

Supporting Financial Readiness through the Creation of a Graduate Financial Education Program

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Graduate School
UNIVERSITY OF GEORGIA

University of Georgia

Founded in 1785

Land-Grant • Sea-Grant

Flagship • Research I

Fall 2018 Total Enrollment = 38,652

Undergraduate = 29,611

Professional = 1,600

Graduate = 7,441 (19%)



UGA Graduate Community

Founded in 1910

115 Doctoral degrees • 149 Master's degrees
49 Interdisciplinary degrees • 12 Online degrees

Multiple Campuses and Online

Grad Student Enrollment Fall 2018 = 7,441

Male = 41% • Female = 59%

Full-time = 72% • Part-Time = 28%

GA Resident = 51% • Non-GA Resident = 29% • Intl = 20%



Begin with the End in Mind

What is our **desired outcome**?

To improve the state of financial literacy in our graduate student community and to alleviate financial stress

What **resources** do we currently have here on campus?

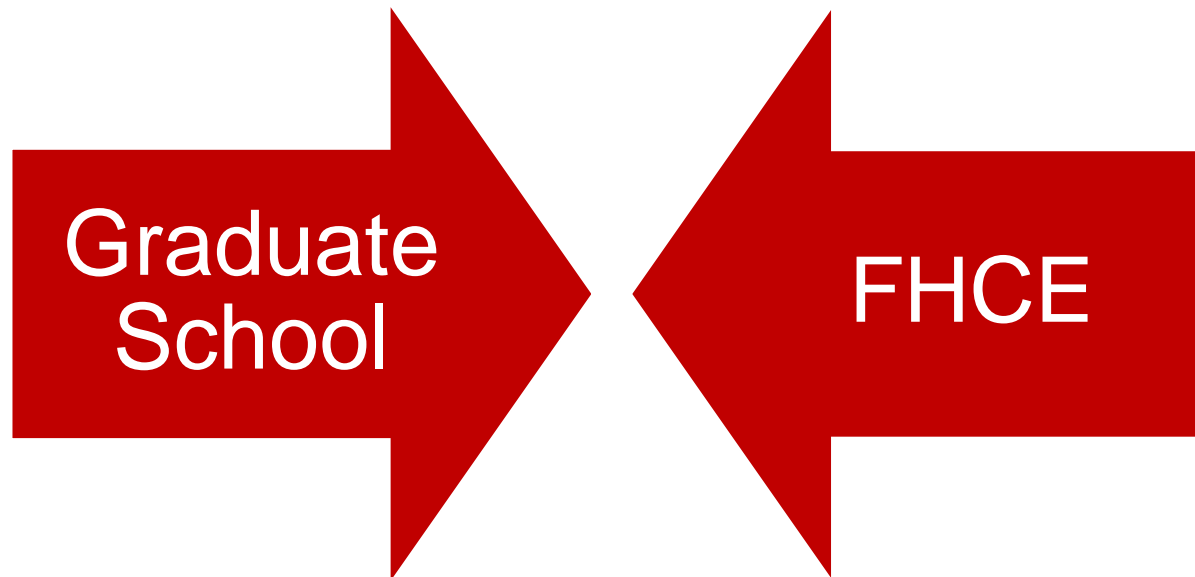
- Dept. of Financial Planning, Housing, and Consumer Economics (FHCE)
- Student Money Management Center (ASPIRE Clinic)
- Office of Student Financial Aid



Creation of a Partnership

Where should such a program be situated?

- *Department / College-level?*
- *Clinic-level?*
- *Graduate School-level?*



Creation of the Staffing Model

Who should present these workshops?

- *Volunteer?*
- *Employee?*
- *Graduate Assistant?*

Teaching: Creation and delivery of distinct workshops

Research: Write publications and provide presentations at notable conferences

Graduate
Assistant

Teaching

Research



Creating the Workshops

Initial offerings:

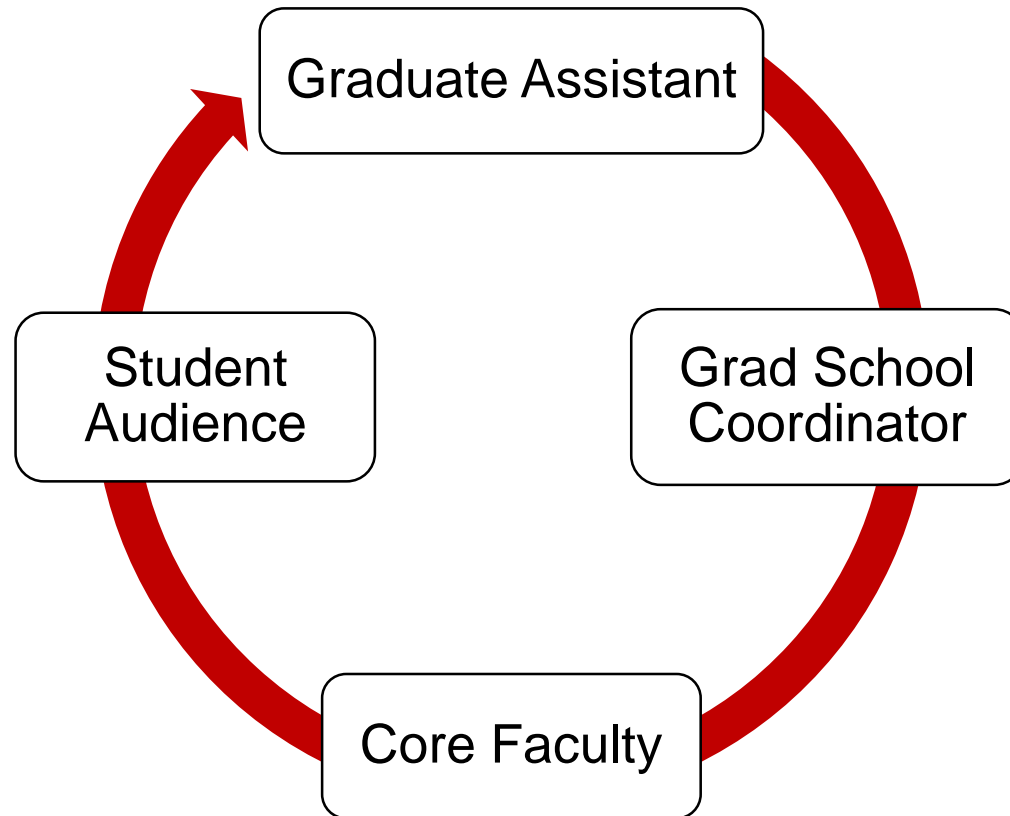
- Budgeting, Saving, and Debt Management
- Credit Report, Score, and Identity Theft
- Student Loans and Repayment Plans
- Employee Benefits

Expansion:

- Taxes (spring)
- Investing & Retirement
- Debt Management (first-gen students)



Refining Process for Each Workshop



Delivering and Marketing the Product

What is the best **mode of delivery** for these workshops?

In-Person Workshops

- Locations
- Days of the Week & Times of the Day
- Saturday Double Shot (**Spring 2019**)

Online Webinar: Partnership with the Office of Online Learning

- Online learners
- Extended Campuses
- Non-Traditional Students

Videos

- Available 24/7
- Where to host? Kaltura (**Spring 2019**)
- Closed-captioned

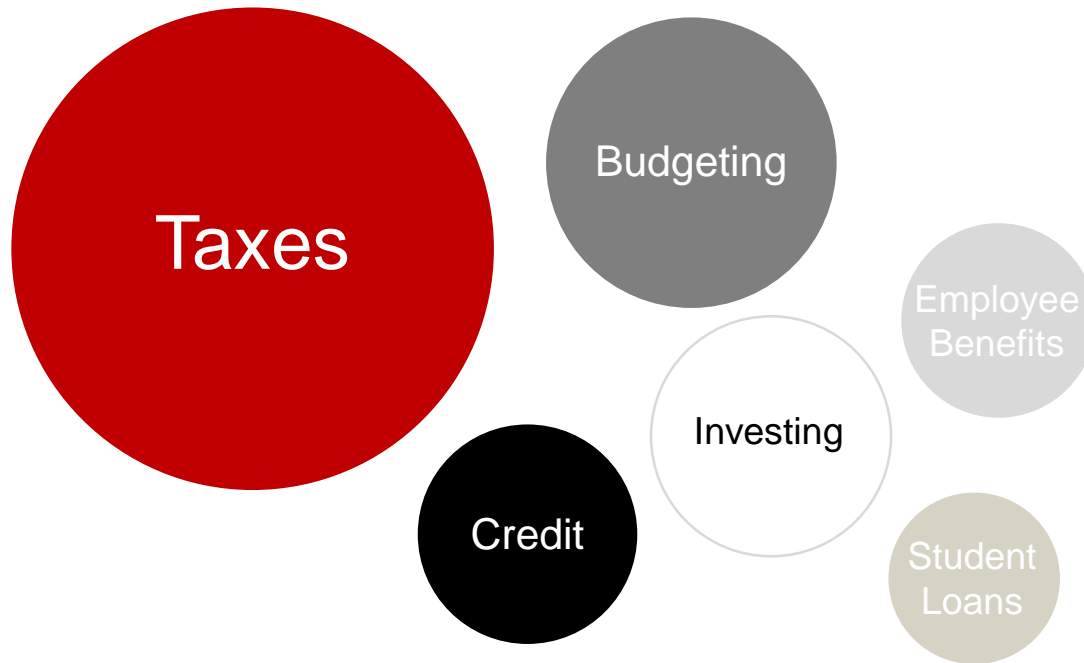


Assessment: Pre & Post Tests

- Effect of attendance on financial stress level
Spring 2018: 77% less stressed, 19% same, 4% more stressed
Fall 2018: 85% less stressed, 11% same, 4% more stressed
Spring 2019: 82% less stressed, 15% same, 0% more stressed
- Would they recommend the workshop to a friend?
Spring 2018: 100% likely to recommend, 0% unlikely
Fall 2018: 96.5% likely to recommend, 3.5% unlikely
Spring 2019: 99% likely to recommend, 1% unlikely
- Attendance by delivery type
Webinars more popular than in-person sessions
- Attendance by month
Frontload workshops so that they are offered prior to mid-terms



Average Attendance by Topic



Financial Literacy Month (April)

Create a **calendar**:

- Theme weeks on one of our topics
- Useful tips and rules of thumb
- Websites and fun money quotes
- Dates in history

Delivery mode:

- Full-month, downloadable paper copy
- Social Media (Facebook and Twitter) daily posts



