

ABSTRACT OF CAPSTONE

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The Graduate School

Morehead State University

April 11, 2023



CROSS THE FINISH LINE:  
STRATEGIES FOR INCREASING THE RETENTION, PERSISTENCE, AND  
GRADUATION RATES OF BLACK MALE STUDENT-ATHLETES AT  
KENTUCKY STATE UNIVERSITY

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

Jamaal R. Jackson

Columbus, Ohio

Committee Chair: Dr. Fujuan Tan, Associate Professor

Morehead, Kentucky

April 11, 2023

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GRADUATION RATES OF BLACK MALE STUDENT-ATHLETES AT  
KENTUCKY STATE UNIVERSITY

The Cross the Finish Line e-Learning tool is designed to be utilized by Kentucky State University coaches and athletic department staff who work with Black male student-athletes. The Cross the Finish Line e-Learning tool contains modules that provide information on academics, mental health, and cultural competence to the user. When its use is implemented at Kentucky State University, an HBCU, it is expected to increase the retention, persistence, and graduation rates of Black male student-athletes. The intended audience is Kentucky State University Athletic Department staff.

Black males have the lowest 4-year graduation rates of all races and genders (NCES, 2019). Black male student-athletes at Kentucky State University have a 32% graduation rate (KYSU Office of Institutional Research, 2022), well below the 38% average for all NCAA Division II Black male student-athletes (NCAA, 2022). The modules within the Cross the Finish Line e-Learning tool identify the barriers to graduation that exist for Black Male student-athlete at Kentucky State University as well as give instructions for helping Black male student-athletes to overcome those barriers.

Along with the design and contents of the Cross the Finish Line e-Learning tool, this executive summary discusses reasons for the low retention, persistence, and

graduation rates of Black male student-athletes at Kentucky State University, and provides techniques and methods for helping the Black male student-athletes overcome those barriers.

A review of literature was conducted, and the author's personal and professional experiences were used in developing the Cross the Finish Line e-Learning tool. Interview responses from experts from the fields of academics, mental health, and cultural competence were used in the development of the Cross the Finish Line e-Learning tool. This research aided in the design of the modules by identifying key issues that athletic department staff and coaches need to be aware of in order to help Black male student-athletes persist towards graduation at Kentucky State University.

KEYWORDS: Graduation Rates, HBCU, Persistence, Retention, Student-Athlete, E-learning

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Candidate Signature

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Date

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KENTUCKY STATE UNIVERSITY

By

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CAPSTONE

Jamaal R. Jackson

The Graduate School

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## DEDICATION

To my wife Mary: thank you for not only assisting with the completion of this Capstone, but for first encouraging me to pursue this doctoral degree. Thank you for raising our children and always believing in me. To my children Jairus & Laila: you can accomplish anything that you want. God is and will always be in you.

I love you.

## ACKNOWLEDGEMENTS

I want to first acknowledge my parents, Jesse & Linda Jackson: thank you for instilling in us the understanding of the importance of hard work and an education.

To my nephew Zac Thornton: thank you for recording and re-recording your voiceovers. You are the best and you need to be in the business.

I would like to acknowledge my committee chair, Dr. Tan, along with my committee members Dr. Privott, & Dr. Graham. Thank you for guiding this project to a safe landing.

Thank you to my “Home Alone” cohort.

Thank you Dr. Dawn Offutt, Mr. Edgar Lewis, and Mr. Kamari Wooten, for taking your time out to contribute to this project.

And to everyone who has encouraged me during this journey, I thank you from the bottom of my heart!

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## **Executive Summary**

### **Core of the Capstone**

Not only do student-athletes need to achieve an NCAA mandated minimum grade point average each semester to remain academically eligible (Official Athletics Website, 2021), but they also need to be successful in their courses to persist towards graduation (Kentucky State University, 2022). To be academically eligible, a student-athlete shall be in good academic standing as determined by the academic authorities at their institution (NCAA, 2022). Student-athletes face unique demands not faced by the general population of students at Kentucky State University. These demands on the student-athlete, such as additional time that they must devote to their sport, along with other societal pressures, negatively impact their academic success and mental well-being, making it difficult to persist towards graduation (Coffey, et al., 2019).

Per NCAA Division II rules, student-athletes can spend no more than 4 hours per day and 20 hours per week participating in countable athletically-related activities, which include any required activity with an athletics purpose, involving student-athletes and at the direction of, or supervised by, any member or members of an institution's coaching staff (NCAA, 2022). Because of the time devoted to their sport, student-athletes face the challenge of balancing athletic participation and academic success (Coffey, et al., 2019.) The Cross the Finish Line e-Learning tool includes instructions for users on how to intervene at the first sign of academic problems, what to recognize as signs of mental distress, and where to find the appropriate professionals on campus to refer student-athletes to in order to remedy

academic and mental issues. These instructions are not readily available on campus, and mentoring and advising programs for Black male student-athletes are nonexistent.

Kentucky State University is a member of the National Collegiate Athletic Association. According to the NCAA (2021), Black male Division II student-athletes graduate at a rate of 38% while all student-athletes graduate at a rate of 60%. Black male student-athletes at Kentucky State University graduate at a rate of 32% (Kentucky State University Office of Institutional Research, 2022). The purpose of the capstone is to create an e-Learning tool that will include processes, procedures, and information that could assist users in facilitating the increase of retention, persistence, and graduation by Black male student-athletes.

The Cross the Finish Line modules identify the barriers to graduation that exist for Black Male student-athlete at Kentucky State University as well as give instructions for helping Black male student-athletes to overcome those barriers. While some HBCU athletic departments have staff members responsible for student-athlete success, Kentucky State University does not have a staff member whose main responsibility or duty is ensuring the holistic success of student-athletes (see appendix A). Because of this, Black male-student athletes may not receive an appropriate amount of advising and mentoring as they face barriers, such as negative criticism and academic rigor that impact their retention and persistence towards graduation (Coffey, et al., 2019). The below average retention (see Appendix A) and graduation rates (see Appendix B) of Black male student-athletes at Kentucky State University illustrates the need for programming that will help to increase those rates. By

providing the athletic department staff with the Cross the Finish Line e-learning tool, it is expected that retention, persistence, and graduation rates of Black male student-athletes will increase.

The Cross the Finish Line e-Learning tool contains information identifying barriers and challenges that are faced by Black male student-athletes that may impede their retention and persistence towards graduation along with techniques and methods that, when implemented, can assist staff members in helping these student-athletes in maneuvering these barriers and challenges. Cross the Finish Line provides a collection of information in one reference point that is readily available to athletic department staff members. The e-learning tool includes educational information and instructions for: (1) early recognition of academic issues and appropriate referral methods, (2) best practices for recognition of some mental health issues that Black male student-athletes may face, and appropriate referral techniques, (3) improving one's own cultural competency so that staff may strengthen their relationships with and understanding of Black male student-athletes in order to be better prepared to offer these students the resources that they need.

Topics such as racial identity, masculine identity, gender and sexuality, academic difficulties that are faced, impact of faculty interactions, and mental health are all covered by the Cross the Finish Line e-Learning tool.

### **Who is the Capstone Meant to Impact**

The intended users of the Cross the Finish Line e-Learning tool are Kentucky State University athletic department staff and coaches who work with Black male



student-athletes. The Cross the Finish Line e-Learning tool would be made available to athletic staff, and they will be, as part of their job responsibilities, expected to utilize the information given in the Cross the Finish Line e-Learning tool while working with their Black male student-athletes. Coaches' interactions affect the retention, persistence, and graduation rates of their Black male student-athletes. (Rutledge, 2020).

### **Framework**

The Cross the Finish Line e-Learning tool was developed using the Kemp Instructional Design Model. The Kemp ID Model is characterized by its nonlinear structure and the interrelated nature of its components (Kemp, 2016).

The Kemp ID model presents the most suited design for The Cross the Finish Line e-Learning tool due to its interrelated components. There are nine, interdependent core elements of the Kemp ID Model: instructional problems, learners characteristics, task analysis, instructional objectives, content sequence, instructional strategies, designing the message, instructional delivery, and evaluation instruments (Kemp, 2016). Factors that the author considered in order to achieve the design best suited to the learning outcomes were the individual needs and characteristics of the Cross the Finish Line e-Learning tool user and instructional content and activities of the e-learning tool (Kemp, 2016). Because of the cyclical structure of the Kemp ID Model, the teaching process can be revised and adjusted at various times based on specific needs of the audience (Kemp, 2016).

### **Description of the Cross the Finish Line E-Learning Tool**

The Cross the Finish Line e-Learning tool informs users on methods and techniques in identifying barriers to retention, persistence, and graduation, and helping their students to overcome these obstacles. The Cross the Finish Line e-Learning tool includes three sections, which cover academics (see Appendix E, Slides 9-19), mental health (see Appendix E, Slides 20-32), and cultural competence (see Appendix E, Slides 33-43). The e-Learning tool provides visual and audio information to the user. The user can return to slides after they are viewed by clicking the three dots on the upper right corner of the slide. The user can never skip slides. Slides can be locked or unlocked by the e-Learning tool administrator, meaning that users must listen to full audio segments on slides before they are able to continue to the next slide if the slides are locked.

EdApp was used to design the Cross the Finish Line e-Learning tool. EdApp is a learning management system that allows the user to create interactive courses and share them electronically (Welcome to EdApp, 2023). EdApp was designed as a mobile learning platform that allows training, learning, and development to take place electronically. EdApp uses a microlearning platform, which is the breaking down of information into topical, bite-sized chunks, which make lessons easier to be digested and retained by the student or in this case, athletic department staff (Welcome to EdApp, 2023).

### **Why was the Capstone Project Selected**

Black male student-athletes at Kentucky State University are faced with numerous hurdles as they attempt to persist towards college graduation. Participation

in college athletics is an endeavor which can force those athletes to attempt to balance the rigors of academic success, athletics, stereotypes, and negative criticism (Coffey, et al., 2019). Unlike non-athletes, these students face increasing pressure from outside sources, including family, coaches, and fans (Coffey, et al, 2019). This Capstone project was selected because Black male student-athletes have the lowest graduation rates of all races and genders (Graduation Rates, 2019). While the graduation rate for Division II student-athletes was 60% in 2021 (NCAA, 2021), the graduation rate for Black male student-athletes at Kentucky State University sat at 32% for 2021, 36% for 2020, and 22% for 2019 (see appendix B). The Cross the Finish Line e-Learning tool is expected to provide Kentucky State University athletic staff with methods and techniques for helping their Black Male student-athletes to maneuver barriers as they persist towards graduation.

First generation students are more likely to be Black or Hispanic (NCES, 2022). Being a first-generation student can add additional difficulties to persistence towards graduation as many of these students are leaving their family and hometown for the first time, which can cause them to feel lonely and as if they should not be in college (Martin, 2020). Imposter Phenomenon or imposter syndrome is the feeling that students get that they do not belong or don't have the skills or intelligence to be in college (Bernard, et al., 2020). While these students-athletes may have the capacity for success and achievement, individuals experiencing imposter syndrome have an intense fear of failure and a negative perception of their intellectual capabilities

(Bernard et al., 2020). Black male student-athletes at Kentucky State University may suffer from imposter syndrome, and it could negatively affect their ability to persist towards graduation.

Striving for academic achievement is a significant source of stress for some college students, and being a Black male student-athlete can further compound that stress (Lopes Dos Santos et al, 2020). Increased institutional expectations for academic performance can lead to Black male student-athletes becoming more academically engaged (Woods et al., 2018).

The pressure to perform at a high level both academically and athletically increases the likelihood of triggering mental health issues (Los Dos Santos, et al, 2020). Mental health is a key component of student-athlete wellness, and athletic department staff plays a pivotal role in providing an environment that supports wellness while also providing the appropriate resources so that student-athletes can obtain referrals to mental health services (NCAA Sport Science Institute, 2020). Rates of mental exhaustion, anxiety, and depression have seen minimum changes since the fall of 2020 and are 1.5 to 2 times higher than identified before the COVID-19 pandemic (NCAA, 2022).

Black male student-athletes experience stress caused by the role and responsibility of being a Black male and a student-athlete (Mincey, et. al. 2015). These stressors can cause these student-athletes to be affected by negative physical and mental health and distress outcomes as well as riskier sexual behavior (Mincey, et. al. 2015). Research performed by Boyraz and Granda (2019) found that mental

health and wellness may be an important determinant of whether a student will leave college prior to graduating. Although student-athletes are exposed to numerous stressors, they are less likely to seek help at a university counseling center than non-athletes (Lopes Dos Santos, et. al, 2020). Under the NCAA Constitution, member institutions are responsible for facilitating an environment that reinforces mental health within athletics by ensuring access to appropriate resources, but less than half of men's sport participants stated that they would feel comfortable seeking support from a mental health provider on campus (NCAA, 2022).

While Black male student-athletes are developed in the athletic realm, they are seldom developed holistically (Howe, 2020). This lack of support leads to negative experiences and outcomes such as stereotype threat and identity foreclosure (Howe, 2020). When Black male student-athletes identify with their athletic role, they sometimes face detriments such as being ill-prepared for life after sport and negative academic outcomes (Howe, 2020). Through discussion provided by mental health and cultural competency professionals who all have previous and current experience with Kentucky State University, the Cross the Finish Line e-Learning tool informs the user of the importance of understanding the experience of the Black male student-athlete as well as the importance of holistically developing the Black male student-athlete. Users will be informed on how self-identity awareness repositions a dominant focus on athletic identity to a better understanding of self within Black male student-athletes (Howe, 2020).

Existing as a student-athlete, even on an HBCU campus, does not eliminate Black males from discrimination that is prevalent within the broader U.S. society (Howe, 2020). Black male student-athletes experience discrimination on the basis of their racial identity in two aspects – as a Black student on a college campus and as a Black male student-athlete (Howe, 2020).

Research has shown that men who embody traditional concepts of masculinity, which teaches men not to express themselves emotionally because it may appear weak or feminine, have higher levels of substance abuse, riskier sexual behavior, stress, and anger (Mincey, et al., 2015). All of these factors can provide barriers to retention and persistence towards graduation. The type of masculinity that African-American males relate to influences the type of coping mechanisms they use to deal with stress. Some African-American male student-athletes will deal with stress as they compete in their own sport and attempt to persist toward college graduation. No matter their masculinity subscale, a major coping mechanism used by the vast majority of African-American male students when faced with stress is spirituality (Mincey, et al, 2015).

Social, or role identity theory, is that part of an individual's self-concept, which derives from his or her knowledge of one's membership of a social group together with the value and emotional significance attached to that membership (Zyosec, et al., 2019). Black males face a variety of factors that can hinder or help in their persistence toward graduation. These include faculty involvement, or lack thereof; availability of financial resources; the atmosphere of the classroom

environment; academic and personal support services; participation in extracurricular activities; and students' ability to understand and deal with racism. Research performed by Von Robertson and Chaney (2015) showed that students perceive stereotype threats in the classroom as their professors had better relationships and tended to lean more towards white students. Classroom involvement is a stereotype threat as professors did not mention black accomplishments in class (Von Robertson, et al., 2015). Racism is a stereotype threat as campus police did not act pleasantly towards black students (Von Robertson, et al., 2015). All of these stereotype threats serve as hindrances to graduation as victims are more apt to leave school before graduation (Von Robertson, et al., 2015).

If student-athletes arrive at college with an existing social identity, they are more able to deal with these stereotypes and persist towards graduation. Carter-Francique, et al., (2015) conducted research, seeking information on culture and cultural wealth and social capital, which refers to a person's social network and how this network can give him or her certain privilege. Along with those factors, they studied access and social support that these students can receive from their social network. All of these variables have an impact on academic success.

Cultural wealth is defined as "instruments for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed" (Carter-Francique, et al., 2015). Because privilege exists, inherently, based on race, sex, and social class, people who are not part of the privileged group do not hold much social capital, and this lack of social capital can lead to a lack of motivation.

Multiple barriers and challenges exist that have an impact on whether a Black male student-athlete will, after entering college, graduate. Using both vocal narration and written information, the Cross the Finish Line e-Learning tool identifies those barriers and challenges as well as pinpoints means in which staff can assist student-athletes in navigating those barriers and challenges. The subjects of academics, mental health, and cultural competence are highlighted in the Cross the Finish Line e-Learning tool.

### **Limitations**

The limitations to designing the Cross the Finish Line e-Learning tool were the author's limited technical and digital experience. Learning the EdApp software and authoring the application occurred simultaneously.

The limitations of implementing the Cross the Finish Line e-Learning tool include the instability that has taken place within the Kentucky State University Athletics Program. Since July 2016, there have been 8 Athletic Directors at Kentucky State University. The Cross the Finish Line e-Learning tool is one that must be used and referred to repetitively over the duration of a student-athletes' matriculation. As new leadership comes and goes, these administrators choose to disqualify certain programs, strategies, and methods that are used. If the Cross the Finish Line e-Learning tool is initially used, but the strategies and methods cease to continue, the full benefits of the tool would not be realized.

### **Implementation Plan**



In order for Kentucky State University to gain the greatest benefit from the use of the Cross the Finish Line e-Learning tool, the Athletic Director, Provost, and Vice President would have to collaborate. The Athletic Director oversees the Athletic Department. The Provost oversees all academic affairs, and the Vice President of Student Affairs oversees the mental health counselors and resources that are offered. They, along with their staff would need to review the e-Learning tool and adjustments would be made, according to the results of the review. After adjustments are made and the e-Learning tool published, email invitations to the Cross the Finish Line e-Learning tool will be sent to athletic department staff. It is anticipated that the Athletic Director would make it mandatory for all staff to complete the lesson.

### **Evaluation Plan**

At Kentucky State University, graduation rate is calculated as percentage of first-time full-time bachelor degree-seeking students who completed bachelor degree within 6 years (Kentucky State University Office of Institutional Research, 2022). 6 years following initial implementation and each year thereafter, the graduation rate will be looked at as a determinant in finding if the e-Learning tool is effective. Fall-to-fall retention rate data is recorded by the Office of Institutional Research, and that data can be studied after the first year of implementation in order to help determine if the e-Learning tool has an effect. Surveys can be administered to the coaches and athletic department staff prior to and after they use the e-Learning tool. Results of the surveys will help determine if users have gained information from the e-Learning tool and what information was learned. In addition, interviews can be conducted with

academic staff and mental health counselors, and data collected can be used to help determine what, if any, effect the e-Learning tool has on the users.

### **Capstone Project**

#### ***Introduction***

The Cross the Finish Line e-Learning tool begins by providing an explanation to the user of what the e-Learning tool is and why its need exists (see Appendix E, Slide 2). Following the explanation, the graduation rates for Black male, Black female, White male, and White female student-athletes at Kentucky State University are given to the user (see Appendix E, Slide 3). The user is then asked to guess the NCAA Division II graduation rates for Black male student-athletes (see Appendix E, Slide 4). After making a guess, the user is provided with a prompt, comparing the graduation rate of Black male student-athletes at Kentucky State University with that of all NCAA Division II Black male student-athletes (see Appendix E, Slides 4). Following Slide 4, the user is provided with a listing of the useful information Cross the Finish Line includes (see Appendix E, Slide 5).

Following the introduction, the Cross the Finish Line e-Learning tool includes three sections: academics, mental health, and cultural competence. In the academic section, users are provided with information on how to recognize if their student-athlete may need academic assistance, and ways to help that student-athlete acquire assistance. Kamari Wooten is the Executive Director of Academic Services at the University of Louisville. Wooten was formerly an Academic Advisor for Athletics at Alabama A&M University, which is an HBCU. Mr. Wooten was interviewed, and his

responses are included in the academic section of the Cross the Finish Line e-Learning tool.

Following the academic section of the e-Learning tool is the mental health section. This section contains methods and techniques for the user to be able to recognize signs of mental health problems in their student-athletes, as well as means for acquiring assistance in alleviating those mental health problems. Mr. Edgar Lewis, the Interventionist/Mental Health Counselor at Kentucky State University, was interviewed, and his responses are included in mental health section of the Cross the Finish Line e-Learning tool.

The final section of the Cross the Finish Line e-Learning tool is the cultural competence section. This section contains information describing to the reader what cultural competence is, and why it is important for them to practice cultural competence when working with their Black male student-athletes. Dr. Dawn Offutt, the Executive Director of Initiatives for Diversity, Equity & Inclusion at KY Council on Postsecondary Education, was interviewed, and her responses were used in the section of the Cross the Finish Line e-Learning tool that covers cultural competence. IRB approval was obtained in order to conduct the interviews of Mr. Wooten, Mr. Lewis, and Dr. Offutt. All of these professionals have current or past experiences at Kentucky State University.

### ***Early Recognition of Academic Issues and Effective Assistance Techniques***

Users are informed that (see Appendix E, Slide 7) striving for academic excellence can cause a strain for college students and some Black male student-

athletes are more heavily impacted by that strain. The slide goes on to inform the user that if academic expectations for those Black male student-athletes are set high, they may be more apt to excel academically.

Kamari Wooten is the Executive Director of Academic Services at the University of Louisville, currently working with Men's Basketball. Mr. Wooten graduated from Kentucky State University, where he was a student-athlete, participating in the sport of Men's Basketball. Wooten was interviewed on both his current professional experiences working with Black male student-athletes, as well as his experiences as a Black male student-athlete at Kentucky State University (see Appendix E, Slide 8).

In working with Black male student-athletes throughout his career, Mr. Wooten has advised academically underprepared student-athletes that came from both lower resourced schools as well as the top college preparatory academies in the nation. In both cases, he says, some students have not been prepared for the academic rigor of a university (2022). For this reason, Wooten says, coaches and staff must provide an environment where students are able to obtain academic help when it is needed (2022).

In order to be proactive in helping students strive towards academic success as well as prepare themselves to tackle academic issues that may arise, Wooten suggests that coaches and athletic staff have their students complete a VARK assessment (VARK Learning Style Questionnaire, 2022) in order to explore the student's learning styles (see Appendix E, Slides 10-11) (2022). This assessment

gives the coach or athletic staff member insight and background information of how the student learns best when approaching new concepts, study skills and techniques (K. Wooten, personal communication, 2022). Secondly, Wooten states that the coach or athletic staff member should help the student in establishing a structured foundation and a regular routine or daily agenda that the student can follow (2022) (see Appendix E, Slide 9).

As a student-athlete, Wooten was never a firm believer in assigning students to complete a predetermined amount of study hall hours, and, as a professional, his experiences have told him that other methods are more effective (2022). He believes that a more thorough approach should be taken in determining the unique needs of each individual student (2022). According to a study completed by Eddie Comeaux (2010), a one-size-fits-all approach to learning is not successful, and instead, learning environments and socialization patterns that are tailored to norms, values, and socialization patterns and behaviors of the student are more meaningful.

During Wooten's time as a student-athlete at Kentucky State University, Mr. Isadore Rich, an academic advisor for athletics, worked with students individually (2022). He performed tasks such as editing student's papers, helping students to establish study routines, and working as a liaison between faculty, students, and athletic department staff. Wooten says the one-on-one approach used by Mr. Rich helped him immensely and is an approach that he uses today (2022).

Although there is no longer an Academic Advisor for Athletics, the Thorobred Learning Center does exist. The Thorobred Learning Center offers students academic

coaching, which assists students in identifying their learning style, personal goals and strategies to achieve success. The Thorobred Learning Center also offers peer tutoring in which students can work in group and one-on-one sessions with qualified peers (see Appendix E, Slides 12-13).

In order to obtain these services at Kentucky State University, students should be referred to Kentucky State University's Director of Academic Support. Because Black male student-athletes may be hesitant to visit the Thorobred Learning Center on their own, a practice that will prove successful is to bring the director and her team to spend time with student-athletes at the beginning of the semester in a social setting. By doing this, the academic team can build early relationships with the student-athletes by getting to know them in a relaxed atmosphere (see Appendix E, Slides 12-13). Data shows that students who use the Thorobred Learning Center have a higher grade point average than students who do not use the Thorobred Learning Center, and student who use the Thorobred Learning Center have a 98% retention rate (Kentucky State University- Quadrennial president's report, 2020). Undergraduate students who use the Thorobred Learning Center have a cumulative grade point average of 3.13, while undergraduate students who do not utilize services offered by the Thorobred Learning Center have a cumulative grade point average of 2.51 (see Appendix D) (Kentucky State University Office of Institutional Research, 2022).

Users are instructed that interactions of Black male student-athletes, as well as interactions of faculty and athletic personnel (Rankin, et al, 2106). Research shows that quality interactions between faculty members and student-athletes influence

student-athletes' academic achievement, satisfaction with college, persistence, attrition, education and career aspirations (Rankin, et al, 2016). When student-athletes have quality relationships with athletic department staff and coaches, these relationships not only contribute to their academic success of student-athletes, but to their athletic success and identity as well (Rankin, et al, 2016). A great way to improve these relationships between Black male student-athletes and faculty members at Kentucky State University is to invite faculty members to athletic department games and events, and to encourage your student-athletes to participate in their class discussions (see Appendix E, Slides 14-15).

### ***Early Recognition of Mental Health Issues and Appropriate Referral***

In the section of the e-Learning tool covering mental health, users are informed that student-athletes are more likely to develop mental health problems because they are attempting to excel both athletically and academically. The user is then informed on the importance of providing an environment where their student-athletes should be encouraged and assisted in seeking resources that support their mental health. Cross the Finish Line gives the user tips on how to encourage their Black male student-athletes to seek mental health counseling (see Appendix E, Slide 23-24). Cross the Finish Line informs users about the importance of their interactions with student-athletes and the effect that these interactions can have on an athlete's stress levels, both positively and negatively.

The Cross the Finish Line e-Learning tool gives instructions for identifying early signs of mental health issues, stress, and anxiety, as well as identifying the on-

campus professionals who students should be referred to when these issues exist.

Once Athletic Department staff become aware of potential mental health issues, they must know the next step to take. The Cross the Finish Line e-Learning tool identifies licensed, on-campus practitioners who are qualified to provide mental health services and the correct procedures for mental health referrals (see Appendix E, Slide 20-21).

Cross the Finish Line provides users with tips, methods, and techniques in identifying the resources that are available. Integrating strong professional working relationships with the mental health counseling areas is critical to ensure that professionals are informed and respond quickly and effectively.

Athletic department staff can help support positive psychological well-being among all student-athletes by normalizing care seeking and fostering experiences and interactions that promote personal growth, self-acceptance, autonomy and positive relations with others (NCAA, 2021). The way that staff communicate about mental health can demonstrate their commitment to inclusion and wellness and their support of all student-athletes, including those with a history of mental health concerns or those experiencing mental health concerns for the first time in college (NCAA, 2021) (see Appendix E, Slides 20-21). By facilitating meetings between student-athletes and licensed practitioners who are qualified to provide mental health services, athletic department staff are fostering a culture that normalizes the importance of seeking mental health care when needed.

In 2020 student-athletes experienced rates of mental exhaustion, anxiety, and depression at rates 1.5 higher than before CoVid-19 (NCAA, 2022).



Mental health concerns were the highest among student-athlete demographic subgroups commonly displaying mental distress, which includes Black male student-athletes (NCAA, 2022).

In identifying mental health issues and referring student-athletes to a professional, all stakeholders within athletics who work with student-athletes should be aware of written institutional procedures regarding the referral of student-athletes with non-emergency mental health concerns. As part of the referral process, it is important to identify a point person within athletics (e.g., head athletic trainer, team physician) who is responsible for facilitating such referrals (NCAA, 2022).

Individuals within athletics who work directly with student-athletes (e.g., coaching and other staff members) should be provided with role-appropriate training about the signs and symptoms of mental health disorders and about behaviors to monitor that may reflect psychological concerns (NCAA, 2022). Coaches, administrators or other nonclinical staff within athletics who are concerned about the mental health of a student-athlete should communicate their concerns through institutionally designated communication channels for injuries and illnesses. This usually means communicating with the primary athletics health care providers (athletic trainers and team physicians) (NCAA, 2022). Although it is recommended that the referral and care coordination process be through a point person in athletics, institutions may establish different procedures to facilitate the referral process and to coordinate care. What is most important is that all stakeholders be aware that should there be a potential mental health concern, it is their responsibility to facilitate referral of the

student-athlete to the appropriate personnel as specified by their institutional plan (NCAA, 2022).

Edgar Lewis is the Interventionist/Mental Health Counselor at Kentucky State University (see Appendix E, Slide 22). He was interviewed and his responses were used to develop the Cross the Finish Line e-Learning tool. At Kentucky State, the issues that he has seen while working with Black male student-athletes include “adjustment disorders especially for those who are first time college students. A lot of emotional distress, and a lot of issues that would fall under the umbrella of therapeutic approach that is known as brief solution focused therapy, which basically happens when students come in with a problem such as relationship issues; such breaking up with a girlfriend, or family issues” (E. Lewis, personal communication, 2022). Lewis says that those issues can cause emotional distress, and he has seen a prevalence of those issues at Kentucky State University (2022). With the student-athletes that he has worked with, especially the Black males, he has noticed a prevalence of anger management issues that they have needed to work through as well (E. Lewis, personal communication, 2022).

Although anxiety is an internal issue, signs or indicators that staff members can look for when uncovering mental health problems include anger issues such as young men who are quick to get angry and quick to show frustration in an outward manner, says Lewis (2022). “These young men project their feelings and emotions through anger; arguing, fighting, hitting, rather than communicating. Men have been socialized to fight, be strong, be tough, and not show any emotions” (E. Lewis,

personal communication, 2022). Sometimes, Lewis said, Black males tend to want their behavior, rather than their words, to communicate their feelings (2022). Lewis says that staff members should strive towards helping our young men normalize their feelings and talk about them, rather than showing them in a socially unacceptable way, such as fighting, cursing at others (2022). “Sometimes that energy and aggression that occurs is related to something traumatic or tragic, and that explosion is their outward way of dealing with that” (E. Lewis, personal communication, 2022).

“A way for coaches and athletic department staff members to help their students to be more apt to communicate and share is to increase their general conversation and communication. Coaches need to provide comfort and accessibility so that a player can come and speak to them. It all begins with building rapport. The student-athletes need to know that coaches and staff members care. Coaches should be compassionate and open, and accepting of students. Coaches and staff members must provide a sense of comfort, or confidentiality, and the student will tend to open up a little bit more. Building that relationship is very important” (E. Lewis, personal communication, 2022). The keys, Lewis states, are being open, showing yourself accessible, and providing a sense or level of comfortability (see Appendix E, Slide 23).

Lewis says that there are severe cases of anxiety, depression, or even adjustment problems that signal when the student-athlete should be referred to a professional (2022). “When, after communicating with that student for a time and the issues persist, coaches need to recognize that their level of competency is not one of a

therapist, and that the student needs to be referred to a professional” (E. Lewis, personal communication, 2021).

When referring a student to a professional, Lewis suggests, coaches should try accompanying that student, rather than sending them (2022). The coach, Lewis says, may be the only support system that the student-athlete has, and the relationship that they have with the student will provide a sense of comfort during the initial few visits with the therapist or counselor (2022). While emails and calls may work when referring a student, in Mr. Lewis’ opinion, physically accompanying the student is a much better practice (2022).

In closing, Lewis states that within the African-American community, there exists what he calls a collectivist culture (2022). “This is a strong reliance and dependability on others and coaches need to know that their players are quite dependent on them. Most teams develop a culture within themselves, and if a coach can create a strong, family like environment, he may be creating a nurturing environment for a student that may come from a weaker home background or environment. A coach needs to create this environment to where the student-athletes feel comfortable, but at the same time, instill independence so that the students are developing and prepared for when they’re beyond the walls and confines of Kentucky State University. They should feel that with what coaches and staff have modeled for them and instilled in them, they’re ready to be a leader in society” (E. Lewis, personal communication, 2022).

It should be part of a coach's responsibility, Lewis says, apart from coaching and running strategy, to help their students become leaders and to grow not only athletically, but mentally, socially, and emotionally (2022). Because a lot of men are not socialized to open up and correctly deal with their emotions, Mr. Lewis says, they find themselves projecting their emotions; arguing or fighting, and that is not socially acceptable (2021). If coaches and staff members are not instilling and teaching them how to properly resolve conflicts, Lewis says that he's not sure how effective a ball is the hand is if they're not able to self-preserve, self-reflect, or deal with their inner selves (2022). "If coaches aren't doing that, they're not helping them to become strong men" (E. Lewis, personal communication, 2022.)

### ***Cultural Competence***

Dr. Dawn Offutt, the Executive Director of Initiatives for Diversity, Equity & Inclusion at KY Council on Postsecondary Education was interviewed, and her responses were used in the creation of the Cross the Finish Line e-Learning tool (see Appendix E, Slide 26).

Dr. Offutt says that an individual who has cultural competence is one who, through a cultural lens, is very aware of who they are (2022). When she talks about cultural competence in the workplace, she says that not only should people aware of themselves, but they should also be aware of the people that they work with; their colleagues (2022). According to Dr. Offutt, "in the workplace, a person should be culturally aware of the people that they serve, in this case, the student-athletes. Not only should coaches be aware of themselves, those that they work with, and those that

they serve, they should also have a skill set to be able to effectively interact with all of those people cross culturally. At an individual level, they'll look at someone's traditions, someone's belief systems, their values, their thought processes, etc. At an organizational level, a person will look at the policies, procedures and practices that supports that organization, and they'll be able to see whether they effectively integrate the many different cultures within that organization to help that organization function" (D. Offutt, personal communication, 2022). Offutt goes on to state that cultural competence works at both the individual and the organizational level (2022).

Offutt goes on to state that it's important for anybody, regardless of who they are or what they do, to have cultural competence for a few reasons. "One, people come from different cultural backgrounds, and culture is more than race or ethnicity. Culture is a way of life for a group of people, it's a way of being for a group of people. It is what makes them who they are" (D. Offutt, personal communication, 2022). Dr. Offutt says that at a University of Louisville football or basketball game, or Kentucky State game or University of Kentucky game, there are certain colors that are worn, there are certain chants that are sung, there are certain things that go on at the games that are only that people that attend that game and support that institution are really privy to and really get into, and that's their culture (2022). When she talks about culture, she says that she talks about it from that lens (2022).

"It's important for all of us to be culturally competent, because people are going to run into individuals who are different. And people should want to be able to effectively interact with those people" (D. Offutt, personal communication, 2022).

Dr. Offutt says that people should make sure that before attempting to serve others, they make an immediate effort to recognize the person's culture (2022). She says that their culture impacts what they say, how they say it, and the decisions that they make (2022). By being aware of themselves and being aware of the individuals that they work with, they will want to make sure that they educate themselves on the differences and how those differences might impact their interactions, Dr. Offutt suggests (2022). On that general level, Dr. Offutt says, everyone needs to have cultural competency, but specifically, coaches do (2022).

Using that same definition, Dr. Offutt says, coaches need to know who their athletes are, understand where their athlete might be coming from, understand that they must be able to intentionally address differences at the very beginning of the relationship, as opposed to having some things come up later as a cultural issue, and finally, understand that culture is a moving target, meaning that as cultures evolves, as people expand their circles, and people from different cultures come into their circle, culture changes (2022).

During the interview with Dr. Offutt, she addressed race (see Appendix E, Slide 28). She says that race is different than ethnicity, although they are incorrectly used interchangeably (2022). Race, Dr. Offutt states, refers to a social construct that was created by the majority to limit and restrict power, wealth, and access to a group of people (2022). When we talk about race, Dr. Offutt says, we usually talk about White or Black (2022). "Individuals who identify as Black have been, generally, the ones who have had wealth, opportunity, and access restricted. Race is different from

ethnicity in that ethnicity talks about geographic origin, so understand that everybody who is Black is not African-American” (D. Offutt, personal communication, 2022).

Dr. Offutt says that there are Black people from all over the world, and it’s important that coaches are not lumping all their students together, just because they’re Black (2022).

With all of that in mind, Dr. Offutt says, with young Black men especially, people see them as one thing, and Black people in general are not a monolith (2022). Dr. Offutt says that coaches need to ask students questions continuously in order to get to know them better (2022), and that’s how they start to work on and improve their cultural competence. They will get to know the people that they serve much better. She says that “especially with our young Black men, they’re living in an environment where it’s dangerous for them, how people see them, how police see them, how professors see them. Do they just see them in one aspect, do coaches just see them as them being here to play, are they only here to win championships and are we looking at our students for only what they can bring to the program and the university athletically? There have been instances where it's kind of the shut up and dribble, shut up and play. In terms of race with young Black men, on one hand, they may look at athletics as a way and a means to help pay for post-secondary education. On the other hand, coaches have got to make sure that they are really, truly working in the best interests of the athletes, and that they're not being used just to win games. So there’s that fine line that is walked, particularly if coaches are getting young men who start out from a young, early age, who might come from low-income



backgrounds and see athletics as a way of helping their families get out of that low-income environment” (D. Offutt, personal communication, 2022).

Student-athletes identify differently along the queer spectrum, and coaches should be sure that they are competent enough that they do not exhibit heterosexist and homophobic behaviors and attitudes (NCAA, 2014). The climate and environment that exist within a team and campus affect a student-athletes’ academic and athletic outcomes (NCAA, 2014).

Coaches can create a positive climate by both using and tolerating only respectful and language (NCAA, 2014). Coaches must familiarize themselves with language that is unacceptable and acceptable within the queer community, and quickly respond when they hear or learn that unacceptable language is being used (NCAA, 2014).

In terms of the notion of gender, Dr. Offutt says that gender has evolved within the last 10 years (2022). “How my son sees and understands gender is different than how I understood gender when I was his age. There's much more exposure now to individuals who identify on the LGBTQIA+ spectrum” (D. Offutt, personal communication, 2022) (see Appendix E, Slide 29). Dr. Offutt states that when one talks about gender, no longer is there the universal thought process that there are two genders, male or female (2022). When one talks about gender, she says, they’re talking about how one thinks about themselves, how they identify (2022). Dr. Offutt states that social sexual orientation is different from gender identification or expression and different from biology, physiological sex, or simply being a man or

woman, it's about how the individual feels about himself or herself (2022). “When we talk about this notion, you have one group of people who think that if they are male, that they must act masculine, they must present themselves in a certain way, that this is how you should be. And if you're a woman, you should act a certain way. Because of that, you may have some old school coaches who come from that same line of thinking, where it's just one gender or the other, it is not fluid. Some people say that they're neither of those things, while some people say that they're both. Some people express or present themselves one way, but they think about themselves in another. There's so much more than just being a man or woman, and that is ever evolving and ever changing” (D. Offutt, personal communications, 2022).

Dr. Offutt says that how one identifies in terms of gender does not specifically speak to how good of an athlete they may be (2022). “A coach could have somebody who plays football but might be in a same sex relationship. Does the community that they might be a part of have any impact on how well they run a play or shoot a jump shot, or what kind of teammate they are? You've got to think about these coaches who may have old school thinking, who might have some of what they call toxic masculinity, where men are supposed to be something specific, and do something specific, and that is the only way you show your manhood”. Dr. Offutt believes that coaches need to go to professional development programs to be able to gain understanding, instead of assuming, in order to have conversations on gender (2022). She says that they need to talk about this and have an open space for the student-athlete to be able to express who they are, and to be able to tell the coach who they

are (2022). It is tough enough if their athletes are trying to battle within themselves to determine their identity, but at the same time dealing with their teammates and what they might say and how they might feel. The student-athletes may be in environments where they're being teased or bullied, and a coach should be the first line of defense for an athlete to be able to address that. Not saying that the coach is a counselor, but the coach needs to identify some things that all the players should be cognizant of, such as who they can talk to if they need help. The coach, as someone who is supposed to care about the athlete, needs to be able to identify warning signs of if the athletes are having difficulties, and coaches need to educate themselves in order to be a resource and a safe place for their athletes to talk to (D. Offutt, personal communication, 2022).

One of the things that Dr. Offutt and her colleagues do at the council is host professional development seminars that are focused on teaching cultural competency. In these professional development sessions, she says, they include a four-part series where they talk about going 'slow to go fast' (2022). "A lot of times, people attend diversity training simply to check a checkbox. They will sit there for 45 minutes, listen to a lecture, answer questions, and check the box saying that they completed cultural competency training. What I mean by going slow to fast is that it takes more time to be truly culturally competent. The instruction is something that participants have got to really be invested in" (D. Offutt, personal communication, 2022). And again, when coaches know who they are, Offutt states, and they know who their athletes are through building relationships during the recruiting process and

throughout their time on the team, coaches truly learn about the student-athletes' background and their culture (2022). "As coaches are doing that, and they are becoming culturally competent, they will be able to develop a plan. In that plan, they should include (1) here is who I am, (2) here is what I know, (3) here is what I need to know more about. And so, as the recruits join the team, coaches understand who they are and where they are coming from" (D. Offutt, personal communication, 2022).

"A situation may arise where the coach might have an athlete or a recruit who is part of the LGBTQ community, and they don't know a lot about that. So, they may need to give themselves some homework to find out about that culture" (D. Offutt, personal communication, 2022). Coaches, Dr. Offutt says, also need to make sure that they give themselves some grace, as they're not going to know everything (2022). "But by saying, okay, let me start the work and then we can start to have this conversation, they've already begun that process. It's not on the students to have to say, 'here's how I feel'. It's on the adults, the coaches, and those other staff members who are supposed to be helping to guide these young people" (D. Offutt, personal communication, 2022).

If she were teaching coaches, Dr. Offutt says that she would start off with explaining the importance of knowing who the coach is bringing into the program, and making sure that the coach has an action plan to help those students (2022). As far as our Black male athletes are concerned specifically, she says, some of those tips and pointers that a coach should give Black males include safety issues, such as how to respond when approached by the police (2022). Dr. Offutt says that coaches have

to understand that when they're working with Black males, they are working with students who can't do the same things that people of other races or genders may be able to do and get away with (2022). "Being able to have the action plan in place, and then being able to put some resources in place for the coach to be able to access as well as the students to have access to, such as mental health counselors, are important. If the coach is not a mental health counselor, he or she don't want to invite themselves into that space. But the coach also wants to be cognizant of when the students may not be acting in their normal way, so that the coach can refer the student-athlete to a counselor, or tell the counselor that the player has been acting somewhat different, coach is wondering what's going on with him, and the counselor may want to have a talk with the student" (D. Offutt, personal communication, 2022).

To close, Dr. Offutt says that she thinks that members of the Black community need to get over this notion of mental health access having a negative stigma (2022). "Some people of older generations, when they faced problems, just went to church, and prayed about it, and they hoped that God took care of it. Not saying that He won't, but sometimes people need somebody to talk to, and its okay to ask, 'do you need to talk about it', and some of our younger generation is opening up more to therapists and counselors. To be able to provide that access and make it okay, and to let the students know that it's okay to not be okay, and coaches can be a resource and can help the athletes is a positive thing" (D. Offutt, personal communication, 2022). Dr. Offutt states that at the end of the day, coaches want their students to be happy that they are on the team, and they should want the students to

be comfortable (2022). But ultimately, Offutt says, coaches should want them to graduate, get a degree, be able to better take care of themselves and their families and to go beyond the institution (2022). Dr. Offutt suggests that when coaches have their meetings telling the prospect and their family about the institution, they should let them know, here's what our program is about, here's how we can help you with your studies, and here is how we make sure that relaxation is part of it, because you have got to decompress and, and you have got to make sure that you strike that work life athletic balance, so that they have that good mental health as well (2022).

### ***Conclusion***

The academic, mental health, and cultural competence sections of the Cross the Finish Line e-Learning tool give the user methods and techniques for recognizing when their Black male student-athlete may be facing impediments to their persistence towards graduation. What makes the Cross the Finish Line e-Learning tool especially unique and beneficial is that, along with informing users on recognizing when problems exist, the Cross the Finish Line e-Learning tool provides the users with the contact information for the appropriate campus staff who is able to assist student-athletes when they are facing problems. As staff changes, information within the e-Learning tool can be changed to reflect the appropriate staff names and contact information.

**The Cross the Finish Line e-Learning tool can be found at:**

**<https://web.edapp.com/lessons/62cf7bbac44a66f6dfac04e1/>**

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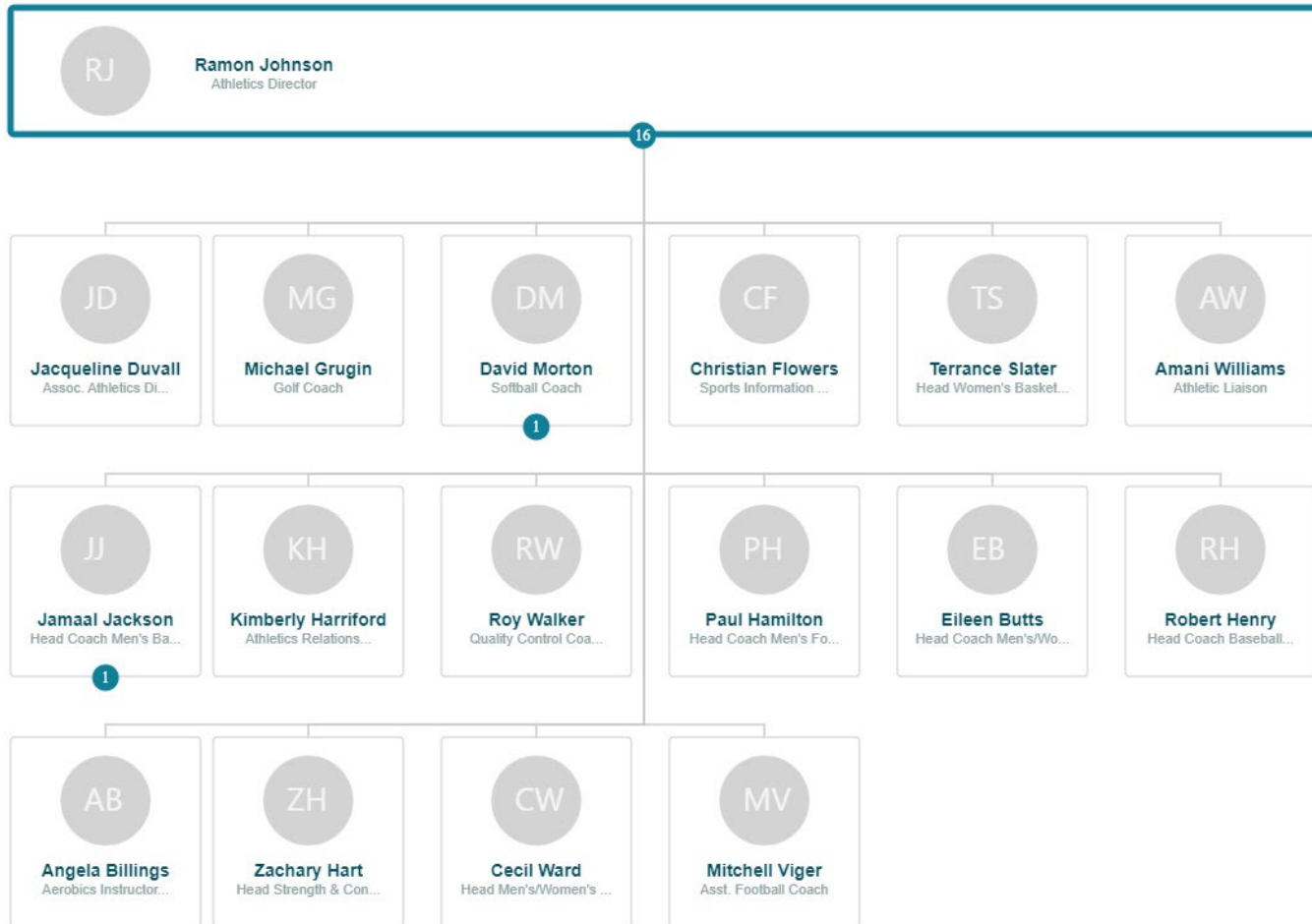
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## Appendix A



**Appendix B****Kentucky State University  
Black Male Athlete  
Retention Rate**

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Cohort Year	Enrollment Count, All	Retention Rate
Fall 2019 to Fall 2020	146	73.97%
Fall 2020 to Fall 2021	132	65.15%

Information obtained from Kentucky State University Office of Institutional Research, June 2022

## Appendix C

Kentucky State University Student Athlete Graduation Rate		2019	2020	2021
<b>Male</b>				
<b>Black</b>		<b>22%</b>	<b>36%</b>	<b>32%</b>
<b>White</b>		<b>-</b>	<b>0%</b>	<b>75%</b>
<b>Female</b>				
<b>Black</b>		<b>40</b>	<b>46%</b>	<b>75%</b>
<b>White</b>		<b>0%</b>	<b>0%</b>	<b>67%</b>

Information obtained from Kentucky State University Office of Institutional Research, March 2022

## Overall Division II

## FRESHMAN-COHORT GRADUATION RATES

	All Students	Student-Athletes #
2014-15 Graduation Rate	53%	60%
Four-Class Average	52%	60%
Student-Athlete Academic Success Rate		76%

## 1. Graduation-Rates Data

## a. All Students

	Men				Women				Total			
	2014-15		4-Class		2014-15		4-Class		2014-15		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	733	30	3530	29	1019	34	4487	35	1752	32	8017	32
Asian	4301	57	15470	56	5351	65	19532	64	9652	61	35002	61
Black	14078	31	55932	30	17128	41	71379	40	31206	36	127311	35
Hispanic	15599	43	54964	44	22179	55	79143	54	37778	50	134107	50
Nat. Haw./PI	267	44	925	43	315	46	1203	46	582	45	2128	44
N-R Alien	6069	56	21660	56	5046	65	18462	65	11115	60	40122	60
Two or More	3692	41	13600	41	5129	49	18939	48	8821	46	32539	45
Unknown	3467	48	16360	45	4001	55	20051	52	7468	52	36411	49
White	55539	53	221708	52	71291	61	284888	60	126830	58	506596	56
Total	103745	48	404149	47	131459	57	518084	55	235204	53	922233	52

Information is based on the NCAA Division II 6-year graduating class

Information obtained from National Collegiate Athletic Association, July 2022

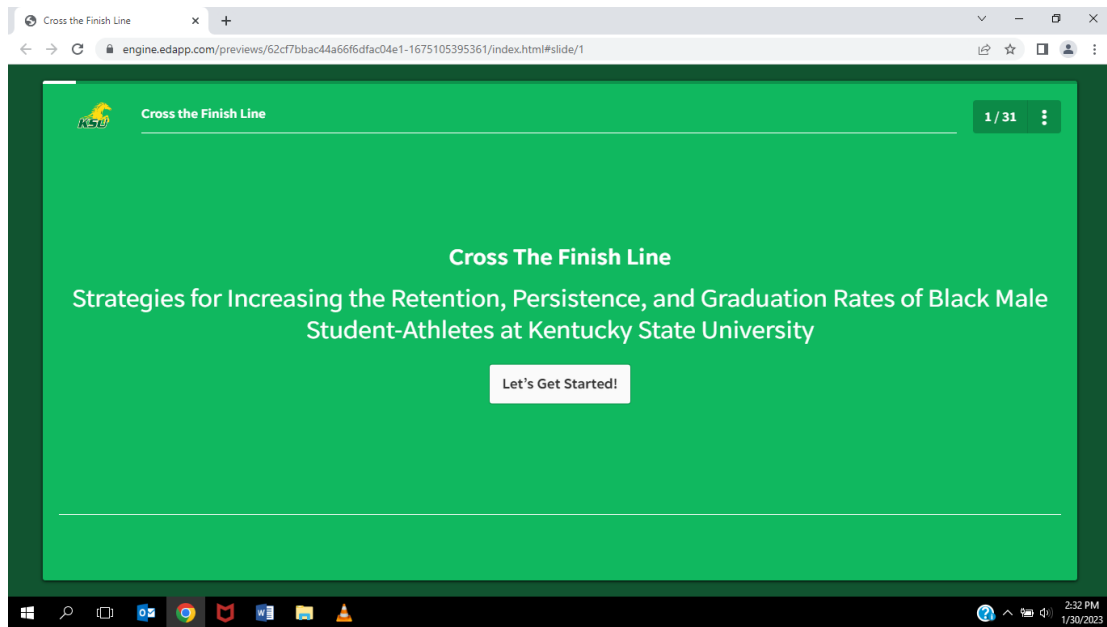
**Appendix D**

<b>Level</b>	<b>Average TLC of GPA</b>	<b>Average Non-TLC of GPA</b>	<b>Average Total of GPA</b>
Undergraduate	3.13	2.51	2.56
Graduate	3.86	3.46	3.46

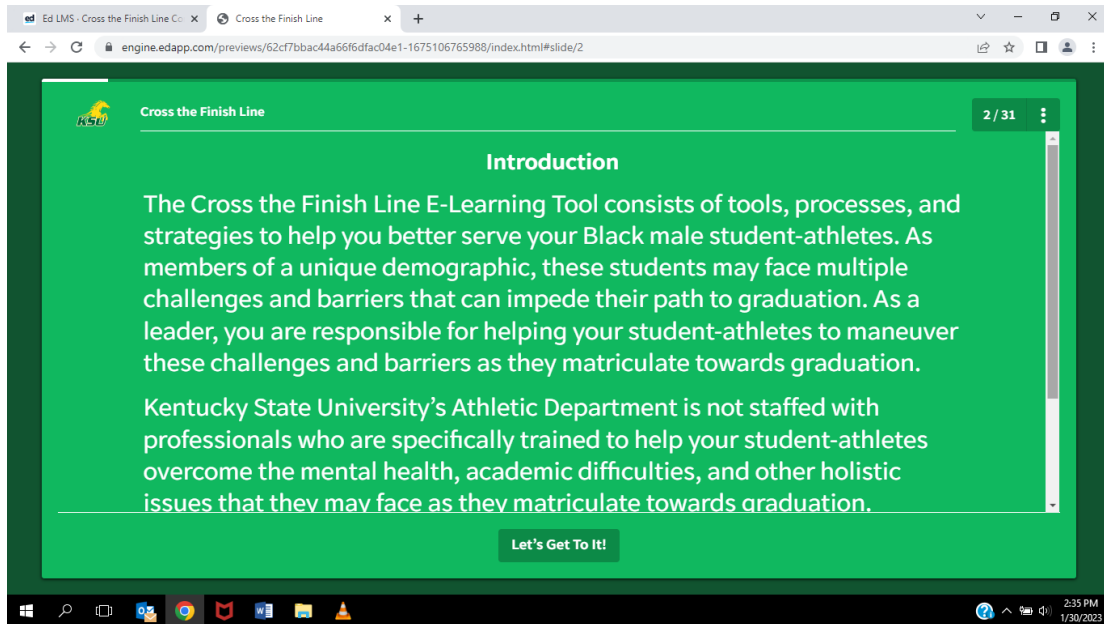
Information obtained from Kentucky State University Office of Institutional Research, 2022

## Appendix E

### SLIDE 1



### SLIDE 2



The screenshot shows a web browser window with two tabs: 'Ed LMS - Cross the Finish Line Co...' and 'Cross the Finish Line'. The address bar shows the URL 'engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/2'. The slide itself has a green background with a white border. In the top left corner is the 'KSEU' logo. The title 'Cross the Finish Line' is in the top center, and '2 / 31' is in the top right. The main text is titled 'Introduction' and reads: 'The Cross the Finish Line E-Learning Tool consists of tools, processes, and strategies to help you better serve your Black male student-athletes. As members of a unique demographic, these students may face multiple challenges and barriers that can impede their path to graduation. As a leader, you are responsible for helping your student-athletes to maneuver these challenges and barriers as they matriculate towards graduation. Kentucky State University's Athletic Department is not staffed with professionals who are specifically trained to help your student-athletes overcome the mental health, academic difficulties, and other holistic issues that they may face as they matriculate towards graduation.' At the bottom center is a button that says 'Let's Get To It!'. The Windows taskbar is visible at the bottom with various icons and a system clock showing 2:35 PM on 1/30/2023.

Ed LMS - Cross the Finish Line Co... Cross the Finish Line

engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/2

**Cross the Finish Line** 2 / 31

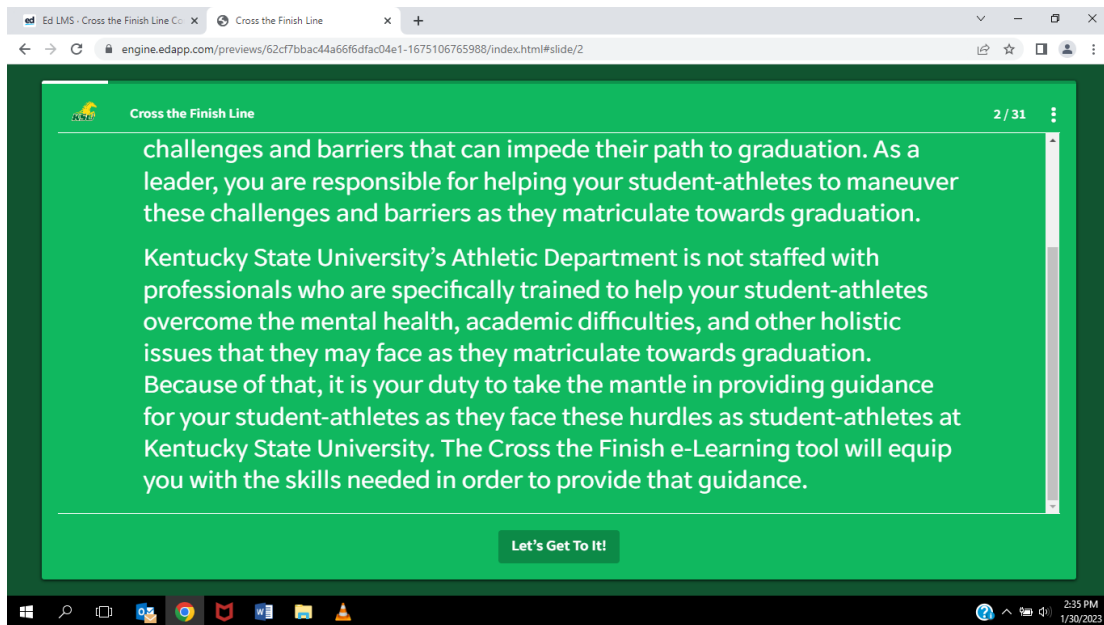
### Introduction

The Cross the Finish Line E-Learning Tool consists of tools, processes, and strategies to help you better serve your Black male student-athletes. As members of a unique demographic, these students may face multiple challenges and barriers that can impede their path to graduation. As a leader, you are responsible for helping your student-athletes to maneuver these challenges and barriers as they matriculate towards graduation.

Kentucky State University's Athletic Department is not staffed with professionals who are specifically trained to help your student-athletes overcome the mental health, academic difficulties, and other holistic issues that they may face as they matriculate towards graduation.

Let's Get To It!

## SLIDE 2



The screenshot shows the same web browser window as Slide 2. The slide content is as follows: 'challenges and barriers that can impede their path to graduation. As a leader, you are responsible for helping your student-athletes to maneuver these challenges and barriers as they matriculate towards graduation. Kentucky State University's Athletic Department is not staffed with professionals who are specifically trained to help your student-athletes overcome the mental health, academic difficulties, and other holistic issues that they may face as they matriculate towards graduation. Because of that, it is your duty to take the mantle in providing guidance for your student-athletes as they face these hurdles as student-athletes at Kentucky State University. The Cross the Finish e-Learning tool will equip you with the skills needed in order to provide that guidance.' The 'Let's Get To It!' button is at the bottom center. The Windows taskbar at the bottom shows the same icons and system clock as Slide 2.

Ed LMS - Cross the Finish Line Co... Cross the Finish Line

engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/2

**Cross the Finish Line** 2 / 31

challenges and barriers that can impede their path to graduation. As a leader, you are responsible for helping your student-athletes to maneuver these challenges and barriers as they matriculate towards graduation.

Kentucky State University's Athletic Department is not staffed with professionals who are specifically trained to help your student-athletes overcome the mental health, academic difficulties, and other holistic issues that they may face as they matriculate towards graduation. Because of that, it is your duty to take the mantle in providing guidance for your student-athletes as they face these hurdles as student-athletes at Kentucky State University. The Cross the Finish e-Learning tool will equip you with the skills needed in order to provide that guidance.

Let's Get To It!

## SLIDE 3



Ed LMS - Cross the Finish Line Co. x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/3

**Cross the Finish Line** 3 / 31

### Kentucky State University Student-Athlete Graduation Rate

	2020	2021
Black Male	36%	32%
White Male	not recorded	75%
Black Female	46%	75%
White Female	not recorded	65%

Information obtained from Kentucky State University Office of Institutional Research, March 2022

Continue

2:36 PM 1/30/2023

## SLIDE 4

Ed LMS - Cross the Finish Line Co. x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/4

**Cross the Finish Line** 4 / 31

What would you guess is the Graduation Rate for NCAA Division II Black Male Student-Athletes?

Touch 3 slide

30% 44% 58% 72% 86% 100%

SLIDE TO THE CORRECT VALUE

2:36 PM 1/30/2023

## SLIDE 4

**Cross the Finish Line** 4 / 31

What would you guess is the Graduation Rate for NCAA Division II Black Male Student-Athletes?

38%

30% 44% 58% 72% 86% 100%

That's correct! While Black male student-athletes at Kentucky State University had a 32% graduation rate in 2021, they fell well below the 38% graduation rate of Black Male student-athletes at all NCAA Division II institutions. The graduation rate for all NCAA Division II student-athletes is 60%.  
38% [www.ncaa.org/research](http://www.ncaa.org/research), 2021

The graduation rate of Black male student-athletes at Kentucky State University sits well below the NCAA Division II graduation rate for Black Male Student-Athletes.

Continue

## SLIDE 4

**Cross the Finish Line** 4 / 31

What would you guess is the Graduation Rate for NCAA Division II Black Male Student-Athletes?

38% 54%

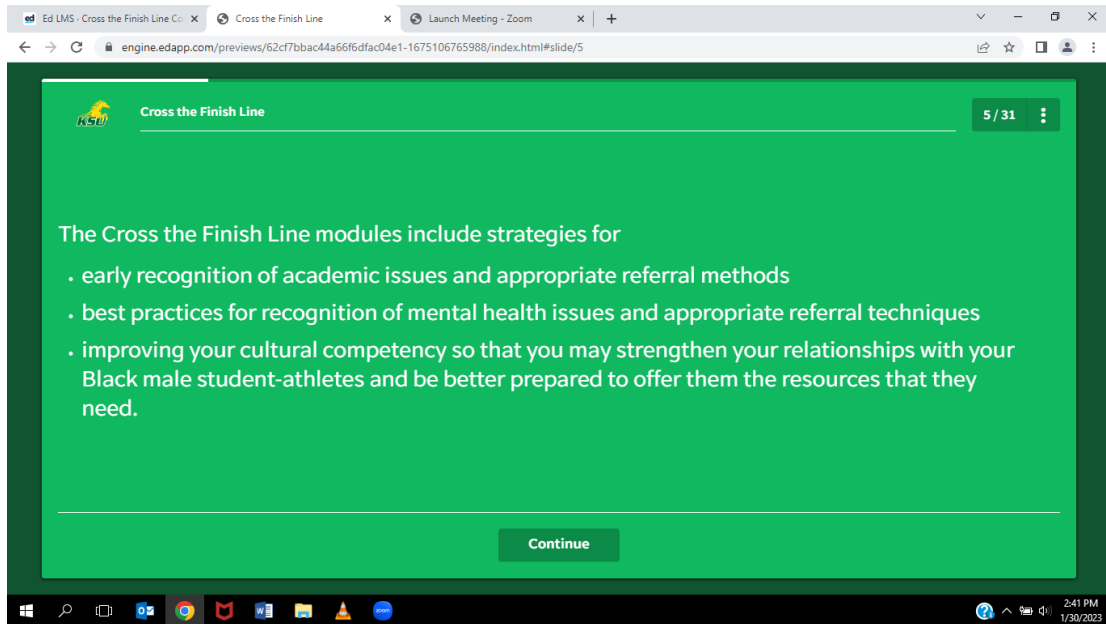
30% 44% 58% 72% 86% 100%

Not quite...While Black male student-athletes at Kentucky State University had a 32% graduation rate in 2021, they fell well below the 38% graduation rate of Black Male student-athletes at all NCAA Division II institutions. The graduation rate for all NCAA Division II student-athletes is 60%.  
38% [www.ncaa.org/research](http://www.ncaa.org/research), 2021

The graduation rate of Black male student-athletes at Kentucky State University sits well below the NCAA Division II graduation rate for Black Male Student-Athletes.

Continue

## SLIDE 5



Ed LMS - Cross the Finish Line Co... Cross the Finish Line Launch Meeting - Zoom

engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/5

**Cross the Finish Line** 5 / 31

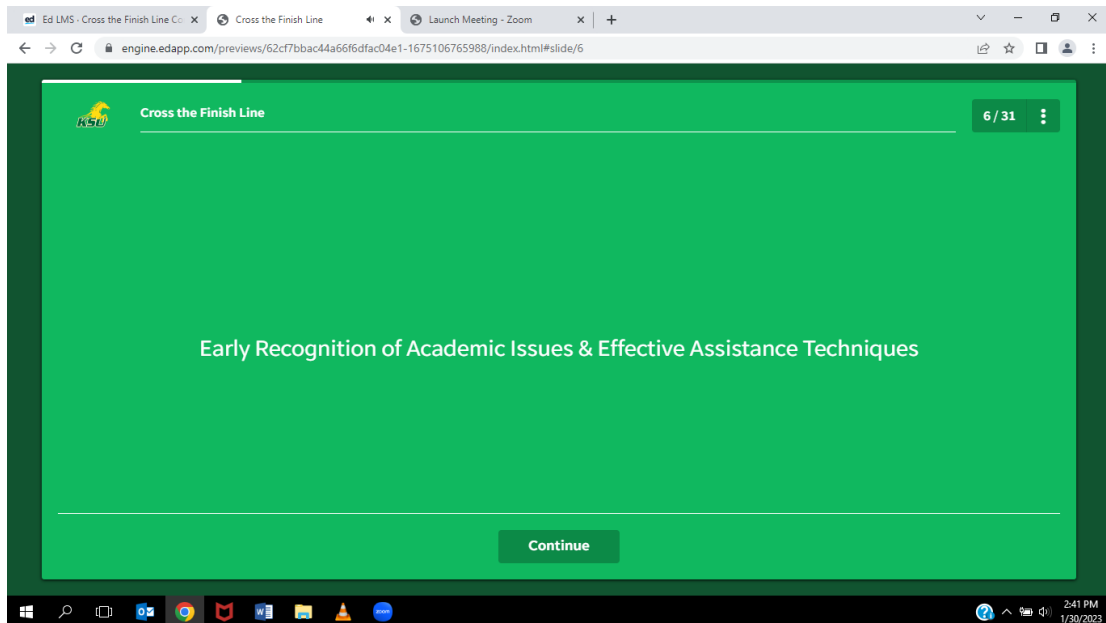
The Cross the Finish Line modules include strategies for

- early recognition of academic issues and appropriate referral methods
- best practices for recognition of mental health issues and appropriate referral techniques
- improving your cultural competency so that you may strengthen your relationships with your Black male student-athletes and be better prepared to offer them the resources that they need.

Continue

2:41 PM 1/30/2023

## SLIDE 6



Ed LMS - Cross the Finish Line Co... Cross the Finish Line Launch Meeting - Zoom

engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/6

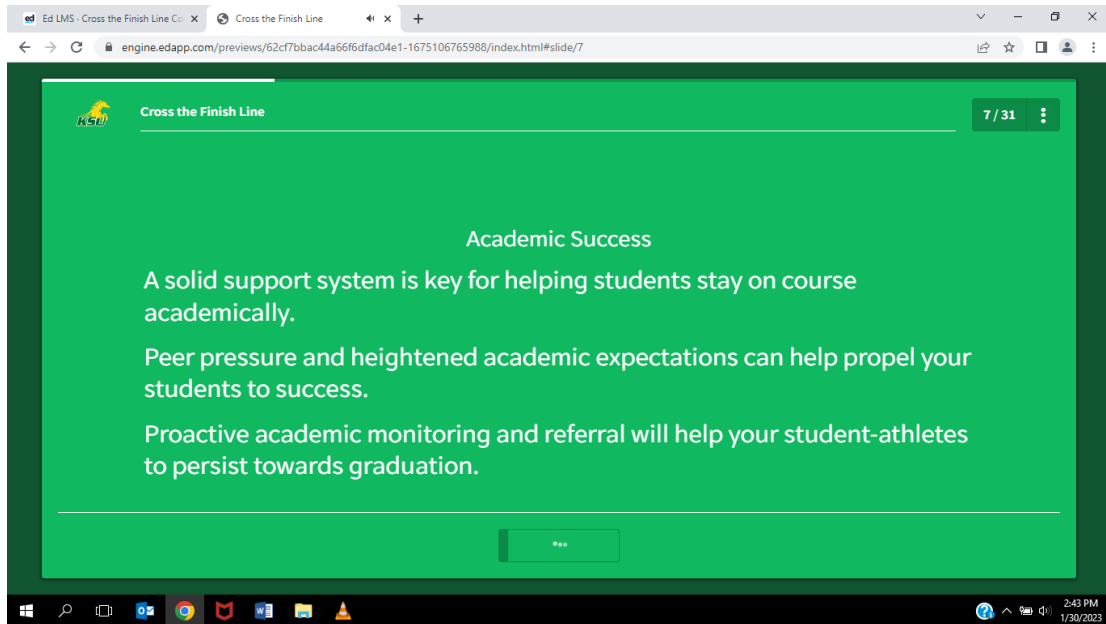
**Cross the Finish Line** 6 / 31

Early Recognition of Academic Issues & Effective Assistance Techniques

Continue

2:41 PM 1/30/2023

## SLIDE 7



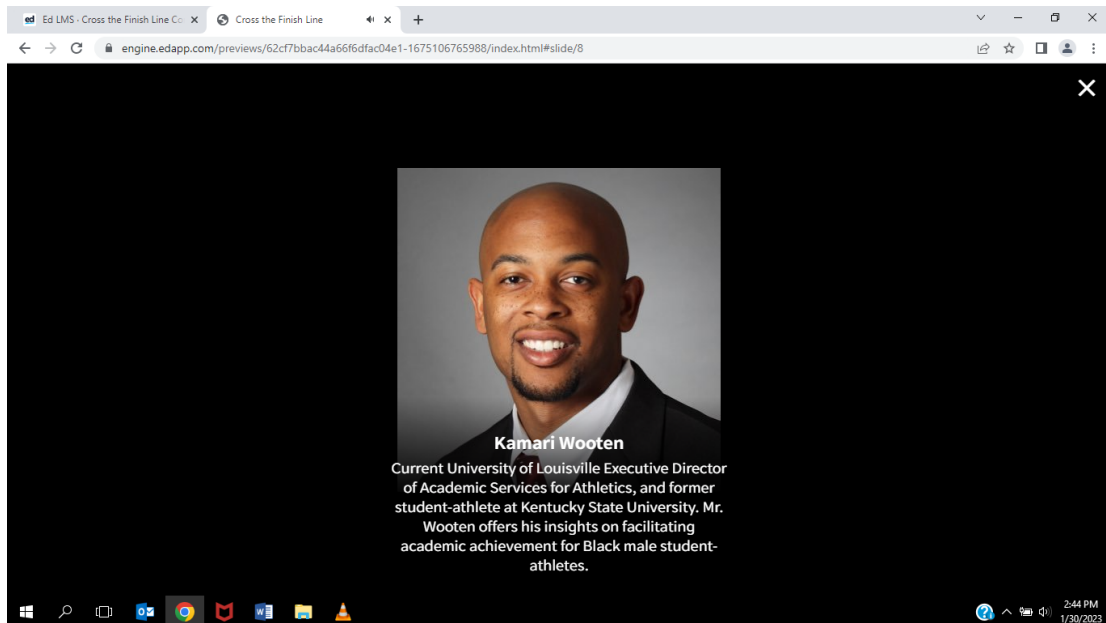
The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/7](https://engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/7). The slide itself has a green background and a dark green border. In the top left corner, there is a logo for 'KSL' and the title 'Cross the Finish Line'. In the top right corner, it says '7 / 31'. The main content of the slide is titled 'Academic Success' and lists three bullet points: 'A solid support system is key for helping students stay on course academically.', 'Peer pressure and heightened academic expectations can help propel your students to success.', and 'Proactive academic monitoring and referral will help your student-athletes to persist towards graduation.' At the bottom of the slide, there is a small green button with three dots. The Windows taskbar is visible at the bottom of the screen, showing various application icons and the system clock indicating 2:43 PM on 1/30/2023.

**Cross the Finish Line** 7 / 31

### Academic Success

- A solid support system is key for helping students stay on course academically.
- Peer pressure and heightened academic expectations can help propel your students to success.
- Proactive academic monitoring and referral will help your student-athletes to persist towards graduation.

## SLIDE 8

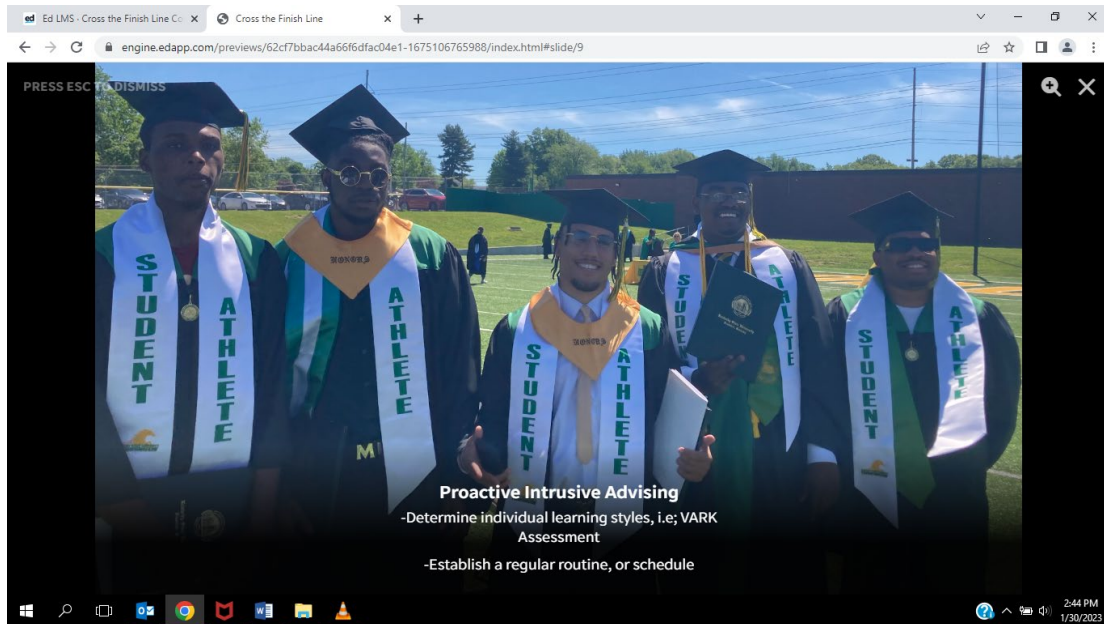


The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/8](https://engine.edapp.com/previews/62c77bbac44a66f6dfac04e1-1675106765988/index.html#/slide/8). The slide has a black background. In the center, there is a portrait of Kamari Wooten, a Black man with a goatee, wearing a suit and tie. Below the portrait, his name 'Kamari Wooten' is written in white. Underneath his name, there is a paragraph of text: 'Current University of Louisville Executive Director of Academic Services for Athletics, and former student-athlete at Kentucky State University. Mr. Wooten offers his insights on facilitating academic achievement for Black male student-athletes.' The Windows taskbar is visible at the bottom of the screen, showing various application icons and the system clock indicating 2:44 PM on 1/30/2023.

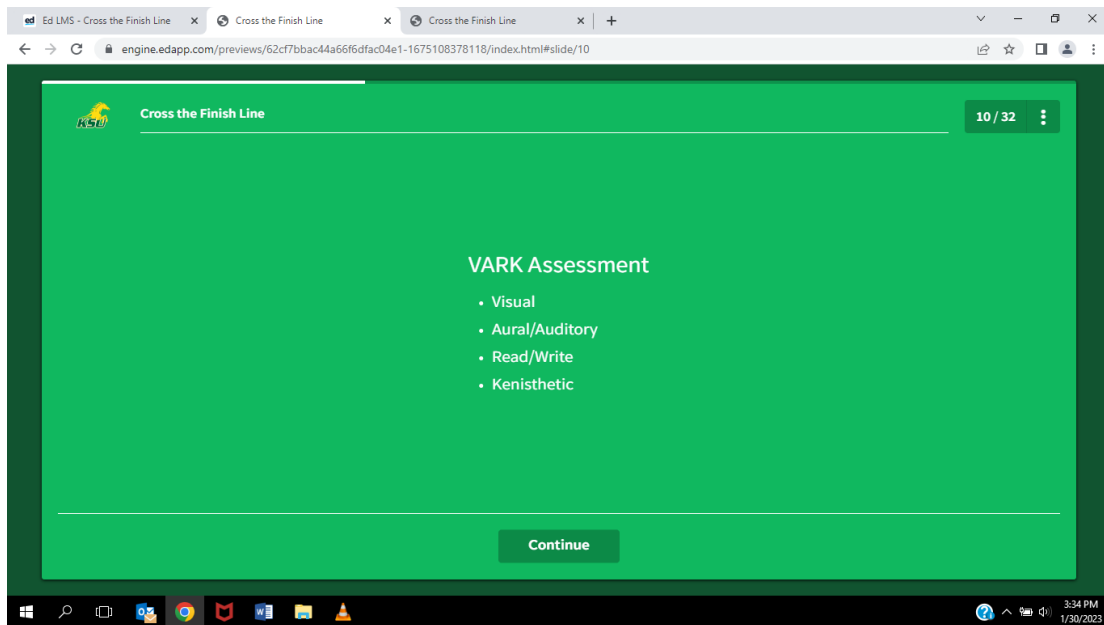
**Kamari Wooten**

Current University of Louisville Executive Director of Academic Services for Athletics, and former student-athlete at Kentucky State University. Mr. Wooten offers his insights on facilitating academic achievement for Black male student-athletes.

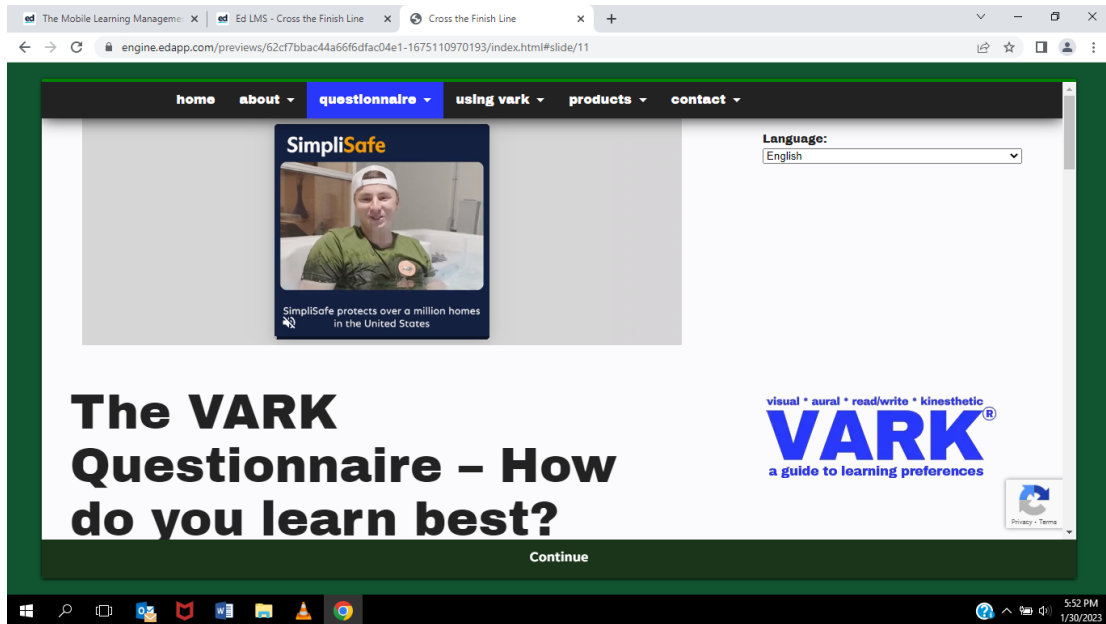
## SLIDE 9



## SLIDE 10

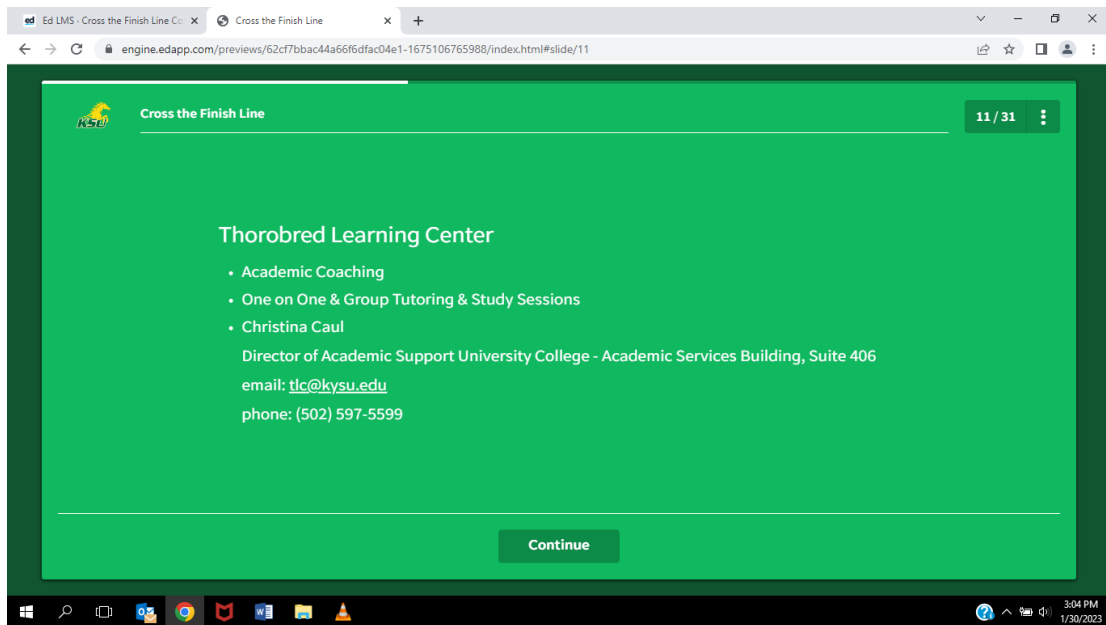


## SLIDE 11



The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675110970193/index.html#/slide/11](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675110970193/index.html#/slide/11). The slide has a dark green header with navigation links: home, about, questionnaire (selected), using vark, products, and contact. A language dropdown menu is set to English. The main content area features a SimpliSafe advertisement on the left and the VARK logo on the right. The VARK logo includes the text "visual \* aural \* read/write \* kinesthetic" and "a guide to learning preferences". The slide title is "The VARK Questionnaire - How do you learn best?" with a "Continue" button at the bottom.

## SLIDE 12



The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/11](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/11). The slide has a green header with the "Cross the Finish Line" logo and a slide counter "11 / 31". The main content area is titled "Thorobred Learning Center" and lists the following services:

- Academic Coaching
- One on One & Group Tutoring & Study Sessions
- Christina Caul

Director of Academic Support University College - Academic Services Building, Suite 406  
email: [tlc@kysu.edu](mailto:tlc@kysu.edu)  
phone: (502) 597-5599

A "Continue" button is located at the bottom of the slide.

## SLIDE 13

The screenshot shows a web browser displaying the Kentucky State University Academic Coaching page. The browser's address bar shows the URL: `engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/12`. The page features a dark green header with navigation links: FUTURE STUDENTS, PARENTS, CURRENT STUDENTS, FACULTY & STAFF, ALUMNI, and COMMUNITY. Below the header is a search bar and a list of links: A-Z Index, KSU Connect, Calendar, Directory, and a search input field. The main content area has a green sidebar with the Kentucky State University logo and a list of links: Home, Student Success and Retention, Thorobred Learning Center, and Academic Coaching. The main content area is titled "Academic Coaching" and includes a sub-header "Let Us Put You in the Game!". It contains a section titled "What is an academic coach?" with a description: "An academic coach designs a success plan to help you study smarter, maximize your time, set goals and organize your life." Below this is a section titled "What happens during a coaching appointment?" with a "Continue" button. To the right of the text is a graphic with a brain icon and the text "Study Smarter" and a clock icon with the text "Manage Your Time".

## SLIDE 14

The screenshot shows a presentation slide titled "Cross the Finish Line" with a green background. The slide is part of a presentation, as indicated by the "13 / 31" counter in the top right corner. The main content is titled "Faculty & Staff Interactions" and includes two paragraphs of text. The first paragraph states: "Quality interactions between faculty members and student-athletes influences student-athletes academic achievement, satisfaction with college, persistence, attrition, education and career aspirations." The second paragraph states: "Quality relationships with athletic administrators, team academic advisors, their head and assistant coaches, athletic trainers/medical staff contribute to the academic success of student-athletes as well their athletic success and identity." A "Continue" button is located at the bottom center of the slide.

## SLIDE 15

**Cross the Finish Line** 14 / 31

### Promoting the Interaction of Student-Athletes With Faculty & Staff

- Encourage student-athlete interaction with the Faculty Athletic Representative, as well as their own professors.
- Invite faculty members to athletic contests.
- Routinely share game schedules and athletic achievements with faculty and staff.

Continue

## SLIDE 16

**Cross the Finish Line** 15 / 31

### Best Practices for Recognition of Mental Health Issues and Appropriate Referral Techniques

Continue



## SLIDE 17

**Cross the Finish Line**

## BEFORE WE BEGAN

While it is important to be attentive and empathetic in your interactions with student-athletes who are facing mental health challenges, your role is not to manage the situation yourself. ALWAYS FOLLOW THE SPECIFIC REFERRAL PROCESS AS OUTLINED BY KENTUCKY STATE UNIVERSITY'S MENTAL HEALTH REFERRAL PLAN.

Continue

## SLIDE 18

**Cross the Finish Line**

17 / 31

According to NCAA studies conducted in 2020, NCAA student-athletes experienced rates of mental exhaustion, anxiety, and depression at rates 1.5 times higher than before COVID-19.

READ MORE

## SLIDE 18

The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/17](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/17). The presentation slide has a green background and a dark green border. At the top left is the 'KISU' logo, and at the top right is the text 'Cross the Finish Line' and a progress indicator '17 / 31'. A central navigation arrow points upwards. The slide content consists of two paragraphs: 'According to NCAA studies conducted in 2020, NCAA student-athletes experienced rates of mental exhaustion, anxiety, and depression at rates 1.5 times higher than before COVID-19.' and 'The surveys showed that mental health concerns were the highest among student-athlete demographic subgroups commonly displaying higher rates of mental distress, which includes Black male student-athletes.' At the bottom center is a 'Continue' button. The Windows taskbar at the bottom shows various application icons and the system clock indicating 3:06 PM on 1/30/2023.

**Cross the Finish Line** 17 / 31

According to NCAA studies conducted in 2020, NCAA student-athletes experienced rates of mental exhaustion, anxiety, and depression at rates 1.5 times higher than before COVID-19.

The surveys showed that mental health concerns were the highest among student-athlete demographic subgroups commonly displaying higher rates of mental distress, which includes Black male student-athletes.

Continue

## SLIDE 19

The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/18](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/18). The presentation slide has a green background and a dark green border. At the top left is the 'KISU' logo, and at the top right is the text 'Cross the Finish Line' and a progress indicator '18 / 31'. The slide content features the title 'Student-Athlete Mental Health' in a larger font, followed by three paragraphs: 'NCAA athletes face many more challenges than their peers who do not participate in athletics.', 'Coaches and athletic staff play a pivotal role in providing resources and an environment that supports mental health.', and 'Collaboration is key in making sure that your student-athletes' mental health is attended to.' At the bottom center is a 'Continue' button. The Windows taskbar at the bottom shows various application icons and the system clock indicating 3:06 PM on 1/30/2023.

**Cross the Finish Line** 18 / 31

### Student-Athlete Mental Health

NCAA athletes face many more challenges than their peers who do not participate in athletics.

Coaches and athletic staff play a pivotal role in providing resources and an environment that supports mental health.

Collaboration is key in making sure that your student-athletes' mental health is attended to.

Continue

## SLIDE 20

**Cross the Finish Line** 19 / 31

## The NCAA Provides a General Routine For Mental Health Referrals

- Be aware of institutional processes and procedures  
All stakeholders within athletics who work with student-athletes should be aware of written institutional procedures regarding the referral of student-athletes with non-emergency mental health concerns. As part of the referral process, it is important to identify a point person within athletics (e.g., head athletic trainer, team physician) who is responsible for facilitating such referrals.
- Recognize signs and symptoms of mental health disorders
- Understand the chain of communication
- Be proactive

SELECT AN ITEM TO SEE MORE

## SLIDE 20

**Cross the Finish Line** 19 / 31

## The NCAA Provides a General Routine For Mental Health Referrals

- Be aware of institutional processes and procedures
- Recognize signs and symptoms of mental health disorders  
As part of this communication process, individuals within athletics who work directly with student-athletes (e.g., coaching and other staff members) should be provided with role-appropriate training about the signs and symptoms of mental health disorders and about behaviors to monitor that may reflect psychological concerns. Resources are available on the NCAA Sport Science Institute website to help facilitate this communication ([www.ncaa.org/mentalhealth](http://www.ncaa.org/mentalhealth)).
- Understand the chain of communication
- Be proactive

SELECT AN ITEM TO SEE MORE

## SLIDE 20

**Cross the Finish Line** 19 / 31

### The NCAA Provides a General Routine For Mental Health Referrals

- Be aware of institutional processes and procedures +
- Recognize signs and symptoms of mental health disorders +
- Understand the chain of communication -
- Be proactive +

Coaches, administrators or other nonclinical staff within athletics who are concerned about the mental health of a student-athlete should communicate their concerns through institutionally designated communication channels for injuries and illnesses. This usually means communicating with the primary athletics health care providers (athletic trainers and team physicians).

**SELECT AN ITEM TO SEE MORE**

## SLIDE 20

**Cross the Finish Line** 19 / 31

### The NCAA Provides a General Routine For Mental Health Referrals

- Be aware of institutional processes and procedures +
- Recognize signs and symptoms of mental health disorders +
- Understand the chain of communication +
- Be proactive -

Although it is recommended that the referral and care coordination process be through a point person in athletics, institutions may establish different procedures to facilitate the referral process and to coordinate care. What is most important is that all stakeholders be aware that should there be a potential mental health concern, it is their responsibility to facilitate referral of the student-athlete to the appropriate personnel as specified by their institutional plan.

**Continue**

## SLIDE 21

**Cross the Finish Line** 20 / 31


### Promoting an Environment That Supports Mental Well-Being

- Normalize care seeking and foster experiences and interactions that promote personal growth, self-acceptance, autonomy and positive relations with others.
- Communicate in a positive manner about mental health, and seeking care for mental health.

**Continue**

## SLIDE 22

**Cross the Finish Line** 21 / 31



Edgar Lewis, M.A., CMHT, works as one of the Interventionist/Mental Health Counselors at Kentucky State University. He offers some expertise on his dealings with Black male student-athletes.

**Continue**

## SLIDE 23

**Cross the Finish Line** 22 / 31

### Edgar Lewis says that coaches should

- increase their general conversation about mental health.
- provide comfort and accessibility so that a player is able to come speak to you.
- be open, showing yourself accessible, and providing a sense or level of comfortability.
- accompany your student-athlete to a mental health counselor, rather than sending them.

**Continue**

## SLIDE 24

**KENTUCKY STATE UNIVERSITY**

**ABOUT KSU** **ADMISSIONS** **ACADEMIC AFFAIRS** **ATHLETICS** **CAMPUS LIFE** **VISIT KSU**

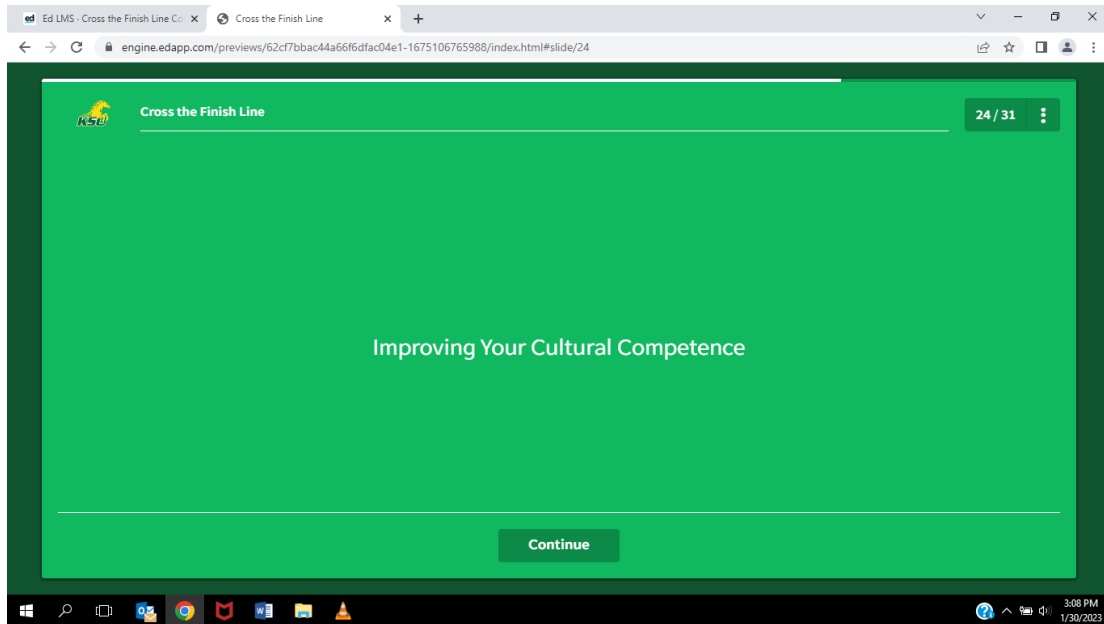
**Counseling Overview of Services**

**SERVICES:**

- Free individual counseling
- Free group counseling
- Free support group facilitation

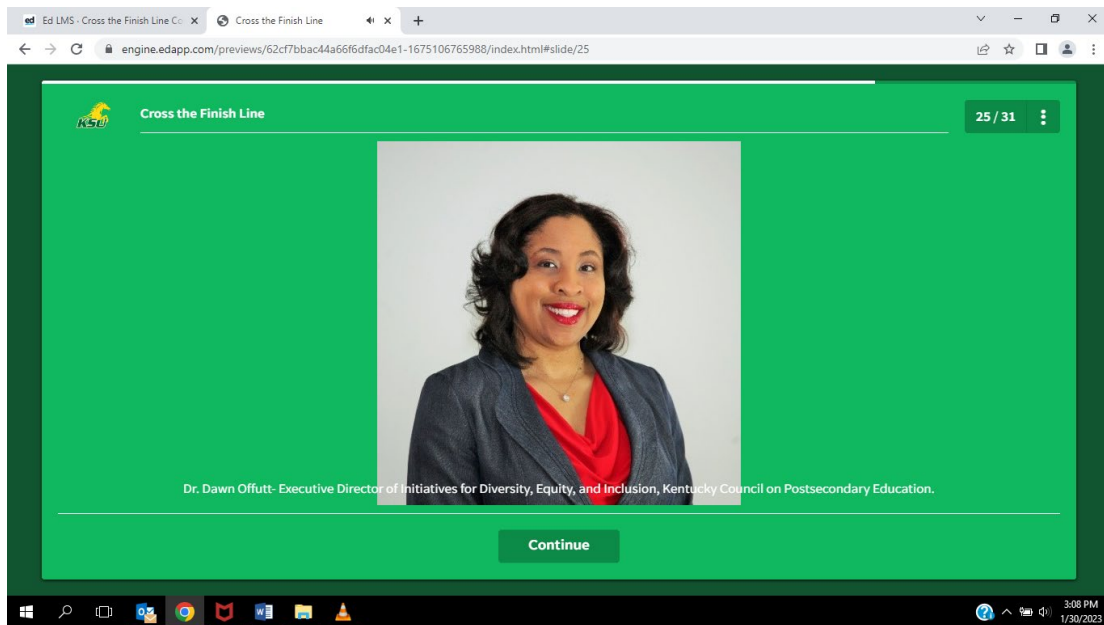
**Continue**

## SLIDE 25



The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/24](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/24). The slide itself has a green background. In the top left corner, there is a logo for 'KSEU' and the text 'Cross the Finish Line'. In the top right corner, it says '24 / 31'. The main text on the slide is 'Improving Your Cultural Competence'. At the bottom center, there is a green button labeled 'Continue'. The Windows taskbar is visible at the bottom of the screen, showing various application icons and the system clock indicating 3:08 PM on 1/30/2023.

## SLIDE 26



The screenshot shows a web browser window displaying a presentation slide. The browser's address bar shows the URL: [engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/25](https://engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/25). The slide has a green background. In the top left corner, there is a logo for 'KSEU' and the text 'Cross the Finish Line'. In the top right corner, it says '25 / 31'. The slide features a portrait of Dr. Dawn Offutt, a woman with dark hair, wearing a grey blazer over a red top. Below the portrait, the text reads: 'Dr. Dawn Offutt- Executive Director of Initiatives for Diversity, Equity, and Inclusion, Kentucky Council on Postsecondary Education.' At the bottom center, there is a green button labeled 'Continue'. The Windows taskbar is visible at the bottom of the screen, showing various application icons and the system clock indicating 3:08 PM on 1/30/2023.

## SLIDE 27

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/26

Cross the Finish Line 26 / 31

### What is Cultural Competence?

- Self Awareness
- Who are you?
- Awareness of Others (Your Student-Athletes)
- Understand Your Differences

SELECT AN ITEM TO SEE MORE

## SLIDE 27

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/26

Cross the Finish Line 26 / 31

### What is Cultural Competence?

- Self Awareness
- Awareness of Others (Your Student-Athletes)
- What are their beliefs, traditions, values, etc.?
- Understand Your Differences

SELECT AN ITEM TO SEE MORE



## SLIDE 27

**Cross the Finish Line** 26 / 31

### What is Cultural Competence?

- Self Awareness +
- Awareness of Others (Your Student-Athletes) +
- Understand Your Differences -

Culture is ever evolving and it is your job to meet your student-athletes where they are.

**Continue**

## SLIDE 28

**Cross the Finish Line** 27 / 31

### RACE

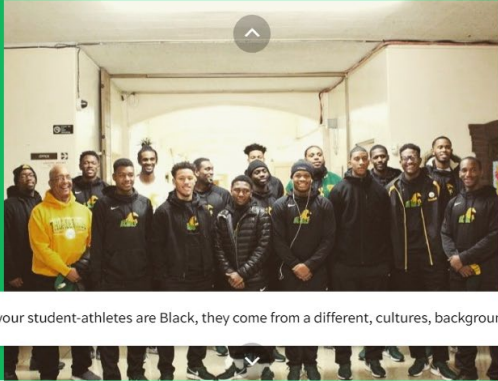
▼

## SLIDE 28

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/27

KSU Cross the Finish Line 27 / 31




Although many of your student-athletes are Black, they come from a different, cultures, backgrounds, and ethnicities.

3:10 PM 1/30/2023

## SLIDE 28

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/27



Although they have many difference, all of your student-athletes came to Kentucky State University to build a better future for themselves.

Continue

3:10 PM 1/30/2023

## SLIDE 29

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/28

**Cross the Finish Line** 28 / 31

## Gender & Sexuality

**LGBTQIA+**

Gay, lesbian, bisexual, pansexual, asexual, demisexual, graysexual, transgender, gender nonconforming, nonbinary...

Continue

3:10 PM 1/30/2023

## SLIDE 30

Ed LMS - Cross the Finish Line Co x Cross the Finish Line x +

engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/29

**Cross the Finish Line** 29 / 31

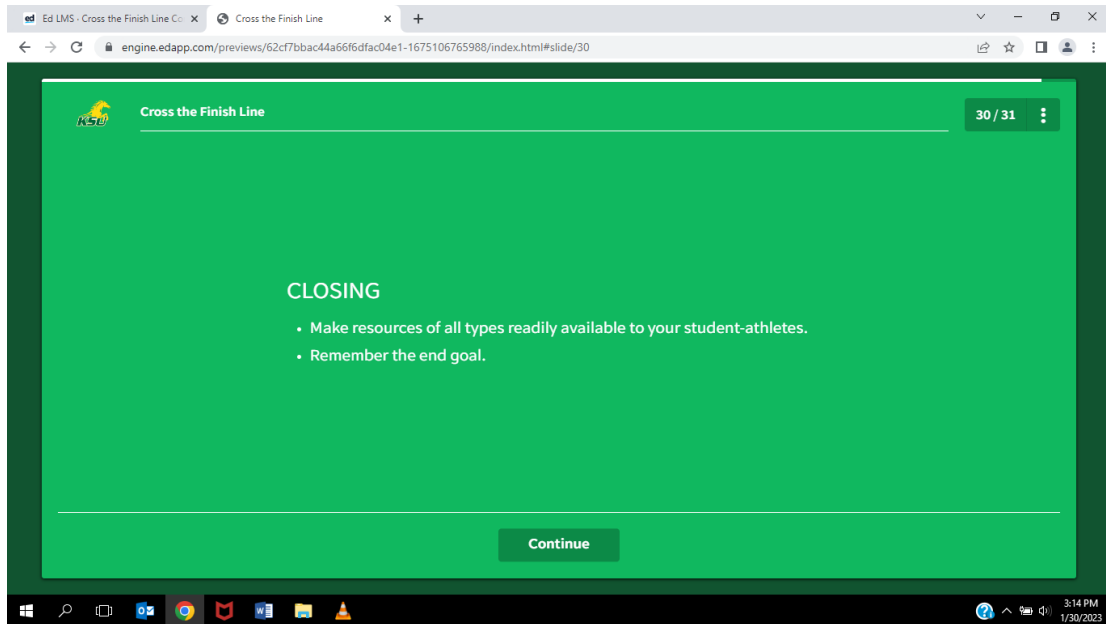
## What Do You Need To Do To Become More Culturally Competent

- Professional Development
- Intentionally and proactively learn about your current and prospective student-athletes
- Observe, Observe, Observe

Continue

3:10 PM 1/30/2023

## SLIDE 31



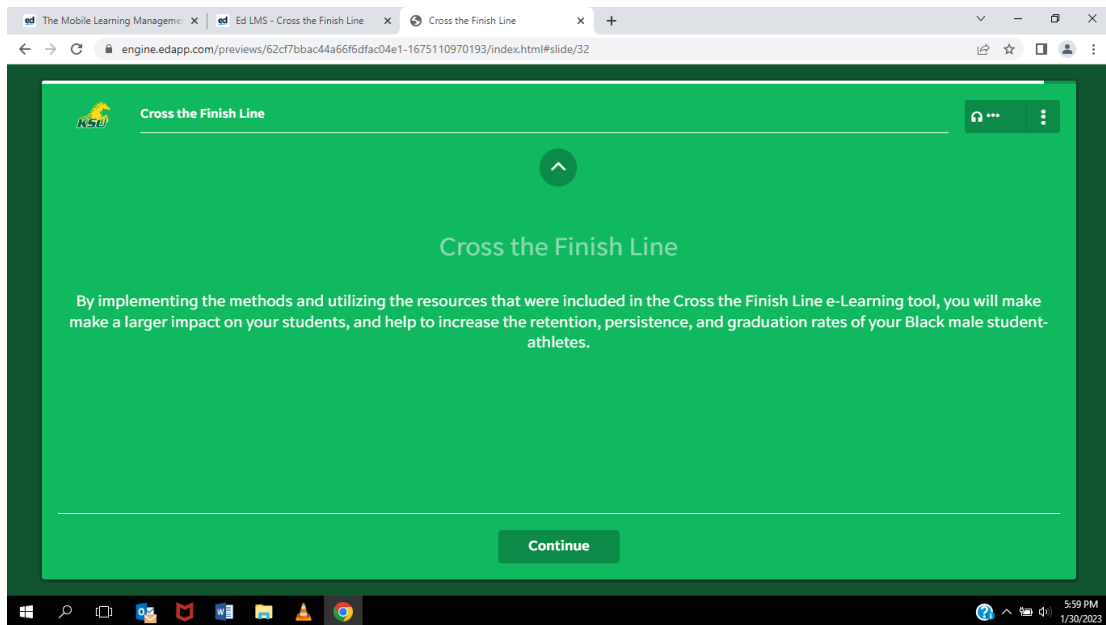
The screenshot shows a web browser window with the URL `engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675106765988/index.html#/slide/30`. The slide itself has a green background with the K-12 logo in the top left and the title "Cross the Finish Line" in the top right. The slide content is titled "CLOSING" and contains two bullet points: "Make resources of all types readily available to your student-athletes." and "Remember the end goal." A "Continue" button is located at the bottom center of the slide. The Windows taskbar at the bottom shows the time as 3:14 PM on 1/30/2023.

**CLOSING**

- Make resources of all types readily available to your student-athletes.
- Remember the end goal.

Continue

## SLIDE 32



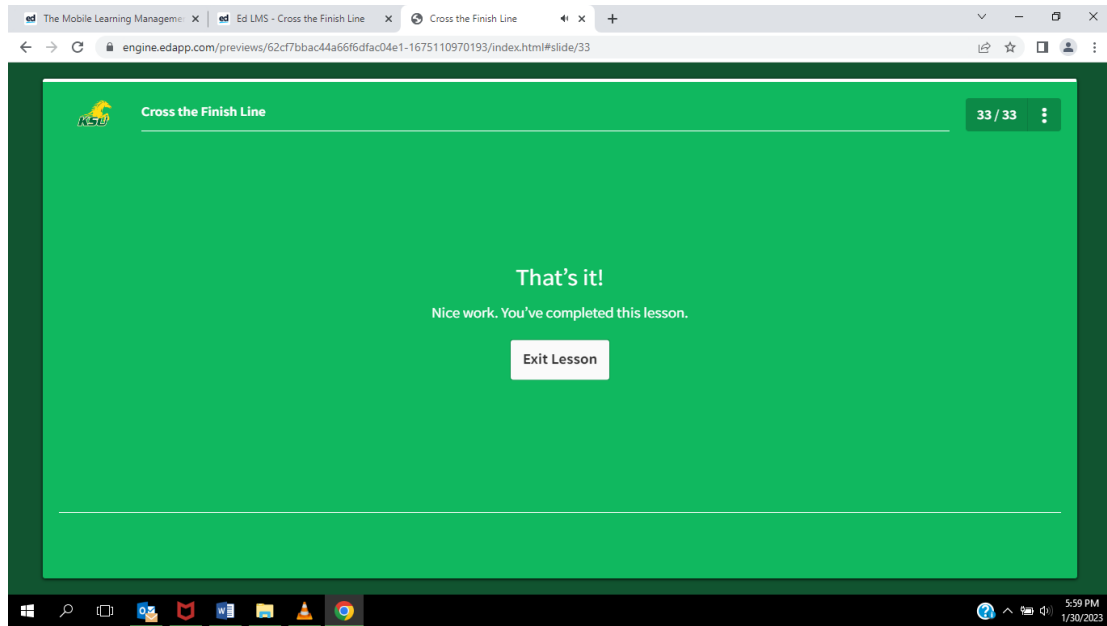
The screenshot shows a web browser window with the URL `engine.edapp.com/previews/62cf7bbac44a66f6dfac04e1-1675110970193/index.html#/slide/32`. The slide has a green background with the K-12 logo in the top left and the title "Cross the Finish Line" in the top right. The slide content features a large upward-pointing arrow icon at the top center, followed by the title "Cross the Finish Line" and a paragraph: "By implementing the methods and utilizing the resources that were included in the Cross the Finish Line e-Learning tool, you will make make a larger impact on your students, and help to increase the retention, persistence, and graduation rates of your Black male student-athletes." A "Continue" button is located at the bottom center of the slide. The Windows taskbar at the bottom shows the time as 5:59 PM on 1/30/2023.

**Cross the Finish Line**

By implementing the methods and utilizing the resources that were included in the Cross the Finish Line e-Learning tool, you will make make a larger impact on your students, and help to increase the retention, persistence, and graduation rates of your Black male student-athletes.

Continue

## SLIDE 33



v

## VITA

JAMAAL R. JACKSON

EDUCATION

July, 2004	Bachelor of Arts Kentucky State University Frankfort, Kentucky
December, 2009	Master of Arts University of West Alabama Livingston, Alabama
August, 2022	Master of Public Administration Kentucky State University Frankfort, Kentucky
May, 2023	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2022-Present	Deputy Athletic Director of External Operations Kentucky State University Frankfort, Kentucky
2016- Present	Head Men's Basketball Coach Kentucky State University Frankfort, Kentucky
2011-2016	Head Men's Basketball Coach Bluefield State College Bluefield, West Virginia

HONORS

May, 2021	Image Award Kentucky State University National Alumni Association Frankfort, Kentucky
March, 2023	Guardians of the Game Pillar Award for Education National Association of Basketball Coaches Houston, Texas

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