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Student-Athlete Development Life 4 Success Program

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Student-Athlete Development: Life 4 Success

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Creative Component

GPIDEA Youth Development Master's in Family and Consumer Sciences Program

Iowa State University

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Introduction

Purpose: Why Should Anyone Care About Student-Athlete Development?

Out of 8,000,000 potential student-athletes entering college only 480,000 compete at NCAA-sanctioned schools annually. Of those 480,000 less than two percent go on to play a professional sport. Yet, 86% of Division I Athletes, 71% of Division II athletes, and 87% of Division III athletes graduate from college (NCAA Research, 2018). This leaves an overwhelming majority of student-athletes needing life skills to prepare them for life after sports and after graduating from college (Semaia, 2017). Life skills like identity, time management, character, integrity, economic/financial literacy, and mental health are some of the common life skills with which student-athletes struggle. These skills can support a smooth transition after graduation and the end of a student-athlete's athletic career. The NCAA has recognized the importance of supporting athletes for this transition and calls on universities to employ professionals who work with student athlete development, so they can gain knowledge and skills needed for life after sports (Semaia, 2017). The Life 4 Success Program can be one of the programs used to support the transition for athletes and adds curriculum hours that provides transition skills focused on identity, financial literacy, and mental health.

Transition

Student-athletes are faced with many stressors. "Collegiate student athletes are faced with the same development challenges and stressors as their non-athlete peers, but they are also expected to deal with the challenges of athletic involvement (e.g. time demands, physical demands, travel schedules)" (Etzel, 2006, p. 1). As student-athletes get closer to the end of their college careers as a student and athlete, many student-athletes need the support from the staff and

the outsiders through this transition period. Academic advising helps student-athletes create educational road maps like a mentor as they get ready to transition into their careers (Bloom, Durand-Bush, Schinke, & Salmeda, 1998). Positive Youth Development (PYD) is part of the transition process as it provides positive role models like academic advisors and mentors for the student-athletes. Many student-athletes who are not ready to end their athletic career need these transitional support systems as they get ready to deal with physical and mental issues towards the end of their careers. Such additional demands may put athletes at greater risk of experiencing physical and psychological health problems (Etzel, 2006). "Transition from sport may signal loss or a threat that has personal, social and emotional effects that, if not addressed, may have serious consequences" (Wooten,1994, p.3).

What Will This Component Do?

The addition of three modules on student-athlete identity, economic/financial literacy and mental health centered on PYD to current student athlete advising at Iowa State University can be used to improve the lives of student-athletes following graduation and to facilitate a healthy and successful transition to adulthood. Specifically, the student-athlete identity module will focus on how student-athlete identity background flows into their experience, how their psychological profile will guide their transition process; the economic/financial literacy module will focus on financial decisions both during college and afterward; and mental health modules will focus on background of mental health with sports and how youth development professionals can help support student-athletes with mental health. These modules will be informed by Positive Youth Development and will be designed to be added to current athletic advisory programs.

Literature Review

Past and Current Student-Athlete Development Trends

To have a better understanding of student-athlete development, past, current, and future trends from professional research must be outlined. In the 1970s, advising and counseling for college student-athletes focused on three main areas: class scheduling, academic tutoring, and time management (Shriberg & Brodzinski, 1984). In 1975, National Association of Advisors for Athletes (N4A) was formed. The N4A's purpose was addressing the academic and personal issues of college student-athletes (Broughton & Neyer, 2002). The term "development" is one of the main characteristics of N4A's purpose for institutions centered on student-athlete development. "Development is a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (Winston & Sandor, 1984, p. 5-13). Currently, many institutions have provided an orientation for many student-athletes coming into college on the topics of requirements for eligibility, rules, compliance, university codes, athletic policies, procedures, financial assistance, employment, and disciplinary actions (Hill, Burch-Dagan, & Yates, 2001). Many institutions are trying to improve their programs by providing better resources on comprehensive life skills and help the student-athletes reach their academic, athletic and career goals (Hill et al., 2001). Professionals use apps to help institutions in their student-athlete development programs like ReadyApp. The main purpose of ReadyApp is to support the healthy identity development of student-athletes in and out of their sport (Harris, 2015).

Positive Youth Development (PYD)

"The Positive Youth Development (PYD) approach looks at the idea of understanding, educating, and engaging youth in productive ways, instead of looking at their disabilities"

(Damon, 2004, p. 15). Damon lays out the components of PYD into three different parts: the nature of the child, the way that young people interact with their communities and how young people work out their moral identities/social perspectives in both present and future roles (Damon, 2004). An old, traditional way of thinking about the nature of the child is from a risk perspective; that the child can be easily wounded and be labeled as fragile (Damon, 2004). We now utilize a contemporary resilience perspective, which focuses more on the strengths of the child and how, even through adversity, the child can develop, and youth are resilient (Damon, 2004). In this contemporary perspective, it is assumed that the characteristics of an individual are persistence, hopefulness, hardiness, goal directedness, healthy expectations, success orientation, achievement motivation, educational aspirations, a belief in the future, a sense of anticipation, a sense of purpose, and a sense of coherence (Damon, 2004). The PYD approach is holistic by looking at the whole community and child and how they interact (Damon & Gregory, 2002). And lastly, when youth are thinking about who they are, the two questions that Damon talked about were "the kind of person I am" or "the kind of person I want to be" (Damon, 2004, p. 21-22). These questions come from the root of moral belief compared to the physical characteristics of being athletic, material characteristics of being rich, or intellectual characteristics of being smart, which are more on moral identity (Damon, 2004). Kids who do not experience adversity can still develop their characteristics of resiliency (Damon, 2004).

The 5/6 C's give a foundation for student-athletes as they get ready to step into their careers and go out into their communities, teams and families. These can provide a foundation for programming for student athletes to help them successfully transition into adulthood (including transitioning into their careers as well as being part of their communities). The 5/6 C's of PYD are Competence, Confidence, Connection, Character, Caring/Compassion, and

Contribution. Competence is defined as a positive view on someone in in areas like social,

academic, cognitive, health, and vocational (Lerner, Lerner, & Colleagues, 2005). Confidence is

defined as seeing someone in a positive matter based off their self-worth and self-efficacy

(Lerner et al, 2005). Connections is defined as how to relate to someone in your community like

peers or family to create a positive relationship (Lerner et al., 2005). Character is defined as the

values that make you who you are based off social and cultural norms and how you make

decisions (Lerner et al., 2005). Caring/compassion is defined as how you have compassion for

one another (Lerner et al., 2005). Contribution is defined as how youth can help communities

like families, and institutions develop (Lerner et al., 2005). The 6th C Contribution comes about

as youth are going through each piece of the five C's before, so they can go out in the

communities, families, institutions, etc. to build on the foundation of development in those areas.

The 40 Developmental Assets of PYD is an additional framework within PYD that is

useful in programming for youth. It is a framework of relationships, opportunities, skills, values,

commitments, children and adolescents who need to grow up healthy, caring, and responsible

(Roehlkepartain & Scales, 2007). The assets are broken down into two types: external assets and

internal assets. The external assets are broken down even further into four sections: support,

empowerment, boundaries/expectations and constructive use of time (Roehlkepartain & Scales,

2007). The internal assets are also broken down into four sections: commitment to learning,

positive values, social competencies and positive identity (Roehlkepartain & Scales, 2007). The

40 Developmental Assets of PYD is a guide for service learning efforts in youth development to

help youth build off their core values into their careers.

The Transition

The transition phase is very important for student-athletes as they get closer to their non-athletic careers. One of the main models is Schlossberg's Transition Theory. Schlossberg's Transition Theory is "any event or non-event that results in changed relationships, routines, assumptions and roles" (Evans, Forney, & Guido-DiBrito, 1998, p. 111-114). There are three components of the theory: anticipated transitions, unanticipated transitions and non-events. An anticipated transition occurs predictably, for example, graduation from college (Evans et al., 1998). Unanticipated transitions are unpredictable or not scheduled, for example, divorce or sudden death of a loved one (Evans et al., 1998). Lastly, non-events are transitions that are expected but did not occur, for example, not getting in to medical school (Evans et al., 1998).

In a study that utilized Schlossberg's Transition Theory, a lot of the participants expressed feelings of depression and panic attacks once their sport came to an end (Menke, 2013). In another study, the student-athletes showed signs of loss of appetite, weight fluctuation, insomnia, mood changes, decline in motivation and lack of trust in others due to their retirement from sports (Stankovich, Meeker, & Henderson, 2001). During the interview 42% of the respondents showed difficult sport retirement characteristics as either "likely" or "very likely" in their lives (Webb, Nasco, Riley, & Hendrick, 1998). Student-athletes experience feelings of depression and panic attacks related to the areas of the three components of Schlossberg's Transition Theory: anticipated transition, unanticipated transition, and non-events (Evans et al., 1998), especially when an anticipated transition occurs, like their athletic career ending, or graduation. Many of these transition issues can stay with these student-athletes as they are in their careers and in their communities. The issues faced by student athletes were stated eloquently by Aaron Taylor, former Lombardi Trophy winner from Norte Dame who also played in the NFL for many years:

Regardless of how an athlete's career ends – retirement graduation, injury, etc. – the transition into private life can be rough. Many athletes find themselves unprepared for what comes next, both fiscally and emotionally, because they don't have a post-career plan in place. Most of us just don't want to think about a reality that doesn't include the games that we've dedicated our entire lives to playing (Taylor, 2014, p. 2).

Academic advisors use Schlossberg's Transition Framework with student-athletes

(Menke, 2013). The framework has four areas: situation, self, support, and strategies. Situation

can have three potential triggers towards the end of their career: end of eligibility, an injury, or

retirement (Menke, 2013). Self can be described as a student-athlete entering college with high

success and identity as a student-athlete (Menke, 2013). Schlossberg asks the question of where

support for student-athlete comes from: coaches, advisor, parents, friends, teachers, university

(Menke, 2013)? Strategies use advisors, coaches, mentors to help guide the student-athletes

through the transition process into their non-athletic careers (Menke, 2013). Having

professionals talking about the transition process is important as this can be a tough time for

many student-athletes. Gayles (2015) noted:

…that student-athletes must balance a unique set of circumstances, such as balancing athletic and academic endeavors, social activities with the isolation of athletic pursuits, athletic success or lack of success with maintenance of mental equilibrium, physical health and injuries with the need to keep playing, the demands of various relationships, and reconciling the termination of an athletic career with setting goals for the future (Harris, 2015, p. 3).

Student-Athlete Identity

The student-athlete identity is focused on the sport that they are a part of (Keating, 2016).

A majority of NCAA student-athletes (62% of women and 53% of men) see their identity as a

student and athlete (NCAA Research, 2015). The NCAA shows that academic outcomes (grades,

graduation, and eventual graduate degree attainment) are a strong relation to identity of students

while in college (NCAA Research, 2015). High athletic identity does not correlate to having

future academic problems but can lead to being viewed as a lower achieving student (NCAA

Research, 2015). Here is an example of a student-athlete talking about identity and how they

wanted to be seen as a famous person:

> When I started my first year at my institution, there was a picture of a former player for
> the team that I had just joined. I thought to myself how I wanted to be a person who the
> athletic department thought so highly of to have on their walls. Today as a fourth-year
> senior, I am one of those people who are on the walls of the athletic department (Keating,
> 2016 p. 5).

Identity development can be understood in terms of identity status theory. "Identity status

theory, espoused by Marcia (1967) suggests that there are four identity statuses that individuals

can occupy: diffusion, moratorium, achievement, and foreclosure" (Harris, 2015). Diffusion is

when the student has not committed to something (Kuther, 2019. Moratorium is when the student

is looking at different opportunities for who they might become (Kuther, 2019). Achievement is

ideal; once they have explored all of the options they have identified and made a strong

commitment to their values (Kuther, 2019). Foreclosure is when the student chooses an identity

prematurely, without exploring all options (Kuther, 2019). Ideally, student-athletes will leave

college having reached identity achievement; though this could be difficult given that one of the

main facets of their identity is coming to an end.

Student-Athlete Economics

Financial planning for students-athletes can be difficult to talk about while in college. A

question that many student-athletes ask is "how will I pay for college?" (Hitchcock, 2008).

Hitchcock stated that low-income families will pay up to 40% of their income so that their kids

are able to go college (The College Board, 2007). The NCAA provides more than 150,000

scholarships each year for Division I and II (NCAA Research, 2018). Football and basketball are

the majority of student-athletes who are on a scholarship, but the real question is how are the

student-athletes managing their money? Financial education is important during college for

athletes not on scholarship as well as those who are on scholarship because some student-athletes are receiving stipends from their scholarships. Both the scholarship and non-scholarship student-athletes need to know how to manage their money. M. Poetting (Athletic Academic Coordinator Iowa State Football), shared that there are approximately 85% of ISU football players on scholarship and a small percentage who are walk-ons on the team (Personal Communication, October 18, 2018). N. Williams (Athletic Academic Coordinator Iowa State Men's Basketball), shared that ISU Men's Basketball has approximately 90% on scholarships with having 13 on scholarships and 3 walk-ons on the team (Personal Communication, October 25, 2018). For NCAA Division I basketball players, there are about 4,381 scholarships available at the 337 universities, but only 13 scholarships are available per team (NCAA, 2017). Many student-athletes struggle to have a basic of understanding of finances in college. And yet, college is a time when student-athletes can make decisions that affect their future. These decisions can have a big influence on their lives as they step into their careers (Danns, 2014). Arnett (2000) stated as youth are becoming adults and getting closer to the transition into their careers, changes can happen as youth are exploring different life choices like financial decisions while in school and out of school. Lastly, there is a consensus that college student-athletes are not prepared for their careers and the financial decisions that they make (Allen & Kinchen, 2009; Low, 2009).

The financial education process of talking about debt, loan and credit card issues is how educators can prepare student-athletes to transition into their careers. Some student-athletes are entering college with pressing financial responsibilities, but in particular, previous researchers found that students were impacted by mounting credit card and student loan debt (Danns, 2014). In the past there has been a lack of understanding of college student financial basics based on their prior financial education (Danns, 2014). Also, researchers have found that colleges are not

seeing the urgency to promote students' financial literacy (Danns, 2014). Most studies on college financial education focus on programs at research-based universities (Danns, 2014). Overall, many student-athletes are not taking advantage of their learning of financial literacy as they get ready to transition into their careers. Some athletes do receive financial literacy education because their university has an educational program where companies come to teach student-athletes financial literacy, but others may not take advantage of this as they get ready to transition into their careers.

Student-Athlete Mental Health

"Mental illness is probably one of the greatest silent epidemics in our country. It's a public health issue and now we're seeing it more and more in our student-athletes," Timothy Neal, assistant athletic director for sports medicine at Syracuse University (Hansen, N.D.). Twenty to 25% of young adults have mental issues; in addition, student-athletes have stressors and expectations that can trigger a mental health issue (Hansen, n.d.). Of the student-athletes who are participating in NCAA intercollegiate athletic programs, 10-15% will experience severe mental health issues and should seek counseling (Watson & Kissinger, 2007). Dr. Hainline, who worked with Aaron Tayler and the NCAA, met with hundreds of student-athletes and dozens of student-athletic groups to find out what health challenges they face. "The number one response was student-athlete mental health and wellness" (Hansen, n.d.).

Mental health has been a major topic in sports lately (Douce, & Keeling, 2014). The NCAA's goal is to provide services and care for student-athletes regarding mental health (Hainline, 2017). The NCAA has mental health resources; for example, educational resources on the topics of Supporting Mental Health, Best Practices, a fact sheet (Anxiety, Depression, Eating disorders, and Suicide), and professionals like Aaron Taylor. About 70% of the students who

seek counseling from their college counselors have reported having personal problems that affect their academic performance (Douce, & Keeling, 2014). About 20% have thought about dropping out of school (Douce, & Keeling, 2014). Having a safe environment on campuses for student-athletes learning about mental health is important as student-athletes are going forward in their development (Douce, & Keeling, 2014).

Methods

Student-Athlete Development Professionals (Collegiate & Organizations)

Discussions on the topic of student-athlete development began with the athletics staff at Iowa State University in Spring 2018. Multiple conversations over a period of months on the topic were had with one of the Academic Coordinators, as well as the Director of Academic Support. In Summer 2018, I visited other universities from the Midwest and the West Coast: University of Nebraska; University of Iowa; Oklahoma State; University of Oklahoma; Eastern Michigan; and UCLA. These meetings were either a Skype/phone/Zoom meeting or on-campus visit. The purpose of each of these meetings were to find a better understanding of how other universities or organizations promote their student-athlete development in these three areas: identity, economics/financial literacy, and mental health. In these meetings, I met with the either the Director of their department or one of the staff members. I was able to see how they run their departments and how the staff helps support their values. Lastly, a connection was made with Game Plan, which is a software platform that helps promote student-athlete development in athletic organizations. I had two interactions with Game Plan; one over a Zoom meeting this past summer and an email interaction this fall. The purpose was to garner some proof that their program is successful. In addition, in an effort to gather resources I would use in the creative

component, I read a book from a former student-athlete perspective on development, reviewed

Strength Finders modules, Dave Ramsey content, and Ready App.

Journal Search (Search Engine/Topic)

In order to gather scholarly information on student-athlete identity, student-athlete

economics/financial literacy, and student-athlete mental health, Google Scholar and Google were

used. Relevant information was also available from Athlete Network, which is a network for the

student-athlete community to guide their development, the National Collegiate Athletic

Association (NCAA), National Academic Advising Association (NACADA) and even articles

from the Academic Success and The Student-Athlete Online Course. This information was used

to help provide evidence for the need for these topics and guided my initial creation of the

component. In addition, these sources helped shape the areas of the background, literature review

and deliverables sections of the component. In deciding what type of assignments to assign the

student-athletes, information about the benefits of utilizing reflection assignments in courses was

found, in order to provide a pedagogical foundation for these activities. Lastly, familiarizing

myself with Bloom's Taxonomy helped with the support of the creating the deliverables for the

program.

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Results

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Review of Deliverables and Timeline

This program is an add on to a current program in place within Iowa State Athletic

Department that is taught by our Student-Athlete Affairs Coordinator. This program portion will

be towards the end of the class for a whole semester and each section is broken down into two

weeks. See Appendix A for the Program Layout of each section. For each of these three topics,

there will be online learning modules, speakers, and reflections to help the student-athletes

understanding of each topic.

Student-Athlete Identity

In the first topic called Student-Athlete Identity there will be four activities; for each

activity, the student-athlete must complete an assignment. For the first activity, the student-

athletes will go into Ready App and Game Plan, complete the questions for Ready App and

complete the first five modules on Game Plan (Appendix B). The second activity will consist of

having a former student-athlete Kelli Tennant share about their student-athlete experience and

then have the student-athlete write a two-page reflection based off what they learned (Appendix

C). For the third activity, another speaker, Dr. Marty Martinez from Iowa State will share how

his profession relates to the idea of Student-Athlete Psychological Profile and Transition. Then

the student-athletes will write a two-page reflection based off what they learned (Appendix D).

For the last activity in this section, the student-athletes fill out the Strengths Finders worksheet

and write a two-page reflection based off what they learned (Appendix E).

Student-athlete identity activities evidence.

There is evidence from both Game Plan and Ready App to support its integrity and

effectiveness. Dr. Witta, who is the Director of Research of RHR International, helped form a

partnership with Game Plan in 2012 (C. Kuehne, personal communication, December 3, 2018).

In that partnership, he produced Game Plan's first assessment instrument (C. Kuehne, personal

communication, December 3, 2018). Dr. Witta's second product was called the Student-Athlete

Interest Inventory, which is used today (C. Kuehne, personal communication, December 3,

2018). John Holland's RIASEC Theory was another area that Game Plan used to help build

Athlete Interest Inventory Assessment Categories (C. Kuehne, personal communication,

December 3, 2018). There are six categories in the Athlete Interest Inventory Assessment:

conventional, realistic, investigate, artistic, enterprising, and social that the student-athletes are

placed in after completing the assessment (C. Kuehne, personal communication, December 3,

2018).

The Athlete Interest Inventory has a history of success over the past five to 10 years.

Between 2010 and 2015, Game Plan administered over 10,000 Strong Invest Inventories to

collegiate and professional Athletes (C. Kuehne, personal communication, December 3, 2018).

Game Plan found success in helping student-athletes identify majors and careers of high interest

(C. Kuehne, personal communication, December 3, 2018). In 2013, Game Plan saw a pattern to

develop an interest inventory developed by athletes for athletes (C. Kuehne, personal

communication, December 3, 2018). Next Play Assessment was the next tool that was made for

athletes to help look at their traits. Identity was one of the key characteristics from the Next Play

Assessment that many student-athletes found common – 53.8% of them (C. Kuehne, personal

communication, December 3, 2018).

Game Plan also provided case studies from universities, conferences, and professional

leagues as evidence to show how Student-Athlete Identity help their student-athletes. Before

their partnership with Game Plan, the NBA G League offered several academic and life skills

development programs but could not meet the requirements for the players (Game Plan, 2019).

With Game Plan now, NBA G League uncovered their players' identities to help consolidate

development programs into one platform (Game Plan, 2019). Before the partnership with Game

Plan, University of Massachusetts wanted to save time for career development and mentorship

programs to help current student-athletes to alumni (Game Plan, 2019). With Game Plan now,

University of Massachusetts combines both their career planning and mentorship into one

platform to help improve outcomes for student-athletes in life after sport (Game Plan, 2019).

Before the partnership with Game Plan, Eastern Carolina University Life Skills staff were

spending a lot of time creating hands-on activities even though the staff had less time available to

meet with their student-athletes (Game Plan, 2019). With Game plan now, Eastern Carolina

University uses online learning to help hands-on learning for student-athletes (Game Plan, 2019).

With using Ready App many of the student-athletes saw the application to be beneficial (Harris,

2015). Ready App allowed student-athletes the ability to access information and guidance

(Harris, 2015). The application challenged the student-athletes to think critically about their

future (Harris, 2015). Ready App provided helpful steps for student-athletes when dealing with

identity (Harris, 2015). Through the interview process with the student-athletes, many of them

learned new concepts as a form of development (Harris, 2015). One of the student-athletes that

was interviewed reflected on what they learned:

> And so, and this, reminds you about your identity and like where you came from and like
> where you are trying to get to. I think it is very beneficial to see that and know that 1. That
> athletics isn't everything and there is a lot more that goes into just being a good player and
> I think when you're feeling healthy and better about the other aspects of your life, you are
> able to perform on the field at a higher level with more confidence – George, Junior, 21
> years old, Male, White, Lacrosse Player (Harris, 2015, p. 10).

The idea of reflection is an important component of development as student-athletes are

learning. "Pedagogy of reflective writing in professional education focuses on the writer's

learning experience itself and attempts to identify the significance and meaning of a given

learning experience, primarily for the writer" (Fink, 2003, p. 117). Reflective writing shows

promise in guiding students to identify the connection between personal experiences and

professional values (Walmsley & Birkbeck, 2006). A deeper learning can happen when students'

reflections are based off their own experiences rather than just trying to memorize what the

teacher talked about in class (Powell & Lopez, 1989). Reflection papers can also help train

students to use higher-level thinking skills (Brewer & Jozefowicz, 2006). Reflecting challenges

students to have a better understanding of the information, to look at the relationship of the ideas

and how it relates to their own experiences (Brewer & Jozefowicz, 2006).

Another big idea that a lot of educators use with reflection as a form of learning is

Bloom's Taxonomy. In 1956, Benjamin Bloom with his collaborators Max Englehart, Edward

Furst, Walter Hill and David Krathwohl created Bloom's Taxonomy (McDaniel, 2018). Many

educators from K-12 teachers to college instructors use Bloom's Taxonomy (McDaniel, 2018).

To show how the components of Bloom's Taxonomy reflects learning for Student-Athletes in

this project, two components were pulled out: create and evaluate (McDaniel, 2018). Create

takes ideas from the outside, like guest speakers, to produce new or original work (McDaniel,

2018). Evaluate looks at the ideas presented by the speaker to justify a stand or a decision

(McDaniel, 2018).

Strength Finders is a tool that can help find and build your strengths, so you can use them

to help develop your identity. Strength Finders has different resources for both

Campus/Education and Business. Campuses use Strength Finders to help students: Improve Self-

Awareness, Foster Development, and Find Direction (Gallup, Inc., 2019). The University of

Colorado is good example of how a college uses Strength Finders to build on their strengths and

identities. "Now, every year, 6,000 new students will learn their strengths and how to use them

productively to improve well-being and engagement" (Gallup, Inc., 2019). Students learn

strengths from many different resources like career exploration, counseling, residential academic

program, first-year writing rhetoric course, and partnerships (Gallup, Inc., 2019). University of

Iowa Athletic Academic Support/Student Athlete Development is another good example of how

Athletic Department Programs use Strength Finders to develop student-athlete's strengths for their college years and for life after sport. Student-athletes take Strength Finders during their freshman year online first year introductory class called Success @ Iowa to help guide their path of studies, relationships, careers, and beyond (K. Park & A. Deisbeck, personal communication, November 13, 2018). Student-athletes only take this course once because studies have shown that your strengths tend to not change. Your strengths will develop as you develop in time and through experiences (K. Park & A. Deisbeck, personal communication, November 13, 2018). From a career standpoint it is important to help guide students to answer the question "Tell me about your strengths" in an interview (K. Park & A. Deisbeck, personal communication, November 13, 2018). So, the student-athletes are not repeating how important these strengths are but talking about how it fits the company and experiences behind those strengths (K. Park & A. Deisbeck, personal communication, November 13, 2018).

Strength Finders has a lot of resources used for business as well as developing strengths and getting ready to step into careers. In the 2015 Strengths Meta-Analysis, more than 1 million individuals and almost 50,000 business units demonstrated the powerful connections between employee strengths development and business performance (Gallup, Inc., 2019). Businesses also look at the relationships between strength-based development and business performance (Gallup, Inc., 2019). Business units showed performance increases in customer engagement by 7%, employee engagement by 15%, and profit by 27% (Gallup, Inc., 2019). Business units also showed decreases in these areas by 59% in safety incidents, 16 points in turnover (Low-Turnover Organizations), and 72 points in turnover (High-Turnover Organizations) (Gallup, Inc., 2019).

Economic/Financial Literacy

In the Economic/Financial Literacy section of this program the student-athletes will be focusing on two topics: Financial Principles During Student-Athletes Experience and Financial Principles for Future Career. These topics will consist of activities including going through online modules and reflecting on what they have learned. In the Financial Principles During Student-Athletes Experience section, there will be an assignment where the student-athlete will be being going through Game Plan online modules and writing a two-page reflection (Appendix F). In the Financial Principles for Future Career, there will be two worksheets where the student-athletes complete the Game Plan online modules, Dave Ramsey Financial Peace online modules and write a two-page reflection (Appendix G).

Economic/financial literacy activities evidence.

Game Plan has a lot of resources used as evidence to show how economic/financial literacy is used for student-athlete development. Game Plan has a partnership with Wells Fargo's Hands on Banking Team (C. Kuehne, personal communication, December 3, 2018). Game Plan uses Wells Fargo content to teach the lessons on the online modules (C. Kuehne, personal communication, December 3, 2018). An example of how economic/financial literacy is used at universities is the Big South Conference. Before partnering with Game Plan, the Big South Conference identified the need of professional training and financial literacy for student-athletes (Game Plan, 2019). The Big South Conference now provides career opportunities and financial literacy education (Game Plan, 2019).

There is evidence to show Dave Ramsey's financial programs can be used for student development. Brad Duerson, Professor of Economics and Personal Finance (Des Moines Area Community College) implemented personal finance modules in a student development course for freshmen (Ramsey, 2019). This class success has only strengthened his passion to make sure his

students truly understand the importance of personal finance and created the foundation learning

(Ramsey, 2019). John Lopez, Clinical Assistant Professor for Personal Financial Planning at

University of Houston's C.T. Bauer College of Business, three years ago wanted to create a

personal finance curriculum (Ramsey, 2019). Today, more than 700 students have been through

the Personal Finance class (Ramsey, 2019). His students talked about how they saved money:

> For the first time, I opened a savings account. For the first time I started saving money and now have $1,000 in my savings account. I've eliminated my credit card debt and I don't have a credit card anymore. I now have a budget and I'm more aware of my spending pattern (Ramsey, 2019, n.p.).

Dr. Christi Wann, UC Foundation Associate Professor of Finance University of Tennessee at

Chattanooga, also utilized Dave Ramsey's financial modules. By the end of the semester, her class

had a basic understanding of how to save money (Ramsey, 2019). Dr. Wann had some examples

from her students talking about what they learned from the class:

> forty-two students had collectively saved more than $30,000. At the beginning of the semester, only 7% of the class had a monthly budget and only 31% had an emergency fund. By the end of the semester, 52% had a monthly budget and 79% had emergency fund (Ramsey, 2019, n.p.).

Mental Health

In the mental health section of this program, the student-athletes will be going through

activities based off two topics: Sports Background of Mental Health and Youth Development

Professionals Educational Support. In the Sports Background of Mental Health section, the

student-athletes will be hearing from a former student-athlete Aaron Taylor who will talk about

his student-athlete experience and how it relates to mental health. After the speaker, the student-

athletes will write a two-page reflection based off what they learned (Appendix H). In the last

section Youth Development Professionals Educational Support, the student-athletes will be being

going through an NCAA online module called Supporting Student-Athlete Mental Wellness for

Student-Athlete, hearing from a current athletic trainer Rachel Sharpe, and writing a two-page reflection (Appendix I).

Mental health activities evidence.

The NCAA has a lot of resources pertaining to mental health on how to help educate student-athletes as they keep developing. Athletes Connected is an NCAA grant that was developed by the University of Michigan School of Public Health, Depression Center, and Athletic Department to increase awareness of mental health issues (Athletes Connected, 2017). In this program, there are three key elements: brief, informational, and video features of two former Michigan athletes addressing their mental health struggles (Athletes Connected, 2017). After viewing the videos, 99% of the student athletes indicated that they found the videos engaging and relevant (Athletes Connected, 2017). Following the team presentations, 96% of the student-athletes reported they were likely to use the information (Athletes Connected, 2017). Of the student-athletes 63% reported that emotional or mental health issues had affected their athletic performance in the last four weeks (Athletes Connected, 2017). Forty student-athletes indicated that they would like to set up an appointment with an athletic counselor to address immediate concerns (Athletes Connected, 2017).

Discussion

The Life 4 Success program is centered on the idea of student-athlete development in the area of transition for a student-athlete. The program was developed as an add on to a current curriculum that is taught by our Student-Athlete Affairs Coordinator here at Iowa State. The three topics that the program covers are student-athlete identity, economic/financial literacy, and mental health. Providing a program like this is important because student-athletes have a gift and

a great opportunity to show their talents on the field and off the field. Coming into college, all student-athletes have a dream and goal that they want to reach in their college careers and after their college days are finished. Many student-athletes have a great opportunity to play at the professional level after their careers are finished, but many do not. A lot of universities in their student-athlete development programs look at the topics of identity, economics and mental health. The goal of this program is to help guide our student-athletes in their personal development both in college and as they transition to their careers. Ideally, when they get to their dream job, they can make their own choices based on their understanding of their identity, financial literacy, and mental health.

This program, intended to improve student-athlete development, was created using the PYD framework. The PYD approach is initially the understanding, educating, and engaging youth in their process of development. Both the 5/6 C's and 40 Developmental Assets of PYD are both a foundation for learning and positive outcomes for student-athletes as they develop and prepare for their careers. One of the activities that I created for this program is using Strength Finders. Strength Finders gives the student-athletes the opportunities to first find out their strengths/identities and then to use the resources around them to help build up their strengths as they get ready to transition into their careers. Using Strength Finders, with guidance from student-athlete professionals, provides the student-athletes with a number of assets, such as opportunities, skills and values that can help them reach their career path. Specifically, opportunities and skills will increase as students gain more confidence in their career path. Positive values are identical to your strengths and identity. By having more positive value in your development, you will find more confidence, connection, and character in the decision that you make. Also, in the long run the more positive values that are had will develop your

character, so you are able to make better decisions. Confidence, connection, and character are good examples of the 5/6 C's that student-athletes would attain from being part of a program like this. Connection is the feeling of a sense of belonging or connection to the community, peers, school, etc. (Lerner et al., 2005). Character are the values that define who you are based off the social and cultural to help guide you in making choices (Lerner et al., 2005). Confidence is defined as seeing someone in a positive matter based off their self-worth and self-efficacy (Lerner et al, 2005). The end goal of the going through this program is that we want student-athletes to find that sense of belonging in their careers to help make better decisions and build on their character. Student-Athletes need guidance on how to achieve those dreams, and Life 4 Success can help bridge that gap so they can make those decisions or use resources that help them as they transition into adulthood.

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Appendix A

Student-Athlete Development: Life 4 Success Program Outline

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Fall 2018

Week:	Date:	Activities:
1	Aug. 20th – 26th	Student-Athlete Identity: Game Plan Modules & Ready App
2	Aug. 27th – Sept. 2nd	Student-Athlete Experience: Kelli Tennant (Speaker) & Reflection
3	Sept. 10th – 16th	Student-Athlete Psychological Profile/Transition: Dr. Marty Martinez (Speaker)
4	Sept. 17th – 23rd	Student-Athlete Psychological Profile: Reflection
5	Oct. 1st – 7th	Student-Athlete Psychological Profile: Strengths Finders Assessment/Worksheet & Reflection
6	Oct. 8th – 14th	Economics/Financial Literacy Part One Financial Principles During Student-Athletes Experience: Game Plan Modules & Reflection
7	Oct. 22nd – 28th	Financial Principles for Future Career: Game plan Modules & Reflection
8	Oct. 29th – Nov. 4th	Financial Principles for Future Career Continued: Dave Ramsey Financial Peace & Reflection
9	Nov. 5th – 11th	Mental Health Sports Background of Mental Health: Aaron Taylor (Speaker)
10	Nov. 12th – 18th	Sports Background of Mental Health: Reflection
11	Nov. 26th – Dec. 2nd	Youth Development Professionals Educational Support: Online Educational Module from the NCAA
12	Dec. 3rd – Dec. 9th	Youth Development Professionals Educational Support: Rachel Sharpe (Speaker) Reflection

Appendix B

Student-Athlete Identity: Game Plan & Ready App Activity

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of Student-Athlete Identity, please log into your Game Plan account and download the Ready App. In Game Plan, please complete modules:

- Self-Awareness Introduction
- Steps of Becoming Self-Aware
- Identifying Strengths & Weakness
- Strong Interest Inventory Interpretation
- Student-Athlete Interest Inventory

For Ready App, complete the questions on the application provided by Ready App. Please complete these activities by 10 pm Sunday.

Appendix C

Student-Athlete Identity: Speaker/Reflection Activity

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have better understanding of Student-Athlete Identity, Kelli Tennant will share her story and how this relates to her Student-Athlete Experience. After, please type a two-page reflection. Here are the guidelines for the Student-Athlete Experience reflection:

- First page: reflect on what you have learned from the speaker.
- Second page: reflect on your student-athlete experience so far and how this can relate your career going forward.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Student-Athlete Experience reflection by 10 Pm Sunday on Canvas.

Student-Athlete Psychological Profile/Transition: Speaker/Reflection Activity

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have better understanding of Student-Athlete Psychological Profile/Transition, Dr. Marty Martinez will share how his profession ties into the idea of transition. After, please type two-page reflection. Here are the guidelines for the Student-Athlete Psychological Profile/Transition reflection:

- First page: Reflect on what you learned from the speaker.
- Second page: Reflect on your thoughts on transitioning out of college sports and academics into their careers.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Student-Athlete Psychological Profile/Transition by 10 Pm Sunday on Canvas.

Appendix D

Student-Athlete Psychological Profile: Strengths Finders & Reflection Activity

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of Student-Athlete Psychological Profile, please complete the Strengths Finder Assessment provided online by Strengths Finder. Then upload your assessment onto Canvas by Sunday. After, please type two-page reflection. Here are the guidelines for the Student-Athlete Experience reflection:

- First page: Reflect on what were your top strengths and how these strengths relate to your psychological profile of a student-athlete.
- Second page: Reflect on how knowing your strengths can help your transition into your career.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Student-Athlete Experience reflection by 10 Pm Sunday to Canvas.

Appendix E

Financial Principles During Student-Athletes Experience: Game Plan & Reflection Activity

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of financial principles during student-athletes experiences, please log on into Game Plan and pick two activities each from the three online modules:

- Spending Smart:
  o Have a Plan
  o The Value of $
  o Be a Savy Shopper
  o Smart Car Buying
  o Renting an Apartment
- Save, Invest, & Build Wealth:
  o Getting Ahead
  o Investing Basics
  o Reward Yourself by Saving
  o Get Started with Investing
  o How to Build Wealth
- All About Credits:
  o Before You Borrow
  o Credit Basics
  o Your Credit Score
  o Your Credit Report
  o Credit Cards
  o Loans

     o Dealing with Debt

After, please type a two-page reflection. Please complete the reflection and upload it to canvas by 10 pm Sunday. Here are the guidelines for the Financial Principles During Student-Athletes Experiences reflection:

- First page: Reflect on the modules that you chose from the three sections.
- Second page: Reflect on your financial understanding based off what you learned and how you can use that in your career.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Financial Principles During Student-Athletes Experiences reflection by 10 Pm Sunday to Canvas.

Financial Principles for Future Career: Game Plan & Reflection Activity

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of financial principles for future careers, please log on into Game Plan and pick two activities each from the two online modules:

- Earning Money:
    o Making Your Own Way
    o Finding Employment
    o On the Job
    o Consider Entrepreneurship
- School & Money:
    o Investing in Yourself
    o Education & Earning Power
    o The Money You'll Need & Where to Find It
    o Making It Happen; Your Action Plan
    o Managing $ In School & After

After, please type a two-page reflection. Please complete the reflection and upload it to canvas by 10 pm Sunday. Here are the guidelines for the Financial Principles for Future Career reflection:

- First page: Reflect on the modules that you pick for this week.
- Second page: Reflect on your financial understanding based off what you learned and how you can use that in your career.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Financial Principles for Future Career reflection by 10 Pm Sunday Canvas.

Appendix F

Financial Principles for Future Career: Dave Ramsey & Reflection Activity

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of financial principles for future careers, please log on into Dave Ramsey Financial Peace online modules and pick two activities each from the two online modules:

- Unit 1: Mastering Basics
    - o   Ch. 1 Savings
    - o   Ch. 2 Budgets
    - o   Ch. 3 Debt
    - o   Ch. 4 College Student Essentials
    - o   Ch. 5 Family, Friends & Philanthropy
- Unit 2: Developing Your Skills
    - o   Ch. 6 Consumer Awareness
    - o   Ch. 7 Bargains
    - o   Ch. 8 Credit Bureaus
    - o   Ch. 9 Insurance

After, please type a two-page reflection. Here are the guidelines for the Financial Principles for Future Career reflection:

- First page: Reflect on the chapters that you pick for this week.
- Second page: Reflect on your financial understanding based off what you learned and how you can use that in your career.
- Times New Roman Double Space
- Header and Footer with Page numbers

- 3-4 paragraphs minimum each

Please complete and upload the Financial Principles for Future Career reflection by 10 Pm Sunday Canvas.

Appendix G

Sports Background of Mental Health: Speaker/Reflection Activity

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have better understanding of Sports Background of Mental Health, Aaron Taylor will talk about his student-athlete experience and his article called Game Face is Not The Only Face relates to Mental Health. After, please type a two-page reflection. Here are the guidelines for the Sports Background of Mental reflection:

- First page: Reflect on the what Aaron story and how that relates to you as a student-athlete.
- Second page: Reflect on how this can help you in your career.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Sports Background of Mental Health reflection by 10 Pm Sunday Canvas.

Appendix H

Youth Development Professionals Educational Support: Online NCAA Module Activity

Life 4 Success Program
Hixson-Lied
Student Success Center
Ames, IA 50010

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have a better understanding of Mental Health from Youth Development Professionals Educational Support, please go into NCAA website and complete the Online Educational Module by Sunday night at 10 Pm.

Appendix I

Youth Development Professionals Educational Support: Speaker/Reflection Activity

Student:

Athletic Advisor:

Sport:

Semester:

Activity: To have better understanding of Mental Health from a Youth Development Professional, Rachel Sharpe will talk about her profession as an Athletic Trainer and how her article called Solving the Mental Health Puzzle relates back to Mental Health. After, please type a two-page reflection. Here are the guidelines for the Youth Development Professionals Educational Support reflection:

- First page: Reflect on Rachel experience and how this relates to you as a student-athlete.
- Second page: Reflect on how this knowledge can enhance your understanding your knowledge of mental health. Also, how you can use this information in your career/life.
- Times New Roman Double Space
- Header and Footer with Page numbers
- 3-4 paragraphs minimum each

Please complete and upload the Youth Development Professional Education Support reflection by 10 Pm Sunday Canvas.