



NASH: Taking Student Success to Scale - a Collective Impact Initiative

April 19, 2015

Increasing completion yields higher earnings, improved social mobility and better health outcomes for the graduate

Over their lifetime, college graduates are...



Wealthier...

Associate degree holders earn **\$440,000** more and bachelor's degree holders earn **\$1.1 million** more than those with a high school diploma.

... more socially mobile...

Of adults who grew up in the middle family income quintile, **31%** with a four-year degree moved up to the top income quintile, compared to 12% of those without a four-year degree.



... and healthier

Bachelor's degree holders are **18** percentage points more likely to exercise, **17** percentage points less likely to smoke, and **11** percentage points less likely to be obese than high school graduates.

College completion is a top priority for institutions and governments across the country

Institutions and governments have set ambitious goals for completion...

"The President has set a clear goal: By 2020, America will have the highest proportion of college graduates in the world."

– *The White House*

"Governor Haslam has challenged our state with a critical new mission [...] to get 55 percent of Tennesseans equipped with a college degree or certificate by the year 2025." – Tennessee "Drive to 55" alliance

"The CSU [...] strives to raise the freshman six-year graduation rate by eight percentage points by 2015."
– *California State University Graduation Initiative*

... and are implementing a wide range of programs to achieve them



Collaborative Project Goal
PREDICTIVE ANALYTICS

CSU The California State University
GRADUATION INITIATIVE

seek search + earnings + employment = knowledge

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THE UNIVERSITY OF TEXAS AT AUSTIN
UNIVERSITY LEADERSHIP NETWORK



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While other organizations are making headway on completion, NASH has the scale for unprecedented impact

4.5 million NASH undergraduates comprise over 75% of the US undergraduate population attending 4 year institutions ...



... across 44 systems

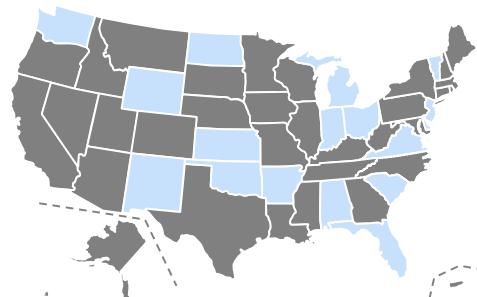


The State University
of New York



Minnesota
STATE COLLEGES
& UNIVERSITIES

... in 35 states



- If we could improve completion rates by just 5% across NASH systems:
 - Over 50,000¹ more students would graduate per year
 - Up to \$50B² more income would be earned by one year of additional graduates over the course of their lifetimes
 - Up to \$10B of additional federal tax revenue would be generated by one year of additional graduates

¹ Assumes median time to degree of 52 months. See: nces.ed.gov/programs/digest/d13/tables/dt13_303.50.asp

² Assumes bachelor's degree holders earn \$1M more than high school graduates; See: Julian, Tiffany. "Work-Life Earnings by Field of Degree and Occupation for People with a Bachelor's Degree: 2011

NASH is moving forward with an initiative to implement select student success strategies across multiple systems and their campuses

Interventions

- **Systems and campuses will select** from:
 - Redesigning the Math Pathway
 - Guided pathways using predictive analytics
 - High Impact Practices for all students
- **Flexibility in implementation** will enable systems to build upon current activities
- **Common definitions of success** will be established at the outset

Organization

- **Networked improvement communities** will convene regularly to advance implementation and learn from the experiences
- **System teams** have been established
- Network **meetings will be informed by data** and focus on sharing best practices and collectively identifying and overcoming barriers

System requirements

- **Significant leadership support**, with student success and the initiative as priorities at the system level
- **Strong interest from a substantive number of campuses** in the system, accounting for variability in system size
- **Commitment to invest resources** to sustain the efforts

We heard your perspectives on the three interventions selected for collective action

	Redesigning the Math Pathway	Guided pathways using predictive analytics	High impact practices for all students
What's exciting 	<ul style="list-style-type: none">▪ Innovative approaches to math entry-level▪ Growing consensus that not every college student needs algebra▪ Need to redesign the pathway to STEM majors as well	<ul style="list-style-type: none">▪ High level of enthusiasm for improving, deepening, and scaling predictive tools▪ Pilots already in progress on many campuses	<ul style="list-style-type: none">▪ Structured forum to share what's working▪ Standard measures of quality to assess what's working across systems
What are the challenges 	<ul style="list-style-type: none">▪ Faculty buy-in is particularly critical at all levels of design and execution▪ Math pathways at 2-yr institutions need to transfer to 4-yrs▪ 13 systems and over 78 campuses have signed on	<ul style="list-style-type: none">▪ May be difficult to convince campuses with tight budgets to invest in predictive analytic tools▪ Lack of connective tissue to tie tools together▪ 14 systems and 77 campuses have signed on	<ul style="list-style-type: none">▪ Need for more specificity on what this would look like on the scale of NASH, e.g.:<ul style="list-style-type: none">– Codification– Scaling select interventions– Shared measures▪ 9 systems and 52 campuses have signed on
			



THE UNIVERSITY
of TEXAS SYSTEM



The State University
of New York



THE UNIVERSITY of TENNESSEE
KNOXVILLE, CHATTANOOGA, MARTIN, TULLAHOMA, MEMPHIS



Minnesota
STATE COLLEGES
& UNIVERSITIES



University System of Georgia
Creating A More Educated Georgia



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

How NASH can help drive collective impact

Collective impact is *the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem*¹

NASH will serve as the backbone to drive collective impact on college completion by:

-  Working with systems to develop a shared vision for success within their communities
-  Establishing standard definitions and metrics to build evidence and compare results
-  Centrally managing and tracking data
-  Facilitating the sharing of best practices across systems
-  Engaging systems in collaborative problem solving on how to address challenges

¹ Kania, John and Mark Kramer. "Collective Impact," Stanford Social Innovation Review, Winter 2011.



NASH

National Association
of System Heads

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