STRENGTHENING AND ADVANCING THE UL SYSTEM WITH RESPECT TO DIVERSITY, STUDENT COST SAVINGS AND TRANSPARENCY
INTRODUCTION

More than ever before, quality of life and economic empowerment are dependent upon educational attainment. The abilities to think critically, solve problems, and communicate effectively are essential. We develop those core competencies in more than 90,000 students every year. These students are our future, our promise.

- Dr. Jim Henderson
UL System President and CEO
DIVERSITY: ADDRESSING THE ELEPHANT IN THE ROOM
Diversity:
Our Management & Leadership Institute Group

Dr. Rudy Ellis
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Dr. Lindsey Vincent
Louisiana Tech University

Mr. Tanner Stines
McNeese State University

Mr. S. H. Kenney, Jr.
Nicholls State University

Ms. Kimberly Gallow
Northwestern State University

Dr. Fran Lemoine
Northwestern State University
Diversity: Overview

- What is DIVERSITY and why is it important?
- Looking for Elephants
  - Building a More Diverse FACULTY Population
  - Building a More Diverse STUDENT Population
- Inclusion
Diversity: Our Charge

To investigate the topic of diversity within the UL System, we asked the following questions:

- How is our System (or our Institutions) viewed by others?
- Is our System (or our Institutions) representative of those whom we serve?
- Do our System-wide policies have different impacts on different groups?
- How can we eliminate any inequities those differences may cause?
Diversity: Definition

- Diversity is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds.

- It encompasses people with different opinions, backgrounds (degrees and social experiences), religious or political beliefs, sexual orientations, heritage, and life experiences.
Diversity: Why Does it Matter?

- Expands worldliness
- Enhances social development
- Prepares students for future career success
- Prepares students for work in a global society
- Increases our knowledge base
- Promotes creative thinking
- Enhances self-awareness
- Enriches the multiple perspectives

Source: Thompson and Cuseo (2012)
Diversity: Areas of Focus

- Faculty Population
- Student Population
Diversity: Faculty Population
Diversity:
Tenured Faculty Are More Likely to Be Men

*Data retrieved from https://nces.ed.gov/ipeds/use-the-data*
Diversity: Tenured Faculty Are More Likely to Be Men

*Data retrieved from https://nces.ed.gov/ipeds/use-the-data 2/6/19
Diversity:
Senior-Level Faculty Are More Likely to Be Men

*Data retrieved from https://nces.ed.gov/ipeds/use-the-data 2/6/19
Diversity:
Senior-Level Faculty Are More Likely to Be Men

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**University of New Orleans**

*Data retrieved from [https://nces.ed.gov/ipeds/use-the-data](https://nces.ed.gov/ipeds/use-the-data) 2/6/19*
Diversity: Recommendations for Building Greater Faculty Diversity

- Job Announcements/Postings
- Recruitment of Applicants
- Selection of Applicants
Diversity: Student Population
Diversity:
Undergraduate Student Are More Likely to Be 18- to 24-years old

*Data retrieved from https://regents.la.gov/data-publications/statewide-student-profile/2/6/19*
Diversity: Part-Time Students Are More Likely to Be Older

*Data retrieved from https://regents.la.gov/data-publications/statewide-student-profile/2/6/19
Diversity: Part-Time Students Are More Likely to Be Women

![Bar chart showing the percentage of enrollment by gender and part-time/full-time status for different age groups.](https://regents.la.gov/data-publications/statewide-student-profile/2/6/19)
Diversity:
Part-Time Students Are More Likely to Be Black or White

*Data retrieved from https://regents.ca.gov/data-publications/statewide-student-profile/2/6/19*
Diversity:
Recommendations for Greater Student Diversity

- Be pathways for social mobility
- Be pathways to bridge gaps in education, earning, and employment
- Work to improve the application, admission, enrollment, persistence, and graduation of underrepresented students of color
- Be committed to promoting student body diversity and inclusion on their campuses
- Exhibit diversity across all levels of their institutions
- Provide support services for its students
Diversity: Without Inclusion, It is Meaningless

- To achieve inclusion across the UL System, we must set a foundation on which we can build a welcoming and engaging workplace for our faculty, staff and students.
STRATEGIES FOR LOWERING STUDENT COSTS
Lowering Student Costs: Our Management & Leadership Institute Group

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Lowering Student Costs: What is Dual Enrollment?

- High school students are simultaneously enrolled in courses at 2-year or 4-year institutions.
- Courses are taught by college professors or credentialed high school teachers.
- Courses meet at either the university or high school campus.
Lowering Student Costs: Dual Enrollment Program Benefits

- Increase the academic rigor of the high school curriculum
- Assist low-achieving students meet higher academic standards
- Reduce high school dropout rates and increase high school graduation rates
Lowering Student Costs: Dual Enrollment Program Benefits (cont.)

- Increase the number of historically-underserved students who are ready for college
- Provide students with a realistic impression of what is expected to be successful in college
- Motivate students to attend college
- Decrease the costs of college by decreasing the number of years needed to earn a college degree
Lowering Student Costs: Degree in Three Description

- Degree in Three Model = 8 consecutive semesters (fall, spring, and summer semesters)

- When applied to two of our system schools as an example, the direct cost savings to the student would be
  - $5,222 at Nicholls State University
  - $6,166 at University of Louisiana at Lafayette
Lowering Student Costs: Degree in Three Benefits

- Savings to student
- Savings to state (TOPS)
- Quicker entrance into the workforce
Lowering Student Costs:
Summer Semester, An Improved Value Proposition

Benefits to the Student:

- Accelerated degree plan completion
- Reduced stress and strain of a high Fall/Spring semester course loads
- “Catch up” on credit hours needed for financial aid

Benefits to the University:

- Increased retention and graduation rates
- Improved operational efficiency
- Maintenance of a vibrant campus year-round
Lowering Student Costs: Summer Semester, An Improved Value Proposition

Factors that hinder student enrollment in summer semesters:

- Cost of attendance
- Lack of available scholarship funds
- Financial need to work during the summer
- Limited class offerings
- Last minute class cancellations by the University
Lowering Student Costs: Summer Semester, An Improved Value Proposition

The Summer Semester model:

- $300 Scholarship
- High demand courses and sections offered
- Class sizes increase to match Fall/Spring
- More online and hybrid classes
- Changed class cancellation process
Lowering Student Costs: ULaneS: A UL System Transfer Course Portal

The Issue

- Non-transferred course credits increases student costs
- The transfer process can be difficult and stressful to navigate
- University systems in other states have online portals that provide transfer information among system institutions
Lowering Student Costs:
ULaneS: A UL System Transfer Course Portal

A Solution

- A UL System-specific tool to improve the student transfer process
  - Based on the University of Louisiana at Monroe’s “FlightPath”
- Features of the tool
  - Major Transfer Paths
  - Course Transferability Search
  - Degree Program Browsing
  - “What If” tool
Lowering Student Costs: ULaneS: A UL System Transfer Course Portal

The Benefits

- Shared repository for articulation and transferred course data
- Improved advising and reduced duplication of course review efforts
  - Minimized lost credits and reduced time for degree completion
- Informed decision making and maximal utilization of resources
Lowering Student Costs: ULM FlightPath Advising System
## Lowering Student Costs: ULM FlightPath Advising System

### Transfer Credit Equivalency School Results

Selected state: Connecticut
Selected school: CAPITAL COMMUNITY COLLEGE

The Transfer Credit Equivalency/Comparison Search allows prospective students to view ULM equivalents for courses taken at other institutions. It is to be used as a reference tool only and does not guarantee that every course will be accepted as equivalent by every department at ULM. An official evaluation of your transfer credit will take place after you apply for admission to ULM, submit official college transcripts from all schools attended, and meet with your academic advisor at ULM.

When there is no exact ULM equivalent for a course, the ULM course number begins with a number that indicates the level, followed by three X’s (Ex. 1XXX or 2XXX). The course title repeats the title of the course at the transferring school.

This database contains only transfer courses that have already been evaluated. Course equivalencies continue to be added, and equivalencies already in the system are updated regularly. If courses you have not been included, they will be evaluated when you submit your official college transcripts.

### Tip: Mark the checkboxes next to the transfer courses, then click the 'Try out degrees' button at the bottom of the page to see how these courses fit into a ULM degree.

<table>
<thead>
<tr>
<th>Transfer course</th>
<th>Course title</th>
<th>ULM course</th>
<th>Course title</th>
<th>Hrs</th>
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<td>BIOL 1001</td>
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<td>CNS 10XX</td>
<td>WEB DESIGN &amp; DEVELOPMENT I</td>
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<tr>
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<td>PRIN OF SOCIOLOGY</td>
<td>SOCL 1001</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
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</tbody>
</table>
Lowering Student Costs: A System-wide Priority

- The implementation of any of the proposed strategies will require the UL System administration and representatives from each of its nine institutions to work together to break the silo chains and bridge the gaps within the System.
TRANSPARENCY
Transparency: Our Management & Leadership Institute Group

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McNeese State University
Transparency

Diversity

Cost Savings
Transparency: Operationally Defined

- Transparent organizations act in ways that make it “easy to see and understand what (the organization) is doing and why” (Coates 5).

- At the micro-level, transparency is where people think, act, and report in ways that are understandable to those with whom they interact.

- “Where, with minimal effort, everyone can figure out what is going on and why.”
Transparency: A Systemic View

Centered on data reporting for the purposes of outcomes and accountability

Focuses on campus-wide transparency practices and how such practices impact daily work and institutional culture

External Transparency

Internal Transparency
Transparency: Context

- Pragmatic Transparency - guides us in thinking about transparency in our daily job duties and responsibilities

- Ideological Transparency - provides a philosophical understanding of the role that transparency plays in organizations
Transparency: Context

- Various definitions

- National focus
  - Data = Decision Making
  - Value of higher education

- Local conversation
  - UL System employees and students
Transparency: Literature Review

- Current climate surrounding transparency in higher education is based on education being viewed as a market commodity.

- When student-level data is highly restricted, comparison tools often become misleading and result in the misrepresentation of institutions’ true impact on their respective students and stakeholders.

- “The federal government has a legitimate interest in collecting and reporting student outcomes such as completion rates..., but it should have no role in evaluating academic quality because it lacks the expertise... to do so.”
Transparency: Data Collection

- National literature
- UL System Operational Transparency Site
- Survey of institutions’ employees
Transparency: Data Collection

- We surveyed faculty, unclassified staff, classified staff, students, and administrators asking the following questions regarding transparency:
  - How do you define transparency?
  - When did limited transparency caused a problem for you?
  - When did strong transparency help you or others succeed?
  - What ideas do you have for increasing transparency in higher education in Louisiana?
Transparency: Findings

Most Common Word/Idea Repetitions
Transparency: Findings

- **Internal vs external transparency**
  - Different dynamics
  - Same impact

- **Strong desire for transparency**
  - Quality of transparency affects job satisfaction and effectiveness

- **Meaningful and timely data is vital**
Transparency: Recommendations

- Communicate success
- Continue Operational Transparency website
- Include transparency in strategic plans
- Include transparency as a value
- Professional development focused on transparency
Transparency: Recommendations

- Establish ombudsperson
- Eliminate closed committee meetings
- Improve websites
- Frequent and meaningful communications and interactions
- Be intentional with transparency
Transparency: Conclusions

- Holistic transparency is necessary
- All constituents are touched by transparency
- Concepts, definitions, and applications of transparency must change with economics, public sentiment, and student experience
- Transparency is vital to the investment in and success of higher education
CONCLUSIONS

- Diversity: Moving from Compliance to Commitment
- Lowering Cost: Doing More with Less
- Transparency: Building Greater Buy-In
CONCLUSIONS

By focusing on the needs of our students and partnering more closely than ever with our business and community leaders, we can help our stakeholders understand higher education is not a cost, but an investment. The return on that investment is invaluable.

- Dr. Jim Henderson
UL System President and CEO
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DeVos, Besty and Mahaffie, Lynn. (June 2018) *College Affordability and Transparency Explanation Form.*

Expenditure transparency at Texas public universities.
https://www.lawserver.com/law/state/texas/texa...education_code_51-9741


Institutions placed on the CATC highest tuition or net price list are required by the Higher Education Act of 1965 to complete the College Affordability and Transparency Form (CATEF) to explain why costs have gone up at their school, and how the rising costs could be addressed. The CATEF Summary Guide to College Costs summarizes institutions’ responses to their inclusion on the lists. Lumina Foundation.
https://www.luminafoundation.org/


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