

Improving First-Year International Students' Money Management Skills and Knowledge

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Instructor

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Abstract:

This project describes a money management problem that undergraduate international students face and provides a prototype of an instructional solution for such a problem.

The performance problem is that students are having difficulty managing their finances therefore they are not able to pay all their bills, have enough grocery supplies, and/or they are unable to count on extra money to address unexpected emergency expenses.

The undergraduate international students lack US financial awareness regarding specific financial rules/regulations, e.g., SSN/ITIN, taxes, credit scores, currency exchange rates, and they lack general money management skills, such as identifying expenses and creating a budget. The proposed instructional solution is a two-day training session, each divided into three hours. This report will focus only on day two of the proposed training session that covers the topic of creating a budget. Eventually, learners will be formatively assessed throughout an individual project, class discussions, and a peer review activity, and their understanding and application will be assessed in a post-workshop survey and reflection quiz. In conclusion, the goal of this instructional session will be to facilitate learners in developing the knowledge and skills to create and maintain their own budget, as well as understand and utilize other general money management practices.

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Instructional Analysis: Performance Statement

Problem Statement:

International Students at Syracuse University are having difficulty managing their finances and are therefore unable to pay all their bills, have enough grocery supplies, and/or are unable to count on extra money to address unexpected emergency expenses. College students in general have difficulty managing their finances (Henry et. al., 2001), as it is often the first time they have been required to do so on their own. International students in particular are at a disadvantage (Boyland & Warren, 2013), as they are typically on extremely limited incomes and may not be familiar with certain aspects of financial literacy. The instructional analysis suggests that instruction is needed to improve knowledge and skills in all areas of financial literacy and money management including:

- U.S.-specific financial rules/regulations (e.g., SSN/ITIN, taxes, credit scores, currency exchange rates)
- General money management skills (such as identifying expenses and creating a budget)

Competent Performance:

The knowledge and skills required for international students to be considered financially literate include basic understanding of U.S.-specific financial rules/regulations (e.g. SSN/ITIN, taxes, credit scores, currency exchange rates) as well as general money management skills (such as identifying expenses and creating a budget) and the ability to find resources to gain additional knowledge or potential assistance in these areas.

Competent performance is categorized by the ability to complete the following tasks:

- Define personal financial situation (determine mandatory expenses)
- Identify current/typical costs for various types of expenses and apply to personal financial situation
- Analyze personal financial situation to determine remaining budget and allocate for other supplemental expenses (e.g., leisure expenses, savings, etc.)
- Create a budget / spending plan

Performance Problem:

This performance issue is due to a lack of both knowledge and skills. It is a lack of knowledge in that international students may not be aware of some aspects of financial management (e.g. the impact of currency conversions or the purpose of a credit score), and it is a lack of skills around general money management (e.g. identifying financial obligations, setting a budget, etc.).

This problem is important to resolve, as financial wellness and stability is a necessity to every individual, particularly those in more vulnerable positions (such as international students). The mismanagement of financial resources can lead to consequences such as poor academic performance, lifestyle changes, and even (in some serious cases) homelessness.

Analysis: Audience & Work/Learning Environments

Campus Environment:

Syracuse University is a private, research (R1) University in the city of Syracuse, NY. With a variety of different programs/majors, there is a diverse undergraduate student population, especially among international students. Though the general Syracuse area is not high-income and 80% of the student population are granted a type of scholarship, the University area itself has a wide array of socioeconomic cultures.

Audience Profile:

150 first year International undergraduate students at Syracuse University who have never been to the states before. Besides, they have very limited incomes (as the majority are on a limited stipend from a sponsor, or otherwise cannot work more than 20 hours per week, if at all). Their age range is between 18 - 25. Their immigration status stands on J1 and F1 Visas which states a gap between the two groups. J1 are not often allowed to work as their grant if from the government or other institutions which if they work, their stipends will be deducted. F1 can work, though the maximum number of hours per week is limited to 20. This could potentially help them get extra income. However, both groups have a hard time getting used to the states, so working will put more stress on them. Therefore, they need to rely on their limited stipends to make it through the month.

Learning and Working Environments:

The training sessions will be delivered in two days. It will take place at the quad on Syracuse campus. There will be two tents set up that each can hold a population between 200 - 300 people. One of them will be set up on the left side and the second one on the right side.

The purpose of the left tent will be to serve as an auditorium where all students on both days will watch a synchronous zoom session that will introduce them to the topic of financial literacy. The sitting arrangement will be distributed in 10 lines, each line composed of 15 students. There will be a space in the middle to guarantee easy access for students. Therefore, there will be five lines on the left and five on the right side. Besides, students will have access to a microphone in case they have questions along the sessions. Those online will be able to ask questions directly in the zoom chat or orally. Those in person will be handed over a mic for them to ask questions. The tent on the right side will be equipped with 23 tables that each of them will hold 6 students, which will represent a total of 138 students in person and 12 others who will be online. Besides, there will be a total of 10 facilitators who will monitor, aid, and assess students' progress regarding the activities that they will work on along the two-day training sessions.

Equipment Description:

1. Projector: Specifically designed for a 250 audience.

- Projection Screen Width: 16' 0" (4.8 m)

- Projection Screen Height: 9' 0" (2.7 m)
- Projection Screen Area: 144 sq. ft. (13.4 m)
- Overall Width: 18' 0" (5.5 m)
- Overall Height: 15' 8" (4.8 m)
- Screen Surface from Ground: 5' 11" (1.8 m)

2. Sound system

- **Playback and Public Address Speaker System:** There will be 2 Speakers at each side of the screen. These speakers project Playback and Public Address audio.

3. 150 chairs

4. 25 round tables

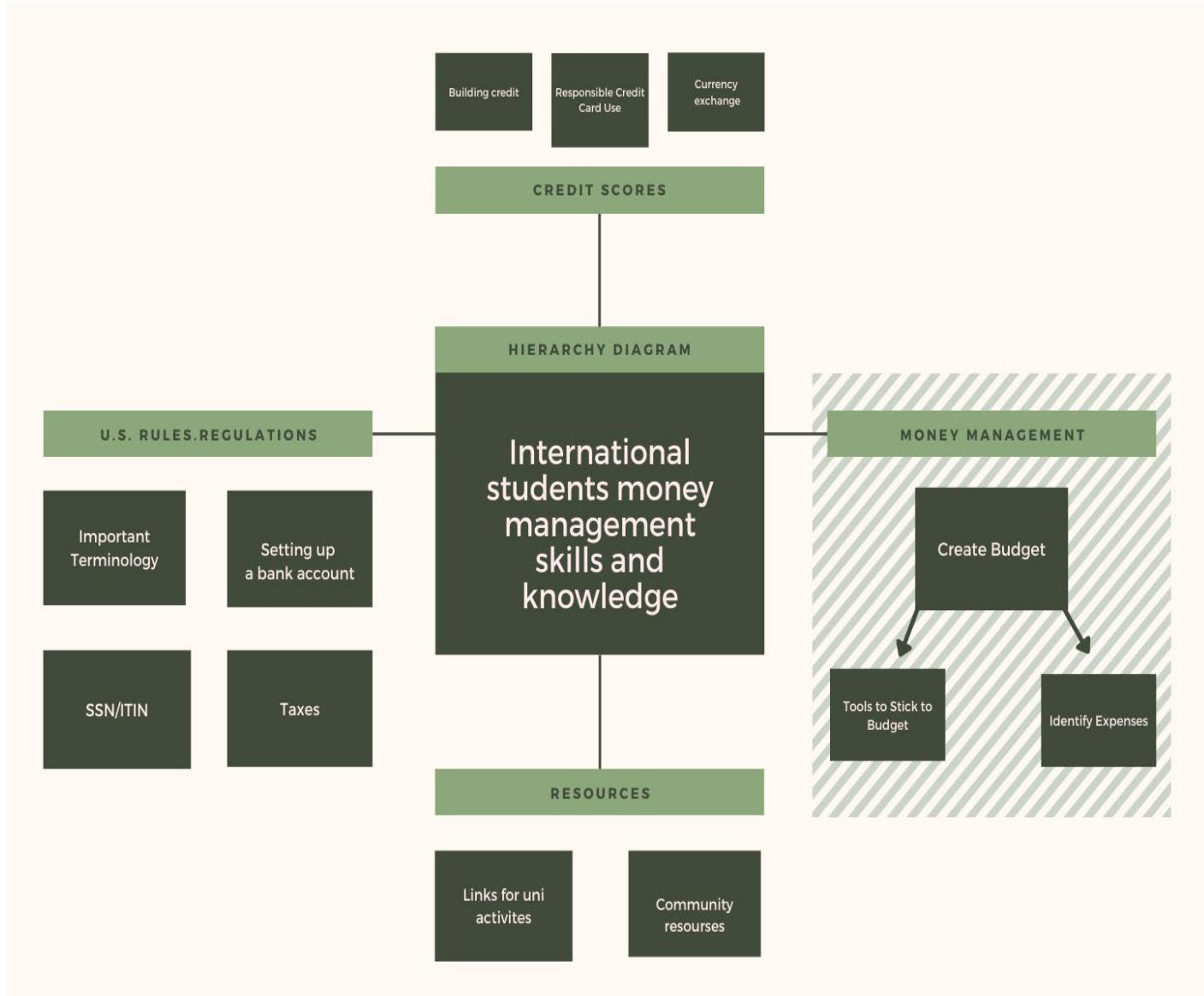
Analysis: Content Analysis

Content Analysis Overview:

The knowledge and skills required for international students to be considered financially literate include basic understanding of U.S.-specific financial rules/regulations (e.g., SSN/ITIN, taxes, credit scores, currency exchange rates) as well as general money management skills (such as identifying expenses and creating a budget) and the ability to find resources to gain additional knowledge in these areas. International students vary in their prior knowledge of this information and these skills to gather additional audience data, on day one of the two-day program, we would also request all participants to take a diagnostic survey about their current knowledge/skills in regard to money management, including a few questions about their feelings towards their money management skills. The instructional analysis suggests that instruction is needed to improve knowledge and skills in all areas of money management listed above (and referenced in the below content hierarchy).

In addition to the content which needs to be learned, we also analyzed what pre-requisite skills and knowledge are required, as this is imperative to ensuring that the learners are able to move forward with the instruction (Smith, 2004). As this instructional material is meant to be day two of a two-day program (three hours per day). Day one consists of providing knowledge and skills around definitions of important financial terminology in English; currency exchange - how it works and tools to use to calculate the exchange rates; how to set up a bank account; the difference and use of SSN or ITIN numbers and how to obtain one - as appropriate; how to complete a tax return; and the importance and use of credit scores - as well as how to build and maintain credit responsibly. As we will be focusing this project on only day two of the instruction, we will assume all students have participated in day one and are entering day two with that prerequisite knowledge and skill. This suggests that the focus of instruction on day two should be around the knowledge and skills associated with creating and maintaining a monthly budget. See diagram on the following page.

Content Hierarchy:



Shaded area indicates the focus for instruction based on identified performance gaps.
Instructional support is required to:

- Learn to identify expenses for a budget
- Create a budget
- Identify tools and resources to stick to the budget

Design – Content, Instructional Goals, Objectives, Assessments

Summary of Relationships Among Performance and Content:

Performance	Content
Define personal financial situation (determine mandatory expenses) Lower order thinking – Recall/identify current finances.	List current mandatory expenses (e.g., rent, utilities, phone bill, groceries, insurance, transportation costs, etc.).
Identify current/typical costs for various types of expenses and apply to personal financial situation Lower order thinking – identify and apply knowledge of costs of various expenses to personal financial situations.	Explore and describe various costs of typical expenses in the area (e.g., search for current rental opportunities or grocery costs/sales, etc.).
Analyze personal financial situation to determine remaining budget and allocate for other supplemental expenses (e.g., leisure expenses, savings, etc.) Higher order thinking - analyze remaining expenses and allocate to savings or leisure.	They must make a list of the remaining expenses and know the financial situation of the city and how to facilitate your expenses based on personal financial situation and with assistance from the facilitator
Create a budget / spending plan. Higher order thinking - creating a budget plan.	Students will create their own budget/spending plan, based on their personal financial situation.

Instructional Goals:

- To facilitate learners in developing the knowledge and skills to create and maintain their own budget, as well as money management practices.

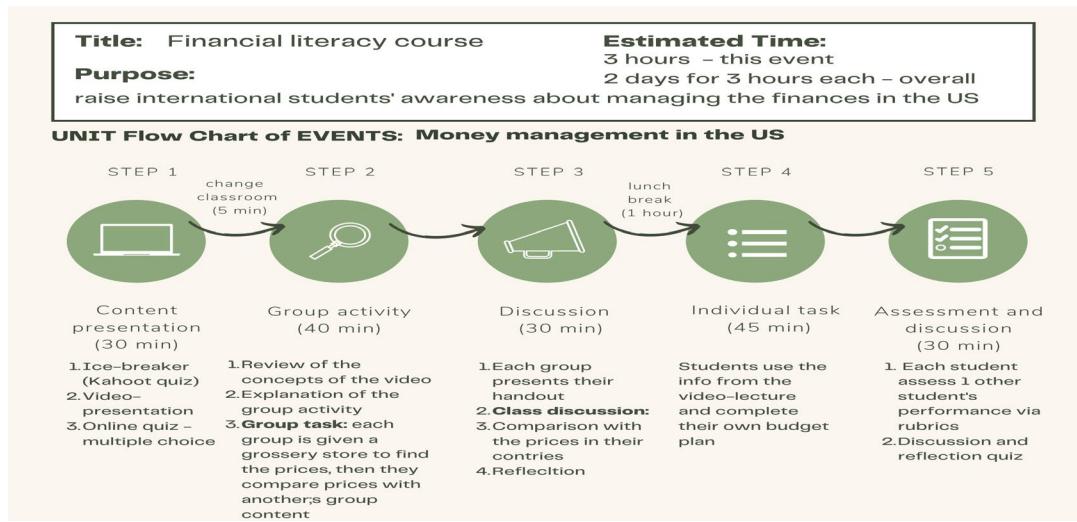
Learning Objectives:

1. Learners will be able to define their personal financial situation and recall/identify mandatory expenses
2. Learners will be able to identify current/typical costs for various types of expenses and apply to personal financial situation
3. Learners will be able to analyze their personal financial situation to determine remaining budget and allocate for other supplemental expenses (e.g. leisure expenses, savings, etc.)
4. Learners will be able to successfully create a budget/spending plan based on their individual situation/circumstance.

Summary of Relationships Among Goals, Objectives, and Assessments:

Instructional Goal	Learning Objectives	Learning Assessment
To facilitate learners in developing the knowledge and skills to create and maintain their own budget.	<ol style="list-style-type: none">1. Learners will be able to define their personal financial situation and recall/identify mandatory expenses2. Learners will be able to identify current/typical costs for various types of expenses and apply to personal financial situation.3. Learners will be able to analyze their personal financial situation to determine remaining budget and allocate for other supplemental expenses (e.g., leisure expenses, savings, etc.)4. Learners will be able to successfully create a budget/spending plan.	<ol style="list-style-type: none">1. Learners select the best choices regarding financial terminology in a quiz on money management.2. Learners select the most relevant information from a handout according to everyone's profile that holds key information regarding the prices of food in different grocery stores, apartment price and location range.3. Learners will make a budget and present reasons for their choices to each other regarding the information from the handout provided.4. Learners will self-evaluate their mastery of the content and how helpful it was for them in a google form (post-workshop survey - reflection quiz)

Development: Storyboard Set



STORYBOARD

Title: Financial literacy course Purpose: raise international students' awareness about managing the finances in the US	Estimated Time: 2 days for 3 hours each
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Content:



A lot of individuals **struggle** with managing their finances when they start university for the first time. As a result, this skill becomes crucial when moving to a country where more than 20 hours per week is disallowed. With their diverse cultural backgrounds, **international students are required to take extreme caution** when it comes to managing their own finances.

Target audience:

First-year international undergraduate students at Syracuse University on limited incomes, age ~18–25 y.o.

Overview:

To develop students' financial literacy in the context of American culture, this project will be implemented as a part of the university pre-academic program. During the two-day program, students will work with the facilitator, in groups and individually to (1) understand more about managing the finances in general and in the US in particular, (2) work in groups to make a handout with the average prices for basic goods and develop their own financial plan to rely on when start studying.

STORYBOARD

Title: Financial literacy course Purpose: raise international students' awareness about managing the finances in the US	Estimated Time: 2 days for 3 hours each
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Content learning assessments:

At the beginning of the course, students are given a quiz (diagnostic assessment) to assess their level of confidence about managing the finances to understand the target audience better; during the second-day students' knowledge on the money management topic is checked after the presentation via Blackboard quiz (formative assessment) work on 2 projects (group and individual ones) both of which are peer-reviewed and assessed by the facilitator as well. Students present their group work in class and share their ideas, individual works are discussed in small groups first, and then the major conclusions are made altogether. At the end of the event, students self-evaluate their work with the reflection quiz.

Resources required for UNIT:

internet connection, laptops, Zoom, websites, Blackboard (LMS)

Facilities required for UNIT:

Classroom for the presentation and breakout rooms, online-class

Stakeholders:

The learners, the facilitators, the content experts, Syracuse University

STORYBOARD

Title: Financial literacy course

Estimated Time:

2 days for 3 hours each

Purpose:

raise international students' awareness about managing the finances in the US

Expected UNIT outcomes:

Students at Syracuse University will learn about money management in the context of their culture. The university's pre-academic program will include this activity. In addition to working with the facilitator one-on-one, students will also work in groups over the two-day program agenda.

- (1) Gain a better understanding of financial management in general and in the United States in particular.
- (2) Students work in groups to create a hangout and complete understanding of typical costs for fundamental commodities and design their own financial plan on which they may rely when they begin their academic studies.

Key UNIT content:

Instructional material is meant to be day two out of a two-day program. We assume that during day one some of the aspects of financial terminology and the US financial system would be covered, and we are focusing on day two of the instruction, where knowledge and skills associated with creating and maintaining a monthly budget will be covered. Therefore, unit content can be divided into several parts: (1) information presentation (2) working on a group project to create a hangout (3) discussion (4) individual money-management project

Title: Financial literacy course

Estimated Time:

2 days for 3 hours each

Purpose:

raise international students' awareness about managing the finances in the US

Content Hierarchy:



STORYBOARD

Title: Financial literacy course

Estimated Time:

2 days for 3 hours each

Purpose:

raise international students' awareness about managing the finances in the US

Brief event description:

- Content presentation (30 min): presenting/reviewing strategies of creating the budget
- Group activity (40 min): making the handout with financial information
- Discussion (30 min): comparison of the data and prices
- Individual task (30 min): developing their own budget
- Peer-assessment in small groups and discussion (30 min)

Unit title: Money management	Estimated Time for the EVENT: 40 min
EVENT title: Content presentation	
	<p>Event description:</p> <ul style="list-style-type: none"> Ice-breaker activity – Kahoot about the US prices Recorded presentation (15 min) with, learning objectives, Money Management (MM) techniques and resources for MM Quiz in Blackboard <p>Event deliverables: Students take notes on a taught topic Quiz on MM (time limit, 2 submissions max)</p> <p>Event required resources: Learning management system (Blackboard) for uploading course content Recorded presentation with the voice (10–15 min) Kahoot about the US prices</p> <p>Event primary/sub-learning objectives: Learners will be able to identify what is money management and what it consists of Learners will be able to describe important concepts for financial management</p> <p>Event primary content points: General definition of money management English terminology for financial management Money management strategies</p>

Unit title: Money management	Estimated Time for the EVENT: 40 min
EVENT title: Group activity	
	<p>Event description: Group task: <ul style="list-style-type: none"> Review key concepts from the previous activity for money management Use the resources presented with the sites and prices in the US Analyze the sites and find the information to complete the handout Exchange the handout with another group and compare the prices Facilitator: monitor and assist if needed</p> <p>Event deliverables: Students create the handouts with the prices for basic products and compare the prices</p> <p>Event required resources: Learning management system (Blackboard) for uploading course content Computers, Shared documents Handout template, sites and resources from Blackboard</p> <p>Event primary/sub-learning objectives: Learners will be able to identify the differences in prices in different stores/companies Learners will be able to discern the cost of products in the US</p> <p>Event primary content points: Average prices for basic products Prices comparison between the stores and companies Reliable places for shopping</p>

Unit title: Money management	Estimated Time for the EVENT: 30 min
EVENT title: Discussion	
	<p>Event description:</p> <ul style="list-style-type: none"> each group of students present their handout and comparison based on the other groups' one facilitator asks questions regarding the prices in their country, surprising facts about the prices in the US students reflect on the previous activity and its outcomes <p>Event deliverables:</p> <ul style="list-style-type: none"> Students discuss the prices in the US Students develop an understanding of other people's cultures throughout the discussion <p>Event required resources: Whiteboard Handouts from previous activity</p> <p>Event primary/sub-learning objectives: Students will be able to compare prices in their country and the US Students will be able to distinguish their cultural differences</p> <p>Event primary content points: Group activity presentation Discussion of the activity and its outcomes Comparison of the prices in different countries</p>

Unit title: Money management

Estimated Time for the EVENT:

45 min

EVENT title:
Individual task



Clarifying notes on event:

- prepare advanced organizers

Event description:
• students get advanced organisers with information from the video lecture
• each student develops their own budget plan, based on the lecture and the handout with prices
• students use the rubrics for peer-to-peer assessment

Event deliverables:
Students create their own budget plan
Each student analyzes at least one budget plan

Event required resources:
Learning management system (Blackboard) for uploading course content
Laptops, internet, shared docs (for assessment)
Advanced organizer

Event primary/sub-learning objectives:
Students will be able to manage their own finances, based on the information learned
Students will be able to assess the budget plan and give comments on it

Event primary content points:
Personal budget development
Evaluation of a peer's budget

Unit title: Money management

Estimated Time for the EVENT:

30 min

EVENT title:
Assessment and discussion



Clarifying notes on event:

- prepare the quiz
- prepare the discussion/reflection questions

Event description:
• 2 volunteers present their plan in front of the class, other students provide feedback with the facilitator
• students complete google form with the finalised version of their budget plan and the reflection quiz
• students discuss their strong and weak points regarding their personal budget
• workshop summary and efficiency discussion

Event deliverables:
Reflection quiz (Google forms)
Review of the financial management strategies
Review of the personal budget planning

Event required resources:
Google Forms
Laptops, Internet
Whiteboard

Event primary/sub-learning objectives:
Learners will be able to self-evaluate their budget based on the comments to their peers
Learners will be able to review all information they learned on the workshop

Event primary content points:
Budget plan evaluation
Money management strategies discussion
Workshop review and reflection

Implementation: Dissemination Plan

This course will be launched at the start of the fall semester on orientation day; students will be informed through their university email to verify the date and location of the course, which will be offered in-person and synchronously for those who are unable to attend in person.

This event will be held at the Syracuse University quad, where two tents will be put up.

All resources will be accessible, including (200-300 seats and 23 tables), projects, computers, microphones, headphones, and instructional brochures about the course. Students will be asked to bring their own laptops or other devices. There will be a team of technological experts on hand to identify and resolve any potential issues, especially since some participants will be ready to join from afar.

In this section, we will have ten facilitators that will hold this training for 150 international students. The facilitators will use the guidelines to teach students how to manage their finances during their University journey. These instructions will be carried out over two days divided into three hours for each session. The content of the unit can be divided into several parts: (1) an information presentation, (2) working on a group project to create a hangout, (3) discussion (4) an individual money management project. During the first day, some financial terms and the US financial system will be covered. Students will also be given a test to assess their confidence in managing finances to understand their target audience better. During the second day, knowledge and skills associated with creating and maintaining a monthly budget will be covered.

During the day, two students work on two projects, both of which are peer-reviewed and evaluated by the facilitator as well. Students present their group work in class and share their ideas; for the individual assignment, they use the audio chat tool to speak and give video commentary to each other.

People Responsible for Disseminating Information:

The following list summarizes the role of the main stakeholders involved in this project.

Facilitators

Due to their past experience and capacity to interact with the new students, postgraduate students will facilitate this course. There are no financial charges associated with bringing in facilitators, and also, there is no need for bringing facilitators from outside the university.

The primary responsibility of the facilitator is to incorporate instruction into lesson plans and provide instruction to students. It is up to the facilitator to find and organize audio files, provide worksheets, and activate the important terminology of the subject matter for students.

The Orientation Day organizers (such as department chairman and administrators) will monitor training, promote the implementation, and support the assessment process.

Instructional Designers will be in charge of fostering acceptance, evaluating research, and modifying the program to meet the demands of students' awareness and comprehension.

Technical staff will support any problems that arise during implementation in the community engagement room or cover tent (such as technological issues). In that case, technical staff will be in charge of troubleshooting, guidance and will check in with facilitators and students at least once throughout each session.

Financial management at Syracuse University will work up a plan to ensure that everything is in place, financially.

Evaluators will be present to support assessments throughout the instructional program and at the end of the learning process.

New students' Active participation in the whole learning process.

Training of Trainers:

The training of postgraduate students who will facilitate this training course acts as a constant motivation for postgraduate students to develop their personal and scientific skills and fosters a spirit of teamwork among them in order to obtain the most competent and effective form as trainers at the scientific and professional level.

Trainer Development

1. The trainer develops the ability to handle training sessions effectively.
2. To be capable of developing a whole training program.
3. To be a good public speaker and have excellent presenting abilities.
4. The capacity to understand the learners' psychological states and mental images and how to fix them during the training process.
5. Perfect use of body language.
6. Organizing and facilitating panel discussions, workshops, and discussion groups.

Diagnostics and Troubleshooting:

Identify and correct errors

- When one or more of the devices fail, there will be 40 spaces available to use.
- If the facilitator is unable to attend the course, a substitute facilitator will be provided.
- If the student cannot attend, there will be someone on hand to provide them with the fundamental information they need.
- If students encounter any difficulties when attempting to access Blackboard, they will be assisted in resolving the issue.
- For students who have trouble managing their finances, an expert from the financial administration will be available to assist them in developing a strategy that works for them.
- Having a language barrier will cause communication issues. By allowing international graduate students to assist, it simplifies the process for each and every new student.

Evaluation: Formative and Summative Evaluation Plan, Cost Benefit

Overall Evaluation Plan:

Throughout the creation of the program, and its components (activities, presentations, assessments, etc.) we would perform formative evaluations on all relevant materials. The formative evaluations would include feedback from content experts, sample learners, and observation of the activities in progress by the facilitator. Using the feedback from the various formative evaluations, we would modify the components as appropriate, to ensure there is consistency across goals/objectives, activities, and assessments.

Upon the initial offering of this workshop, we would then conduct a summative evaluation to determine the overall satisfaction of the learners/participants and the effectiveness of instruction (via learning assessment). The summative evaluation would provide us with information as to potential changes that should be made to the instruction itself for the next year's offering.

Formative Evaluation (during development process to develop effective instruction)

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
Content Presentation	Clear content Logical flow Effective graphics Resources (text, websites) Level of learner interaction Effectiveness of presentation	Survey Observation Focus group	Learners & Content Expert Facilitator Learners
	Instructions clear Aligns with content Aligns with expected outcomes	Document analysis	Learners Facilitator Content Expert
Group Activity	Instructions clear Aligns with content Aligns with expected outcomes Effectiveness of activity Motivation/Enjoyment Level of Learner Interaction	Document analysis Focus Group Observation	Content Expert Learners Facilitator
	Instructions clear Aligns with content Aligns with expected outcomes Appropriate resources provided Effectiveness of activity Motivation/Enjoyment Level of Learner Interaction	Document analysis Focus Group Observation	Content Expert Learners Facilitator
	Instructions clear Aligns with content Aligns with expected outcome Effectiveness of activity Motivation/Enjoyment Level of Learner Interaction	Document analysis Focus Group Observation	Content Expert Learners Facilitator
Assessment & Discussion	Instructions clear Aligns with content Aligns with expected outcome Effectiveness of activity Motivation/Enjoyment Level of Learner Interaction	Document analysis Focus Group Observation	Content Expert Learners Facilitator

Summative Evaluation (impact of instruction on learners/performance after instruction)

Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
Overall Learner/Participant satisfaction	<p>⇒ What are the three most valuable/relevant topics that were covered today?</p> <p>⇒ How confident do you feel in applying these Money Management (MM) skills to your personal finances in the future?</p> <p>⇒ How would you rate your satisfaction with this workshop?</p>	Post-workshop survey	To determine if we need to modify instruction to increase the attractiveness of the program (motivation/ interest to participate), quality, and/or effectiveness of the instruction.
Learning assessment	<p>⇒ Definitions of terminology</p> <p>⇒ Case study/scenario questions to show practical application of skills</p>	Reflection quiz	To determine if changes are needed to content, focus, or presentation to increase the effectiveness of the instruction.

Cost-benefit Analysis (cost-benefit for suggested instruction.)

Costs associated with implementation (Personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (Financial, resources, quantitative and qualitative)
<p><u>Initial start-up costs:</u></p> <ul style="list-style-type: none"> ▪ Cost of development of materials for activities and assessments (75 hours - grad students from ID & Maxwell) ▪ Cost of facilitator resources (10 hours - grad students from ID & Maxwell) ▪ Development of train the trainer materials (40 hours - grad students from ID & Maxwell) <p><u>Annual costs:</u></p> <ul style="list-style-type: none"> ▪ Cost for printed materials ~\$500 ▪ CART Services ~\$400 ▪ Facility rental - No cost/ must reserve through the University Registrar's Office ▪ Time spent training the trainer (4 hours x 10 trainers) ▪ Equipment rental (obtain laptop cart) - No cost/ must reserve through University Learning Environments 	<p><u>Benefits to Students:</u></p> <ul style="list-style-type: none"> ▪ Students will leave the program prepared to set up their own financial profile in the U.S. (e.g., bank account, SSN/ITIN, credit score, tax withholdings, etc.) ▪ Students will be prepared for the next phase of life (moving off campus) and will be capable of managing their finances independently. ▪ Students will know what resources are available (and how to access them) to help them make informed and positive decisions when it comes to their finances. <p><u>Benefits to the University:</u></p> <ul style="list-style-type: none"> ▪ The University will spend less money in "emergency funds" for student needs, as students will have their own savings or emergency expense fund. ▪ The University will see less "melt" in matriculations due to international student funding issues/ inability to cover costs of tuition and living expenses.

Cited References

- Boyland, J., & Warren, R. (2013). Assessing the financial literacy of domestic and international college students. *MBA Student Scholarship, Paper*, 18.
- Henry, R. A., Weber, J. G., & Yarbrough, D. (2001). Money management practices of college students. *College Student Journal*, 35(2), 244-244.
- Smith, P. L. (2004). *Instructional design* (3rd Edition). Wiley Global Education US.

Final Report Checklist

Final Report Checklist

Front Matter (2 pages)	X Title page and Table of Content present X Effective Abstract (good grammar, spell checked)
Analysis (½ page)	X Required components present (problem statement, content analysis) X Supporting graphics, charts, clear and accurate X Section conforms to length guidelines X Grammar, spelling, format check
Design (2 pages)	X Required components present (instr. strategies, resources, assessments) X Supporting graphics, charts, clear and accurate X Section conforms to length guidelines X Goals, objectives, activities, assessments align and address identified gap X Grammar, spelling, format check
Development (4 pages)	X Required components present X Supporting graphics, charts, clear and accurate X Prototype clearly demonstrates design of instruction X Section conforms to length guidelines X Grammar, spelling, format check
Implementation (1 page)	X Required components present (dissemination plan) N/A Supporting graphics, charts, clear and accurate X Section conforms to length guidelines X Grammar, spelling, format check
Evaluation (1 page)	X All required components are present (formative/summative; cost/benefit) X Supporting graphics, charts, clear and accurate X Section conforms to length guidelines X Grammar, spelling, format check
Appendices (End matter)	X References section is BEFORE appendix A, in APA style N/A Supplemental Appendixes referenced in body of report N/A Supporting graphics, charts, clear and accurate in Appendixes X Grammar, spelling, format check
Formatting Overall	X Final checklist attached after LAST appendix X All sections are written in a professional manner X 12 pt. Times New Roman font is used in main text, (tables can be 10pt) X APA formatting is followed in citations X Graphics and/or diagrams are used effectively X Report is formatted into one file (pdf)
Overall Report Content	X Performance problem is clearly described X Analysis supports recommendation for instructional solution X Instructional Design solutions address gaps identified in Analysis X Development plan addresses Design specification X Implementation plan aligns with Analysis and Design plan X Evaluation plan aligns with instruction and performance problem X Flow of messages among sections and performance problem are clear
