Stony Brook University

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Advancing Social Mobility and Academic Excellence

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Overview

Institutional Profile

- Profile | Graduation rate improvement

Mobility Report Cards (Chetty, et al.)

- Method | Rankings | Geography | Parents' income

Why is Stony Brook so successful?

- Value proposition | Geography | Programs

Student Success Strategy & Programs

- Leadership | Analytics | Success Programs | Male Student Success

Stony Brook University Institutional Profile

Stony Brook University Profile

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26,254 Fall 2018 headcount enrollment	**1323** Avg SAT 2018 Incoming Freshmen	**93.5** Avg HS GPA 2018 Incoming Freshmen
67% Undergrad **33%** Graduate	**1/3** Receive Pell Grants	**36%** White **17%** URM
14,907 Fall 2018 employees including hospital	**2,700** Faculty full-time & part-time	**#80** U.S. News & World Report Rank 2019
2.8 Billion USD Annual Budget	**59%** Of degrees awarded in STEM or Health	**2001** Joined AAU
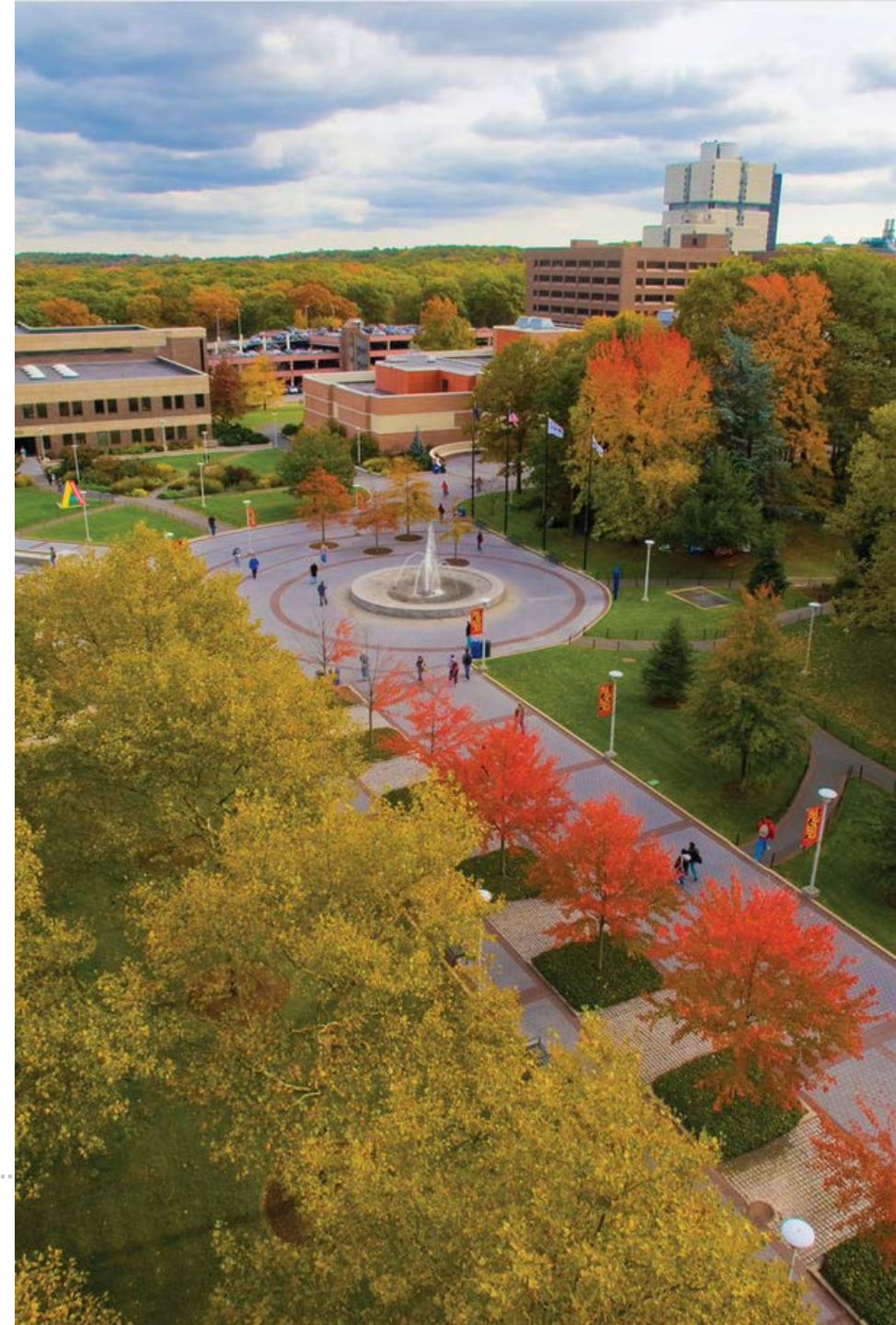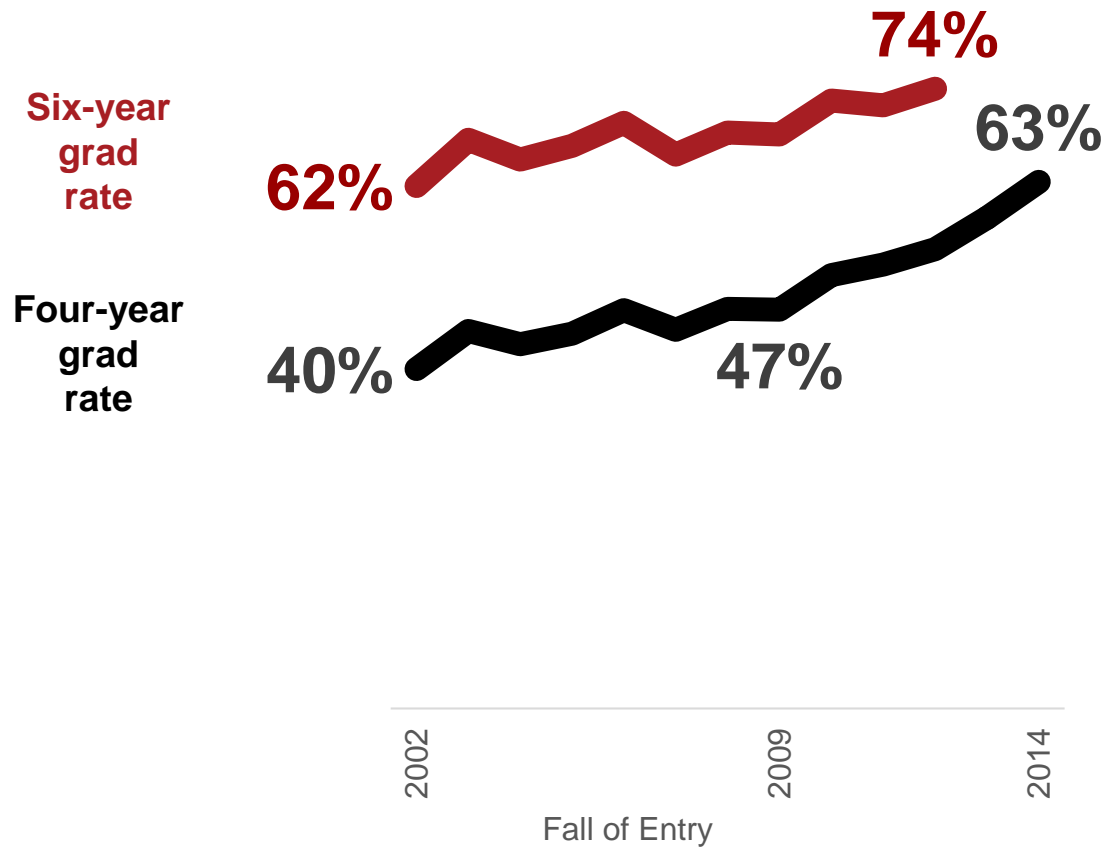
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Economic benefit to students

1,300
additional students graduated on time
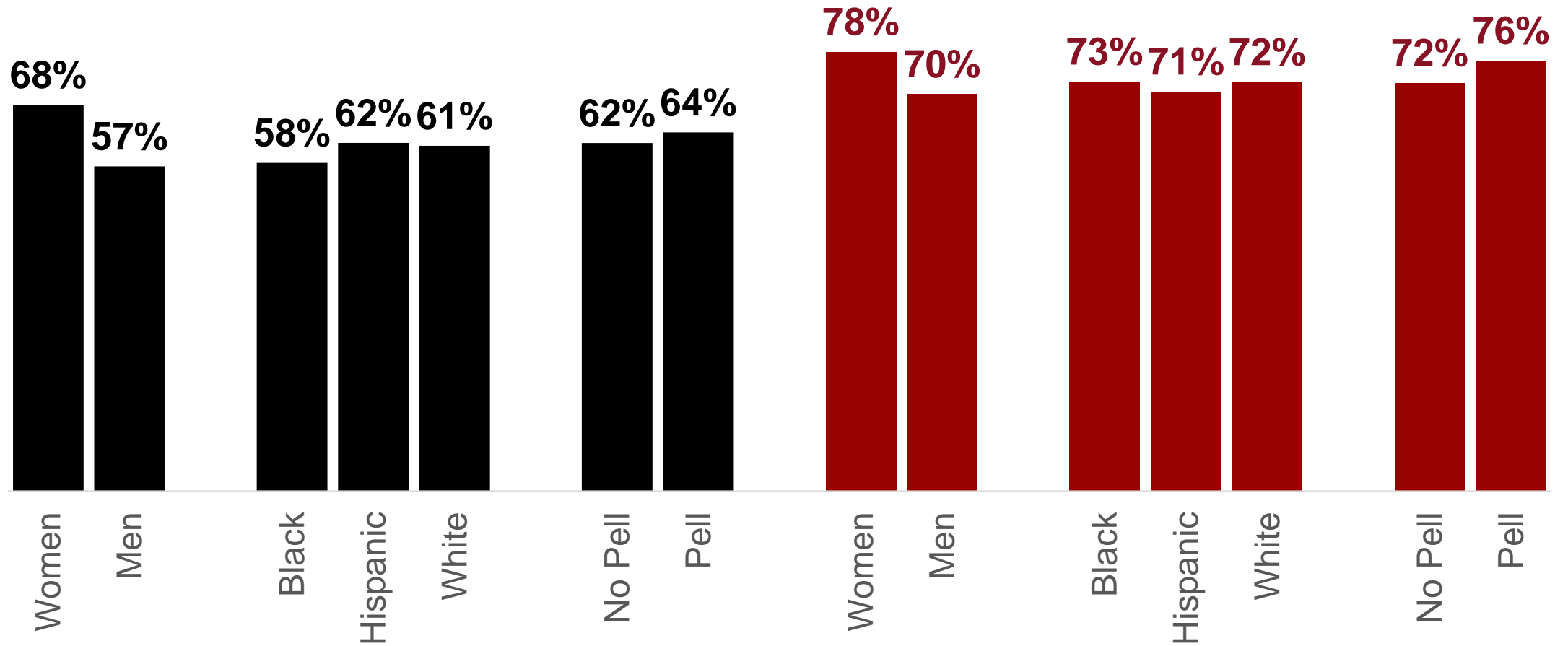
$88 million
economic benefit to students

$16 million saved in tuition & fees
$72 million in additional earning capacity

Equity gaps in graduation rates are largely closed

4-year grad rate (2014 cohort)

6-year grad rate (2012 cohort)

4-year grad rate (2014 cohort):
- Women: 68%
- Men: 57%
- Black: 58%
- Hispanic: 62%
- White: 61%
- No Pell: 62%
- Pell: 64%

6-year grad rate (2012 cohort):
- Women: 78%
- Men: 70%
- Black: 73%
- Hispanic: 71%
- White: 72%
- No Pell: 72%
- Pell: 76%

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Mobility Report Cards:
The Role of Colleges in Intergenerational Mobility

Raj Chetty, Stanford University
John N. Friedman, Brown University
Emmanuel Saez, UC-Berkeley
Nicholas Turner, US Treasury
Danny Yagan, UC-Berkeley

January 2017, Stanford Center on Poverty & Equality

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Mobility Report Card Research Approach

Research question

- What role do colleges play in intergenerational income mobility?

Primary Sample

- 11 million children born 1980-82 claimed as dependents by tax filers in the U.S.

Data source

- De-identified data from 1996-2014 income tax returns
- Attendance data reported by institutions to IRS on Form 1098-T

Focus on change in percentile ranks

- What proportion of students from bottom fifth of parental income distribution reach the top fifth of graduate income distribution?

Mobility Report Major Findings

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Differences by Sector	"Overplacement" Not a Concern	Solutions to mobility may reside in comprehensive sector	Access declining at high mobility institutions
Elite institutions provided low-income students with most access to top 1%	Low-income students exhibited similar outcomes to peers at selective institutions	Because Cal State and CUNY exhibit high mobility rates look there for answers	Calls for some reconsideration of aid policies, state support
Comprehensives and community colleges provided most access to top 20%	When they got in	[I will complicate this in a moment]	New America follow-up
[Stony Brook is an exception]			

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Stony Brook' calculated mobility rate

Access

Success

Mobility Rate

16.5%

X

54.5%

=

8.4%

of students came from the lowest quintile of family income (under $25,000)

of these students reached the top quintile of graduate income in their 30s (over $58,000)

Stony Brook ranked #3 among all institutions and #1 among highly selective institutions

Median income of all Stony Brook graduates in their 30s: **$64,700**

Source: Chetty, et al. online data table 3, amounts are 2015 dollars, adjusted by CPI-U. Graduate income is a non-zero median.
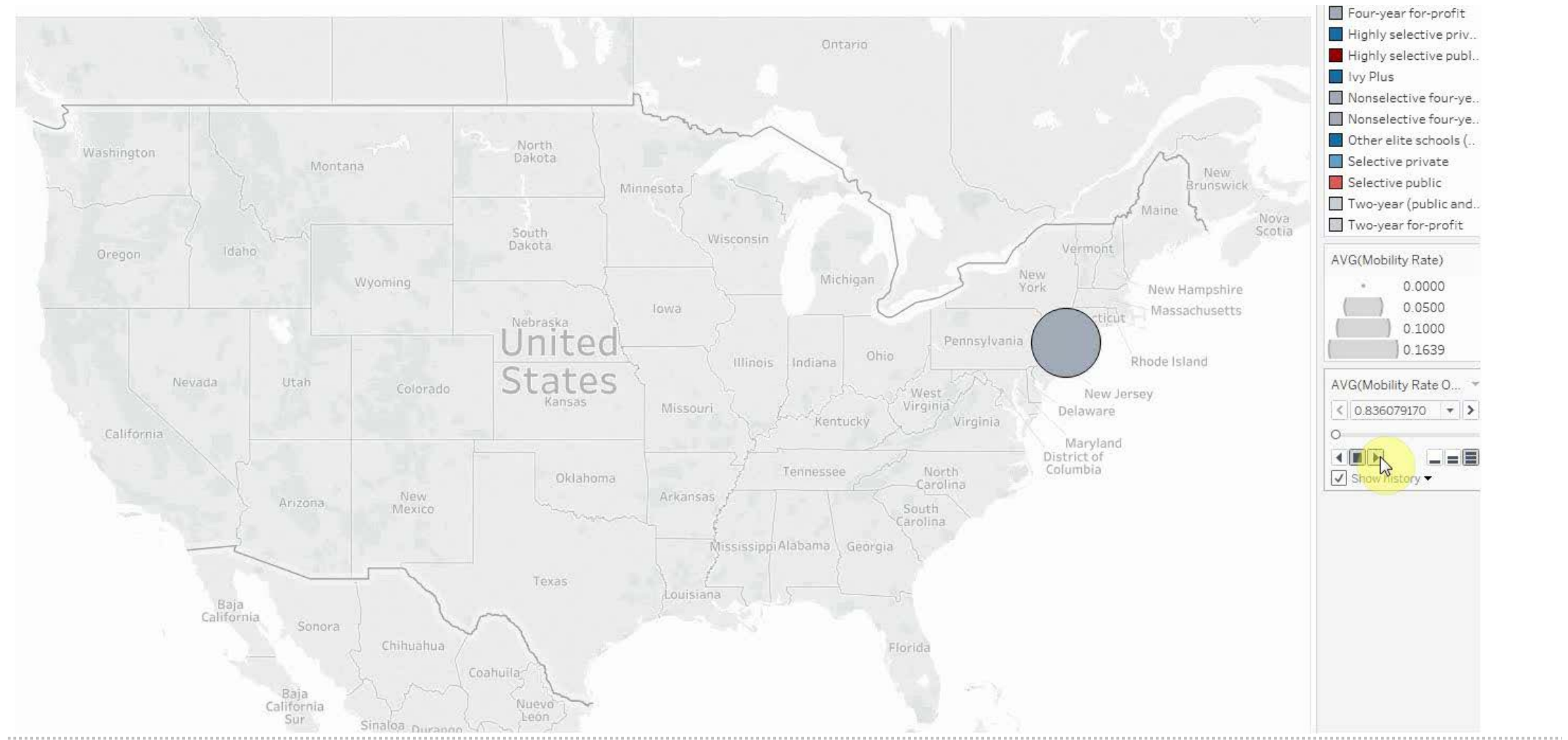
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Stony Brook ranked #3 on social mobility rate; #1 among highly selective universities

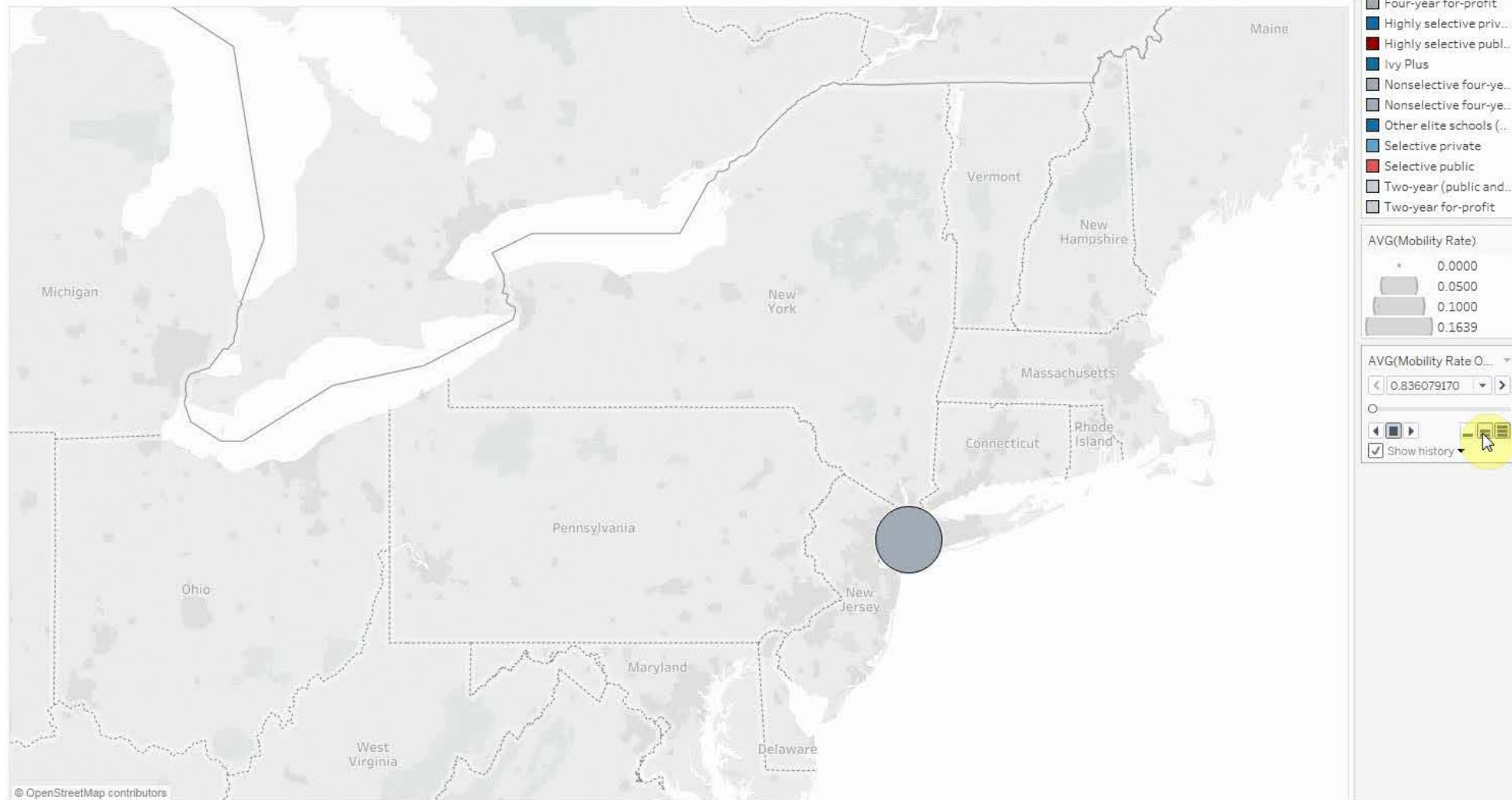| Rank	Name	Mobility Rate =	Access X	Success Rate
1	Cal State, LA	9.9%	33.1%	29.9%
2	Pace Univ.	8.4%	15.2%	55.6%
3	**Stony Brook U.**	**8.4%**	**16.5%**	**51.2%**
4	Technical Career Insts.	8.0%	40.3%	19.8%
5	U of Texas – Pan American	7.6%	38.7%	19.8%
6	CUNY System	7.2%	28.7%	25.2%
7	Glendale Comm. Coll.	7.1%	32.4%	21.9%
8	South Texas College	6.9%	52.4%	13.2%
9	Cal State, Poly.-Pomona	6.8%	14.9%	45.8%
10	U of Texas – El Paso	6.8%	28.0%	24.4%

Access: share of children at a college with parents in the bottom quintile of the income distribution
Success rate: share of children with parents in the bottom quintile of the income distribution that reach the top quintile of the income distribution
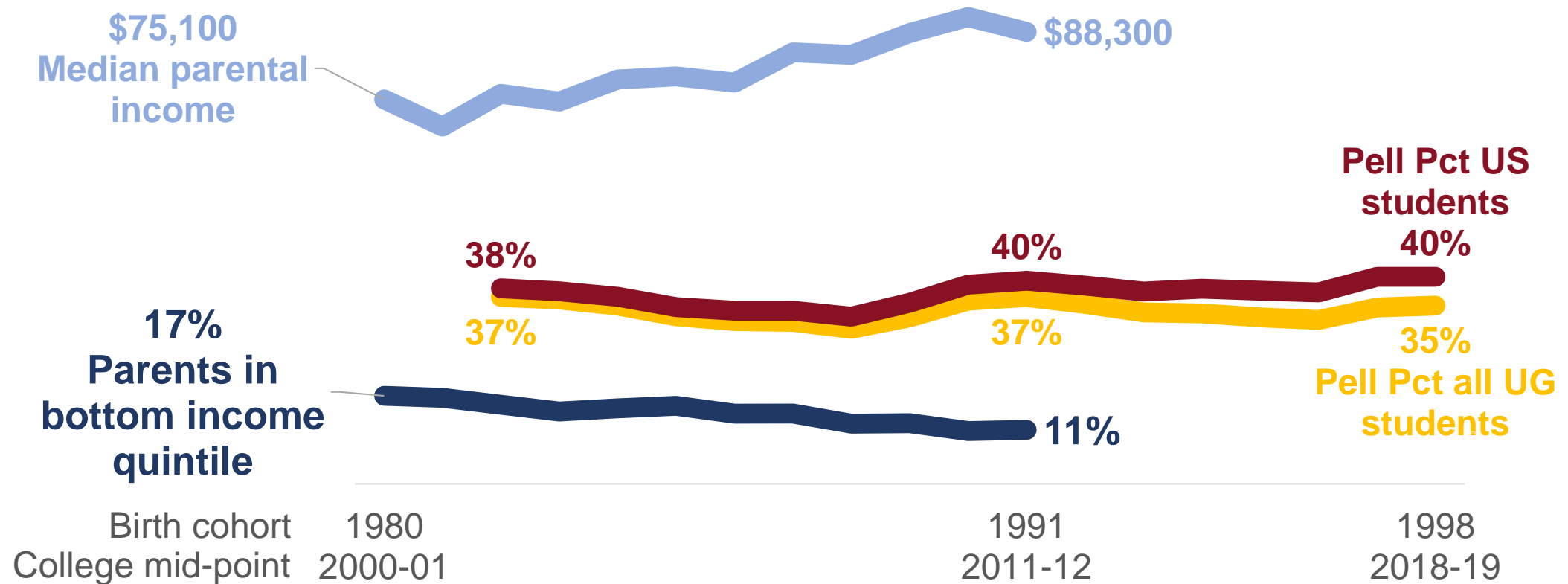
Source: Published Table III (Table IV in later versions)

Many institutions rolled up into systems

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Association between geographic location and mobility rate

Source: Chetty, et al. (2017) Web data table 3

13

Consolidation of public systems masks some of the data

Source: Chetty, et al. (2017) Web data table 3

Change in access at Stony Brook requires context

$75,100
Median parental income

$88,300

Pell Pct US students
40%

38%

40%

37%

37%

35%
Pell Pct all UG students

17%
Parents in bottom income quintile

11%

Birth cohort	1980	1991	1998
College mid-point	2000-01	2011-12	2018-19

Stony Brook remained among the most accessible highly selective institutions

Name	Birth Cohort 1980		Name	Birth Cohort 1991		
	parent income ($)	rank (out of 157)		parent income ($)	rank (out of 157)	Δ
Stony Brook	75,100	1	UC-San Diego	82,000	1	42
Illinois Inst Technology	84,900	2	Stony Brook	88,300	2	-1
UC-Irvine	86,200	3	UT Dallas	89,800	3	8
Stevens Inst Technology	87,300	4	Kettering U	92,700	4	24
Milwaukee Sch Eng.	88,100	5	Milwaukee Sch Eng.	93,600	5	0
U of Tulsa	88,800	6	U Wisconsin System	95,700	6	2
U Pittsburgh System	89,500	7	Loyola U New Orleans	96,300	7	39
U Wisconsin System	95,100	8	UC-Irvine	98,500	8	-5
Bennington College	96,600	9	Illinois Inst Technology	99,100	9	-7
Loyola U Chicago	96,600	9	Gustavus Adolphus C	101,800	10	34

Source: Chetty, et al. online data table 3, amounts are 2015 dollars, adjusted by CPI-U; selectivity tiers include highly selective, Ivy +, and other elite institutions, excludes institutions with data missing in either year.

Why is Stony Brook so successful with social mobility?

Value Proposition

Geography

Programs & Strategy
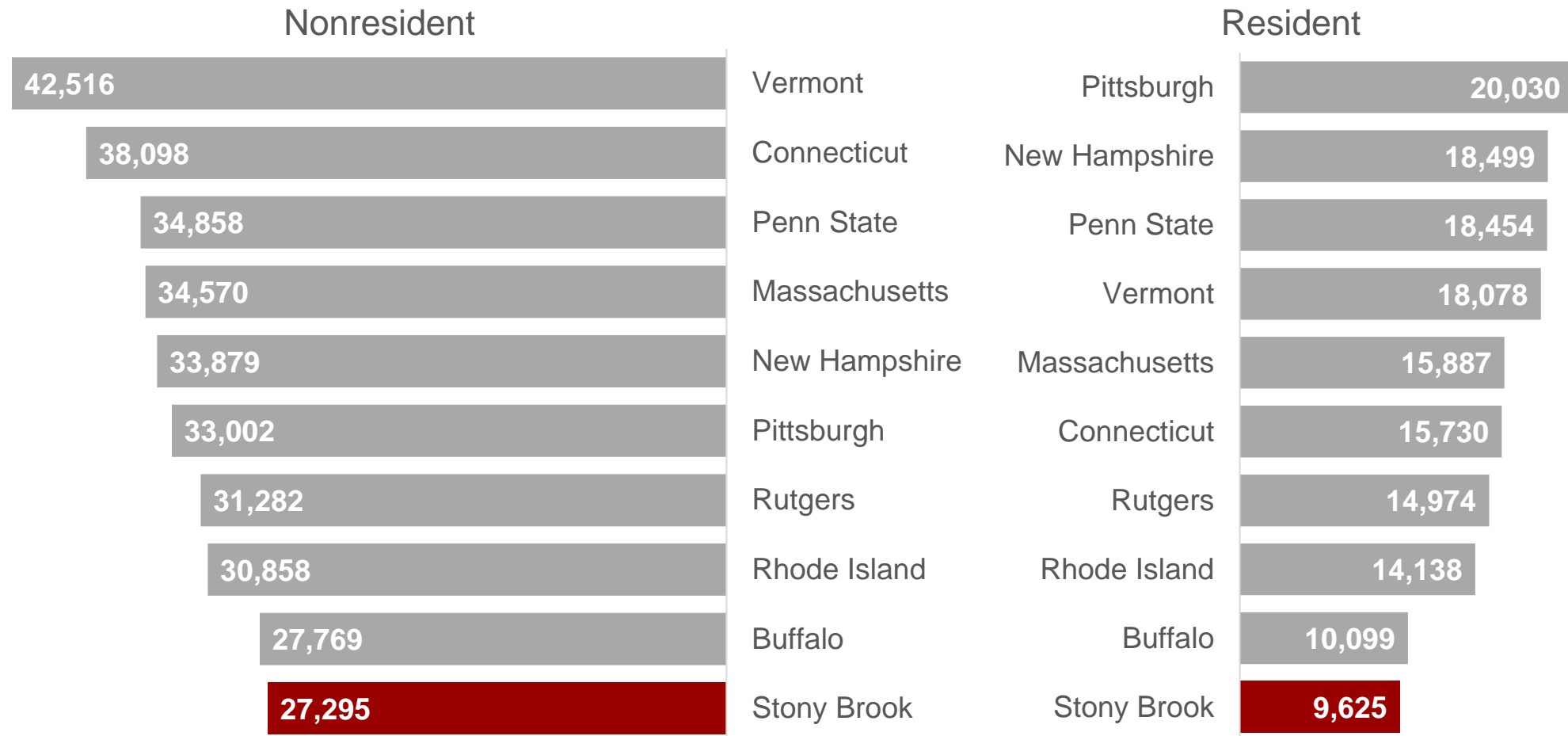
Value Proposition – US News Rank vs. Tuition & Fees
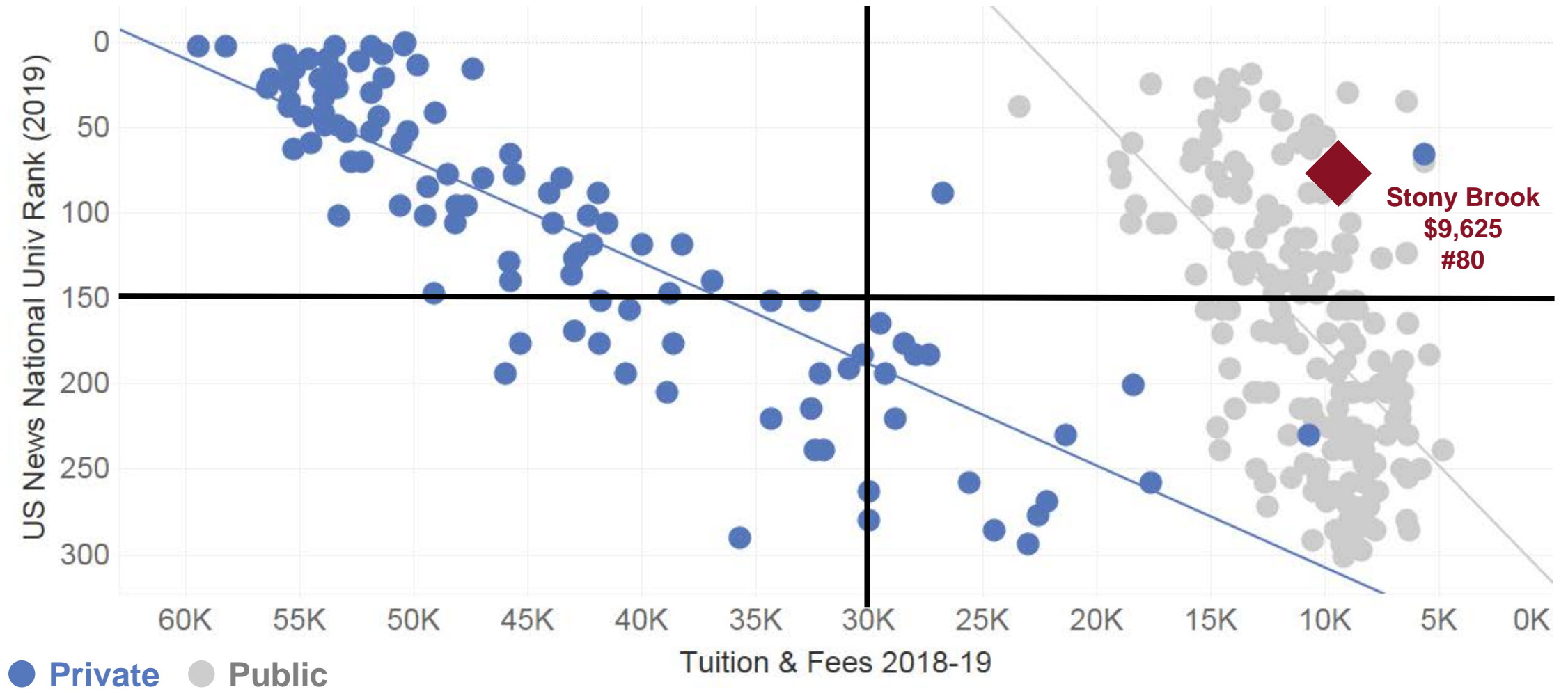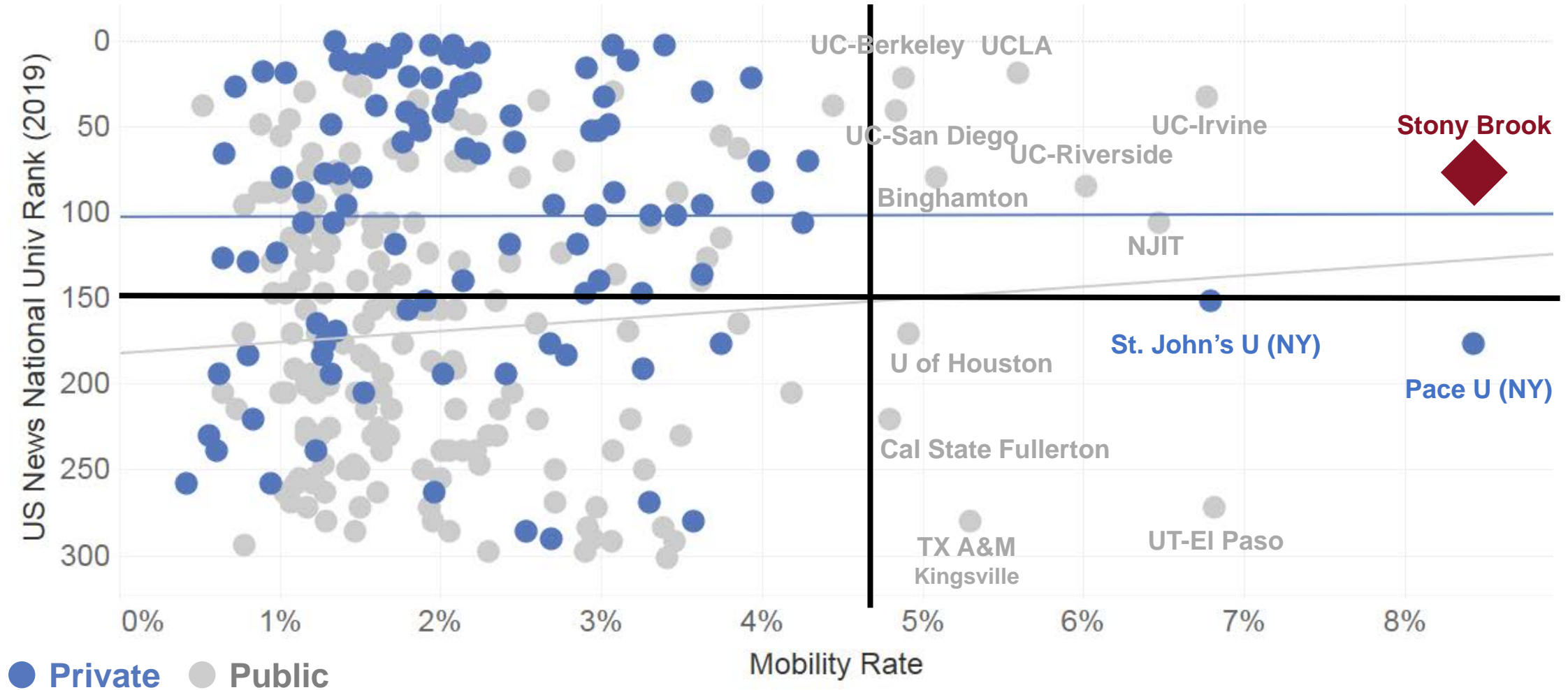
US News Rank vs. Mobility Rate

Source: US News and World Report; Chetty, et al. (2017) Web data table 3

Stony Brook's Location

Access to dense HS populations with quality schools

Access to hot labor market

16

public high schools in *US News* Top 100 located in NYC / Long Island

13%

of Stony Brook's entering freshmen come from these 16 schools
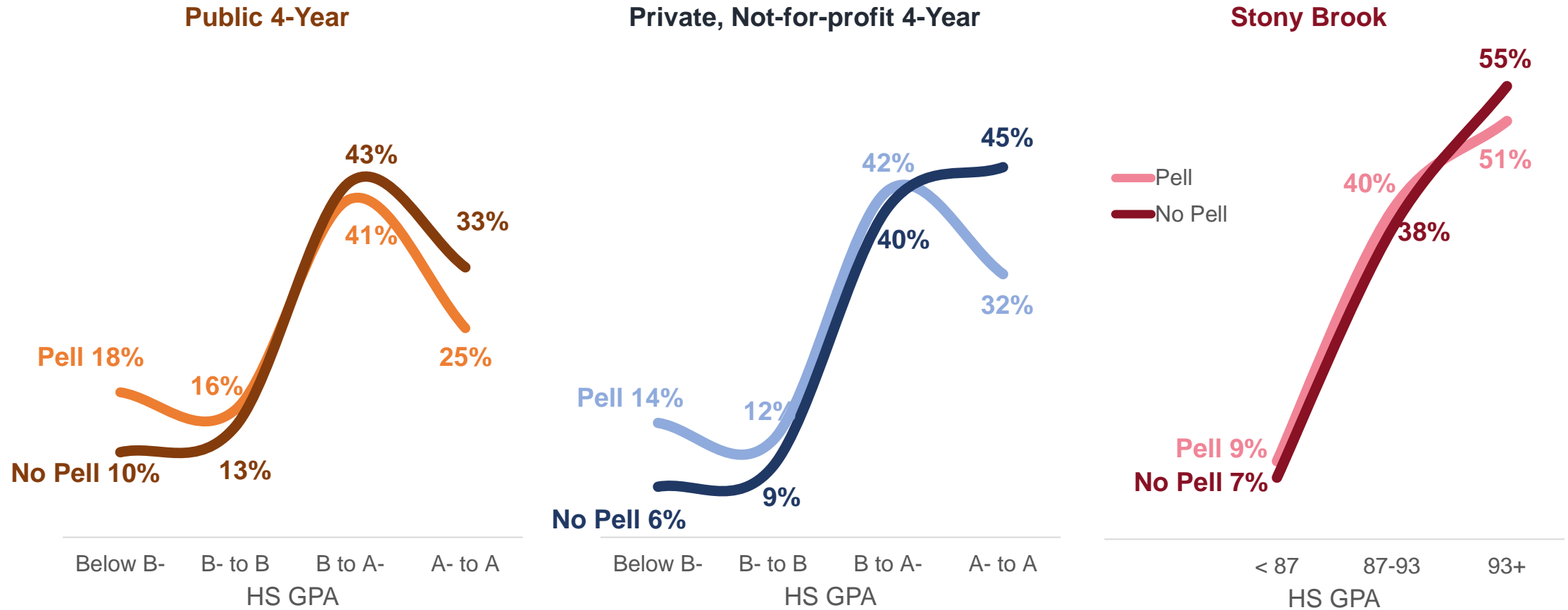
57%

of these students received Pell grants

Median earnings bachelor's recipients, age 25+
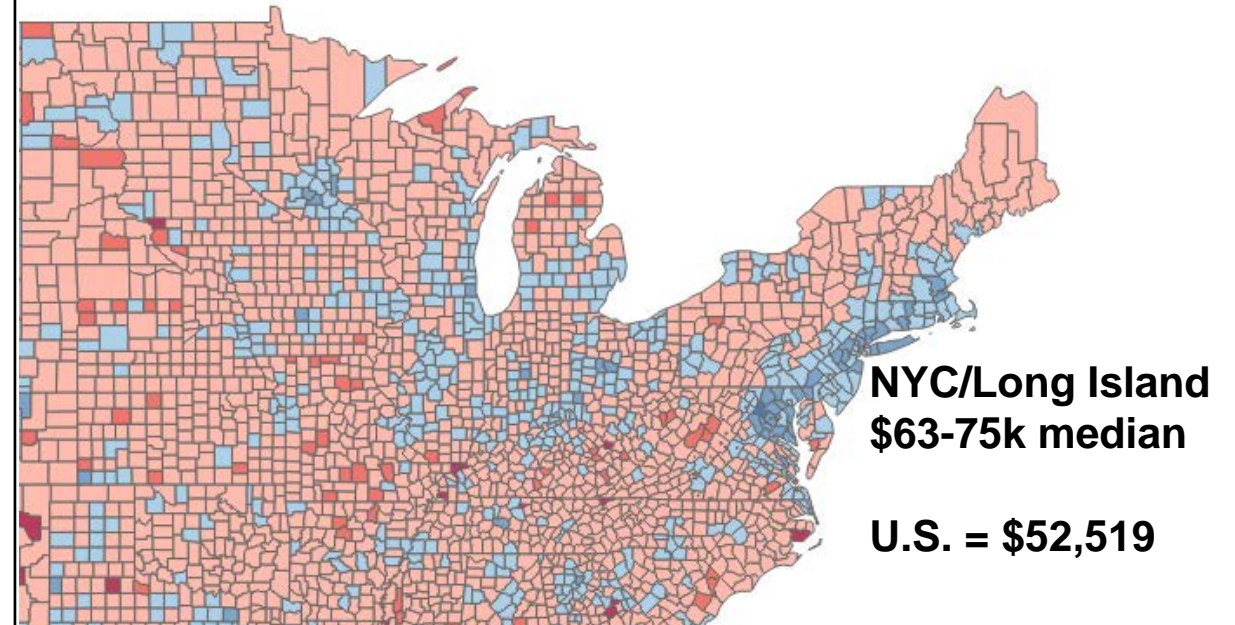
**NYC/Long Island
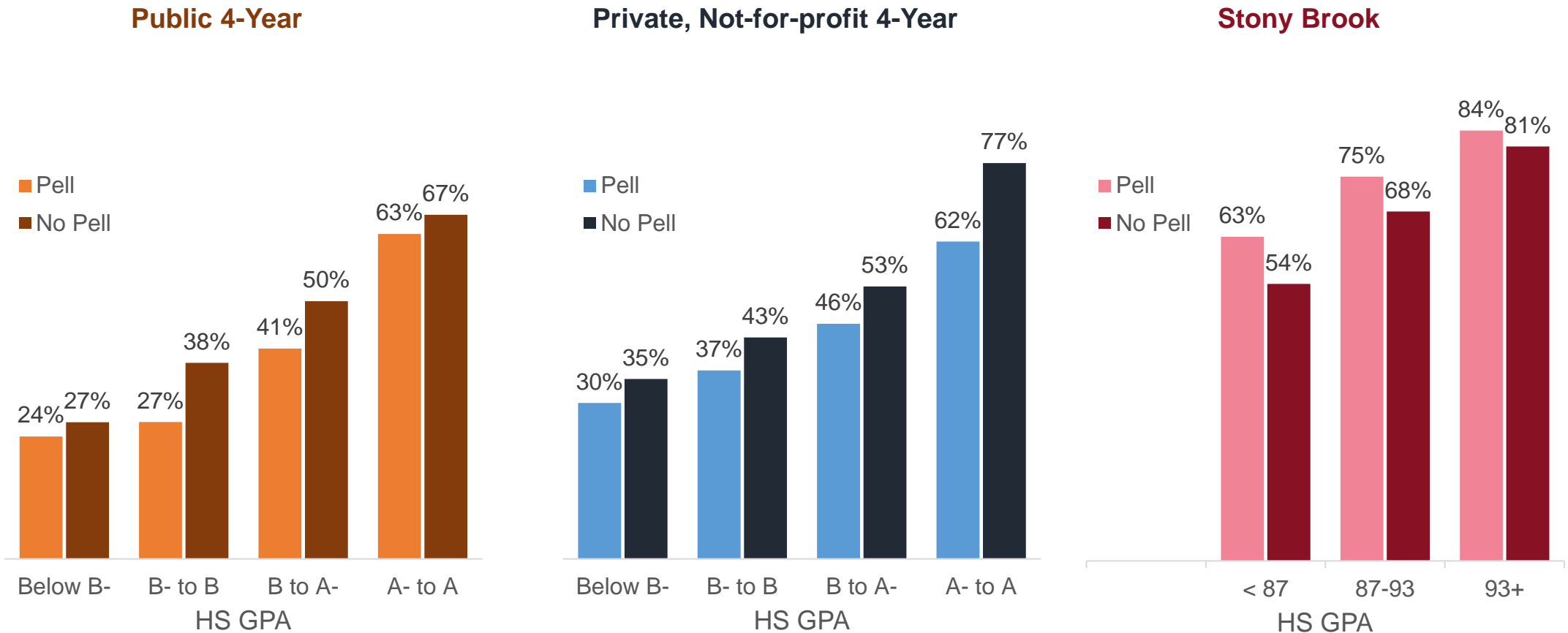$63-75k median**

U.S. = $52,519

Stony Brook attracts Pell recipients with academic backgrounds comparable to non-Pell recipients

Distribution of Entering First-Time Freshmen by HS GPA

Public 4-Year

Pell 18%
16%
43%
41%
33%
25%
No Pell 10%
13%

Below B- | B- to B | B to A- | A- to A
HS GPA

Private, Not-for-profit 4-Year

Pell 14%
12%
42%
40%
45%
32%
No Pell 6%
9%

Below B- | B- to B | B to A- | A- to A
HS GPA

Stony Brook

Pell
No Pell

55%
51%
40%
38%
Pell 9%
No Pell 7%

< 87 | 87-93 | 93+
HS GPA

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Stony Brook attracts Pell recipients with academic backgrounds comparable to non-Pell recipients

Six-year bachelor's completion rates of first-time undergraduates by HS GPA

Public 4-Year

- Pell
- No Pell

HS GPA: Below B-: 24% / 27%; B- to B: 27% / 38%; B to A-: 41% / 50%; A- to A: 63% / 67%

Private, Not-for-profit 4-Year

- Pell
- No Pell

HS GPA: Below B-: 30% / 35%; B- to B: 37% / 43%; B to A-: 46% / 53%; A- to A: 62% / 77%

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- Pell
- No Pell

HS GPA: < 87: 63% / 54%; 87-93: 75% / 68%; 93+: 84% / 81%

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Data sources: NCES Beginning Postsecondary Student Survey 2004/09, Stony Brook IR Office (fall 2014 cohort)

Student Success Strategy & Programs

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Leadership and Academic Success Team

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The President made success a priority

President Stanley participated in the White House Conference in January 2014 and announced that we would achieve a 60% 4-year graduation rate by 2020

While we embraced the challenge – we understood it would be a stretch goal!

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Improvements realized through multi-pronged approach

Academic success team

Inst. Research
- Expansion
- New mission

Analytics
- In-house
- 3rd-party

Academic Success Center

Policy reform
- Class retake
- Registration expectations

Finish in Four
- Mini grants
- Student-facing app

Segmentation
- Men
- GPA 2.0-2.5
- Behind in credts

Advising
- Expansion
- Focus on 3rd & 4th yrs.

Courses
- Class availability
- High DFW classes

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Broad-Based Academic Success Team

Goals

- Improve student outcomes
  - Retention
  - 4-Year graduation rate
- Improve quality of undergraduate experience

Values and approach

- Student-centric
- Data-informed
- Evidence-based practices
- Predictive analytics
- Public health/population health model

Systematic 360 degree review

- All policies and procedures affecting student success

Broad Representation

- Vice Provost UG Ed.
- Advising (all units)
- Bursar
- Career Center
- Deans Offices
- Enrollment Mgmt.
- Finance
- Financial Aid
- Information Technology
- Institutional Research
- Orientation
- Registrar
- Special Programs
- Student Affairs
- UG Colleges

PDSA Cycle for Learning and Improvement

The Plan, Do, Study, Act model developed by Arthur Deming (1950) and incorporated into quality improvement across many industries including health care and education is the basis for Academic Success Team Activities.
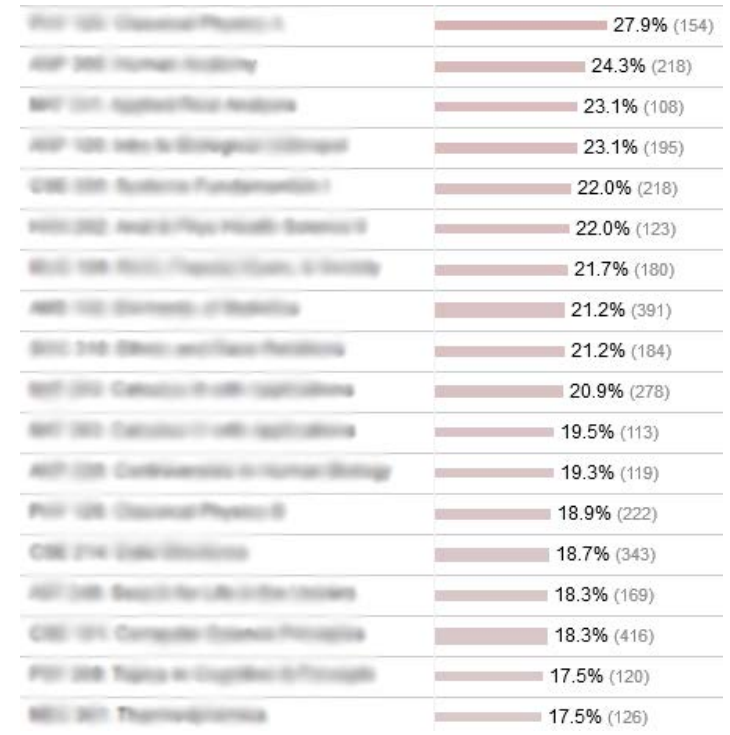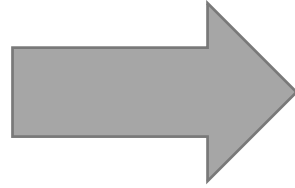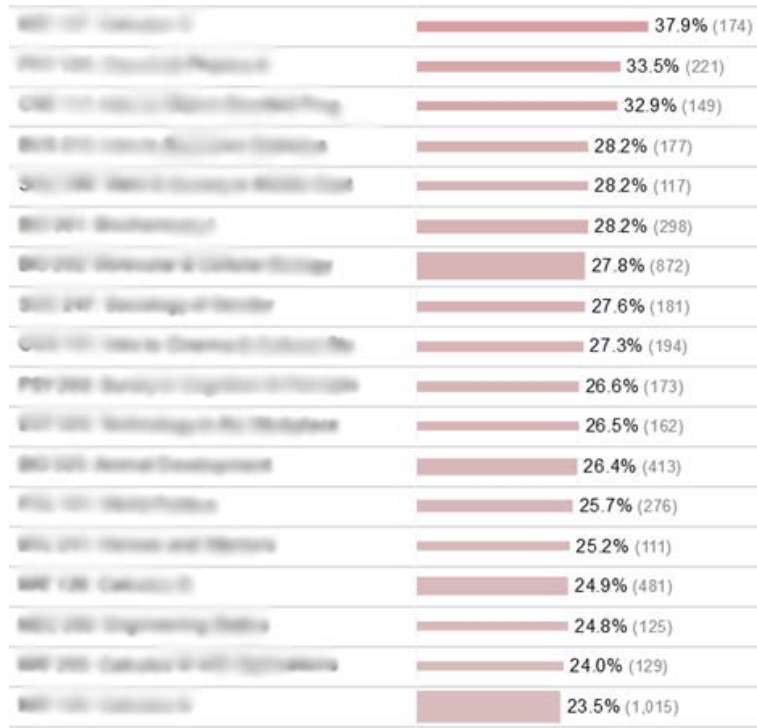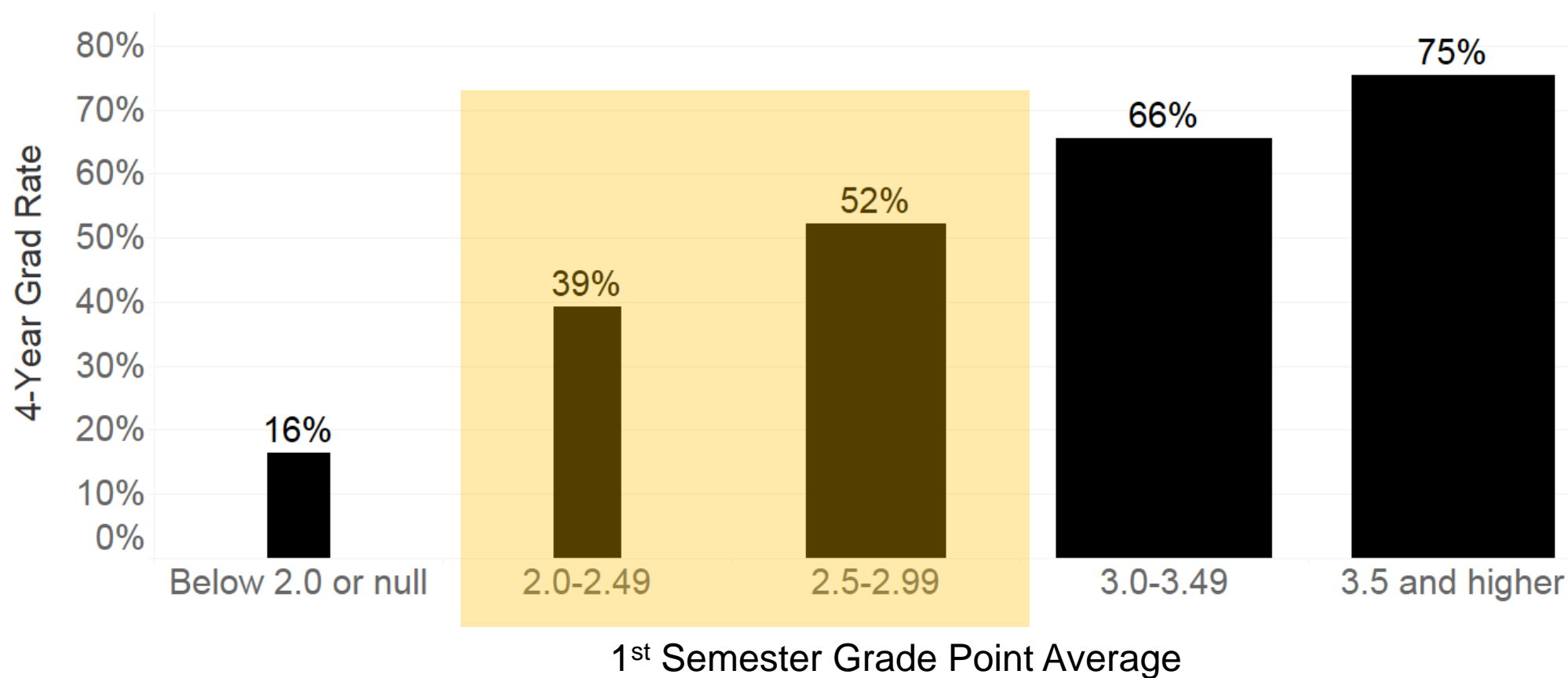

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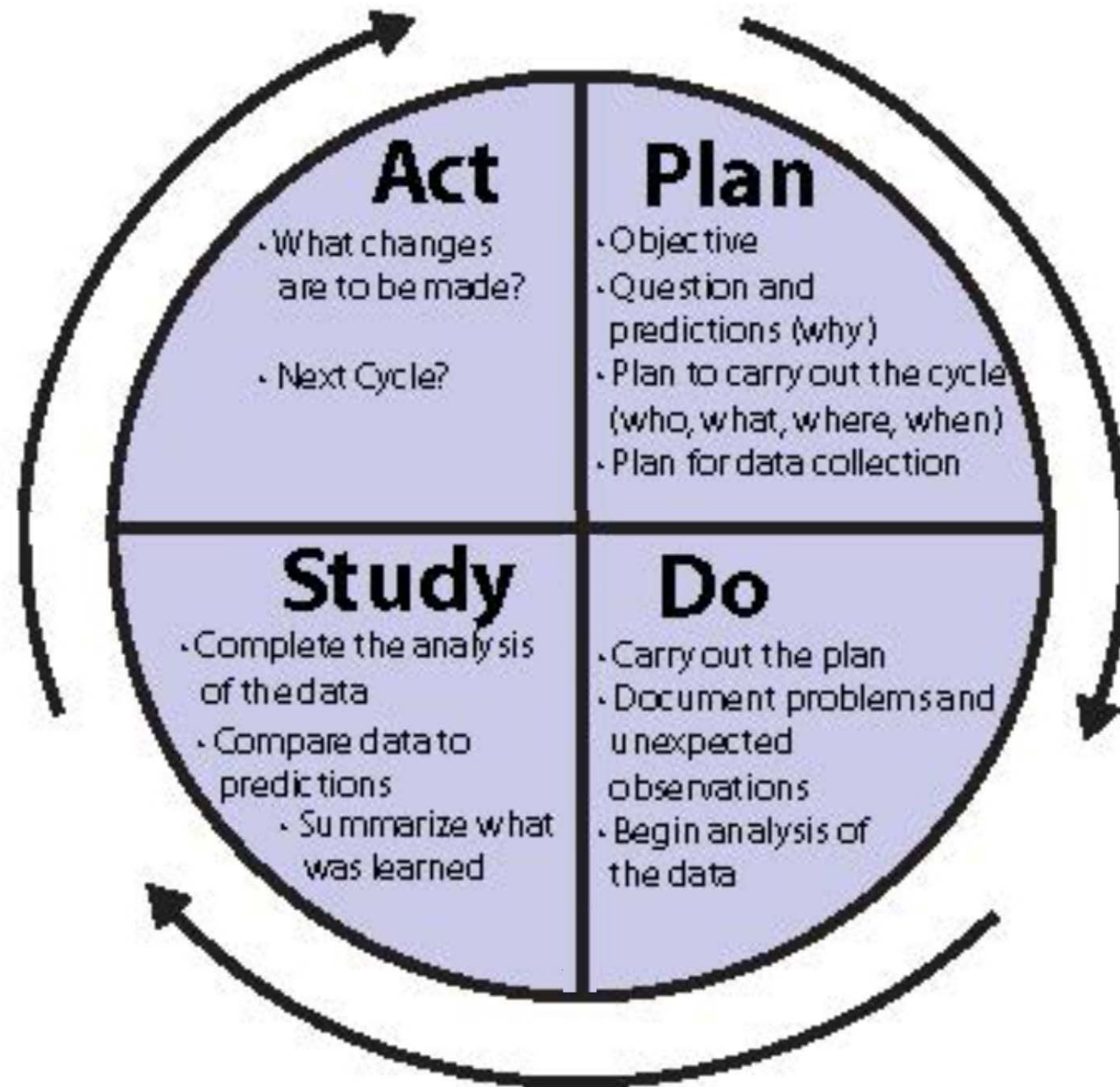
Data, Research, and Analytics

Address Courses with Higher DFW Rates

Top 18 Fall 2010 courses
23.5%-37.9%

Top 18 Fall 2018 courses
17.5%-27.9%

Predictive Factors: 1st Term GPA

1st Semester Grade Point Average

Earning no course grades of "A" in the first term was more predictive of departure than earning a D, F or W

Avg. of cohorts entering in 2012, 2013, and 2014. Bar width represents number of students in group
Source: IRPE FT FT grad rate data set v23

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Predictive modeling – significant factors*

Demographics	Pre-college academic characteristics	College academic characteristics	Transactions, service utilization, activities.	Financial aid
• Gender • Race/ethnicity • geographic residence when admitted.	• SAT scores • high school GPA • average SAT scores of the high school (to control for high school GPA).	• Credits accepted when admitted • AP credits • number of STEM and non-STEM courses current term • enrollment in high DFW courses • area of major.	• **Learning management system (LMS) logins** • advising visits • tutoring center utilization • intramural and fitness class participation	• Expected family contribution AGI • types and amounts of disbursed aid • Pell, Tuition Assistance Program (TAP).

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* Card swipes entered into model but did not improve prediction of success

Student Success Programs

Educational Opportunity Program / Advancement on Individual Merit (EOP/AIM)

Comprehensive support services for students whose educational and economic circumstances have limited their college opportunities

Financial Support $450/term book stipend + small living cost grant

Summer Academy Mandatory 5 week academically intensive preparation program for incoming freshmen

1-on1 Counseling EOP students assigned a specific advisor for personal, career, academic, and financial aid counseling

Tutoring Program Academic support is a key component to EOP success

Mentoring Program guidance and support through peer interaction

Program Success No gap in completion rate with non-EOP students

STEM Success Programs

Collegiate Science and Technology Entry Program (CSTEP)

- NY Dept. of Education program to increase URM and income-eligible students in scientific, technological, health, and health-related fields

Louis Stokes Alliance for Minority Participation (SUNY LSAMP)

- NSF funded alliance program to increase URM students pursuing careers in science, technology, engineering and mathematics

S-STEM ASSETS

- NSF funded program for transfer students with associate's degrees pursing STEM degrees but identified as likely to need additional support

Women in Science & Engineering (WISE)

- Program to increase number of women in science, math and engineering fields through outreach, recruitment and retention efforts

Stony Brook Strong – First Generation Program

Based in Residence Life

Focused on understanding the strengths students bring to their educational experience.

StrengthsFinder inventory (Gallup)

Work with a dedicated advisor to receive support and resources
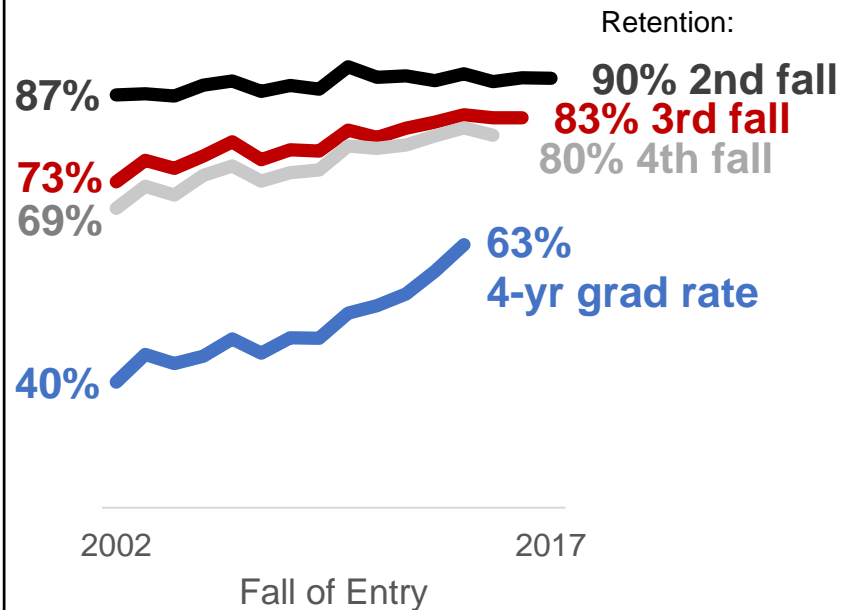
Paired in first two weeks of classes

Review StrengthsFinder results and proactively connect with resources

Finish in Four Initiative

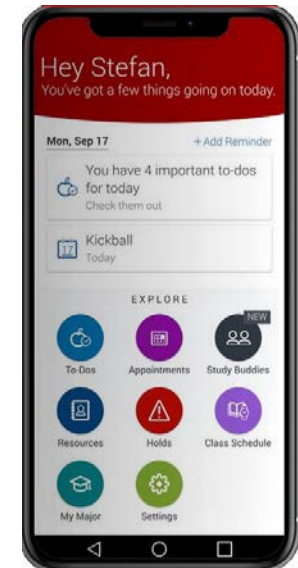| Class Advisors	Mini-Grants	Student Mobile App
Class Advisors Advisors to students in 3rd & 4th years improved retention after the 2nd year and on-time graduation	**Mini-Grants** Mini-grants are made to seniors with unexpected financial need and a clear path to 4-year graduation	**Student Mobile App** Provides students with reminders, real-time alerts, and planning tools

Retention:

90% 2nd fall
87%

83% 3rd fall
73%

80% 4th fall
69%

63%
4-yr grad rate

40%

2002   2017

Fall of Entry

98%
Success Rate

Financial Aid

NY State Tuition Assistance Program (TAP)

- Provides 45% of undergraduates with up to $5,165, plus additional support from campus
- Audit in 2012 found aid disbursed for courses not directly required by first major

NY Excelsior Scholarship program

- Covers tuition for NY residents up to $125,000 in family income
- Restrictions apply. Requirements differ from TAP

Registration review procedures

- Financial aid compliance placed increased review of student registrations
- Schedule review and certification at individual level

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The Missing Men At Graduation

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HeForShe

Context

- As early as elementary school concerns about 'the boys'
- More recently colleges/universities
- Not all men...enough to be concerned about
- Societal & employer concerns
- Background in men and masculinities

Male Completion Sub-committee

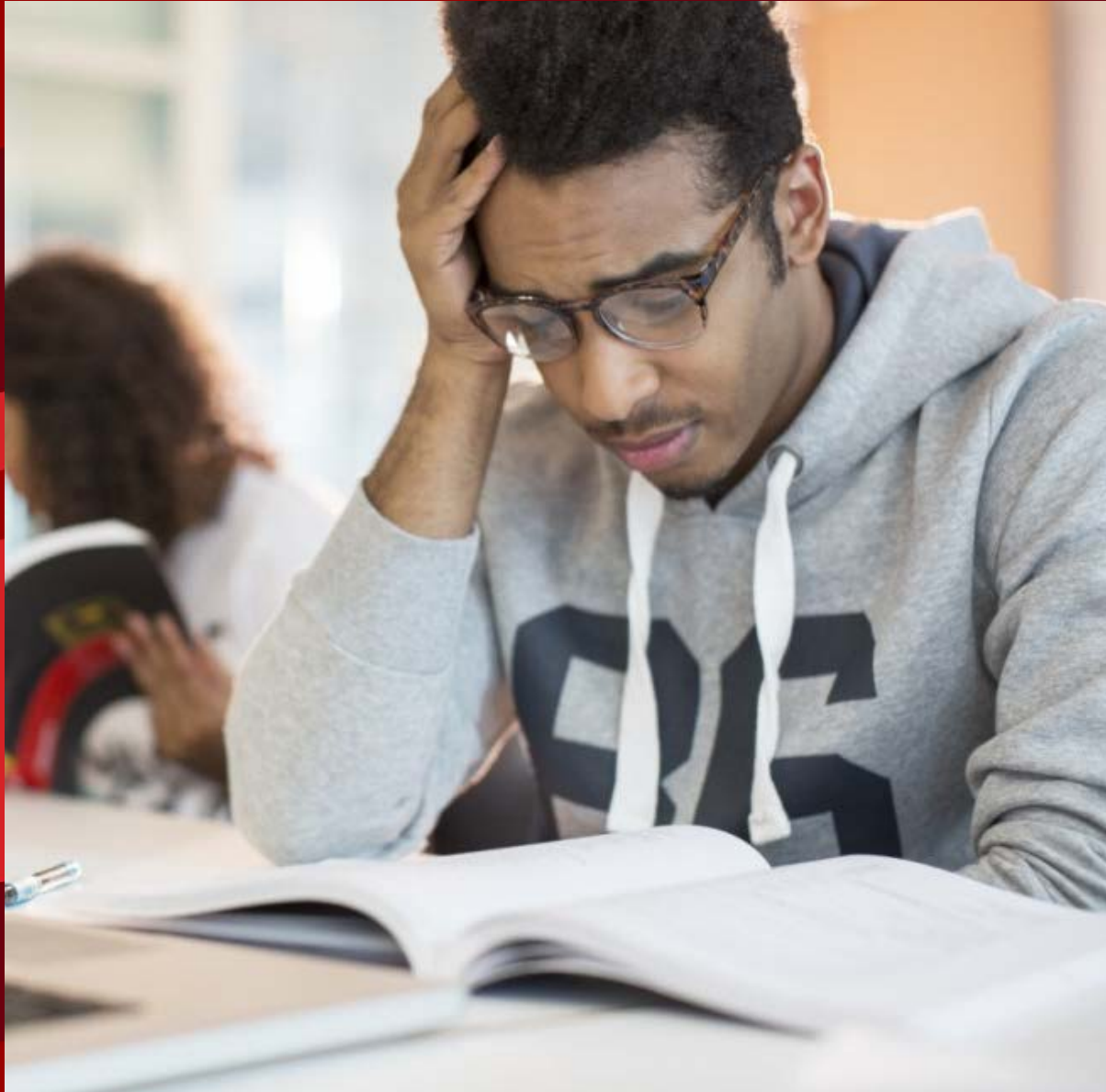Goal: understand factors that contribute to gap and develop interventions

Broad-based group; meets weekly

Literature review

Focus groups/individual interviews

Center for the Study of Men and Masculinities

Who is a role model for what it means to be a full-hearted man in the 21st Century?

Issues that emerged from the literature review/focus groups/interviews

Masculinity/Toxic masculinity & higher education

Emotional and developmental readiness – frontal lobe

Lack of focus

Inadequate academic preparation

Issues that emerged from the literature review/focus groups/interviews

|			
Inability to deal with frustrations	Inability to delay gratification	Financial realities of higher education	Never previously experienced anything close to failure
Inability and unwillingness to ask for help	Impact of alcohol and drug usage	Immersive video games	Pornography and addictive masturbation
	Poor decision making		

Raising Campus Awareness

Communications Campaign

Presentations to

- President's Cabinet
- Advising Units
- University Senate
- Student Affairs Professionals
- RA Training
- Athletic Leadership Council
- Fraternity Council

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Student Success Website
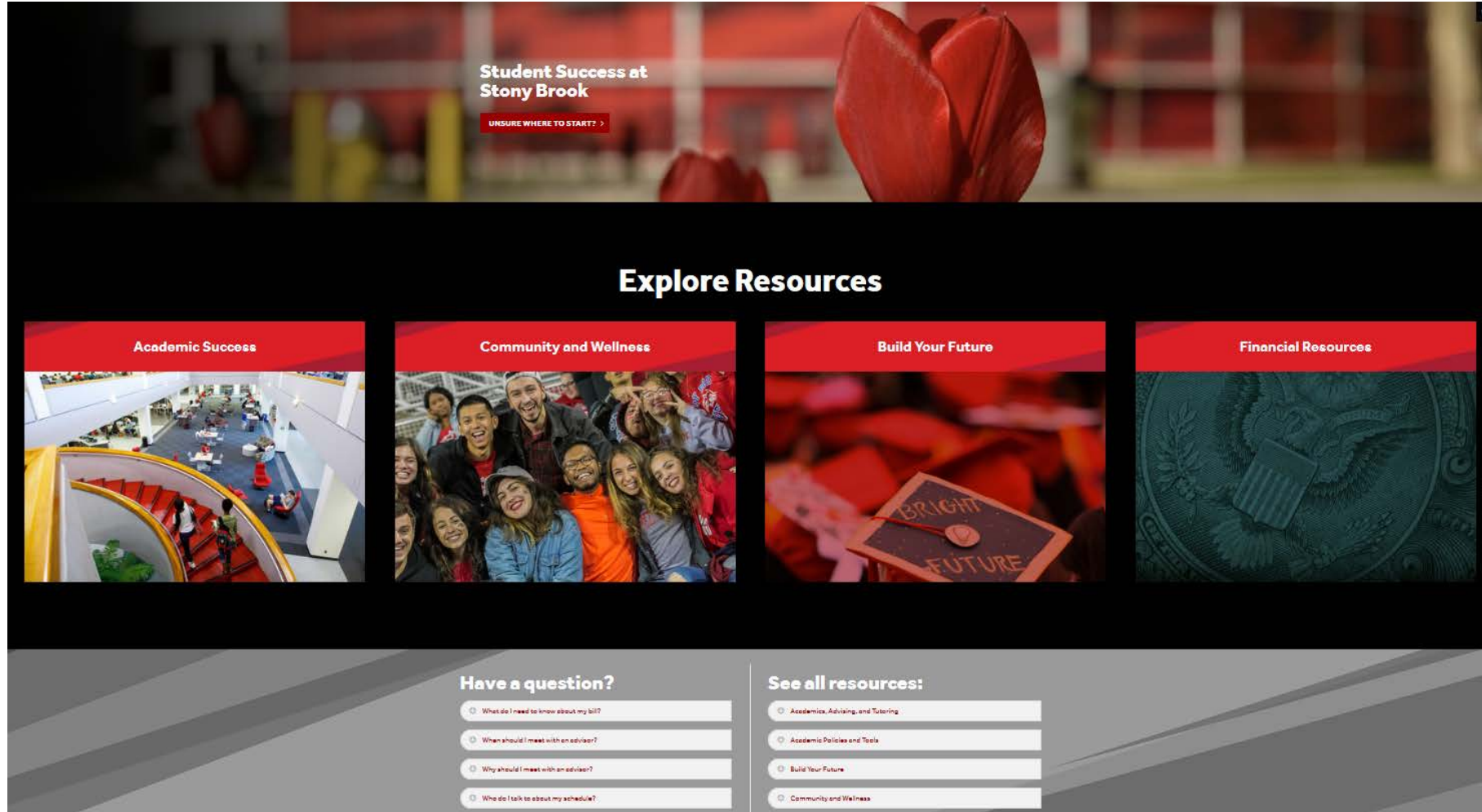
Aggregates relevant resources

***

Focus group tested with men

***

Mobile optimized

Initial Interventions

Pop-up advising

Academic check-ups for Veterans

THE CHRONICLE OF HIGHER EDUCATION

The Fight Against 'Toxic Masculinity'

By Peter Monaghan December 10, 2017

As abusive sexual behavior by powerful men makes headlines, some colleges are experimenting with strategies that they hope will reduce harmful male behaviors, on campus and beyond. Progress is hard to measure, but at least one metric seems to be improving: men's on-time graduation rates.

On a small but growing number of campuses, student-affairs reformers are drawing on 40 years of research showing that distorted cultural notions of masculinity skew the psychosocial development of many male students, leading them to be disruptive, threatening, self-harming, and sometimes dangerous. Male students are far more likely than female students to face campus conduct hearings, and more likely to graduate late or not at all.

At Stony Brook University, Charles L. Robbins, dean of undergraduate colleges, found that male students there had a four-year graduation rate 17 percent lower than

Redefining College Manhood

Male students enroll less, graduate less and more slowly, and misbehave more. With insights from "masculinity studies," colleges are trying to teach them constructive ways to be a man. Critics on the right call the effort male-bashing. Critics on the left say it coddles an already privileged population.

- You're Screwing Up. You Can Do Better. ✔ PREMIUM
- The Futile Search for Role Models

says most of the young men appreciated the opportunity "to really talk and to validate their better instincts" about more-sound notions of masculinity.

A "male-success team" at Stony Brook has set up workshops for academic advisers and for residence-hall directors and assistants. The idea, says Mr. Robbins, is to alert staff members to "what they should be listening for" when helping struggling male students. The project has included messaging for students on video screens and fliers at information tables in the campus recreation center about resources to deal with problem behaviors.

In just one year, Mr. Robbins has seen the male-to-female four-year graduation disparity drop three points, to 14 percent, which he says suggests that the program is beginning to have the desired effect.

Administrators of these programs say that when male students act up, their academic progress often slips. At the University of South Florida, "we've eliminated the graduation gap by race, ethnicity, and socioeconomic status," wrote Paul J. Dosal, vice president for student affairs and success, but "the six-year rate for males is seven points lower than for females, and while that is a significant improvement over last year, when it was a 12-percent gap, we have much more to do." He has appointed a special assistant for male-student success. One key, he believes, is to ensure that more first-year students, men and women, feel comfortable and secure enough on campus to return for Year 2.

Next Steps to Improve Male Success

Working with men to diminish the impact of negative thinking and behavior will benefit everyone

Continue to engage with male students to refine understanding

Engage other Universities
- SUNY
- University of South Florida
- APLU (SBU, UMBC, USF, UVM)

Corporate Impact Champions

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Conclusions

Achievements

- 15 point increase in 5 years

- Improvement is in top 3 pct of 4yr institutions

- Most equity gaps closed

Full-Court Press

- Senior leadership commitment

- Annual investment of hundreds of thousands of dollars

- Implemented any initiative we could identify

Lessons learned

- Change requires sustained effort

- No magic bullets

- Telling the story of "One Thousand and One Initiatives" presents challenges