University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Different Perspectives on Majority Rules (1996)

People of Color in Predominantly White Institutions

4-26-1996

The Predictive Validity of Traditional Admission Criteria for African-American Student-Athletes: An Analysis From One Predominantly White University

Stephen P. Robinson
Oklahoma State University

Steve R. Uryasz
Oklahoma State University

Agatha D. Anderson
Oklahoma State University

Follow this and additional works at: http://digitalcommons.unl.edu/pocpwi1st

Part of the Race, Ethnicity and post-Colonial Studies Commons

Robinson, Stephen P.; Uryasz, Steve R.; and Anderson, Agatha D., "The Predictive Validity of Traditional Admission Criteria for African-American Student-Athletes: An Analysis From One Predominantly White University" (1996). *Different Perspectives on Majority Rules (1996)*. Paper 12.
http://digitalcommons.unl.edu/pocpwi1st/12

This Article is brought to you for free and open access by the People of Color in Predominantly White Institutions at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Different Perspectives on Majority Rules (1996) by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

The Predictive Validity of Traditional Admission Criteria for African-American Student-Athletes: An Analysis From One Predominantly White University

Stephen P. Robinson
Oklahoma State University
Steve R. Uryasz
Oklahoma State University
Agatha D. Anderson
Oklahoma State University

A linear regression analysis of data collected at one predominantly white institution found little correlation between admission test scores and college grade point averages for African-American student-athletes.

University admissions criteria have traditionally been linked to standardized test scores and high school academic performance, such as grade point average and graduation class rank. Additionally, eligibility for athletic participation is based on standardized admission test scores and high school grade point average (NCAA, 1995). Much debate has been generated over the use of these criteria, particularly standardized admission tests. Many have claimed the ACT and SAT exams are culturally biased and do not predict collegiate academic success for some groups of students. A study was conducted at Oklahoma State University to determine the appropriateness of these criteria for student-athletes.

This presentation will present the findings of the study conducted to analyze the predictive validity of traditional admission criteria for student athletes at OSU. This study attempted to determine if admission test scores, high school grade point average, and high school rank percentile predict first semester grade point average and general education grade point average differently for student-athletes than for non-athletes. Student-athletes were also compared to each other using categories of major sport, minor sport, female, male, African American, and Euro-American. Understanding how student-athletes differ on these variables should allow for better academic assessment of new student athletes. It is likely that the more accurately we can predict academic success for student-athletes, the more we will be able to establish appropriate admission and eligibility criteria.

The method of analysis used for this study was a simple linear regression model in which comparisons were made of the slopes and intercepts when predicting grade point average from admission test scores, high school grade point average, and high school rank percentile for each of the groups in question. Although differences in intercepts were found when comparing major sport student-athletes with minor sport student-athletes and non athletes, the most significant finding was the lack of correlation between admission test scores and college grade point average for African-American student-athletes. The intercept differences would indicate that these groups will not predict equally well and different regression equations should be used to avoid under- or over-estimation.

However, the lack of correlation between African-American student-athlete's standardized admission test scores and their college grade point average calls into question the appropriateness of using standardized admission tests for admission and eligibility criteria. This presentation will attempt to address the possible explanations for this finding, the statistical limitations of these findings, and generate discussion of how these findings will be useful to advisors and support personnel for student-athletes.

PRESENTERS

Stephen Robinson is currently the Director of Student Academic Services for the Graduate College at Oklahoma State University. He previously was the Director of the University Assessment program at OSU where he was involved in the development and implementation of the campus-wide assessment initiative. Before coming to OSU, he served as the Director of Student Recruitment at Southern Nazarene University. He completed both B.A. and M.A. degrees at Southern Nazarene University where he competed as a varsity basketball player. This presentation is a part of his doctoral dissertation, "Assessing the Appropriateness of Using Traditional Admission Criteria to Predict Academic Attainment of Student-Athletes and Non-Athletes," completed for his Ph.D. program in applied behavioral studies in education at OSU. The primary area of his research is the assessment of student-athletes. Accordingly, he is developing the Student-Athlete Inventory, an instrument designed to identify at-risk characteristics within the student-athlete program.

Steve R. Uryasz is currently in his fourth year as the Director of Academic Services for Student-Athletes at Oklahoma State University, and is responsible for the administration of the academic support program for student-athletes. The primary function of the unit is to assist student-athletes in meeting their educational goals while insuring compliance with NCAA, Big Eight and institutional academic rules and regulations. Uryasz spent seven years in the University of Nebraska-Lincoln's Athletic Department, the last five as the Assistant Director of Academic Programs. In 1990, the unit was voted the "Nation's Most Outstanding Academic Support Program" by College Athletic Management magazine. In February of 1994, Uryasz was elected as President for Region *N* of the National Association of Academic Advisors for Athletes (N4A). The region encompasses eight states and represents our athletic conference. Uryasz is involved in the Drug Education and Testing programs administered by the NCAA, as well as the United States Olympic Committee. He serves as a drug-testing crew member for NCAA championship events. In addition, Uryasz is a drug-testing crew chief for the USOC and directs drug-testing activities at National Governing Body sanctioned events. Along with the N4A membership, Uryasz is also a member of the National Association of Athletic Compliance Coordinators, and served on the Board of Directors for Athletes Fighting Substance Abuse. He is a consultant for Parents of Athletes.

Agatha Anderson is the Associate Director of Academic Services for Student Athletes at Oklahoma State University and has been at OSU for the last 11 years. Before joining academic services for student-athletes six years ago, Anderson was employed across campus in University Academic Services as an academic advisor. She taught social studies for four years at Okmulgee High School before moving to Stillwater. At

Oklahoma State, she was a graduate teaching assistant in curriculum and instruction, where she also supervised student teachers. Anderson joined ASSA in 1989 as assistant director, where she is responsible for student-athletes in softball, women's basketball, women's golf, women's tennis, and men's and women's track and. cross country. She also assists with football. Anderson received a Bachelor of Science degree from Langston University in 1974 and a Master's in curriculum and administration from Oklahoma State in 1981. She is currently working towards her Ed.D. in curriculum and instruction. Anderson is a member of the N4A, the National Academic Advising Association (NACADA), and Alpha Kappa Alpha.