



Stony Brook University

The President's Council of Student Advisors
Stony Brook University
Stony Brook, NY 11794-0701
Office of the President

May 20, 2020

Maurie McInnis, PhD
Michael Bernstein, PhD
President, Stony Brook University
310 Administration Building
Stony Brook, NY 11794-0701

Dear President McInnis and Interim President Bernstein:

The Council of Student Advisors submits this Final Report to you after a comprehensive investigation of the Stony Brook Curriculum, and its effects on the education of undergraduates at Stony Brook University. The research includes an examination of key student and alumni perceptions and concerns regarding the Stony Brook Curriculum. Based on the conclusions of this research, the Council has devised recommendations for the Stony Brook University Administration to consider regarding actions to be taken to further develop the Stony Brook Curriculum in accordance with the needs of the student population at Stony Brook University.

This Final Report outlines in detail how the Council has: 1) Gathered quantitative and qualitative data regarding student and alumni perception in order to understand the value of the Stony Brook Curriculum and the previous DEC general education curriculum; 2) Gathered data about financial literacy at Stony Brook University; 3) Evaluated the WISE curriculum as it relates to the Stony Brook Curriculum; 4) Assessed how the Stony Brook Curriculum impacts the degree progress of undergraduate students; 5) Ensured that the recommendations made by the Council are both feasible as well as beneficial to the campus community. Your consideration of this Final Report is greatly appreciated.

Sincerely,
The President's Council of Student Advisors

*The President's Council of Student Advisors
Office of the President
Stony Brook University
Stony Brook, NY, 11794*

The Stony Brook Curriculum: Student & Alumni Perspectives and Recommendations for Future Development

A Final Report submitted to

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Period of Investigation: 2019-2020 Academic Year

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Introduction

Our goal was to understand student perceptions, experiences, and opportunities for improvement in regards to the Stony Brook Curriculum (SBCs). We started our research with the intentions of analyzing specific general education requirements STAS, compared to other schools. However, with the help of Dr. Gillepse and Dr. Hosche, we soon realized a different way to approach the topic. In looking at the Aspirant List, there is a similarity in goals between students at each of the universities. That similarity is the ability to gain employment after graduation. The National Association of College & Employers, a non-profit group that links college career placement offices with employers. Conducted a study in 2018 with employers around the nation noting which attributes they look for on a student's resume." In looking at the most prevalent skills, Problem-solving skills and the ability to work in a team rose immensely.

In comparing the survey data to SBCs, the undergraduate bulletin provides a detailed breakdown of what each SBC attributes to. In discussing SBC's with the SBC Implementation committee in the Fall 2019, the process of creating an SBC is extensive. All of the SBC's listed on the undergraduate bulletin are incorporated with the attributes listed on the previous slide. However the SBC's of QPS, TECH and WRT are the most prominent. With Problem-solving skills at 82.9%, Analytical/quantitative skills at 67.5%, Technical Skills 59.8%, it is shown that these SBC's are crucial to what employers are seeking from their employees. The "prepare for life-long learning subsection" of the Stony Brook Curriculum, is very in tune with the attributes highlighted by the NACE survey. Courses like DIV, ESI, and SPK and others are important qualities of recent college graduates. Above all, the impact of general education requirements is crucial to the understanding of students entering the workplace. By taking a holistic approach, we have seen the importance of general education requirements throughout institutions in the United States. In turn, this allows for the further analysis of student opinions regarding general education requirements

Materials, Methods and Surveys

Data Acquisition

All of our data came from student and alumni surveys designed by the COSA group with guidance from Ahmed Belazi, (Division of Student Affairs) Dr. Braden Hosch, (Institutional Research, Planning, and Effectiveness) and Matthew Colson (Alumni Relations). Surveys were implemented through the Qualtrics platform and were distributed to all undergraduate students, and certain alumni classes for a duration of approximately one to two weeks before closing the survey for data analysis.

Pre-Survey

Our pre-survey was released in November 2019 and was used to gauge student and alumni perspectives on SBCs. It was also the foundation of our first general survey, where we would expand and deepen the results of the pre-survey. It was distributed via social media channels, as well as in-person in high density areas around campus where each COSA member would electronically hand out the Qualtrics link to students and alumni. We received 739 responses and both questions and figures from the pre-survey can be found in the Appendix, Section A.

General Surveys

Our first general survey was released in February 2020, this survey was one of the major pillars of our project. It helped us gain a true understanding of the impacts of our general education curriculum, and it centered our focus on topics to look into more in our final general survey. We received 915 responses and the survey questions can be found in the Appendix, Section B.

Our second general survey was released in May 2020, and this was the final piece of our research. It was the culmination of the results from the pre and general surveys, and it is where we began to tie together the perspectives of students and solutions to the problems expressed in their responses. We received 710 responses and the survey questions can be found in the Appendix, Section C.

Alumni Surveys

Our alumni survey was released in May 2020 and was created to gain alumni insight on the impact Stony Brook’s general education had on their current endeavors. The survey contained *two class-specific surveys* embedded within one general survey via redirect. We grouped the classes of 2010 and 2015 into one survey, and the classes of 2018 and 2019 into another survey. For questions relating to the DEC system or SBC system, the correct classes would be redirected to their assigned survey. There were also questions that were uniform amongst all 4 classes. Unfortunately, we only received 97 total responses so our data is not statistically significant. However, important conclusions and trends were still drawn that line up with the rest of our survey data. The survey questions can be found in the Appendix, Section D.

Results

General Survey from Mid-Year Report

The purpose of the Mid-Year General Survey was to serve as guidance for our focus going into the spring semester. Once we got the results of the survey that showcased the effects of SBCs on students, we were able to redirect our research for the Final Report to focus on the most important subjects pertaining to SBCs and how students felt about them.

We first investigated the effects that SBC requirements had on students meeting their expected graduation dates. To find out if SBCs regularly tended to delay graduation, we asked “Has your intended graduation date been delayed because of SBC requirements?” As shown in Figure B1 below, approximately *one* out of every *four* students felt like SBC requirements pushed back their expected graduation date.

Q2 - Has your intended graduation date been postponed because of SBC requirements?



Figure B1. Q2 General Survey Mid-Year Report on Delay of Graduation Date

The Stony Brook Curriculum is often regarded as a learning tool to better prepare students for lifelong learning by providing students with a chance to engage with material they wouldn't otherwise have experienced in their major courses. To understand if students agreed with that, we asked "How much do you agree or disagree with the following statement "SBC courses have provided me with the skills I need for lifelong learning." Responses from this question shown below in Figure 2 demonstrate that a plurality of students would "somewhat agree" with that statement with a general indication that students would agree that SBC courses provide them with the skills necessary for lifelong learning.

Q3 - How much do you agree or disagree with the following statement: "SBC courses have provided me with the skills I need for life-long learning."

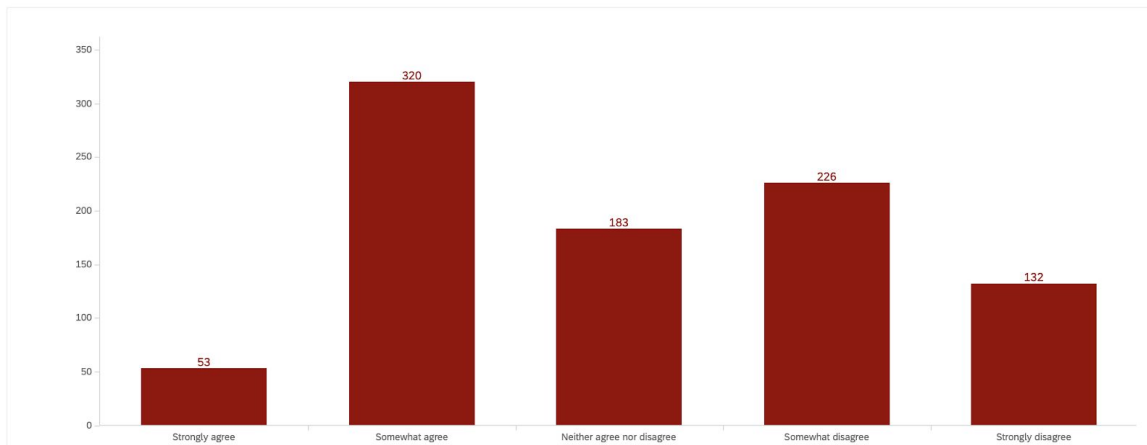


Figure B2. Q3 General Survey Mid-Year Report on SBCs and Lifelong Learning.

Another integral part of our investigation was finding out the main factors that contributed to students' decisions when choosing courses that fulfilled SBC requirements. We asked students to "select all the factors that have influenced your decision when choosing a course that fulfills an SBC requirement. Select all that apply." Over *three* out of every *four* students chose that fulfilling graduation requirements was their biggest influence when it came to choosing SBC courses. This aligns with the information gathered from Q2 that shows that students are actively looking to maintain their expected graduation date by wisely choosing their SBC courses.

Q6 - Select all the factors that have influenced your decision when choosing a course that fulfills an SBC requirement. Select all that apply.

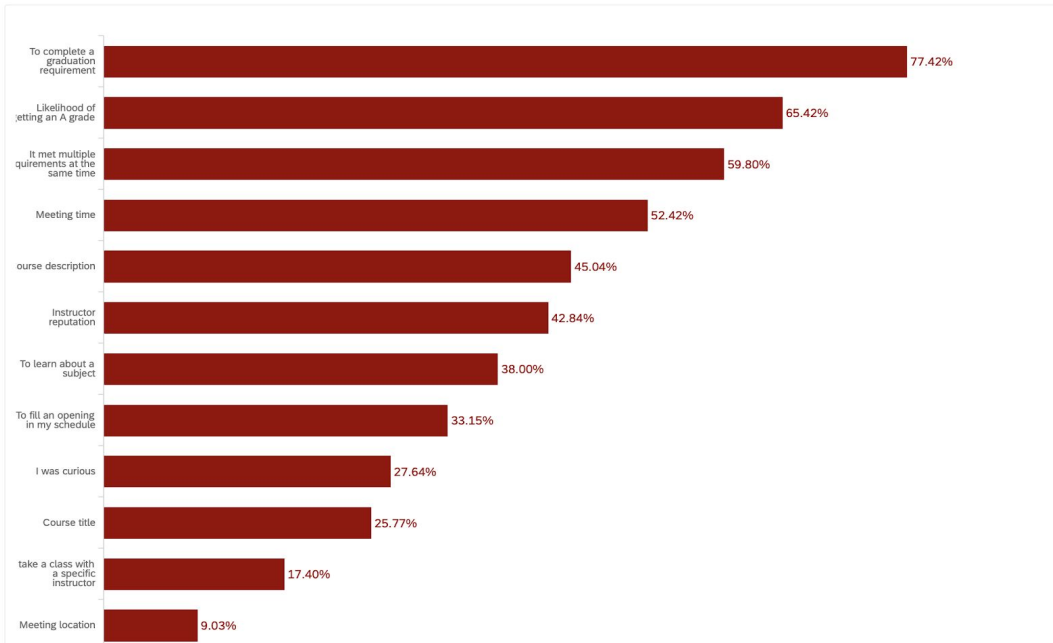


Figure B3. General Survey Mid-Year Report Factors Influencing SBC Course Decisions

We also introduced the idea of adding in a new SBC course that could have a positive impact on students: The Financial Planning SBC. We asked students “If a Financial Planning SBC were to be introduced into the Stony Brook Curriculum, would you be for it or against it?” Where an overwhelming majority of students were in favor of some sort of Financial Planning SBC implementation as shown in Figure B4. This led us to shift our focus to the topic of Financial Literacy later discussed in this report.

Q11: If a Financial Planning SBC were to be introduced into the Stony Brook Curriculum, would you be for it or against it and why?

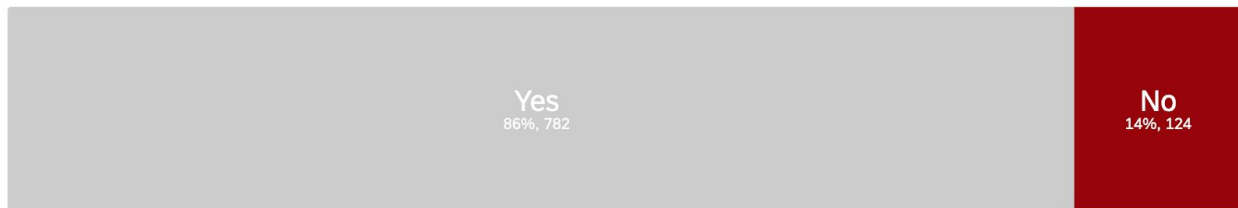


Figure B4. General Survey Mid-Year Report Financial Planning SBC

The general survey for the mid-year report also included investigating if students felt like their SBCs also helped them fulfill major requirements. We dove deeper into researching this topic in the SBCs Fulfilling Majors section of this Final report.

WISE Survey

We sought out to determine the student perception of the new Women in Science and Engineering (WISE) curriculum and specifically investigate the SBC curriculum as it relates to the WISE program. We constructed and distributed a survey for WISE students at the beginning of the year. We used the results of this survey to come to conclusions about WISE course scheduling and course content.

In the beginning of the survey, we asked WISE students which courses within the new curriculum they had taken. We got the most results for WSE 105 and WSE 201 and decided to further analyze these courses.

Q2 - Please select which of the following classes you have taken or are currently taking. Select all that apply.

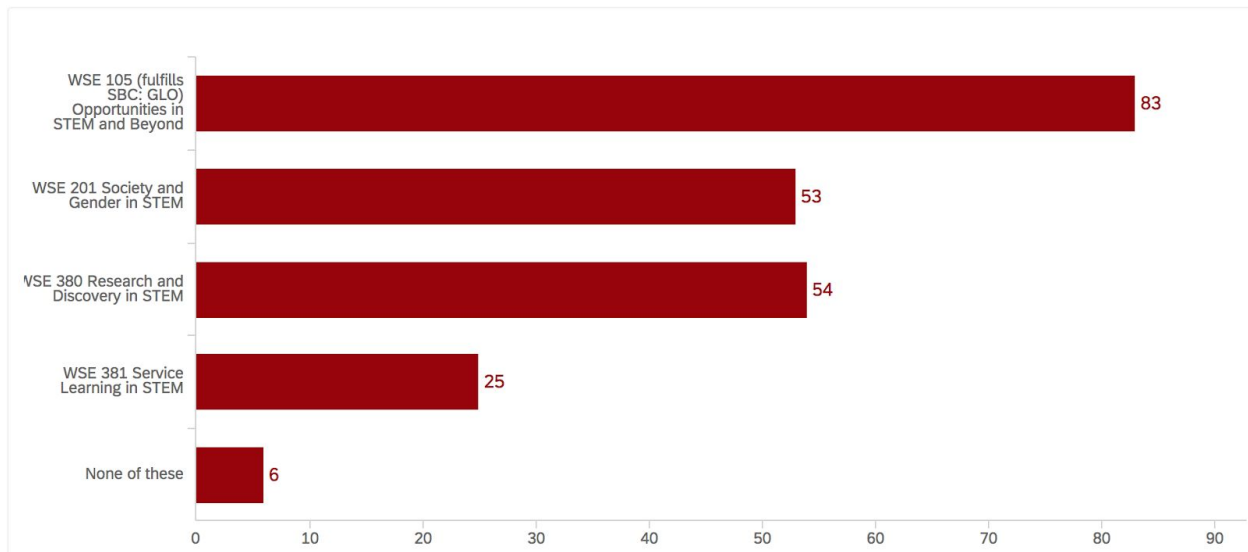


Figure B5. *WISE Survey Question Results Relating to Courses Taken*

When asked how well the content of WSE 105 corresponded to the GLO SBC requirements, the results were slightly negatively skewed, indicating that students do not agree that the WSE 105 curriculum aligns with its respective SBCs.

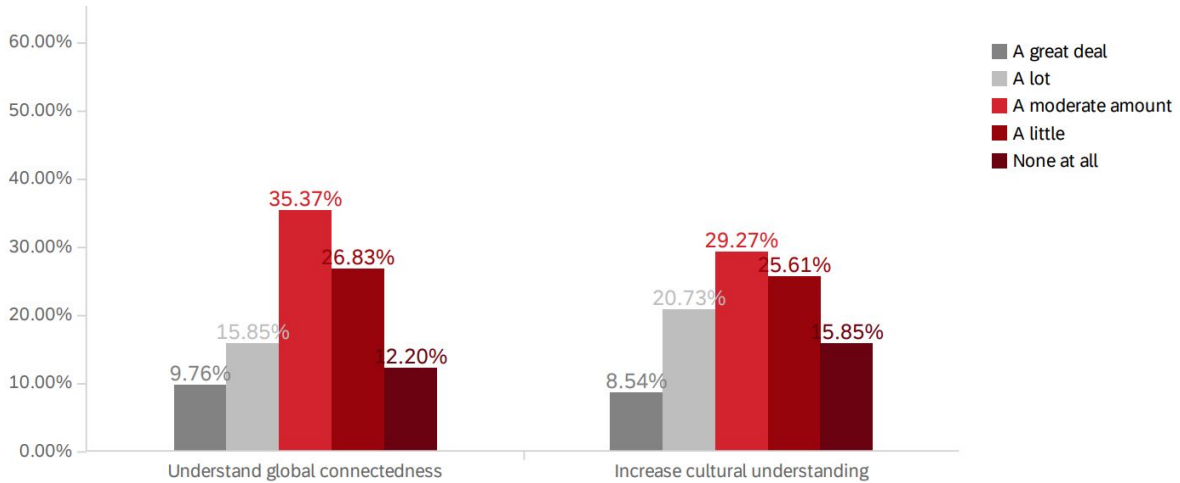


Figure B6. WISE Survey Question Results Relating to WSE 105

When asked how well the course content of WSE 201 corresponded with the requirements for the GLO, HUM, and DIV SBCs, the results for all three questions were positively skewed, indicating that students agree that the WSE 201 curriculum aligns with its respective SBCs. Responses varied for each question, demonstrating that answers were not biased.

Q5 - WSE 201 Society and Gender in STEM To what degree does WSE 201 allow you to...

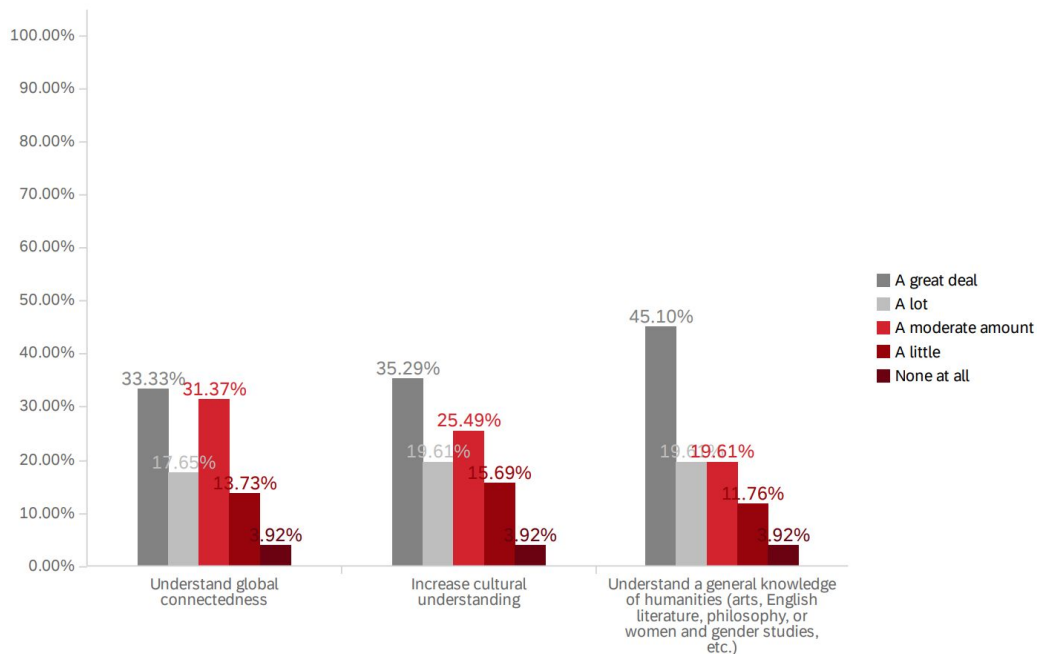


Figure B7. WISE Survey Question Results Relating to WSE 201

Students were asked to what extent did the scheduling of WISE courses and major courses conflict. The results indicated that the majority of students did not have scheduling conflicts because of WISE.

Q11 - To what extent does the scheduling of WISE courses and major courses conflict?

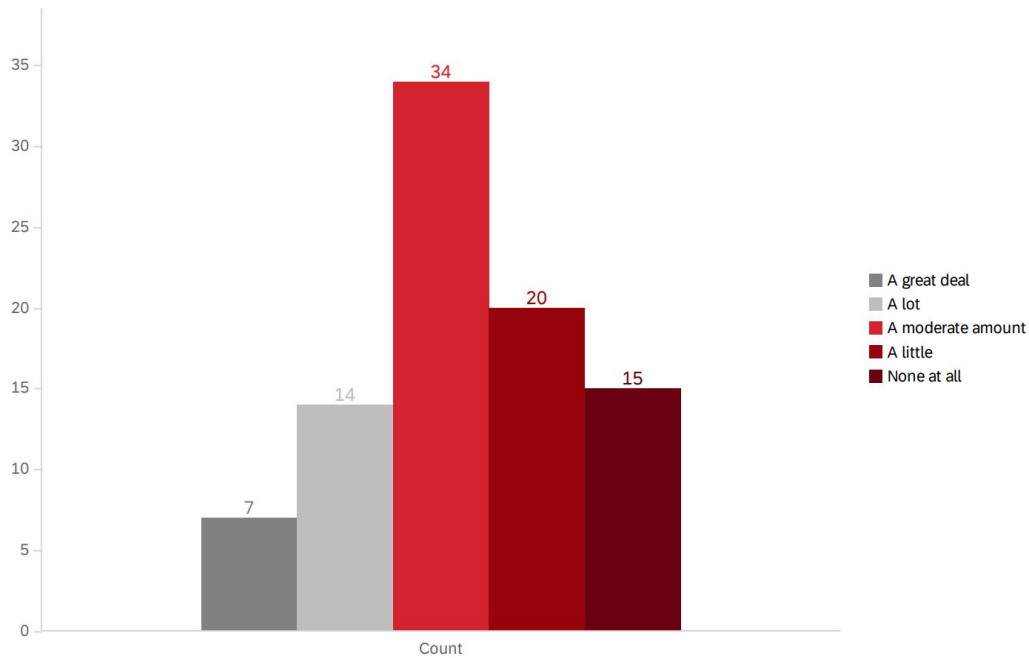


Figure B8. WISE Survey Question Results Relating to Course Conflicts

Finally, students were asked whether their intended graduation date had been delayed because of the WISE curriculum. The results indicated that the majority of students did not have their intended graduation date delayed because of the WISE curriculum.

Q12 - Has your intended graduation date been delayed because of the WISE curriculum?

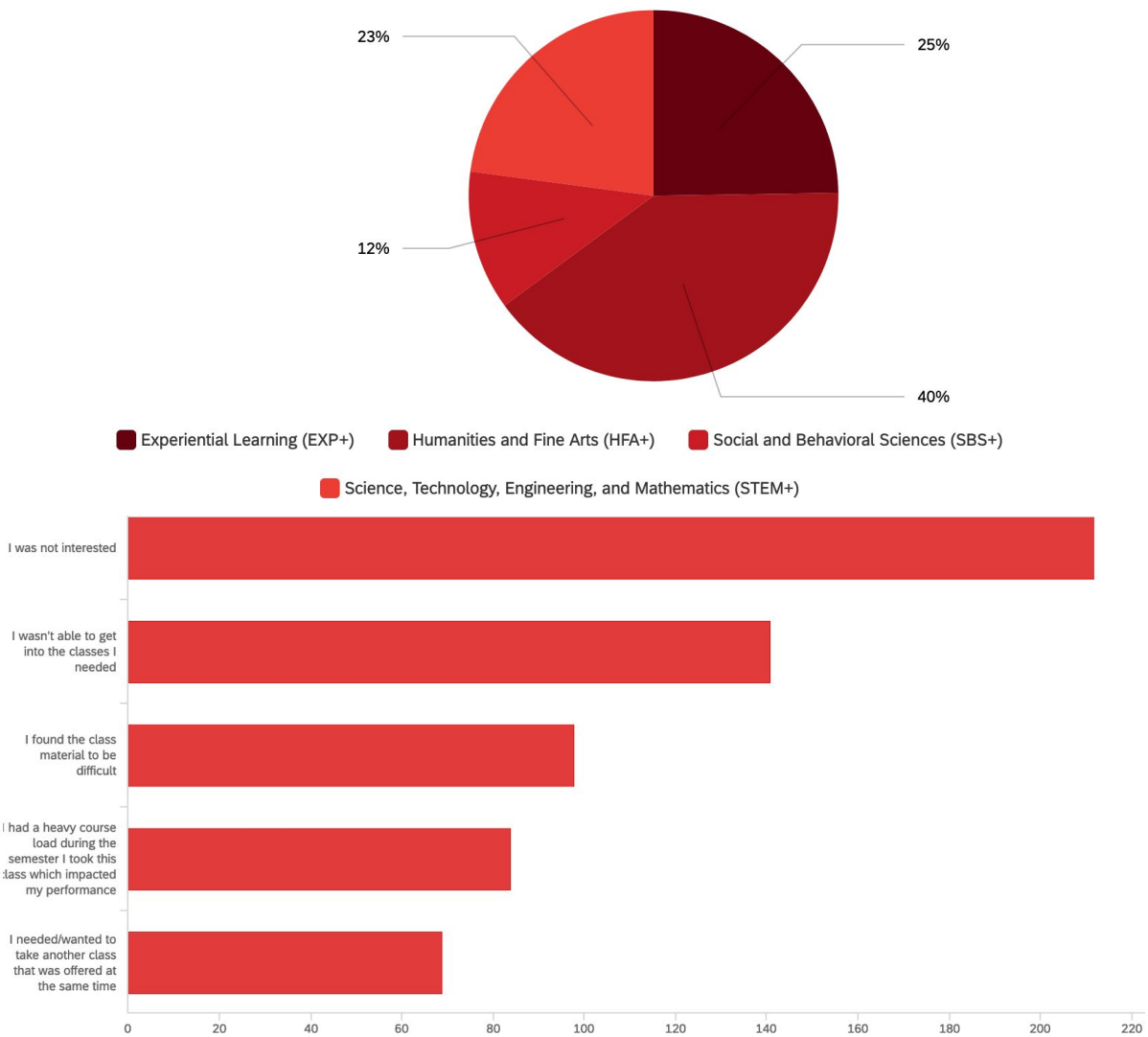


Figure B9. WISE Survey Question Results Relating to Intended Graduation Date

SBC/SBC+ Courses

The Council investigated the upper division SBCs, the SBC+ attributes. The "+" sign in the abbreviations for these learning objectives signifies that these courses are generally advanced at the 200- to 400-level. These include EXP+, HFA+, SBS+, and STEM+. We assessed the level of difficulty to fulfill these requirements (Figure C1A) and their degree of usefulness (Figure C1B).

A



B

Figure C1. Assessment of difficulty of SBC+ attributes. **A.** Surveying which was most difficult to fulfill, 40 and 25 percent of students reported that HFA+ and EXP+, respectively were the two most difficult. **B.** Students reported why SBC+ courses may be difficult to fulfill, such as not interested or they were not able to get into the fulfilling classes.

The Council also assessed student opinions on all the SBCs. From a list of all the SBCs and SBC+ courses offered, the Council asked students to check off their top three most useful and least useful SBC courses. We defined “useful” to mean that the course prepared students for their careers and/or graduate and professional programs (Fig C2, C3)

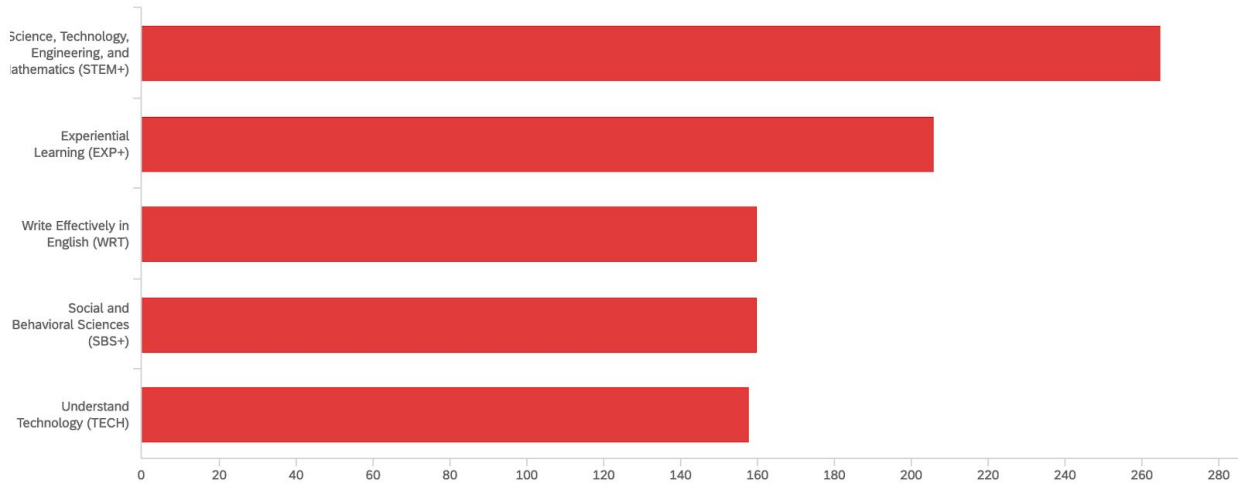


Figure C2. Most Useful SBC Courses Ranked. From 710 total respondents, 12.4% responded STEM+ as the most useful SBC and the runner up was EXP+. These are followed by SBS+, WRT, and TECH. This figure is truncated, showing only the top 5 responses.

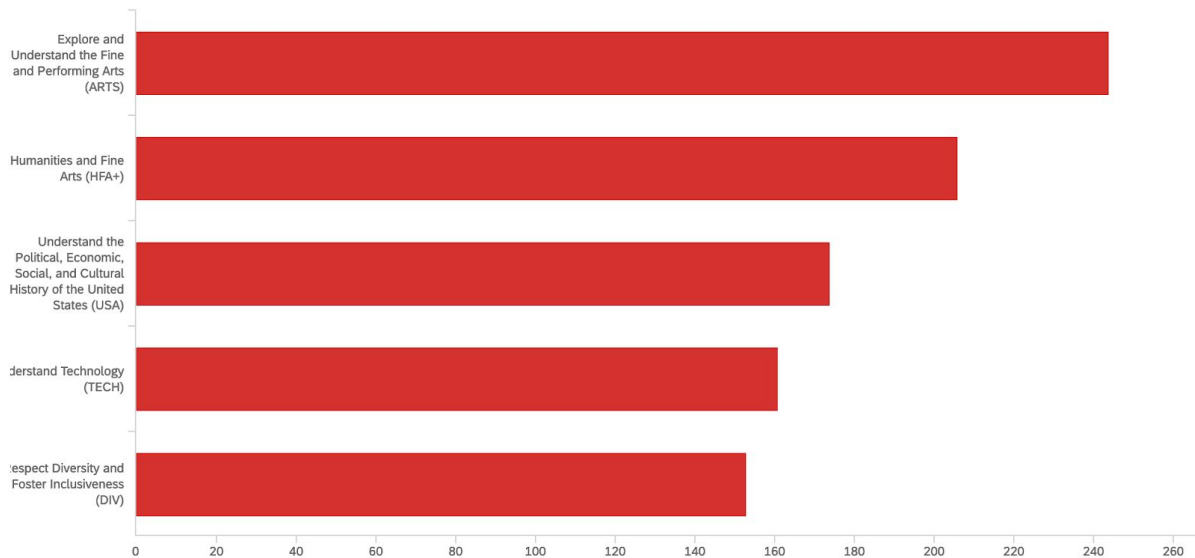


Figure C3. Least Useful SBC Courses Ranked. When students selected their top 3 least useful SBCs, 12% said Arts and 10% said HFA+ were least useful. These results are unsurprising as Stony Brook is populated mostly by STEM-focused students.

SBCs Fulfilling Majors

The first two questions in the survey gauged the extent to which SBC requirements helped to fulfil major requirements. According to information gathered from the survey, the majority of students responded “a little,” indicating SBC courses were not helpful in fulfilling major requirements.

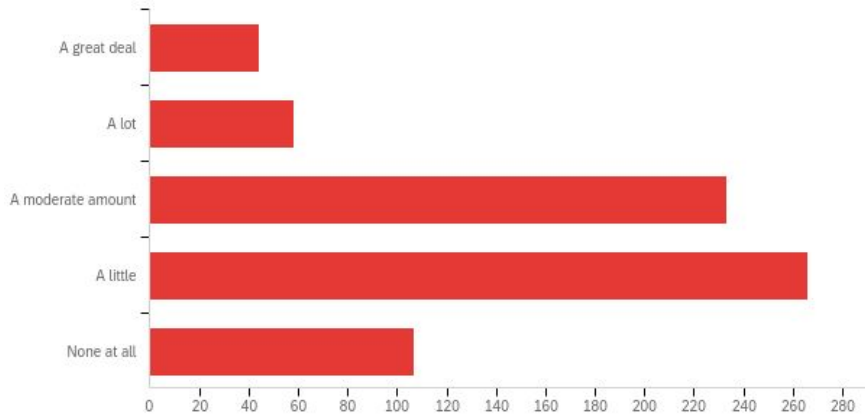


Figure C4:
Responses to Q1: “To what extent have SBC courses helped fulfill your major requirements?”

This trend persisted when analyzing the responses for students with the top 5 most common majors individually:

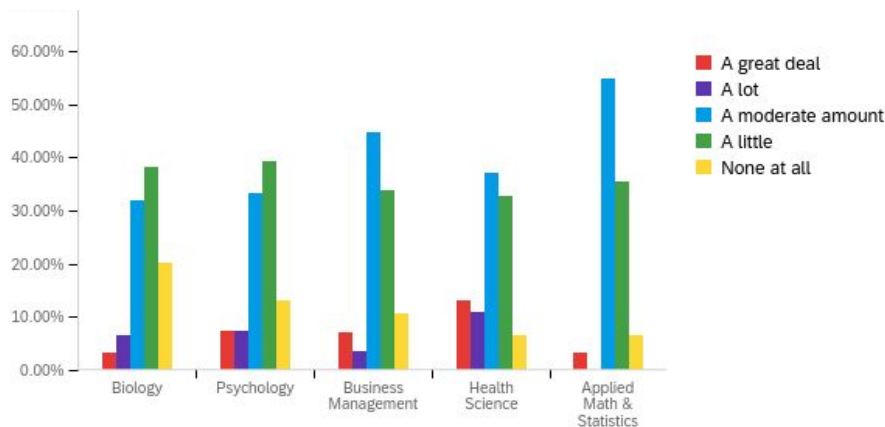


Figure C5:
Responses to Q1 for the 5 most common majors at Stony Brook University.

Although the response distributions were similar for CAS and CEAS students, the latter were more likely to respond “none at all,” indicating that CEAS students experience more difficulty in satisfying major requirements with SBC courses.

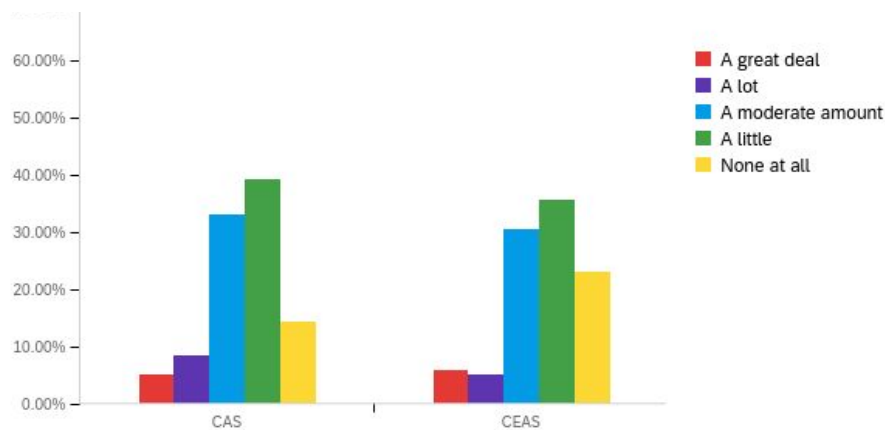


Figure C6:
*Responses to Q1
 stratified by school.
 CAS on the left and
 CEAS on the right.*

When asked to identify a specific SBC as the most difficult to fulfill for their major, students most frequently selected HFA+, TECH, and ARTS (Figure C7).

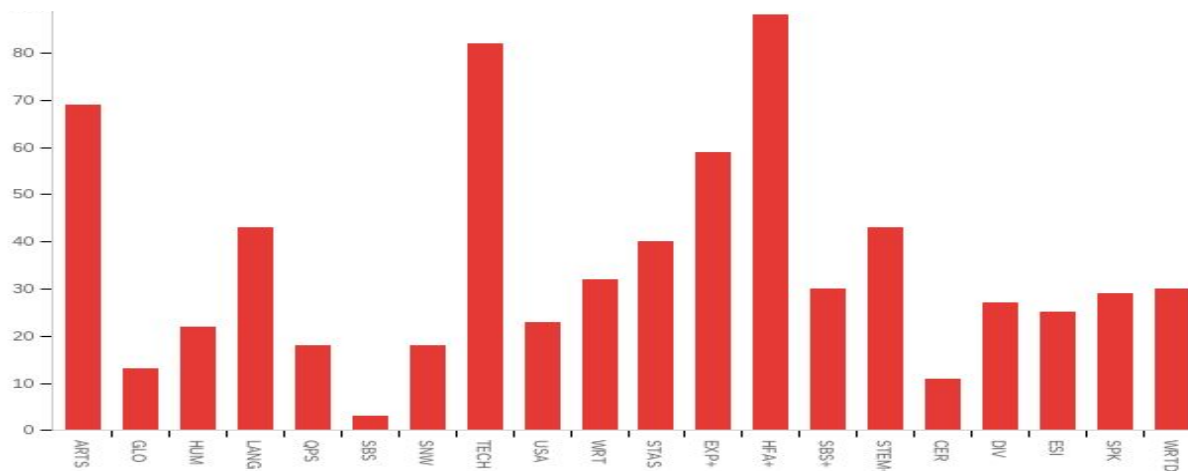


Figure C7: *Responses to Q2: “Which Stony Brook Curriculum (SBC) objective was hardest to fulfill for your major?”*

Analysis of the stratified distribution for CAS students and CEAS students revealed that the 3 most common objectives above were college-dependent. Where CAS students selected HFA+ and TECH, CEAS students overwhelmingly chose ARTS:

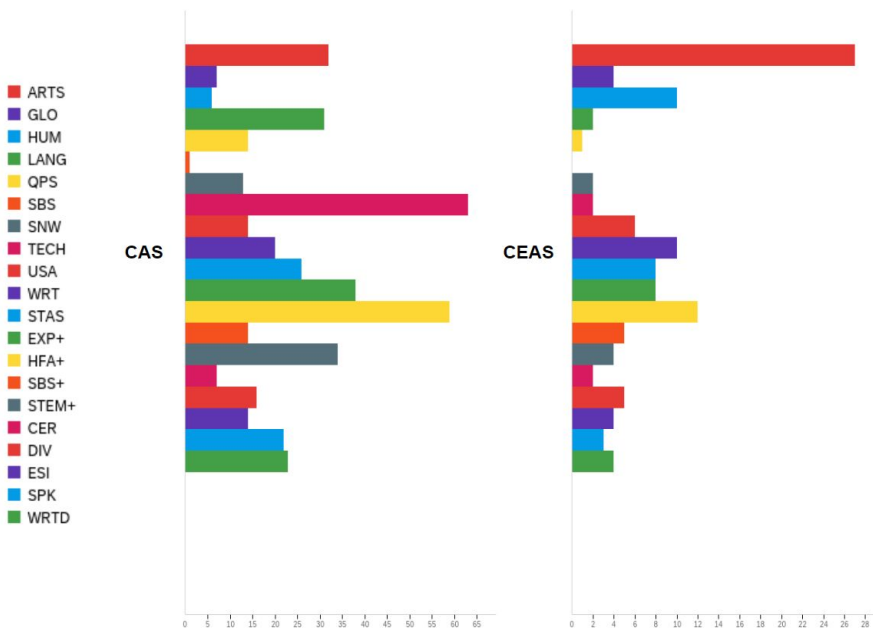


Figure C8:
Responses to Q2
stratified by school.
CAS on the left and
CEAS on the right.

Psychology

1. To what extent have SBC courses helped fulfill your major requirements?

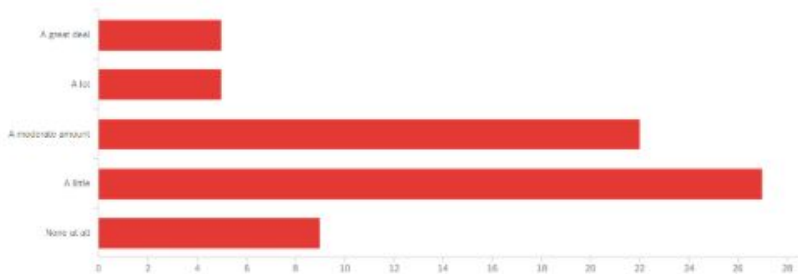


Figure C9: Responses to
questions 1 and 2 for
psychology majors.

2. Which SBC objective was hardest to fulfill for your major?
(1) HFA+
(2) TECH

Health Science

1. To what extent have SBC courses helped fulfill your major requirements?

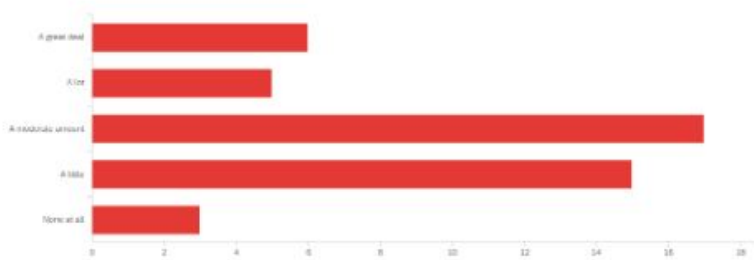
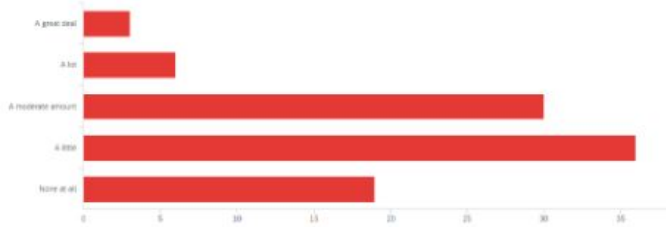


Figure C10: Responses to
questions 1 and 2 for
health science majors.

2. Which SBC objective was hardest to fulfill for your major?
(1) HFA+
(2) EXP+

Biology

1. To what extent have SBC courses helped fulfill your major requirements?



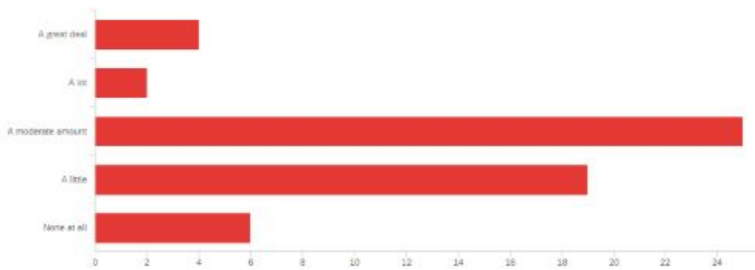
2. Which SBC objective was hardest to fulfill for your major?

- (1) **TECH**
- (2) **HFA+**

Figure C11: Responses to questions 1 and 2 for biology majors.

Business Management

1. To what extent have SBC courses helped fulfill your major requirements?



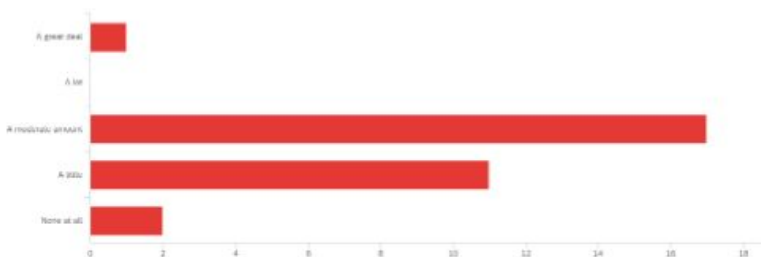
2. Which SBC objective was hardest to fulfill for your major?

- (1) **TECH and HFA+**

Figure C12: Responses to questions 1 and 2 for business management majors

Applied Math and Statistics

1. To what extent have SBC courses helped fulfill your major requirements?



2. Which SBC objective was hardest to fulfill for your major?

- (1) **ARTS, STAS, HFA+, ESI, SPK**

Figure C13: Responses to questions 1 and 2 for AMS majors.

Financial Literacy

In order to assess whether it would be beneficial to have a financial literacy requirement within the Stony Brook Curriculum, it was necessary to conduct background research on the topic. According to a 2019 report by Daniel Zapp, the Senior Director of Research at EVERFI, undergraduate students have little knowledge of financial literacy.¹ The report included a survey of 30,000 undergraduate college students from 440 institutions in 45 states.² According to the data gathered, 53% of the students surveyed felt that they were not prepared to manage money.³

According to the 2015-2016 National Postsecondary Student Aid Study, only 28% of undergraduate students could answer three core financial literacy questions correctly.⁴ The three questions concerned inflation, interest, and diversification.⁵ The following questions were posed to undergraduate students: 1) "Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account? If you are unsure of the answer, please provide your best guess," 2) "Suppose you had \$100 in a savings account and the interest was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow? If you are unsure of the answer, please provide your best guess," 3) "Is this statement true or false? Buying a single company's stock usually provides a safer return than a stock mutual fund. If you are unsure of the answer, please provide your best guess."⁶ Only 28% of undergraduates could answer these questions correctly, indicating that those undergraduates had low financial literacy levels.⁷

The United States' Treasury Department and the United States' Financial Literacy and Education Commission agree that undergraduate students tend to have little skills in financial literacy.⁸ In 2019, the United States' Financial Literacy and Education Commission (FLEC) published a report titled, "Best Practices for Financial Literacy and Education at Institutions of Higher Education."⁹ In the report, the FLEC

¹ Daniel Zapp, *Money Matters On Campus, AIG Retirement Service* (2019): 1.

² Ibid.

³ Ibid.

⁴ Drew M. Anderson, Johnathan G. Conzelmann, and Austin T. Lucy, "The State of Financial Knowledge in College," *RAND Corporation* (July 2018): 3

⁵ Anderson et al., "The State of Financial," 5

⁶ Ibid.

⁷ Ibid.

⁸ "Best Practices for Financial Literacy and Education at Institutions of Higher Education," *U.S. Financial Literacy and Education Commission* (2019): 1.

⁹ Ibid.

explained that institutions of higher education, such as colleges and universities, are responsible for teaching youth about financial literacy.¹⁰ The FLEC finds that overall, undergraduate students have low levels of financial literacy.¹¹

The FLEC argues that institutions of higher education have a responsibility to improve undergraduate students' financial literacy skills.¹² The report demonstrates that it would benefit students to have mandatory financial literacy education integrated into their core curricula.¹³ The FLEC argues that institutions of higher education should have mandatory financial literacy courses for undergraduate students.¹⁴ The FLEC cautions that optional financial literacy courses may not reach students and many students may miss the opportunity to learn about financial literacy.¹⁵ Due to findings on the topic, the FLEC recommends that peer mentoring should be included in the mandatory financial literacy courses so that students can motivate and learn from each other.¹⁶ If institutions cannot implement mandatory financial literacy courses, the FLEC recommends that financial literacy should be integrated into the institutions' core curricula.¹⁷

While many institutions of higher education offer financial literacy programs, few offer financial literacy courses. Chatham University, the University of South Dakota, the University of Mississippi, Yale University, Kansas State University, and the University of Cincinnati offer fairly successful financial literacy courses. The University of South Florida has recently implemented a mandatory financial literacy course for its incoming first-year students.¹⁸ In its Financial Literacy 101 course, the University of South Florida aims to teach first-year students about budgeting, banking, credit, and provides students with practical tools for real-world financial planning.¹⁹ Ohio State University has also mandated that first-year students learn about financial literacy through its Survey 100 course.²⁰ The University of Utah offers a Financial Literacy course, FIN 1010, that Utah State students found so beneficial that they campaigned to make the course part of Utah state's general education requirements. In 2019, the Utah State University

¹⁰ Ibid.

¹¹ "Best Practices for Financial Literacy," 18.

¹² Ibid.

¹³ "Best Practices for Financial," 20.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ "Financial Literacy 101," Financial Education, *University of South Florida*, accessed April 10, 2020, <https://www.usf.edu/financial-education/resources/financial-literacy.aspx>.

¹⁹ Ibid.

²⁰ Susan J. Crain, "Are Universities Improving Student Financial Literacy? A Study of General Education Curriculum," *Journal of Financial Education*, Vol. 39, No. 1 (2013): 2.

Student Association asked for the financial literacy course to become a part of the university's core curriculum.²¹

Despite the FLEC's recommendations to implement mandatory financial literacy courses, most universities and colleges have implemented financial literacy programs as supplements for the courses. The President's Council of Student Advisors examined the 5 most successful financial literacy programs in the country. COSA researched and analyzed the financial literacy programs at Boston College, Duke University, Georgetown University, Northeastern University, and Syracuse University.

Boston College offers the Successful Start Program to undergraduate students which includes peer mentoring, financial literacy workshops and tradings, and a Game of Life competition that encourages students to learn about money management.²² Duke University offers the Personal Finance @ Duke program which allows Duke students and alumni to learn about financial literacy, plan for the future, and discuss issues concerning finance.²³ Georgetown University has the Common \$ense program which gives its students access to knowledge and tools concerning financial literacy.²⁴ Northeastern University has a Center for Financial Independence which supplies workshops, presentations, peer mentoring, and Thrive, a personal finance incubator, in order for students to gain financial literacy skills.²⁵ Syracuse University has included an Office of Financial Literacy and has created a Syracuse Smart Money program which includes one-on-one coaching and events that allow students to increase their financial literacy skills.²⁶ These programs are similar to Stony Brook University's own "Money Smart Seawolves" program.

The existing program to promote financial literacy among students at Stony Brook University is entitled, "Money Smart Seawolves" which is administered by the Office of Financial Aid and Scholarships. This program is "dedicated to making

²¹ Kiwi Hogan. "Financial Literacy Class to Possibly Be Offered as a General Education Course," the Utah Statesman, *the Utah Statesman*, published April 15, 2019, <https://usustatesman.com/financial-literacy-class-to-be-possibly-be-offered-as-a-general-education-course/>.

²² "Student Financial Wellness," Office of Student Services, *Boston College*, accessed April 10, 2020, <https://www.bc.edu/bc-web/offices/student-services/financial-aid/student-financial-wellness.html>.

²³ "What is Personal Finance @ Duke?," Personal Finance @ Duke, *Duke University*, accessed April 10, 2020, <https://personalfinance.duke.edu/about-us>.

²⁴ "Special Programs," Office of Student Financial Services, *Georgetown University*, accessed April 10, 2020, <https://finaid.georgetown.edu/special-programs/>.

²⁵ "Homepage," Center for Financial Independence, *Northeastern University*, accessed April 10, 2020, <https://studentfinance.northeastern.edu/cfi/>.

²⁶ "Office of Financial Literacy," Financial Literacy, *Syracuse University*, April 10, 2020, <https://financialaid.syr.edu/financialliteracy/>.

students, faculty, and staff aware of information that will allow them to build stable financial futures”. Money Smart Seawolves has resources online for students to access and offers three workshops each semester. The workshops are held during campus lifetime for one hour each and some of the topics include budgeting, credit/debt management, money management and banking basics. Currently, the Money Smart Seawolves program is advertised to students through emails and promoted on scala screens and social media. Due to time restraints, the workshops tend to only cover broad content surrounding financial literacy rather than go into the specifics which would be better tailored to individual or small group needs. Attendance at Money Smart Seawolves events vary based on the semester. When talking to members of the financial literacy committee, the Financial Aid faculty stated that attendance is significantly higher in the fall than in the spring, attributing the difference due to mandatory PLAN credit first year students earn by attending the workshops. In the spring semester, attendance is limited, with approximately twenty students per session. The most popular course attended by students was the topic of creating and managing a budget.

Our general survey results illustrated a discrepancy between student interest and the efficacy of the Money Smart Seawolves program. The financial literacy committee found that 89.12 % of respondents had not attended a Money Smart Seawolves event, despite the significant student interest in financial literacy. Of the 89.12 % of respondents who had not attended a Money Smart Seawolves event, 49.28 % said that they weren’t aware that the program existed. Another 26.55 % stated that the events conflicted with prior commitments. 19.24 % of students stated that they were already smart with their money while 4.93 % provided reasons such as disinterest or not being comfortable with attending. When prompted with the question of “how prepared do you feel to manage your own finances when you leave Stony Brook University (i.e. managing debt, credit cards, paying rent, making a budget, etc.)”, the majority of the responses skewed towards the “somewhat prepared” and “slightly prepared” choices, comprising 38 % and 26 % of the responses respectively.

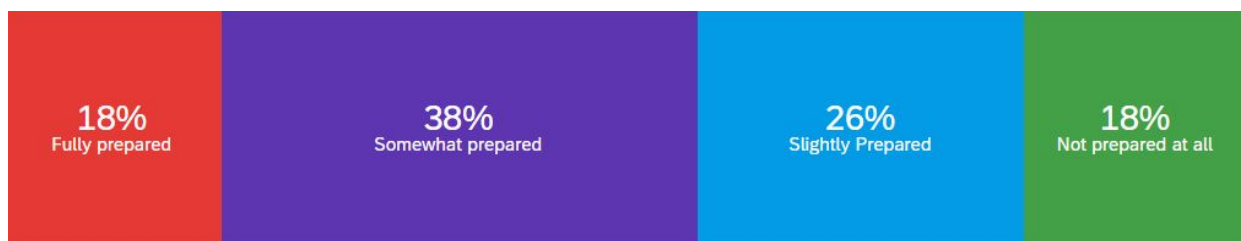


Figure C14. Student response to Q15 of survey querying financial preparedness after graduation

Similar to the mid year survey, the general survey results showed that Stony Brook students were extremely supportive of a financial literacy course and thought that it would benefit their learning by providing necessary skills they’ll need post graduation. When asked their agreement with the statement: “a financial literacy course would better prepare me with the skills needed for necessary life-long learning”, students responded favorably with 53.62 % strongly agreeing and 31.06% somewhat agreeing.

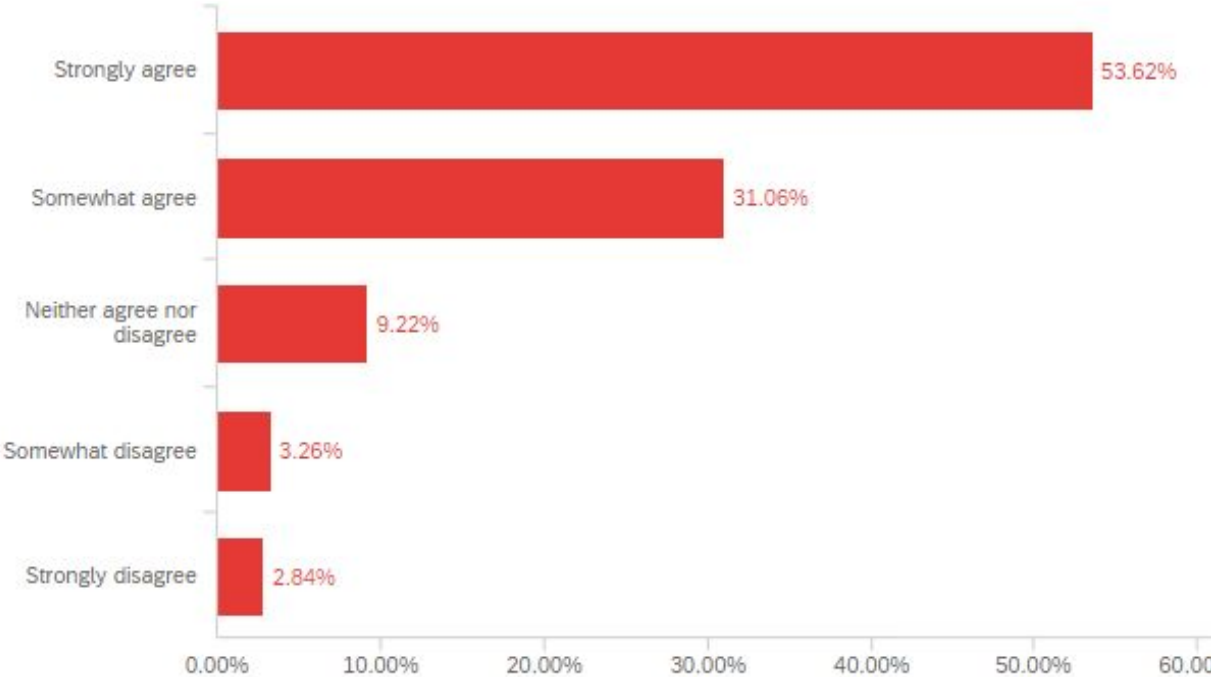


Figure C15. Student response to Q16 of survey querying their alignment with whether or not a financial literacy course would prepare them for necessary life-long learning

To analyze student opinion further on the topic of financial literacy, the council asked whether students would prefer to take the subject as a SBC course or as a series of workshops (modeling the pre-existing Money Smart Seawolves program).



Figure C16. Student response to Q17 of survey querying preference for a series of workshops or a SBC course for the subject of financial literacy

64% of students preferred financial literacy be delivered in a course format while 36% preferred the workshop format. Students who wanted a series of workshops stated that it offered flexibility while a course would be more mandatory in its nature. In addition, concerns that a course would not be necessary for every major and that there were already too many SBCs were noted. Students who wanted a SBC course stated that they were more likely to attend a course which would allow them to receive credit and replace a SBC they were less interested in. Students also stated that a course format provided rigorous standards and allowed for participation and communication with a professor.

A retrospective analysis asking alumni how they would feel about having a financial literacy course being offered during their time at Stony Brook and whether it would have benefitted them now post graduating was also overwhelmingly positive. Out of 76 alumni responses to Question 4 of the alumni survey, “If you had to choose one course to better prepare you for your current life, post-college, what would it be and why?”, 27 of those responses mentioned financial literacy and its related topics (economics and accounting). When asked if they had ever participated in a Money Smart Seawolves Event or any event at SBU engaging in the topic of financial literacy, 92.92 % of alumni surveyed claimed they had not.

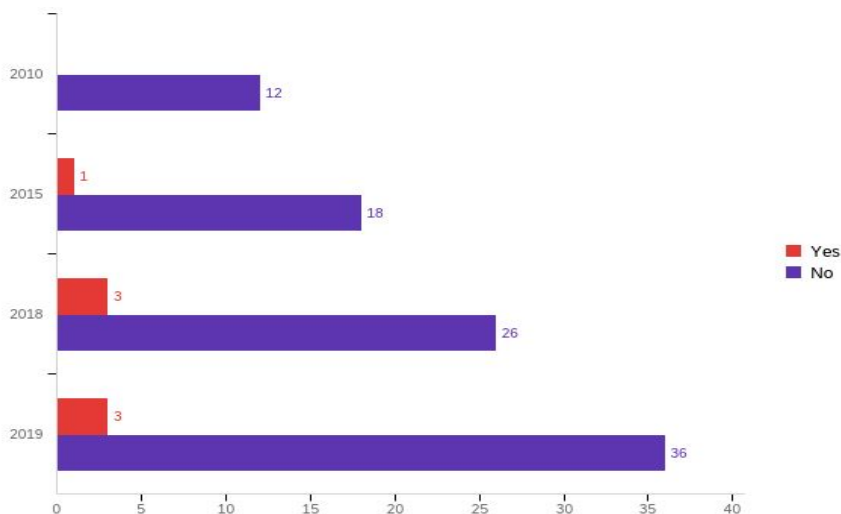


Figure D1. Alumni response to Q7 of survey querying attendance of a Money Smart Seawolves workshop or any other event at SBU engaging in financial literacy

An evaluation on whether alumni would have found value in a financial literacy course during their undergraduate years at Stony Brook found the results to align with current undergraduate sentiment. 70.71 % of respondents said that a financial literacy course would be of great value compared to 7.07 % who responded little to no value at all.

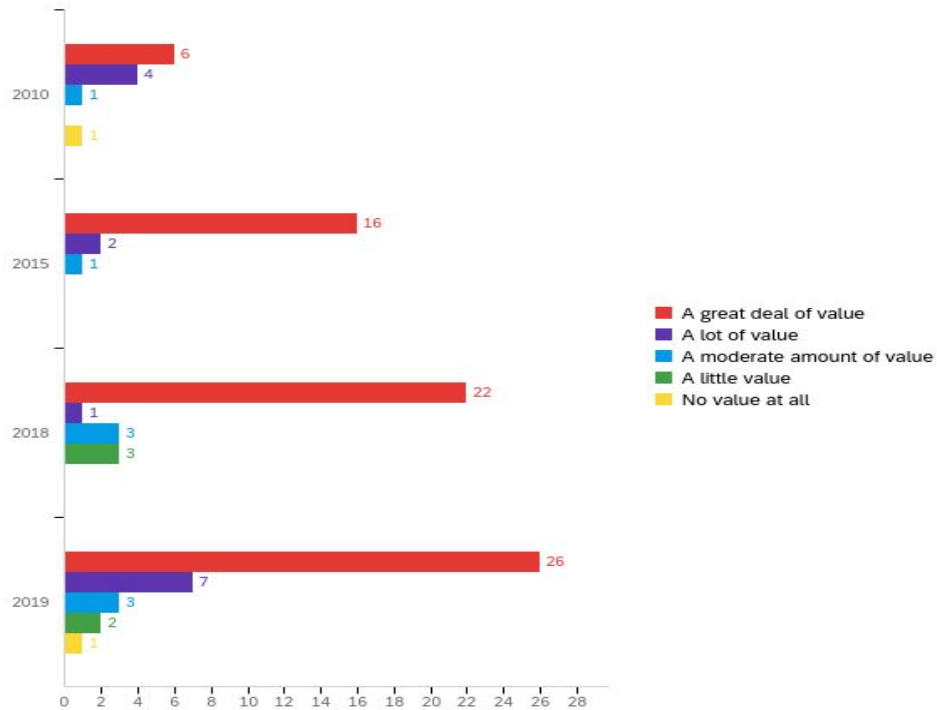


Figure D2. Alumni response to Q5 of survey querying value in a Financial Literacy Course being offered during their undergraduate years at Stony Brook

After analyzing survey results from both current students and alumni, it can be concluded that the **Money Smart Seawolves program is not being utilized to its full potential** on a campus whose general undergraduate student body and alumni have expressed a **want and need for financial literacy**. Current undergraduate sentiment matches with the retrospective sentiment of alumni; **both parties overwhelmingly agree that a financial literacy course would be of great value to their general education and post-graduation lives.**

Financial Impact

A large majority of Stony Brook students receive federal and state aid including the Federal Pell Grant, New York State Tuition Assistance Program (TAP), and the New York State Excelsior Scholarship. These grants have specific requirements that must be met by students to maintain an active status. To be eligible to receive TAP, students must be enrolled in 12 credits that are all applicable to their primary declared major only or SBC/DEC requirements. To be eligible for the NYS Excelsior Scholarship, students must complete a minimum of 30 credits annually. This program allows credits applicable to second majors to be counted towards the requirement. However, neither program counts credits applicable to minors towards the credit count.

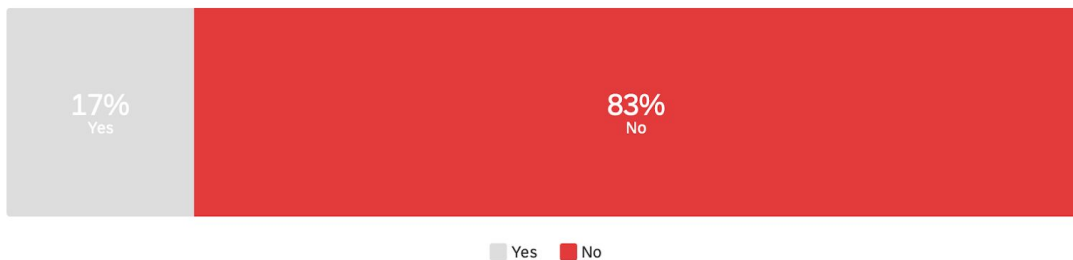


Figure C18. Student response to Q9 of survey asking if scholarships/loans impacted students’ ability to schedule SBC courses as they would prefer

Students were asked if their scholarships or loans impacted their ability to schedule SCV courses as they prefer, the majority of students, 84% responded no. However, 16% of students said that their loans impacted their ability to schedule SBCs. When asked to explain, the most common answer given was students with minors or second majors found it difficult to plan their schedules to fit the credit requirements needed to maintain an active TAP status.

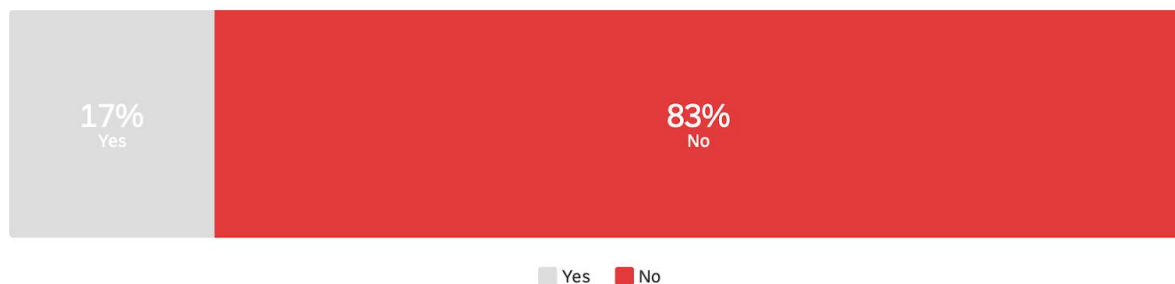


Figure C19. Student response to Q11 of survey asking if scholarships/loans impacted students’ ability to take courses of interest

Students were also asked if their scholarships or loans prevented them from taking courses in their interest, again a majority of students, 83% responded no. Those students who responded that their financial aid impacted their ability to take classes of interest to them, were asked to elaborate. The most common response given was that because of the TAP major requirements, they could not include other courses of interest that did not count towards their primary major into their schedule.

2010/2015 Alumni Survey

It is important to recognize that in the 2010/2015 surveys, we did not receive a large amount of responses to make our data statistically significant. Although this is true, the responses we received were evident. Our first question asked “How did the Stony Brook’s General Curriculum (DECs) impact your current endeavors since graduating including graduate school, professional programs, careers, etc?” In looking at the data, it is shown that with the DEC curriculum is seen as positive across the data collected, and neither positive or negative feelings.

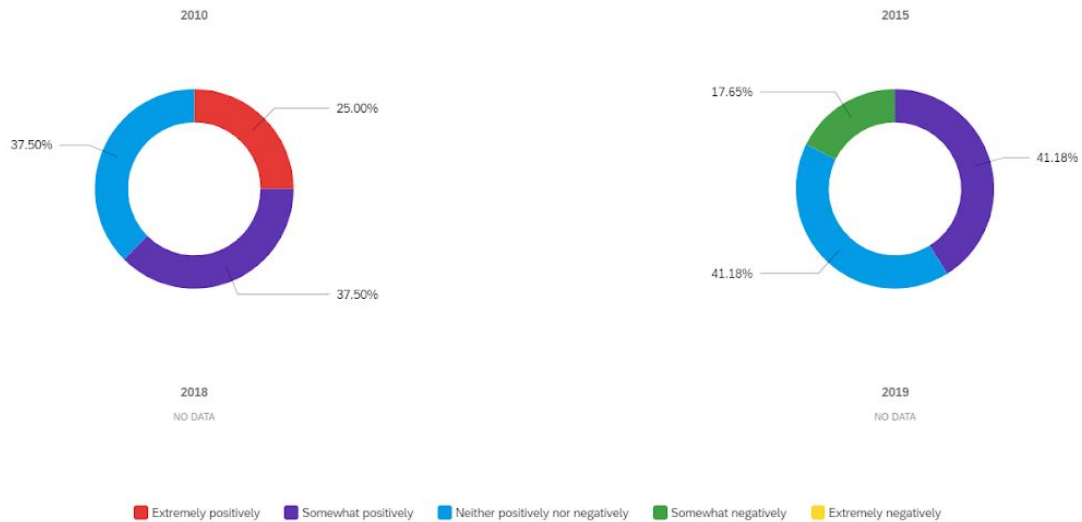


Figure D3. 2010/2015 Alumni Survey Question 3: How did the Stony Brook’s General Curriculum (DECs) impact your current endeavors since graduating including graduate school, professional programs, careers, etc?

In the next question to the surveyors, it asked “Please consider sharing a comment about how DECs had impacted your current endeavors”. Although many surveyors did not answer this question, the common response was “I was able to think about things outside my field of study”. In comparison, when asked “Please consider sharing a comment about how DECs had impacted your current endeavors”, a common answer was a business class.

In the fourth question of the survey, “How would you rate the value of having a Financial Literacy Course in your undergraduate years at Stony Brook? That is, a course about how to do your taxes, manage your credit, take out loans, make a budget, etc.”, many, it is statistically significant that the alumni from 2010 and 2015 would like to see a financial literacy course.

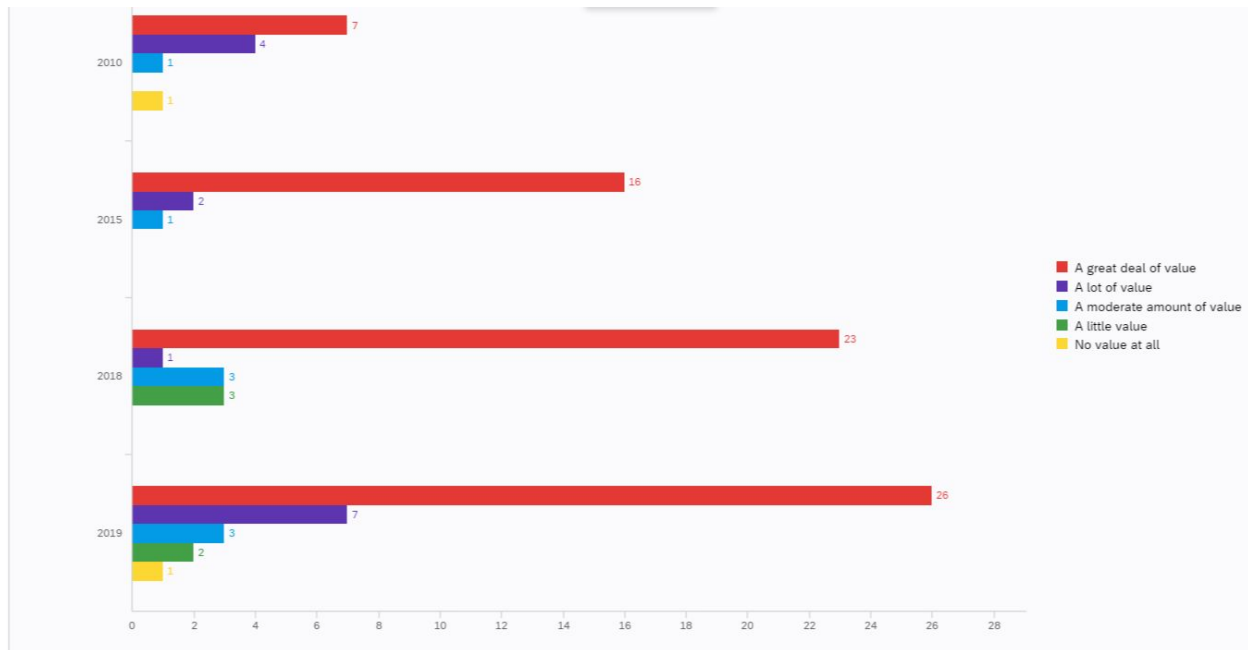


Figure D4. 2010/2015 Alumni Survey Question 4: How would you rate the value of having a Financial Literacy Course in your undergraduate years at Stony Brook?

In the final question that included sub sections if selected yes “Did you ever participate in a Money Smart Seawolves Event? Or any event at SBU engaging in the topic of financial literacy?” (Money Smart Seawolves is a monthly program targeted to provide students, faculty, and staff with knowledge they need to make sound financial decisions)” within the survey of the 2010 and 2015 alumnas, the most common answer was no.

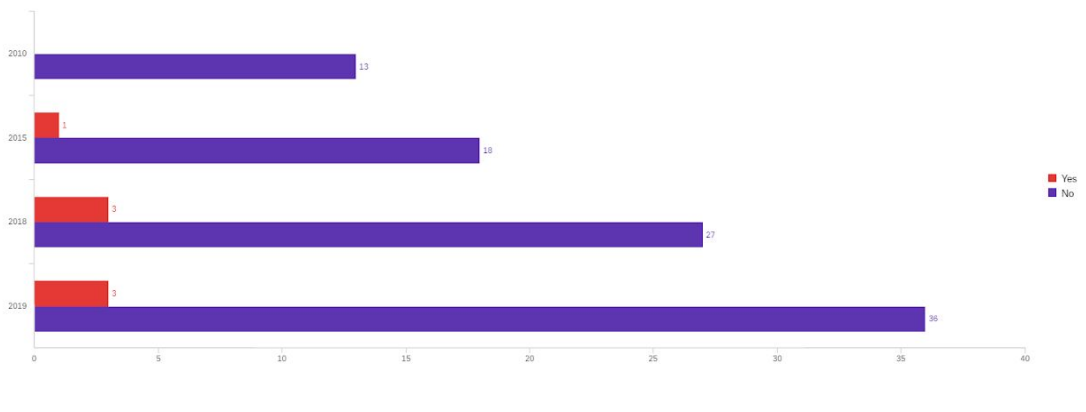


Figure D5. 2010/2015 Alumni Survey Question 5: Did you ever participate in a Money Smart Seawolves Event? Or any event at SBU engaging in the topic of financial literacy?

2018/2019 Alumni Survey

To reiterate, in the 2018/2019 surveys we **did not** receive enough responses for our data to be statistically significant. However, we will still be using the data to get a general idea for alumni opinion on general education, (which Mr. Matthew Colson confirmed, echoed our limited response numbers). Our first question asked, “How did Stony Brook’s General Curriculum (SBCs) impact your current endeavors?” The results are displayed on Figure D6.



Figure D6. 2018/2019 Alumni Survey Question 1: How did Stony Brook’s General Curriculum (SBCs) impact your current endeavors?

When asked to comment on how SBCs impacted current alumni’s current endeavors, there were four common responses...

“SBCs have made me very well rounded”

“WRT has helped me tremendously in my current endeavors”

“SBCs gave me a better understanding of multiple topics”

“They did not impact me at all”

When asked to describe “which course would have better prepared you for your current life, post-college, what would it be and why?” There was an overwhelming majority of alumni indicating that a finance course taught how to manage their money, file taxes, invest, and stay out of debt. They explained that it would be very useful in their current life because they are not very knowledgeable in those areas. The second most popular course option was a writing course that helped better equip students to read and write in multiple disciplines.

Our next question stated, “Rank the following SBC+ courses from least useful (top) most useful (bottom) to you academically or professionally. For these purposes, "useful" means that this class adequately prepared you for your career, graduate school, or professional program. The results are displayed on Table 1.

2018	Field	Minimum	Maximum	Mean	Std Deviation
	Humanities and Fine Arts (HFA+)	1.00	4.00	2.14	1.22
	Science, Technology, Engineering, and Mathematics (STEM+)	1.00	4.00	2.79	1.21
	Experiential Learning (EXP+)	1.00	4.00	2.54	1.05
	Social and Behavioral Sciences (SBS+)	1.00	4.00	2.54	0.87
2019	Field	Minimum	Maximum	Mean	Std Deviation
	Science, Technology, Engineering, and Mathematics (STEM+)	1.00	4.00	2.50	1.23
	Humanities and Fine Arts (HFA+)	1.00	4.00	2.29	1.21
	Experiential Learning (EXP+)	1.00	4.00	2.66	1.03
	Social and Behavioral Sciences (SBS+)	1.00	4.00	2.55	0.94

Table 1 displays the minimum, maximum, mean, and standard deviation of rankings of SBC+ in terms of usefulness (this class has adequately prepared me for my career, graduate school, or professional program). Red circles are used to indicate the lowest rankings. HFA+ has the lowest values amongst the other 4 options, and is seen as the least useful SBC+ course in both classes.

Question 4 stated, “Rank the following SBC+ courses from least useful (top) most useful (bottom) to you academically or professionally. For these purposes, “useful” means that this class helped satisfy a personal interest you had in a specific subject. The results are displayed on Table 2.

2018	Field	Minimum	Maximum	Mean	Std Deviation
	Science, Technology, Engineering, and Mathematics (STEM+)	1.00	4.00	2.54	1.22
	Social and Behavioral Sciences (SBS+)	1.00	4.00	2.65	0.83
	Humanities and Fine Arts (HFA+)	1.00	4.00	2.38	1.27
	Experiential Learning (EXP+)	1.00	4.00	2.42	1.08
2019	Field	Minimum	Maximum	Mean	Std Deviation
	Science, Technology, Engineering, and Mathematics (STEM+)	1.00	4.00	2.41	1.28
	Social and Behavioral Sciences (SBS+)	1.00	4.00	2.49	0.95
	Humanities and Fine Arts (HFA+)	1.00	4.00	2.49	1.22
	Experiential Learning (EXP+)	1.00	4.00	2.62	0.97

Table 2 displays the minimum, maximum, mean, and standard deviation of rankings of SBC+ in terms of usefulness (this class has helped satisfy a personal interest I had in a specific subject). Red circles are used to indicate the lowest rankings. HFA+ has the lowest values amongst the 2018, however it is tied for second in the 2019 class (with SBS+) and instead STEM+ has the lowest ranking.

Discussion & Recommendations

SBC/SBC+ Courses

According to Figure C1, HFA+ (40% of students) and EXP+ (25% of students) were seen as the most difficult SBC+ courses to fulfill. As discussed in the results (Figure C2), “*lack of interest*” and “*the inability to get into the I class needed*” were seen as the top 2 reasons for this difficulty, however the third reason was titled “Other” where students voiced their personal experiences when attempting to fulfill these requirements. In the case of HFA+, many students explained that the **prerequisites** needed to fulfill the HFA+ requirement made it **increasingly difficult** to take an HFA+ class. For example, to take a class like EGL 303 (Genre or Media, HFA+) you would have had to take both WRT 102 and EGL 204. This trend follows the majority of HFA+ courses, and within a stem-focused university like Stony Brook, most students have not been exposed to the introductory courses necessary to satisfy this requirement. In the cases of EXP+, students voiced that the options for attaining EXP+ were limited. It’s mainly fulfilled by Teaching Assistants (TAs), research labs, internship programs, and study abroad programs and these types of positions are tough to acquire and often get filled very quickly. In certain majors you can take a specific EXP+ course, however this isn’t common amongst students due to the very high level and difficulty of these said courses.

Our recommendations to help solve these issues revolve around the *3/4ths Satisfactory Requirements* needed for the *Pursue Deeper Understanding SBC+*. One option is to *decrease* these requirements to 2/4 instead of 3/4. Students would only need to fulfill two SBC+ classes, and not worry about the difficulties of HFA+ or EXP+, and to balance out the number of credits, there would be an **addition** of an SBC, potentially a Financial Literacy SBC course which we will get into more in the *Financial Literacy section*. The second option would be to *increase* these requirements to 3/5 with the fifth option being a Financial Literacy SBC+ course. This would also open up the number of available seats in HFA+ classes, which was the second leading reason in students difficulty fulfilling SBC+ classes. These options can be coupled with encouraging more professors, researchers, and internship program directors to **increase** their number of student acceptances, which will allow more space for students to attain those EXP+ positions they were longing for.

SBCs Fulfilling Majors

When asked about their experiences completing SBCs alongside major courses, most reported that SBCs “[helped] a little” in fulfilling requirements, indicating general difficulty reconciling the two sets of requirements.

Students of different colleges and majors were found to respond differently to questions regarding coincident completion of the SBC curriculum and their majors. Among the five most common majors, Biology and Psychology students were the most likely to find that SBCs helped “a little” or “[not] at all” with major requirements (>50%). On the other hand, Business Management and Health Science students viewed the SBCs more favorably, with a majority claiming the SBCs helped “a moderate amount” (Figures C9 - C13). Although CAS and CEAS students had similar responses to this question, CEAS students more often selected “none at all,” indicating less overlap between the SBC and major requirements for those students. Finally, when asked which specific SBC objectives were the most difficult to fulfill, CAS and CEAS students differed vastly in their selections. While CAS students were most likely to report that TECH and HFA+ were the most difficult to fulfill, CEAS students overwhelmingly chose ARTS (Figure C8). The frequent selection of TECH by CAS students and ARTS by CEAS students is unsurprising, and can likely be attributed to the fact that students face more difficulty completing courses that are antithetical to their majors.

Of the five most common majors at SBU, HFA+ and TECH were repeatedly chosen as the most difficult objectives to fulfill. A potential solution to this issue is broadening the TECH learning objectives to include a financial literacy class. Currently, the learning outcomes for the “Understanding Technology” SBC are the following: (1) Demonstrate an ability to apply technical tools and knowledge to practical systems and problem solving, and (2) Design, understand, build, or analyze selected aspects of the human-made world. The “human-made world” is defined for this purpose as “artifacts of our surroundings that are conceived, designed, and/or constructed using technological tools and methods.” We would argue that a financial literacy course fits into the scope of these outcomes, but further discussions with the SBC Implementation Committee are necessary.

Financial Literacy

Is it Stony Brook University's responsibility to provide students with financial literacy education or is it up to the students to seek this information out for themselves? The goal of the Stony Brook Curriculum is to provide a broad range of coursework that "ensures students will learn skills necessary for life-long learning". The council argues that financial literacy is within the parameters of a necessary skill that can help students succeed in life-long learning and in their future endeavors. The council argues that it is the **responsibility of Stony Brook University** to effectively provide their students with a financial literacy course. The course would supplement their general education requirements to ensure their later success after graduation.

After analyzing survey feedback from students and alumni alike, the **council's recommendation is to implement financial literacy education in the form of a course**. Rudimentary discussions with the Financial Aid department discussed the possibility of enacting a one credit course that would be taught by a faculty member with graduate assistants. This is to provide the individualized attention a workshop lacks due to time constraints. This course should include an expansion of current topics offered by the Money Smart Seawolves program in addition to topics that were polled favorably by current undergraduates and alumni alike. These topics include how to file taxes, take out/manage loans, and learn financial skills applicable to post graduation life (i.e. taking out a mortgage, IRAs, and managing student debt).

Financial Impact

Student responses indicated that scholarships/loans did not impact students' ability to schedule SBCs as they would prefer. The students who responded that they were not able to schedule SBCs elaborated that the TAP and NYS Excelsior Scholarship requirements restricted their schedules.

Students also indicated that scholarships/loans did not impact their ability to take courses of interest to them. Those who did find that their financial aid impacted them, explained that due to the credit requirements of their grants/scholarships, they could not take courses of interest that were outside their major.

2010 & 2015 Alumni Survey

In looking at the Alumni data from 2010 and 2015, the three questions specifically noted towards the DEC requirement all have one thing in common: the need to create a financial literacy course. In the first question asked to alumni, “How did the Stony Brook’s General Curriculum (DECs) impact your current endeavors since graduating including graduate school, professional programs, careers, etc?” In looking at the data, it is shown that with the DEC curriculum is seen as positive across the data collected, and neither positive or negative feelings.

In the second question “if you had to choose one course to better prepare you for your current life, postcollege, what would it be and why? This is where the need for a financial literacy course opinion showed significant responses. For instance, in one of the responses, a respondent stated “ “Financial Literacy and Planning- I still have a hard time understanding financial terminology and how to strategize when it comes to pension, stocks, IRA accounts, etc. A necessary skill for all”. In fact, in the fifth question “How would you rate the value of having a Financial Literacy Course in your undergraduate years at Stony Brook That is, a course about how to do your taxes, manage your credit, take out loans, make a budget, etc”, the results from the respondents were overwhelmingly positive.

Alumni 2018 & 2019

The data from the 2018 and 2019 surveys show very interesting results that echo our current research in the undergraduate population. In the first question addressing how SBCs impacted current endeavors, 41% of alumni in 2018 believed that SBCs impacted their current endeavors “somewhat positively” compared to the 25% of 2019 alumni that believe the same. 44% of alumni in 2019 believe that it had “neither a positive nor negative impact” on their current endeavors. This slight trend may explain one of two things. One, due to the recency of 2019’s graduation. These alumni may not even be able to tell whether or not it has impacted their careers yet, it could be something more alumni realize years down the line. Another trend could be that SBCs are decreasing in effectiveness over time. Further research and more significant responses can help answer this question. We also see in **both** surveys the need for a financial literacy course as part of our general education, a very consistent theme throughout our research. Alumni believe that although classes in their fields of medicine, nursing, business, engineering etc., are necessary for success, a class on ways

to manage your finances is vital as well. And would have made for a smoother transition into the “real world.” Lastly, HFA+ classes were seen as least useful in not only our undergraduate surveys, but also alumni. It is evident that some changes need to be made to HFA+ to increase its effectiveness amongst students and fulfill its intended purposes of helping to *Pursue Deeper Learning*.

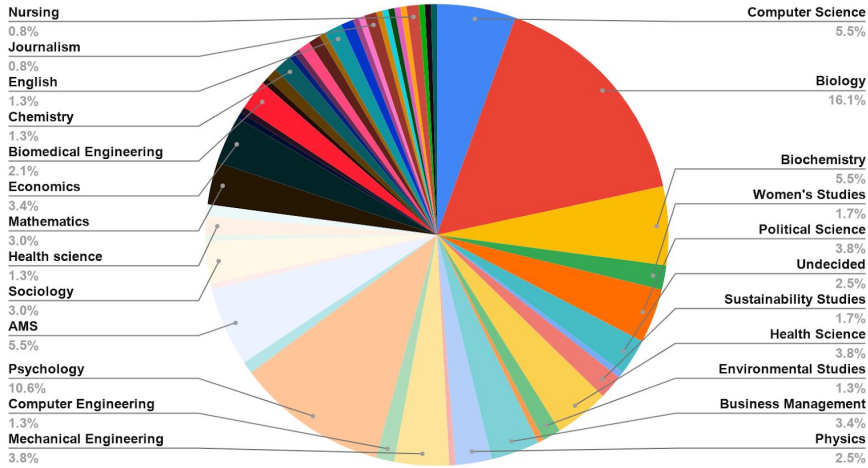
Final Remarks


It is not only important to equip students with the tools they need to thrive in their careers and professions, but also to thrive in every area of their lives. Producing students who are successful in their finances, knowledgeable in the arts, able to defend their thoughts and opinions, and informed on issues of diversity will truly help SBU continue to go “Far Beyond and Further Faster.” 2020 has proved to be a trying year for everyone, but it has shed light on the importance of a broad educational foundation. As a university with a large population of students in STEM, the SBC curriculum is where many students are introduced to topics that are necessary for life-long learning, but may not be applicable to their specific career. It is Stony Brook University’s responsibility to create and improve a general education curriculum that produces students that are prepared to enter a perpetually changing world.

Appendix

Section A: Pre Survey

Majors of Respondents



Q3  The Stony Brook Curriculum (SBCs) are general education objectives incorporated into coursework in order to: demonstrate versatility, interconnectedness, pursue deeper understanding, and prepare for life-long learning prior to graduation. Examples of SBCs include, GLO, TECH, STAS, SPK, etc.

Q1 Are you a current student or alumnus?

Student ID

Alumnus

Other

Q11 What are your major(s) and minor(s)?

Q5 Rank your value of SBCs (Rank 0 = least valuable, Rank 10 = most valuable)



Q12 How do you feel about SBCs? (Do you like them? Do you dislike them? Is there anything you would change about them? Is there anything you would keep the same? Please elaborate)



Q7 Most useful SBC(s)? Please select up to five options.



- ARTS
- GLO
- HUM
- LANG
- QPS
- SNW

- SBS
- TECH
- USA
- WRT
- EXP+
- HFA+
- SBS+
- STEM+
- CER
- DIV
- ESI
- SPK
- WRTD
- N/A


]Q8 Least useful SBC(s)? Please select up to five options.




- ARTS
- GLO
- HUM
- LANG
- QPS


- SNW
- SBS
- TECH
- USA
- WRT
- EXP+
- HFA+
- SBS+
- STEM+
- CER
- DIV
- ESI
- SPK
- WRTD
- N/A


B: General Survey and WISE


- Q1  The **Stony Brook Curriculum (SBCs)** are general education objectives incorporated into coursework in order to: demonstrate versatility, interconnectedness, pursue deeper understanding, and prepare for life-long learning prior to graduation. Examples of SBCs include GLO, TECH, STAS, SPK, etc.
- The President's Council of Student Advisors is a committee of undergraduate students formed to gauge student opinions on a wide range of issues affecting students. We invite you to participate in a 6-question survey to improve Stony Brook University's general education curriculum (the Stony Brook Curriculum, or SBCs).
- Your participation will take less than 3 minutes and is **completely voluntary and confidential**. We need **your** help in determining what changes need to be made to the SBCs. Students who complete it will be eligible to win one of ten SBU t-shirts.


- Q2  Has your intended graduation date been postponed because of SBC requirements?
- Yes
- No
- Not applicable


- Q3  How much do you agree or disagree with the following statement: "SBC courses have provided me with the skills I need for life-long learning."
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

- Q4  To what extent have SBC courses have fulfilled to your major requirements?
- Completely
- A lot
- A moderate amount
- A little
- None at all

- Q5  How much do you agree or disagree with the following statement: "SBC courses have prepared me for my intended career."
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

- Q6  Select all the factors that have influenced your decision when choosing a course that fulfills an SBC requirement. Select all that apply.
- | | | |
|--------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Meeting time | <input type="checkbox"/> Instructor reputation | <input type="checkbox"/> To take a class with a specific instructor |
| <input type="checkbox"/> Meeting location | <input type="checkbox"/> Likelihood of getting an A grade | <input type="checkbox"/> To fill an opening in my schedule |
| <input checked="" type="checkbox"/> Course title | <input type="checkbox"/> To learn about a subject | <input type="checkbox"/> I was curious |
| <input type="checkbox"/> Course description | <input type="checkbox"/> To complete a graduation requirement | <input type="checkbox"/> It met multiple requirements at the same time |

- Q8  Click to write the question text
- Click to write Choice 1
- Click to write Choice 2
- Click to write Choice 3

- Q11  If a Financial Planning SBC were to be introduced into the Stony Brook Curriculum, would you be for it or against it and why? (Financial Planning SBC: How to do your taxes, manage your credit, take out loans, make a budget, etc.)

- Yes, I'm for it and here's why:
- No, I'm against it and here's why:

Q1



Attention WISE Students: Stony Brook Curriculum (SBCs) are general education objectives incorporated into coursework in order to: demonstrate versatility, interconnectedness, pursue deeper understanding, and prepare for life-long learning prior to graduation. Examples of SBCs include GLO, TECH, STAS, SPK, etc.

The President's Council of Student Advisors is a committee of undergraduate students formed to gauge student opinions on a wide range of issues affecting students. We invite you to participate in a 6-question survey to improve **WISE** and Stony Brook University's general education curriculum (the Stony Brook Curriculum, or SBCs).

Your participation will take less than 3 minutes and is **completely voluntary and confidential**. We need **your** help in determining what changes need to be made to the SBCs. Students who complete it will be eligible to win one of multiple Shop Red West T-Shirts.

Q2



Please select which of the following classes you have taken or are currently taking. Select all that apply.

- WSE 105 (fulfills SBC: GLO) Opportunities in STEM and Beyond
- WSE 201 Society and Gender in STEM
- WSE 380 Research and Discovery in STEM
- WSE 381 Service Learning in STEM
- None of these

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 105 (fulfills SBC: GLO) Opportunities in STEM and Beyond Is Selected



Q3



WSE 105 Opportunities in STEM and Beyond
To what degree does WSE 105 allow you to...

	A great deal	A lot	A moderate amount	A little	None at all
Understand global connectedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase cultural understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 105 (fulfills SBC: GLO) Opportunities in STEM and Beyond Is Selected



Q4



Comments about WSE 105:

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 201 Society and Gender in STEM Is Selected



Q5

WSE 201 Society and Gender in STEM

To what degree does WSE 201 allow you to...



	A great deal	A lot	A moderate amount	A little	None at all
Understand global connectedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase cultural understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand a general knowledge of humanities (arts, English literature, philosophy, or women and gender studies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 201 Society and Gender in STEM Is Selected



Q6

Comments about WSE 201:



Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 380 Research and Discovery in STEM Is Selected



Q7

WSE 380 Research and Discovery in STEM

To what degree does WSE 380 allow you to enhance your ability to solve problems using technology?



- A great deal
- A lot
- A moderate amount
- A little
- None at all

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 380 Research and Discovery in STEM Is Selected



Q8

Comments about WSE 380:



Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 381 Service Learning in STEM Is Selected



Q9

WSE 381 Service Learning in STEM

To what degree does WSE 381 allow you to...



	A great deal	A lot	A moderate amount	A little	None at all
Understand ideas and concepts related to your service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply information in new/unfamiliar situations you've encountered in your service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze human behavior and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:



If Please select which of the following classes you have taken or are currently taking. Select all t... WSE 381 Service Learning in STEM Is Selected



Q10

Comments about WSE 381:



Q11

To what extent does the scheduling of WISE courses and major courses conflict?



- A great deal
- A lot
- A moderate amount
- A little
- None at all

Q12

Has your intended graduation date been delayed because of the WISE curriculum?



- Yes
- Maybe
- No

Section C: Final Survey

Q1 To what extent have SBC courses helped fulfill your major requirements?



- A great deal
- A lot
- A moderate amount
- A little
- None at all

Q2 Which Stony Brook Curriculum (SBC) objective was hardest to fulfill for your major?



- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Science or Technology and the Arts, Humanities, or Social Sciences (STAS).
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

Q3 Which of the following SBC+ courses do you find most difficult to fulfill?



- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)

Q4 Why was it difficult to fulfill?
Select all that apply



- I wasn't able to get into the classes I needed.
- I found the class material to be difficult
- I had a heavy course load during the semester I took this class which impacted my performance
- I needed/wanted to take another class that was offered at the same time
- I was not interested
- Other (Please Explain)

Q5 Choose the **three (3) most useful** SBC courses from the following list:
[Most useful means that this course adequately prepared you for your career and/or graduate or professional programs]



- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Science or Technology and the Arts, Humanities, or Social Sciences (STAS).
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)

- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

Q6 Choose the **three (3) least useful** SBC courses from the following list:
[Least useful means that this course did not adequately prepare you for your career and/or graduate or professional programs]



- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Science or Technology and the Arts, Humanities, or Social Sciences (STAS).
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

Q7 Please consider sharing why you chose $\$(q://QID5/ChoiceGroup/SelectedChoices)$; as being the most useful:



Q8 Please consider sharing why you chose $\$(q://QID6/ChoiceGroup/SelectedChoices)$ as being the least useful:



Import Questions From...

+ Create a New Question

Add Block

Block 2

Block Options

Q9 Have your scholarships or loans (TAP, Excelsior, Pell Grant, etc.) impacted your ability to schedule your SBC courses as you would prefer?



Yes

No

Display This Question:
If Have your scholarships or loans (TAP, Excelsior, Pell Grant, etc.) impacted your ability to sched... Yes Is Selected

Q10 If yes, please elaborate:



Q11 Have your scholarships or loans (TAP, Excelsior, Pell Grant, etc.) prevented you from taking courses in your interest?



Yes

No

Display This Question:
If Have your scholarships or loans (TAP, Excelsior, Pell Grant, etc.) prevented you from taking cour... Yes Is Selected

Q12 If yes, please elaborate:



Q13 Have you participated in any Money Smart Seawolves Events?
 Yes
 No

Display This Question:
If Have you participated in any Money Smart Seawolves Events? No Is Selected

Q14 If no, why not?
 I wasn't aware that it existed
 I had conflicting commitments during all of their events
 I am already smart with my money
 Other, please specify

Q15 How prepared do you feel to manage your own finances when you leave Stony Brook University (e- managing debt, credit cards, paying rent, making a budget etc.)
 Fully prepared
 Somewhat prepared
 Slightly Prepared
 Not prepared at all

Q16 Rate your agreement or disagreement with the following statement: "A financial literacy course would better prepare me with the skills needed for necessary life-long learning."
 Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree
 Strongly disagree

Q17 If a Financial Literacy SBC course were added to the course curriculum, which topics would you like it to focus on? Select all that apply.
 Filing Taxes
 Managing Credit
 Taking Out Loans
 Creating a Budget
 Managing Debt

Q18 Would you prefer to take a financial literacy course in the form of a series of workshops or as an SBC course and why?
 Series of workshops, please share your reason(s):
 SBC Course, please share your reason(s):

Section D: Alumni Survey

Q1 The **Stony Brook Curriculum (SBCs)** are general education objectives incorporated into coursework in order to: demonstrate versatility, interconnectedness, pursue deeper understanding, and prepare for life-long learning prior to graduation. Examples of SBCs include GLO, TECH, STAS, SPK, etc. Even if you were in the **DEC system (Diversified Education Curriculum)** your input is still **highly valued** as it will help us gauge the impact of general education curriculums on post-college life.



The President's Council of Student Advisors is a committee of undergraduate students formed to gauge student opinions on a wide range of issues affecting students. We invite you to participate in a 6-10 question survey to improve Stony Brook University's general education curriculum (the Stony Brook Curriculum, or SBCs).

Your participation will take less than 7 minutes and is **completely voluntary and confidential**. We need **your** help in determining what changes need to be made to the SBCs. We also understand that these are unprecedented times and would highly appreciate your responses.



Display This Question:

If Class Designation Is Equal to 2010
Or Class Designation Is Equal to 2015

Q2 How did the Stony Brook's General Curriculum (DECs) impact your current endeavors since graduating including graduate school, professional programs, careers, etc?



- Extremely positively
- Somewhat positively
- Neither positively nor negatively
- Somewhat negatively
- Extremely negatively





Display This Question:

If Class Designation Is Equal to 2010
Or Class Designation Is Equal to 2015



Q3 Please consider sharing a comment about how DECs had impacted your current endeavors.




Q4 If you had to choose one course to better prepare you for your current life, post-college, what would it be and why?

Q5 How would you rate the value of having a Financial Literacy Course in your undergraduate years at Stony Brook? That is, a course about how to do your taxes, manage your credit, take out loans, make a budget, etc.

- 

 A great deal of value
 A lot of value
 A moderate amount of value
 A little value
 No value at all

Q6 Did general education courses require you to take out extra loans/independent resources?

- 
 Yes, I had to do so for most of my courses
 Yes, I only had to do so for a few courses
 No, I did not have to do so for any courses
 Uncertain / don't remember

Q7 Did you ever participate in a [Money Smart Seawolves](#) Event? Or any event at SBU engaging in the topic of financial literacy? (Money Smart Seawolves is a monthly program targeted to provide students, faculty, and staff with knowledge they need to make sound financial decisions)

- 
 Yes
 No



 Display This Question:
If Did you ever participate in a Money Smart Seawolves Event? Or any event at SBU engaging in the to... Yes Is Selected

Q8 If you found Money Smart Seawolves or similar event effective or lacking, please considering sharing a comment about why.





 Display This Question:
If Class Designation Is Equal to 2018
Or Class Designation Is Equal to 2019

Q9 How did Stony Brook's General Education curriculum (SBCs) impact your current endeavors since graduating including graduate school, professional programs, careers, etc?

- 

 Extremely positively
 Somewhat positively
 Neither positively nor negatively
 Somewhat negatively
 Extremely negatively

 Display This Question:
If Class Designation Is Equal to 2018
Or Class Designation Is Equal to 2019

Q10 Please consider sharing a comment about how SBCs had impacted your current endeavors.

Display This Question:
If Class Designation Is Equal to 2018
Or Class Designation Is Equal to 2019

Q11 Rank the following SBC+ courses from **least useful (top) to most useful (bottom) to you academically or professionally**. For these purposes, "useful" means that this class adequately prepared you for your career, graduate school, or professional program.

- Experiential Learning (EXP+) 1
- Humanities and Fine Arts (HFA+) 2
- Social and Behavioral Sciences (SBS+) 3
- Science, Technology, Engineering, and Mathematics (STEM+) 4

Display This Question:
If Class Designation Is Equal to 2018
Or Class Designation Is Equal to 2019

Q12 Rank the following SBC+ courses from **least useful (top) to most useful (bottom) to you personally**. For these purposes, "useful" means that this class helped satisfy a personal interest you had in a specific subject.

- Experiential Learning (EXP+) 1
- Humanities and Fine Arts (HFA+) 2
- Social and Behavioral Sciences (SBS+) 3
- Science, Technology, Engineering, and Mathematics (STEM+) 4