

## 2022 Report Card

### What Gets Measured Gets Done

Degree & Credential Completion 

Social Mobility 

Reducing Student Debt 



# POWER<sub>of</sub> SYSTEMS

## How Did We Get Here?

The COVID-19 pandemic exacerbated issues that became drivers of higher education reform. From limited access to health care for vulnerable populations, to the overwhelming effects of systemic injustice, and extreme gaps in economic opportunity - the rules were changing. When colleges and universities were forced into an immediate transition to remote learning, public systems “got on the balcony” to reimagine how they would play a role in strengthening our country.

NASH saw that its network of higher education systems could build on a tradition of collaboration to increase equitable student success with a concept called “systemness” – leveraging diverse campus assets across systems to create value greater than the sum of their parts.

Together, we moved beyond competition and toward collaboration. Integrated services, shared academic programs, and predictive data analytics all provide the foundation of a compelling vision for how to close equity gaps and deliver access, completion, and success for all students, state by state, by 2030.



Over an 18-month period during 2020-21, a group of 100 system leaders supported by five design teams developed a strategic plan. Through what is now known as the Power of Systems, public higher education systems are collaborating to deliver student success at scale. To hold ourselves accountable to the American public, we have established common metrics to measure progress toward our goals. Simply put, we know we can’t improve what we can’t measure.

## What Gets Measured Gets Done

NASH convened a Systems Metrics Task Force drawn from a broad group of stakeholders and content experts to draft recommendations for system-level metrics and targets. We partnered with NCHEMS to create a novel dataset and baseline report, which allows a view of NASH member system performance across the three metrics from 2019-2020.

## Next Steps

Now that the baseline data is published and goals have been set, NASH and its member systems will move expeditiously to get the work done. We will identify opportunities to improve data infrastructure and share and develop robust tools for systems to leverage efforts to advance equity and prosperity. We will collaborate to identify evidence-based practices to collectively improve outcomes for millions of students. And we will disseminate our research findings and best practices to accelerate progress. This is the start of something big – together, in holding ourselves accountable, we can advance prosperity for the nation.





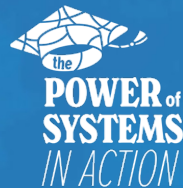
# Degree and Credential Completion



The Degree and Credential Completion metric captures public higher education systems' contributions to state and national attainment goals. The metric encapsulates students' completion of degrees and credentials across time and place, while also allowing for ongoing measurement of completion and equity gaps. The result of meeting our targets would produce an estimated over 1,000,000 degrees and credentials by 2030.

## NASH Improvement Community on STUDENT TRANSFER

In May, 2022 the NASH Institute for Systems Innovation and Improvement launched the first NASH Improvement Community (NIC) focused on transfer, which adapts Improvement Science methods to the public higher education system context. By 2030, the project aims to increase the percentage of in-state students enrolling at two-year institutions who transfer and complete baccalaureate degrees within six years by 7%. Four systems are participating: University of Illinois, Kentucky Council on Postsecondary Education, PASSHE, and Texas A&M. A total of 11 campus teams were convened to develop and test change ideas aimed at improving transfer student outcomes in areas such as advising, registration, and campus partnerships. Within the first 45 days alone, these teams successfully executed 33 change ideas. Successful ideas will be scaled within and across NASH systems. Collectively, the four participating systems represent 37 campuses and 425,000 students.



## Baseline

On average, NASH member systems increased degree completion by 34.7% between 2009-10 and 2019-20, resulting in over 1.26 million additional awards over that period. Over the same period, a roughly 10-point absolute equity gap persisted between white non-Hispanic students and minoritized students.

## Collective Impact by 2030



## Targets

We propose to maintain NASH members' demonstrated 10-year rate of improvement through collective impact and that NASH member systems collectively increase degree and credential completion by 35% from 2019-20 baseline levels by 2030.

We propose that equity gaps should be reduced by 50% from 2019-20 baseline levels. Reducing the equity gap by 50% between 2019-20 and 2029-30 would result in an additional 80,000 degrees and credentials for minoritized students.

## 2022 REPORT CARD WHAT GETS MEASURED GETS DONE

# Social Mobility



The Social Mobility metric is designed to capture public higher education systems’ contributions to social mobility of degree-seeking undergraduate students. The metric tracks students’ movement between income distributions over time, relative to their parents’ household income. Meeting this target in conjunction with the others would result in an additional 1.5 million graduates who would improve their prosperity trajectory.

## NASH Improvement Community on EQUITY

One key driver of social inequities over time are gaps in access to learning opportunities in higher education between white students and minoritized students. In November, the NASH Institute for Systems Innovation and Improvement launched the third NASH Improvement Community (NIC) focused on student interventions to close equity gaps. Four systems are participating: Nebraska State Colleges, Minnesota State Colleges and Universities, University of Nebraska System, and Southern University System. The group is currently in the Design Phase of the project, with the campus teams scheduled to convene in February, 2023. Collectively, the four participating systems represent 49 campuses and 470,000 students.



## 2022 REPORT CARD

### WHAT GETS MEASURED GETS DONE

### Baseline

NASH members have advanced 71% of students from families in the bottom 40% of the income distribution to the top 60% of the income distribution. In addition, among students who attended college on a traditional timeline (aged 19-22), 48% from the 1st income quintile rose to either the 4th (24%) or 5th (24%) quintile compared to only 13% of individuals who did not attend college. ***This means that individuals were over 3.5 times more likely to rise out of the 1st income quintile if they attended college than if they hadn’t.***

### Collective Impact by 2030

**1.5**  
MILLION

**graduates improve  
their prosperity trajectory**

### Targets

By 2040, we propose that NASH member systems will advance 85% of students from families in the bottom 40% of the income distribution to the top 60% of the income distribution, and 65% of students in the bottom 40% to the top 40%. To chart interim progress toward the 2040 goal, by 2030 the median income of students in the bottom tertile 8 years after enrollment will exceed the national median.

**48%**

percentage of individuals  
***that did attend college***  
who rose from the 1st income  
quintile to the 4th/5th

**13%**

percentage of individuals  
***that didn’t attend college***  
who rose from the 1st income  
quintile to the 4th/5th



# Student Debt Reduction

The Student Debt Reduction metrics are designed to capture both the amount that student debt borrowers accrue during their postsecondary undergraduate education, as well as their ability to repay this debt over time. To that end, two separate metrics were developed:



- Metric one, median debt at graduation or withdrawal, tracks the median cumulative amount of federal loans borrowed by undergraduates, measured either at their point of graduation or withdrawal from the institution.
- Metric two, three-year repayment rates, tracks the percentage of a system’s borrowers who are making progress, or whose loans are discharged or fully paid, three years after entering repayment.

## NASH Improvement Community on CURRICULAR FLEXIBILITY

One key driver of student debt is a lack of access to courses – particularly at under-resourced institutions. In August, 2022 the NASH Institute for Systems Innovation and Improvement launched the second NASH Improvement Community (NIC) focused on curricular flexibility. This project will develop and test methods for successful course sharing between campuses at the system level to relieve course bottlenecks for students, improving time-to-degree while reducing cost and debt. Four systems are participating: The University of Hawaii System, Southern Illinois University System, Texas State University System, and Montana University System. A total of 11 campus teams were convened to develop and test change ideas aimed at collaborative course sharing among campuses. The campus teams are currently in the first 45 day test cycle. Collectively, the four participating systems represent 35 campuses and 238,000 students.



### Baseline

The median levels of student debt and repayment rates averaged across NASH member systems are:

Median debt	Percent making progress in repayment at 3 years	Student type
\$19,134	44%	Completers (c)
\$8,171	27%	Non-completers (nc)
\$13,786	48%	Pell recipients (c and nc)
\$12,544	29%	Non-Pell recipients (c and nc)

Collective Impact by 2030

\$7

BILLION

reduction in borrowing  
for low-income students

### Targets

By 2030 we propose that NASH member systems collectively decrease the median debt borrowed by Pell students (completers and non-completers), by 25% from 2020-21 baseline levels. In addition, we propose that the equity gap in three-year repayment rates between Pell recipients and non-Pell recipients should be reduced by 50% from 2019-20 baseline levels (19 points).

Collectively, achieving this goal in conjunction with the other NASH targets would result in an estimated \$7 billion reduction in borrowing by low-income students by 2030.

## How are we getting it done?

Systems will work to achieve these goals with assistance from the foundational framework of the Power of Systems and NASH's major initiatives.



The **Institute for Systems Innovation and Improvement** works with groups of systems to implement the key strategies emanating from the Power of Systems. Using improvement science and NASH Improvement Communities, they support a renewed focus on five key imperatives: learning; talent; equity; investment; and systemness.



The **Systems Center for State Policy** will enable state higher education leaders to better address outmoded state and system policies, roles, functions, and practices as they redesign infrastructure to maximize impact in the face of lessening support. Systems will demonstrate a unique ability to leverage innovation at scale in pursuit of the social, economic, and civic goals of their states.



The **Partnership for Federal Support of Systems** targeted improved advocacy and investment in a network of the 65 systems that oversee higher education across America. These systems historically have not been officially recognized by the federal government and, consequently, have been constrained in their ability to contribute to the more cost-effective and efficient delivery of federal resources to the institutions in their states.



The **Refugee Resettlement Initiative** aims to create welcoming campuses and promote the inclusion of refugees and displaced communities at universities across the U.S. It does this by advancing three goals: raising awareness of a new role that universities can play as refugee sponsors; providing technical and coordination support; and advocating for this work with the federal, state, and private sectors.

The **Equity Action Initiative** is a network of systems working together to advance the integration of essential equity practices. Recognizing that systems are at different stages in this work, a framework was created to assess progress. Equity is measurable and should be attended to along the student success continuum, ensuring access to, and completion of, quality education programs across student populations.

The **Education to Work Initiative** will empower higher education to bridge the skills and attainment gap for students as they begin their careers. Systems will develop best practices in this area and leverage cross-sector partnerships to support a diverse, ready workforce. NASH and its members will cultivate working relationships with business and industry to ensure training and preparation for opportunities that meet the needs of the student and our nation's economy.



**Our funders make this incredible work possible,  
helping to improve the lives of students across the nation.**



**To learn more about how to support the Power of Systems, visit [nash.edu](http://nash.edu)**

