

University of Alaska Transition Coalition

# Operational Framework

Background, Processes, Resources

## Contents

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Mission .....	2
Purpose of UATC Operational Framework .....	2
UATC Background .....	2
Membership .....	3
Dual Enrollment Definitions and Policy .....	3
Tech Prep Processes .....	3
General Agreement Process .....	3
Articulation Agreement Process.....	4
Course Creation .....	5
Enrollment of Secondary Students.....	5
Registration Forms and Banner Fields .....	6
Dual Credit Processes .....	10
Data Governance .....	10
Banner .....	10
Reporting Guidelines.....	11

## Mission

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After several years of working collaboratively, the University of Alaska Transition Coalition (UATC) formally established their mission in 2013 and revised in 2018 as follows:

*To create and foster strategies for all Alaska's secondary students to have local access to and opportunities for dual enrollment, including career and technical education, resulting in an engaged and highly qualified Alaska workforce.*

To advance this mission, UATC sets goals annually and serves as a resource to connect secondary to postsecondary through policy makers, education and training providers, regional economic partners, and state agencies. This Operational Framework describes and demonstrates how UATC's ongoing commitment and collaboration supports career and technical education across Alaska.

## Purpose of UATC Operational Framework

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Alignment between separately-accredited universities within the University of Alaska (UA) system and their partners should provide consistency in processes, whether that is aligning course content to postsecondary student learning outcomes, creating pathways to career and technical education goal completion, or articulation among all educational partners. Specifically aligning Dual Enrollment processes serves UATC's mission, improves UA's ability to report outcomes that will strengthen advocacy for funding these opportunities, and also enhances relationships with UA's secondary and postsecondary partners.

UATC is advocating for the alignment of core processes for Dual Enrollment across the UA system while still providing flexibility for each university (UAA, UAF, and UAS) to serve distinct partner needs through their own process, resulting in three consistent processes. This framework attempts to clarify these options and will be reviewed annually for any necessary revisions.

## UATC Background

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Utilizing a grant from the Federal Carl Perkins Program, UAA's Community and Technical College took the lead in 2002 to bring together the Vocational Technical Education Providers, representing secondary education, technical schools, proprietary institutions, University of Alaska partners, business education consortia, union and non-union apprenticeship-training organizations, rural and urban representatives, and Alaska Workforce Investment Board members to standardize the practice of Tech Prep in Alaska. Focused on achieving statewide alignment of secondary and postsecondary programs and workforce development, a statewide Alaska Tech Prep Consortium was formed for mutual benefit.

When Carl Perkins funding dedicated to Tech Prep was cut at the Federal level, leadership within the University of Alaska (UA) believed the established efforts were important to continue in alignment with UA's Shaping Alaska's Future (<http://alaska.edu/shapingalaskasfuture/>) initiatives of *Student Achievement and Attainment* and *Productive Partnerships with Alaska's Schools*. Also, over the years, Career and Technical Education (CTE) has evolved into an academic completion strategy. To support this strategy and the previous efforts, UATC was formed and has continued with funding from the Technical Vocational Education Program ([http://www.alaska.edu/research/wp/funding/#TVEP\\_Funding](http://www.alaska.edu/research/wp/funding/#TVEP_Funding)).

## Membership

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UATC membership is defined as the person(s) or their designee(s) who creates partnerships with secondary school districts and/or facilitates Dual Enrollment at their campus or college.

The members meet semi-monthly via teleconference and face-to-face once per year as funding allows. The coordinated efforts of this group have resulted in aligning processes to improve transitions for secondary students into the university system. They have accomplished improved outcomes by partnering with UA's Office of Institutional Research, Planning & Analysis, Registrar's Offices across the UA system, and the State of Alaska Department of Education and Early Development.

To contact UATC members or a member in your region, reference the UATC Membership resource at: <http://www.alaska.edu/research/wp/CTE/uatc/>.

## Dual Enrollment Definitions and Policy

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Dual enrollment was previously defined and operationalized differently across the university system. To foster alignment, The UA Academic Council (AC) proposed a policy for dual enrollment. The policy was adopted by the UA Board of Regents (BOR) in September 2015, amended in June 2016 and March 2018 (<http://www.alaska.edu/bor/policy/10-05.pdf>).

UA BOR Policy (P10.05.015.) for dual enrollment refers to enrollment at the university by a student who is simultaneously enrolled in K-12 (or homeschool) for which the student may receive credit at both the K-12 and postsecondary levels. The university encourages dual enrollment. No additional restrictions on dual enrollment beyond those applicable to all students, or to avoid violations of law or ensure informed consent by a parent or legal guardian (including financial obligations), shall be allowed.

The dual enrollment definitions, as defined by UA regulation, are:

- Dual Enrollment Student: K-12 student who enrolls in a postsecondary course.
- Dual Enrollment Course: Any course for which a K-12 student attempts for postsecondary credit, generating a college transcript.

## Tech Prep Processes

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There are several key steps in partnering with secondary and postsecondary to set students up for success in taking Tech Prep courses: creating general and course level articulation agreements, coordinating the collection of student registration forms for courses, and entering course creation and registration information into Banner, UA's enterprise resource planning system.

## General Agreement Process

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A general agreement is a memorandum of understanding created between a university (i.e., UAA, UAF, or UAS) and a secondary and/or postsecondary partner to establish roles, responsibilities, and processes. In order for a course to be articulated, a general agreement needs to be in place.

UA General Counsel (GC) approves all agreements for the UA system. Examples of approved general agreements can be found at:

- [http://www.uas.alaska.edu/career\\_ed/tech-prep/educators.html#tab6](http://www.uas.alaska.edu/career_ed/tech-prep/educators.html#tab6)
- <http://www.uaf.edu/rural/cte/>
- <http://pwsc.alaska.edu/forms/>

These templates can be utilized without additional approval from UA GC. Any changes to the template that would impact the legal framework (i.e., indemnification, money exchange, dispute settlement, termination) of the document would need to be vetted through UA GC.

## Articulation Agreement Process

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Articulation agreements are specific to courses, also known as addendums or updates. The articulation agreement process involves course approval, instructor approval, and an articulation agreement as an addendum to a general agreement with a school district. Course level articulation agreements are created between a university department/program and a secondary and/or postsecondary partner to identify and approve courses taught at the secondary level that align with and provide transcription for university courses. There must be a clearly defined articulation agreement for each course, based on a set of competencies that are determined by relevant university faculty and agreed to by the partner.

Each articulation agreement is unique and will be subject to reconsideration or change for each course each academic year. A comprehensive review is conducted regularly to assure industry and performance standards of size, scope, and quality, and that any curriculum changes are incorporated into the articulation agreement. Examples of articulation agreements can be found at:

- <http://www.uaf.edu/rural/cte/>
- [http://www.uas.alaska.edu/career\\_ed/tech-prep/educators.html](http://www.uas.alaska.edu/career_ed/tech-prep/educators.html)
- <http://pwsc.alaska.edu/forms/>

## Course Approval

The partner course outcomes are evaluated for alignment with the university student learning outcomes specific to that course. Here are some recommendations for consideration when obtaining course approval:

- Identify a career cluster, selecting the same career cluster as the secondary or postsecondary partner, per funding requirements.
- Align courses with a CTE Program of Study (CTEPS) to support students' academic progress. When a student takes a course that is not aligned with a CTEPS, it could affect their future eligibility for financial aid.
- Include a disclaimer about the ability to transfer credits to meet specific degree requirements between universities. Reference this transfer credit resource site to help customize the disclaimer for each university: <https://www.alaska.edu/future/transfer-information/>.

## Instructor Approval

The qualifications of the partner instructor are reviewed to see if they meet the university requirements for the relevant course.

## Articulation Agreement Required Elements

The process to establish an articulation agreement includes the following required elements:

- **Purpose** – Outlines the mutual understanding of processes and criteria associated with the agreement and that the agreement will be reviewed annually.
- **University and campus with address** – Identifies the postsecondary provider.
- **School district or other partner with address** – Identifies the partner.
- **University course information** – Includes course number, course title, and credits.
- **School district or other partner course information** – Includes course number and course title
- **Signatures**

- **UAA** – UAA dean or associate dean, UAA program director, school district superintendent (where applicable), and school district CTE director.
- **UAF** – UAF provost, UAF executive dean, UAF college dean/campus director, UAF program director, and school district or other partner designee(s).
- **UAS** – UAS dean, UAS program director, school district teacher, and school district superintendent.

### Articulation Agreement Recommendations for Consideration

- **Signatures** – The following signatures are sometimes a practice.
  - **UA** – dean or director
  - **School district** – CTE coordinator, curriculum coordinator, principals
- **Changes to articulated courses** – The following could be incorporated into an articulation agreement: Please send any changes to the above course offerings (course title, syllabus content, outcomes or instructor) to \_\_\_\_ (add email address) or call \_\_\_\_ to ensure these courses articulate within the program as designed.

### Course Creation

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After the instructor is approved and the articulation agreement is in place, the course can be created in Banner. To code the course as Tech Prep in Banner, the best practice is to use the Attendance Method field code BT for Brokered Tech in SSASECT. To prevent the class from showing up on the UAonline schedule, leave the “print” box unchecked in SSASECT. Courses intended solely for high school students should be marked for restricted enrollment as a closed cohort so others cannot register.

### Enrollment of Secondary Students

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In order to register for a college-level course, secondary students must be enrolled. The enrollment practices for secondary students vary across each university and/or campus.

- **UAA**
  - CTC: Secondary students enroll themselves online as secondary students.
  - Kodiak: Enrolls secondary students simultaneously as non-degree seeking students with their course registration.
  - KPC: Enrolls secondary students online and on paper, utilizing the non-degree seeking student form.
  - Mat-Su: Enrolls secondary students simultaneously as secondary students with their course registration.
  - PWSC: Enrolls secondary students simultaneously as non-degree seeking students with their course registration.
- UAF enrolls secondary students simultaneously as non-degree seeking students with their course registration.
- UAS enrolls secondary students simultaneously as non-degree seeking students with their course registration.

## Registration Forms and Banner Fields

UATC in collaboration with UA Institutional Research, Planning & Analysis and UA Registrar's Offices have reviewed the information that is necessary to collect and input into Banner to ensure consistent data collection. The information has been separated into three areas: required fields for reporting, required fields for workflow efficiency and best practices, and recommendations for consideration. The goal is to have alignment across the UA system in the required areas while supporting campus autonomy and the ability to meet local requests with the recommendations for consideration.

### Required Fields for Reporting

- **Semester** – Fall, spring, or summer.
- **Year** – Four digit year.
- **Name of High School** – It is required in order to enter the estimated graduation date in Banner, which is a required data point for reporting. It is highly recommended to select the correct high school name in Banner. If it is not on the list, select the generic option of *Alaska High School*.
- **High School Estimated Graduation Date (MO/YR collected, MO/Day/Year input in Banner)**
  - This is a required data point for reporting purposes. The secondary student cannot be counted as concurrently enrolled at UA if this data is not collected and input into Banner. It has been determined the day is not necessary to be collected as most students are not aware of the day. It is necessary to input the day into Banner and the last day of the month should be selected.
  - To audit whether the secondary students being registered can be properly identified in Banner, utilize the data verification process identified by your registrar's office, or reference the *Audit Query Tool for Data Entry Validation* created by UA's Institutional Research, Planning, and Analysis (<https://www.alaska.edu/files/ir/data/UA-Affiliated-HS-Students-in-Banner.sql>).
- **Last Name and First Name** – Required to generate a UA Banner ID#.
- **Date of Birth (mm/dd/yyyy)** – Required for employment outcomes if a Social Security Number (SSN) is not provided. UATC recommends listing the field on the registration form as *Date of Birth* and providing an example (i.e., 11/12/2000). Listing it this way will result in fewer follow-ups.
- **CRN** – Required to register for a course in Banner. The following fields are required to be on the registration form, but will autofill in Banner when the CRN is entered. The best practice is to prefill this information in the registration form.
  - **University Course Title** – This field is in Banner and UATC highly recommends inputting this information.
  - **Subject, Course #, Section #, Credit** – Required to register for a course in Banner.

### Required Fields for Workflow Efficiency & Best Practices

- **Fee** – Fees are set when courses are created; it is not a field entered in Banner when registering a student. This is not required for reporting purposes, but communicates cost associated with registration.
- **SSN** – To avoid additional resources being used to make further attempts to collect the SSN, it is recommended that every effort be made to collect the student's SSN (it is not necessary to collect it again if it was already provided and verified in the system,). If not possible, it is essential to collect their first name, middle initial, last name, and date of birth at a minimum. IRS regulations require UA to request a student SSN. The student is not required to provide it. If the student chooses to not provide their SSN, the Registrar's Office of that

campus will notify UA Statewide Finance who will send the following notification to the student:

- The SSN is required on IRS Form 1098-T, which provides information regarding your cost of attendance at the University of Alaska and amounts of student aid provided to you. The 1098-T we issue you provides you information that helps you claim applicable tax credits on your tax return. IRS regulations require us to request your SSN, and the IRS may impose a \$50 penalty to you if you fail to furnish your correct SSN to us.

A SSN is also essential for tracking employment outcomes and saves tremendous work in matching up student account information.

- **UA Identification Number (ID#)** – When a student account is setup, Banner generates a UA ID# for that student. After initial setup, this ID# can be utilized to register students for classes.
- **Gender (M/F)** – This is highly recommended for reporting purposes.
- **M.I.** – Recommended to match up with full legal name, if it exists.
- **Mailing Address, City, State, Zip, Email Address, and Daytime Phone** – Recommended to facilitate communication with the student.
- **Ethnic Origin/Race** – This is utilized for reporting purposes and highly recommended to collect when possible.
- **Statement of Understanding and Authorization to Discuss/Release Educational Information and/or Documents** – This is required in connection with FERPA.
- **Student Signature and Date** – Demonstrates agreement with criteria listed on form.
- **Parent Signature and Date** – Demonstrates agreement with criteria listed on form.
- **Disclaimer** – Include a disclaimer about the ability to transfer credits to meet specific degree requirements between universities. Reference this transfer credit resource site to help customize the disclaimer for each university: <https://www.alaska.edu/future/transfer-information/>.

### Recommendations for Consideration

- **Date Entered \_\_\_\_ and Initials \_\_\_\_** – It is a common practice of those processing registration forms to document the entry date and their initials somewhere on the form to provide hardcopy confirmation of it being processed. Banner also automatically documents the date and identifies who is inputting information whenever working on a student account.
- **High School Grade Level** – This can be used to verify the estimated graduation date. Historically it was needed because students who enrolled in Tech Prep classes were required to be juniors or above, but this is no longer a requirement.
- **High School GPA** – Historically this was collected because students are required to have a 2.0 GPA or higher to be concurrently enrolled. The challenge is that UA does not have access to students' transcripts to check their GPA. Without a way to confirm their GPA it is not a required field.
- **Permanent Resident Since \_\_\_\_, U.S. Citizen, Eligible for Residency, and/or Non-Citizen** – Historically there were scholarships for Tech Prep students and due to the funding source, if they were not residents they had to provide documentation (i.e., Visa, etc.). This funding source and requirement no longer exist. For Tech Prep courses, tuition is not required so residency information is not needed.



- **Eligible for Permanent Fund Dividend (PFD)** – This field does not apply to Tech Prep students because they are not applying to UA through the normal admissions process. They are registering for a class and paying a reduced fee instead of tuition. Also, this field is not necessary to collect because it is automatically provided through an agreement between UA and the Department of Labor and Workforce Development office based on PFD applications. Being eligible for the PFD identifies a student as a resident. If a student is not eligible for the PFD they are identified as a non-resident and charged the non-resident tuition rate.
- **Payment Information (i.e., Check, Cash, Credit Card, Money Order, Other)** – This information is collected autonomously by each university on the registration forms and are generally then handled by the business offices who access the finance section in Banner.
- **QuickFlow #** – There is nowhere to enter this in Banner, but might be useful for those registering students to be able to write it on the registration form. In general it does not appear to be used overall. If QuickFlow is used, the number is not written on the registration form. It may be beneficial if there are different individuals collecting the form than inputting the data.
- **Student High School ID#** – This is an option to collect, but in practice has not been utilized properly and could be removed. If collected, be aware that some school districts have their own student identification numbers separate from the Alaska Student ID# provided by the Department of Education and Early Development. There is not a Banner field available for the data.
- **Previous Legal Name** – There are students who regularly have name changes for various reasons (i.e., adoption). Collecting and inputting this information into Banner assists with the student record identification.
- **High School Course Title** – The best practice is to prefill this information in the registration form. It is helpful for the students and parents to see the recognized high school course title and to ensure they are registering for the correct class.
- **Career Cluster/Educational Pathway** – Historically this was needed for reporting related to Perkins funding. UATC recommends this data point should be identified through the course level articulation agreement, not connected with a student registration form. There currently is not a place to input the Career Cluster into Banner. UATC may explore in the future whether adding a way to input this information in Banner would be helpful related to Perkins reporting.
- **High School Teacher/Training Instructor Name** – The name can be prefilled on a registration form. If included, it can help students to confirm they are registering for the correct class.
- **High School Teacher/Training Instructor Signature** – If collected it can help to confirm students are being registered for the correct course.
- **Partnership Institution** – The entity where the course is being delivered.
- **\*If the student is 18 or older, a parent signature can be waived** – This note can be listed under the signature line depending on your university registrar's requirements. It is recommended to obtain clarification from your registrar whether the determination for 18 is by date of signature, by time of registration, by the time the form is turned in, or by the time the check is written (i.e., UAA requires a parent signature for all high school students, regardless of age). If a parent signature is required, it relates to who is accountable for payment.

## Registration Timelines

Each university and/or campus operates under their own registration timelines, as detailed below. One requirement across the university system for registration timelines is to adhere to the *Reporting Guidelines* described towards the end of this document. A best practice for a yearlong course, in order for the data to be included in reporting, is to create the course as a spring semester course and register secondary students according to the *Reporting Guidelines*.

- UAA
  - CTC follows the dates and deadlines designated by the UAA Office of the Registrar (<https://www.uaa.alaska.edu/records/calendar/>). CTC does not currently have any yearlong courses.
  - KPC registers secondary students for courses at the end of the semester in which the course is offered (i.e., in December for a fall semester course or in May for either a yearlong course or spring semester course) as long as the General Agreement has been signed and the articulation agreement has been completed.
  - Kodiak completes registration for secondary students prior to Winter Break for fall semester and prior to Spring Break for spring semester. They also register students for yearlong courses prior to Spring Break.
  - Mat-Su follows the dates and deadlines designated by the UAA Office of the Registrar (<https://www.uaa.alaska.edu/records/calendar/>). They register secondary students for yearlong courses during the semester the student is completing the course.
  - PWSC targets having secondary students registered within two weeks after the secondary school's start date that correlates with PWSC's fall and spring semesters. For yearlong courses, students are registered during the spring semester.
- UAF
  - Students have until the end of the academic year (May) to register for their Tech Prep courses as long as the General Agreement has been signed and the Articulation Agreement has been completed. Specifically, UAF targets registering secondary students for fall courses during the fall semester or as late as \*May (end of the academic year) and for spring courses by April 1<sup>st</sup> or as late as May (end of academic year). \*The best practice, in order for the data to be captured for reporting purposes, is to register fall students by the end of the semester (i.e., December).
- UAS
  - Targets 2<sup>nd</sup> week of October (beginning of fall semester) and February (beginning of spring semester) to register secondary students for semester courses.
  - Targets 2<sup>nd</sup> week of October (beginning of fall semester) to register secondary students for yearlong courses.
  - Secondary student registration for short courses may require a unique timeline.

## Dual Credit Processes

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Regardless of whether a course is a special topics course or a course with a permanent number, the process for creating a Dual Credit opportunity follows standard university processes.

### Instructor Approval

When the need for a course is determined, the first step is securing instructor approval through the standard university instructor approval process. This process typically requires submission of instructor vita and a course syllabus that contains all elements required by university faculty senate policies.

### Course Creation

After the instructor is approved, the course can be created in Banner. To code the course as Dual Credit in Banner, the Attendance Method field code used for high school Dual Credit is HS in SSASECT. Courses intended solely for high school students should be marked for restricted enrollment as a closed cohort so others cannot register.

### Registrations & Grades

Once the course is created and goes live, registrations can be processed. If the instructor for a Dual Credit course is paid by the university, students generally register for that course at the beginning of the course. If the instructor is not paid by the university, registrations for the course can be accepted at the time course grades are submitted as long as it is prior to that semester's close freeze date as determined by UA Institutional Research, Planning & Analysis (refer to the *Reporting Guidelines* at the end of this document). Registration and posting of grades can still occur after the close freeze date, but be aware the student will not be counted for reporting purposes.

Upon completion of the course and posting of the grades, the students' transcripts can be released to the secondary partner(s) to allow posting of equivalent credit at their end. Reference <http://www.alaska.edu/student-services/ferpa/ferpa-rights/> for additional information on releasing transcripts to secondary partners.

## Data Governance

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The intention of the following information is to be a reference point for all UA staff who are inputting data into Banner related to Dual Enrollment student registration and to increase understanding of the importance of data governance.

### Banner

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Banner is UA's enterprise resource planning system that houses course and student information. In order to maintain quality reporting outcomes, it is vital to adhere to consistent processes when entering data into Banner.

### QuickFlow

- Using a QuickFlow allows you to access one Banner screen after another in a sequential order. These are most often set up for a task that is done repeatedly.
- UATC developed a QuickFlow for Banner and revised it in 2016 to align with the registration fields determined to be required in order to comply with data governance.

- It is recommended that all UA staff who are responsible for data entry of Tech Prep student registrations follow QuickFlow UA\_TP to maintain consistency or a local version that includes the same required fields.

## Reporting Guidelines

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Data governance for Dual Enrollment are connected with significant UA initiatives, and state and federal funding areas for UA's budget. Examples are:

- UA Board of Regents Dual Enrollment Policy
- Theme II of Shaping Alaska's Future - High School to Postsecondary Transition
- Title III
- Integrated Postsecondary Education Data Systems (IPEDS) – Tied to Financial Aid
- Carl D. Perkins
- Technical Vocational Education Program (TVEP)
- Workforce Innovation and Opportunities Act (WIOA)
- Every Child Succeeds Act (ESSA)
- Higher Education Act (HEA)

When inputting data, it is important to consider reporting timelines identified by UA Institutional Research, Planning & Analysis. **The key timeline for UATC and data governance stakeholders to consider, in order for data to be included in reporting, is to complete registrations and posting of grades prior to the close freeze date.** Freeze dates are connected to several UA reporting requirements and cannot be changed. Once the academic calendar is determined each year, the freeze dates are set using a rubric and submitted to the UA Office of Information and Technology who publishes them in the system planning calendar (<http://www.alaska.edu/oit/services/system-planning-schedule/>) as *Opening/Closing Student Extract*.

- Opening freeze usually is shortly after the add/drop deadline (i.e., Fall is typically the end of Sept. and Spring in early Feb.)
- Close freeze is usually shortly after final grades are posted (i.e., Fall is typically in early Jan. and Spring in late May)
- Summer only has a close freeze and is usually shortly after final grades are posted (i.e., late August)