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 43 systems

... in 31 states

- If we could improve completion rates by just 5% across NASH systems:
  - Over 50,000\(^1\) more students would graduate per year
  - Up to $50B\(^2\) 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

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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"
To that end, NASH and select member systems have co-created an initiative to implement select student success strategies.

- Interventions were chosen based on:
  - Having an evidence-base
  - Improving student outcomes
  - Closing equity gaps

- TS³ is designed to:
  - Allow for flexibility in implementation
  - Create common definitions of success and minimum thresholds for adoption and diffusion
Collective impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.

NASH serves 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

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TS³’s next phase will further focus on two strands of this work: High Impact Practices & Equity-Minded Learning Pathways.
High Impact Practices

Common intellectual experiences
Learning communities
First-year experiences
Capstone courses
ePortfolio
Collaborative assignments
Service learning
Undergraduate research
Global learning
Internships & field experiences
Writing-intensive courses
Activities that require reflection & metacognition

Vetted demonstration of 1+ outcome such as persistence, increased engagement, interpersonal competence & writing proficiency

Evidence of sustained effort over an extended period of time culminating in a major accomplishment such as a research project or applied learning experience

High Impact Practices: Definition
Why Do HIPs Matter?

1. Participation is associated with range of positive outcomes, especially for URM

2. Can even have a compensatory effect for URM

3. Participating in multiple HIPs has a cumulative, additive effect. On average, the more HIPs completed, the more likely a student is to earn a BA within 6 years (including first gen students and URM)

(Kuh, O’Donnell & Schneider, 2017)
Academic maps that detail the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market.

Structured onboarding processes that provide students with clear, actionable and usable information they need to get off to the right start in college.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Early alert systems aligned with interventions and resources to help students stay on the Pathway, persist and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

Guided Pathway

(Image by Completion by Design)
Guided Pathways Can...

1. Improve time-to-degree, GPA, and course performance, including for underrepresented minority students

2. Increase graduation, retention, and persistence rates

3. Increase revenue as more students stay enrolled or return

4. Decrease students’ loan burden
PROJECT OBJECTIVE
Demonstrate the impact on student learning—with a particular focus on underrepresented minority and first-generation students—of a coordinated scaled approach to high quality high impact practices, equity minded pathways and higher quality learning infrastructure in four partner systems: Tennessee Board of Regents, University System of Georgia, Montana University System, University System of Wisconsin.
NASH PROJECT GOALS

NASH will lead the TS3 HIPs Network to:

- Identify and advance high quality High Impact Practices at both campus and system level by embedding HIPs into required curricula and/or guided pathways with intentional mechanisms for scaling to majority of campus’ students over time.
- Ensure chosen HIPs and guided pathways have intentional mechanisms for access to low income, first-generation and under-represented minority students.
- Develop approaches to data collection for HIPs and pathways with particular attention to student learning and focus on inclusion of outcomes for URM students.
- Develop approaches to assessment for HIPs and pathways with particular attention to student learning and focus on inclusion of outcomes for URM students.
- Develop HIP implementation tools for use by NASH Systems.
EXPECTATIONS:

NASH
NASH WILL...

- Serve as network designer and project hub
- Ensure fidelity to project objectives and goals
- Support systems’ implementation
- Facilitate networking among stakeholders in four systems
- Serve as primary point of contact for all systems
- Direct national scale up
- Provide technical assistance in development of relevant data collection models
- Provide access to experienced practitioners in assessment, faculty engagement and implementation
- Develop tools to support implementation
USW WILL...

- Design intentional and comprehensive system-wide strategy to identify, embed and scale high quality High Impact Practices in required curricula or guided pathways
- Ensure low income, and under-represented minority students have access to embedded HIPs and guided pathways
- Incorporate at least one assessment tool for HIPs and guided pathways in pilot campuses with intentions to scale
- Provide professional development for faculty on HIPs, assessment of HIPs and equity, as needed
- Share all tools developed from this project with entire Network
DATA

- Develop new approaches to data collection for HIPs and guided pathways to be shared among Network
- Develop institutional and system processes for tracking comparable and disaggregated data
- Share all original (unedited) data collected from this project with NASH team and external evaluator
- Participate in NASH team and outside evaluators qualitative and quantitate data collection efforts
- USW and NASH may individually or jointly publish or present on the results from their contribution to this project
- Products jointly created under this agreement will be licensed under a creative commons for non-commercial use license
PARTNERS
Create a project narrative with specific case studies to enable replication of successful strategies

Provide a ground-level perspective from campus and system participants throughout the process, with special attention to issues of leadership and institutional change.

May attend:
- Annual convenings of the system/campus teams
- Annual convenings of the TS3 Network
- System convenings of campus teams
- Campus visits
Document progress on the systematic measurement of student learning and—to the extent possible—assess the impact of HIPs on student success by examining both learning and completion.

All systems:
- Ongoing engagement with campus and system IR
- Interviews and focus groups with system and campus leaders
- Surveys of system or campus leaders

Select systems & campuses:
- Conduct quantitative assessment of the relationship of HIPs, student learning, and student success
- Conduct in-depth site visit to measure student learning
- Collaborate with systems and campuses to develop a data dictionary on measures of student participation in HIPs and on student learning measures
- Collect de-identified student-level data or institutional-level data
- Analyze student-level or institutional-level data
CONVENINGS

February

- Pre-work: “speed” intro.
- Reading & webinar

Spring

- USW state-wide convening
UNIVERSITY SYSTEM OF WISCONSIN: EXPECTATIONS
OBJECTIVE STATEMENT: DRAFT
PROJECT GOALS: DRAFT

- Create HIPs pathways to expand HIPs across institutional curricula to increase access and to address equity gaps for underserved students
- Develop HIPs assessments that reflect institutional learning outcomes using the VALUE Rubrics
- Design system-wide data collection processes for reporting of student learning and student participation in HIPs to ensure monitoring of equity Strategies