

# ENHANCING FINANCIAL LITERACY AMONG STUDENT-ATHLETES

# PROBLEM

Most college students, including student-athletes, have limited to no exposure to personal financial education when they arrive on campus. Without basic financial literacy, student-athletes, who are managing between different sources of income and how they use it, are at risk of increased stress and anxiety levels. Therefore, our goal was to identify both the level of financial literacy among student-athletes and the best way to reach them.

# **PILOT SOLUTION: MONEY 101 PROGRAM**



**Free**, **non-credit 8-week course** designed to introduce resources and tools that will help develop basic finance skills.

**6 topics covered:** money management, investing, credit, saving, paying for education, and working and earning

#### CAMPUS-BASED APPLICATIONS

#### **Buy-In from Student-Athletes**

For a program like Money 101 to be successful, it is crucial to have buy-in from students. This can be achieved by hosting class once a week in-person, support from coaches, former student-athletes, and/or other role models, or personalizing content to student-athletes and their specific needs

#### Peer Financial Counseling

One-on-one financial counseling was the most preferred method for financial education. Peer financial counseling is desirable because of how students can relate to one another. In addition to the rigorous training peer financial counselors undergo, we suggest adding information regarding financial needs experienced by student-athletes. Financial counseling could be offered during required student hours or studentathlete development sessions. If establishing a peer financial counseling center is not achievable, housing an alternative center under a related department such as Business Administration or Financial Planning could be an option.

#### **Decreasing Spending**

Almost half of the monthly transactions logged involved eating out. 24% of spending went to gas and fuel costs, which was second to housing costs. Athletic departments could host workshops that teach student-athletes how to cook affordable, nutritious meals and provide information on how they can save on purchases through rewards programs, rebates, and discounts.

# **KEY FINDINGS**

#### **SPENDING BEHAVIOR**

- Of the 21% who had a monthly budget,
  92% followed it
- 47% experience anxiety when managing money
- When monthly spending was tracked, over 46% of transactions were food

#### INTEREST & EXPERIENCE

- 7.26 was the average ranking when asked to identify their interest in financial literacy from a scale of 1 to 10 (1: not interested at all, 10: fully interested)
- 60% did not receive financial education in high school
- 65% did not receive financial education at college orientation

#### MONEY 101 & TEST RESULTS

- Money 101 saw a 10% increase in score from the pre – to the post-test
- When asked 3 financial knowledge questions on the pre-and post-test,
   59.34% either answered all questions incorrectly on both or correct on one but incorrect on the other

# TEAM

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Enhancing Financial Literacy Among Student-Athletes: 2018 NCAA Innovations in Research and Practice Grant Final Report

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#### Enhancing Financial Literacy Among Student-Athletes

#### **Problem Statement**

The NCAA released 10 videos related to financial education and literacy for studentathletes in 2017, yet there is little evidence to suggest that this is the preferred mode to reach student-athletes. We sought to determine student-athletes' level of financial literacy and the best way to reach them with financial education.

#### **Review of Literature**

# **College Students and Financial Management**

College students, student-athletes being no exception, typically have limited exposure to financial management before arriving on campus (Britt, Canale, Fernatt, Stutz, & Tibbets, 2015; Cude & Kabaci, 2011). The lack of financial management exposure could be compounded for student-athletes who are juggling multiple sources of money with different stipulations for usage. This responsibility can take an emotional toll on students and ultimately be associated with increased rates of stress, depression, anxiety, and in extreme cases even suicide (Cude & Kabaci, 2011). When financial stress is added to the psychological load, emotional distress can be amplified. In general, Cude and Kabaci (2011) argued, "college students are not prepared to make financial decisions" (p. 50).

Low levels of financial literacy. Britt et al. (2015) explained that financial literacy requires both ability or knowledge *and* the confidence to use that knowledge to make financial decisions. Some estimates suggest that less than a quarter of millennials possess basic financial literacy (PricewaterhouseCoopers, 2015). Students do not appear to be receiving financial management training once they get to college either (Bank of America, 2016). Less than half of college graduates report that they learned good financial habits during their education. This is a major concern, because impressionable and developing students are likely to continue financial habits and behaviors adopted during college (Britt et al., 2015).

**Locus of control.** The perceived ability to control one's destiny is often referred to as locus of control. Internally motivated individuals believe that their actions determine personal outcomes, whereas externally motivated individuals are more likely to believe that personal outcomes are the result of chance or luck (see Britt, Cumbie, & Bell, 2013). A nationally representative sample showed that external locus of control was the most important predictor of poor financial behaviors (Britt et al., 2013). Personal financial difficulties are likely to be elevated among externally motivated individuals and associated with the inability to buy necessities, difficulty in paying bills, and frequency of money left, whereas high financial mastery is associated with lower financial stress (Britt et al., 2013; Britt et al., 2015).

**Financial stress.** Not surprisingly, student loan debt has a significant impact on financial stress of college students (Britt et al., 2015). Interestingly, no demographic factors related to family structure were statistically significant in predicting financial stress in Britt et al.'s study. However, freshmen had higher financial stress than higher grade levels. Students under high levels of financial stress are more likely to discontinue their studies (Britt, Ammerman, Barrett, & Jones, 2017). In the scholarship student-athletes' situation, leaving college means giving up scholarship and COA money, possibly resulting in longer-term financial concerns.

# **College Athletes and Money Management**

For some student-athletes, earning an athletic scholarship is being suddenly responsible for a larger amount of money than they have ever been given. Generally speaking, people are happiest when they consume an equal level of income throughout life (Modigliani, 1966). This makes some level of borrowing a rational decision during college so that students can enjoy a similar lifestyle that will be possible with later income. This all means that individuals must consume less than their full income during the peak earning years to repay earlier debt and save for the non-income earning years (i.e., retirement). According to Carson, Kim, Lusardi, and Camrerer (2015), this traditional economic framework is challenged with sudden but extreme relative bursts of income that are random and short-lived. While the ending of the scholarship is not necessarily random, whether it is a one-year or multi-year scholarship, it is a short-term contract. There is no guarantee that a student-athlete will become a professional athlete and earn more money.

Goldman (2016) interviewed student-athletes attending institutions in Kansas and Missouri who were receiving COA money to determine what they were spending it on. Responses included investing money in mutual funds, helping family members, and taking a semester off from getting student loans to pay for school. From those answers alone, we see a range of financial decisions. Investing is not likely a common response from students. Helping family members means that student-athletes are sending money home from their extra COA money, essentially like someone with a job would (but student-athletes are not considered employees of the institution). Taking a break from student loans means that prior to having COA money, student-athletes could not really afford the true cost of attendance without additional funds beyond their scholarship.

#### **Financial Counseling and Education**

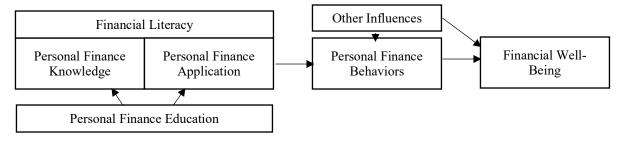
In Britt et al.'s (2015) study of financial stress on students, they also studied the impact of financial counseling on the participants. Students who sought free peer-based financial counseling reported higher financial satisfaction just two months after their first appointment. Receiving financial counseling was also associated with improvement in financial knowledge, reduction of financial anxiety, and increased awareness of one's personal financial situation. Britt et al. (2017) were careful to note that students' preferences in regards to the delivery of financial counseling must be considered to both reach and benefit them.

The purpose of this study was twofold: to determine the level of student-athletes' financial literacy at two NCAA institutions, and to pilot financial literacy education geared specifically for student-athletes based on their preferences.

#### **Conceptual Framework**

The conceptual framework is based on Huston's (2010) model to measure financial literacy after her analysis of 71 previous studies' that did so. Upon finding limited attempts of previous work to define the construct of financial literacy, Huston (2010) emphasized the importance of both financial knowledge and application to address levels of literacy. Using a human capital perspective, Huston emphasized the importance of both financial education and knowledge to influence behavior (see Figure 1).

Figure 1. Relations among financial literacy, knowledge, education, behavior and well-being.



<sup>(</sup>Huston, 2010, p. 308)

College students are developing as individuals while in college, and during this critical transition period, are likely more impressionable to learning new financial concepts that were previous unfamiliar through education (Archuleta, Dale, & Spann, 2013). Many college students are learning how to manage money for the first time, and may not have a support system to ask questions about financial decisions as they navigate learning new skills (Eitel & Martin, 2009; Shim, Barber, Card, Xiao, & Serido, 2009). Students who are exposed to financial education and develop more financial knowledge are better prepared to transition out of college while exhibiting positive financial behaviors (Wu, Despared, & Chowa, 2017). As Huston's (2010) model indicated above, applying financial knowledge through personal experiences can make a strong impact on financial behavior and additionally, financial education (Hilgert, Hogarth, & Beverly, 2003).

#### **Research Questions**

- 1. What is the objective and subjective financial literacy level of student-athletes?
- 2. What are student-athletes' preferred mode(s) of financial education?

## Methodology and Data Collection

Data was collected from two institutions from the Big 12: Kansas State University and The University of Texas at Austin. Both institutions offer two types of programs for studentathletes early in their enrollment: summer bridge (a transition program for new students the summer before their first full-time semester of enrollment) and a freshman course offered to student-athletes (University Experience for Student-Athletes at KSU, Gameplan for Winning at Life at UT). We aimed to determine what student-athletes' level of financial literacy was and how they spend their money by having the students complete a few activities (signing an informed consent to use them for research purposes, for which they can opt out).

The activities on both campuses included the following: students' (n = 5) completing a log tracking monthly spending in general categories (e.g., transportation, meals, cell phone bill, car insurance); a survey (n = 179) about their general spending, financial literacy, and financial education preferences; participating in focus groups (n = 30 in 7 groups) on spending, budgeting, and preferred modes of financial education; KSU senior athletes' being asked during their exit interviews (n = 32) with the Director of Student-Athlete Development about their knowledge of spending habits, debt, credit scores, etc.; individual interviews with UT student-athletes (n = 7) asked similar questions from the focus groups and exit interviews, and conducting a pre-test about financial literacy at the beginning of the summer bridge and freshman transition courses, following up with a post-test after the financial literacy modules to see if students retained or learned more information (matching pre- and post-tests n = 44).

We utilized the student-athletes' data to pilot programs that would address the studentathletes' preferred modes of obtaining financial education. The two programs included an eightweek Money 101 online course which student-athletes were offered for free for no credit, and peer financial counseling through a campus entity called Powercat Financial. The Money 101 course is offered as a credit-based course for all students at Kansas State University, but this section was piloted for no credit and was tailored more towards student-athletes than the general curriculum is usually. Powercat Financial offers peer financial counseling with students who are highly trained to work with their peers on a variety of financial topics. The results of the participation in these pilots are included in the findings.

### Findings

#### **Financial Literacy and Spending Survey**

Only about 21% of respondents follow a monthly budget. Almost all (92%) that follow a budget stick to it. When asked how much of monthly income (e.g., scholarship check, stipend,

financial aid) is left at the end of the month, 23% reported "usually nothing," 47.5% reported "usually a little," and 29.5% reported "usually a lot." The survey asked what expenses studentathletes are responsible for, and 130 (78%) answered "meals/groceries," 88 (53%) pay for fuel/gasoline, 79 (47.5%) pay for rent for apartment/residence hall room, 42 (25%) cover utility bills, 39 (23.5%) pay cell phone expenses, 23 (13.9%) cover car insurance, and 16 (10%) have a car payment. Nine respondents mentioned that their parents paid all of their expenses. In the other category, written-in responses included "non-necessities," tuition, and eating out.

The majority of student-athletes (145, 90% of respondents) do not share their funds (e.g., scholarship money, financial aid) with others. Thirteen (8%) answered that they shared with parent(s)/guardian(s). A few (two or less in each category) share with a partner, siblings, or friends. Over 60% (101) purposefully save money each month, 15% (25) do not, and 24% (40) save some months but not every month. Only 15 (9%) had ever met with a financial counselor. Of those, 10 had met with a peer counselor and five had met with an off-campus financial counselor or someone in another city.

About a third of the student-athletes surveyed had received financial education in high school, 60% had not, and the rest (6.8%) did not remember. At college orientation, 31 (19%) received financial education, 108 (65%) did not, and 26 (16%) did not remember. We asked what concerns student-athletes have with managing money. Open-ended responses included the following:

- "Saving now to afford books next year."
- "Now knowing how to pay bills. Not realizing how expensive everything is."
- "Not being able to save enough for emergencies."
- "I have been raised to save and invest money and will graduate with 50k in the bank from saving scholarship money and working."
- "I want to learn how to budget properly so when I'm an adult I can know how to use my money."
- "I am concerned with what I spend my money on and if it's worth it."
- "Properly putting money away each month towards retirement."
- "How to decide how much to set aside for certain things."
- "Spending it all too fast."
- "I really like shopping so I spend too much money."
- "I am super tight with money and am scared that I will run out if I do not save it all."
- "It would be beneficial to have a resource to assist me when necessary."
- "To create healthy spending habits early."
- "I don't know how to pay for taxes."
- "I don't have enough to cover for other important bills or get food to last me a month."
- "What will I do when the scholarship checks stop coming? How will I make money and will I have any savings?"
- "Making the correct investment decisions."
- "I don't know how loans, mortgages, insurance, health care, or anything of that nature work."
- "I am okay with balancing money. I don't have a tendency to overspend or what not, but I do want to be smart about saving and investing."
- "I don't have a clue how to manage money."

Almost 47% (76) have anxiety about managing their money, whereas 53% (87) did not. For the spending priority student-athletes have after receiving funding, 74 indicated rent was the top priority, and 55 selected food as the main priority. Fifty (31%) of respondents indicated they

consider buying items they would not previously purchase without funding. Of that group, most students responded that they now buy clothes and shoes. We asked how they could afford to spend more, and responses included:

- "We get way more money than we really need."
- "I have more freedom because I have more money."
- "I could not pay for anything without my scholarship."
- "I'm able to treat myself a few times for those things when I save money."
- "It gives me more wiggle room to spend on things that make life easier but are considered non-essential."
- "My parents pay my rent and my scholarship pays for tuition, meals, and books."
- "I save up if it's a big item, and I don't ever spend more than I have."

The final question asked, "How would you like to receive financial education?" Not all survey takers responded to this question. Every option received between 11 and 14 responses. The options were watch videos, get tips via text message, attend a workshop just for athletes, meet with a peer counselor, read a book, learn it as part of a class, and through an app on your phone. Write-in responses mentioned meeting with a professional financial counselor and attending a mandatory team meeting about financial literacy.

#### **Spending Logs**

Five student-athletes filled out a spending log over the period of one month in the Fall 2018 semester. For these five student-athletes, they had 69 total transactions and spent \$1,456 in aggregate. There was an average of 13.8 transactions per person and an average of 14.25 days where money was spent out of the month. Food had the highest amount of transactions with 32 (46.4%), but only made up 18% of money spent. One student labeled food as a need whereas the other four listed it as a want. Groceries consisted of eight (11.6%) transactions but 13.8% of the amount spent. Gas/fuel costs made up 24% of money spent and 13% of transactions. Rent was almost 26% of money spent. The other categories of expenditures over the month tracked included entertainment (1.5% of money spent), supplies (1.1% of money spent), utilities (9.6% of money spent), clothes (4.8% of money spent), toiletries (less than 1% of money spent), haircut (less than 1% of money spent), and school (5.6%).

#### **Focus Groups**

The focus groups yielded some very interesting results. None of the participants knew about the available NCAA video modules on financial literacy. Overwhelmingly, studentathletes in the focus groups preferred one-on-one personal financial counseling for two reasons: it is personalized and catered to their specific needs, and would hold them more accountable than taking an online class for no credit. Students likened the behavior of "going through the motions" to take a required alcohol and sexual assault prevention training online before registration as similar to taking an online course for financial literacy. Student-athletes at both institutions who are in business majors felt it was not necessary to learn about personal finance separate from information they learn in school.

Participants were asked to rank their interest in financial literacy on a scale of 1 (not at all interested) to 10 (very interested). The average among 25 participants at one institution was 7.3, with only three with scores below a 5, and 11 with an interest level of 8 or 8.5. Several participants were interesting in investing, and were familiar with platforms such as Acorns and Robin Hood. A few student-athletes were familiar with personal finance applications like Mint and exeq. Those who took personal finance classes in high school indicated these would be more useful to take in college given that they have more expenses and income to manage.

The biggest expense most student-athletes in the focus groups worried about is rent. Rent ranged between \$300 and \$650. One student mentioned being denied for an auto loan because

his stipend checks were not considered income. Students mentioned that meeting with a financial counselor who has experience, a professional rather than a peer, is preferable. Student-athletes also wanted to have group meetings in the athletic facilities or somehow in a way that is convenient and easy to retain. Several participants mentioned receiving financial assistance from parents also.

#### **Individual Interviews**

Senior exit interviews at KSU and individual interviews at UT incorporated questions about financial knowledge and behaviors to gauge where student-athletes were at the time of graduation/exhausting eligibility. Most interview participants expressed a lack of knowledge in financial literacy, with one exception, a student who responded, "I know a lot about personal finances and financial stuff in general." There were a wide range of responses when the studentathletes were asked how comfortable they were with managing their finances after college. Students indicated being stressed out, having to learn on the fly, relying on their parents for guidance, and feeling concerned or nervous about finances after graduation. One participant shared, "Very comfortable, I have been doing it for a while so I feel fine." Another mentioned knowing enough to "get by."

All of the student-athletes who were interviewed had at least one bank account, whether checking or savings, and many have both types of accounts. Some had one credit card, some had a credit card shared with their parents, and some did not have a credit card (a student-athlete said, "They are bad"). Many were unfamiliar with what a credit score is and how it affects them, though one had noticed the many commercials on TV about credit scores, and a few understood that it is an important number and should be high. Those interviewed were mixed between not knowing their credit score, thinking they knew it, or checking it regularly. A few did not know how to check their credit score.

When asked about debt, several responded that they should try to avoid it, everyone will have debt at some point, and one should try to pay off debts as quickly as possible. One student-athlete mentioned not knowing how to avoid debt. Most of the student-athletes who were interviewed did not consistently track their spending. One mentioned that they did "only on big purchases." Many respondents did not use any personal budgeting system, while others used spreadsheets, Mint.com, or their mobile banking application. Most respondents were responsible for rent, utilities, and other bills such as car insurance, fuel, and groceries. However, a few were financially supported by their parents completely and not responsible for paying bills.

There were mixed responses regarding saving money. Half of the respondents did not save, and half saved in different ways (e.g., a few times a year, as much as possible). Student-athletes receiving scholarships were asked if they were able to put any money each month towards savings. Some responded no, not because they were not saving but rather they were investing. A few mentioned that it depended on the month if they could save or not. One respondent said, "Yes, but then I end up taking it out and spending it."

When asked about emergency funds, most student-athletes did not have one or considered parents to be the source of emergency financial support. However, a few did have emergency funds. In terms of investing, the majority were unaware about specifics but knew about basics. One student-athlete had "a good foundation from researching and parents." Most student-athletes who were interviewed had already started investing before graduating from college. Very few were uninformed about retirement plans.

Regarding formal financial education, a few students had taken a course for their major related to financial topics, but most did not receive financial education. A few students had met with a financial counselor when with their parents. All student-athletes interviewed suggested that student-athletes would benefit from financial education and literacy. One student responded

emphatically, "Yes, and it should be mandatory for all student-athletes." The preferred formats for financial education that the student-athletes interviewed mentioned were one-on-one meeting with student-athlete development or student affairs staff, one-on-one meeting with a financial counselor, guest speaker/workshop for student-athletes, in-person course for credit, online course for credit, and a combination of a class and one-on-one meetings. At UT, many respondents mentioned retaining information on money management strategies from the first-year course with the financial literacy curriculum related to the pre- and post-tests for this study. **Pre- and Post-Tests** 

The pre- and post-tests contained three financial knowledge items. Of the 44 matching respondents on both tests, 41 completed the financial knowledge items on the survey. The first item was "Suppose you had \$100 in a savings account and the interest rate was 2% per year. After five years, how much do you think you would have in the account if you left the money to grow?" Sixty-eight percent got the question correct both on the pre-test and on the post-test from all respondents. From the matching paired responses, 61% got the question correct on both the pre- and post-test, 24% got the question incorrect on the pre- and post-test, 7% got the question incorrect on the pre-test and correct on the post-test, and 7% got the question correct on the pretest but incorrect on the post-test.

The second item asked, "Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account?" Fifty-nine percent of respondents answered correctly on the pre-test, whereas only 41% answered the item correctly on the post-test. From the matching paired responses, 37% got the question correct on both the pre- and post-test, 37% got the question incorrect on both the pre- and post-test, 5% got the question incorrect on the pre-test and correct on the post-test, and 22% got the question correct on the pre-test but incorrect on the post-test.

The third item was "Buying a single company's stock usually provides a safer return than a stock mutual fund." Forty-six percent got the question correct on the pre-test, while only 29% got the question correct on the post-test. From the matching paired responses, 24% answered correctly on both the pre- and post-test, 49% answered incorrectly on both the pre- and post-test, 5% got the item incorrect on the pre-test and correct on the post-test, and 22% got the item correct on the pre-test but incorrect on the post-test.

#### **Money 101 Pilot Program Participation**

We offered PFP 101: Money 101 to student-athletes as a free, non-credit course. The course is typically offered to all students at Kansas State University for credit at the cost of tuition. Since students were interested in taking a course on financial literacy, this was an opportunity for them to pilot the course, which took place over the second eight weeks of the Fall 2018 semester. Ten student-athletes piloted the course, facilitated by a doctoral student in Personal Financial Planning who joined our research team. Because a final grade and credit were not offered, there was a limited incentive to complete the pilot program other than to gain financial knowledge. For the syllabus of this course, see Appendix A.

Figure 2 below shows the participation of the student-athletes enrolled in the Money 101 course through its assignments and quizzes.

Figure 2. Students in Money 101 that completed assignments.

	Students that completed								
Total Students	Paper 1	Paper 2	Paper 3	Quiz 1	Quiz 2	Quiz 3	Pre Test	Post Test	Budget Assignment
10	5	2	1	4	1	1	6	1	1

Only one student completed all assignments and quizzes in the course. The average on the 10question pre-test at the beginning of the course was 85%. The one post-test respondent's average was 95%. The facilitator did not receive any questions throughout the eight-week course, but was not surprised by this given the effort of the participants. Implications from this pilot are offered in the following section.

#### **Peer Financial Counseling**

We offered peer financial counseling as a secondary option since it was an already established resource at Kansas State University. While student-athletes were encouraged to sign up for peer counseling, one of the top two preferred modes of financial education, those who did with signed informed consent forms did not end up attending their appointments due to scheduling conflicts. Some student-athletes made appointments but did not share pre- and posttest information from their counseling sessions with our research team. Because this is very personal, students may not have felt comfortable sharing information about their appointments.

# Implications for Campus Level Programming

# **Money 101 Course for Elective Credit**

Overall, this class is very beneficial but without buy-in it becomes busy work to students and the participation fades away. With no grade assigned and being online it is difficult to get continued engagement. From a content perspective, the material is very easy to read and digestible but it takes internal motivation to want to learn and apply the skills to everyday life. It might be beneficial to host class once a week in-person and count it as participation for the class, designing the course in hybrid format. During this time, the instructor can do an in-class assignment and take time to answer questions.

Additionally, for athletes and students it is important for mentors or role models to discuss the importance or money management. If buy-in and support can be gained from the coaches on the importance of this class, it will go a long way. We all hear about professional athletes that mismanage their money, but many student-athletes and generally college students may think to themselves, "that won't be me." When students discuss what they have seen with money it moves them to look at their own situation and evaluate.

If the course is offered to a small group, the class can be tailored to a more individual level. The facilitator(s) can meet with each student, discuss what their goals are, and what they hope to achieve. Some only like to open up when they know others are not judging them. We suggest that if a course like this is offered at the institution, that student-athletes consider taking it as an elective option for credit. If the instructor is willing to tailor some content specifically for student-athletes (perhaps in an additional resources module/folder of materials if the course is offered to all students), then that will engage athletes further with the curriculum. We encourage facilitators to consider requesting video clips from former student-athlete alumni from the institution with financial literacy tips and their experiences with life after sport. Short video clips (10 minutes or less) can be impactful when coming from someone with experiences similar to those of the student-athletes at the institution.

#### **Financial Literacy Modules in Summer Bridge Programs/First-Year Experience Courses**

Based on the findings from the pre- and post-tests that flanked financial literacy modules in a summer bridge program and in first-year experience courses, there are concerns with students' retention of information. While it is important to have financial education in the curriculum, the pre- and post-test results indicate that even some students who answered financial knowledge items correctly before the financial literacy curriculum in their bridge program or class, answered the items incorrectly in the post-test. Though several UT studentathletes shared in interviews that they retained information from the first-year course on financial literacy, an immersive course such as the eight-week Money 101 is likely a better way to engage students with financial literacy education.

# **Spending Logs**

From the analysis of the spending logs, some questions arise. Why are student-athletes eating out so much (32 transactions in one month)? What makes food a need versus a want? Are student-athletes cooking at home when not at training table? Would providing cooking classes help decrease money spent on food outside of groceries? Are students taking advantage of fuel points or alternate modes of transportation (e.g., bicycle, local bus) to reduce gas/fuel costs? **Peer Financial Counseling** 

Though we did not receive data from this secondary program for this project, based on our research, student-athletes considered peer financial counseling to be one of the top two modes of financial literacy education. One-on-one appointments with a financial counselor were recommended through our various research activities, but meeting with a peer was more desirable. One reason is that a peer can relate to another college student better. Peers at Powercat Financial are highly trained, and there are a variety of educational resources offered by this center. Also, Powercat Financial was willing to offer distance appointments to student-athletes at The University of Texas at Austin and to Kansas State University student-athletes who were traveling for their sport.

Given what we learned from our study, the services available, and topics covered, we think it would be highly beneficial for institutions to offer peer financial counseling. The students who work in this center go through a rigorous training process and are outstanding resources available right on campus for students to access. We recommend that training might include information about the experiences of student-athletes in college so that peer counselors are able to address specific needs for this unique student population. If creating a peer financial counseling center is outside of the realm of possibilities, institutions should consider housing peer financial counseling in a related department, such as Personal Financial Planning, Finance, Economics, or Business Administration. If student-athletes have required study hall hours or student-athlete development sessions, the athletic department can work with the department housing a peer financial counseling program so the student-athletes who take advantage of services there get credit for this opportunity.

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# Appendix A Money 101 Syllabus

# Money 101 (PFP 101)

Instructor	Camila Haselwood					
E-mail	<u>camilas@ksu.edu</u>					
Cell	785-xxx-xxxx					
Available via Zoom by Appointment						
Term: Fall 2018 (October 15 – December 14)						

# Grades and feedback will be given for this class, but the final grade will not be posted in KSIS or be reflected on your Kansas State University Transcript.

# **Course Description**:

This course provides an introduction to resources and tools available to assist students in developing beginning personal finance skills that will assist them throughout their lifetime. Application exercises will allow students to apply personal finance knowledge in solving real-life problems. This course has an online format.

# **Course Materials / Requirements:**

This is a graded course that is offered in an online format. **There is no textbook required.** The readings are located at Kansas State University's CashCourse website: <u>www.cashcourse.org</u>. In addition to the readings on the website, there are also short videos and resources that will assist in understanding the material.

# **Other Websites to visit:**

http://www.mymoney.gov http://www.mint.com http://www.investopedia.com http://www.smartaboutmoney.org https://money.strands.com/\_ http://www.creditkarma.com (Links to an external site.)Links to an external site https://www.saltmoney.org/index.html

# **Student Learning Outcomes:**

- 1. An introduction to resources and tools available to assist in developing personal financial skills
- 2. Become familiar with the financial planning process and understand its importance in achieving financial stability.
- 3. Become familiar with the process of establishing personal financial goals.
- 4. Create, implement and monitor a personal spending plan.
- 5. Develop an understanding of the tools used for effective management of monetary assets.
- 6. Grasp the importance of debt management and its impact on one's financial future.
- 7. Be aware of the significance of credit history and its impact on future credit decisions.
- 8. Understand the use of saving and investing to accomplish financial goals.

# **Course organization:**

The course is made up of modules. Each module covers a specific topic that follows the outline of readings. You should complete one module before you advance to the next module. If you ever have technical difficulties, please contact the help desk at KSU Online.

# K-State Help Desk:

K-State Help Desk Website: <u>http://www.k-state.edu/its/helpdesk/</u>785-532-7722, or 800-865-6143

# **Policies:**

**Honor Code:** Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters that one's work is performed honestly and without unauthorized assistance. By registering for this class you are acknowledging the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor Pledge is implied, *whether or not* it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."** The default in this class is that ALL work will be accomplished individually. For more information, visit the Honor & Integrity System home web page at: <u>http://www.ksu.edu/honor</u>

**Disability Support Services:** A student with a disability who wishes to request accommodations for a credit course should notify the course instructor or contact the Disability Support Services Office, http://www.k- state.edu/dss/k-access/ or (785) 532-6441 or email dss@ksu.edu. Early notification is requested to ensure that accommodations can be provided in a timely manner.

**Dropping a class:** Please refer to the Non-Standard Drop/Refund Dates Spreadsheet found in the 2018 Course Schedule.

# Grading:

- All assignments and quizzes should be submitted by the due date published online in the assignment instructions and in the course outline.
- No e-mailed assignments will be accepted. You must submit assignments per assignment instructions using the FileShare feature at KSU Online. Once the assignment due date expires, you will no longer be able to submit files and you forfeit the points.

#### **Pre-test from Module 1**

This pre-test is to assess your current level of financial knowledge as well as your current financial behaviors. You only have one access to this quiz so once you begin the quiz, you must complete it. Quiz #1 is worth **10 points**.

#### **Post-quiz**

The post-quiz will evaluate changes in financial knowledge and behavior. Unlike the pre-test, this quiz is performance based; and the score you receive on the quiz is what will be recorded in the gradebook. You have only one access to this quiz so once you begin the quiz, you must complete it. This quiz is worth **40 points**.

### **Module Quizzes**

There will be **three**, **20-point** module quizzes over the material you have just covered. Your access to each module quiz is restricted to one time so you must complete the quiz after you have started to take it.

**Papers:** There are **three** papers totaling **120 points**. The paper assignments should be written in paragraph form. Each question should be a paragraph (paragraph = 4 or more sentences).

**Budget Assignment:** The instructions for the **40-point** Budget Assignment can be found in the module folders.

Total Points Possible						
Message Board (Module 1)	5 Extra Credit Points					
Pre-Test Quiz	10 Points					
3 Quizzes	60 Points					
Post-Test Quiz	40 Points					
3 Paper Assignments	120 Points					
Budget Assignment	40 Points					
Total Points	270 Points					

## **Course Outline:**

**Module 1: 10/15 – 10/21** 

What Is This Thing Called Money and How Do I Manage It?

Read Module 1 instructions.

**Read** over the course syllabus.

**Post** a brief introduction under the Message Board. (+ 5 extra credit point are available for those students who post a brief introduction during the first week of class).

**Take the pre-test**. Once you begin the pre-test, you must complete it. If you exit, you cannot re-enter!

**Visit** the CashCourse website, register, and read the articles/watch videos in the following Topic sections: **SPEND & PROTECT** 

**Review:** Financial Goals pdf document located in this module.

Module 2: 10/22 – 10/28

Where Should I Stash My Cash?

**Read** Module 2 instructions.

Visit the CashCourse website and read the articles/watch videos in the following Topic section: SAVE & INVEST

**Take Quiz 1** over Modules 1 and 2. Once you begin Quiz 1, you must complete it. If you exit, you cannot re-enter!

**Complete Paper #1**. See the Assignment Folder at KSU Online for the details of the assignment. Save your document as a Word Document and submit to Assignment Folder.

**Read** over the budget assignment and get started on creating a budget for yourself following the assignment guidelines. This assignment is not due until Module 4, but you need to get started on this assignment *now*.

Module 3: 10/29 – 11/4

# Do I Really Want a Credit Card?

**Read** Module 3 instructions.

Visit the CashCourse website and read the articles/watch videos in the following Topic sections: **BORROW** 

**Complete Paper #2**. See the Assignment Folder at KSU Online for the details of the assignment. Save your document as a Word Document and submit to the Assignment Link.

Continue to work on your budget assignment.

# Module 4: 11/5 – 11/11

# How Can I Get Started Saving Money?

**Read** Module 4 instructions.

Take Quiz 2 over Modules 3 and 4. Once you begin Quiz 2, you must complete it.

**Submit** Budget Assignment. See the Assignment Folder at KSU Online for details of the assignment. Save your document as a Word document and upload it to the assignment link in this module.

# Module 5: 11/12 – 11/18

# Paying for College/ Living at College

**Read** Module 5 instructions.

Visit the CashCourse website and read the articles/watch videos in the following Topic sections: PAY FOR EDUCATION

**Complete Paper 3** 

**Complete** Savings & Investing, Student Loans, and Employment courses on <u>www.saltmoney.org (Links to an external site.)Links to an external site.</u> For the SALT courses, please upload a copy of the certificate or a screenshot of it after you have completed each one. Please also refer to the "Paper 3 and SALT certificate" instructions.

November 24 – November 28 Thanksgiving Break NO HOMEWORK

Module 6: 11/26 – 12/2

Working and Earning

**Read** Module 6 instructions.

Visit the CashCourse website and read the articles/watch videos (in "Related Resources") in the following Topic sections: EARN

Take Quiz 3 over Modules 5 and 6. Once you begin Quiz 3, you must complete it.

# <mark>Module 7: 12/3 – 12/9</mark>

# Changes in Financial Knowledge and Behavior

**Take the Post-test.** The post-test will evaluate changes in financial knowledge and behavior. This exam is performance based. You have only one access to this quiz so once you begin the quiz, you must complete it. This quiz is worth **40 points**. You can access the post-test from the Assignment Folder at KSU Online

### Appendix B Powercat Financial Information

# Powercat **Financial**

Financial insight for K-State students, by K-State students.

#### Our office

Powercat Financial provides K-State students with free financial education for their current situation and for the future. Trained peer financial counselors provide individual sessions, online help sessions and educational workshops for student groups.

#### Our services

Ve offer information and education in many financial areas, including:

- Preparing a step-by-step college financial plan to reduce debt.
- Determining long- and short-term financial goals.
- Preparing a spending plan.
- Organizing your finances and spending
- Exploring the importance and use of credit.
- Obtaining and reviewing your credit report.
- Analyzing your options for student loan renavme
- Destingtion start in the for and smaller to be often
- Avoiding identity theft.





#### Students request a free confidential session online at *k-state.edu/powercatfinancial/services*

#### Additional resources

Powercat Financial works closely with the nonprofit SALT, offering you free access to another financial resource. Register at k-state.edu/salt and enjoy these benefits:

- Receive advice about student loans.
- Score a scholarship, internship or job.
- Snag money-saving deals.
- Take control of your money. Free online financial courses.

**Learn more** Contact Powercat Financial to schedule a financial workshop, learn about our peer-to-peer program, or to simply find out more about our services. Powercat Financial 302 K-State Student Union (Third floor) 918 N. 17th St. Manhattan, KS 66506

785-532-2889 *k-state.edu/powercatfinancial* powercatfinancial@k-state.edu