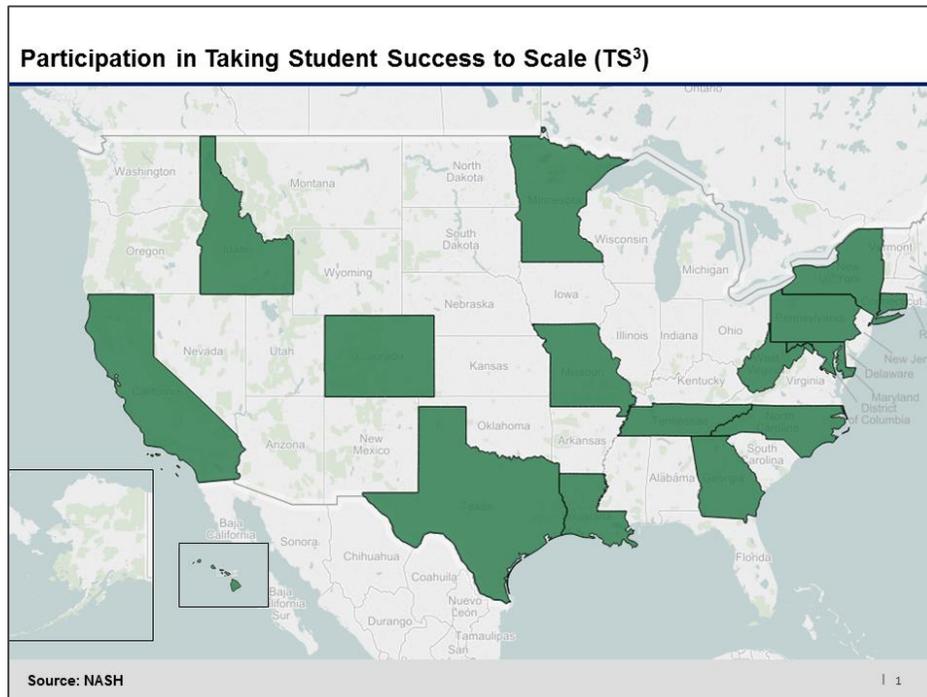**NASH: Taking Student Success to Scale: Progress Report—January 2016**

NASH Taking Student Success to Scale (TS³)

In December 2014, President Barack Obama recognized the National Association of System Heads completion initiative, Taking Student Success to Scale (TS³) for its innovative approach to scaling evidence-based interventions. Leveraging the power of systems and by focusing on **Predictive Analytics, High Impact Practices, and Redesigned Math Pathways, TS³ seeks to get our best stuff to the students who need it most in an effort to boost the number of degrees conferred by 350,000 by 2025.** A year has passed, and TS³ continues to gain momentum, growing to **20 systems and over 150 institutions across 16 states.**
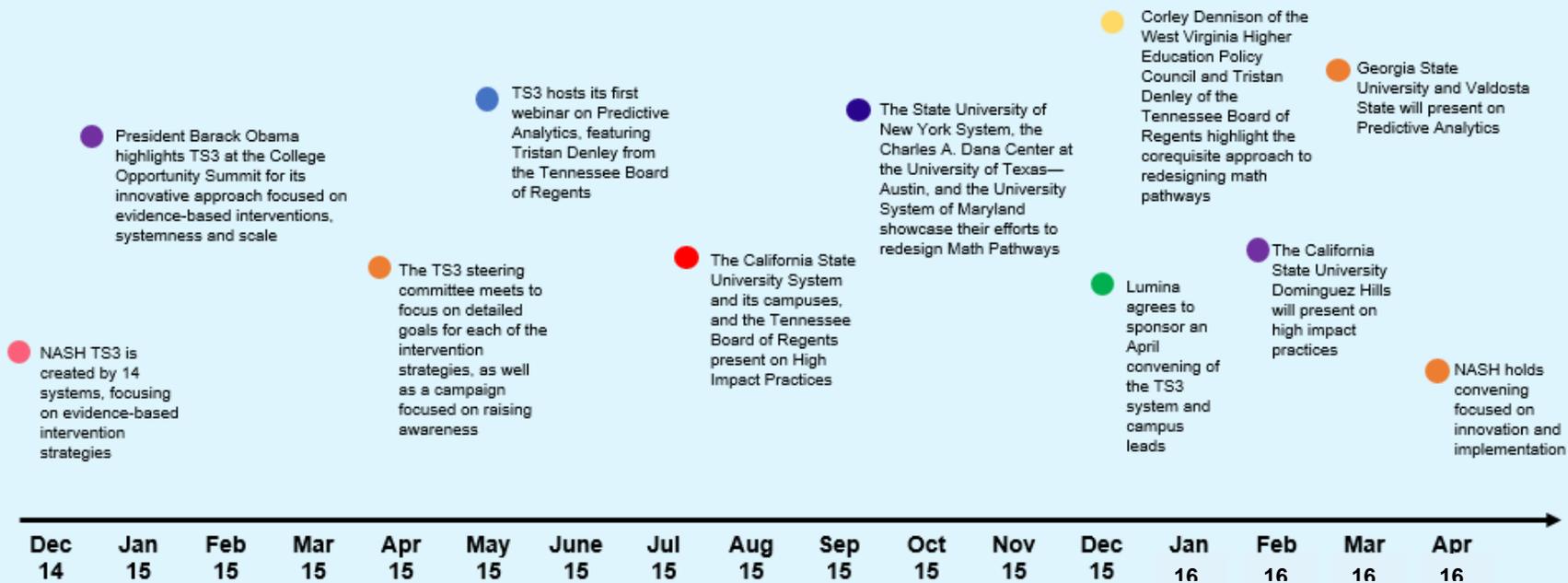

The collective reach of these systems is staggering. Combined, these systems:

- **Have an undergraduate enrollment of 2.6 million students, which represents almost 40% of all public undergraduate enrollments in the United States.**

- **Approximately 800,000 (33%) of these students identify as a URM, and over 1 million received Pell Grants.**

- **Confer 33% of the bachelor's degrees and 11% of the associates degrees awarded in the United States.**

TS³ involves common definitions of success built on existing metrics, flexibility in implementation approaches to accommodate the diversity of campuses and student populations, networked communities of both system and campus representatives, discussions informed by data, sharing best practices, collectively identifying and overcoming barriers, significant system leadership support and strong interest from a substantive number of campuses in each system. A timeline of key activities is below.

NASH Taking Student Success to Scale (TS^3) Timeline of Key Events

Corley Dennison of the West Virginia Higher Education Policy Council and Tristan Denley of the Tennessee Board of Regents highlight the corequisite approach to redesigning math pathways

Georgia State University and Valdosta State will present on Predictive Analytics

TS3 hosts its first webinar on Predictive Analytics, featuring Tristan Denley from the Tennessee Board of Regents

The State University of New York System, the Charles A. Dana Center at the University of Texas—Austin, and the University System of Maryland showcase their efforts to redesign Math Pathways

President Barack Obama highlights TS3 at the College Opportunity Summit for its innovative approach focused on evidence-based interventions, systemness and scale

The TS3 steering committee meets to focus on detailed goals for each of the intervention strategies, as well as a campaign focused on raising awareness

The California State University System and its campuses, and the Tennessee Board of Regents present on High Impact Practices

Lumina agrees to sponsor an April convening of the TS3 system and campus leads

The California State University Dominguez Hills will present on high impact practices

NASH TS3 is created by 14 systems, focusing on evidence-based intervention strategies

NASH holds convening focused on innovation and implementation

| Dec 14 | Jan 15 | Feb 15 | Mar 15 | Apr 15 | May 15 | June 15 | Jul 15 | Aug 15 | Sep 15 | Oct 15 | Nov 15 | Dec 15 | Jan 16 | Feb 16 | Mar 16 | Apr 16 |

Much has been done to advance the good work of systems and campuses over the last year, which includes:

NASH
National Association
of System Heads

We've done much during our first year to raise awareness of these intervention strategies

This has included . . .

✓ Holding a March convening to set our goals and to sharpen our aims statements

✓ Hosting 7 webinars, with more in various stages of development

✓ Creating and disseminating content with an emphasis on adoption and scaling

✓ Being sponsored by the Lumina Foundation for an April convening to help continue our work

Source: Bryk, Gomez, Grunrow, LeMahieu, 2015

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There is still much to do over the course of the next year. TS[3] will seek to move from raising awareness towards a focus on assessment and action. Key next steps include:

– **Leveraging the power of systems and big data to pilot analyses that help further demonstrate the effectiveness of these approaches.**

– **Empowering systems and campuses to work together by highlighting their distinct, yet complementary roles.**

– **Taking collective action by focusing on innovation, adoption, implementation, and scaling.**

By doing so, TS[3] will help its member systems and campuses take the next step towards achieving their goals of improving student outcomes, closing equity gaps and increasing the number of degrees to the benefit of the people, communities and economy of the United States. For more information, please contact Rebecca Martin, Executive Director of NASH (rebecca@nash-dc.org) or Jonathan Gagliardi, Deputy Director of NASH (jonathan@nash-dc.org).