# A Deeper Understanding of University of Georgia Students' Confidence in Financial Readiness Post-Graduation

Final Report

Prepared For:

**The University of Georgia**

December 2022

Prepared By:

Team One

Marketing 4000 Research

# TABLE OF CONTENTS

# Executive Summary

Team 1 was contracted by the University of Georgia in August of 2022 to examine students' financial preparedness post-graduation. In particular, we conducted research (1) to discover the particular groups of students who were feeling underprepared (majors, schools, graduation years) and (2) to investigate what areas they felt unconfident in, (3) whether or not they used the resources provided by the UGA Career Center, (4) if they took FINA3000 or FHCE3200, and (5) whether or not they would use additional resources, if provided by UGA. The purpose of this research is to provide the University of Georgia with a valid understanding of how their students feel post-graduation regarding multiple areas of financial confidence, and whether or not they need to be doing more to help students prepare. In addition, understanding which groups of students feel more or less prepared for financial decision making can help the University of Georgia to analyze where there may need to be more focus.

**About the Research.**  We created a Qualtrics online survey to reach a sample of the population of students at the University of Georgia. We sent this survey to a wide network of students, using groups of our peers to create a large network of potential respondents. We received 48 usable responses.

**Key Results.**

- In the six areas of emphasis, the mean number of survey respondents did not exceed "somewhat confident."

- The average response of student's feelings of confidence in the 6 financial readiness areas did not exceed "somewhat confident" regardless of if they had used the University of Georgia's Career Center Resources or not.

- There is a lack of confidence in financial preparedness post-graduation regardless of which college a student studies within (Terry, Grady, Franklin, Etc).

- 100% of students who have taken FINA3000, a course focusing in finance, still would like for UGA to provide more financial resources.

- 94.7% of students responded they would like the University of Georgia to provide modules.

# Introduction

The members of Team 1 are interested in how prepared the students at the University of Georgia feel in regards to handling the financial obligations that come along with post-graduate life. The University of Georgia does not require any material completion in regards to the following topics: Budgeting, Taxes, Insurance, Developing Credit, Applying for Loans, and Utilizing Credit. Many students are within the Terry College of Business, where classes within the realm of similar finance can be taken. Those students that are within other colleges, such as the Franklin College of Arts and Sciences or the Grady College of Journalism, have other resources like the University Career Center to aid in other post-graduation obligations.

Historically, college students seem to struggle with the changing life patterns of the new responsibilities they experience during the initial phase of Post Graduation. Once they have left the University it is common for these Alumnae to feel overwhelmed or uneducated in the sense of not fully understanding how to perform these particular obligations listed above. Despite the potential of taking courses related to finance or having resources such as the career center, students seem to find themselves in these similar positions. In contrast to these efforts to help prepare students at the University of Georgia, ultimately the help does not go very far. Simply stated, the decision facing Team 1 and guiding the research effort is, **"How can we better prepare the students of the University of Georgia for post-graduate financial obligations?"**

Although many faculty members along with Team 1 members understand the lack of confidence students have, hardly any requirements or courses are available or have been created by the University. There has not yet been a system in place to better understand where students stand with the addition of these resources and how they would feel given the opportunity. As a result, we advised the University of Georgia to conduct and implement a discovery-oriented research process that aims to address the following research problems: **1.) Determine what resources students have or have not already used, 2.) Investigate how confident students are within particular realms of possible financial obligations, and 3.) Determine whether or not students would want additional resources to be provided by the University.**

On the following pages, we describe the method used, detail the results of our analyses, and offer recommendations based on our conclusions.

# Research Methods

For our study, we conducted both exploratory and descriptive research to further understand our sample and their knowledge of financial skills post-graduation.

For our **exploratory research**, we first started with a literature search. We decided to learn more about the resources already provided by the University of Georgia that deal with financial competency. We specifically focused on learning about all that the UGA Career Center has to offer like mentoring, the HandShake career tool, and TerryConnect. Furthermore, we chose to focus on two specific classes, Personal Finance 3200 and Finance 3000, within the Terry College of Business, to see if they were productive in teaching these financial skills. We also chose to educate ourselves on the alcohol safety modules that UGA requires for graduation. We wanted to know how those modules factored into a student's graduation eligibility and if something similar could be created for financial skills. The final portion of our exploratory research was student interviews; we used these to help learn which questions we should ask in our survey and descriptive research.

Our **descriptive research** was conducted using a Qualtrics survey. Our survey was made up of 20 questions based on the nominal, ordinal, and interval scales. We felt it was important to use many different kinds of questions so that we could have the best chance of collecting rich data that we could use easily and effectively in our study. The survey we created was sent out to students of The University of Georgia with a specific

wide range in hopes that the data we collected was from students in different majors, schools of study, and graduation years. We collected 48 usable responses and used them to learn about UGA students and their confidence/knowledge of the financial skills they will need post-graduation. From these 48 responses we were able to run multiple different tests to understand the data better. Test outputs can be seen in the appendices.

We felt that running both exploratory and descriptive data was very necessary seeing as we knew our results were going to be made up of primary data. The exploratory data was needed to help support the descriptive in our report. We needed it so that we knew the right questions to ask in our survey so that our data was useful. Without the knowledge we learned in the exploratory stage, we would not have been able to run a quality survey. The descriptive data was important for our results; we needed to send out that survey and run those tests and regressions so that we were able to form an opinion on the confidence UGA students had in both themselves and in UGA to teach them what they did not know. Thanks to the data we collected, we learned that UGA does not prepare students in the financial skills they need post-graduation and it was the data that showed us the need of the financial readiness modules.

# Results

## SECTION ONE: Investigate how confident students are within particular realms of possible financial obligations
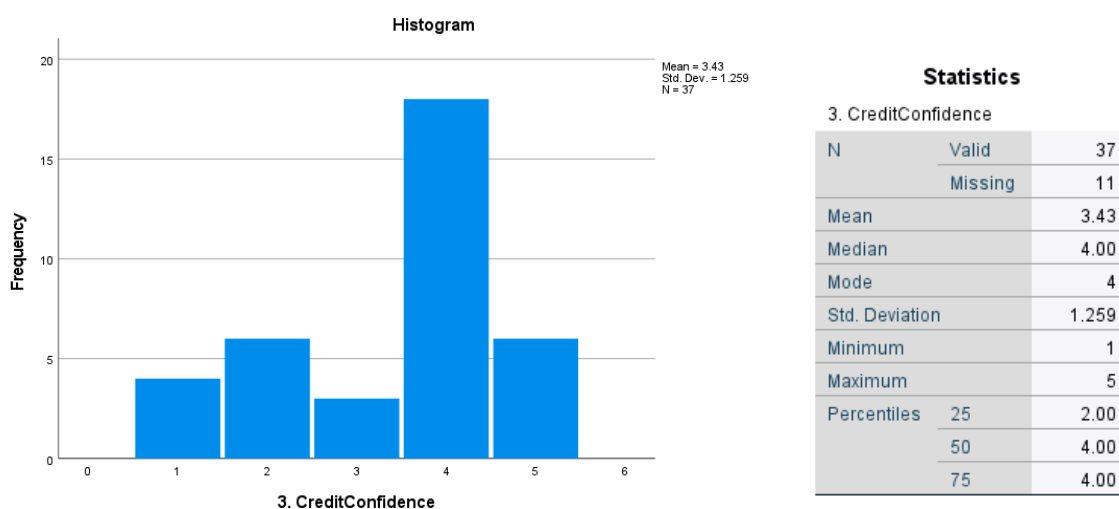
When analyzing the data, we ran histograms in descriptive statistics to show the level of confidence survey respondents feel in the six areas of emphasis we are focusing on. These six areas of emphasis include BudgetConfidence, CreditConfidence, TaxConfidence, InsuranceConfidence, LoansConfidence, and 401KConfidence. These areas of emphasis stem from questions 1.1-1.6 on the survey. The confidence levels range from 1= Not confident at all, 2= Somewhat unconfident, 3= Neutral, 4= Somewhat confident, 5= Extremely confident." **Our key result gathered from the data is that overall, students do not feel confident in the six areas of emphasis, specifically in filing taxes, choosing an insurance plan, applying for loans, and utilizing a 401K plan post-graduation. This key result is helpful in portraying that students need help in the six areas of emphasis and UGA has an opportunity to fix this problem.**
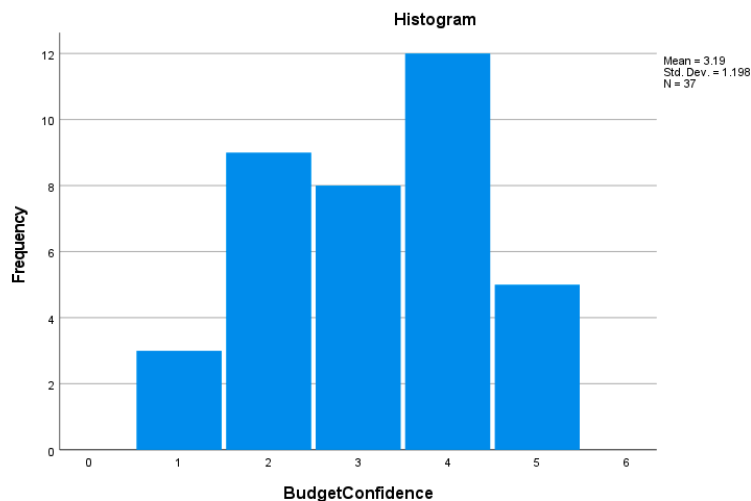


Histogram

Mean = 3.19
Std. Dev. = 1.198
N = 37

**Statistics**

BudgetConfidence

| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 3.19 |
| Median | | 3.00 |
| Mode | | 4 |
| Std. Deviation | | 1.198 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 2.00 |
| | 50 | 3.00 |
| | 75 | 4.00 |

This paragraph refers to **Figure 1.1,** which is also shown above. With BudgetConfidence, the mode was 4, indicating "somewhat confident" was the most chosen answer. The mean was a 3.19 indicating the average number of students were between "neutral" and "somewhat confident" falling closer to "neutral" in their level of confidence to budget post-graduation. **Overall, the data shows students are not extremely confident in the area of budgeting; however, the average number of students fell above "neutral."**

### Histogram

Mean = 3.43
Std. Dev. = 1.259
N = 37

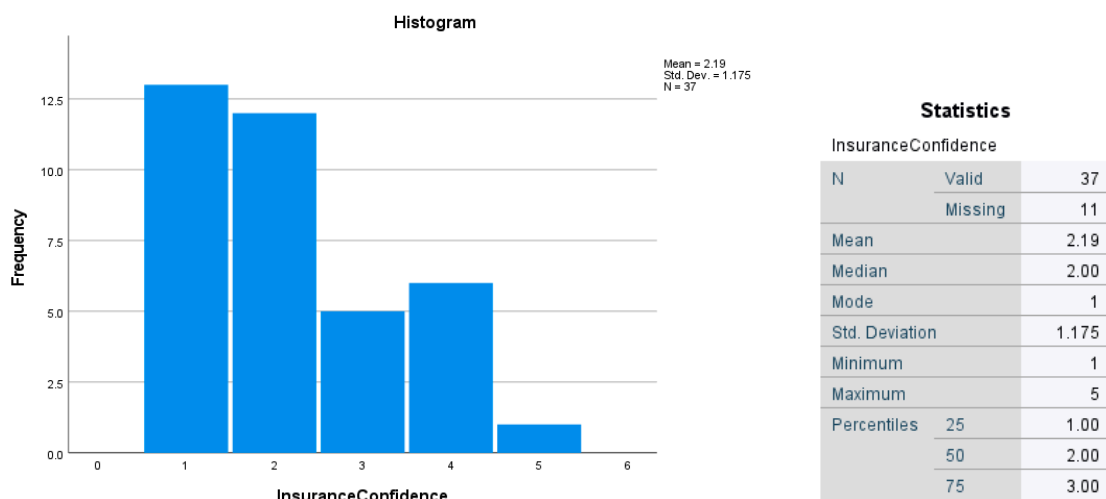| Statistics | | |
|---|---|---|
| 3. CreditConfidence | | |
| N | Valid | 37 |
| | Missing | 11 |
| Mean | | 3.43 |
| Median | | 4.00 |
| Mode | | 4 |
| Std. Deviation | | 1.259 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 2.00 |
| | 50 | 4.00 |
| | 75 | 4.00 |

This paragraph refers to **Figure 1.2**, which is also shown above. With CreditConfidence, the mode was 4, indicating "somewhat confident" was the most chosen answer. The mean was a 3.43 indicating the average number of students were between "neutral" and "somewhat confident" falling closer to "neutral" in their level of confidence to develop credit post-graduation. When comparing CreditConfidence with BudgetConfidence, the results are similar. The data shows the average number of survey respondents fell above "neutral" in their level of confidence in both budget and developing credit

post-graduation. We assumed the data would reflect these results due to students typically being exposed to these topics throughout their college years. **Overall, the data shows students are not extremely confident in the area of developing credit post-graduation; however, the average number of students fell above "neutral."**
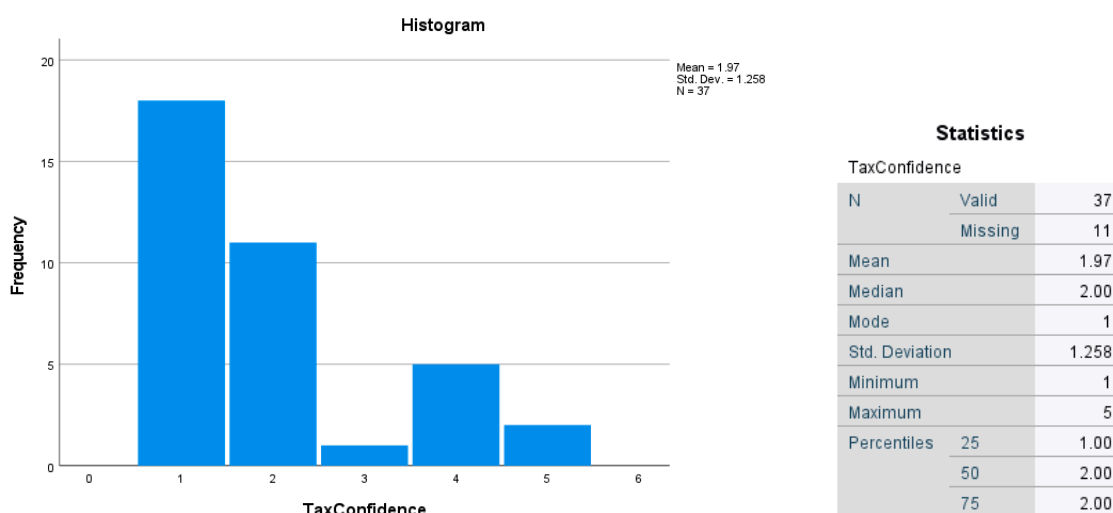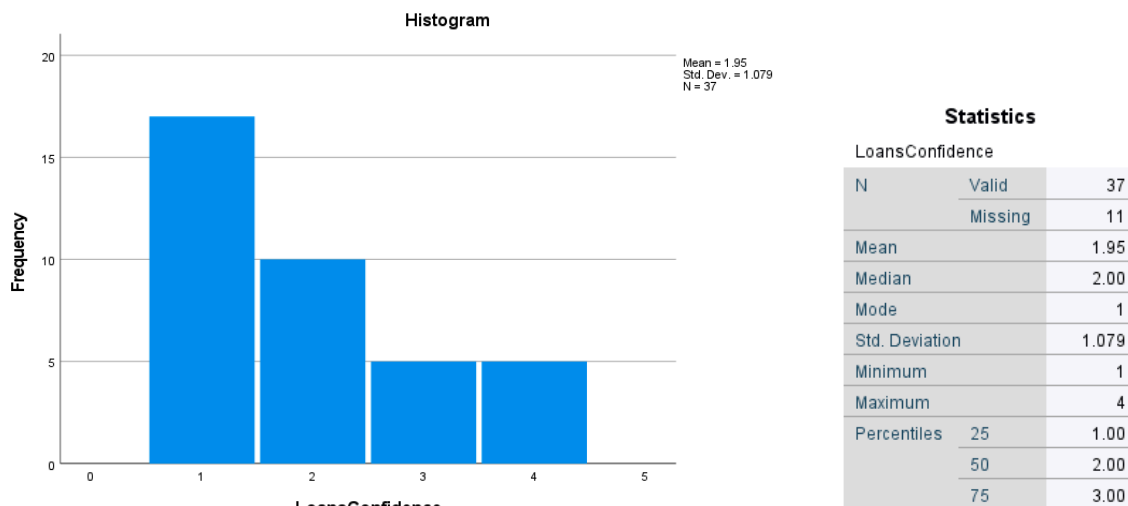


This paragraph refers to **Figure 1.3**, which is also shown above. With TaxConfidence, the mode was 1, indicating "not confident at all" was the most chosen answer. The mean was 1.97, indicating the average number of students were between "not confident at all" and "somewhat unconfident" falling near "somewhat unconfident" in their level of confidence to file taxes post-graduation. When comparing CreditConfidence and BudgetConfidence with TaxConfidence, the results are different. The data for TaxConfidence shows the mode being 1 indicating "not confident at all" whereas BudgetConfidence and CreditConfidence have the mode being 4 at "somewhat confident." The median falls at 2.00, which additionally supports the data showing the median number of survey respondents are below "neutral" in their ability to file taxes post-graduation. **Overall, the data shows, students are not confident in the area of**
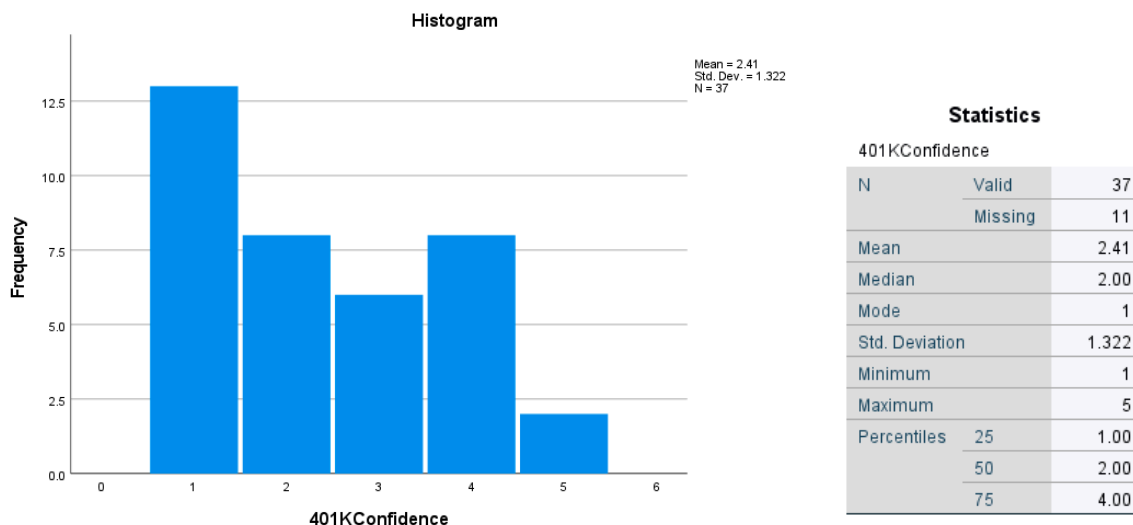
**filing taxes post-graduation with the average number of students falling below "somewhat unconfident."**

Histogram

Mean = 2.19
Std. Dev. = 1.175
N = 37

| Statistics | | |
|---|---|---|
| InsuranceConfidence | | |
| N | Valid | 37 |
| | Missing | 11 |
| Mean | | 2.19 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.175 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 3.00 |

This paragraph refers to **Figure 1.4**, which is also shown above. With InsuranceConfidence, the mode was 1, indicating "not confident at all" was the most chosen answer. The mean was a 2.19 indicating the average number of students were between "somewhat unconfident" and "neutral" falling near "somewhat unconfident" in their level of confidence to choose an insurance plan post-graduation. When comparing CreditConfidence and BudgetConfidence with InsuranceConfidence, the results are different. The data starts a trend from TaxConfidence of the mode of respondents being "not confident at all." The median falls at 2.00, which additionally supports the data showing the median number of survey respondents are below "neutral" in their ability to choose an insurance plan post-graduation. **Overall, the data shows students are not confident in the area of choosing an insurance plan post-graduation, with the average number of students falling near "somewhat unconfident."**

Histogram — Mean = 1.95, Std. Dev. = 1.079, N = 37

| Statistics | | |
|---|---|---|
| LoansConfidence | | |
| N | Valid | 37 |
| | Missing | 11 |
| Mean | | 1.95 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.079 |
| Minimum | | 1 |
| Maximum | | 4 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 3.00 |

This paragraph refers to **Figure 1.5**, which is also shown above. With LoansConfidence, the mode was 1, indicating "not confident at all" was the most chosen answer. The mean was a 1.95 indicating the average number of students were between "not confident at all" and "somewhat unconfident" falling near "somewhat unconfident" in their level of confidence to apply for loans post-graduation. When comparing CreditConfidence and BudgetConfidence with LoansConfidence, the results are different. The data continues the trend from TaxConfidence of the mode of respondents being "not confident at all." The median falls at 2.00, which additionally supports the data showing the median number of survey respondents are below "neutral" in their ability to apply for loans post-graduation. **Overall, the data shows students are not confident in the area of applying for loans post-graduation, with the average number of students falling near "somewhat unconfident."**

**Histogram**

Mean = 2.41
Std. Dev. = 1.322
N = 37

**Statistics**

401KConfidence

| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 2.41 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.322 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 4.00 |

This paragraph refers to **Figure 1.6**, which is also shown above. With 401KConfidence, the mode was 1, indicating "not confident at all" was the most chosen answer. The mean was 2.41 indicating the average number of students were between "somewhat unconfident" and "neutral" falling near "somewhat unconfident" in their level of confidence to utilize a 401K plan post-graduation. When comparing CreditConfidence and BudgetConfidence with 401KConfidence, the results are different. The data continues the trend from TaxConfidence of the mode of respondents being "not confident at all." The median falls at 2.00, which additionally supports the data showing the median number of survey respondents are below "neutral" in their ability to utilize a 401K plan post-graduation. **Overall, the data shows students are not confident in the area of utilizing a 401K plan post-graduation, with the average number of students falling near "somewhat unconfident."**

## SECTION TWO: Determine what resources students have or have not already used and how they affect confidence

In addition to the data above, we decided to run a T-test on two variables: a student's confidence level in a specific area (XConfidence) and whether or not they had used the University of Georgia's Career Center Resources (UsedCareer). We ran six t-tests in total to cover each of the confidence levels in the six areas of financial readiness which are taxes, budgeting, credit, insurance, 401k, and loans. **All of the data in Figure 2 shows the results of confidence level compared to the use of the Career Center Resources.** The confidence levels range from 1= Not confident at all, 2= Somewhat unconfident, 3= Neutral, 4= Somewhat confident, 5= Extremely confident. The Use of Career Resources show 1=No and 2= Yes.

| SUMMARY OF MEAN SCORES FROM T-TESTS | | |
|---|---|---|
| | **Used Career Resources** | **Did Not Use Career Resources** |
| **TaxConfidence** | 2.10 | 1.93 |
| **Budget Confidence** | 3.10 | 3.22 |
| **Credit Confidence** | 3.50 | 3.41 |
| **Insurance Confidence** | 2.10 | 2.22 |
| **401k Confidence** | 2.40 | 2.41 |
| **Loans Confidence** | 1.80 | 2.00 |

**The results showed the mean confidence scores of students fell below the somewhat confident answer choice in all six financial areas regardless of whether or not they had used Career Center Resources. This indicates students who used the Career Center Resources and students who did not are all lacking confidence**

**in their financial readiness, and the use of Career Center Resources does not improve confidence.**

This paragraph refers to **Figure 2.1.** The model shows a T-test run between UsedCareer and TaxConfidence level. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 1.93. Out of the 10 students who responded that they had used UGA Career Center Resources, the mean score was 2.10. **Both of these means show the confidence levels being between not confident at all and somewhat unconfident falling closer to somewhat unconfident. Neither of these means exceeded neutral confidence.**

This paragraph refers to **Figure 2.2.** The model shows a T-test run between the UsedCareer and BudgetConfidence. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 3.22. Out of the 10 students who responded that they had used UGA Career Center Resources, the mean score was 3.10. **Both of these means show the confidence levels being between neutral and somewhat confident. In addition, students who had not used UGA Career Center Resources actually had a higher mean confidence than students who had used them.**

This paragraph refers to **Figure 2.3.** The model shows a T-test run between UsedCareer and CreditConfidence. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 3.41. Out of

the 10 students who responded that they had used UGA Career Center Resources, the mean score was 3.50. **Both of these means show the confidence levels being between neutral and somewhat confident. In addition, students who had not used UGA Career Center Resources actually had a higher mean confidence than students who had used them.**

This paragraph refers to **Figure 2.4.** The model shows a T-test run between UsedCareer and InsuranceConfidence. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 2.22 . Out of the 10 students who responded that they had used UGA Career Center Resources, the mean score was 2.10. **Both of these means show the confidence levels being between not confident at all and somewhat unconfident. Neither of these means exceeded neutral confidence.**

This paragraph refers to **Figure 2.5.** The model shows a T-test run between UsedCareer and 401kConfidence. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 2.41 . Out of the 10 students who responded that they had used UGA Career Center Resources, the mean score was 2.40. **Both of these means show the confidence levels being between somewhat unconfident and neutral. Neither of these means exceeded neutral confidence.**

This paragraph refers to **Figure 2.6.** The model shows a T-test run between UsedCareer and LoansConfidence level. The T-test showed out of the 27 students who had not used UGA Career Center Resources the mean confidence score was 2.00 . Out of the 10 students who responded that they had used UGA Career Center Resources, the mean score was 1.80. **Both of these means show the confidence levels being between not confident at all and somewhat unconfident. Neither of these means exceeded neutral confidence.**

This paragraph refers to **Figure 4.1.** The model shows a regression analysis of TaxConfidence as the dependent variable, and UsedCareer as the independent variable. This model shows that if a student responded as having used the Career Center (1), their Tax Confidence (measured out of 5) increased by .174. **This displays that students who used the Career Center were slightly more likely to have stronger confidence in their understanding of taxes.**

This paragraph refers to **Figure 4.2.** The model shows a regression analysis of BudgetConfidence as the dependent variable, and UsedCareer as the independent variable. This model shows that if a student responded as having used the Career Center (1), their BudgetConfidence (measured out of 5) decreased by .122**. This displays that the students who used the Career Center were more likely to have a lower confidence in their budgeting abilities, further proving that the Career Center does not help students better understand budgeting.**

This paragraph refers to **Figure 4.3.** The model shows a regression analysis of CreditConfidence as the dependent variable, and UsedCareer as the independent variable. This model shows that if a student responded as having used the Career Center (1), their Tax Confidence (measured out of 5)  increased by .93.  **This displays that students who used the Career Center were slightly more likely to have stronger confidence in their understanding of credit.**

This paragraph refers to **Figure 4.4**. The model shows a regression analysis of 401kConfidence as the dependent variable, and Used Career as the independent variable. This model shows that if a student responded as having used the Career Center (1), their 401kConfidence (measured out of 5) decreased by -.122 . **This displays that students who used the Career Center were more likely to have lower confidence in their understanding of a 401k plan. Further showing that the Career Center does not provide the instruction of post-graduation skills.**

This paragraph refers to **Figure 4.5**. The model shows a regression analysis of LoansConfidence as the dependent variable, and Used Career as the independent variable. This model shows that if a student responded as having used the Career Center (1), their LoansConfidence (measured out of 5) decreased by -.2. **This displays that students who used the Career Center were slightly more likely to have lower confidence in their ability to understand loans.**

This paragraph refers to **Figure 4.6**. The model shows a regression analysis of InsuranceConfidence as the dependent variable, and Used Career as the independent variable. This model shows that if a student responded as having used the Career Center (1), their InsuranceConfidence (measured out of 5) decreased by -.007 . **This displays that students who used the Career Center were slightly more likely to have lower confidence in their ability to properly use insurance.**

## SECTION THREE: Determine whether or not students would want additional resources to be provided by the University

After we conducted our T-tests stated above, we decided it would be beneficial if we ran crosstabs and frequency tests concerning the confidence levels and the financial readiness modules. We ran all of the different areas of confidence against the want of the financial readiness modules and presented the findings below. All of the data in **Figure 3** shows the results of confidence level compared to the use of the Financial Readiness Modules.  The confidence levels range from 1= Not confident at all, 2= Somewhat unconfident, 3= Neutral, 4= Somewhat confident, 5= Extremely confident. The Financial Readiness Modules show 1=Yes and 2= No.

Referring to **Figure 3.1**, we found that respondents who answered the confidence questions with a "not confident at all" generally all expressed a want for some form of Financial Readiness Module. In the figure you can see that greater than 90% of all the respondents who answered with "not confident at all" had a want and need for the

Financial Readiness modules. **This shows the excitement and true need for something like the Financial Readiness Modules that we suggest be implemented because there is currently nothing like them.**

Referring to **Figure 3.2**, the "1" signifies that a respondent had used the Career Center and the "2" signified that they had not. In the figure we found that 93.1% of respondents who said they had not used the career center also had a want for the financial readiness modules. Even more importantly, we found that 100% of the respondents who said they had used the career center also wanted the financial readiness modules. **This data shows that the Career Center, while it is helpful in its own way, does not provide the necessary financial skills needed for life after college.**
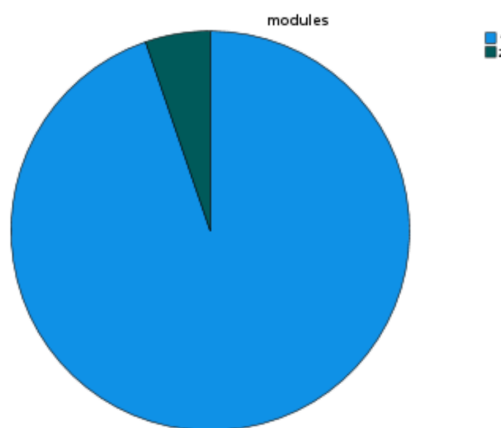


Referring to **Figure 3.3,** the model shows the frequency analysis of respondents' answers as to whether or not they would want UGA to provide financial readiness modules. Out of 38 respondents, 36 chose yes and 2 chose no. **Therefore, of the respondents 94.7% stated they would like UGA to provide these readiness modules. This indicates a clear need for the University of Georgia to provide these resources.** The responses are also visually reflected in the pie chart above.

Referring to **Figure 3.4**, the model shows after running a cross-tabulation on if students have taken FINA3000 and whether or not they wanted modules presented by UGA, it can be seen that **100% of students who have taken FINA3000 would still like to have financial-readiness modules provided by UGA**

**Limitations.** One potential limitation should be acknowledged. 26 out of the 48 survey respondents were in the Terry College of Business. We believe a reason for this is (1) the locations we sent the survey to. Team members sent the survey in Groupme chats to fellow classmates and peers, with most of them being in the Terry College of Business. Additionally, we believe (2) snowballing occurred. The survey was sent to peers and then encouraged to be passed along. The snowballing effect led to respondents sending the survey to potentially like-minded peers. This is where we can also see the reason behind the majority of respondents being in the Terry College of Business. If the study was conducted again in the future, we would find other avenues to send the survey.

# Conclusion

● Our decision problem states, "Do UGA students feel like they have been prepared to make financial decisions post-graduation?"

● We conducted both exploratory and descriptive research to gather information on the financial readiness of students post-graduation.

● When analyzing the histograms from descriptive statistics, the data shows specifically in the areas of tax, insurance, loans, and 401K respondents are majorly lacking confidence. In all six areas of emphasis, the mean number of survey respondents did not exceed "somewhat confident."

● Whether or not students have used Career Center resources has no major impactful effects on students' confidence levels in the six areas of emphasis.

● Regardless of the college a student is in, the respondents showed a lack of confidence in post-graduation financial readiness.

● Of the students who took the Finance 3000 course, 100% of the students still would like for UGA to provide more financial resources.

● Overall, the data shows students do not feel prepared for financial obligations post-graduation.

# Recommendations

1.  The University of Georgia needs to expand their financial readiness educational resources.

2.  Our team recommends the University of Georgia provides financial readiness modules that students will be required to complete before graduation.

3.  The modules will cover the six financial categories discussed in our survey: taxes, budgeting, credit, insurance, loans, and 401k.

4.  These modules will be performed on a student's own time, fully online, so that UGA does not have to hire professors to teach these courses or worry about providing classroom space.

# Appendices

## Appendix A: Data Tables

### Figure 1.1
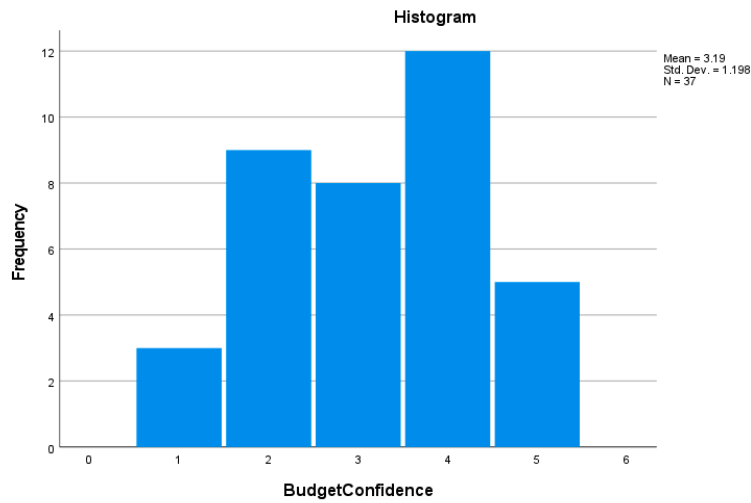


**Histogram**

Mean = 3.19
Std. Dev. = 1.198
N = 37

**Statistics**

BudgetConfidence

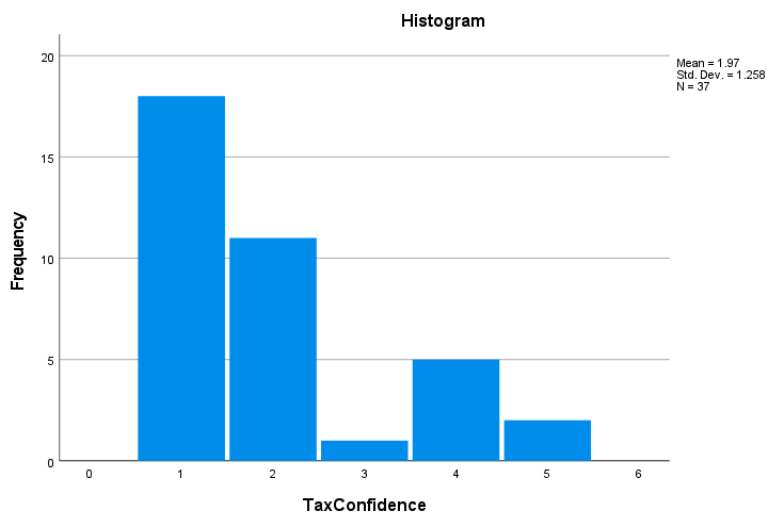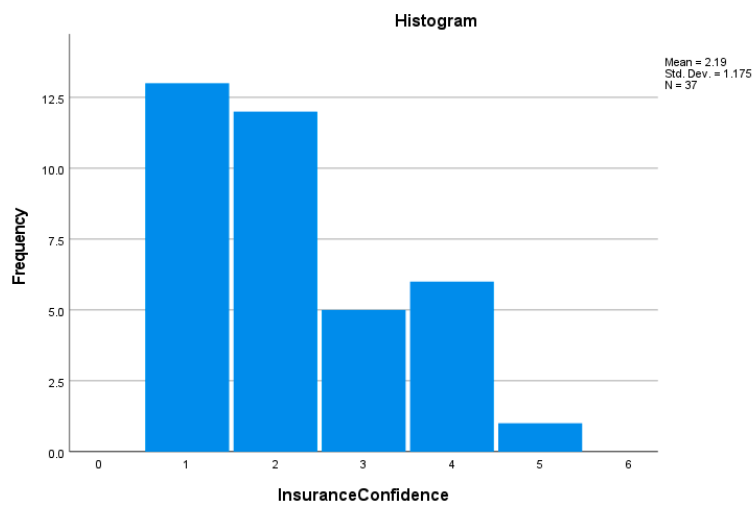| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 3.19 |
| Median | | 3.00 |
| Mode | | 4 |
| Std. Deviation | | 1.198 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 2.00 |
| | 50 | 3.00 |
| | 75 | 4.00 |

### Figure 1.2
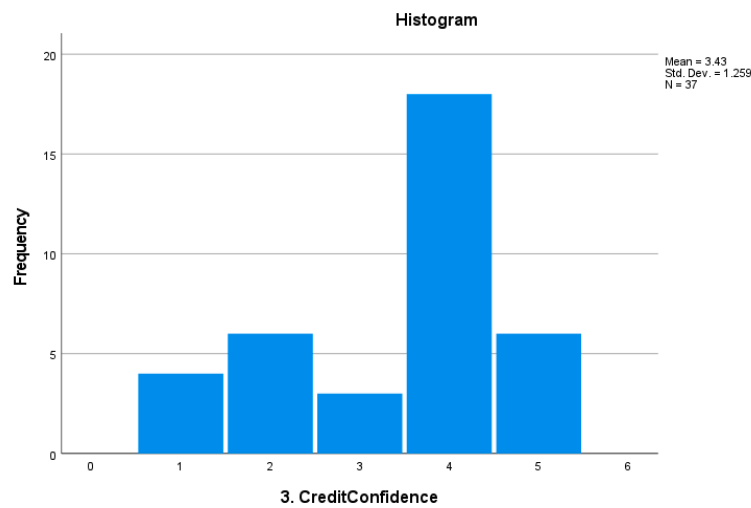


**Histogram**

Mean = 3.43
Std. Dev. = 1.259
N = 37

**Statistics**

3. CreditConfidence

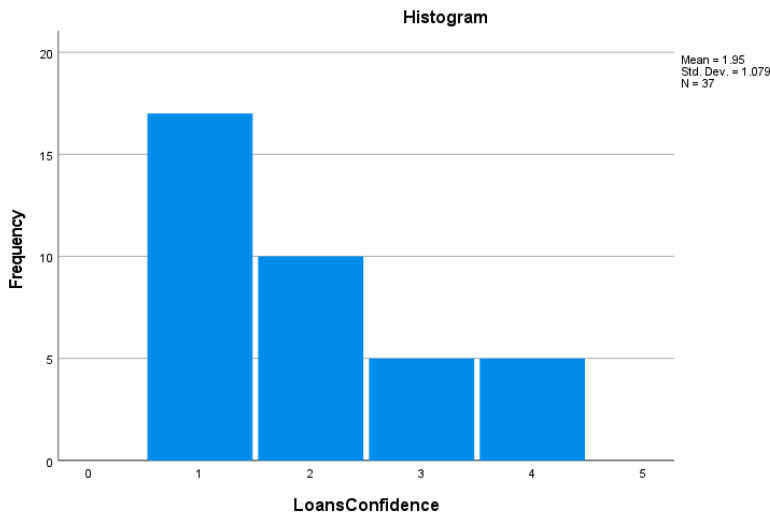| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
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| Std. Deviation | | 1.259 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 2.00 |
| | 50 | 4.00 |
| | 75 | 4.00 |

## Figure 1.3



Histogram

Mean = 1.97
Std. Dev. = 1.258
N = 37

**Statistics**

TaxConfidence

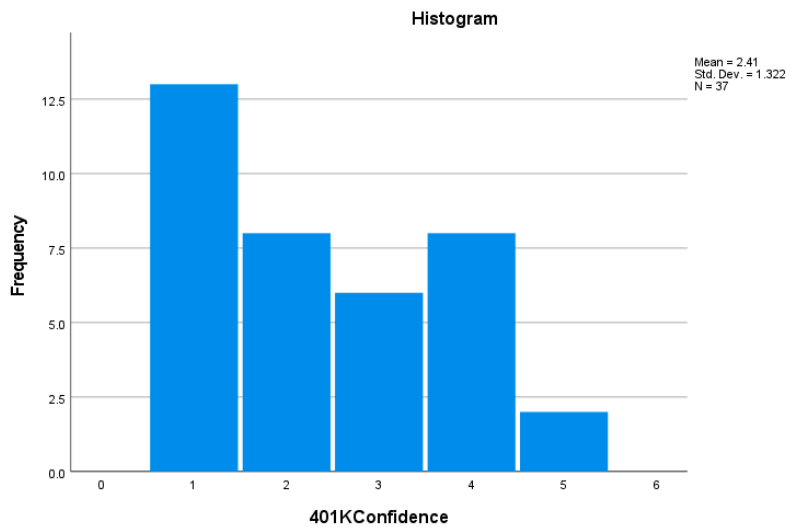| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 1.97 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.258 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 2.00 |

## Figure 1.4



Histogram

Mean = 2.19
Std. Dev. = 1.175
N = 37

**Statistics**

InsuranceConfidence

| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 2.19 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.175 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 3.00 |

**Figure 1.5**



Histogram

Mean = 1.95
Std. Dev. = 1.079
N = 37

**Statistics**

LoansConfidence

| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 1.95 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.079 |
| Minimum | | 1 |
| Maximum | | 4 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 3.00 |

**Figure 1.6**



Histogram

Mean = 2.41
Std. Dev. = 1.322
N = 37

**Statistics**

401KConfidence

| N | Valid | 37 |
|---|---|---|
| | Missing | 11 |
| Mean | | 2.41 |
| Median | | 2.00 |
| Mode | | 1 |
| Std. Deviation | | 1.322 |
| Minimum | | 1 |
| Maximum | | 5 |
| Percentiles | 25 | 1.00 |
| | 50 | 2.00 |
| | 75 | 4.00 |

**Figure 2.1**

### Group Statistics

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| TaxConfidence | 1 | 27 | 1.93 | 1.141 | .220 |
| | 2 | 10 | 2.10 | 1.595 | .504 |

### Independent Samples Effect Sizes

| | | Standardizer[a] | Point Estimate | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower | Upper |
| TaxConfidence | Cohen's d | 1.273 | -.137 | -.862 | .591 |
| | Hedges' correction | 1.301 | -.134 | -.843 | .578 |
| | Glass's delta | 1.595 | -.109 | -.833 | .621 |

**Figure 2.2**

### Group Statistics

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| BudgetConfidence | 1 | 27 | 3.22 | 1.188 | .229 |
| | 2 | 10 | 3.10 | 1.287 | .407 |

### Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| BudgetConfidence | Equal variances assumed | .246 | .623 | .272 | 35 |
| | Equal variances not assumed | | | .262 | 15.056 |

**Figure 2.3**

**Group Statistics**

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| 3. CreditConfidence | 1 | 27 | 3.41 | 1.248 | .240 |
| | 2 | 10 | 3.50 | 1.354 | .428 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| 3. CreditConfidence | Equal variances assumed | .054 | .817 | -.196 | 35 |
| | Equal variances not assumed | | | -.189 | 15.043 |

**Figure 2.4**

**Group Statistics**

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| InsuranceConfidence | 1 | 27 | 2.22 | 1.086 | .209 |
| | 2 | 10 | 2.10 | 1.449 | .458 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means |
|---|---|---|---|---|
| | | F | Sig. | t |
| InsuranceConfidence | Equal variances assumed | 1.057 | .311 | .277 |
| | Equal variances not assumed | | | .243 |

**Figure 2.5**

**Group Statistics**

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| 401KConfidence | 1 | 27 | 2.41 | 1.309 | .252 |
| | 2 | 10 | 2.40 | 1.430 | .452 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| 401KConfidence | Equal variances assumed | .000 | .989 | .015 | 35 |
| | Equal variances not assumed | | | .014 | 14.951 |

**Figure 2.6**

**Group Statistics**

| | UsedCareer | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| LoansConfidence | 1 | 27 | 2.00 | 1.109 | .214 |
| | 2 | 10 | 1.80 | 1.033 | .327 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| LoansConfidence | Equal variances assumed | .146 | .705 | .496 | 35 |
| | Equal variances not assumed | | | .513 | 17.246 |

**Figure 3.1**

| | | | | | |
|---|---|---|---|---|---|
| TaxConfidence | 1 | Count | 17 | 1 | 18 |
| | | % within TaxConfidence | 94.4% | 5.6% | 100.0% |
| | | % within modules | 50.0% | 50.0% | 50.0% |
| | | % of Total | 47.2% | 2.8% | 50.0% |

| | | | | | |
|---|---|---|---|---|---|
| InsuranceConfidence | 1 | Count | 11 | 1 | 12 |
| | | % within InsuranceConfidence | 91.7% | 8.3% | 100.0% |
| | | % within modules | 32.4% | 50.0% | 33.3% |
| | | % of Total | 30.6% | 2.8% | 33.3% |

| | | | | | |
|---|---|---|---|---|---|
| LoansConfidence | 1 | Count | 15 | 1 | 16 |
| | | % within LoansConfidence | 93.8% | 6.3% | 100.0% |
| | | % within modules | 44.1% | 50.0% | 44.4% |
| | | % of Total | 41.7% | 2.8% | 44.4% |

| | | | | | |
|---|---|---|---|---|---|
| 401KConfidence | 1 | Count | 12 | 1 | 13 |
| | | % within 401KConfidence | 92.3% | 7.7% | 100.0% |
| | | % within modules | 35.3% | 50.0% | 36.1% |
| | | % of Total | 33.3% | 2.8% | 36.1% |

**Figure 3.2**

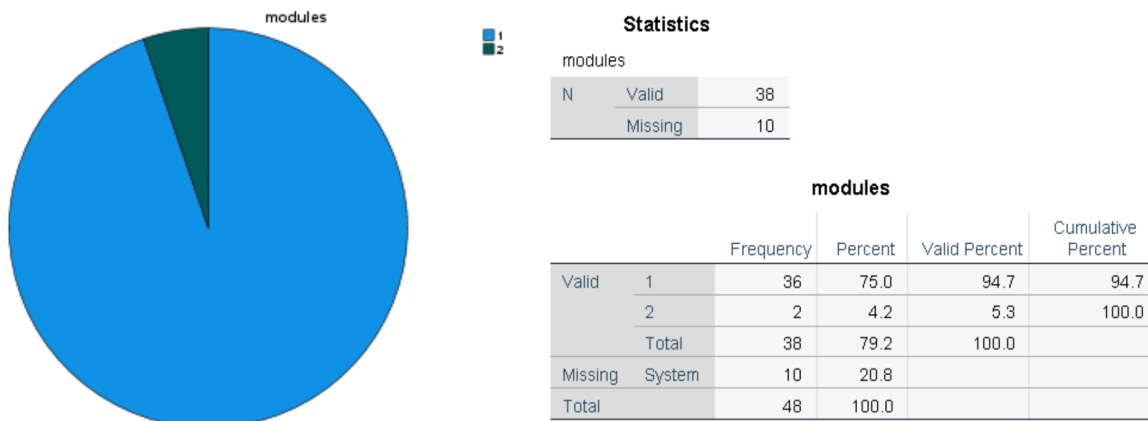| | | | | | |
|---|---|---|---|---|---|
| UsedCareer | 1 | Count | 27 | 2 | 29 |
| | | % within UsedCareer | 93.1% | 6.9% | 100.0% |
| | | % within modules | 75.0% | 100.0% | 76.3% |
| | | % of Total | 71.1% | 5.3% | 76.3% |
| | 2 | Count | 9 | 0 | 9 |
| | | % within UsedCareer | 100.0% | 0.0% | 100.0% |
| | | % within modules | 25.0% | 0.0% | 23.7% |
| | | % of Total | 23.7% | 0.0% | 23.7% |
| Total | | Count | 36 | 2 | 38 |
| | | % within UsedCareer | 94.7% | 5.3% | 100.0% |
| | | % within modules | 100.0% | 100.0% | 100.0% |
| | | % of Total | 94.7% | 5.3% | 100.0% |

**Figure 3.3**

modules

■ 1
■ 2

**Statistics**

modules

| N | Valid | 38 |
|---|---|---|
| | Missing | 10 |

**modules**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 36 | 75.0 | 94.7 | 94.7 |
| | 2 | 2 | 4.2 | 5.3 | 100.0 |
| | Total | 38 | 79.2 | 100.0 | |
| Missing | System | 10 | 20.8 | | |
| Total | | 48 | 100.0 | | |

**Figure 3.4**

**modules * FINA3000 Crosstabulation**

| | | | FINA3000 | | Total |
|---|---|---|---|---|---|
| | | | 1 | 2 | |
| modules | 1 | Count | 14 | 5 | 19 |
| | | % within modules | 73.7% | 26.3% | 100.0% |
| | | % within FINA3000 | 100.0% | 100.0% | 100.0% |
| | | % of Total | 73.7% | 26.3% | 100.0% |
| Total | | Count | 14 | 5 | 19 |
| | | % within modules | 73.7% | 26.3% | 100.0% |
| | | % within FINA3000 | 100.0% | 100.0% | 100.0% |
| | | % of Total | 73.7% | 26.3% | 100.0% |

**Figure 4.1**

**Coefficients<sup>a</sup>**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.752 | .634 | | 2.762 | .009 |
| | UsedCareer | .174 | .471 | .062 | .369 | .714 |

a. Dependent Variable: TaxConfidence

## Figure 4.2

**Coefficients<sup>a</sup>**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.344 | .605 | | 5.531 | .000 |
| | UsedCareer | -.122 | .449 | -.046 | -.272 | .787 |

a. Dependent Variable: BudgetConfidence

REGRESSION

## Figure 4.3

**Coefficients<sup>a</sup>**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.315 | .636 | | 5.214 | .000 |
| | UsedCareer | .093 | .472 | .033 | .196 | .846 |

a. Dependent Variable: 3. CreditConfidence

## Figure 4.4

**Coefficients<sup>a</sup>**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.344 | .593 | | 3.955 | .000 |
| | UsedCareer | -.122 | .441 | -.047 | -.277 | .783 |

**Figure 4.5**

**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.200 | .543 | | 4.051 | .000 |
| | UsedCareer | -.200 | .404 | -.083 | -.496 | .623 |

a. Dependent Variable: LoansConfidence

**Figure 4.6**

**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.415 | .668 | | 3.616 | .001 |
| | UsedCareer | -.007 | .496 | -.003 | -.015 | .988 |

**Appendix B: Qualtrics Link**

**https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_b14uVxGPgrcTYO2**

**Appendix C: Citations**

Center, UGA Career. *UGA Career Center*, https://career.uga.edu/.

"Courses." *UGA Bulletin - Courses*, https://bulletin.uga.edu/CoursesHome.