

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE
August 20, 1999

Regents Present

Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
Jerry C. Atkin
Pamela J. Atkinson
Brian D. Brown
David J. Grant
Larzette G. Hale
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
David J. Jordan
E. George Mantes
Winn L. Richards
Paul S. Rogers
Maria Sweeten

Regents Excused

Kenneth G. Anderton
Karen H. Huntsman
Evelyn B. Lee
Jay B. Taggart
Dale O Zabriskie

Office of the Commissioner

Cecelia H. Foxley, Commissioner of Higher Education
Michael A. Petersen, Associate Commissioner for Academic Affairs
Norm Tarbox, Assistant Commissioner for Finance and Facilities
Joyce Cottrell, Executive Secretary
David R. Colvin, Academic Affairs Planning & Assessment Officer
Linda Fife, Director of Academic Programs
Jerry H. Fullmer, Director of Information Systems
Angie Loving, Program/Fiscal Officer
Edith Mitko, Director of Student Services and Minority Affairs
Whitney J. Pugh, Budget Analyst and Personnel Officer
Courtney White, Research Analyst
Bradley A. Winn, Assistant Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Extended Programs

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President
Barbara Snyder, Vice President for Student Services
Fred Esplin, Interim Vice President for University Relations
Raymond A. Haeckel, Executive Director, Government and Community Relations
Slava Lubomudrov, Associate Dean of Undergraduate Studies

Utah State University

G. Jay Gogue, Provost

Weber State University
Paul H. Thompson, President

Southern Utah University
Steven D. Bennion, President
Dorian G. Page, Associate Vice President for Administrative and Financial Affairs

Snow College
Gerald J. Day, President

Dixie College
Robert C. Huddleston, President

College of Eastern Utah
Grace S. Jones, President

Utah Valley State College
Lucille T. Stoddard, Vice President for Academic Affairs
Gilbert E. Cook, Vice President for College Relations & Campus Support
Ryan L. Thomas, Vice President for Student Services & Campus Computing

Salt Lake Community College
Frank W. Budd, President
Richard M. Rhodes, Vice President of Administrative Services
Brent H. Goodfellow, Executive Dean
Shari Sowards, Social Sciences Instructor
Dana Van Dyke, Director of Budgets
Lori Watson, Assistant to the Academic Vice President

State Office of Education
Steven O. Laing, Superintendent of Public Instruction
Gary L. Carlston, Deputy Superintendent
Patrick Ogden, Associate Superintendent
Twila Affleck, Secretary to the State Board of Education
Linda Alder, Coordinator, Curriculum and Instruction
Robert O. Brems, Associate Superintendent, Applied Technology Education
Marvin Johnson, Management Information Systems Specialist, ATE
Blaine Petersen, Executive Director, State Office of Rehabilitation
Jerry P. Peterson, Associate Superintendent, Instructional Services
Eileen Rencher, Public Relations Director
Mary Shumway, Curriculum Coordination/Special Projects Specialist, ATE
Mae Taylor, Director, Services for At Risk Students

Applied Technology Centers
Michael Bouwhuis, Superintendent, Davis ATC
Bo Hall, Superintendent, Wasatch Front South ATC
Richard N. Jones, Superintendent, Uintah Basin ATC
Richard L. Maughan, Superintendent, Bridgerland ATC
Brent Wallis, Superintendent, Ogden-Weber ATC
Jared A. Haines, Mountainland ATCSR
Barbara Smith, Davis ATC

Office of Legislative Research and General Counsel
J. Wayne Lewis, Research Analyst
James L. Wilson, Associate General Counsel
Wendy Bangerter, Secretary

Representatives of the Press

Joel Campbell, Deseret News

Linda Campbell, Orem Daily Journal

Hilary Groutage, Salt Lake Tribune

Others Present

Shannon Bittler, SBE-SBR Joint Liaison Committee

Race Davies, Governor's Office of Planning and Budget

William Evans, Office of the Attorney General

Val A. Finlayson, Utah Partners in Education

Debra Headden, Office of the Legislative Fiscal Analyst

Michael Kjar, Office of the Legislative Fiscal Analyst

Stan Lockhart, SBE-SBR Joint Liaison Committee

John Massey, Legislative Fiscal Analyst

Brad Mortensen, Governor's Office of Planning and Budget

Brian C. Palfreyman, UACTE

Steven H. Peterson, USBA/USSA

Gary K. Ricks, Office of the Legislative Fiscal Analyst

Introductions

Senator Steele called the meeting to order at 9:10 a.m. and thanked everyone for meeting together. He introduced himself as the Chair of the Senate Education Committee and explained that information which has come from joint meetings of the Legislative Education Interim Committee, State Board of Education and State Board of Regents has been very beneficial to the Legislature. He asked the members of the two boards and the legislators to introduce themselves.

Representative Frandsen introduced himself as Chair of the House Education Committee. He said he has enjoyed chairing the Education Interim Committee with Senator Steele for the past several years. He referred to a presentation entitled "Does Money Matter?" in which research had shown that money does make a difference in both public education and higher education.

Superintendent Laing welcomed the opportunity for the three groups to meet together and discuss issues of high importance. Commissioner Foxley commended the groups for meeting together each year.. She asked the USHE Presidents to stand as she introduced them. She recognized Associate Commissioner Mike Petersen, and members of his staff, Linda Fife and Gary Wixom, for their work with the State Office of Education in preparation for this meeting. Superintendent Laing introduced the ATC Superintendents and the newest members of his staff, Deputy Superintendent Gary Carlston, and Associate Superintendent Patrick Ogden.

Commissioner Foxley explained that Salt Lake Community College had been chosen as the site for this meeting because of its ATE focus. She invited those present to participate in a brief personal tour of SLCC's ATE facilities at the end of the day, and to visit the displays during breaks in the meeting.

Concurrent Enrollment

Associate Superintendent Jerry Petersen said participation in the concurrent enrollment program had increased considerably since 1994. It is a good opportunity for high school juniors and seniors to move forward in preparing for college. There is an ongoing Concurrent Enrollment Committee, comprised of five high school superintendents and representatives from the USHE colleges and universities, which has been meeting for several years to refine the concurrent enrollment program.

Linda Alder, Corrdinator of Curriculum and Instruction at the USOE, noted that funding for concurrent enrollment, appropriated by the Legislature, goes to the State Office of Education. It is then disbursed to the school districts, based on quarter hours completed by students in those districts. There was substantial growth in the program during the 1996-1997 academic year. The demand of parents and students is great. There is a high regard for the benefit to students, since the program provides a way for students to accelerate their education. She noted that the quarter hours are earned by the students one year prior to the year for which they generate funds. Most students take only a few classes; however, many take more than expected. Some students obtain many of their general education requirements through concurrent enrollment. Ms. Alder referred to the funding levels chart on page 3 of the handout, noting that the Legislature had made a real commitment to concurrent enrollment. During the transfer from quarters to semesters, what appears to be a drop in the 1998-1999 enrollment was actually a steady enrollment.

Linda Fife explained that in June the Board of Regents had requested a report on the status of concurrent enrollment. Members of the Commissioner's staff and Superintendent's staff have been working closely with the higher education institutions to compile the information for that report. They also worked with a joint task force comprised of members of public education and higher education. She thanked the Policy Center at the University of Utah, who aided in the data collection effort. Questions were asked about student preparedness, student progress compared with traditional college students, quality of higher education through concurrent enrollment, and funding. The New Century Scholarship program often arises in conversation. There is an increased focus on acceleration of education through that program.

Associate Commissioner Mike Petersen stated that credits earned by the students through concurrent enrollment are awarded through a higher education institution, putting the institutions' reputations at stake. It is important that the Utah System of Higher Education remain accountable for the quality of this program. Most evidence suggests that the concurrent enrollment program in Utah is working very well. Studies indicate that students are well prepared and perform comparably with traditional college students. An important concern was whether concurrent students were completing their college degrees faster than those students who do not take concurrent enrollment courses. There is no firm data yet, but the Education Policy Center's investigation concluded that concurrent enrollment students in the SLCC service area are not completing their college requirements faster. One important weakness is the lack of academic advising in this area. High school counselors may not adequately understand the college degree requirements and how concurrent enrollment courses would fit into the institutions' degree requirements.

Dr. Petersen spoke of the implications of the New Century Scholarship program, which was approved last year on the recommendation of Governor Leavitt. The goal of that program is to award students who are able to graduate from high school and complete an associate degree simultaneously by providing 75% of the tuition for two years at a Utah public higher education institution. The intent is for the students to complete their college requirements earlier. From early indications, it appears that approximately 20 students would qualify at the end of this year. As an increasing number of students take advantage of this scholarship, it will have serious implications for concurrent enrollment in this state. The joint task force made the following recommendations:

1. Limit concurrent enrollment offerings to courses as defined in the Student Education Occupation Plan (SEOP).
2. Provide consistent counseling services to each student prior to enrollment in

concurrent enrollment classes.

3. Provide adequate high school and college counseling to students who plan to seek a New Century Scholarship.
4. Standardize student eligibility throughout the program with an appropriate appeal process.

Chair Johnson asked if Brigham Young University accepted concurrent enrollment credits. Associate Commissioner Petersen said BYU's position is that if a student takes college courses offered at a high school with a high school instructor, BYU will not accept those credits for transfer. USHE institutions accept fully the credits earned through concurrent enrollment. Chair Johnson asked if there was a concern among USHE Presidents about that perceived difference. Associate Commissioner Petersen said a fundamental principle in USHE institutions is to seek in every way to assure that the concurrent enrollment course taught in the high school is equivalent to that taught on the college campus. Efforts to ensure equivalencies are working quite well. Commissioner Foxley clarified that the tests and curriculum are the same, wherever the course is taught. The experience may be different in terms of environment because of the association on the college campus with older, more experienced students.

Mr. Burningham asked about concurrent enrollment compared to the Advanced Placement (AP) program, which has quality control built into it. What are the advantages of concurrent enrollment, and why do we provide both programs? Associate Superintendent Peterson explained that AP credit is transferable and transfers more readily outside the state. This requires a score of three or better on the AP exam. Concurrent enrollment credit transfers automatically. College faculty in USHE institutions do an excellent job of supervising adjunct faculty and making sure that courses are taught in an appropriate manner. There has been no decrease in the number of AP students. The advantage to concurrent enrollment is that credit is obtained if the course is passed. The colleges and universities have identified a number of credits which will satisfy their degrees. Some AP credits are elective credits.

Representative Johnson said all his children have taken part in concurrent enrollment. He pointed out that there were different types of concurrent enrollment classes. His children took all their classes through college faculty at CEU. Another level is through Ednet, which is mostly taught by college instructors. He noted that the chances of completing a bachelors degree increase significantly with completion of an associate degree.

Representative Buffmire asked about student eligibility requirements. Ms. Alder said the law allows the decisions on eligibility requirements to be made between the college and the participating school district in order to maximize the likelihood of success for every student.

The group dismissed into breakout sessions at 10:15 a.m. to discuss applied technology education (ATE) issues.

Following lunch, President Budd welcomed everyone to Salt Lake Community College. Senator Steele thanked President Budd for the opportunity to be on the Redwood Road Campus. SLCC has a high caliber of men and women who work and teach there. He acknowledged their contributions and expressed his appreciation on behalf of the entire group.

Senator Steele introduced Governor Michael O. Leavitt, who had recently been

appointed Chair of the National Governors Association. Senator Steele recognized the Governor's contributions to the state and said his initials could also stand for Motivated, Outstanding and Learning, for Governor Leavitt is committed to that goal.

Governor Leavitt's Remarks

After briefly commenting on the lessons he had learned from visiting the areas of Salt Lake hardest hit by the tornado on August 11, Governor Leavitt spoke of five important themes: (1) The status of Utah's investment in education, (2) reading, (3) social and economic circumstances and the demographics of Utah, (4) meeting challenges by creating an atmosphere of accountability and local control, and (5) global implications.

Education's Value. Utah has been making a monumental effort to education. During his 6-1/2 year term as Governor, the state has increased its teachers by 1663. We have constructed or completely replaced 94 schools and renovated more than 200 more. Nearly one billion dollars has been spent on new or renovation construction of public schools, and nearly \$800 million has been invested in new facilities in higher education. That total investment is greater than the cost of the I-15 project, which is the largest infrastructure project in the history of the state. The average teacher's salary has increased by 56.2%, and class sizes have been reduced. The New Century Scholarship has helped to increase the velocity of learning. The state has budgeted for 15 students to take advantage of this program next year, and 10 have already applied. He urged the legislators to make a bigger effort to take advantage of this program. Student-to-computer ratios have increased from 1:18 to 1:6. Much progress has been made in education; however, it is distressing to see the slippage on test scores. Governor Leavitt urged the boards to examine the entire strategic directions in which we measure ourselves and fund this investment. The Legislators will require it and people will demand that accountability. He challenged everyone to measure and value learning more than teaching.

Reading. Governor Leavitt referred to the Utah Foundation Research Report which was printed in April 1999. He noted that 80% of our students who cannot read on grade level by the end of the third grade never catch up. Last year \$5 million was appropriated for a Reading Initiative. The Governor stressed the vital importance of the ability to read.

Changing Social, Economic and Demographic Populations of the State. There is a strong correlation between free lunch and test scores. There is a pronounced, significant difference in the level of learning and attainment among ethnic social and income populations. The Governor noted the serious danger for Utah not to acknowledge that we are changing rapidly. In the next 25 years, Utah's population will grow by approximately 50%. Racial minorities will increase by 133%, and 65,000 to 70,000 new students will be from ethnic or low-income families. Governor Leavitt stressed that it was in everyone's interest that these students' needs are addressed. Students with low test scores are more likely to drop out of school, get involved in crime, or become teen parents.

Accountability. Governor Leavitt cautioned the legislators not to try to micromanage education systems, but to provide education incentives and accountability with consequences.

Global Implications. The Governor referred to a book entitled *Lexus and the Olive Tree*, which deals with people's reluctance to change. The book used the term "electronic herd" to refer to people who have the capacity to move capital from place to place without restriction, and "golden straight jacket" to mean the reforms without

which the electronic herd will not do business.

Higher Education. Governor Leavitt noted that higher education was facing a more demanding task than public education. Companies need to retrain their employees every 18 months with new strategies and new skills, or the companies will die. Traditional educational delivery methods are no longer sufficient.

Following his remarks, Governor Leavitt responded to questions from the audience. Responding to a question about funding of the New Century Scholarships, the Governor said he would send a supplemental request to the Legislature to make this opportunity available to every student who is qualified.

Regent Atkinson commented on the shortage of school nurses, especially in inner-city schools. In 1992, only 88% of students in public education had access to basic (medical/dental/mental) health care. Today there is no barrier in this state to every student receiving health care.

Senator Steele thanked the Governor for his remarks. He thanked President Budd for his hospitality in hosting the meeting. The group was dismissed to the afternoon breakout groups to discuss professional development of teachers.

The group reassembled at 3:00 p.m. for reports from the two groups of breakout sessions.

Representative Nora Stephens said her group focused on a discussion of professional development and recruitment. The following recommendations were made:

Professional Development

1. Offer more support for new and experienced teachers.
 - a. Set up a teacher mentoring program.
 - b. Develop support teams in schools, districts, and regions.
 - c. Make more time available for professional development.
 - d. Team new teachers with long-term teachers.
2. Provide incentives for professional development.
 - a. Monetary
 - b. Recognition/prestige
 - c. Tuition waivers
3. Increase collaboration between public education and higher education.
 - a. Share information
 - b. Diversity
 - i. Training
 - ii. Teacher pool
 - c. Relevance to teaching
 - d. Professional development schools

Recruitment/Retention of Teachers

1. Enlarge applicant pool through diversity.
2. Help future teachers understand the rigors of the profession.
3. Improve salaries, including entry-level teachers.
4. Teach teachers how to deal with problems in the classroom.
 - a. Classroom management
 - b. Discipline
5. Improve respect/recognition of the teaching profession (image).
6. Higher education and public education should work together to recruit teaching

pool.

7. Improve the quality of teacher benefit package.

8. Virginia has teacher preparation schools where the universities guarantee the teachers. If a teacher does not perform well, s/he is returned to the university for correction and retraining.

9. Look into the possibility of adding a fifth year of teacher training, with students hired at half-salary to work in the classroom with seasoned teachers.

Senator Karen Hale said her group had discussed H.B. 109, *Educator Licensing and Professional Practices Act*, and the correlation between public education and higher education on setting standards. As a suggestion for recruiting qualified teachers, the group suggested a tax break for teachers in the first 1-3 years of their profession. Teachers need time for professional development. Senator Hale suggested using the term "continuing education" rather than "pre-service" or "in-service."

Representative Keele Johnson said his group had also spoken mostly of recruitment and professional development. They noted that working conditions of teachers must be addressed. Teachers must have time to do their jobs, and they need more time with their peers. They agreed that better salaries must be offered, especially for entry-level teachers. They also stressed early advisement and earlier entry into the classroom. Better information should be provided to new recruits. Administrators should be allowed to return to the classroom during the school year with administrative duties in the summer. Administrative support is needed for on-site, intensive, research-based professional development.

Representative Johnson said his morning group had a very good discussion of ATE issues. Senator Allen chaired the group. There must be consequences for the statewide initiative to make accountability a priority. On the discussion of Custom Fit, the group felt the money should be put into the base budgets of the schools. They also suggested that businesses be asked to make monetary contributions in order that programs may remain responsive to the market.

Associate Superintendent Rob Brems reported for the group which was chaired by Representative Judy Buffmire. Their entire discussion was on customized training, which has two audiences: new businesses when the state recruits, and existing businesses' continual need to upgrade the skills of their employees. Funding is limited for both Custom Fit and STIT programs, but the goal is \$5 million per year. The group cautioned that customized training should not be over promised to new or existing companies. Resources are obligated early in the fiscal year.

President Thompson reported for the group chaired by Senator Lyle Hillyard. Much of that discussion was about Custom Fit. The discussion was very valuable for everyone in attendance. They recommended a stronger commitment to funding, both to stabilizing and increasing funding for Custom Fit. The group discussed whether or not there was need for a separate ATC in Salt Lake County to focus on secondary students while SLCC focuses on adult students. The challenge of funding Applied Technology Education with its expensive equipment needs was discussed, as was the need for collaboration between institutions of higher education and public schools. Some ways to meet the challenges of enrollment might be to combine classes and share facilities. Incentives should be provided for stronger collaboration.

Adjournment

Superintendent Laing expressed his appreciation for everyone's commitment of time to discuss issues of great importance for an entire day. Commissioner Foxley agreed that it had been a fruitful day. She noted that the SBE-SBR Joint Liaison Committee

discuss these issues at great length. She and Superintendent Laing will take the input from these discussions back to the JLC.

Commissioner Foxley thanked Jim Wilson and Wayne Lewis, who serve as staff to the Legislative Education Interim Committee. She also thanked Wendy Bangerter, Twila Affleck and Joyce Cottrell, secretaries of the three groups, for their assistance. She introduced Stan Lockhart from Micron, a new business representative on the Joint Liaison Committee.

Chair Watson thanked Senator Steele and Representative Frandson for providing the opportunity for the State Board of Education and State Board of Regents to meet with the Legislative Education Interim Committee every year.

President Budd offered tours of Salt Lake Community College's ATE facilities following the meeting.

The meeting was adjourned at 3:42 p.m.

Joyce Cottrell CPS
Secretary to the Board of Regents