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
<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 headcount enrollment</td>
<td>26,254</td>
</tr>
<tr>
<td>Avg SAT 2018 Incoming Freshmen</td>
<td>1323</td>
</tr>
<tr>
<td>Avg HS GPA 2018 Incoming Freshmen</td>
<td>93.5</td>
</tr>
<tr>
<td>Undergrad Graduate</td>
<td>67% 33%</td>
</tr>
<tr>
<td>Receive Pell Grants</td>
<td>1/3</td>
</tr>
<tr>
<td>White URM</td>
<td>36% 17%</td>
</tr>
<tr>
<td>Fall 2018 employees including hospital</td>
<td>14,907</td>
</tr>
<tr>
<td>Faculty full-time &amp; part-time</td>
<td>2,700</td>
</tr>
<tr>
<td>U.S. News &amp; World Report Rank 2019</td>
<td>#80</td>
</tr>
<tr>
<td>USD Annual Budget</td>
<td>2.8 Billion</td>
</tr>
<tr>
<td>Of degrees awarded in STEM or Health</td>
<td>59%</td>
</tr>
<tr>
<td>Joined AAU</td>
<td>2001</td>
</tr>
</tbody>
</table>
Freshman graduation rates increased fifteen percentage points in the last five years

Percentage point increase in 4-yr grad rate over 5 years

Top 3% of colleges or universities for improvement over a 5-year period
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)

68% Women, 57% Men
58% Black, 62% 61% Hispanic, White
62% 64% No Pell, Pell

6-year grad rate (2012 cohort)

78% Women, 70% Men
73% Black, 71% Hispanic, 72% White
72% 76% No Pell, Pell
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
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

**Differences by Sector**
- Elite institutions provided low-income students with most access to top 1%
- Comprehensives and community colleges provided most access to top 20%
- [Stony Brook is an exception]

**“Overplacement” Not a Concern**
- Low-income students exhibited similar outcomes to peers at selective institutions
- When they got in

**Solutions to mobility may reside in comprehensive sector**
- Because Cal State and CUNY exhibit high mobility rates look there for answers
- [I will complicate this in a moment]

**Access declining at high mobility institutions**
- Calls for some reconsideration of aid policies, state support
- New America follow-up
Stony Brook’ calculated mobility rate

<table>
<thead>
<tr>
<th>Access</th>
<th>Success</th>
<th>Mobility Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16.5%</strong> of students came from the lowest quintile of family income (under $25,000)</td>
<td><strong>54.5%</strong> of these students reached the top quintile of graduate income in their 30s (over $58,000)</td>
<td><strong>8.4%</strong> Stony Brook ranked #3 among all institutions and #1 among highly selective institutions</td>
</tr>
</tbody>
</table>

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.
Stony Brook ranked #3 on social mobility rate; #1 among highly selective universities

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

**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
Association between geographic location and mobility rate

Consolidation of public systems masks some of the data

Change in access at Stony Brook requires context

$75,100
Median parental income

17%
Parents in bottom income quintile

$88,300

38%
37%
40%
37%

11%

Pell Pct US students
40%

Pell Pct all UG students
35%

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

Source: Chetty, et al. (2017) Web data table 3; Stony Brook Institutional Research; submissions to IPEDS
Stony Brook remained among the most accessible highly selective institutions

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Cohort 1980</th>
<th>parent income ($)</th>
<th>rank (out of 157)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stony Brook</td>
<td>75,100</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Illinois Inst Technology</td>
<td>84,900</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>UC-Irvine</td>
<td>86,200</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Stevens Inst Technology</td>
<td>87,300</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Milwaukee Sch Eng.</td>
<td>88,100</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>U of Tulsa</td>
<td>88,800</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>U Pittsburgh System</td>
<td>89,500</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>U Wisconsin System</td>
<td>95,100</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bennington College</td>
<td>96,600</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Loyola U Chicago</td>
<td>96,600</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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
# Stony Brook’s Value Proposition

## 2018-19 Undergraduate Tuition & Fees – Public Research Universities in Northeast

<table>
<thead>
<tr>
<th>Location</th>
<th>Nonresident</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont</td>
<td>38,098</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>34,858</td>
<td></td>
</tr>
<tr>
<td>Penn State</td>
<td>34,570</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>33,879</td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td>33,002</td>
<td></td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>31,282</td>
<td></td>
</tr>
<tr>
<td>Rutgers</td>
<td>30,858</td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>27,769</td>
<td></td>
</tr>
<tr>
<td>Buffalo</td>
<td>27,295</td>
<td></td>
</tr>
<tr>
<td>Stony Brook</td>
<td>21,030</td>
<td></td>
</tr>
</tbody>
</table>

- **Nonresident**
  - Vermont: $38,098
  - Connecticut: $34,858
  - Penn State: $34,570
  - Massachusetts: $33,879
  - New Hampshire: $33,002
  - Pittsburgh: $31,282
  - Rutgers: $30,858
  - Rhode Island: $27,769
  - Buffalo: $27,295
  - Stony Brook: $21,030

- **Resident**
  - Pittsburgh: $20,030
  - New Hampshire: $18,499
  - Penn State: $18,454
  - Vermont: $18,078
  - Massachusetts: $15,887
  - Connecticut: $15,730
  - Rutgers: $14,974
  - Rhode Island: $14,138
  - Buffalo: $10,099
  - Stony Brook: $9,625

Source: Institutional web sites; consistent with IPEDS Data Center
Value Proposition – US News Rank vs. Tuition & Fees

Source: US News and World Report, IPEDS Data Center
US News Rank vs. Mobility Rate

Stony Brook’s Location

Access to dense HS populations with quality schools

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

Access to hot labor market

Median earnings bachelor’s recipients, age 25+

NYC/Long Island
$63-75k median

U.S. = $52,519

Source: Stony Brook Institutional Research; US Census ACS 2017, 5-year estimates
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%
- No Pell 10%

Private, Not-for-profit 4-Year

- Pell 14%
- No Pell 6%

Stony Brook

- Pell 9%
- No Pell 7%

Data sources: NCES Beginning Postsecondary Student Survey 2012/14, Stony Brook IR Office (fall 2014 cohort)
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**

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Pell</th>
<th>No Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below B-</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>B- to B</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>B to A-</td>
<td>41%</td>
<td>46%</td>
</tr>
<tr>
<td>A- to A</td>
<td>63%</td>
<td>62%</td>
</tr>
</tbody>
</table>

**Private, Not-for-profit 4-Year**

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Pell</th>
<th>No Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below B-</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>B- to B</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td>B to A-</td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>A- to A</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Stony Brook**

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Pell</th>
<th>No Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 87</td>
<td>54%</td>
<td>68%</td>
</tr>
<tr>
<td>87-93</td>
<td>75%</td>
<td>81%</td>
</tr>
<tr>
<td>93+</td>
<td>63%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Data sources: NCES Beginning Postsecondary Student Survey 2004/09, Stony Brook IR Office (fall 2014 cohort)
Student Success Strategy & Programs
Leadership and Academic Success Team
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!
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 credits
- **Advising**
  - Expansion
  - Focus on 3rd & 4th yrs.
- **Courses**
  - Class availability
  - High DFW classes
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.
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

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


Source: IRPE FT FT grad rate data set v23
**Predictive modeling – significant factors***  

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Pre-college academic characteristics</th>
<th>College academic characteristics</th>
<th>Transactions, service utilization, activities</th>
<th>Financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gender</td>
<td>• SAT scores</td>
<td>• Credits accepted when admitted</td>
<td>• Learning management system (LMS) logins</td>
<td>• Expected family contribution AGI</td>
</tr>
<tr>
<td>• Race/ethnicity</td>
<td>• high school GPA</td>
<td>• AP credits</td>
<td>• advising visits</td>
<td>• types and amounts of disbursed aid</td>
</tr>
<tr>
<td>• geographic residence when admitted.</td>
<td>• average SAT scores of the high school (to control for high school GPA).</td>
<td>• number of STEM and non-STEM courses current term</td>
<td>• tutoring center utilization</td>
<td>• Pell, Tuition Assistance Program (TAP).</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collegiate Science and Technology Entry Program (CSTEP)</strong></td>
</tr>
<tr>
<td>- NY Dept. of Education program to increase URM and income-eligible students in scientific, technological, health, and health-related fields</td>
</tr>
<tr>
<td><strong>Louis Stokes Alliance for Minority Participation (SUNY LSAMP)</strong></td>
</tr>
<tr>
<td>- NSF funded alliance program to increase URM students pursuing careers in science, technology, engineering and mathematics</td>
</tr>
<tr>
<td><strong>S-STEM ASSETS</strong></td>
</tr>
<tr>
<td>- NSF funded program for transfer students with associate’s degrees pursuing STEM degrees but identified as likely to need additional support</td>
</tr>
<tr>
<td><strong>Women in Science &amp; Engineering (WISE)</strong></td>
</tr>
<tr>
<td>- Program to increase number of women in science, math and engineering fields through outreach, recruitment and retention efforts</td>
</tr>
</tbody>
</table>
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
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

Class Advisors

<table>
<thead>
<tr>
<th>Fall of Entry</th>
<th>Retention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>87%</td>
</tr>
<tr>
<td>2002</td>
<td>73%</td>
</tr>
<tr>
<td>2017</td>
<td>69%</td>
</tr>
<tr>
<td>2017</td>
<td>63%</td>
</tr>
</tbody>
</table>

Mini-Grants

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd fall</td>
<td>90%</td>
</tr>
<tr>
<td>3rd fall</td>
<td>83%</td>
</tr>
<tr>
<td>4th fall</td>
<td>80%</td>
</tr>
<tr>
<td>4-yr grad rate</td>
<td>63%</td>
</tr>
</tbody>
</table>

Student Mobile App

Success Rate

98%
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
The Missing Men At Graduation
Four-Year Graduation Rates by Gender

2006*  
Men: 32%  
Women: 49%  
Gender Gap: 17%

2018**  
Men: 58%  
Women: 69%  
Gender Gap: 11%

* Freshman entering in fall 2002  
** Freshman entering in fall 2012
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 21\textsuperscript{st} 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
Student Success Website

Aggregates relevant resources

Focus group tested with men

Mobile optimized
Initial Interventions

Pop-up advising

DO YOU HAVE WHAT IT TAKES TO BE A FINISHER IN 4?
ARE YOU ACADEMICALLY FIT? FIND OUT & HAVE A CHANCE TO WIN A $100 ACADEMIC SUCCESS AWARD!

NOVEMBER 28 & 29
AT THE REC CENTER
FROM 4:30-7PM

Academic check-ups for Veterans

Veteran and Military Associated Student Academic Check-Up

Date and Time
Tuesday, February 12 2019 at 5:00 PM EST to Tuesday, February 12 2019 at 7:00 PM EST
Add To Google Calendar | iCal/Outlook

Location
Wang Center Room 301
Wang Center Room 301
View Map
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 the rate for females. The college has received grants for expanded efforts to educate students about the consequences of toxic masculinity, and Robbins 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. Dosanjh, 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
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