Stony Brook University

- One of SUNY’s four university centers
- Top 40 Public University – *U.S. News & World Report*
- Member of Association of American Universities (AAU)
- 26,576 total students, 17,166 undergraduates
- 94% of recent bachelor’s recipients are either employed or enrolled in graduate/professional school
Stony Brook is making important strides in advancing student success by:

- Leveraging its resources toward increasing graduation rates while focusing on academic excellence for all students
- Using predictive analytics and data to provide an improved student success model for all students
Speakers

Charles L. Robbins, DSW, LCSW
Vice Provost for Undergraduate Education and Student Success
Dean of the Undergraduate Colleges, Stony Brook University

Rachelle Germana, PhD
Associate Provost for Academic Success, Division of Undergraduate Education, Stony Brook University

Richard Gatteau, PhD
Vice President for Student Affairs and Dean of Students, Stony Brook University

Moderator

Todd Bloom, Managing Director of Western Governors University’s WGU Labs and Impact Fund
Charles L. Robbins, DSW, LCSW  
Vice Provost for Undergraduate Education and Student Success  
Dean of the Undergraduate Colleges  
Executive Director, Center for Changing Systems of Power  
Stony Brook University

- Leads the University’s efforts to improve graduation rates and the quality of the undergraduate academic experience
- Initial coordinator of SBU’s engagement in UN Women’s HeForShe campaign
- Former Associate Dean, SBU’s School of Social Welfare
- Frequent speaker and a Fellow of the New York Academy of Medicine
- Research focuses on masculinities and gender as well as student success
Rachelle Germana, PhD
Associate Provost for Academic Success, Division of Undergraduate Education
Stony Brook University

• Leads a variety of divisional and University efforts around student success, including strategy and initiatives to support student transition, retention and graduation
• Taught in the gender studies program at John Jay College of Criminal Justice, CUNY
• Co-leads the regional effort on college readiness and transition for the Long Island Advisory Council on Higher Education
Richard J. Gatteau, PhD
Vice President for Student Affairs
Dean of Students
Stony Brook University

• Leads efforts to support student success outside the classroom, focusing on student engagement in campus life and experiential learning

• Joined SBU as Director of Academic Advising and later served as Associate Provost for Academic Success

• Strengthens efforts to build community, spirit and pride among SBU students
Project Commitment

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
Freshman graduation rates have increased 17 percentage points in the last six years.

Six-year grad rate:
- 2002: 62%
- 2009: 68%
- 2015: 76%

Four-year grad rate:
- 2002: 40%
- 2009: 47%
- 2015: 64%

17 percentage point increase in 4-yr grad rate over 6 years.
Economic benefit to students

1,800
additional students graduated on time

$125M
economic benefit to students

$24 million saved in tuition & fees
$101 million in additional earning capacity
Equity gaps in graduation rates are largely closed

4-year grad rate
(2014 & 2015 cohorts avg)

<table>
<thead>
<tr>
<th>Group</th>
<th>Women</th>
<th>Men</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>No Pell</th>
<th>Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>70%</td>
<td>59%</td>
<td>59%</td>
<td>63%</td>
<td>63%</td>
<td>64%</td>
<td></td>
</tr>
</tbody>
</table>

6-year grad rate
(2012 & 2013 cohorts avg)

<table>
<thead>
<tr>
<th>Group</th>
<th>Women</th>
<th>Men</th>
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<th>White</th>
<th>No Pell</th>
<th>Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>80%</td>
<td>71%</td>
<td>74%</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Source: IRPE FT grad rate data set v.33; 6 yr rates match data reported to IPEDS, 4 yr rates are preliminary until reported to IPEDS in 2021 and 2022.
Systemic improvement and higher academic profile contributed to the graduation rate increase

5% of increase attributable to higher academic profile

12% of increase attributable to systemic improvement

Source: IRPE FT grad rate data set v.33. HS GPA is the best pre-college predictor of graduation rates. Effect of high profile estimated as graduation rate for each GPA band for entering class in 2009 applied to proportion of entering class in 2015.
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)

**Plan**
- Objective
- Questions and predictions (why)
- Plan to carry out cycle (who, what, when, where)
- Plan for data collection

**Do**
- Carry out the plan
- Document problems and unexpected observations
- Begin analysis of the data

**Study**
- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned

**Act**
- What changes are to be made?
- Next cycle?
Improvements realized via multi-pronged approach

<table>
<thead>
<tr>
<th>Academic Success Team</th>
<th>Inst. Research</th>
<th>Analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Expansion</td>
<td>- Expansion</td>
<td>- In-house</td>
</tr>
<tr>
<td>- New mission</td>
<td></td>
<td>- 3rd-party</td>
</tr>
<tr>
<td>Academic Success and</td>
<td>Policy reform</td>
<td>- Data accessibility</td>
</tr>
<tr>
<td>Tutoring Center</td>
<td>- Class retake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Registration expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finish in 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mini grants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student-facing app</td>
</tr>
<tr>
<td>Segmentation</td>
<td>Advising</td>
<td>Courses</td>
</tr>
<tr>
<td>- Men</td>
<td>- Expansion</td>
<td>- Class availability</td>
</tr>
<tr>
<td>- GPA 2.0-2.5</td>
<td>- Focus on 3rd &amp; 4th yrs.</td>
<td>- High DFW classes</td>
</tr>
<tr>
<td>- Behind in credits</td>
<td></td>
<td>- Academic departments</td>
</tr>
</tbody>
</table>
Finish in 4 Initiative

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

Retained to 2nd fall
87% 89%

Retained to 3rd fall
73% 84%

Retained to 4th fall
69% 81%

Graduated in 4 years or less
40% 64%

98% Success Rate

Fall of Entry
2002 2018
## Four-Year Graduation Rates by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Rate</th>
<th>Gender Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006*</td>
<td>Men</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>2019**</td>
<td>Men</td>
<td>59%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

* Freshmen entering in fall 2002  ** Freshmen entering in fall 2015
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
**Issues that emerged from the literature review/focus groups/interviews**

<table>
<thead>
<tr>
<th>Impact of alcohol and drug usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersive video games</td>
</tr>
<tr>
<td>Pornography and addictive masturbation</td>
</tr>
<tr>
<td>Inability and unwillingness to ask for help</td>
</tr>
<tr>
<td>Poor decision making</td>
</tr>
</tbody>
</table>
Who is a role model for what it means to be a full-hearted man in the 21st Century?
Conclusions

Achievements

• 17 point increase in 6 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 “1001 Initiatives” presents challenges
• High tech/high touch
For More Information

stonybrook.edu  |  (631) 632-6000

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