct Federal Research Grants and Contracts		
1	Louisville	\$ 38,776,391
2	Arkansas	\$ 37,167,623
3	Oklahoma	\$ 36,149,199
4	GRU MC Georgia	\$ 26,604,681
5	Eastern Virginia	\$ 25,322,533
6	Tennessee	\$ 21,968,684
7	Mississippi	\$ 19,317,062
8	Missouri-Columbia	\$ 13,749,090
9	Texas A&M	\$ 12,756,668
10	LSUHSC New Orleans	\$ 10,784,659
11	West Virginia	\$ 9,981,267
12	South Carolina	\$ 8,991,881

LSUHSC-NO's percentile ranking for direct research grants and contracts among its peers has declined. There is a general trend of declining grant support for research both state- and nation-wide. The direct research grant and contract expenditures declined an average of 5% percent for LSUHSC-NO's 11 peers from 2012 to 2013; during that same period, LSUHSC-New Orleans declined 18%. Contributing factors to this decline include losses of faculty with funded research and the institution's inability to provide competitive recruitment packages to bring in faculty with research grants due to budget reductions.

Performance Objectives/Elements/Measures	Baseline (08-09)	Year 1 (09-10)	Year 2 (10-11)	Year 3 (11-12)	Year 4 (12-13)	Year 5 (13-14)
v. Intellectual Prop Measure - Patents	21	19	9	5	4	3
Intellectual Prop Measure - Disclosures	14	13	3	12	33	52
Intellectual Prop Measure - Licenses	3	0	1	0	2	4
Intellectual Prop Measure - Options	0	0	0	1	1	1
Intellectual Prop Measure - New Companies	0	0	0	1	1	0
Intellectual Prop Measure - Surviving Start-Ups	1	1	1	5	4	4

NOTE: Prior and current year figures have been updated to reflect accurate data managed by the Director of LSUHSC-NO's Office of Technology Management. Prior year data was previously reported incorrectly due to incomplete files at the time the current director transition into this office.

The Office of Technology Management 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, intellectual property language in sponsored research agreements, and inter-institutional agreements. In 2014, adjusted gross licensing income was \$97,755 from 10 licenses and options.

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 fiscal year 2014, the disclosure rate continued its upward trend and set a new record for the most disclosures received by the LSUHSC-NO campus at 52. Faculty engagement with the Office of Technology Management likewise continues to grow. Increased marketing efforts have proven successful, with five licenses or options executed during FY14. Also of note, the Office of Technology Management was able to secure nearly 50% reimbursement of the legal fees it expended this period.

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, funded in part by the Louisiana Department of Economic Development. The primary purpose of this facility is to translate research into therapeutic agents, technology, and devices that can be patented and foster economic growth. NOBIC opened in May 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 opened in June 2012. 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 most HSC Schools/programs gain employment or achieve acceptance into post-graduate training programs within 12 months of graduation.

Job Placement Rates (w/in 12 months of graduation)	2009-10	2010-11	2011-12	2012-13	2013-14
School of Allied Health Professions	95%	94%	91%	95%	97% (157/162)
School of Dentistry—Dentistry	73%	100%	74%	78%	60% (39/65)
School of Dentistry—Dental Hygiene	100%	100%	100%	100%	100% (38/38)
School of Dentistry—Dental Lab Tech	75%	100%	100%	100%	100% (8/8)
School of Graduate Studies*	100%	100%	100%	100%	100% (15/15)
School of Medicine*	99%	95%	98%	98%	98% (183/187)
School of Nursing	100%	100%	100%	100%	100% (178/178)
School of Public Health	61%	62%	38%	79%	68% (27/40)

Placement into Post-Graduate Training (w/in 12 months of graduation)	2009-10	2010-11	2011-12	2012-13	2013-14
School of Allied Health Professions	N/A	N/A	N/A	N/A	N/A
School of Dentistry—Dentistry	27%	100%	17%	22%	40% (26/65)
School of Dentistry—Dental Hygiene	N/A	N/A	N/A	N/A	N/A
School of Dentistry—Dental Lab Tech	N/A	N/A	N/A	N/A	N/A
School of Graduate Studies*	100%	100%	100%	100%	100% (15/15)
School of Medicine*	99%	95%	98%	98%	98% (183/187)
School of Nursing	N/A	N/A	N/A	N/A	N/A
School of Public Health	36%	23%	33%	18%	20% (8/40)

* Because students from the Schools of Graduate Studies and Medicine move on to post-doctoral placements and residency, respectively, these figures are counted as both job placement and post-graduate training simultaneously. This duplication of tracking is consistent with targets established in GRAD Act Appendix D.

In the 2013-2014 academic year all Schools met or exceeded benchmark goals for job/post-graduate placement, with two exceptions (job placement for Dental [DDS] graduates and post-graduate training for School of Public Health graduates). All (100%) of DDS graduates found jobs or post-graduate training following graduation; however, a larger number than usual sought immediate post-graduate professional training as opposed to immediately entering the job market. The School of Public Health fell short of its goal for postgraduate training placement due to students deferring continued studies for personal or financial reasons, or electing to enter the job market instead of seeking further training.

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	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Peer Comp*
School of Allied Health Professions <i>Undergraduate</i> <i>(Fall & Spring Semesters)</i>	\$6,691	\$7,195	\$7,533	\$9,075	\$10,436	\$12,097	\$21,112
School of Allied Health Professions <i>Graduate (Fall & Spring Semesters)</i>	\$7,304	\$7,855	\$8,243	\$9,957	\$11,450	\$13,264	\$20,689
School of Allied Health Professions <i>Doctor of Physical Therapy (Annual)</i>	\$13,939	\$14,910	\$15,853	\$19,223	\$22,106	\$25,542	\$35,433
School of Dentistry <i>Program in Dentistry</i>	\$23,842	\$25,640	\$26,555	\$32,391	\$37,250	\$43,839	\$51,359
School of Dentistry <i>Dental Hygiene</i> <i>(Fall & Spring Semesters)</i>	\$4,518	\$4,856	\$5,104	\$6,182	\$7,109	\$8,271	\$22,822
School of Dentistry <i>Dental Lab Tech</i> <i>(Fall & Spring Semesters)</i>	\$4,127	\$4,471	\$4,701	\$5,689	\$6,542	\$7,619	N/A
School of Graduate Studies <i>(Fall & Spring Semesters)</i>	\$7,304	\$7,855	\$8,243	\$9,964	\$11,459	\$13,274	\$19,110
School of Medicine	\$27,545	\$29,625	\$30,694	\$37,463	\$43,082	\$50,693	\$52,913
School of Nursing <i>Undergraduate</i> <i>(Fall & Spring Semesters)</i>	\$4,867	\$5,234	\$5,490	\$6,627	\$7,621	\$8,860	\$21,129
School of Nursing <i>Graduate (Fall & Spring Semesters)</i>	\$6,257	\$6,728	\$7,030	\$8,465	\$9,735	\$11,291	\$22,019
School of Nursing <i>Master of Nursing, Nurse Anesthesia</i> <i>(Annual)</i>	\$12,830	\$13,798	\$14,587	\$17,743	\$20,404	\$23,585	\$29,407
School of Public Health <i>Master of Public Health (Annual)</i>	\$6,834	\$7,315	\$7,808	\$9,511	\$10,938	\$12,699	\$25,677

** Peer Comparison = SREB 2013-2014 Peer Data*

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 GRAD Act provisions. 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.

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-PhD, MS, and PhD in Public Health and a few Advanced Dental Education) receive tuition exemptions, which mitigate the impact of non-resident tuition increases and considerably limits the net revenue the institution realizes from non-resident tuition increases. 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 2014 semester, LSUHSC-NO increased total non-resident tuition by 15%. Resident tuition was increased by 10% 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 (with the exception of M.D. and D.D.S. students) another 15% effective with the fall 2015 semester, in accordance with the board resolution cited above. It is anticipated that the increase needed to bring M.D. and D.D.S. non-resident tuition up to peer levels will be less than 15%. 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 2015 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 continue to develop a policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined. No report on this element is required for the 2013-2014 annual report.

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 2014 ENROLLMENT	
Undergraduate	916
Graduate	1,912
TOTAL	2,828

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

LSUHSC-NO FALL 2014 BUDGETED FTE STUDENTS	
Undergraduate	749.74
Graduate	1,924.26
TOTAL	2,674.00

b. Number of Instructional Staff Members

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

LSUHSC-NO INSTRUCTIONAL STAFF—FALL 2014	
Instructional Faculty Headcount	381
Instructional Faculty FTE	309.66

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 2014	
Average Undergraduate Class Size	5:1 (IPEDS Calculation)

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 2014	
Ratio: FTE Students to FTE Instructional Faculty	9:1

** 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	14	14.00
School of Dentistry	11	11.00
School of Graduate Studies	0	0.00

SCHOOL	HEADCOUNT	FTE
School of Medicine	44	43.60
School of Nursing	5	5.00
School of Public Health	16	15.75
TOTAL NON-INSTRUCTIONAL STAFF	90	89.35

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 2014	
Headcount	105
FTE	103.70

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

Please see Attachment 2.

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

Reported below on pages 17-20.

h. Salaries of All Personnel Identified in Subparagraph (g) Above, 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>	SALARY CHANGES SINCE 06/30/2012 <i>Reported for Fall '13</i>	SALARY CHANGES SINCE 06/30/2013 <i>Reported for Fall '14</i>
Chancellor	\$316,954				\$329,632 <i>10/1/13</i>	
Vice Chancellor for Academic Affairs; Dean, School of Graduate Studies	\$250,591				\$250,591	
Vice Chancellor for Clinical Affairs	\$186,945 <i>100% as of 07/01/08</i>		\$149,556 <i>80% FTE as of 07/01/10</i>		\$155,538 <i>10/1/13</i>	VACANT <i>06/24/14</i>
Vice Chancellor for Community & Security Affairs	\$130,612				\$135,836 <i>6/1/13</i>	
Vice Chancellor for Administration & Finance	\$266,683		\$211,183 <i>7/1/11 Rehired Retiree</i>	VACANT <i>01/01/12</i>	VACANT	VACANT
Assoc. VC for Academic & Multicultural Affairs		\$135,000 <i>Hired 04/01/10</i>			\$140,400 <i>6/1/13</i>	VACANT <i>07/01/14</i>
Assoc. VC for Property & Facilities	\$172,172				\$179,059 <i>6/1/13</i>	
Assoc. VC for Administration & Finance	\$174,021 <i>Salary as Asst. VC</i>			\$207,250 <i>As of 03/01/12 Promotion to Assoc. VC</i>	\$248,700 <i>7/1/13 Promotion to VC for Finance</i>	

Assistant VC for Information Technology	\$188,213			\$175,824 <i>As of 05/01/11 New Hire</i>	\$182,858 <i>10/1/13</i>	
SCHOOL OF ALLIED HEALTH PROFESSIONS						
Dean, School of Allied Health Professions	\$250,679 <i>As of 07/01/08</i>		07/01/10 <i>Moved supp. into base at this rate</i>			
Assoc. Dean for Academic Affairs	\$132,780		VACANT <i>07/01/11</i>	VACANT 02/01/13 \$94,397* <i>*Acting Asst. Dean</i>		\$122,000 <i>Promotion to Assoc. Dean</i>
Assistant Dean	\$91,604				\$95,268 <i>6/1/13</i>	\$107,718
SCHOOL OF DENTISTRY						
Dean, School of Dentistry	\$250,000 <i>Hired 10/01/08</i>				\$250,000	\$270,00
Assoc. Dean for Academic Affairs	\$163,155				\$169,681 <i>10/1/13</i>	
Assoc. Dean for Research	\$186,221				\$193,670 <i>10/1/13</i>	
Assistant Dean for Clinical Education	\$129,278 <i>As of 07/01/08</i>		\$144,791 <i>As of 07/01/11 Faculty Promotion</i>	\$155,513 <i>As of 08/01/12 Moved supp. into base</i>	\$161,734 <i>10/1/13</i>	
Assistant Dean for Fiscal Affairs	\$113,319				\$117,852 <i>6/1/13</i>	
SCHOOL OF GRADUATE STUDIES						
Assoc. Dean, School of Graduate Studies	\$164,809				\$170,082 <i>10/1/13</i>	

SCHOOL OF MEDICINE						
Dean, School of Medicine	\$272,500			\$299,750 <i>As of 12/01/12 External Equity</i>	\$299,750	
Assoc. Dean for Academic Affairs	\$188,032				\$195,553 <i>10/1/13</i>	
Assoc. Dean for Admissions	\$228,469				\$233,038 <i>10/1/13</i>	
Assoc. Dean for Alumni Affairs & Development	\$141,057				\$141,057	\$150,931 <i>Promotion 7/1/14</i>
Assoc. Dean for Clinical Affairs	\$224,700		VACANT <i>07/01/11</i>	\$286,000 <i>As of 01/15/13</i>	\$286,000	
Assoc. Dean for Community & Minority Health Education	\$183,990		\$202,389 <i>As of 09/01/10 Equity</i>		\$133,888 <i>Promotion 11/1/13</i>	
Assoc. Dean for Faculty & Institutional Affairs	\$232,552				\$232,552	
Assoc. Dean for Fiscal Affairs	\$234,705				\$244,093 <i>10/1/13</i>	
Assoc. Dean for Health Care Quality & Safety	\$182,434			VACANT <i>10/6/12</i>	VACANT	VACANT
Assoc. Dean for Research	\$203,658				\$211,804 <i>10/1/13</i>	
Assoc. Dean for Student Affairs & Records	\$148,225				\$154,154 <i>10/1/13</i>	
Assoc. Dean for Baton Rouge Affairs	\$87,831		\$120,000 <i>As of 09/01/10</i>		\$120,000	
Assoc. Dean for Lafayette Affairs	\$165,959				\$165,959	

SCHOOL OF NURSING						
Dean, School of Nursing	\$179,760				\$228,764 1/1/14	
Assoc. Dean for Nursing Research, Scholarship, & 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>	\$136,202 10/1/13	
Assoc. Dean for Undergraduate Nursing Programs	\$113,077			\$126,646 <i>As of 07/01/12 Faculty Promotion</i>	\$131,712 10/1/13	
<i>Assistant Dean for Business Affairs</i>	\$94,159				\$97,925 6/1/13	\$107,718 <i>Incr. 6/1/14</i>
<i>Assistant Dean for Clinical Nursing Education</i>	\$81,420				\$84,677 10/1/13	
<i>Assistant Dean for Student Services</i>	\$98,500				\$102,440 10/1/13	
SCHOOL OF PUBLIC HEALTH						
<i>Dean, School of Public Health</i>	\$273,935 <i>Merit increase eff. 11/01/08</i>				\$200,200 <i>Acting 11/18/13</i>	
<i>Assoc. Dean for Academic Affairs</i>	\$180,836				\$175,000 <i>Promotion 8/1/13</i>	
<i>Assoc. Dean for Research</i>	\$205,000 <i>Hired 09/29/09</i>				\$211,150 10/1/13	
<i>Assistant Dean, Business Affairs</i>	\$120,000				\$137,500 <i>Promo to Assoc. Dean 2/1/13</i>	

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	\$ 52,777,414	39.9%
Research	\$ 15,505,839	11.7%
Public Service	\$ 6,282,480	4.8%
Academic Support**	\$ 12,646,977	9.6%
Student Services	\$ 2,815,936	2.1%
Institutional Services	\$ 15,465,522	11.7%
Scholarships/Fellowships	\$ 3,244,816	2.5%
Plant Operations/Maintenance	\$ 23,576,297	17.8%
Total E&G Expenditures	\$132,315,281	99.9%
Hospital	-	0.0%
Transfers out of agency	\$ 74,424	0.1%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$132,389,705	100.0%

Operating budget expenditures declined as a result of the public-private partnerships. Revenues and expenses related to Our Lady of the Lake in Baton Rouge, University Medical Center in Lafayette and Interim LSU Public Hospital in New Orleans are reflected in restricted accounts.

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

N/A

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. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

N/A

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

\$483,336,746*

** As reported in the 2013-2014 BoR-3 Report.*