



CALU



**Collaborative PASSHE
Executive Summary
July 2020
Final**

I. Overview

The Collaborative PASSHE Redesign team was charged with reviewing current approaches to academic sharing and identifying the barriers to achieving more sharing across the system, recommending solutions where possible.

The team conducted a current state assessment focused on gathering, and analyzing data directly related to the policies, processes, procedures, and outcomes of academic course and program sharing across the State System. The goal of this exercise was to better understand the approaches to academic sharing currently in place across the System and assess the degree to which these approaches are meeting the needs of our students, faculty, and staff. This analysis, coupled with a review of technology enablers, helped the team identify opportunity areas to increase sharing and improve student experience through the identification of recommended next steps and pilot opportunities.

The overarching goal of collaborative pathways is to achieve the following objectives:

1. *Align Capacity*: Optimize course and program capacity (seats in a class), particularly for the online modality. This provides universities with flexibility to react to changes in demand while still meeting the needs of students and simultaneously operating in an efficient manner.
2. *Improved Access*: Seamless, automated cross registration through technology enablement with a focus on the student experience, as well as, access to online library resources across institutions for participating students.

II. Types of Academic Sharing

There are several ways academic sharing can be implemented across the system, as referenced below:

1. *Course sharing*: Governed by common agreement, courses taught by a teaching institution in which students from one or more home institutions are also registered; may be ad hoc, semester by semester in response to supply and demand, or a long-term arrangement for teaching universities to make particular offerings, e.g., modern languages or Physics electives, available to multiple home universities.
2. *Collaborative program*: Governed by a common agreement, consortial delivery of an aligned curriculum leading to an academic award; curriculum is delivered in distance or hybrid mode by faculty in the consortium and available to all students enrolled in the program in a university in the consortium. The student's home university is the university in which the student is matriculated and from which the student will receive the degree/credential. The teaching university is the university delivering a course in which students from other home universities are (also) enrolled.

3. *Joint Degree*: Governed by a joint degree articulation agreement, a particular instance of a collaborative program leading to a degree offered by more than one system university. All participating universities confer the degree. One university is designated as the administrative site for official record-keeping and reporting.

Faculty Mobility: Another approach to academic sharing, faculty mobility through temporary part- or full-time reassignment (CBA Article 7) or permanent transfer (CBA Article 34) is provided for and the contractual terms established in the CBA. Reimbursement tendered to the sending university by the receiving university TBD

III. Current System Landscape

In the current state there is limited academic sharing and collaboration across the system (783 students participated in shared academic programs from 2016 to 2019). The sharing and collaboration that does exist is delivered in varying modes, with varying agreements, and limited data is available in order to measure success of these models. The current state also utilizes a largely manual and cumbersome process that places a burden on registrars and students to navigate and execute.

A. Online Modality

The Collaborative PASSHE team tried to gather data on excess capacity in existing online courses to project potential opportunities for scaled sharing. This proved difficult to execute on and unlikely to produce actionable data. Data was collected on the number of online courses, but the information was both more than could be analyzed efficiently and less useful than hoped to inform about potential scaled sharing opportunities.

B. Program Sharing

There are a limited number of shared programs that were active as of July 2019, forming a baseline. Based on the list of active programs below, program sharing appears to be currently constrained by geographic proximity, as sharing typically occurs between universities within a 90-mile radius.

PASSHE Inventory of Shared Courses/Programs (student mobility)

BASELINE: July 2019 – documented academic program collaborations

Universities	Shared Courses/ Programs	Nature of Collaboration	Status
Clarion/Edinboro	MS Nursing	Joint degree	Active
Clarion/Edinboro	DNP Nursing	Joint degree	Active
Millersville/ Shippensburg	MS in Social Work	Joint degree	Active

Universities	Shared Courses/ Programs	Nature of Collaboration	Status
Millersville/ Kutztown	Doctorate in Social Work	Joint degree	Active
Millersville/ Shippensburg	Doctorate in Educational Leadership	Joint degree	Active
Edinboro/ Slippery Rock	BA Physics	Shared courses	Active
Millersville / West Chester	MA Languages & Cultures	Shared Program	Active
California/Clarion	BS Athletic Training	Shared courses	In moratorium and teaching out last students
ESU/ LHU/ KU/ MU/ SRU/SU	Chincoteague Bay Field Station	Shared courses	Active

New and Proposed

Universities	Shared Courses/ Programs	Nature of Collaboration	Status
Mansfield/ Indiana	Mansfield BS Geosciences, conc in Geoarchaeology	Shared courses - Indiana delivers 9 credits of the major for Mansfield students	Effective Fall 2020
Millersville/ Ship	Gen Ed	Shared Courses	Test Banner Integration Fall 2020
Lock Haven/ Mansfield	Philosophy	Shared Course	Spring 2020
ESU/SRU/Ship/ BU/KU	Chinese language and culture	Supply Chinese 1-4 and 1 culture course for identified universities	On hold
Lock Haven /SRU			Fall 2020

IV. Major Findings & Recommendations

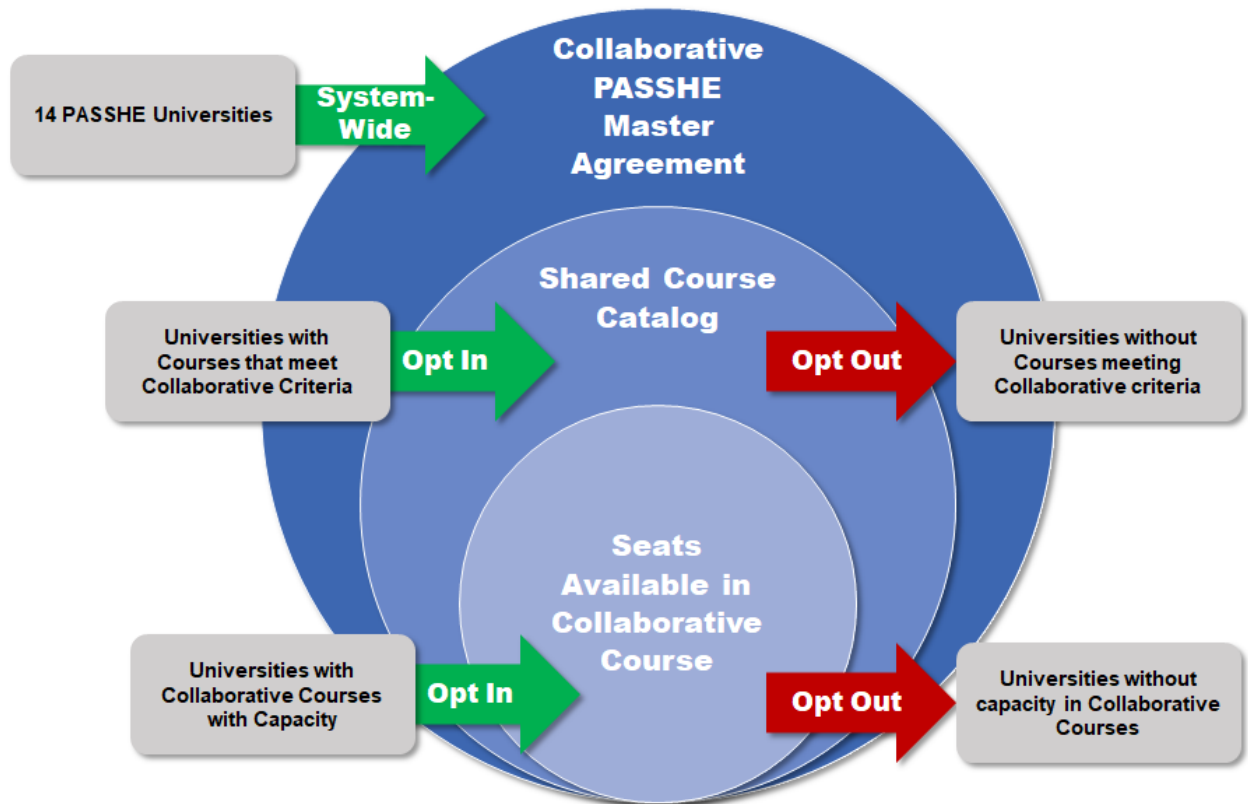
The team identified the following major findings as a result of their work efforts:

A. Complex, Manual Process for Cross-Registration

Current processes supporting cross-registration within the student are largely manual and not student-centered. There is also no central view to academic sharing opportunities that could be available to students.

B. Lack of a Common Framework to Define the Sharing Parameters

Agreements to undertake course and program sharing are defined by universities ad hoc and there is not a systemwide approach to define the sharing parameters. The team recommends a master agreement to govern the sharing parameters across all institutions.



C. Greater Technology Enablement is Needed to Automate Processes

Today, each university is on their own student information system and opportunities to make the process seamless for students occur on a point-to-point basis. A more comprehensive strategy to remove technology barriers is necessary to ease the burden on students and staff.

V. Next Steps:

As a result of this team’s work, a number of work streams have been initiated by the relevant stakeholder groups in order to facilitate and grow academic sharing across the System.

1. Master Agreement:

The State System should implement a process to draft a systemwide Master Agreement or a Procedure and Standard and associated policies to define the sharing parameters from numerous existing agreements currently in place. The goal is to standardize on this agreement from a systemwide perspective so individual universities do not need to address this on their own.

2. Revenue Share Framework:

A workgroup has been formed to define a revenue share model that supports and incentivizes academic sharing scenarios. The revenue share framework will be included in the master agreement referenced above.

3. Pilot Opportunity:

The CAOs as a group recommended several areas to explore for pilots, based on their knowledge of courses commonly required as general education and/or service courses and likely to have capacity: modern languages, philosophy, and physics. Working with CAOs and faculty to further explore pilots was outside the team's scope and charge. Moreover, until and unless a single Student Information System is adopted and implemented, or a third-party platform is contracted for the interim, the kind of technology-enabled seamless sharing envisioned by the Collaborative PASSHE team would be difficult to impossible. It was discovered that technology solutions do exist. Two of these solutions were explored actively before the Coronavirus pandemic caused work on course sharing to pause temporarily.