

1-1-1991

The relationship between black male student-athletes retention and graduation rates at a predominantly white institution

Dennis Ross

Follow this and additional works at: <https://lib.dr.iastate.edu/rtd>

Recommended Citation

Ross, Dennis, "The relationship between black male student-athletes retention and graduation rates at a predominantly white institution" (1991). *Retrospective Theses and Dissertations*. 19018.
<https://lib.dr.iastate.edu/rtd/19018>

This Thesis is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.

T03
36

The relationship between black male student-athletes retention
and graduation rates at a predominantly white institution
by

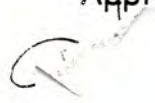
ISU
1991
R734
C. 1

Dennis Ross

A Thesis Submitted to The
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF SCIENCE

Department: Professional Studies in Education
Major: Education (Higher Education)

Approved:



Signatures have been redacted for privacy

Iowa State University
Ames, Iowa
1991

DEDICATION

The author of this Masters Thesis would like to lovingly and graciously dedicate the completion of this project to a deserving, beautiful woman in his life. Thank you from the deep part of my soul and heart Mrs. Danese Mitchell, for it was with your love, warmth and strength that lit my path to life.

I hope that you are smiling graciously up above for the author of this project. The many things that were learned and cherished by me from you, has made a major impact in molding me to who I am today. The lessons learned from you will continue to embellish it's markings towards my continuous journey in life.

I take great pride and joy in having part of your will and strength be my guidance in life. I would like to say thanks for being there when I needed you the most. You'll be missed terribly physically, but acknowledged very deeply in spirit. May the good Lord continue blessing you and keep you always in his care, grandma.

iii
TABLE OF CONTENTS

	Page
DEDICATION	ii
CHAPTER I. INTRODUCTION	1
Statement of Problem	4
Purpose of Study	5
Significance of Study	5
Research Questions	5
CHAPTER II. REVIEW OF LITERATURE	7
Introduction	7
The Participation of Black Athletes in American Sports	8
Black dominance in American Sports	12
From Plantation Fields to Playing Fields	13
The Exploitation of the Athletes Community	19
Advising Black Student-Athletes	20
Controlling vs. Helping	21
Helping the Black Student-Athlete	21
The Status of the Black Male	23
Population and Distribution	26
Family Environment	27
Economic Status	28
Educational Factors	28
Health Status	29
Alcohol Abuse and Violence	30
Development for Persons of Color	32
Summary of Review	35

CHAPTER III. METHODOLOGY	36
Structure of Questionnaires	37
Additional Data	38
Delimitations of the Research	39
CHAPTER IV. FINDINGS AND RESULTS	40
Demographic Characteristics	40
Geographical Areas	41
Sex	41
Graduation Rates	41
Questionnaire Responses	42
Questions 1,4,7,8,13,26 from Questionnaire	42
Academic Characteristics	47
Additional Analysis	50
Hypothesis	51
Trend Analysis	52
Pearson Correlation Coefficients	53
Discussion of Results	55
CHAPTER V. RECOMMENDATIONS AND CONCLUSIONS	58
Introduction	58
Summary	60
Recommendations	61
Conclusion	64
REFERENCES	66
ACKNOWLEDGEMENTS	71
APPENDIX A: COVER LETTER	73
APPENDIX B: HUMAN SUBJECTS APPROVAL SLIP	75
APPENDIX C: QUESTIONNAIRES	79

CHAPTER I. INTRODUCTION

The expansion of commercialized college sports has been a mixed blessing for the black community. Many black athletes have been able to use sports to finance their education, and to acquire skills and contacts that have brought them success in business and the professions. But a good many others, perhaps the majority, have earned revenue and publicity for universities without receiving degrees or meaningful career preparation for a life outside of sports (Naison and Mangum, 1984).

The demands of competition in big time college football and basketball are so great that it is difficult for a student of average ability to meet normal classroom obligations without reduced course loads, intensive tutoring, or illegal methods of maintaining eligibility (forged papers, fake correspondence courses, unearned grades, etc.) Yet many institutions are actively recruiting black athletes from low-income backgrounds without giving them meaningful academic support services or realistically anticipating the educational difficulties they will face as a result of their sports obligations (Daniels, 1987). The result is that large numbers of black athletes complete their four years of eligibility without receiving their degrees or receiving an education so diluted of substance as to be virtually useless (Sailes, 1985). The exploitation of the athlete is a phenomenon that has occurred in American sports since "winning is everything" became an unwritten athletic policy (Edwards, 1984).

The dilemma that the athletes are faced with today is not only of intrigue and interest but also one of sadness and little hope of extinguishing in the future. Is it true when prominent scholars such as Dr. Harry Edwards and Dr. Richard E. Lapchick state, that "sports is just another phase of the slave market."

Professional athletes are the dream stuff of a nation, and black dominance of sports is reshaping the hero symbols of our society. The phenomenon is easier to discern than the reasons for black dominance in sports. There has to be more to it than the old saying of "you people shol' got rhythm" and the weary crutch of the step 'n fetchit days of black prominence (Lapchick, 1986).

James Baldwin a noted black author, once stated that "every negro boy realizes, at once, profoundly, because he wants to live, that he stands in great peril and must find with speed, a thing, a gimmick to lift him out to start him on his way. And it does not matter what that gimmick is" (Brown, 1976). Baldwin may have provided insight into why so many black youths tend to strive and yearn more deeply and passionately at their objective (sports). Not only did James Baldwin exemplify the struggle for Black youth, he lived it.

For many black youths the gimmick has been sports. Pursued with the single minded dedication of desperation, sports have opened a route upward, out of the harsh streets many of these youths come from. This "gimmick" called sports has been perpetuated for many years in a round and about cycle, it is pathological and redundant and it constantly lures these black youths within its grasp (Edwards, 1984). The process of

competing and obtaining a reward in the aftermath is so pertinent to their livelihoods that it causes a dilemma and brings about false hope of "rags to riches" security. Sports, gives most of these youths something to grasp onto, something that will make their days easier to cope with. It's an escape route, it helps keep their "American dream alive". Edwards (1984), estimates that three million black youths between the ages of 13 and 22 are fantasizing careers as professional athletes and are preparing for nothing else. The odds against their success are 20,000 to 1.

According to Naison and Mangum (1984), systematic strategies to improve the educational prospects of college athletes have not yet been developed, either by the NCAA or by college presidents. The degree of exploitation has increased in direct proportion to the pressures exerted on coaches to win in major college and professional sports (Time, 1985).

The exploitation of the black athlete transcends the athlete himself. The black athlete is exploited when they are denied access to a substantive education. This tragedy is accomplished when the athlete is unable to graduate after his/her athletic eligibility has ended because, (1) they were siphoned through easy, non-degree courses, (2) they were not given proper tutorial services, (3) they had other individuals take exams for them, or (4) their grades were altered to maintain their athletic eligibility. In any case, the individual has no marketable skills beyond his/her athletic talent (McDonald, 1981). It cannot be denied that part of the problem of black athlete exploitation

is the athlete himself. Many athletes feel that athletic participation in college is simply an avenue to "big time" college and professional sports and academics should not be taken seriously (Edwards, 1984). ✓

It is safe to assume that with sports and the participation within its parameters, many of these youths attain a feeling of existence, acceptance and equality in their lives (Edwards, 1984).

Statement of Problem

The retention and attrition rate of black athletes at predominantly white institutions merits concerns. Black male student-athletes exhibit some of the lowest percentages in graduation rates when compared to other ethnic groups on the collegiate level. The variables related to this include such things on lack of preparation and support during their academic programs. Many of these athletes will pursue professional sports without receiving their degrees. The allurements of money has taken precedence over athletes interest in academics (Watkins, 1982). ✓

There is also concern about the athletes preparation at the high school level as well. Questions that are asked today are; (1) are the student-athletes being prepared academically in high school, (2) do they have adequate learning skills to compete on the college level, (3) are there people (i.e., advisors/counselors), directing and guiding these "at risk" students in the right direction.

Purpose of Study

The reason for the authors interest in this subject is based upon his personal involvement in athletics and with black student-athletes. There is a need for those involved in both academics and athletics to determine if athletes can compete academically as well as athletically.

The purpose of this study is to study variables that are related to Iowa State's black student-athletes retention and graduation rates. The study will look at the relationship between the athletes environmental, academic and personal perceptions and their graduation and retention rates.

Significance of Study

The significance of this study will not only be beneficial to the university and athletic department but also to the black student-athletes. The information provided will assist the admissions office, faculty, staff, and the athletic department in recruiting and retaining athletes. In addition the study will generate information provided by the athletes that will enhance the athletic departments opportunity to restructure the academic agenda for their black student-athletes.

Research Questions

The following are research questions that helped guide the researcher in this study.

1. How do black student-athletes view their experience at Iowa State University.

2. Are there any differences in perceptions between those black student-athletes who graduated from Iowa State University and those who did not graduate.
3. What type of recommendations should be made in alleviating low retention and poor graduation rates of Iowa State's black student-athletes.
4. How can role models and mentors be significant in alleviating Iowa State low retention and graduation rates of their black athletes.

CHAPTER II. REVIEW OF LITERATURE

Introduction

Sports, for many individuals is an existence. It fulfills generalized and specific needs of gratification. However this is not to imply that a man or woman necessarily participates in sports because of these needs.

Sports, for the most part represent a specific and externalized value system. Sports manifests its own form of good and evil, rewards and punishments and infiltrates an entirely different matrix of individualized normative outcomes from those who are orientated within sports. Usually there are generalizations that are made to "life", but the results are specific and are removed from the aspect of human involvement. For the many that are active in this socially patterned endeavor, sports provides a sense of being; it allows for one to be free. Every encounter provides a reason for being; but more than justification of existence, sports provides its own rationale.

Sports brings about an assessment of one's character persona and beliefs. Sports has an existence with a statement of being:

Being could be defined as the source of all possible modes of participation, existence as the act of participation to being with a finite being capable of saying "I and me" and reality also as being completely present to the "I or me", yet surpassing them and becoming for them a being which is given. (LaVelle, 1965 p.182).

This holds especially true to minority groups within this country; more particularly with blacks. Blacks have been discriminated against from the time they entered America and even today in the job market, education, and the world of sports. Sports provides most blacks a sense of being and belonging (Spivey, 1985).

This literature of review includes the black athletes early arrival in sports and the many obstacles that they encountered during their participation. The section on their early arrival in sports also deals with the lack of writings about black athletes and how sports played a significant part in many of their lives. Included also are the sections on the athletes Garden of Dreams and their perception of sports, the NCAA and the black athlete and the exploitation of the athletic community.

The latter part of the review includes basic statistics on black males in general. This section is placed in the review of literature section to understand the many problems black males in urban America encounter on a daily basis.

The Participation of Black Athletes In American Sports

It's beyond me why these people would allow themselves to be misled by fanatics like Harry Edwards and H. Rap Brown. These athletes are seen by millions of people on nation-wide and world-wide television, they have first string starting assignments at White schools, and they are invited to all the big athletic events. Why our Niggers right here at the University have never

had it so good!
Director of Intercollegiate Athletics
(Edwards, 1979 pp. 34).

The above statement was made by the director of intercollegiate athletics at one of America's major universities, which was later to be "white listed" by the Olympic committee for human rights during the spring of 1968. His remarks are still typical of the sentiments of many of the athletic administrations that determine policy in the world of intercollegiate, amateur, and professional athletes in America (Edwards, 1984). Equally typical was the response of the sports editor. He merely shook his head, indicating that he, too, could not understand such ingratitude, and then went on about the business of obtaining a publishable story for next week's issue. Even though this event took place some twenty years ago, the euphoria of racism and bigotry still lie within American sports, yet it is covertly operated in a "hush monotone" way (Edwards, 1984).

Prior to the enactment of the Emancipation Proclamation, most blacks in America engaged only in recreational activities (Govan, 1971). African-Americans, those few who supposedly enjoyed full citizenship during slavery, participated to some degree in athletic events but these instances were, by all evidence, rare relative to the lack of participation by the masses of blacks (Roberts, 1989). The full impact of black athletes upon American athletics awaited implementation of the provisions of emancipation and more particularly, the establishment of negro educational institutions. With

emancipation also came the development of black athletic clubs and colleges (McDonald, 1981).

The major impetus to the development of African-American athletics during slavery and after emancipation were the racially and economically discriminatory practices of white Americans (Edwards, 1984). Blacks were excluded from white athletic clubs, so they began to establish their own. These and other similar attitudes were so pervasive that African-Americans, were caught up in the same drive toward increasing athletic participation that possessed whites in the late nineteenth and early twentieth centuries in America (Ashe, 1988). All black baseball and basketball teams and leagues proliferated in later years and served as springboards into the "big leagues". In some instances, all black teams did play all white teams with, as might be expected by an unbiased observer, mixed results (Spivey, 1983).

Black athletes have been receiving increasing attention from scholars in the field of athletics (Podell, 1986). No one familiar with the literature can fail to notice the expanded coverage given to these athletes in the historical surveys on American sport or the growing number of articles about these athletes (Roberts, 1989).

The increased number of writings and publications in a historical and philosophical concept can be attributed primarily to the increase in the number of black athletes participating within contemporary sports (Chalk, 1975). Academicians realize that to understand the history of sports in this country one must also examine the role black athletes. It is necessary not to recognize the tremendous athletic achievements

is necessary not to recognize the tremendous athletic achievements made by blacks, and people like James J. Corbett, Avery Brundage, and Branch Rickey lived in a world affected by them (Wiggins, 1986).

Not until the mid 1960's, nearly a decade and a half after a noted writer of John R. Betts 1951 dissertation on "Organized Sports in Industrial America," was there a significant increase in the number of studies published on the history of black athletes. The sudden emergence of scholarly works resulted from the groundswell of interest in the history of black Americans (Wiggins, 1986).

It is very significant that many of the studies currently being done on the black experience in sports are still "inextricably bound" to the growth of American society and does not recognize the presence of a unified black culture (Spivey, 1985). However there is a notable exception in Ralph Watkins recent study of recreation and leisure in the black community of Buffalo, New York during the early 1920's. Watkins points out that black leaders in Buffalo maintained a rather ambivalent attitude about the new found leisure their community employed during the post world war I period. Apprehensive about its negative effects, yet aware of the potential for good, black leaders organized and supported a myriad of activities designed to improve the quality of life for blacks in Buffalo, New York (Wiggins, 1986).

David Wiggins (1986), states that although historians are starting to pay more attention to black athletes and the numerous contributions they have made to American sports, there is still much room for further studies. There is no account of literature on black

athletes in the nineteenth century, mainly due to the exclusionary practices of black athletes during that time period. Most of the work that has been done on black athletes in American sports has dealt with the twentieth century (Edwards, 1984). While there is a wealth of information on such prominent black athletes (ie., Joe Louis, Jackie Robinson etc.), there is a paucity of data on the entrepreneurs and promoters of black sports, the role of sports in black colleges and the pattern of sports among urban blacks. In fact, the latter topic is one of the most obvious voids in literature on black sport history. With the exception of Pete Axthlems (1982) popular study of New York city basketball, no one has examined in any depth the role of sports among blacks in American cities.

Academicians and scholars alike who are interested in the role sports played amongst urban blacks should keep several things in mind when embarking on their work. First and foremost they should be very cognizant of the external and structural forces that have shaped the black historical experience within the urban communities (Wiggins, 1986). Scholars must take into account the degree of white hostility towards blacks, the limits which the white population set acceptable social, social contact, and the existence or depth of violence directed towards blacks in an urban setting (Wiggins, 1986).

Black Dominance In American Sports

Why black dominance in sports? Many Black youths today view sports as being a "stepping ladder" to a quick and comfortable life, a

life that brings financial stability as well as equality in their lives (Brown, 1978). For many of these youths they believe the only way to a quick and easy financial goal is done athletically in the involvement of sports (Edwards, 1984).

Black dominance of any pursuit would merit study given the fact that only twelve percent of the nations population is black. For example, as stated by Terry Bledsoe (1987), black dominance of the carpenters trade would raise eyebrows, but the disproportionately high percentage of blacks on casualty lists from Vietnam became only a national curiosity-although never quite given the national concern it should have received. Black dominance of sports has become a highly visible sociological phenomenon. The president of the United States, who shows and displays camaraderie with sports luminaries, does not tend to call carpenters to the telephone for congratulatory speeches.

The fact is, racism in the realm of sports to a remarkable degree reflects the relationships of the larger culture (Lapchick, 1986). But even with racism taking precedent in sports today it is still not a distraction for the thousands of black youths who participate in sports. This may reflect the unlimited opportunities black men have in obtaining profitable and marketable jobs (Koppett, 1981).

From Plantation Fields to Playing Fields

"Black male athletes from the "Garden of Dreams" to the so called "Promised Land", have been falling by the way side in their academic work while pursuing the dream of one day becoming a professional

athlete". In this section the discussion of broken dreams and promises of black athletes will be examined.

One typical scenario of today's black youths in their pursuit of the "garden of dreams", could go as such:

J.D. hog steals a pass from inbounds, dribbles down the length of the floor, twirls the round shaped figure behind his back and leaps into the air like a "rocket taking off", stuffing the ball through the metal rim. Jubilation and euphoria resounds and J.D. is ready to begin the quest of becoming a professional athlete (Rozen, 1979).

These games could be found in any urbanized city where kids go to fantasize and represent their perspective idols . And it is on those same playgrounds where their garden of dreams will begin.

In 1977 Bernard King was the most valuable basketball player in the SEC conference (Southeastern Conference), but his path to Knoxville began long before he first visited the campus (Rozen, 1979).

Bernard talked about some of the other talented boys with whom he'd played against, boys whose abilities, by his evaluation, rivaled or eclipsed his own. But when he was asked whatever happened to them he stopped and shook his head and the smile that had been on his face slipped away (Rozen, 1979). Despite their ability, so few had managed to escape the old neighborhood. Most were still there, with no education and still playing basketball in the same rundown park.

For as long as organized sports has been associated with American education, the traditionally some what comic, not altogether unappealing "dumb jock" image of the student-athlete has endured in a big way (Edwards, 1984). Along with Harry Edwards there are other academicians and scholars who believe that black student-athletes from the beginning have strikes against them. Harry Edwards states in his noted article of the "Black Dumb Jock", that black student-athletes from the outset have the proverbial "three strikes" against them. They must also contend, of course, with the connotations and social reverbations of the traditional "dumb jock" character. Black student-athletes are also burned with the insidiously racist implication of the myth of "innate black athletic superiority" and the more blatantly racist stereotype of the "dumb negro" condemned by racial heritage to intellectual inferiority (Edwards, 1984).

Even today these black athletes continue to face the shame and demeaning thoughts and gestures of people's stereotypes and prejudices. They continue to make the sacrifice for financial stability and recognition. It should come as no surprise that the shameful situation of the black student-athlete has been for so long not only widely tolerated but expected and institutionally accommodated (Edwards, 1984).

Joe Paterno, head coach from Pennsylvania State University and 1982 "coach of the year" described the situation in January 1983:

For many years we have had a race problem. We have raped a generation and

a half of young black athletes. We have taken kids and sold them on bouncing a ball and running with a football and that being able to do things athletically was going to be an end in itself (Spivey, 1983).

Many of these athletes at the end of their collegiate eligibility, begin to face new realities. These highly touted recruits who were pampered and catered to come to the university of their choice now must make the transition from glory years to educational enlightenment years.(Berry, 1981). These black "blue chippers" who completed their eligibility but weren't drafted or were not in reasonable reach of receiving a degree tend no longer to be perceived on campus as the "big guns". Rather, they are frequently seen as a potential embarrassment to the athletic departments, their coaches and their schools (Edwards, 1984).

Edwards (1984), states that far too many of these former "air craft carriers" degenerate into athletic "flying dutchmen", season after season drifting pathetically from one professional tryout to another, victims of the "garden of dreams" that has become a perpetual nightmare of futility and disappointment, holding to the hope of professional stardom until age and despair compel them to face realities of life after sports and with no education. And for decades, these student-athletes, usually 17-19 year old freshmen, have informally agreed to a contract with the universities they attend; athletic performance in exchange for an education. The athletes have kept their part of the bargain the universities have not. Universities and athletic departments have gained huge gate receipts, television

revenues, national visibility, donors to university programs as a result of the performances of gifted basketball and football players, of whom a disproportionate number of the most gifted and most exploited have been black. Even though blacks are not the only student-athletes that are being exploited, the abuses usually happen to them first and worst. One of the most prevalent questions taking precedence today in the athletic arena is "what is happening to those black athletes that weren't able to make it in the professional ranks and second, why aren't they receiving an adequate education from the university they represented during their years of athletic competition?"

Today, the many assumptions involving collegiate sports at any level, are usually discussed, defended or highly criticized by academicians, journalists, boosters and other participants in terms of the contributions sports makes to individual growth, group cohesion and societal stability (Frey, 1986). Taking into account the majority of contribution sports makes to the individual there appears to be some negatives at the big-time collegiate level. It is very well known that in today's market of National Collegiate Athletic Association (NCAA), college sports is seen as being a business. Sports in a capitalist society is organized so that it is almost impossible to separate the business aspect from the participation of the athletes themselves. Nowhere is this more clearly the case than in big-time collegiate sports (Spivey, 1983).

Since the formation of the NCAA, which was basically formed to "snuff out" all wrongful doings by the universities, the recruitment of

athletes, college sports has always been a separate entity from the schools. Farrell (1990), points out the following examples of the impact money has had on winning programs:

ABC-TV and CBS-TV together paid almost \$263.5 million dollars to broadcast football games between schools from 1988-1989. Each school that appeared in a nationally televised game in the 1988-89 season received \$550,000 and \$650,000 respectively. The importance of sports on television in society is so pathetically blatant that ABC-TV paid some schools with national rank (United Press International and Associated Press) "incentive fees" of \$250,000 for television (Farrell,1990). This necessity to win in order to bring in the monies and compete in the recruiting wars for the big-time athlete has put incredible pressures on athletic directors and coaches to produce.

The physical and the emotional welfare of the athletes today are secondary to their athletic performance. Athletes in big-time, high pressure programs are more likely to be cynical about their books and realizing that they are athletes first and students second, if at all (Roy, 1984). The majority of these young black athletes are far behind in their education. The majority of these athletes recruited have only third and fourth grade reading levels, low math skills and no experiences in the science curriculum, but yet they are thrown into the educational atmosphere with students who have superior skills (Roy, 1984).

Time Magazine (1989), focused attention on the student-athletes who were earning millions of dollars for their schools, but weren't

getting an adequate education. During a three month investigation, Time talked to scores of young men who had hoped to exchange their sweat and talent on the basketball court for an education and a better way of living. Some of these young men received their degrees and found jobs. For many of these young men the promise of an education was a fraud. Many felt betrayed by the good intentions of others, and by the schools own self-interest.

Low graduation rates and poor retention are a growing concern for the National Collegiate Athletic Association and its affiliates in higher learning. The National Collegiate Athletic Association publishes an annual report of athletes graduation rates but withholds the name of the institutions to avoid embarrassment. For example, out of twenty black student-athletes who played for the Memphis State basketball program between 1976 and 1986, only one received a diploma (Time, 1989).

The Exploitation Of The Athlete's Community

McPherson (1976), states that society must address the blatant use and abuse of our black athletes, and also address what athletic scholarship awards are doing to the black community, not just the athlete. Black athletes are receiving handsome scholarships and making their respective athletic departments lavishly wealthy, while sadly enough many of the athletes are getting little or no worthwhile education. He points out that only one per cent of them will go on and play professionally.

Data are beginning to show that some of these black athletes may be found amongst the homeless and the drug sub-culture using or selling drugs and other forms of criminal activities. The educators who defend the indiscriminate admission of black male athletes to play a sport and make the pros are sending out false messages and hope to the black communities across the country (Petersen, 1990). Even some of the parents of these "blue-chip" athletes view the college scholarship as a stepping stone to fame and fortune for their sons (Podell, 1986).

Advising Black Student-Athletes

All is not lost with black student-athletes receiving an education. There are many preventive measures that could improve the retention and graduation rates of black student-athletes. The athletic academic advisor could play an important role in this helping process.

Most definitions of help, come from subjective values (something tangible or intangible in a relationship between an advisor and a student-athlete) in which the advisor helps the athlete to achieve an academic goal. In actuality, help is something that each person must accept. An academic advisor cannot force an athlete to do anything. Each student-athlete must accept and act on helpful information with the knowledge that the ultimate responsibility belongs to that student-athlete. For, indeed, help cannot be given to black student-athletes; it can only be offered (Henderson, 1986).

Controlling vs. Helping

Some academic advisors see the helping process as one in which they conduct an intricate diagnosis of black student-athletes and then utilize a variety of methods to help them. Still there are other advisors who see black student-athletes as "disadvantaged" and themselves as "advantaged". These perspectives do not create helping relationships. On the contrary as stated by George Henderson (1986), "they are controlling relationships". When black student-athletes are viewed as objects to be controlled rather than subjects to be taught, they become nonpersons. Conceptually, a very thin line exists between helping athletes to reach their maximum potential and manipulating them to conform to our expectations of their potential.

Helping the Black Student-Athletes

Academic advisors must observe certain values in a helping relationship, including the following ones, if the relationship is to be supportive (Ender, 1983).

1. Believe that black student-athletes are masters of their own destiny with the right to control it in their own interest.
2. Believe that the dignity and worth of each black student-athlete shall be respected at all times.
3. Believe in the right of black student-athletes to think their own thoughts and speak their own minds.

Simply stated, black athletes need to be treated as individuals. No matter how much power or formal authority an organization confers on its advisors, usable power and authority are granted by student-athletes. The respect black student-athletes possess for their advisors will be determined by how successful advisors are in helping these students achieve academic success. Therefore, it is more important for advisors to be aware of black student-athletes needs than to be experts in behavioral science theories with little cultural relevancy.

Also academic advisors who are unaware of their own feelings, will ultimately send black student-athletes a double message which will confuse the relationship (Daniels, 1989). First, and foremost, advisors/counselors must admit, "I am only human and as a human being I will have favorites". Some advisors prefer to work with star athletes; others prefer to work with high academic achievers; some prefer to work with non-black athletes; and others like black athletes better. There are no laws against attitudes and personal preferences, but there are many laws against discriminatory treatment. Only by acknowledging their personal preferences can advisors compensate for them (Daniels, 1986).

Finally, good advisors are good listeners. They learn to listen with all their senses, not merely their ears. It is not enough to encourage black student-athletes to engage in open discussion; advisors must also respect if not agree with students' perceptions.

There are five basic principles to follow for effective advising of black students in general.

1. I shall strive to see positive aspects of black student-athletes and praise them at least as often as I notice that needing correction.
2. When I criticize my advises' actions, I must ensure they recognize criticism of specific behavior and not as criticism of themselves as persons.
3. I shall assume that all student-athletes can see some reasonableness in their behavior, that there is meaning in it for them if not for me.
4. When I contribute to student-athletes' self-respect, I increase their positive feelings toward me and their respect for me.
5. To at least one student-athlete, I am a person of significance, and he is affected vitally by my recognition of him and my good will toward him as a person (Henderson, 1986).

The Status of the Black Male

In order to discuss the trouble and failures of black male student-athletes, people must begin to not look upon the black male student-athlete as one dimensional but begin to understand their culture and their meaning of life for it will provide great insight and understanding of black student-athletes.

All that is pertinent to the demise of black athletes, specifically black male athletes derives from a philosophical and historical context with black males in general (Mudhubuti, 1990). Mudhubuti, who stated " I lived and grew up with some of the so called "misfits of a nation". My eyes painted a different picture of these men that the media of our society portrayed as "insufficient and non-contributing people". "It wasn't that the majority of these men lacked fortitude and intelligence to "keep their dream alive", but the lack of support that hindered them in striving to "be the best they could be". It was in those same streets that I encountered many of my fellow brothers with needles of "no hope" embellished into their veins, sucking and drawing out all of what could have been a beautiful life. It was there that I caught my first glimpse of a dysfunctional development with black men" (Mudhubuti, 1990 pg.43).

Black males have great difficulty surviving within the external settings and internal settings of our society. The internal society being the prison system of America. Dostoevsky once wrote that if you want to know about a society, you should look into its prisons (Whitman, 1987). Imprisonment rates are measured as the number of inmates per 100,000 people in the population. In 1925, when the United States began keeping these statistics, the imprisonment rate was 79 (Per 100,00). This rate stayed more or less constant until 1972, when it started to rise dramatically. By mid-1986, more than a half-million people were in state and federal prisons (Whitman, 1987).

This overall imprisonment rate obscures an important difference. In 1983 (the last year for which racial data are available), the imprisonment rate was 713 for black people compared to 114 for white people. This meant that a black person was six times more likely to be imprisoned than a white person was (Whitman, 1987).

The reality of black male imprisonment is very devastating for blacks. A 1979 government survey revealed that about one out of every five black men would go to prison in his life time. The imprisonment rates have spiraled since then, and the proportion is now closer to one out of every four. The total population of black men in prison in the United States is about 3 million, roughly the population of Chicago (Chicago Tribune, 1987). There are more black men from the ages of 20-29 that are under control of the criminal justice system than there are black men of all ages attending college.

United States prisons hold a vast number of people of color. Black people are incarcerated at a rate of 899 per 100,000 population, eight times the rate for White people in this country and almost twice the rate for black people in South Africa! This is by far the highest rate in the world. Such a large number of incarcerated people constitutes a well-defined system of population control (Whitman, 1987).

In Black communities there is a short ration of basic necessities and an overabundance of "poisons" that infest many lives, ensuring poverty, prison, and complete demise (Whitman, 1987). A government study on blacks in the prison system, predicts that by the year 2000,

70% of black men will be unemployed. As of today, more black men are incarcerated than in college. The Chicago Tribune conducted a study on imprisonment of black males in the Illinois jail systems and found that there are approximately one prison guard for every three prisoners, yet there is only one teacher for every thirty students in the Illinois public school systems (Chicago Tribune, 1987).

Mudhubuti (1990), states that drugs, gangs and police terror are serious threats to the survival of the black male and his community, particularly today when 45% of all black children live in poverty and the number one cause of death for black men between the ages of 15-34 is homicide. While prisons spend money on more guard towers, barbed wires, and new maximum security units, they cut the educational/vocational programs. Research studies indicate that most people assume that "crime is caused by bad individuals".

The individual is blamed and since most of the blame is directed toward black people, this leads ultimately to the criminalization of an entire people.

Population and Distribution

In 1980 the census put the population of black males at 12.6 million or 6% of the total population. In 1987, the estimated population of black males in the United States was 14.1 million, or again 6% of the total population. (United States Bureau of the Census, 1989) The 1980 census indicated that the median age of black males was 23.6 years; this was lower than the national average (30.0); white

males (29.6); black females (26.2); and white females (32.2). By 1987, the median age of black men had increased to 25.8 years; however, it remained the lowest among the major groups (white males, 31.9; black females, 28.5; white females, 34.2; and the national median of 32.1 years). (U.S Bureau of the Census, 1989) The black teen male population age 13-19 comprises 7.7% of the total black population in 1980 and 16.3% of the total black male population in 1987. (U.S Bureau of the Census, 1989)

Family Environment

In 1987, there were 4.9 million black households with members under the ages of 18, and there were 5 million black households with no members under the age of 18. (Selection Committee on Children, Youth and Families, 1989).

In a survey of nearly 2,500 inner-city residents in Chicago, employed fathers were twice as likely as unemployed or non-employed fathers to marry the mother of their first child. (Testa, 1989) Also in 1984, 27% of all black males 19-26 had been an unwed father at some time. (Lerman, 1986) In 1987, 52% of all black families with children were headed by a mother only compared with 18% of all white families and 29% of all Hispanic families. (U.S. Bureau of the Census, 1989).

Economic Status

The number of black males in the labor force was 6.5 million in 1987. Black males comprise 5.4% of the total labor force and white males make up 48.2%. (U.S. Bureau of Labor Statistics, 1987).

Bi-weekly median earnings for black male wage and salary workers in 1987 were \$326 dollars, about 72% of the median for white males. (U.S. Bureau of the Census, 1989) Also, the employment population ratio of black males (the number of employed persons as a percentage of the total working age population) has suffered a general downward trend in the last decade. In 1986, it was 60.6%, the lowest among the major male groups (U.S. Bureau of Labor Statistics, 1987).

The jobless rate for black teenagers remained the highest among all major groups. In 1987, the unemployment rate for black male teenagers was 34.5% compared with 15.4% for white male teenagers...a ratio of more than 2 to 1. In 1987, approximately, one-third of all black males 15-24 lived in poverty compared to 10% of all white males in that age group (U.S. Bureau of the Census, 1989).

Educational Factors

The number of black males 18 years and over who enrolled in college declined from 961,000 in 1981 to 938,000 in 1985, a decline of 2%. In contrast, white males who enrolled in college increased from 5.0 million to 5.1 million of 2% (U.S. Bureau of the Census, 1989).

In high school, black male students are suspended about 3 times more often than their white counterparts (Joint Center for Political

Studies, 1989). The percentage of black men age 18-24 in college dropped from 35.4% in 1976 to 27.8% in 1987 despite an increase in the number of black graduates from high schools with college preparatory courses (The Washington Post, 1989, p. A4). There are forty percent of all adult black males who are functionally illiterate (National Research Council, 1988). While black students comprise 16% of elementary and secondary public school enrollment, only about 8% of public school teachers are black (Joint Center for Political Studies, 1989)

Health Status

In 1987, the life expectancy for black males at birth was 65.2 years, and it was 72.2 for white males (National Center for Health Statistics, 1987). The life expectancy for black males ages 20 was 47.3 compared to 53.4 for white males (NCHS, 1988). Homicide is the leading cause of death for black males, 15-24. A black male has a 1 in 21 chance of being murdered before age 25 (National Center for Health Statistics, 1988; Centers for disease control, 1986). In 1984, blacks comprised 30% of male drug abuse deaths (National Institute on Drug Abuse, 1986).

Criminal violence, especially black on black offenses is a serious problem that has major consequences for the survival and growth of black people and their communities (Gary and Brown, 1976). When a sex variable was introduced in a study conducted by Gary and Brown, black males had the highest victimization rate for crimes of violence than any other social group in America. In 1977, the rate was 57.4% for

black males, 45.3% for White males, 29.0% for black females and 21.7% for white females. In 1979, 191,462 black males were arrested for a violent crime (U.S. Department of Justice, 1980:200).

The most detrimental and major causation of death for black males is homicidal violence, which is defined as either murder or manslaughter. According to data from the Federal Bureau of Investigation, in 1979, 3 of 4 murder victims were males, 54 of every 100 were white, 43 were black and the remainder were of other races (U.S. Department of Justice, 1980:7). Black men were almost six times more likely to die as a result of homicide than were white men in 1978. However, the homicidal rate for non-whites has been declining since 1975, and it has been increasing for White males.

Also, more Blacks were killed by other blacks in 1977 than did in the entire nine years of the Vietnam war. blacks killed in combat in Vietnam between 1963 and 1972 numbered 5,690 but in 1977, a total of 5,734 blacks were killed by other blacks in the United States (Gary and Brown, 1987).

Alcohol Abuse and Violence

A question that stands in the minds of those who are concerned about the violence of black men is does alcohol abuse contribute to the majority of black males violent behaviors? In a research study done by Lawrence E. Gary (Drinking and Homicide, 1986), the study shows that both violence and alcohol abuse have a higher incidence in urban communities, especially among black males. The consumption of

alcoholic beverages alone will not necessarily lead to acts of violence. However, Gary's studies have demonstrated that alcohol can altar one's behavior and evidence suggests that alcohol does cause an increase in violence in some people under certain conditions.

National data on homicide collected by the United States Department of Justice, (1980:24) suggests that alcohol use and abuse does play a role in criminal circumstances. Prison, victim and case-specific violence studies at local sites have linked alcohol abuse to homicidal violence. The study presented by Gary (1986), revealed that black men, especially those under the age of 30, were more likely to be victims of alcohol-related homicides than were either white men or women or black women in that age group. The study also found that for example, the use of a knife or other sharp weapon predominated in alcohol present homicides, especially those cases involving black males.

One reason for the behavior and actions of black males and the large consumption of alcohol stems from the black males approach in trying to cope with his social and psychological frustrations, resulting from unemployment, underemployment and over employment; by poverty and inflation; inadequate housing, no housing; family problems and discrimination. The environment and conditions of blacks living quarters make them vulnerable to the "hard" impact of stress and hypertension (Forman, 1979, Gary, 1978 and Harper, 1976).

The consequences of an inadequate education are very devastating, especially when one views education as a primary

prerequisite for competing in the job market. Rather than face the realities of unemployment or no employment at all, many of our young and gifted black males are stepping into the trenches of the United States of America armed forces which is perceived as a subtle form of living and as a more constructive option. It is there in the armed services that these young black men can have dignity and pride and respect from peers (White peers). Binkin, Etelberg, Schexineder, and Smith (1982), reported that almost one of every five black males born between 1957 and 1962 had entered the military service.

As the nation's largest employer of black males, the armed forces supply much needed jobs. They prepare men to compete in the civilian labor market by providing basic training in many career fields. The negative aspects of this overrepresentation of blacks in the armed forces include their disproportionate cluster in combat forces and thus, a greater likelihood of becoming a casualty of war (Parham & McDavis, 1987,

Development For Persons of Color

Based upon findings from authors Margaret J. Barr, M. Lee Upcraft and associates (1990), there is more attention being developed to the concept of student development for persons of color. Most critics would acknowledge that students of color are in many ways similar to other students in their development. However, these same critics would argue that existing developmental theories make certain assumptions about the commonality of environment, culture, and

backgrounds of students that simply are not valid. Also many people believe that by being raised in a minority culture in a majority society creates different developmental outcomes for youth of that minority culture.

Parental roles, child-rearing practices, cultural values, community commitments and obligations, and other culturally related factors combine to produce different developmental dynamics for minority students. The problem arise from many developmental theories assuming that culturally related factors are constant, and they ignore cultural differences in explaining minority student development. Fact is that these cultural differences are too strong to be ignored.

One particular theorist, W.E. Cross, Jr. (1978), sees persons of color moving through four stages that reflect their development. The first is the pre-encounter stage, which is characterized by a limited self-awareness about difference and dependence upon majority group for sense of worth and by an attitude toward the world and self that is determined by the majority group.

Then there is stage 2 (encounter stage), which is characterized by an awareness of differences between majority and minority groups-an awareness that is usually precipitated by a significant event. Minority group members search for their own group's identity; history and reinterpret all events from their own group's perspective, and experience the deepening trauma of discrimination.

Stage 3 (immersion stage), which is basically characterized by the destruction of the old identity and the glorification of the new identity as a minority group member. Minority group members discard majority group values and stereotypes, behave as though the majority group were not human, feel a very strong attachment to the minority group, confront the system, and participate in political action on behalf of their group.

The last of the stages (internalization), which is characterized by the internalization of the new identity, meaning that the minority individual can renegotiate with the majority. Minority group members at this stage have inner security and compassion for all minorities. They demonstrate commitment to their principles and participate actively in making social change.

These four stages are the basic elements that coincide with people of color, mainly blacks, progressiveness in developing solid, stable, morals and values toward the external settings of society. Black college student-athletes are particularly at risk for experiencing various forms of developmental crises and psychological distress. Erikson (1966), describes stages of adolescent development; Farnsworth and Chickering (1976), later applied Erik Eriksons concepts of development to university students as a whole. There they were named separating from family and assuming independence, consolidating an identity and a mature sexiability as the "salient maturational tasks" for adults.

Summary of the Review

The major impetus for this review of black athletes in America, was to provide insight into the dilemma many black athletes had to face in order to compete and participate in American sports. Many of those first pioneers in sports for the black race made their mark as a "stepping stone" for many of the athletes today. The one downfall in the past for the black athletes has been the non-existence in literature on the contributions these athletes made.

The review revealed that sports played a major role in black urban Americans. In addition sports has shaped the external and structural forces of the urban communities. Sports for many African-Americans has been viewed as an escape route from hard times. Many of the urban African-Americans that participate in sports "fully and whole heartedly", have been falling by the way side in their academics while pursuing the dream of one day becoming a professional athlete. These are the athletes that are found amongst the homeless, drug addicts and criminals in the prison systems.

CHAPTER III. METHODOLOGY

In an effort to better understand Iowa State University's black student-athletes and their perceptions at Iowa State, a four part questionnaire was developed and administered to 125 former black student-athletes.

The questionnaire asked several questions pertaining to the athletes experience and involvement while at the university. The purpose of the questionnaire was to find reasons to why certain black athletes meet their objectives in graduating while others do not. The original questions were generated by the researchers personal involvement with athletics and conversations with past and present black student-athletes.

The questionnaire was refined by input from the Academic/Athletic coordinator, members of the Program of Study Committee and the Researcher. The questions were based upon the former student-athletes academic and athletic standings while enrolled in the university. The questionnaire was approved by the Human Subjects Committee (see appendix b).

The athletes were asked to rate certain factors that played significant roles in their experiences while at the university. The athletes were also asked to comment or make suggestions in alleviating the problems of black student-athletes retention and graduation rates at predominantly white institutions.

The questionnaire focused on the following four parts: See appendix C for sample of questionnaire.

Part I: Black Experience

Part I of the questionnaire asked several questions that related to the athletes perception of the external environment at the university. These external factors included stereotypes, racism and discrimination practices towards blacks. Also the subjects were also asked to rate internal and external variables within the university that contributed to their feelings of isolation and non-acceptance.

Part II: Athletic/Academic Objectives

Part II of the questionnaire focused on the black athletes experiences and attitudes toward the athletic departments support services for their athletes. The questionnaire asked the student-athletes to rate their involvement and cohesiveness with their academic counselor/advisor. The questionnaire also sought to find the relationship between the academic counselor/advisor expectations and the student-athletes academic performance.

Part III: Athletics

Part three dealt with the athletes views and perceptions of the coach/coaches attitudes about their (the players) personal life, academic pursuits and professional careers after the players eligibility ended.

Part IV: Personal Questionnaire

Finally, part IV focused on demographic information about the athletes personal background and school information. Questions were

included to find out whether or not the athletes have graduated, if they would like to continue their education, the type of high school system they were from, geographical areas, family situation (were they first generation students, which parent/s attended college), and their current status (i.e., are they employed, where are they located now, are they still pursuing athletic endeavors).

Additional Data

The second part of the methodology used in this research includes Iowa States athletic department data on their athletes' academic background and sports participation that had an impact on their academic pursuits.

The data gathered for this part of the research were obtained from files within the athletic department. These files contained the following information; the athletes years of participation, their academic records, sport, financial aid status, high school rank, sat/act scores, grade point averages, deficiency points, credit hours, quality points, advisors, majors and social security numbers. The information was then gathered and formatted in alphabetical sequence with last name, first, and first name, last to sort the data. The data were then formatted to provide accurate grade point averages, high school rank, and act/sat scores for each student.

Delimitations of the Research

One significant delimitation of the questionnaire would be certain biases some of the athletes may exhibit. Some of the subjects might have negative feelings toward the university as a whole and may not respond to the questionnaire. Also, because the study is based on a ten year period other extraneous factors might prohibit an adequate return rate from the participants i.e., no forwarding address, lack of information from the athletic department on their former student-athletes whereabouts and death.

Another factor that could limit the research is based upon the sample group being studied. Most athletes have a sense of privacy when it pertains to their academic endeavors and many feel uncomfortable in answering certain questions about their academic experiences. Finally, since there is very little literature regarding the black male athletes academic progression at predominantly white institutions this would limit the researcher with the number of resources available to gain a clearer and better perception of black student-athletes.

CHAPTER IV. FINDINGS AND RESULTS

The study is focused on student-athletes opinions about various perceptions associated with student-athletes graduating from Iowa State University. The study will test the null hypothesis that there is no difference between student-athletes perceptions whom graduated from Iowa State University and student-athletes perceptions who did not graduate. Of the 56 black student-athletes who responded in the study, approximately 37.5 percent of them graduated (21) and 62.5 percent did not graduate (35).

The primary purposes of this study were to find significant factors influencing Iowa State University's black student-athletes retention and graduation rates. The results of the study were based on two findings. The first part of the results were based on the black student-athletes responses to the questionnaire, and the second part was based on data obtained from student files. The questionnaire asked certain questions about their experiences at Iowa State, i.e., academics, environmental and athletics. The researcher aim was to see if a correlation existed between the black student-athletes experiences in the areas aforementioned in relation to their academic standing at Iowa State University.

Demographic Characteristics

Demographic data obtained from the student-athletes questionnaire sheets were compiled using frequency counts and percentages. The participants included 125 former Iowa State

University black student-athletes. There were 125 questionnaires mailed to former black student-athletes who were enrolled from 1980 to 1990. The frequency counts and percentages were based on the following categories.

Geographical Areas

Based upon the questionnaires received, approximately 62.5% of the black athletes were recruited from large metropolitan areas, while 2.5% were recruited from a foreign continent, and 35% were from suburban areas of the states. The majority of the respondents were recruited from Mid-western states, i.e., Illinois, Michigan, Ohio, Missouri and Indiana, while 6% were from the state of California, 4.5% were from east coast areas and 2.3% were from southern states.

Sex

The majority of the returned questionnaires were males (89.5%), which was due largely in part of the male to female athlete ratio. Of the total 125 black student-athletes being surveyed ninety-seven were males.

Graduation Rate

The graduation rate of the black student-athletes who returned their questionnaires was 38% while the total 125 participants graduation rate for all 125 was 37%. For those athletes that left the university before completing their degrees the percentage was 62%,

whereas the overall total 125 surveyed was 63%. The black female student-athletes (N=28) exceeded their black males graduation rate by 10% (45%). The black male student-athletes (N=97) graduation rate was 35%.

The team sports graduation rates included teams from the men's and women's basketball team, men's and women's track team and the men's football team. The women's basketball and track team had the highest combined graduation rate compared to men's track, football and basketball teams (45% and 38%).

Questionnaire Responses

This section reports the percentages of the responses by the athletes pertaining to their perceptions and views while participating academically and athletically at Iowa State University.

Questions 1,4,7,8,13,26 from questionnaire

Based upon the findings from the questionnaire, the most influential and significant questions that pertained to the outcome of Iowa States black student-athletes retention and graduation rates were questions 1,4,7,8,13,26.

Beginning with the first response from question one, which asked for the student-athletes response to the city of Ames being conducive to their social life. 34.5% stated that it was moderately low, while 15.5% stated that it was low and 12.1% stating that it is average (as indicated in Table 1).

Question one appeared to be an important aspect for many of the black athletes surveyed. Many of the athletes felt that being able to adapt or not being able to adapt to the University's community played a vital role in many of the athletes leaving or staying to complete their degrees. Most of the athletes (34.5%), stated that the community was moderately conducive to their social life. Many also stated in the open ended part of the questionnaire that a lot of activities at the university and also off campus, did not pertain to them, which led to the feeling of isolation. When asked about Iowa State making them feel apart of the college experience, they indicated a very low response (see Table 2).

Table 1. To what extent did you find Ames conducive to social life

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Very Low	5	9.5
Low	9	15.5
Moderately Low	21	34.5
Somewhat Low	6	15.5
Average	8	12.1
Little Higher Than Avg.	3	4.5
Moderately High	4	6.5
High	2	1.9
Total:	58	100

Frequencies are the number of respondents answering the question.

Question seven asked about Iowa State University non-student-athletes and faculty views and opinions about them as student-athletes. Many of the athletes felt that the student body and faculty

members at the university viewed them as athletes and only athletes. The black student-athletes felt that by them being athletes at the University people in general did not view them as being students therefore limiting them from other aspects of college life.

In the open ended response questions several of the respondents felt that there were bias amongst faculty and staff members pertaining to their education. Many felt that the instructors had set notions about them before the instructor had a chance to know them personally (see Table 3).

Table 2. question 4 To what extent did Iowa State make their black student-athletes feel a part of the college experience.

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Very Low	9	15.5
Low	9	15.5
Moderately Low	17	29.3
Somewhat Low	9	15.5
Average	6	10.3
Little Higher Than Avg.	3	5.2
Moderately High	2	3.4
Total	58	100

Question number eight appeared to be significant for the black student-athletes. Many of the athletes believe by having someone whom they could talk to in confidence would be of significant help in them adjusting and dealing with most of the problems they face academically and athletically. The question asked Iowa State black

student-athletes how they felt about Iowa State providing them with black role models (see Table 4).

Table 3. question 7 To what degree did you feel that Iowa State students and faculty members viewed you as a student first.

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Very Low	13	22.4
Low	5	8.6
Moderately Low	13	22.4
Somewhat Low	13	22.4
Average	7	12.1
Little Higher Than Avg.	6	10.3
Somewhat High	1	1.7
Total:	58	100

The black student-athletes were also asked to rate their academic abilities while in high school. The athletes were assured of confidentiality in this section. Upon graduating from high school, most of the athletes thought they were prepared to meet the academic requirements at Iowa State, but eventually realizing that they were lacking in academic preparation while taking certain math and science courses at the University.

The majority of the respondents felt that they were not sufficiently prepared to meet the English requirements at Iowa State University. Based upon the English, math and science curriculum at Iowa State University the athletes felt that those courses had an impact with their subpar academic standings at Iowa State University.

Table 4. question 8 To what extent did you feel that Iowa State provided Black role models for their Black student-athletes

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Very Low	7	12.1
Low	13	22.4
Moderately Low	23	39.7
Somewhat Low	9	15.5
Average	4	6.9
Higher Than Average	2	3.4
Total:	58	100

In question twenty-six the black student-athletes reported that they felt Iowa State University's athletic department did not do an effective job in hiring more minorities for positions that could help them academically, socially, and athletically. The athletes felt that there should be more minorities within the administrative and counseling and advising positions (see Table 6).

Table five shows the frequencies and percentages of the athletes response to their high school academic preparation. This question was very important to the researcher based upon the NCAA passages of proposition 48 and proposition 42; to determine if standardized testing is a predictable solution for student-athletes academic success. However, both proposition 48 and 42 are considered to be bias to minorities. Academic success for black student athletes can best be determined by non-cognitive variables as described in this study.

Table 5. question 13 To what degree when you were in High School would you rate your Academic Abilities.

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Low	1	1.7
Moderately Low	4	6.9
Somewhat Low	10	17.2
Average	10	17.2
Little Higher Than Avg.	11	19.0
Somewhat High	13	22.4
Moderately High	3	5.2
High	4	6.9
Very High	2	3.5
Total:	58	100

Table 6. question 26. To what extent did you feel that the Athletic Department tried to hire more minorities.

<u>Value Label</u>	<u>Frequency</u>	<u>Valid Percentage</u>
Very Low	33	56.9
Low	15	25.9
Moderately Low	5	8.6
Somewhat Low	1	1.7
Average	3	5.2
Moderately High	1	1.7
Total:	58	100

Academic Characteristics

The second part of the data gathered, focused on the black student-athletes academic performance while in high school and also during their college years. The data consisted of the black student-

athletes grade point averages, SAT, ACT and high school rank after four years of participation.

The results from these data divide the aforementioned statistics by team sports and gender. The data show the averages, ranges and standard deviations. The SAT, for the black female student-athletes show a higher score than the black male athletes (Table 7).

The following averages are for black student-athletes. The total score on the average for the black female student-athletes is 860, which would qualify the black female athletes for eligibility purposes as stated by the current NCAA rules for eligibility.

Table 7. indicates that the men's basketball team as a whole would qualify for eligibility purposes as stated by the NCAA current rules and regulations. with their total test score being 808. The number of participants for the men's and women's track team does not compare to the total number of participants for the other sports, therefore leading the data to be summarized based on a few number of participants.

The men's and women's track team would qualify for participation in track, barely meeting the minimum requirement as set by the current NCAA bylaws.

The following are ACT test scores for both men and women and also for team sports. Table 8 and 9 show the mean, minimum, maximum, and standard deviation for both men and women test scores. These test results were based upon the ten year study of the average scores for participants.

As indicated by table 8 Iowa States black female athletes out scored the black males on the ACT. The black female athletes barely met the current NCAA requirement of eligibility and the black males did not by scoring an average of 14.

Table 7. Mean Scholastic Aptitude Test Scores (SAT) For: Gender and Team Sports.

	Mean	Range	Std. Dev.
<u>Black Female Athletes</u>			
Verbal	438	310-620	94
Math	355	270-620	99
Composite	793		
<u>Black Male Athletes</u>			
Verbal	398	220-730	103
Math	339	200-590	94
Composite	737		
<u>Women's Basketball</u>			
Verbal	442	300-620	99
Math	418	310-620	94
Composite	860		
<u>Men's Basketball</u>			
Verbal	424	300-620	99
Math	384	270-600	94
Composite	808		
<u>Women's Track</u>			
Verbal	435	310-620	99
Math	302	270-600	94
Composite	737		
<u>Men's Track</u>			
Verbal	340	270-600	94
Math	315	280-600	94
Composite	655		
<u>Iowa State Football</u>			
Verbal	400	310-620	99
Math	336	280-600	94
Composite	736		

Table 8. (Black males/Females ACT average score).

	Mean ACT	Range	STD
Black Males	14.0	4-28	4
Black Females	17.0	10-25	4

The black student-athletes grade point averages show the mean, range and standard deviation by team sport and gender. The grade point averages are from all of the 125 participants and the averages from the years 1980 through 1990. The averages in table 9. show a higher grade point average for the black female athletes when compared to their black male counterparts (see below table 9).

The high school rank for both male and females were 47% percent, which placed the athletes in the top middle half of their class. The rankings in high school might vary some based upon the black student-athletes high school system (public school vs. private school).

The black male student-athletes high school rank was 49% also ranking them in the top half of their class. The black female student-athletes high school rank was much higher with a 31% high school rank percentage. The lower the percentage of rank the higher the athletes were in their perspective class.

Additional Analysis

There were additional analysis used for the study to show the significance of the student-athletes perceptions while at Iowa State University. The analysis are broken down into statistical form using

three different tests to provide the researcher with the most significant variable related to the athletes retention and graduation rate at Iowa State University. The tests are the mean score perceptions of the student-athletes environment, academics and athletic experiences as noted in the questionnaire.

Table 9. Athletes and Team grade point averages over ten year period.

<u>Athletes</u>	<u>Mean GPA</u>	<u>RANGE</u>	<u>STD</u>
<u>Black Male</u>	1.944	0.25-3.58	0.4
<u>Black females</u>	2.362	1.29-3.31	0.054
<u>Team Sport</u>	Mean GPA	Range	STD
<u>Track Teams</u>			
Men's	2.11	1.42-2.92	0.363
Women's	2.36	1.29-3.31	0.587
<u>Basketball Teams</u>			
Women's	2.34	1.73-3.02	0.37
Men's	1.94	1.26-3.23	0.35
<u>Football Team</u>	1.90	0.25-3.58	0.42

Hypothesis

The perceptions of student-athletes who did not graduate from Iowa State University experience as measured by environmental, academic and athletic variables is less than the perception of student-athletes who graduated from Iowa State University. Stated in the Null form the hypothesis would state: The perception of student-athletes who did not graduate from Iowa State University experiences were no

different than those students who graduated. Thus, the null hypothesis is tested against the directional alternative.

Table 10. (T-Test of Graduates and Non-Graduates comparing perceptions of their experience).

<u>Variable</u>	<u>Number</u>	<u>Mean</u>	<u>T-value</u>	<u>Prob.</u>
<u>Environmental</u>				
Non-Grads.	35	3.4	-0.87	.0390
Graduates	21	3.7		
<u>Academic</u>				
Non-Grads.	35	4.6	-1.38	.0177
Graduates	21	5.2		
<u>Athletics</u>				
Non-Grads.	35	4.3	-0.49	.0629
Graduates	21	4.5		

The probability is greater than .05 that the difference between the two groups (graduates -vs- non-graduates) would have occurred by chance if the null hypothesis was true. The difference cannot be contributed to anything other than sampling errors. Thus, it can be concluded that the perceptions of student-athletes who graduated is quite different from the perceptions of those student-athletes who did not graduate.

Trend Analysis

There was no significant pattern between the groups of graduates or non-graduates. The graduates mean perception of their experiences at ISU was higher (4.5) than the non-graduates (4.0). It can be concluded that there is a relationship between the graduates average

perception of their experience and their success while at Iowa State University (see Figure 1). Note: Figures 1-5 graphically present data results. The ranges are from 1-10 with 1 being very low perceived and 10 being very highly perceived

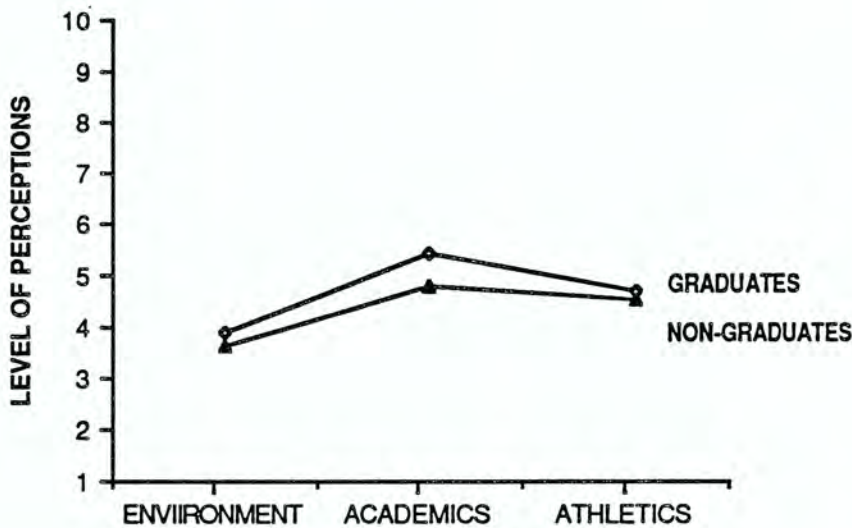


Figure 1. Perceptions of Students Experiences at ISU (Non-graduates & Graduates)

Results Using Pearson Correlation Coefficients

The researcher hypothesized that graduates have a higher perception of their environment, academic and athletic experiences at Iowa State University, and that graduates would tend to say that they perceive the overall experience at Iowa State University to be positive.

Using a Pearson Correlation, it was found that student-athletes ability to graduate correlated positively and significantly with students perceptions of their experience at Iowa State University. The

variable identifying if students graduated or not and all perceptions variables (environmental, academic, athletics), had a positive coefficient.

There is a significant relationship between the two groups (graduates -vs- non-graduates). This means that respondents who graduated were more likely to have higher perceptions than respondents who did not graduate (see table 11).

Table. 11. Pearson Correlation Coefficients.

	Environment	Academics	Athletics	Var27
Environment	1.000	*****	*****	*****
Academics	.6390*	1.000	*****	*****
Athletics	.6486*	.6966*	1.000	*****
¥Var27	.2523**	.2598**	.2935**	1.000

¥Var27 identifies students status Graduate or Non-graduate

* variable significant at less than .01

** Variable significant at less than .05

Table 12. Correlation analysis of student status (graduates /non-graduates) with level of perception of the environment at Iowa State University.

Variable	Number	Correlation Coefficient	Probability
Environment	58	.2523	.049
Academics	58	.2598	.042
Athletics	58	.2935	.035

Discussion of Results

Based upon the findings from the questionnaires and academic performance of Iowa State University black student-athletes, the significance of using standardized testing for purposes of predicting the success rate of black student-athletes would not appear to be a factor. The most significant factors in the athletes not receiving their degrees appear to be other factors such as stable and solid support from the athletic department as well as the university, role models and the hiring of more minorities within the department. Many of the athletes believed that with a commitment from the administration in both the athletic department as well as in admissions, the problem of low retention and graduation rates among the athletes brought to Iowa State could be alleviated.

Based upon the response of the questionnaires the respondents suggest that there is a void in the commitment on the part of the university and the athletic department in hiring more minorities for black student-athletes. For the most part the athletes felt that there was a lack of cohesiveness within the administrative system to deal with certain problems athletes faced while enrolled at the university.

Based on the student-athletes responses, role models, support, and the objectiveness in hiring more minorities, would appear to be the most significant factors in the low numbers of student-athletes graduating and leaving the university. Although academic preparedness had an effect on the retention rate, it was not the sole purpose of the athletes leaving without receiving their degrees (see Figure 2).

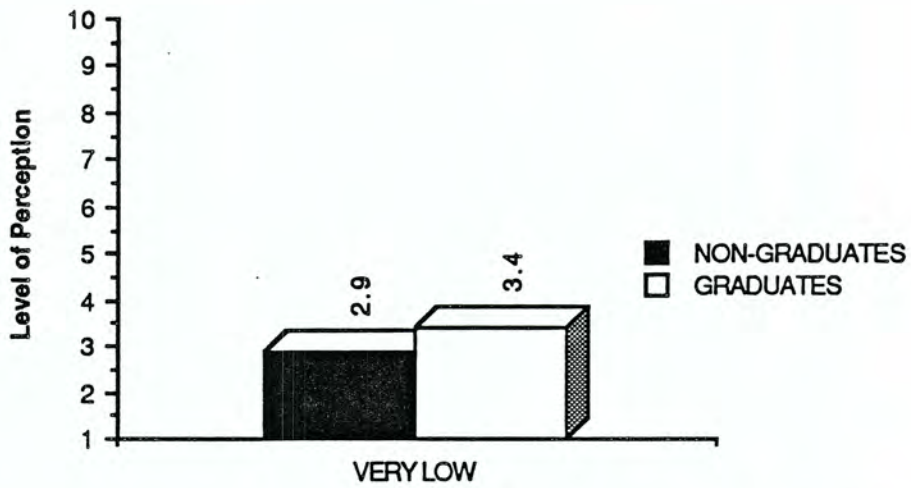


Figure 2. Iowa State Provided Black Role Models for their African American Students

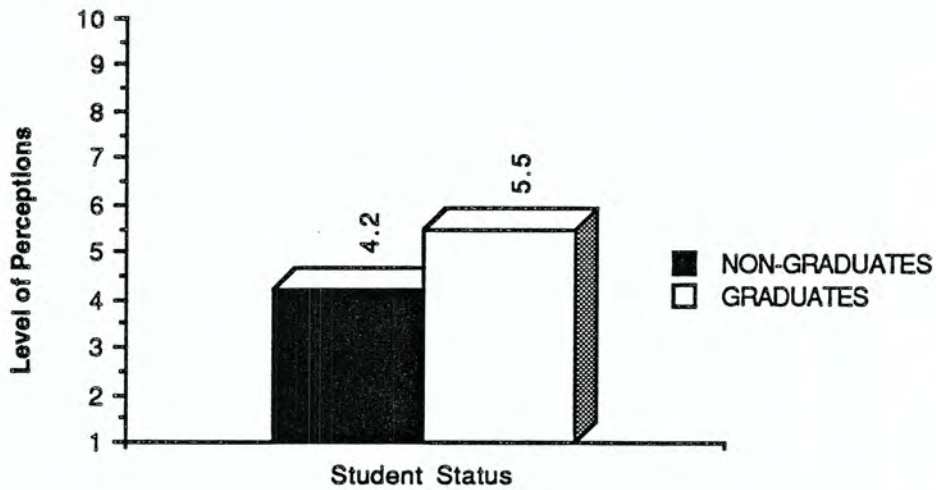


Figure 3. Did the Athletic Department Adequately Inform Students about Support Services

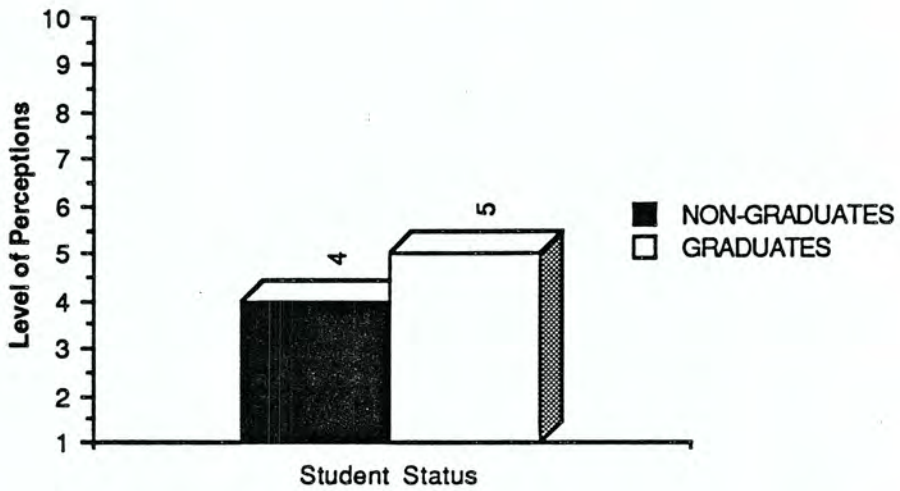


Figure 4. While being Recruited did your Parents or Guardian get Involved In your Recruiting Process

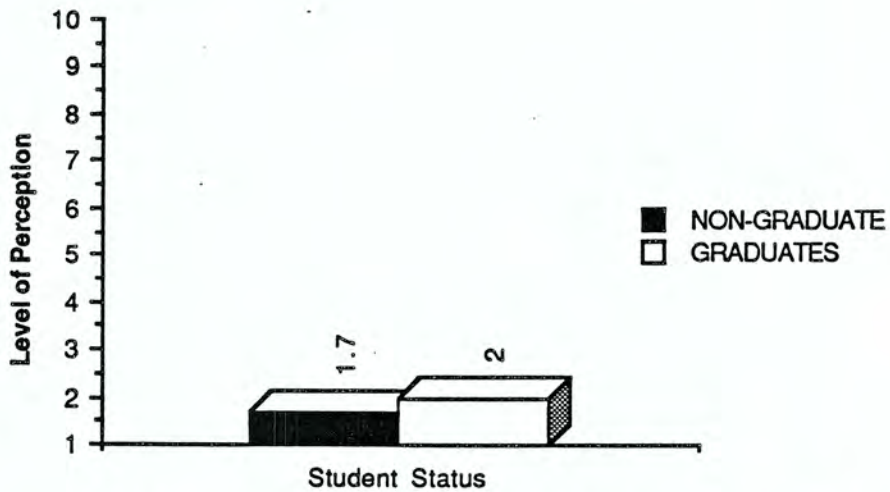


Figure 5. The Athletic Department Tried to Hire more Black Coaches and other Staff Members in the Department

CHAPTER V. RECOMENDATIONS AND CONCLUSION

Introduction

The primary purpose of this study was to identify different factors that suggest why some of Iowa State University black student-athletes achieved academically while other athletes failed.

Although about 12% of the population is black, the median enrollment of black undergraduates in NCAA division I colleges and universities is 4% (NCAA, 1989). In division I football and men's and women's basketball, blacks are overrepresented given their proportions in either the U.S. or undergraduate population (NCAA, 1989).

Approximately 37% of the football players who participate at the division I institutions are black (NCAA, 1989). College students who are black and who participate in either intercollegiate athletics or in other extracurricular activities differ in some rather striking ways from regular college students, as measured by their grade point averages in high school and the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment program. Their grade point averages in college are lower. They are also from households with lower socioeconomic status (NCAA, 1989). As a result of the aforementioned, black athletes have the lowest persistence rates along with the lowest retentions and highest attrition rates in the nation.

Black youth are not totally without ambition: they have several guides to follow. Having made the point that blacks could identify with each other 'automatically', it is no surprise to learn that, when it comes to organizing aspirations for the future, blacks set their sights

on blacks who have made it to, or near to, the top of their chosen occupation (Levine, 1989). The most important sight to see is the fact that there are pathetically in short demand black lawyers, politicians, surgeons and business executives that could become the other influential sight these black youths could look up to for positive feedback and the thought of one day getting into those same positions they see their role models in. This is not to say that the athletes in sports will not make good, positive role models for our black youths, but it is important for our youths to view the other side of life (Levine, 1989).

Throughout a period of time the American educational system has been charged with an existence of inequality of quantity and an inequality of quality, in spite of the "separate but equal" system. Since retention and graduation rates among black student-athletes vary adversely from their white counterparts, the questions of institutional commitment and integrity must be reexamined by both the NCAA and its member institutions (Bledsoe, 1987). Research continues to reveal that students who get involved in the life of an institution are more likely to persist there. In one study, the conclusion was reached that the important factor was a caring atmosphere or specific individuals who cares about the student.

Most of these institutions have very few black professional role models, i.e., administrators, coaches, faculty members and non-teaching professionals. There is need for black student-athletes to have the caring institutional atmosphere and specific caring

individuals, as has been pointed out in the University of Michigan study; standardized tests measure to a degree of predictive validity for academic achievement in college. However, when coupled with a caring living-learning atmosphere, black student-athletes have constantly achieved beyond predictors based on standardized tests administered at the high school level (Podell, 1986).

Black youth, suspicious and pessimistic about their chances of gaining success in regular employment in the 'system', look to alternative models upon which to base their own roles in society. Also certain questions must be asked in order to better understand and deal with many of the problems our black youths face today. Why is it that black kids develop their sporting progress to the point that, by the time they leave school, their educational motivation is rather low, while their sporting motivation is soaring? And finally, why is it that many black kids find support for the idea that they have only limited employment opportunities ahead of them, not only from their peers but also from the schools themselves? All these questions must be answered if a satisfactory appreciation of blacks' relationship with sport, and indeed society, is to be attained.

Summary

From the commercialization of college sports to earning millions of dollars at the professional rank, black male student-athletes, with the majority coming from low socioeconomic backgrounds and from the inner-cities of our country have been hit with a "blessing in disguise".

The problems that black males face within our society has also deteriorated their communities; drugs to homicidal violence has crippled the unity of many blacks striving to do better. Even the recruitment of these black males from hundreds of universities and colleges has hurt the communities; the athletes who do not receive their degrees can now be found amongst the homeless, drug addicts and criminals.

Sports has given many black American males a feeling of need and existence. It is one element that they have learned to master and dominate. However, sports has led many of these black males on a path to nowhere.

The low retention and graduation rate of black male student-athletes have been recently receiving a lot of attention from academicians, the media and those who are directly involved in inter-collegiate sports. The low retention and graduation rate of Iowa State University's black student-athletes merits the concern for the alleviation of poor academic performance and low attrition rates. Recommendations for a productive and efficient student support program designed for the "at risk" student-athlete were made based upon research and studies presented by the researcher.

Recommendations

The findings of this study should be summarized for distribution to the Athletic Director, Director of Athletic/Academic services, Athletic Academic Advisors, Staff and Faculty members of Iowa State,

the President and the Vice President of Student Affairs.

Based on the responses from black student-athletes, several suggestions were made to develop confidence, trust and openness of black student-athletes at Iowa State University.

Iowa State University should implement an orientation program for their black student-athletes. This orientation program should occur immediately after the student-athletes arrive on campus. The advisor/counselor should inform the athlete about the expectations from the athletic department as well as the university. The counselor should also insert a self-evaluation of the educational, teaching and curriculum by the student-athlete. The student-athlete should be given optimal courses that they feel could enhance their learning skills as well as build confidence in obtaining social equalization in the classroom settings. Lastly, the student-athlete should become familiar with the various faculty and administrators at the university. When student-faculty and administration interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, sense of competency, autonomy and purpose are fostered (Roper, 1987).

The advisor/counselor should also be aware of the perceptions many of their black student-athletes have concerning the need for help. Whether it's academically, socially or athletically, most black student-athletes are very apprehensive when it comes to them needing help, therefore the section on prelude to helping should be thoroughly analyzed and taken into consideration (Henderson, 1986).

Academic advisors should also contend with being open and honest to their black student-athletes regardless of the severity that takes place. To some academic advisors, it may seem that reality is too brutal for young black student-athletes. But it should also be noted that being open and honest is not a license to kill (being too brutal). Helpful as opposed to destructive, feedback is like the difference between a fatal and a therapeutic dose of painkillers—a matter of degree. As stated by author George Henderson (1986), "to protect black student-athletes from truth about their academic and social development is to conclude a serious judgment about them: they are incapable of facing their problems". Black student-athletes need honest evaluations of their academic performance and social development, and—where needed—help to improve.

Also some thought should be given to black advisors who ostensibly have everything in their favor—color, cultural experiences, and language needed for effectively advising black student-athletes, these particular advantages do not always produce effective advising. Some black advisors are black Anglo-Saxons in training and professional associations. They are, in short, just like their white colleagues. Of course, many black advisors maintain their ethnic identities with no loss in credibility (Henderson, 1986).

In the end, ethnic group similarity does not substitute adequately for academic advisors who are linguistically compatible with black student-athletes, empathic, and well-trained. This fact means that the

initial edge a black advisor enjoys will be lost if he or she cannot advance beyond ethnic history and identity.

Finally, academic survival places the same demands on black student-athletes as it does on non-black student-athletes; therefore, advisors should accord all student-athletes the same individual rights. No matter how much student-athletes prefer to be protected and supported. When granted the opportunity, student-athletes have graduated and gone on to prove that they can equal other persons in thought, art, science, literature and other cultural achievements.

Conclusion

In summary, education must be put at the very top of the U.S. domestic agenda. Clearly, educators must demonstrate greater concern for and commitment to educational quality for all American youths-athletes as well as non-athletes. The researcher is confident that with adequate support and proper encouragement, American youths can achieve whatever levels of performance are necessitated by the challenges they face. In today's world, neither they nor we have any other choice (Edwards, 1984). There are those who believe strongly that if colleges and universities continue their present commitment to recruiting and admitting black athletes, a similar commitment must be made to educate them fully. By enrolling student-athletes, institutions engage in an agreement creating a partnership between the two parties. On the whole most institutions have been unsuccessful in assuming this

responsibility, with some of the more notable examples having been thrust into public attention.

The potential difficulties and historical problems facing black student-athletes on predominantly white campuses should make it obvious to practitioners that there is an urgency in acting on the needs of those particular students. Advisors must also accept the role as educators as well in helping alleviate this growing, traumatic problem within our educational system. Athletic departments should begin by implementing orientation programs specifically designed for their "at risk" athletes before the beginning of their first semester. The athletic/academic advisor should also take full advantage of his/her universities student support program for further development and enhancement of the academic agenda for their black athletes.

Finally, as a result of implementing a comprehensive student development program, colleges will be able to accept and educate a broader range of students. This in turn will ultimately enhance and dignify our representative values of the student personnel services and the mission of higher education.

REFERENCES

- Ashe, A. Jr. (1988). A hard road to glory. Warner books inc. Los, Angeles, California.
- Alford, L. R. (1986). NCAA rule 48: racism or reform? Journal of negro education. Howard University.
- American Council on Education, 1989. Washington, D.C.
- Barr, J. M. (1990). Development for people of color. Future for new student affairs.
- Berry, L. G. (1981). But counselor! my career goal is to be a professional athlete. The school counselor:
- Brown, R. C. (1976). A commentary on racial myths and the black athlete. Social problems in athletics: University of Illinois, Urbana, Champagne.
- Brown, R. C. (1978). The jock-trap-how the black athlete gets caught! Sport psychology: An analysis of athlete behavior. Movement Publications. Ithaca, N.Y.:
- ✓ Bledsoe, T. (1987). Racism in sports. Research Quarterly: Dealing with black athletes problems.
- Children's Defense Fund, 1987. Washington, D.C.
- Chalk, O. (1975). Pioneers of black sports. New York: Dodd-Mead.
- Daniels, O. C. (1987). Perceiving and nurturing the intellectual development of black student-athletes: A case for institutional intergrity. The western journal of black studies. Vol. 11, No. 4.
- Ermler, L. K. (1988). Institutional obligations in the athletic retirement process. Quest: Buffalo, N.Y.

Ender, C. S. (1983). Assisting high academic risk athletes: recommendations for the academic advisor. NACADA Journal: Kansas State University.

✓ Edwards, H. S. (1984). The dumb jock. Sociology of sport: Homewood, Illinois., Dorsey Press.

Edwards, H. S. (1969). Revolt of the black athlete. Journal of sport and social issues: No. 3. New York, Free press.

Edwards, H. S. (1984). The black athlete on the college campus. Sport and society: Boston, Massachusetts.

Eitzen, S. D. (1986). Athletics and higher education: a conflict perspective. Sport and social theory: Philadelphia, Pennsylvania.

Frey, H. J. (1979). Contemporary issues in sport. American academy of political and social science:

Frey, H. J. (1986). College athletics: problems of a functional analysis. Sport and social theory: Philadelphia, Pennsylvania.

Farrell, C. S. (1990). Black collegiate athletes are being doublecrossed. USA Today:

Govan, M. (1971). The emergence of the black athlete in america. The black scholar. 3.

Gary, E. L. (1986). Drinking and the black male. Journal of black studies. 17, 23-34.

Gaston, A. J. (1990). Predicting the academic success of student-athletes using SAT and non-cognitive variables. Research report: University of Maryland, College Park, Maryland.

Henderson, G. (1986). Advising black student-athletes. NACADA Journal.

Joint Center for Political Studies. 1989. Washington, D.C.

- Koppett, L. (1981). Racism. Sports illusion and sports reality: The cultural interaction.
- Kidd, B. (1985). The amateur athlete as employee. Governement in sports: Washington, D.C.
- Levine, P. (1989). Should athletes be role models? Twentieth-century american sport.
- Lapchick, R. E. (1988). The student-athlete. New perspectives: Lexington, Massachusetts. Lexington books.
- Lapchick, R. E. (1986). The promised land. Broken promises. Social science quarterly: Northeastern University, Boston, Massachusetts. New York: St. Martin's Press.
- Lederman, D. (1989). New bills in congress would force colleges to disclose graduation rates of athletes and all other students. Chronicle of Higher Education.
- McPerson, B. D. (1976). The black athlete: an overview and analysis. Social problems in athletics: Urbana: University of Illinois Press.
- MacDonald, W. W. (1981). The black athlete in american sports. Sports in modern america. Social Science Quarterly:
- Mudhubuti, H. (1990). Black men dangerous, obsolete and single? African american family in transition. Third world Publishing: Chicago, Illinois.
- ✓ Naison, M. (1984). Protecting the educational opportunities of black college athletes: A case study based on experiences at Fordham University. Journal of Ethnic Studies Fordham University.
- National Center for Juvenile Justice, 1988; National Council on Crime and Delinquency, 1987. Washington, D.C.
- National Research Council, 1988. Washington, D.C.
- National Center for Health Statistics, 1987. Washington, D.C.

National Center for Health Statistics. 1988: Centers for Disease Control. 1988. Washington, D.C.

National Institute on Drug Abuse. 1990; Monthly Vital Statistics. 1990. Washington, D.C.

Olsen, J. (1968). The black athlete. New York: Time-Life Books.

✓ Podell, J. (1986). Educating black athletes. Sports Psychology: Sports in america.

Rozin, S. (1979). One step from glory. The garden of dreams. New York: Simon and Schuster.

Roberts, R. (1989). Winning is the only thing: The black rebellion in american sports. Johns Hopkins University Press. Baltimore, Maryland.

Roper, D. L. (1989). Academic advising: A developmental model for black student-athletes. NASPA Journal.

Spivey, D. (1983). The black athlete. Phylon: The black athlete in big time intercollegiate sports. Westport, Conn.: Greenwood Press.

Spivey, D. (1985). Sport in america. New historical perspective: Black consciousness and olympic protest movement. Westport, Conn.: Greenwood Press.

Selection committee on children, youth, and families. 1989.

Testa. 1989. Committee on urban living. Chicago, Illinois.

Updike, J. (1989). Inter-collegiate black student-athletes academic success. Time magazine: New York, Publishing Inc.

✓ U.S. Bureau of the Census. 1989. Government Publishing Press.

U.S. Bureau of the Census. 1990. Government Publishing Press.

U.S. Bureau of Labor Statistics, 1987. Government Publishing Press.

U.S. Bureau of Labor Statistics, 1988. Government Publishing Press.

U.S. Department of Health and Human Services, Black and Minority Health, 1988. Washington, D.C.

Wiggins, D. K. (1986). From plantation to playing field: Historical writings on the black athlete in american sport. Research Quarterly For Exercise and sport, Vol. 57., No. 2. Kansas State University, Manhattan, Kansas.

Walter, L. T. (1987). Predicting the academic success of college athletes. Research Quarterly For Exercise and Sport, Vol. 58., No. 2. University of Michigan, Ann Arbor, Michigan.

Williams, Jr. (1983). The impact of rule 48 upon the black student-athlete: A comment. Journal of Negro Education: Howard University, Washington, D.C.

Watkins, R. (1982). Black urban sports. Journal of sports psychology: University of Maryland, College Pary, Maryland.

ACKNOWLEDGEMENTS

The author, first and foremost would like to give love and thanks to the lord, Jesus Christ for guiding me through many difficult times in my life and for giving me the strength and courage to continue with my education.

To my mother, Anita L. Ross, for being there for me through thick and thin, loving me, caring for me and watching out for me. I couldn't have made it without your love and support. This is for you .

To my brother, David Ross, for his kind and gentle patience and advice. I, thank you with all my love, You're the best. To my grandfather, Johnnie Mitchell, for your support financially as well as emotionally. I hope you're proud of me grandad. I love you.

To the rest of my family members, Charlotte and John Hunter, Francis Webb, Lorraine and Betty, Johnnie and Jeffrey, Delicia (Dee Dee) and Stephanie, Derrick, Kevin and Angie, Yolanda, Karla and Vinnie, Gregg and Phillip. To my little cousins. Nikki and Jennifer, David and Dewayne, Terry and Mike, Earl (pearl), Brittney and Porscha and Stephanie's new born. To Marina and Anthony, Keith and Keisha, Ebony, Trae and John and to the rest of my large family that I've might have missed. I love you all.

The author would like to thank from the bottom of his heart, Charles and Elaine Walker. Thanks for your inspiration and the type of support that is unimaginable. This couldn't have happened if it weren't for your special vision of life. I love you two with all my heart.

To Bill and Tari Grundman, what can I say, except that the both of you have made a major impact in enhancing my life in many ways. I will always value the time and love shared between us. I love you. To Dr. Jackson, for being in my corner from day one. From start to finish, my "Homeboy". Thank you for all your support "Doc". To my major professor Dr. Larry Ebbers, thanks for your time and support on the project, you've been very helpful.

Lastly, to a very wonderful, beautiful and intelligent woman, who hung tough with me through some times. Thank you Carla L. Carroll for all your inspiration and love you've given me when I needed it. Your love is in my heart and may God bless your every endeavors in life. To Ms. Helen Carroll, for your constructive criticism and readings, I thank you very much and may God also bless and keep you in his care.

APPENDIX A: COVER LETTER

March 18, 1991

«firstn» «lastn»
«address»
«city»

Dear «firstn»:

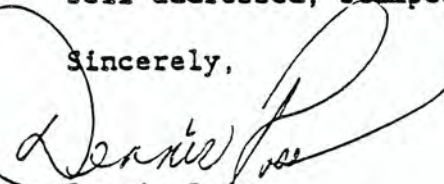
As a black, former Iowa State student-athlete, my athletic prowess enabled me to enhance my life and career in the academic realm as well as within the athletic setting. Knowing some of the problems athletes face, in both athletics and academics, I am writing to request your assistance in evaluating your athletic and academic experiences at Iowa State. Your response will assist me in reviewing the factors that impact the graduation and retention rates of black student-athletes at predominantly white institutions. The results of this study will be utilized to offer recommendations for improving the academic, athletic and social environment for black student-athletes.

While my participation in intercollegiate athletics was fun and exciting, I faced many problems in adjusting to a new and different environment. The enclosed questionnaire includes certain questions pertaining to the social life you have encountered while at Iowa State University. I am hoping that your responses will shed light on these issues and dismiss some of the myths people have about black student-athletes.

I would appreciate it if you could take 10 minutes of your time to fill out the questionnaire and return it to me by March 31. The information that you provide will be held in strict confidence. I am conducting this study with the support of Steve McDonnell, Director of Athletic Academic Services, and Max Urick, Director of Athletics.

If you have further questions or would like a copy of the results of this study, please feel free to call or write to me with the enclosed, self-addressed, stamped envelope. Thank you very much.

Sincerely,



Dennis Ross
Graduate Assistant
204 State Gym.
Ames, Iowa 50010
(515)294-8175

APPENDIX B:

HUMAN SUBJECTS APPROVAL SLIP

Information for Review of Research Involving Human Subjects
Iowa State University

(Please type and use the attached instructions for completing this form)

Title of Project Relationship Between Black Student-Athletes Retention & Graduation Rates

I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

Lennis Ross 2/20/91 *Lennis Ross*
Typed Name of Principal Investigator Date Signature of Principal Investigator

Athletic Department 204 State Gym Ames, Iowa 50011 (515) 294-6175
Department Campus Address Campus Telephone

Signatures of other investigators	Date	Relationship to Principal Investigator
<u><i>Steve McDonald</i></u>	<u>2/20/91</u>	<u>Director, Athletic Academic Services</u>
<u><i>Lizbeth Hill</i></u>	<u>2/20/91</u>	<u>Major Professor</u>



Principal Investigator(s) (check all that apply)
 Faculty Staff Graduate Student Undergraduate Student

Project (check all that apply)
 Research Thesis or dissertation Class project Independent Study (490, 590, Honors project)

Number of subjects (complete all that apply)
0 # Adults, non-students 0 # ISU student 0 # minors under 14 0 # other (explain)
0 # minors 14 - 17 The subjects are former student-athletes

Brief description of proposed research involving human subjects: (See instructions, Item 7. Use an additional page if needed.)
The purpose of this research is to explore certain variables that are related to Black student-athletes having low retention and graduation rates at predominantly white institutions.

(Please do not send research, thesis, or dissertation proposals.)

Informed Consent: Signed informed consent will be obtained. (Attach a copy of your form.)
 Modified informed consent will be obtained. (See instructions, item 8.)
 Not applicable to this project.

Confidentiality of Data: Describe below the methods be used to ensure the confidentiality of data obtained. (See instructions, item 9.) The methods used in this research study to ensure confidentiality with the athletes, will be phone interviews as well as questionnaires that will be mailed to their homes. The participants will have the option of giving their names to their responses. There will be no names mentioned in the research work with the athletes.

0. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.) There will be no risk of discomfort as well as mistrust pertaining to the research. The athletes will have full privacy in their submission of data.

1. CHECK ALL of the following that apply to your research:

- A. Medical clearance necessary before subjects can participate
- B. Samples (Blood, tissue, etc.) from subjects
- C. Administration of substances (foods, drugs, etc.) to subjects
- D. Physical exercise or conditioning for subjects
- E. Deception of subjects
- F. Subjects under 14 years of age and/or Subjects 14 - 17 years of age
- G. Subjects in institutions (nursing homes, prisons, etc.)
- H. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A - D Describe the procedures and note the safety precautions being taken.

Item E Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item F For subjects under the age of 14, indicate how informed consent from parents or legally authorized representatives as well as from subjects will be obtained.

Items G & H Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.

Last Name of Principal Investigator Ross

Checklist for Attachments and Time Schedule

Following are attached (please check):

- Letter or written statement to subjects indicating clearly:
 - a) purpose of the research
 - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see Item 17)
 - c) an estimate of time needed for participation in the research and the place
 - d) if applicable, location of the research activity
 - e) how you will ensure confidentiality
 - f) in a longitudinal study, note when and how you will contact subjects later
 - g) participation is voluntary; nonparticipation will not affect evaluations of the subject
- Consent form (if applicable)
- Letter of approval for research from cooperating organizations or institutions (if applicable)
- Data-gathering instruments

Anticipated dates for contact with subjects:

First Contact

Last Contact

3/4/91

4/8/91

Month / Day / Year

Month / Day / Year

If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased: 11/1

Month / Day / Year

Signature of Departmental Executive Officer

Date

Department or Administrative Unit

[Handwritten Signature]

2/26/91

Professional Education

Decision of the University Human Subjects Review Committee:

Project Approved

Project Not Approved

No Action Required

Patricia M. Keith

Name of Committee Chairperson

Date

Signature of Committee Chairperson

APPENDIX C QUESTIONNAIRE

The Black Student-Athlete
Experiences and Perceptions
Questionnaire

Please circle responses 1-10 with 1 being the lowest 5 being average and 10 being the highest.

- 1.) To what extent did you find the city of Ames conducive to your social life. i.e. dating, socializing, etc. 1 2 3 4 5 6 7 8 9 10
- 2.) As an African American how would you say the city of Ames provided adequate needs such as music, entertainment, etc. 1 2 3 4 5 6 7 8 9 10
- 3.) To what extent did you feel as an African American the state of Iowa acknowledged Blacks; for example African History, African American History. 1 2 3 4 5 6 7 8 9 10
- 4.) To what extent did you feel that Iowa State tried to make their African Americans feel apart of the college experience e.g. parties, luncheons and other activities. 1 2 3 4 5 6 7 8 9 10
- 5.) To what extent did you feel that Iowa State took into account views, opinions and ideas brought to committee members of ISU faculty and staff people from their Black student population. 1 2 3 4 5 6 7 8 9 10
- 6.) To what degree did you feel that the community of Ames approved of interracial dating. 1 2 3 4 5 6 7 8 9 10
- 7.) To what degree did you feel as an African American the campus setting of Iowa State viewed you as a student first rather than as an athlete. 1 2 3 4 5 6 7 8 9 10
- 8.) As an African American would you say that Iowa State provided Black role models for their African American students. 1 2 3 4 5 6 7 8 9 10
- 9.) To what degree would you say as an African American the Black faculty and staff members at ISU played important roles in decision making. 1 2 3 4 5 6 7 8 9 10

Athletic/Academic Objectives

- 1.) To what degree while you were being recruited did you feel that the recruiter was being open & honest to you. 1 2 3 4 5 6 7 8 9 10
- 2.) To what degree while you were being recruited did your recruiter explain to you the importance & expectations of academics at the university. 1 2 3 4 5 6 7 8 9 10
- 3.) To what extent while being recruited did your parents or guardian get involved in your recruiting process. 1 2 3 4 5 6 7 8 9 10
- 4.) To what degree when you graduated from high school would you rate your academics to be. 1 2 3 4 5 6 7 8 9 10
- 5.) To what extent would you say that while on your recruiting visits the coaches introduced you to different faculty members of the university for academic achievement. 1 2 3 4 5 6 7 8 9 10
- 6.) To what extent while being recruited did your recruiter talk to you about the university's environment. 1 2 3 4 5 6 7 8 9 10
- 7.) To what degree while on your recruiting trip did your recruiter introduce you to any programs that was developed for minority students academic success. i.e. Minority Affairs programs. 1 2 3 4 5 6 7 8 9 10
- 8.) To what extent did your recruiter explain NCAA, conference and university rules concerning academic eligibility. 1 2 3 4 5 6 7 8 9 10
- 9.) To what degree did you feel that you were adequately informed about support services for student-athletes. 1 2 3 4 5 6 7 8 9 10

82
Athletics

- 1.) To what degree did you feel your coaches showed a genuine interest in you as a person rather than exclusively as an athlete. 1 2 3 4 5 6 7 8 9 10
- 2.) How would you rate the atmosphere between both White and Black players on teams to be. 1 2 3 4 5 6 7 8 9 10
- 3.) To what degree would you say the coaches socializing with their African American student-athletes to be. 1 2 3 4 5 6 7 8 9 10
- 4.) To what degree would you say racism was still taking occuring amongst the athletic coaches, staff and other people associated with the athletic department. 1 2 3 4 5 6 7 8 9 10
- 5.) To what degree did you feel your coach/coaches tried to make you feel more at ease within the environment. 1 2 3 4 5 6 7 8 9 10
- 6.) To what degree would you say the coaching staff showed an interest in your personal life. 1 2 3 4 5 6 7 8 9 10
- 7.) To what degree would you say the athletic department tried to implement a program for their student-athletes academics and social life. 1 2 3 4 5 6 7 8 9 10
- 8.) To what extent did you feel the athletic department tried to hire more Black coaches and other staff members in the department. 1 2 3 4 5 6 7 8 9 10

Personal Questionnaire

1.) Did you graduate from Iowa State? Yes No Please circle

2.) If you answered no to the above question; have you graduated from college since you left Iowa State? Yes No Please circle

If you answered yes, Degree earned

Institution

Date of degree

3.) If you did not complete you college education, would you please indicate reasons to why? i.e.

-----not important -----not enough support
 -----pursued professional
 sports career -----other. please list
 -----academically
 dismissed

4.) If you did graduate, what motivated you to complete your college education? Please explain why was it important for you?

5.) What type of geographical area were you recruited from?

I. East Coast _____
 West Coast _____
 Mid-West _____
 South/Southwest _____
 North/Norhtwest _____

II. Urban area _____
 Rural area _____
 Suburban area _____

6.) What type of high school system were you from?

_____ Parochial system
 _____ Public system

7.) Are you a first generation college student? Yes No
 (first generation students are students whose parents has never attended college)

8.) Are you interested in completing your degree, if you have not? Yes No

9.) What are you doing professionally at this time?

- currently employed
- unemployed
- playing professional sports
- looking for employment
- still pursuing professional sports career

10.) Are you aware of the NCAA scholarship fund for those athletes that have not graduated from their perspective institutions and meets the requirement of being less than 30 credit hours away from graduation? Yes No

Please comment on anything that you feel might be useful in help solving the problem of our Black student-athletes retention and graduation rates at predominantly white institutions.

Thank you for your cooperation

Sincerely,



Dennis Ross (Graduate Assistant)

Steve McDonnell (Director of Athletic/Academic Services)