

CURRENT STATUS OF TWO-YEAR COLLEGE
ATHLETIC PROGRAMS IN NON-GENDER SPECIFIC
AND NON-FOOTBALL PLAYING SCHOOLS
OF THE NJCAA

By

RONALD GENE BROWN
"

Bachelor of Science
Oklahoma City University
Oklahoma City, Oklahoma
1974

Master of Education
Central State University
Edmond, Oklahoma
1981

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December 1988

Thesis
1988D
B8795c
cop. 2

C O P Y R I G H T

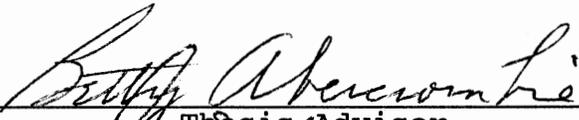
by

Ronald Gene Brown

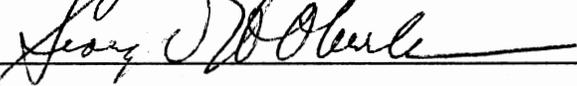
December, 1988

CURRENT STATUS OF TWO-YEAR COLLEGE
ATHLETIC PROGRAMS IN NON-GENDER SPECIFIC
AND NON-FOOTBALL PLAYING SCHOOLS
OF THE NJCAA

Thesis Approved:

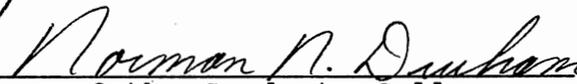


Thesis Advisor









Dean of the Graduate College

ACKNOWLEDGEMENTS

A survey is a combined effort of a number of people. Those individuals who contributed time and effort in assisting me with this study will forever be remembered. My thanks go to all who participated by providing the data contained in this study. I hope it will assist them in effecting positive change in their programs.

To the individuals participating in the development of the questionnaire and those in the "jury of experts," a heart felt thank you. Your input made it all possible.

Several individuals went out of their way to help me by offering encouragement and paved a smoother path for my efforts. They are: Dr. Dale Roark, Reginald Noland, Myron Roderick, Ann Baer and Debbie Gimlin. Your support made it a little easier to endure and I am deeply indebted to you.

To my advisory committee, I dedicate by undying loyalty. To Dr. George Oberle, Dr. Robert Kamm, Dr. Jim Seals, and Dr. Steven Edwards, thank you for your patience and support throughout.

There were a couple of people who inspired this work and stood with me continuously. Dr. Betty Abercrombie, my program advisor and committee chair, was a constant source of motivation. Her professional manner and constant encouragement gave me a lift when I hit some of the lowest

points in this experience. Dr. Edwin Vineyard, President at Northern Oklahoma College, provided the stimuli for this study and my desire to attempt to complete this terminal degree. His wisdom and expertise was what prompted my interest in the two-year college. To both I say thank you.

To my grandmother, Pearl Howze. Though she is not with us today, she planted the seed years ago and I know that this would have been the proudest moment of her life. Thank you Grandma. Finally, to my wife, Kay I say thank you. You have stood by me, pushed me, and held our family together through this experience. I love you. I hope that our daughters will grow to be as strong and dedicated to their mate. You have been an outstanding example to them.

TABLE OF CONTENTS

| Chapter | Page |
|---|------|
| I. INTRODUCTION | 1 |
| Purpose of the study | 3 |
| Delimitations | 4 |
| Assumptions | 5 |
| Need and Importance of Study | 5 |
| Definition of Terms | 6 |
| II. REVIEW OF RELATED LITERATURE | 8 |
| Chief Executive Officer Involvement. | 8 |
| Governance | 9 |
| Academic Legislation | 10 |
| Recruitment | 11 |
| Publicity | 12 |
| Women in Sports | 14 |
| Personnel and Staffing | 15 |
| Funding | 17 |
| III. METHODS AND PROCEDURES. | 19 |
| Population and Sample | 19 |
| The Survey Instrument | 22 |
| Presentation of the Data | 26 |
| IV. RESULTS AND DISCUSSION. | 28 |
| Introduction | 28 |
| Institutional Demographics | 28 |
| Enrollments | 30 |
| City Size. | 31 |
| Student-Athlete Demographics | 31 |
| Coaches Demographics | 34 |
| Coaching and Teaching Assignments | 36 |
| Athletic Trainers' Status | 38 |
| Budget | 38 |
| Sports Offered | 40 |
| Conference Affiliation | 43 |
| Expenditures for Sports | 43 |
| Salaries for Coaches | 48 |
| Non-Resident Student Athlete Population | 50 |
| Sport with Greatest Expenditure | 52 |

| Chapter | Page |
|--|--------|
| Student-Athlete Financial Aid | 54 |
| Solicitation of Outside Funding | 60 |
| Athletic Director Demographics | 62 |
| Athletic Directors' Opinion on NJCAA Legislation. | 65 |
| CEO Involvement and Institutional Status on Athletics | 68 |
| Publicity and Public Relations | 72 |
| V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS | 75 |
| Summary | 75 |
| Findings | 76 |
| Conclusions | 81 |
| Discussion and Recommendation for Two-Year Athletic Program | 82 |
| Recommendations for Future Study | 86 |
| A SELECTED BIBLIOGRAPHY | 88 |
| APPENDIXES | 93 |
| APPENDIX A - MAP OF REGIONAL ASSIGNMENT OF STATES. | 94 |
| APPENDIX B - SURVEY INSTRUMENT. | 96 |
| APPENDIX C - TRANSMITTAL LETTERS | 107 |
| APPENDIX D - LETTERS TO THE JURY OF EXPERTS | 110 |
| APPENDIX E - LETTERS TO PILOT STUDY PARTICIPANTS | 112 |

LIST OF TABLES

| Table | Page |
|---|------|
| I. Population and Sample Stratification by Geographic Region of the Continental United States | 21 |
| II. Regional Assignment of States | 22 |
| III. Institutional Classification - Public or Private by Region | 29 |
| IV. Institutional Demographics - Enrollments by Region | 30 |
| V. Institutional Demographics - City Size and Regional Locations of Schools | 31 |
| VI. Student-Athlete Demographics | 32 |
| VII. Coaching Positions and Demographics by Region | 35 |
| VIII. Coaches and Teaching Assignment | 37 |
| IX. Athletic Trainers Status of Employment by Region | 38 |
| X. Average Athletic Budgets for Men and Women's Sports Programs | 39 |
| XI. Men's Sports Offered by City Size | 40 |
| XII. Women's Sports Offered by City Size | 42 |
| XIII. "Do Your Athletic Programs Compete in an Athletic Conference?". | 43 |
| XIV. Ranking of Expenditures for Men and Women's Sports by Region | 45 |
| XV. Combined Rankings of Expenditures | 47 |
| XVI. Average Salaries for Coaches | 49 |
| XVII. Sports with Highest Number of Non-Resident Student-Athletes by Region | 51 |

| TABLE | Page |
|--|------|
| XVIII. Sport with the Greatest Amount of Expenditures by Region | 53 |
| XIX. Sports Offering Full Scholarships to Student-Athletes by Region | 55 |
| XX. Sports Offering Partial Scholarships to Student-Athletes by Region | 57 |
| XXI. Sports Offering No Scholarships to Student-Athletes by Region | 59 |
| XXII. Outside Funding - Solicitation Efforts by Region | 61 |
| XXIII. Outside Funding - Solicitation Efforts Listed by City Size | 62 |
| XXIV. Athletic Directors Demographics. | 63 |
| XXV. Athletic Directors Demographics - Titles | 64 |
| XXVI. Athletic Directors Opinions on NJCAA Legislation | 66 |
| XXVII. CEO Involvement and Institutional Status of Athletics | 69 |
| XXVIII. CEO Involvement - Number of Meetings with Athletic Director Annually | 71 |
| XXIX. CEO Meetings with Athletic Director - Frequencies Reported. | 72 |
| XXX. Types of Public Relations and Publicity Reported by Region | 73 |
| XXXI. "Are Programs Featured in Regular Institutional Literature?" | 74 |

CHAPTER I

INTRODUCTION

The two-year college has maintained a place of major importance in intercollegiate athletics over the years. These institutions have served as a training ground for athletes to have skills both academically and athletically. The very nature of these institutions, focusing on the "open door philosophy," has nurtured the relationship with the university athletic program which has become dependent upon their support.

This relationship has evolved into one which has caused presidents of the two year institutions to question and even re-evaluate the direction their programs are going. With increased budgets for athletic programs, questionable ethical practices of coaches, recruiting concerns, and an increasing emphasis placed on winning, the Chief Executive Officers (CEO's) have come to the round table to develop some strategies for keeping their programs from becoming what they envision is the commercialization of sport at their institutions. (Monaghan, 1986)

The "triple crisis" in athletics (economics, academics, and ethics) as highlighted by Jim Redd (1986), has become

the principal concern of administrators at all levels of intercollegiate athletics. The structure of the two-year college program has prompted officials to take a look at what can be done to eliminate or head off problems.

There is ample reason for distress. Beginning with recent changes in academic standards at the various levels of the National Collegiate Athletic Association (NCAA), or more appropriately, Proposition 48, the two year college is seeing an increase in the level of talent. This has caused an increase in funding programs. For when a division I school places a student-athlete in a junior college, this student frequently brings with them increased tuition costs, out of state recruiting expenses, and a host of other problems associated with their matriculation into the institution.

The media has contributed to the dilemma as well. Schools have been forced to keep pace with those programs which have achieved some success, and promotions and publicity are but two of the vehicles utilized. Sports information departments have been created, bringing about increased staffing, travel, and equipment. The bottom line is that institutions desiring to enhance their visibility have realized that their athletic programs can be one of their best marketing tools. The problem does not end with increased budgets, but integrity becomes an issue as well.

The ethical considerations are of a magnitude which cannot be overlooked. Transcript fixing, grade tampering,

classes offered by coaches which do not require attendance by athletes, and several other problems need to be addressed and resolved. In addition, there must be some explanation for the preparation and background of coaches, trainers, and athletic directors in these programs. Many of these individuals are not properly trained to fulfill the requirements of a position in a program of limited resources. This produces problems of a legal nature, and schools must protect themselves from these liabilities.

With the complexity of problems facing athletics at the two year college, there must be some form of concerted effort to address them. One can review the literature of the past to obtain a historical perspective of athletic programs, but the current state of these programs is of grave importance if these institutions are to survive into the next century.

Purpose of the Study

The purpose of this study was to present a description of the two-year college programs of athletics which will provide the profession with a comprehensive view of the current status of programs and provide some possible direction for future program development.

The study investigated the areas presented below:

- Program Demographics
- CEO Involvement/Institutional Philosophy
- Athletic Department Staffing
- Funding/Budgeting/Expenditures
- Academic Standards/Governing Associations

Delimitations of the Study

This study only reported on member institutions of the National Junior College Athletic Association (NJCAA) who compete in athletics intercollegiately. This is the major governing association of the two-year college level of athletics, and with the exception of the state of California and Hawaii contains membership in each of the 50 states.

Football playing schools were not chosen since the variables associated with the sport, would inflate the data. These variables include, but are not limited to, the increase in the size of staffs, budgets, and expenditures. This did not pose a problem in the study since non-football schools comprised approximately 88% of schools at the two-year level participating in athletics. (NJCAA, 1987).

Institutions which participated in either men's or women's sports exclusively (gender specific) were not included in this study as the focus was on those programs which compete in both men and women's sports programs. There were 86 schools which fell into the gender-specific category as listed by the NJCAA Membership list in 1987.

Exclusion of these two categories of schools, football playing and gender specific, left 71.3% or 376 schools who would be representative of the population of interest to this research.

Assumptions

The following assumptions were made in conducting this study: the responses of athletic directors were honest and accurately portray the status of athletics at their institutions in the areas under investigation; and where questions pertaining to attitudes, beliefs, or opinions were sought, that athletic directors would use sound judgement in making selections for response.

Need and Importance of Study

The two-year college athletic program has undergone changes as a result of recent modifications in the rules governing four-year college athletics. To keep pace with the growing complexities of intercollegiate athletics, community and junior colleges should ask the questions, "Why do we have athletics and where are we going with them?"

College presidents have assembled to address the issues but their task is monumental. There are many avenues leading to answers of the above questions, and the field may be too broad for these individuals to effectively and efficiently address. This study presented a graphic illustration of the major issues and will contribute to the body of knowledge needed to assist professionals in making the necessary modifications to meet the challenge of the future of athletics at their institutions.

Definition of Terms

The following terms are defined to clarify their use in the study:

Athletic Director. The individual appointed to direct and administer the institution's athletic program.

Chief Executive Officer (CEO). The individual in the executive office of the institution - the President.

Community College and Junior Colleges. Two year institutions offering a variety of programs that might include credit-free instruction, liberal arts courses, professional/technical courses, degree and non-degree programs, and adult and continuing education.

Funding. Financial resources of the institution or programs of athletics which are utilized in the operation of said programs.

Gender Specific. Athletic programs which compete in only men or women's sports on an intercollegiate level.

Governing Associations. Those organizations developed by institutions, administrators, or coaches to provide legislative services in the regulation of sports. Conference state, regional, and national affiliations.

Graduate Assistant. Individuals enrolled in an accredited institution in a professional program while being employed as an assistant coach in the athletic department for intern/training.

National Junior College Athletic Association. The national governing body for the two-year college.

Gender Specific. Athletic programs which compete in only men or women's sports on an intercollegiate level.

CHAPTER II

REVIEW OF RELATED LITERATURE

The status of intercollegiate athletics at every level is under constant review. The two-year college has a unique appeal which brings with it a distinctive set of issues which can be even more complex than its four year counterpart. In reviewing the literature pertaining to the community and junior college one can acquire a sense of urgency in the development of common philosophies and program intent.

CEO Involvement

On August 1, 1986, the American Association of Community and Junior Colleges (AACJC) Board of Directors formed an Ad Hoc Committee on intercollegiate athletics. The committee mailed a survey to the 969 community/junior college CEO's in September of 1986, and convened in December of 1986 to analyze the results. (McAnninch, 1987) From this meeting, Dr. Harold McAnninch and his associates developed some recommendations concerning student eligibility standards, national governance structure, and the role of chief executive officers (CEO's) in the operation of intercollegiate athletics. Several of the

were of interest to this research.

The percent of return equaled 57% or 552 schools. The survey encompassed all two-year colleges within every state in the union, and there was no differentiation made between schools based on the sports they offered. There were 370 schools of the 57% returned reporting their participation in intercollegiate athletics. This is the latest major study completed on the two-year college, and it was from this study's recommendations that some of the issues covered in this study were developed.

Academic standards and continuing eligibility for student-athletes received the majority of attention in those recommendations made. Commentary included in recommendation number four stated, "The present NJCAA academic eligibility rules do not adequately insure a student's reasonable academic progress." (McAnninch, 1987)

Governance

The NJCAA delegates the majority of the authority for governance to the member regions and individual institutions according to a study completed by Raepple (1980). With size of the NJCAA staff and less funding, the only place where there is an exception to this philosophy is in eligibility rules. Self-control by institution, state, conference, or region appears to be the norm. The problem which confronts the membership is one of little or no enforcement staff to police programs and insure that

compliance exists. Thus, schools are left to rely on the integrity of athletic directors, coaches, and CEO's.

Membership in the NJCAA requires that each institution's athletic representatives uphold the organizations principles and guidelines in the maintenance of programs. In turn, the membership and participants enjoy the benefits of the association.

The problem, as summarized by the Ad Hoc Committee, focuses on the fact that there is no single governing body for all of the two-year colleges for athletics. (McAnninch, 1987)

Academic Legislation

Proposition 48 or rule 5-1-j of the NCAA was new academic legislation implemented to insure that student-athletes being recruited to major college programs were actually capable of doing college work and had at least a fighting chance of surviving the academic climate.

Individuals not qualifying for participation as freshmen (non-qualifiers) had four options when the rule was first instituted. The first three were geared primarily toward the student-athlete's eventual enrollment in the four year school which had signed them. The fourth option allowed students to enroll in a junior college for one or two years to obtain the necessary skills and grade point average to transfer into an NCAA member school. The student-athlete could compete while at the institution and

not lose any athletic eligibility upon transfer.

By-Law 5-1-j of the NCAA has presented an attractive scenario for the NCAA member institution, the student-athlete, and the junior college athletic program which may reap the benefits of this exodus of talent. Now junior colleges with NCAA division I contacts can work out arrangements with those coaches to take on those players who do not qualify and assist those institutions in regaining those athletes after they have met the required standards for transfer back to the university.

Recruitment

Raepple (1980) pointed out in his his study that the NJCAA allows each college to determine its recruitment procedures. The only rule it has pertaining to recruitment is in the duration of the prospective student-athlete's visit. He stated that there are also no national rules which set limits on the number of scholarships offered in a varsity sport. This is primarily done on a regional, conference, state, or institutional level.

Steiner (1977) stated in his "Report of Special Panel on Intercollegiate Athletics at Olympic College" that recruiting should be eliminated entirely. The report adds, "There may be a third approach, which would be to limit recruiting to the two-county area which Olympic College serves, if other conference schools also agree to limit recruiting to their respective districts." This issue has

been faced by other institutions and several states have adopted standards which limit recruitment within certain regions or districts.

The state of Kansas is an example of district or county recruitment territory. With the exception of Wichita, Kansas City and Topeka schools are restricted from recruiting student-athletes from within another school's district. This is a rule of the "Jayhawk" athletic conference and also includes limitations on the number of "out of state" or non-resident student-athletes which can be maintained on the rosters of conference membership.

Dambrot (1984) surveyed 210 Division I basketball players to find their perceptions of those factors considered important in the selection of a college. The factors were rated in order of their importance and listed as follows: (1) Coaching staff; (2) Amount of scholarships; (3) Education; (4) Potential to play; and (5) Basketball schedule.

Rooney (1974) found similar results and in addition, other criteria where importance was placed as it relates to selection of a school were: style of play; media attention for the sport; availability of scholarships; and athletic tradition.

Publicity and the Media

Sports information departments have been developed in two-year college programs to varying degrees. Television

packages with the NCAA and the networks have become a major source of income for those athletic programs which are designed to generate revenue. The National Association of Intercollegiate Athletics (NAIA) entered into an agreement with ESPN to televise 16 of their various championship games. The NAIA contracted to raise \$250,000 for advertisement. The NJCAA is interested in adopting a package with one of the networks but at a smaller scale. (NJCAA, 1986)

Two-year college athletic programs have listed Sports Information Directors (SID) in the numerous organizational directories for coaches, administrators, and governing associations. While the duties of the director may be in conjunction with another position on campus, SIDs are seen as a critical element of the athletic department. Broadcast/Journalism departments are employed to provide the support for such programs, as well as offices of public or school relations. But the local media can be employed to act as a vehicle for an institution's publicity efforts.

The publicity emphases of the two-year college is not built on drawing large crowds. While this may be a major objective, the number one institutional philosophy is to produce increased enrollment through these efforts within their communities and the surrounding district, state, or region. Coaches, athletic directors, and student-athletes enjoy benefits which go beyond measurement. Better jobs, increased funding and revenue, and exposure to senior

college recruiters are some of the benefits most recognizable.

Women in Sports

The question of whether institutions are in compliance with Title IX was addressed in a study completed by William F. Stier in 1983. In polling administrators, 92% of the sample (174) responded that their institutions were in compliance. However, one of the comments by an administrator was that an institution was in compliance until the government declared that it was not. This may well be an issue that needs to be addressed further. While the questionnaire was not available to this researcher, it was felt that construction of the survey for this study could yield a more definitive and clearcut answer.

In an article appearing in the Graduate Woman (Sandler, 1982), it was reported that the number of sports offered to women in two-year colleges more than tripled from 1973-1979. It further reported that more than one-quarter of all two-year colleges in 1979 still offered no sports for women. The author commented that, "The lower participation rates might indicate that women aren't really interested in sports, but it also reflects the lack of opportunity."

Knoppers (1987) analyzed gender and the coaching profession, wherein she explored the three structural determinates of the workplace that shape gendered

differentiated work behavior. They were opportunity, power, and proportion in the coaching profession. Her study investigated how these determinants affected the number of females who enter and leave the coaching profession. She cites Acosta and Carpenter's 1985 study on the number of women teams coached by women at the NCAA member schools. The results of their study revealed that 49.9%, 52.2%, and 58.8% of the women's teams at the NCAA Divisions I, II, and III respectively were coached by women and less than 1% of men's teams are coached by women. By extrapolation she reported that women hold about 25% of all Division I coaching jobs.

The NJCAA sponsored a study of its membership in 1983 to determine how many women were involved in women's athletic departments. (Acosta, 1984) There was a 90% return of the surveys in which the responses indicated that 48% of all employees in women's athletic departments were women. Additionally, 72% of those women employees were coaching, while the other 28% were serving in an administrative/ clerical capacity. Based on those results, the NJCAA reported in its 1984 Executive Committee Meeting that the member schools were losing ground in this area.

Personnel and Staffing

Staffing and personnel issues were addressed by Stier (1970). His responding sample of 74 institutions revealed that the majority of schools (50) indicated that a coach

was required to teach. The study also pointed out that a majority of the schools (41) did not require teaching experience as a condition for employment. In addition, the majority of schools (70) required additional responsibilities of its physical education staff, coaches included.

Part-time faculty in private junior colleges were the topic of a study by Milton L. Smith (1986). His survey findings were based on a sampling of 142 schools in 37 states. Of the 85 schools responding to the survey, 98.82% of the colleges employed part-time faculty. While the study did not reveal data corresponding to the number of coaches or athletic department officials employed in this status, It is the opinion of this author that there are possibly significant numbers represented in this classification of employees at both the public and private two-year college.

Stier (1983) completed a follow-up to his 1970 study on community/junior college Health, Physical Education, Recreation, Dance, and Athletic programs which yielded information relating to the degree status of administrators in those programs. He lists the masters degree as the highest percentage of degrees held by these individuals at 74%. The doctorate degree was second highest with 18.4%. "The specialist degree (sixth year terminal degree) accounted for only 4.26% of the degree held by the chief administrator of the department."

Stier additionally reported the findings of a study conducted on four year colleges. The highest degree held by

the department chairperson was the doctoral degree with at 53% of the schools. The masters degree was second with 44 percent, while the specialist degree accounting for 1.46% of degrees held by the department chairperson.

Administrators in these departments at the two-year college level vary in years of experience in teaching, coaching, and administration. Stier said that 51% of the administrators had 21 or more years of teaching/administrative experience. He also mentioned that over 90% of those chairpersons represented in his study had 11 or more years experience in teaching and administration. The average length of time in these position was reported as 20 years.

Funding

Raepple (1980) noted that athletic funding in junior colleges comes from many sources. Some colleges have physical education and athletics combined and the instructional program budget is used to purchase equipment common to both programs. Some programs get students involved by having student government associations control some of the expenditures.

He further reports that the athletic director is frequently given a budget from the college general fund. Ticket sales and gate receipts are other sources, but they are usually not large enough to represent a significant boost to income. He also mentions athletic booster clubs as a source of funding. However, He points out that NJCAA

rules state that funds generated through these sources must be controlled by the college.

The exodus of a new level of talent into the two-year college brought on by By-law 5-1-j of the NCAA, brings with it some obvious complications. Residency requirements in most state systems of higher education as well as governing associations are tied directly into athletic budgets. Financial aid for student-athletes is affected negatively. Those students who are non-residents must pay a greater fee for tuition and fees. For an athletic department this means that more of the budget must be put into scholarships.

Raepple mentioned in his study that the size of athletic programs is left to the discretion of the respective colleges. "In fact, if a school so desires, all athletic funds can be allocated to one team to promote that team to national competition." (Raepple, 1980)

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to identify characteristics and the current status of two-year college programs of intercollegiate athletics. Football playing schools and gender-specific programs were not included in this study.

Population and Sample

The population for this study consisted of athletic directors from institutions with membership in the NJCAA during the 1986-87 as reported in the March 1987 issue of the JUCO News. Athletic directors were chosen as these individuals should have access to the data needed to complete the survey. The researcher was working under the assumption that all individuals submitting information for analysis would complete the survey in its entirety to the best of their capability.

Non-football playing schools and those which competed in programs for both men and women were chosen for the study as they comprised the majority of two-year college athletic programs within the NJCAA which were of interest to this research effort.

Football playing institutions represented a different set of problems relating to recruiting, program expenditures, budgets, and staffing which could potentially skew the results of the study. Programs which competed in gender-specific programs presented the obvious problem of not addressing the dimensions of two gender sports programs.

The total number of institutions meeting the criteria to participate in this study was 376. Because of the geographic locations of these institutions across the continental United States efficiency became important to completion of this study. The result was a decision to develop regional strata. This would insure that each area of the country would be represented with data in the study.

A stratified random sampling scheme for this study. The sample encompassed 25% of the total population for a total of 95 institutions. The regional partitions for schools were developed by the researcher. The Continental United States was divided into six sections which were labeled with a Roman numeral as a symbol for the strength in number of schools which represent the population in that region. Regions were also given a name based on their location. A map illustrating the regional breakdown is located in appendix A.

The invited sample was also randomly selected with 25% from each region being solicited for participation. A return of 70% of the invited sample was determined as an

acceptable response to report. This would yield 66 schools for which data could be presented. The number of schools responding would equal approximately 17.55% of the population. The stratification of the population and sample by geographical region are presented in TABLE I.

TABLE I
POPULATION AND SAMPLE STRATIFICATION BY
GEOGRAPHIC REGIONS OF THE CONTINENTAL
UNITED STATES

| Location | Region | Schools in Population | Invited Sample | Percent of Population |
|---------------|--------|-----------------------|----------------|-----------------------|
| WEST | I | 24 | 6 | .064 |
| SOUTHWEST | II | 46 | 12 | .122 |
| NORTH-CENTRAL | III | 52 | 13 | .138 |
| MID-CENTRAL | IV | 63 | 16 | .167 |
| SOUTH | V | 82 | 21 | .218 |
| NORTHEAST | VI | 109 | 27 | .289 |

Region VI is identified as the Northeast and was the largest with 109 schools, 28.98% of the population. The South was second with 82 schools, 21.9% of the population. Region I designated as the West was the smallest region with 24 non-football members or 6.4% of the population. This gave the impression that more schools in the west compete in football. The reality is that there are not many schools in that region which includes Colorado, Alaska, Oregon, Idaho, Utah, Arizona, Montana, Wyoming, Washington, and Hawaii. California is not represented in this study

because of their status as non-members of the NJCAA. California maintains their own system of two-year college sports, and football is an integral part of those programs. The remaining states are in the desert and mountainous regions of the U.S. and population is dispersed rather widely. The regional dispersion of states is included in TABLE II.

TABLE II
REGIONAL ASSIGNMENT OF STATES

| Location | State |
|------------|--|
| Region I | AK, AZ, CO, ID, MT, NV, OR, UT, WA, WY |
| Region II | AR, LA, NM, OK, TX |
| Region III | KS, IA, MN, MO, NB, ND, SD |
| Region IV | IL, IN, MI, OH, WI |
| Region V | AL, GA, FL, KY, MS, NC, SC, TN, VA, WVA |
| Region VI | CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT |

The Survey Instrument

The survey was constructed by the researcher using recommendations from previous studies done in the are of two-year college athletics and also questions specifically designed for this study.

The researcher requested the assistance of Dr. Steve Edwards of the Graduate Faculty at Oklahoma State

University in designing the survey to insure that it was constructed in the most appropriate format. Dr. Edwards is a research specialist in the School of Health, Physical Education, and Leisure at Oklahoma State University.

Validation of the instrument was through the use of a "jury of experts." Jury members were selected by the researcher based on the following criteria: a) Individuals were employed in institutions which were representative of the population of interest to the study - non-football playing schools, two-gender sport offerings, and currently a member of the NJCAA; b) Individual participants were listed as athletic directors in the 1987-88 National Directory of College Athletics.

Jury members included: Mr. Leo Canaday, Athletic Director and Chairman of the Physical Education Department at Northern Oklahoma College in Tonkawa, Oklahoma; Mr. Don Sumner, Athletic Director and Chairman of the Physical Education Department at St. Gregory's College in Shawnee, Oklahoma; Mr. Ron Murphree, Athletic Director at Cowley County Community College in Arkansas City, Kansas.

The above named individuals were employed in two-year programs which were different in student population and community size in addition to their differentiation as public and private schools. They were also representing two different regions. Changes in the design of the questionnaire were minimal, and it was the consensus of this group of professionals that the instrument would yield the type

of information requested, thereby giving it face validity.

A pilot study was conducted with the same schools participating in the validation of the instrument to consider its reliability. The criteria for selection of schools to participate were the same for the validation of the instrument. Athletic directors completing the pilot study surveys were asked to make comments or suggestions on each item. Revisions were made according to the needs or discrepancies identified in the item analysis conducted by this researcher.

The major discrepancies pointed out by the athletic directors dealt with issues over regional assignments and enrollments at the institutions. The respondents agreed that many institutions would feel better about completing the survey if they were allowed to identify themselves as a state for regional purposes. Enrollment status in the original survey asked respondents to place themselves in one of four groups based on school sizes. Athletic directors felt that an open ended response would omit that possible irritant to participants from the survey.

Questions were rearranged at the suggestion of the respondents so that information could be acquired from future respondents in the most efficient manner. The original survey grouped questions pertaining to CEO Involvement, Funding and Publicity in the middle section. Those questions were located in the first section of the revised survey to allow athletic directors to answer those

questions pertaining to the general program demographics at the same time. This would also allow athletic directors to leave that subject completely and transfer their attention to men and women's sports programs. The athletic director's opinion section on NJCAA legislation would form a logical conclusion to the survey. This would also guide athletic directors through their programs, exposing them to the issues which would effect their responses to opinion statements.

Participants in the pilot study were in agreement that the survey would yield the type of information requested. For those areas where lack of information may prevent respondents from answering a question, they were given instructions as to how to respond. The instruction page of the instrument listed information on what records to use in preparing to respond to the survey/appendix B. It also contained a clause that addressed their participation and permission to use the data returned. Additionally, the instruction page included an opportunity for respondents to request a copy of their regional data and results.

Athletic directors participating in the pilot felt the instrument was reliable. The researcher received appropriate responses from all participants in the pilot study. Missing data would be treated as a non-response and reported in the presentation of data under that category with the appropriate demographic variables listed. The complete survey is included in Appendix B.

Presentation of the Data

Institutional demographics utilized in the survey to identify the different types of schools were listed by the variables of: public or private institutions; enrollments; city populations; and geographic regions by state. The researcher was interested in the types of "programs" schools with similar characteristics were providing in their environment.

Section one of the survey requested information on institutional demographics, respondent demographics, publicity, funding sources, and CEO/Athletic Director involvement. Section two requested information on men's programs with emphasis on personnel issues, sports offered, student-athlete demographics, budgets, and financial aid. Section three requested the same information on women's sports programs. In addition, information on the status of women and minorities employed as coaches in those programs was requested. The final section requested that athletic directors state an opinion on NJCAA legislation present and pending. Questions relating to rules for academic standing, eligibility standards, and recruiting were issues that were of current concern to the NJCAA and the American Association of Community and Junior Colleges (AACJC).

A data base was devised by the researcher in sections identical to those of the questionnaire and input in the same format via computer console. The first 21 items comprised section one. Section two consisted of items 22-

37. Section three included items 38-53, and section four concluded the survey with items 54 through 59.

Information was input by keyboard into a personal computer and results tabulated by the commercial software (DBase III Plus) package. Each survey was assigned a number identical to the sample section process, and these numbers were used to identify the school which responded. Cross-referencing the information from each section by survey was accomplished by associating survey numbers with the variables of interest. Upon completion of the study, each school requesting one would receive a copy of their regional report.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The purpose of this study was to identify characteristics and the current status of two-year college programs of intercollegiate athletics. The population and sample consisted of non-football playing and non-gender-specific programs. Institutions for this study were also members of the NJCAA and the sample consisted of a stratified random sampling of athletic directors representing these institutions in the population.

Institutional Demographics

Seventy-eight of 95 schools returned surveys. There were seven surveys returned which were not usable for various reasons. This left a total of 71 usable surveys or approximately 75% of the invited sample for which data were presented.

The number of "Private" or "Public" schools responding to the survey was the first demographic variable of interest and TABLE III summarizes the number of schools in these categories by geographic region.

TABLE III
 INSTITUTIONAL CLASSIFICATION - PUBLIC OR
 PRIVATE LISTED BY REGION

| Classification | Region | | | | | | Total | % |
|----------------|--------|----|-----|----|----|----|-------|------|
| | I | II | III | IV | V | VI | | |
| Public | 6 | 10 | 10 | 12 | 10 | 15 | 63 | .887 |
| Private | 0 | 0 | 1 | 0 | 4 | 3 | 8 | .113 |

Public schools made up 88.7% of the responding sample with private schools only represented by 11.3% of those responding. Three regions were not represented by private schools. Regions V and VI had the largest responses from private schools with 4 and 3 respectively. It is not known just how many private schools are represented in the total population of schools but this figure of 11.3% may be fairly representative of the nation as a whole.

Enrollments

The enrollments of institutions were placed into four categories. TABLE IV describes this classification data.

TABLE IV
 INSTITUTIONAL DEMOGRAPHICS - ENROLLMENTS
 BY REGION

| Enrollment | Region | | | | | | Total | % |
|----------------|--------|----|-----|----|----|----|-------|------|
| | I | II | III | IV | V | VI | | |
| 0 - 1,000 | 2 | 1 | 6 | 0 | 4 | 6 | 19 | .268 |
| 1,001 - 5,000 | 3 | 7 | 4 | 8 | 7 | 11 | 40 | .563 |
| 5,001 - 10,000 | 0 | 2 | 1 | 3 | 2 | 0 | 8 | .113 |
| OVER 10,000 | 1 | 0 | 0 | 1 | 1 | 1 | 4 | .056 |
| Total Schools | 6 | 10 | 11 | 12 | 14 | 18 | 71 | |

The 1,001-5,000 group had the largest number of schools with 56.3% of the responding sample. The smaller schools with enrollments of 0-1,000 represented the second highest total of schools, with 26.8%. Schools with an enrollment of over 10,000 students were only represented by four schools. Two regions, II and III, were not represented by this group while the remaining four regions were represented by one school each of this size. Regions I and VI were not represented by the 5,000-10,000 group but did represent 11.3% of the responding sample.

City Size

The survey asked for approximate city size, then schools were reclassified into four categories. Table V on the following page lists the number of schools by region which fell into those categories.

TABLE V
 INSTITUTIONAL DEMOGRAPHICS - CITY SIZE
 AND REGIONAL LOCATIONS OF SCHOOLS

| City Size | Region | | | | | | Total | % |
|-----------------|--------|----|-----|----|----|----|-------|------|
| | I | II | III | IV | V | VI | | |
| 0 - 10,000 | 2 | 5 | 3 | 3 | 6 | 5 | 24 | .338 |
| 10,001 - 30,000 | 2 | 2 | 5 | 3 | 3 | 3 | 18 | .254 |
| 30,001 - 50,000 | 0 | 0 | 1 | 1 | 3 | 1 | 6 | .085 |
| OVER 50,000 | 2 | 3 | 2 | 5 | 2 | 9 | 23 | .324 |
| Totals | 6 | 10 | 11 | 12 | 14 | 18 | 71 | |

The first category of 0-10,000 was represented by the largest number of schools with 24 or 33.8% of the responding sample. Schools located in cities with a population of over 50,000 was second.

Student-Athlete Demographics

Demographics were compiled on the status of student-

athletes participating in two-year college sports programs. TABLE VI illustrates the differences between men and women's sports programs.

TABLE VI
STUDENT-ATHLETE DEMOGRAPHICS

| | Male Sports Programs | Female Sports Programs | Totals |
|--|----------------------------|------------------------------|--------|
| Full-Time Athletes | 3692 | 2015 | 5707 |
| Certified for NJCAA Competition | 3600 | 1987 | 5587 |
| Percent of Full-time | .975 | .986 | .979 |
| Non-Certified for NJCAA Competition | 92 | 28 | 120 |
| Percent of Full-time | .024 | .013 | .021 |
| Enrolled Part-time | 81 | 12 | 93 |
| Percent of NJCAA Cert. | .022 | .006 | .016 |
| Minority Student-Athletes | 776 | 313 | 1089 |
| Percent of Full-time | .21 | .155 | .191 |
| Non-Resident Student-Athletes | 589 | 246 | 835 |
| Percent of Full-time | .159 | .122 | .146 |
| Schools Responding | 69 | 69 | 69 |
| Percent of Schools | .971 | .971 | .971 |

There were 5,707 full-time (students enrolled in 12 or more credit hours) student-athletes in the 69 schools responding to this portion of the survey. This total,

however, does not reflect the number of student-athletes certified for NJCAA competition for the current sports year of 1987-88. One hundred and twenty student-athletes or 2.1% of the full-time (5,707) total were enrolled in 12 credit hours or more but were ineligible for competition this year. The data indicated that men's programs were slightly higher in percentages and numbers in every category.

The numbers for minority participation in combined men and women sports was 19.1%. Men's sports participants data reflected that a little more than one of every five student-athletes was a minority. Women's sports data reflected that approximately one of every six student-athletes was a minority. The types of sports offered in men's programs could offer a clue as to why this situation existed. The number of sports offered by schools for both genders may have also had an effect on the number of minority student-athletes in these institutions.

Non-resident student-athletes were those students who were from out of state or were international students. This researcher felt there would be more students falling into this category. The data for men's sports revealed that one of every six student-athletes were non-resident, while the data for women's sports revealed that one of every eight student-athletes was a non-resident. This situation might directly affect recruiting expenses and financial aid to athletes. Those institutions which have more non-resident student-athletes may be forced into the recruitment of

these individuals because of geographic locations or sports offered. City and state populations could also be a factor in this situation.

The average number of full-time student-athletes for men and women sports was 53.5 and 29.2 respectively. If the data from minority student-athletes is figured into these averages, one could say that there was an average of 11 male and 5 female minority student-athletes in those schools which participated in this study.

One other category of student-athletes identified was the part-time student. There was a very small percentage of student-athletes in this category. A total of 93 students or 1.6% of all student-athletes certified for NJCAA competition were listed as part-time students (those enrolled in less than 12 credit hours) during the current term of Spring 1988. This could be an excellent indication that the NJCAA rule regarding student-athletes meeting the criteria for this status has not been abused by the membership.

Coaches Demographics

Coaches in two-year college athletic programs were separated by gender sports in this study but combined in TABLE VII to provide an illustration of their employment status. The regional breakdown for full-time, part-time and graduate assistant coaches by race was included.

TABLE VII
COACHING POSITIONS AND DEMOGRAPHICS
BY REGION

| Coaching positions | I | II | III | IV | V | VI | Total |
|------------------------|----|----|-----|----|----|----|-------|
| <u>Men's Sports</u> | | | | | | | |
| FT Coaches | 16 | 24 | 28 | 6 | 34 | 22 | 130 |
| FT Coaches (minority) | 2 | 2 | 1 | 0 | 3 | 8 | 17 |
| PT Coaches | 20 | 6 | 19 | 41 | 11 | 59 | 156 |
| PT Coaches (minority) | 12 | 1 | 1 | 3 | 0 | 14 | 31 |
| Grad. Asst. | 1 | 2 | 0 | 0 | 0 | 0 | 3 |
| Grad. Asst. (minority) | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| <u>Women's Sports</u> | | | | | | | |
| FT Coaches | 12 | 10 | 20 | 4 | 16 | 13 | 75 |
| FT Coaches (minority) | 5 | 2 | 6 | 3 | 9 | 11 | 36 |
| FT Coaches (female) | 3 | 1 | 8 | 4 | 10 | 7 | 33 |
| PT Coaches | 21 | 3 | 9 | 32 | 6 | 65 | 136 |
| PT Coaches (minority) | 7 | 1 | 2 | 9 | 2 | 25 | 46 |
| Coaches (female) | 8 | 1 | 6 | 11 | 0 | 22 | 48 |
| Grad. Asst. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Full-time coaches for both men's and women's sport numbered 130 and 75 respectively. There were 43% more men's sport coaches than women's sport coaches. The number of part-time coaches for men's sport stood at 156 versus 136 for women's sport. This represented a 12.8% difference between gender sport programs. The data clearly revealed that there were more men's sport coaches than women's sport coaches in the combined and separate totals for full and part-time status.

The graduate assistant coach was only reported in two regions and the total number holding this position was

three. A particular note is that there were no women's sport programs reporting the use of this position in their programs.

Data regarding minority representation in the coaching ranks among these schools' sport programs indicates that approximately 21% of all full-time coaches in both men's and women's sport fell into this category. Women's sport appeared to employ more minority coaches on a full-time basis with 48%, while men's sport programs employed approximately 13%.

Part-time coaches falling into the category of minority for both men's and women's programs numbered 77 of 292 or 26.3%. Again, women's sport programs employed a higher percentage of minorities with 33.8%, while men's programs employed 19.9%.

The status of the female coach in women's sport programs was also investigated at both the full-time and part-time levels of employment. There were 43% more men's sport coaches than women's sport coaches.

Coaching and Teaching Assignments

The status of the coach and whether they taught as a requirement for employment is illustrated in TABLE VIII.

TABLE VIII
COACHES AND TEACHING ASSIGNMENT

| Status | # of Coaches in Sample | Region | | | | | | Total Coaches |
|--------------------------|---------------------------|--------|----|-----|----|----|----|------------------|
| | | I | II | III | IV | V | VI | |
| Full-time Coach/Teach | | | | | | | | |
| Men | 130 | 13 | 22 | 22 | 4 | 25 | 5 | 91 |
| Women | 75 | 7 | 9 | 18 | 2 | 16 | 7 | 59 |
| Part-time Coach/Teach | | | | | | | | |
| Men | 156 | 2 | 1 | 3 | 1 | 1 | 4 | 12 |
| Women | 136 | 2 | 2 | 4 | 0 | 0 | 2 | 10 |
| Full-Time Coach/No-teach | | | | | | | | |
| Men | | 3 | 2 | 6 | 2 | 9 | 17 | 39 |
| Women | | 5 | 1 | 2 | 2 | 0 | 6 | 16 |
| Part-time Coach/No-teach | | | | | | | | |
| Men | | 18 | 5 | 16 | 40 | 10 | 55 | 144 |
| Women | | 19 | 1 | 5 | 32 | 6 | 63 | 126 |

According to the data, Regions III and V required a higher percentage of their full-time coaches to teach. Overall, a total of 70% of full-time coaches in men's sport programs were required to teach as a condition for employment. Seventy-nine percent of all full-time coaches in women's sport programs were required to teach. A very low percentage of part-time coaches in both gendered sports programs were required to teach as a condition of employment.

Athletic Trainers' Status

TABLE IX illustrates the status of the athletic trainer in those institutions participating in the study. The data was presented by region.

TABLE IX
ATHLETIC TRAINERS STATUS OF EMPLOYMENT
BY REGION

| Position | Region | | | | | | Total |
|------------|--------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | VI | |
| Full-time | 0 | 1 | 1 | 2 | 1 | 2 | 7 |
| Part-time | 1 | 0 | 3 | 1 | 1 | 6 | 12 |
| No Trainer | 5 | 9 | 7 | 9 | 12 | 10 | 52 |

Seventy-three percent of all schools in this sample had no athletic trainer. The part-time trainer was employed in 17% of the schools, while the full-time trainer was employed by approximately 10% of the schools. Region VI employed 42% of all trainers in these athletic programs.

Budget

Information reported on budgets for men's and women's sports programs revealed that, on the average, men's programs were funded approximately one-third or \$14,548.16 more than women's programs. Based on data given by athletic directors, there was not one region which reported parity in funding for programs. TABLE X lists those results.

TABLE X
AVERAGE ATHLETIC BUDGETS FOR MEN AND
WOMEN'S SPORTS PROGRAMS

| REGION | MEN Sports | WOMEN Sports | TOTAL All Sports |
|--------|---------------|-----------------|---------------------|
| I | \$77,850 | \$55,355 | \$133,205 |
| II | 62,231 | 38,801 | 101,032 |
| III | 31,300 | 23,500 | 54,800 |
| IV | 23,231 | 15,610 | 38,841 |
| V | 41,000 | 21,928 | 62,928 |
| VI | 28,531 | 21,660 | 50,191 |

of Schools reporting men's sports budget = 66

of Schools reporting women's sports budget = 65

Avg budget (men's) = \$44,023.83 (combined regions)

Avg budget (women's) = \$29,475.67 (combined regions)

There were several schools which reportedly spent equal amounts for both genders. But when totals and averages were compiled for the 66 schools reporting men's budgets and 65 schools reporting women's budgets, there appeared to be a significant difference in the funding levels.

Regions I and II reported the highest average for budgets in both men's and women's programs and were the only regions which topped \$100,000 in combined averages. There were 16 schools reporting from these two regions.

The combined average budget for all schools was \$73,499.50. It is interesting to note that the larger regions and areas with more population tended to fund

programs with less money.

Sports Offered

Sports offered at the two-year college varied for men's and women's programs. TABLES XI illustrates the diversity among sports offered in men's athletic programs by the size of city in which the schools participating in the study are located.

TABLE XI
MEN'S SPORTS OFFERED BY
CITY SIZE

| Sport | 0-10,000 | 10,001- 30,000 | 30,001- 50,000 | Over 50,000 | Total |
|--------------------------------|----------|-------------------|-------------------|----------------|-------|
| 00 Basketball (Division I) | 9 | 13 | 6 | 16 | 54 |
| 01 Basketball (Division II) | 3 | 4 | 0 | 5 | 12 |
| 02 Baseball | 19 | 11 | 6 | 18 | 54 |
| 03 Wrestling | 2 | 0 | 0 | 1 | 3 |
| 04 Ice Hockey | 2 | 1 | 0 | 0 | 3 |
| 05 Soccer | 6 | 2 | 2 | 7 | 17 |
| 06 Volleyball | 1 | 0 | 0 | 1 | 2 |
| 07 Track & Field | 5 | 3 | 0 | 4 | 13 |
| 08 Cross Country | 8 | 5 | 0 | 5 | 18 |
| 09 Lacrosse | 1 | 1 | 0 | 1 | 3 |
| 10 Swimming/Diving | 0 | 0 | 0 | 3 | 3 |
| 11 Tennis | 7 | 1 | 2 | 11 | 21 |
| 12 Golf | 9 | 4 | 2 | 9 | 24 |
| 13 Bowling | 0 | 0 | 0 | 3 | 3 |
| 14 Other* | 0 | 1 | 0 | 1 | 2 |

* Other sports offered: 10,001-30,000 = 1 Rodeo
Over 50,000 = 1 Skiing

The sport of basketball in men's programs was divided into Division I and Division II. The difference between the two divisions was in the amount of student-athlete financial aid which can be given. Division I basketball programs can offer full scholarships while Division II can offer no more than tuition and fees or the equivalent in cash award. The data revealed that the majority of schools, or 76% participated in Division I basketball. There were only 12 schools or 16.9% competing in Division II basketball in men's programs.

Baseball was the second sport in which the majority of schools in the study participated with 76% or 54 schools. The rankings of the top six sports by participating schools continued with tennis third with 33.8%, golf with 29.5%, cross country had 25.3%, and soccer with 23.9% of men's sports programs participating. Data relating to women's sports programs are listed in TABLE XII.

TABLE XII
WOMEN'S SPORTS OFFERED
BY CITY SIZE

| Sport | 0-10,000 | 10,001- 30,000 | 30,001- 50,000 | Over 50,000 | Total |
|--------------------|----------|-------------------|-------------------|----------------|-------|
| 01 Basketball | 23 | 17 | 5 | 18 | 63 |
| 02 Softball | 12 | 9 | 4 | 11 | 36 |
| 03 Volleyball | 12 | 9 | 3 | 14 | 38 |
| 04 Field Hockey | 1 | 0 | 0 | 0 | 1 |
| 05 Soccer | 3 | 1 | 1 | 2 | 7 |
| 06 Track & Field | 5 | 3 | 0 | 4 | 12 |
| 07 Gymnastics | 0 | 0 | 0 | 0 | 0 |
| 08 Cross Country | 7 | 3 | 0 | 4 | 14 |
| 09 Tennis | 7 | 1 | 2 | 11 | 20 |
| 10 Swimming/Diving | 0 | 0 | 0 | 2 | 2 |
| 11 Golf | 0 | 2 | 0 | 1 | 3 |
| 12 Bowling | 0 | 0 | 0 | 4 | 4 |
| 13 Other | 0 | 0 | 0 | 0 | 0 |

Women's sports programs competed in similar sports, but there were some different sports offered. Basketball was the number one sport among these schools with 88.7% competing. Volleyball was second in total number of participating schools with 53.5% compared to men's programs which only had 2 schools participating in this sport. Rounding out the top six sports offered by number of participant schools, the findings were that softball was in the number three spot with 36 schools or 50.7%, Tennis had 28.1% in fourth place, cross country had 14 schools or 19.7% in 5th place, and in sixth place was track & field with 12 schools participating or 16.9%.

Conference Affiliation

The responses of athletic directors on whether their athletic programs were a member of an athletic conference are listed in TABLE XIII.

TABLE XIII

DO YOUR PROGRAMS COMPETE IN
AN ATHLETIC CONFERENCE?

| Response | Region | | | | | | Total |
|----------|--------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | VI | |
| Yes | 4 | 10 | 10 | 12 | 14 | 16 | 66 |
| No | 2 | 0 | 1 | 0 | 0 | 2 | 5 |

Most schools in the survey were members of an athletic conference. Regions I, III, and VI were the only ones which did not report unanimous membership. Approximately 93% of the schools were members in both men's and women's sports. There were no schools reporting membership for one gender and non-membership for the other.

Expenditures for Sports

Activities requiring the use of funds in the production of competitive sports programs were defined as expenditures for this study. The athletic director was asked to rank a list of eight expenditures common to athletic programs for both men's and women's sports

programs. The ranking reflected the expenditure with the highest amount of budget appropriation as one (1) and listed the remaining in order of their status through number eight. TABLE XIV on the following page lists rankings by region for both gender sports programs by the average response on each item.

TABLE XIV
RANKING OF EXPENDITURES FOR MEN AND
WOMEN'S SPORTS BY REGION

| Activity | Region | | | | | | AVG Rank | |
|--------------------|--------|----|-----|----|---|----|----------|---|
| | I | II | III | IV | V | VI | | |
| Recruiting | | | | | | | | |
| Women | 6 | 4 | 6 | 6 | 6 | 5 | 5.5 | 5 |
| Men | 6 | 4 | 6 | 6 | 6 | 5 | 5.5 | 6 |
| Travel | | | | | | | | |
| Women | 1 | 1 | 1 | 2 | 1 | 3 | 1.5 | 1 |
| Men | 1 | 1 | 1 | 2 | 1 | 3 | 1.5 | 1 |
| Officiating | | | | | | | | |
| Women | 4 | 5 | 3 | 4 | 3 | 2 | 3.33 | 3 |
| Men | 4 | 4 | 4 | 4 | 4 | 2 | 3.67 | 4 |
| Financial Aid | | | | | | | | |
| Women | 3 | 2 | 5 | 5 | 4 | 6 | 3.83 | 4 |
| Men | 4 | 3 | 5 | 5 | 4 | 4 | 3.83 | 5 |
| Equipment/Supplies | | | | | | | | |
| Women | 2 | 3 | 2 | 3 | 2 | 1 | 2.17 | 2 |
| Men | 2 | 2 | 2 | 3 | 2 | 1 | 2.00 | 2 |
| Salaries | | | | | | | | |
| Women | 5 | 2 | 4 | 1 | 5 | 4 | 3.33 | 3 |
| Men | 5 | 3 | 3 | 1 | 5 | 3 | 3.33 | 3 |
| Awards | | | | | | | | |
| Women | 7 | 6 | 7 | 7 | 7 | 7 | 6.83 | 6 |
| Men | 7 | 5 | 7 | 7 | 7 | 6 | 6.50 | 7 |
| Promotions | | | | | | | | |
| Women | 7 | 7 | 8 | 8 | 8 | 8 | 7.67 | 7 |
| Men | 8 | 6 | 8 | 8 | 8 | 7 | 7.50 | 8 |
| No Response | | | | | | | | |
| Women | 1 | 1 | 0 | 1 | 0 | 1 | 4 | |

The breakdown for gender sports programs can be seen separately in this table. The regional selections for the number one expenditure were varied between three activities. Four regions, I, II, III, V, concurred that travel related expenses were the number one expenditure for both men's and women's sports. Region IV had consensus agreement that salaries for coaches was the number one expenditure. Region VI listed equipment and supplies as the number one expenditure. These three activities appear to be within the top three expenditures for all regions. The one exception falls within the category of officiating in women's sports. This activity was tied for ranking with salaries for coaches.

Promotions, Awards, and Recruiting all ranked in the bottom three with Recruiting being the higher ranked. Financial aid for athletes received an equal ranking score for both gender sports programs, but because of the tie for the third place ranking in women's sports, it received a fourth place ranking.

TABLE XV lists combined rankings from all regions and both gender sports programs and in order of ranking.

TABLE XV
COMBINED RANKINGS OF EXPENDITURES

| Activity | Average | Rank |
|-----------------------|---------|------|
| Travel | 1.5 | 1 |
| Equipment/Supplies | 2.08 | 2 |
| Salaries for Coaches* | 3.33 | 3 |
| Officiating* | 3.50 | 4 |
| Financial Aid | 3.83 | 5 |
| Recruiting | 5.5 | 6 |
| Awards | 6.66 | 7 |
| Promotions | 7.50 | 8 |

* Salaries for coaches and Officiating were tied for third place in rankings among women's sports programs.

There were four schools which did not report information in this section for either men's or women's sports. Travel related expenses appears to be the consensus number one for both gender sports. Equipment and supplies ranked as second. The next three categories were Coaches Salaries, Officiating, and Financial Aid for athletes in that order. These three expenditures were ranked very close on the average by athletic directors with a range of less than a half point (.50) separating all three. Recruiting expenses, Awards, and Promotions ranked sixth, seventh, and eighth respectively.

Several schools reported that Salaries nor Financial Aid for athletes were included in their athletic budgets. Those schools ranked all other categories 1-6 and either

assigned a 7 or 8 to those categories. These two tables only reflect data wherein all categories of expenditures were ranked. The total number of schools responding with complete data on this section was 68 in both men's and women's sports programs.

Salaries for Coaches

Coaches in this study were identified by the type of position they held. Men's and women's division sports programs presented identical titles for coaches. These positions were full and part-time teaching and non-teaching, as well as administrators who were coaches. TABLE XVI lists data compiled on those athletic directors who reported salary amounts for the various positions.

TABLE XVI
AVERAGE SALARIES FOR COACHES

| Position | Number of Schools | Average Salary |
|---|----------------------|-------------------|
| Full-time Head Coach/Teach | | |
| Men's Sports | 28 | \$20,021.43 |
| Women's Sports | 27 | 22,244.44 |
| Full-time Asst. Coach/Teach | | |
| Men's Sports | 10 | 16,630.00 |
| Women's Sports | 4 | 3,212.50 |
| Full-time Head Coach Administrator/Teach | | |
| Men's Sports | 9 | 19,222.22 |
| Women's Sports | 3 | 28,000.00 |
| Full-time Head Coach Administrator/Non-Teach | | |
| Men's Sports | 13 | 26,238.46 |
| Women's Sports | 1 | 30,000.00 |
| Full-time Head Coach/Non-Teach | | |
| Men's Sports | 8 | 8,540.00 |
| Women's Sports | 6 | 5,629.17 |
| Full-time Asst. Coach/Non-Teach | | |
| Men's Sports | 5 | 6,425.00 |
| Women's Sports | 3 | 983.33 |
| Part-time Head Coach/Non-Teach | | |
| Men's Sports | 25 | 2,140.04 |
| Women's Sports | 26 | 2,905.81 |
| Part-time Asst. Coach/Non-Teach | | |
| Men's Sports | 21 | 1,520.19 |
| Women's Sports | 15 | 1,951.60 |

The table lists men and women coaches together to provide a comparative look at salaries for both gender programs. The category of "Full-time Head Coach/Teacher" had the largest number of respondents for both men and women's sports coaches. The average women's coaches salary in this category exceeded the men's sports coaches salary by \$2223.

The category of "Part-time Head Coach/Non-Teacher" had the second highest number of responses for salaries with 25 and 26 respectively for men and women sports. The data indicated that coaches of women's sports were paid slightly more than men's sport coaches in this category by approximately 26%. Full-time assistant coaches who teach had 10 schools reporting salaries for this position for men's sports and four reporting for women's sports. The data for this category also revealed the largest difference in salary comparisons. The average salary for these coaches in male sports was \$16,630 while in women's sports it was \$3,212.50. This was a difference of \$13,417.50. It was interesting to note that coaches for women's sports had higher salaries in 5 of the eight categories of coaches.

Non-Resident Student-Athlete Population

This question in the survey asked athletic directors to list which sport in their program provided financial aid for the largest number of non-resident student-athletes. The data were presented by region and is reported for men

and women's sports separately in TABLE XVII.

TABLE XVII
SPORTS WITH HIGHEST NUMBER OF NON-RESIDENT
STUDENT-ATHLETES BY REGION

| Sport | Region | | | | | | Total |
|-----------------|--------|----|-----|----|---|----|-------|
| | I | II | III | IV | V | VI | |
| Men's Sports | | | | | | | |
| Basketball | 0 | 5 | 4 | 4 | 3 | 5 | 21 |
| Baseball | 2 | 4 | 1 | 1 | 8 | 3 | 19 |
| Ice Hockey | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Soccer | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Track & Field | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Cross Country | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Swimming/Diving | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Golf | 0 | 0 | 1 | 0 | 2 | 0 | 3 |
| Not Applicable | 2 | 0 | 3 | 6 | 1 | 9 | 21 |
| Women's Sports | | | | | | | |
| Basketball | 1 | 7 | 5 | 3 | 7 | 3 | 26 |
| Softball | 0 | 0 | 1 | 1 | 2 | 2 | 6 |
| Volleyball | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Track & Field | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Tennis | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Not Applicable | 2 | 3 | 5 | 5 | 4 | 13 | 32 |

There were 21 men's sports programs which reported basketball as having the highest number of non-resident student-athletes for which financial aid of at least tuition was provided. Baseball was ranked second in the table with 19 schools responding. There were 21 programs which fell into the category of "Not Applicable." It was assumed that these institutions either did not have non-resident student-athletes in their programs or that they possibly could not differentiate between sports.

Womens' sports reported basketball as the number one sport in which non-resident student-athletes received financial aid of at least tuition. This was reported by 26 athletic directors. The second ranking went to softball with six athletic directors reporting this category. The category of "Not Applicable" had 32 responses.

Sport with Greatest Amount of Expenditures

All sports have expenses which are common to one another. There are some sports which cost more to operate than others. TABLE XVIII lists those sports which athletic directors rated as having the greatest amount of expenditures in their athletic programs.

TABLE XVIII
SPORT WITH THE GREATEST AMOUNT OF
EXPENDITURES BY REGION

| Sport | Region | | | | | | Total |
|----------------|--------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | IV | |
| Men's Sports | | | | | | | |
| Basketball | 2 | 5 | 4 | 6 | 6 | 9 | 32 |
| Baseball | 3 | 5 | 2 | 4 | 7 | 6 | 27 |
| Ice Hockey | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Wrestling | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Soccer | 0 | 0 | 1 | 0 | 0 | 2 | 3 |
| Rodeo | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Golf | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 1 | 0 | 0 | 2 | 0 | 1 | 4 |
| Women's Sports | | | | | | | |
| Basketball | 5 | 9 | 8 | 9 | 10 | 9 | 50 |
| Softball | 0 | 0 | 0 | 0 | 3 | 3 | 6 |
| Volleyball | 0 | 1 | 2 | 0 | 0 | 5 | 8 |
| Track & Field | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Tennis | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 1 | 0 | 0 | 3 | 0 | 1 | 5 |

The table combines both men and women's sports by region and number of institutions which selected those sports as the most costly. There were 66 schools which competed in men's basketball and 63 in women's basketball. According to the data, this sport was selected as costing the most by 45% of the athletic directors in men's programs and 79.4% for women's athletic programs.

Baseball programs ranked second in men's programs with the greatest expense in 38% of the schools. Volleyball

ranked second in the women's sports programs. The category of "Not Applicable" was included for those schools which did not respond to this question on the survey.

Student-Athlete Financial Aid

Financial aid for student-athletes was divided into three different types. Full scholarships were those which covered the entire cost of attending school at an institution including tuition, books, fees, room, and board. A partial scholarship provided student-athletes with aid which covered some portion of their educational expenses. An institution may finance a student with tuition and books or room and board or a cash equivalent for any one or combination of the aforementioned. The third category was those schools which did not provide athletically related aid to student-athletes competing in a particular sport.

The following three tables list those sports by region and number of athletic directors who said their programs provided that particular type of aid or no aid. The total number of institutions which competed in those sports are included in the tables to give the reader a comparative look at how these sports are scholarshipped. TABLE XIX lists those sports which provided the full scholarship to its student-athletes.

TABLE XIX
SPORTS OFFERING FULL SCHOLARSHIPS TO
STUDENT-ATHLETES BY REGION

| Sport | # of Schools in Sample | Region | | | | | | Total |
|----------------|---------------------------|--------|----|-----|----|---|----|-------|
| | | I | II | III | IV | V | VI | |
| Men's Sports | | | | | | | | |
| Basketball | 66 | 2 | 7 | 1 | 0 | 2 | 2 | 14 |
| Baseball | 54 | 0 | 4 | 1 | 0 | 1 | 0 | 6 |
| Cross Country | 18 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Track & Field | 13 | 1 | 1 | 0 | 0 | 1 | 0 | 3 |
| Soccer | 17 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Women's Sports | | | | | | | | |
| Basketball | 63 | 2 | 5 | 1 | 0 | 2 | 1 | 11 |
| Volleyball | 38 | 1 | 1 | 0 | 0 | 0 | 1 | 3 |
| Track & Field | 12 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Soccer | 7 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Cross Country | 14 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Softball | 36 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Tennis | 20 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

Fourteen schools in men's programs reported that the sport of basketball offered full-scholarships to student-athletes. Region IV was the only one in which no full scholarships were offered in any sport. According to the data, there were only five men's sports which offered full scholarships. There were 6 of 54 schools which competed in baseball or 11.1% reporting that full scholarships were provided for student-athletes.

Women's sports offered some similarities to the men's sports programs. Basketball was fully scholarshipped in 11 of the 63 schools which reported participation in the sport. Volleyball was next with 3 of 38 schools or 7.8% which provided this type of aid for student-athletes. There were seven sports in women's programs which offered full-athletic scholarships, but in different proportions and regions. Region III in women's sports programs offered no full scholarships.

TABLE XX lists the number of sports programs by region which offered partial scholarships to student-athletes.

TABLE XX
SPORTS OFFERING PARTIAL SCHOLARSHIPS TO
STUDENT-ATHLETES BY REGION

| Sport | # of Schools in Sample | Region | | | | | | Total |
|-----------------------|---------------------------|--------|----|-----|----|----|----|-------|
| | | I | II | III | IV | V | VI | |
| Men' Sports | | | | | | | | |
| Basketball | 66 | 4 | 9 | 6 | 6 | 12 | 9 | 46 |
| Baseball | 54 | 2 | 6 | 7 | 4 | 11 | 8 | 37 |
| Wrestling | 3 | 0 | 0 | 2 | 0 | 0 | 1 | 3 |
| Ice Hockey | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Soccer | 17 | 2 | 0 | 1 | 1 | 2 | 5 | 11 |
| Volleyball | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Track & Field | 13 | 4 | 1 | 3 | 0 | 2 | 0 | 10 |
| Cross Country | 18 | 5 | 1 | 3 | 1 | 2 | 0 | 12 |
| Lacrosse | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Swimming/Diving | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| Golf | 21 | 3 | 2 | 4 | 3 | 5 | 1 | 18 |
| Tennis | 24 | 2 | 1 | 2 | 1 | 4 | 4 | 14 |
| Bowling | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Women's Sports | | | | | | | | |
| Basketball | 63 | 4 | 9 | 7 | 6 | 10 | 7 | 43 |
| Softball | 36 | 3 | 1 | 4 | 3 | 6 | 6 | 23 |
| Volleyball | 38 | 4 | 2 | 6 | 5 | 1 | 7 | 25 |
| Soccer | 7 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| Track & Field | 12 | 5 | 0 | 2 | 0 | 2 | 0 | 9 |
| Cross Country | 14 | 5 | 0 | 2 | 1 | 2 | 1 | 11 |
| Tennis | 20 | 2 | 1 | 2 | 1 | 2 | 4 | 12 |
| Swimming/Diving | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| Bowling | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |

The men's sports program data listed thirteen sports while women's programs had nine sports which provided this form of aid. There were 66 schools reporting participation in men's basketball with 46 of those athletic directors stating that their schools provided partial scholarships

for this sport. A further look at male sports revealed that all of these sports, listed by athletic directors in this category, provided this type of aid in over 50% of programs with one exception in the sport of lacrosse. All volleyball and wrestling programs in the men's division sports offered this type of aid.

Women's basketball programs numbered 63 participant schools and there were 43 or 68.2% of those athletic directors who reported their institutions provided this type of aid. Softball and volleyball programs in women's division sports provided this type of aid in 23 of 36 and 25 of 38 respectively. As with the men's division sports, over 50% of each sport offered in women's division programs provided this type of aid.

TABLE XXI provides a look at those program which provided no financial aid to student-athletes participating in certain sports.

TABLE XXI
SPORTS OFFERING NO SCHOLARSHIPS TO
STUDENT-ATHLETES BY REGION

| Sport | # of Schools in Sample | Region | | | | | | Total |
|----------------|---------------------------|--------|----|-----|----|---|----|-------|
| | | I | II | III | IV | V | VI | |
| Men's Sports | | | | | | | | |
| Basketball | 66 | 0 | 0 | 1 | 4 | 0 | 5 | 10 |
| Baseball | 54 | 0 | 0 | 2 | 5 | 1 | 4 | 12 |
| Wrestling | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Ice Hockey | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Soccer | 17 | 0 | 0 | 0 | 1 | 0 | 7 | 8 |
| Volleyball | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Track & Field | 13 | 0 | 0 | 0 | 0 | 0 | 4 | 4 |
| Cross Country | 18 | 0 | 0 | 0 | 2 | 0 | 5 | 7 |
| Lacrosse | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Golf | 21 | 0 | 0 | 1 | 4 | 0 | 3 | 8 |
| Tennis | 24 | 0 | 0 | 1 | 3 | 0 | 3 | 7 |
| Bowling | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Rodeo | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Skiing | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Women's Sports | | | | | | | | |
| Basketball | 63 | 0 | 0 | 2 | 4 | 0 | 5 | 11 |
| Softball | 36 | 0 | 0 | 2 | 3 | 1 | 6 | 12 |
| Volleyball | 38 | 0 | 0 | 2 | 3 | 0 | 6 | 11 |
| Soccer | 7 | 0 | 0 | 0 | 0 | 0 | 4 | 4 |
| Track & Field | 12 | 0 | 0 | 1 | 0 | 0 | 4 | 5 |
| Cross Country | 14 | 0 | 0 | 0 | 1 | 0 | 4 | 5 |
| Tennis | 20 | 0 | 0 | 0 | 2 | 0 | 5 | 7 |
| Golf | 3 | 0 | 0 | 1 | 1 | 0 | 1 | 3 |
| Bowling | 4 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |

Men's division sports presented in the table numbered 13. Rodeo and skiing were listed as "other" sports by two programs in the survey and both athletic directors of those programs stated their institutions provided no athletically related financial aid for those student-athletes participating in those sports.

Athletic directors in Regions I and II, in both men and women's divisions, indicated they had no sports programs which did not offer some type of financial aid for student-athletes. Region V listed one athletic director reporting that there was no-aid provided in the sport of baseball in the men's division and softball was listed in the same region for women's sports division.

Solicitation of Outside Funding

Athletic programs at the two-year college level are funded through various schemes. This study investigated the type of funding solicitation efforts which were participated in by athletic directors and coaches. It also questioned the role of booster clubs in this process. TABLE XXII reflects data on this involvement. The regional data and the varying combinations of the previously mentioned individuals and groups are presented in this table as well.

TABLE XXII
 OUTSIDE FUNDING - SOLICITATION
 EFFORTS BY REGION

| Type | Region | | | | | | Total |
|-----------------------|--------|----|-----|----|---|----|-------|
| | I | II | III | IV | V | VI | |
| Coach only | 1 | 1 | 0 | 1 | 2 | 4 | 9 |
| A. D. only | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| Coach & A.D. | 2 | 2 | 3 | 2 | 3 | 6 | 18 |
| Coach, A.D. & Booster | 2 | 3 | 3 | 5 | 4 | 1 | 18 |
| Coach & Booster | 1 | 2 | 2 | 0 | 4 | 1 | 10 |
| A.D. & Booster | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Booster only | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| No Soliciting | 0 | 2 | 1 | 2 | 1 | 4 | 10 |

The two most commonly used methods for soliciting outside funding were the "Coach/Athletic Director" and the combination of the "Coach/Athletic Director/Booster Club." The coach was involved in soliciting additional funds in 55 programs or 77.5% of athletic directors reporting information.

Athletic directors were involved in soliciting funds in 40 programs or 56.3%. Boosters were involved in 32 programs in various combinations with coach and athletic directors. There were ten schools which reported no outside soliciting.

TABLE XXIII lists the same data but is presented by city size.

TABLE XXIII
OUTSIDE FUNDING - SOLICITATION
EFFORTS LISTED BY CITY SIZE

| Type | 0-10,000 | 10,001 to 30,000 | 30,001 to 50,000 | OVER 50,000 | Total |
|------------------------|----------|---------------------|---------------------|----------------|-------|
| Coach only | 6 | 2 | 0 | 1 | 9 |
| A.D. only | 0 | 0 | 0 | 2 | 2 |
| Coach/A.D. | 3 | 5 | 1 | 9 | 18 |
| Coach/A.D./ Booster | 6 | 5 | 2 | 5 | 18 |
| Booster only | 1 | 0 | 0 | 1 | 2 |
| Coach/Booster | 3 | 4 | 1 | 2 | 10 |
| A.D. Booster | 1 | 1 | 0 | 0 | 2 |

Athletic Directors Demographics

The following two tables list data which respondents used to described themselves and their positions within athletic departments in the two-year college. Table XXIV lists the educational degree status of respondents as well as their gender and number of years worked.

TABLE XXIV
ATHLETIC DIRECTOR DEMOGRAPHICS

| <u>Degree</u> | # of Responses |
|---------------------|----------------|
| Bachelor's | 6 |
| Masters | 58 |
| Doctorate | 7 |
| | |
| <u>Gender</u> | |
| Male | 65 |
| Female | 6 |
| | |
| <u>Years Worked</u> | |
| 0 - 5 | 32 |
| 6 - 10 | 20 |
| 11 - 15 | 3 |
| Over 15 | 16 |

The master's degree was held by 81.7% of the respondents, the doctorate was held by 9.9%, and the bachelor's degree was represented by 8.4%.

Males dominated the position of athletic director in those schools participating in the study with 91.5% and the remaining 8.5% being female.

The majority of respondents had been in the position of athletic director for less than 10 years. The data breakdown revealed that the group from 0 - 5 years held the largest number of respondents for the study with 45%. The 6 - 10 year group was second with 28.2% of the respondents. There were 22.5% of the respondents who had been employed for more than 15 years. The smallest group of respondents was the 11 - 15 with three athletic directors in that category.

Titles of individuals who responded to the survey are represented in TABLE XXV below.

TABLE XXV
ATHLETIC DIRECTOR DEMOGRAPHICS
TITLES

| Title | # of Responses |
|---|----------------|
| Athletic Director Only (for all sports) | 15 |
| Athletic Director (for men or women only) | 1 |
| Athletic Director and Department Chair (Phys. Ed.) | 13 |
| Athletic Director and Coach | 24 |
| Athletic Director, Department Chair and Coach | 12 |
| Other titles included: | 6 |
| Athletic Director/Trainer (1) | |
| Athletic Director/Assoc. Prof. (1) | |
| Athletic Director/Dir. of Student Life (1) | |
| Athletic Director/Dean of Instruction (1) | |
| Manager of Student Life (1) | |
| Athletic Director/Coach/Dir. of Counseling (1) | |

The most common title was the Athletic Director/Coach with 33.8% holding this position. There were 15 respondents or 21.1% holding the position of Athletic Director Only (for all sports). The Physical Education Department Chair was represented by 18.3% and the Athletic Director/Department Chair/ Coach was ranked fourth with

16.9% of the respondents falling into this category. One respondent held the position of Athletic Director for men's or women's sports only.

Athletic Directors' Opinions
on NJCAA Legislation

This section of the survey asked athletic directors to respond to a series of statements concerning NJCAA legislation currently in force and possible legislation which has been addressed in recent meetings held by that group as the governing body for two-year college athletics.

A statement was given and athletic directors would respond by stating whether they Strongly Agree (SA), Agree (A), Disagree (DA), or Strongly Disagree (SDA). The researcher coded each of these responses with a number from 4 to 1 respectively and a mean score was derived to reflect the general attitude of athletic directors on that particular subject. TABLE XXVI reveals those means and the number of responses in each category.

TABLE XXVI
ATHLETIC DIRECTORS' OPINIONS ON NJCAA
LEGISLATION

| Item | SA | A | DA | SDA | Mean |
|---|----|----|----|-----|-------|
| Continuing eligibility standards should be higher. | 27 | 17 | 15 | 11 | 2.857 |
| Student-athletes should be enrolled in a minimum of 12 credit hours to compete. | 50 | 12 | 5 | 3 | 3.643 |
| Student-athletes must pass 24 hours to compete a second year in the NJCAA. | 52 | 16 | 2 | 1 | 3.671 |
| Student-athletes must maintain a 2.0 GPA throughout their NJCAA career. | 15 | 12 | 32 | 11 | 2.443 |
| The NJCAA should adopt Territorial domain for recruiting. | 10 | 14 | 23 | 23 | 2.157 |
| The NJCAA should develop a National Letter of Intent. | 23 | 20 | 14 | 13 | 2.757 |

There was one school which did not respond to this section of the survey which left a total of 70 athletic directors who gave an opinion.

The first statement was that "The current standards for continuing eligibility within the NJCAA should be strengthened." The mean response to this statement was 2.857 with 61.97% of athletic directors stating they either

strongly agree or agree with this statement. Twenty-six athletic directors stated they either disagreed or strongly disagreed with this statement which shifted the mean slightly less than total agreement but more toward that opinion than disagreement.

Athletic directors' responses on the second statement, "Student-athletes should be required to be enrolled as full-time students (12 credit hours) in order to be eligible to compete in NJCAA member schools," yielded a mean of 3.643. There were 87.3% in either strong agreement or agreement with this statement. The mean reflects this opinion as it falls between a 4.0 and a 3.0 in point value which in turn reflects agreement with the statement.

The third statement was, "Student-athletes must pass a minimum of 24 credit hours, in residence or transfer, to be eligible to compete for a second year in NJCAA member schools." Again, we see almost total agreement with 95.8% of the respondents stating this opinion. The mean score was 3.671.

The fourth statement was, "Student-athletes should be required to maintain a 2.0 grade point average throughout their athletic career at NJCAA member schools. The mean for this statement fell between agreement and disagreement at 2.443. Twenty-seven athletic directors were either in strong agreement or agreement with this statement. The majority of athletic directors (43) were in disagreement or strongly disagreed with this statement.

The statement, "The NJCAA should adopt a policy of territorial domain for each region in recruiting to assist in reducing expenditures and costs associated with financial aid," had a mean response of 2.157. There were 46 schools which stated a negative opinion on this subject while 24 schools gave a more positive response.

The final statement, "The NJCAA should develop a National Letter of Intent for it's membership," yielded a mean of 2.757. The responses by athletic directors to this statement is closer to a agreement with 60.6% either strongly agreeing or in agreement with the statement. Twenty-seven schools did not agree with this statement and consequently the mean was pulled slightly away from solid agreement.

CEO Involvement and Institutional Status of Athletics

The Chief Executive Officer (CEO) would presumably maintain the institutional philosophy toward athletics in the two year college. The emphasis placed on production of a quality program of athletics cannot be determined without questioning each CEO and governing board individually. One can view the data yielded in this study and gain a feeling for what athletic directors relate is the emphasis placed on athletics by their respective CEOs and institutions. TABLE XXVII lists responses by region.

TABLE XXVII
CEO INVOLVEMENT AND INSTITUTIONAL
STATUS OF ATHLETICS

| Item | Region | | | | | | Total |
|--|--------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | VI | |
| Athletics separate from P.E. Department | 5 | 6 | 8 | 8 | 12 | 15 | 54 |
| Athletics not separate from P.E. | 1 | 4 | 3 | 4 | 2 | 3 | 17 |
| Have an Athletic Council/Committee | 2 | 2 | 4 | 1 | 5 | 5 | 19 |
| No Athletic Council or Committee | 4 | 8 | 7 | 11 | 9 | 13 | 52 |
| CEO is on council | 0 | 1 | 2 | 1 | 1 | 1 | 6 |
| CEO not on Council or none exists | 6 | 9 | 9 | 11 | 13 | 17 | 65 |
| Athletics is featured in regular school literature | 6 | 8 | 8 | 7 | 10 | 15 | 54 |
| Athletics is not featured in regular school literature | 0 | 2 | 3 | 5 | 4 | 3 | 17 |

Athletics as a separate entity on two-year college campuses appears to be the trend in those schools represented in the study. There were 54 athletic directors or 76% who made the claim that athletics was separate from the

physical education department. In comparison, there were 17 athletic directors stating that athletics was not separate or actually were still a part of the department of physical education.

"Does your institution have an "Athletics Council" or a facsimile?" This question was posed to athletic directors and the response revealed that only 19 schools did have a committee. The majority of schools or 73.2% did not have an "Athletics Council" or anything resembling such. CEOs only sat on six of the 19 councils which were in existence.

The next question asked athletic directors whether their athletic programs were featured in the regular institutional recruitment brochures, pamphlets or other literature. Fifty-four athletic directors responded "yes" to this question yielding 76% of the total of 71 schools which promoted their athletic programs in their regular recruitment efforts. Seventeen schools did not feature their athletic programs in their recruiting literature.

CEO involvement was again investigated by asking athletic directors how many times they met with the CEO on an annual basis. TABLE XXVIII illustrates how the data appeared based on regional responses.

TABLE XXVIII
 CEO INVOLVEMENT - NUMBER OF MEETINGS
 WITH ATHLETIC DIRECTOR ANNUALLY

| # of Meetings | Region | | | | | | Total |
|---------------|--------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | VI | |
| 0 | 1 | 3 | 1 | 5 | 3 | 5 | 18 |
| 1 - 6 | 3 | 4 | 6 | 6 | 8 | 11 | 38 |
| 7 - 12 | 1 | 0 | 1 | 0 | 2 | 2 | 5 |
| 13 - 18 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| 19 - 24 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Over 24 | 1 | 3 | 1 | 1 | 1 | 0 | 7 |
| Totals | 6 | 10 | 11 | 12 | 14 | 18 | 71 |

Fifty-six athletic directors stated they met with their CEO six (6) times or less. Eighteen (18) or 25.3% of the respondents stated they never met with the CEO. This was by far the greatest occurring frequency of selection by athletic directors. Two meetings per year was mentioned by 11 athletic directors and one meeting per year was mentioned 9 times. There were eight athletic directors stating they met with their CEO six times. TABLE XIX lists is a frequency table of responses.

TABLE XXIX
CEO MEETINGS WITH ATHLETIC DIRECTOR
FREQUENCIES REPORTED

| X | f | X | f | X | f |
|---|----|----|---|----|---|
| 0 | 18 | 6 | 8 | 20 | 1 |
| 1 | 9 | 7 | 1 | 25 | 1 |
| 2 | 11 | 10 | 2 | 30 | 2 |
| 3 | 4 | 12 | 2 | 36 | 2 |
| 4 | 5 | 15 | 1 | 50 | 1 |
| 5 | 1 | 18 | 1 | 90 | 1 |

X = Number of times CEO meet f = Frequency of selection

Publicity and Public Relations

The responses by schools reflecting the types of publicity efforts for sports programs reveals that the print media is the most commonly used form. The sports brochure, poster, and sports writer from local newspapers had the largest number of selections respectively with 35, 29 and 17 schools responding that they participated in this type of publicity. TABLE XXX lists this data.

TABLE XXX
 TYPES OF PUBLIC RELATIONS AND
 PUBLICITY REPORTED BY REGION

| (# Of Schools) | SID | Radio Show | T.V. Show | Poster | Sports Brochure | Writer |
|----------------|-----|------------|-----------|--------|-----------------|--------|
| I (6) | 2 | 2 | 1 | 1 | 2 | 3 |
| II (10) | 1 | 0 | 1 | 3 | 5 | 3 |
| III (11) | 1 | 1 | 1 | 5 | 7 | 5 |
| IV (12) | 0 | 1 | 1 | 8 | 6 | 2 |
| V (14) | 2 | 1 | 0 | 4 | 10 | 1 |
| VI (18) | 2 | 0 | 0 | 8 | 5 | 3 |
| Totals (71) | 8 | 5 | 4 | 29 | 35 | 17 |

There were eight schools which employed Sports Information Directors, five had radio shows for coaches, and four had television shows. In addition, another question asked respondents whether their athletic programs were featured in their regular institutional literature and publicity efforts.

Fifty-four schools responded YES to this question with 17 stating NO to this question. TABLE XXXI provides an illustration of those responses.

TABLE XXXI
 ARE PROGRAMS FEATURED IN REGULAR
 INSTITUTIONAL LITERATURE?

| | REGION | | | | | | TOTALS |
|-----|--------|----|-----|----|----|----|--------|
| | I | II | III | IV | V | VI | |
| YES | 6 | 8 | 8 | 7 | 10 | 15 | 54 |
| NO | 0 | 2 | 3 | 5 | 4 | 3 | 17 |

Region I was the only region where all athletic directors reported that their athletic programs were featured in the regular institutional literature. Region IV was the only one in which more than 50% of the institutions were not featured.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to present a description of two-year college athletic programs which were member of the National Junior College Athletic Association (NJCAA) during the school terms of 1986-87 and 1987-88. Institutions participating in this study provided athletic programs which did not compete in football and offered sports programs for both males and females.

The study consisted of a 59 item questionnaire which solicited the responses of athletic directors from a stratified random sampling of institutions from across the Continental United States. The U.S. was divided into six geographical regions and a sample was randomly selected from the population of schools meeting the stated criteria for sports programs.

There were 95 schools in the sample of which 71 returned usable surveys. The data received from those surveys provided information on the areas of interest to the researcher. Those areas were: Program Demographics; CEO Involvement and Institutional Philosophy; Athletic Department Staffing; Funding, Budgeting, and Expenditures;

and Academic Standards and Governing Associations.

Findings

Chapter IV provided a summary of tables and the discussion of the results from the questionnaire. Based upon the information contained in that chapter, the following findings were observed regarding two-year college athletic programs participating in this study.

1. The respondents for this study, athletic directors, were predominantly males. There were only 6 females responding to the study. Forty-five percent of these individuals had been employed less than 5 years. Fifty-two had been employed ten years or less. Athletic directors, employed more than 15 years, numbered 16 or 22.5%.

2. The master's degree was the highest degree achieved by the majority of respondents with 81.6%.

3. The title of "Athletic Director/Coach" was the most prevalent, but there were 28 respondents who stated they were athletic director with no coaching responsibilities.

4. The data for this study revealed that there were more student-athletes in men's sports programs than in women's sports. There were 44.8% more males than females.

5. Non-resident student-athletes, those who were from out of state or international students, represented less than 15% of the total student-athlete population.

6. Part-time student-athletes were very small in number among those schools responding.

7. There was a larger percentage of minority student-

athletes in men's sports programs than in women's sports. There was an average of 15.3 minority student-athletes in the combined men and women's sports programs.

8. There were more coaches who were employed on a part-time basis than those who were employed full-time. There were 292 part-time coaches and 205 full-time coaches in the combined men and women's sports programs. Combining these totals yields an average of 7 coaches per institution. There were 42.3% more full-time coaches employed in men's sports than in women's programs.

9. According to the data, Regions II and V employed more full-time coaches, while Regions IV and VI appear to employ more part-time coaches.

10. There were 48 full and part-time minority coaches in men's sports while there were 79 full and part-time coaches in women's sports programs. It appears from the data that women's programs were more apt to employ minorities than men's programs. Minority coaches made up approximately 25.5% of the total number of coaches. Divided among the 71 schools responding to the survey, there was an average of 1.8 minority coaches per school. This does not present an accurate picture, however, because there were a number of schools which reported no minority coaches employed in their programs. The majority of minority coaches appeared to be employed in Regions V and VI. Those regions featured institutions located in cities with populations of more than 50,000.

11. There were only three schools which reported employment of graduate assistants in their sports programs. These individuals were all employed in men's sports programs. One of these positions was held by a minority. It does not appear that this type of position was popular among institutions surveyed.

12. A larger percentage of full-time coaches in women's sports programs were required to teach than coaches in men's programs.

13. Athletic directors reported institutional participation in five sports on a consistent basis. Basketball in both men's and women's sports programs, baseball, women's volleyball, and women's softball appear to be the most popular sports among schools.

14. Regional climates and environmental conditions possibly provided some barometer for the selection of sports in which schools competed.

15. Expenses involved in traveling to and from athletic competitions was ranked as the number one expenditure associated with athletic programs. Equipment and supplies ranked second.

16. Salaries for coaches were expenses which some athletic directors had no knowledge of, or they were not included in the athletic budget.

17. Full-time coaches, as one would expect, had salaries reported which were higher than part-time coaches. Head coaches made more than assistant coaches. In those

categories which had data reported by 15 or more athletic directors, coaches for women's sports had higher salary averages than men. Those categories were: Full-time Head Coach/Teacher; Part-time Head Coach/Non-teacher; and Part-time Assistant Coach/Non-teacher.

18. The sport with the greatest amount of expenditures was basketball in both men's and women's sports. Baseball ranked second among men's sports programs.

19. The partial scholarship was selected by the majority of athletic directors as the type of aid their programs provided for student-athletes.

20. The sport of basketball in both gender programs offered more full scholarships than any other sport listed.

21. It appears that schools located in regions which represented the fewest number of schools, in the population of interest, had higher budgets.

22. Men's athletic programs reported larger budgets than women's sports programs in every region.

23. The solicitation of outside funding was incorporated in various combinations of the coach, athletic director, and the booster club. The coach appeared to be the one individual who was involved in more solicitation efforts. The combination of athletic director and coach was the second highest reported form of solicitation. City size did not appear to make a difference in who solicited. There were 10 of the 71 schools which reported no solicitation for outside funds.

24. A very small percentage of schools had the position of Sports Information Director (SID) on their athletic staff. The sports writer assigned to cover athletic events appeared to be more prevalent than the SID.

25. The most common form of publicity and public relations were the sports brochure and the poster. Radio and television shows for coaches was not a very popular option for most schools reporting data, though there was representation from both forms of media.

26. Athletic programs were featured in the regular institutional literature in the majority of cases reported. Region I was the only one in which all schools reported that sports was featured in their catalogs/programs.

27. Most schools reported that athletics was separate from the regular physical education department. Only 24% were included in physical education.

28. The majority of institutions did not have an athletic council or athletic committee. Of the 19 which did have a committee, only six Chief Executive Officers (CEO) sat on that committee.

29. There were 18 athletic directors which reported they never met with their CEO during the year. Thirty-eight met only 1-6 times during the year. Fifteen athletic directors reported they met more than 13 times during the year with their CEO.

30. Athletic directors expressed strong opinions favoring a minimum course load of 12 credit hours for

athletic eligibility.

31. Opinions on continuing eligibility standards posed a slight problem in interpretation. It appears that a large portion of the athletic directors favored making the standards higher, but there also seemed to be a faction that felt they might be strong enough.

32. Athletic directors did not appear to be in favor of a blanket 2.0 grade point average standard for student-athletes throughout their two-year college careers.

33. There did not appear to be agreement by athletic directors on the development of a recruiting territory policy through the NJCAA.

34. The idea of a "National Letter of Intent" did appeal to a large number of athletic directors, but there was not consensus agreement.

35. Most schools in the survey were members of an athletic conference.

Conclusions

This study provided a comprehensive view of the current status of the two-year college athletics in non-football playing, non-gender specific programs with membership in the National Junior College Athletic Association (NJCAA). The data contained within led this writer to the following conclusions about these institutions and programs:

1. Chief Executive Officers (CEOs) and athletic

directors alike need to become more intricately involved in these athletic programs. The leadership and decision making necessary to bring these programs in line with the philosophy of the institution, the NJCAA, and in those governing associations to which programs belong does not appear to be consistent.

2. Men's sports programs in this sample appeared to be the recipients of larger operating budgets, fielded more sport teams, and employed more coaches than women's sports programs.

3. Athletic departments were viewed as separate entities by the majority of schools in this study. It was hard for this researcher to visualize an institutional philosophy which emphasizes the educational value of sport because of this separation.

4. It appears that athletic directors were concerned with improving academic standards for student-athlete participation but left the impression that the standards proposed by this study may be too high.

Discussion and Recommendation for Two-Year Athletic Program

1. Institutions should consider reevaluating their philosophy on intercollegiate athletics. These programs have different characteristics than those of the NCAA. With as many athletic directors reporting that athletics is not a part of the regular department of physical education, one

could easily have the impression that athletics is viewed as separate. The reality is that athletics is an extension or outgrowth of physical education and as such should remain within their realm. Bringing athletics back into the department will allow a much more efficient means of operating programs and provide for more competent staffing with individual trained for the profession.

2. The trend toward hiring part-time coaches holds advantages for programs which cannot afford full-time positions for coaches. This, however, poses some potential problems related to commitment to institutional philosophy. The writer believes that coaches should be educators with the same commitment toward academic excellence as the regular teacher at the two-year college level. The coach who also teaches and is employed full-time provides the institution with a professional who has a relationship to every aspect of the educational environment. The respect of the academic community is not lost or compromised.

3. The racial make-up of cities, states, and regions may determine the status of minorities in both the student-athlete population and the hiring of staff. Institutions should perhaps review the status of minorities in both areas and make adjustments according to the affirmative action guidelines of the federal and state governments.

4. Employment of female coaches for women's sports appears to be an area in need of immediate attention. The numbers of women with athletic experience and the desire to

coach as increased. Title IX has provided the impetus, but the programs providing data for this study reflect negatively on those efforts. There should be more female coaches, and schools should extend their efforts to provide their female student-athlete with this type of leadership.

5. The graduate assistant coach has immense potential in the two-year college. Training and developing individuals within the philosophy and environment of this level of education has already taken place in a number of states in the form of internships sponsored by four-year colleges and universities with the community and junior college program majors. Athletic programs can benefit as well and offer a never ending pool of certified individuals with the qualifications and experience. Institutions can investigate partnerships with colleges and universities to provide this opportunity to graduates as a terminal experience similar to the student-teaching experience.

6. The reduction of expenses is of primary concern to every administrator. Athletic programs can reduce expenditures for student-athlete financial aid by going to a system based on need or the partial scholarship system. Elimination of the full scholarship seems radical indeed for those programs located in areas where a strong drawing card is needed to attract the top athlete. But a blanket policy endorsed by the NJCAA to limit the amount of aid might encourage parity among programs. The attempt was made to provide another division in the sport of basketball

for those institutions which could not afford to fund programs and remain competitive with schools which do offer full aid. The data in this study indicates there are still a number of schools which compete in division I basketball even though they offer only partial aid. Those institutions which offer full aid could reduce budgets for athletics and still remain competitive. One simple option would be the return of the work scholarship.

7. Outside solicitation of funding for athletic programs may not be necessary in the operating budgets for athletics, but every contribution helps. Coaches and athletic directors should be encouraged to solicit support from legitimate sources. The booster club is an attractive option for those programs located in cities and communities which can support it. Institutions should investigate the feasibility on an individual basis and upon finding interest, develop a system based in NJCAA guidelines for incorporating such a program.

8. The CEO and athletic director are critical in the operation and maintenance of quality athletic programs which conform to the philosophy and guidelines of the institution. These individuals should meet on a regular basis and not simply when there is an apparent problem. The development of a faculty athletic committee or council may be another option to consider in maintaining control over athletics at these institutions. These committees will also provide a forum for addressing those academic

concerns of both faculty and coaches.

9. Institutions should utilize all the internal resources at their disposal to promote their athletic programs before venturing outside the school. Journalism and broadcasting departments exist on many campuses and provide an excellent laboratory experience for those students. Publications which are developed by institutions for public relations and recruiting should include some form of publicity on athletics. This will help cut down on the amount of funding that is put into athletic budgets for this purpose. Several studies have indicated that publicity is an important aspect of the athletic experience as well as a positive attraction for may students to college campuses.

Recommendations for Future Study

1. This study could be replicated to encompass the entire population of two-year colleges. Comparisons could be made between those which compete in football and those competing in only one gender sport.

2. Coaches could be surveyed on the NJCAA legislation opinion statements to provide another viewpoint. Their responses could then be compared to those of athletic directors in this study to give a cross section of opinions by all personnel involved in athletic programs.

3. Expenditures revealed in this study might be investigated to determine how much money is actually spent

in certain areas and regions of the country.

4. The question of why there is so much variation between men's and women's sport programs in relation to personnel, student-athlete population, and sports offerings needs to be investigated.

SELECTED BIBLIOGRAPHY

- Acosta, R.V., Carpenter, L.J. (1984). Survey Results: Women in NJCAA Athletic Departments. JUCO Review, 36(4), 18.
- American Association of Community and Junior Colleges (1986). Intercollegiate Athletics Policy Statement. Two-Year Intercollegiate Athletics: Student Eligibility, National Governance, and CEO Involvement. National Center for Higher Education, Washington D.C.
- Bennice, Donn (1984). The Faculty and Administration vs Coaches. JUCO Review, 35(7), 19.
- Blaudschun, Mark, (1986, August 25). Proposition 48 Sending Colleges Confused Athletes, The Dallas Morning News, p.3B.
- Bohlig, Mary (1988). Women Coaches/Administrators: An Endangered Species. Scholastic Coach, 57(7), 89-92.
- Bottger, Bob (1982). The Untapped Market: J.C. Promotions. JUCO Review, 34(14), 16.
- Cistrano, Jack (1984). A Time for Change. JUCO Review, 35(6), 10, 14.
- Dambrot, K. (1984). Factors that Influence Recruits in Their School Selection Decisions. Masters Thesis, University of Akron.
- Degarmo, Lori, Bottelberghs, Peter (1987). Profile of 1985-86 Athletes. JUCO Review, 38(3), 10.
- Douctre, Gaylene P., Watson, Kathryn (1985). Equalizing Recruiting: Getting and Keeping the athlete at the Two-Year College. JUCO Review, 37(3), 4-6.
- El-Khawas, Elaine (1979). Self-Regulation and College Athletics, Educational Record, 60(4), 510-17.
- Farkouh, Nicholas (1969). A Survey of Intercollegiate Athletic Awards for Athletes at Two-Year Colleges. (Eric Document Reproduction Service No. ED 034 529)

- Franks, Ray (Ed.). (1986). The 1986-87 National Directory of College Athletics (Men's Edition). Amarillo, TX Ray Franks Publishing Ranch.
- Gray, D.R. (1983). Minutes: NJCAA Executive Meeting. JUCO Review, 35(4), 21-22.
- Greene, Johnm B. (1982). Blitzing Athletic Abuses, Community and Junior College Journal, 52(6), 32-35.
- Hillard, Collette, Campion, William J. (1986). Athletics in Texas Community Colleges. JUCO Review, 37(5), 24.
- Jeffries, Stephen C. (1985). Are Your Coaches Qualified? JUCO Review, 36(2), 20-21.
- Keating, James, White, Harvey R. (1986). Criteria Coaches Consider to Be Important for the Student-Athlete in Selecting a Jr. College to Attend. JUCO Review, 38(2), 4-5.
- Knoppers, Annelies (1987). Gender and the Coaching Profession. Quest, 39, 9-22.
- Lazenby, Nancy (1986). Forty Percent of NJCAA Female Athletes are Recruited by 4 Year Colleges. JUCO Review, 38(14), 54.
- Lilley, Timothy J. (1988). Economic Trouble Seen for Most Athletic Programs. The NCAA News, 25(2), 1-2.
- Lucas, John A. (1979). Report on the Impact of Varsity Athletic Programs on its Participants at William Rainey Harper, Paper presented to the Office of Planning and Research, Palestine, Ill. 10(9), 1-13. (Eric Document Reproduction No. ED 208 907)
- McAnninch, Harold (1986). Report prepared by the Ad Hoc Intercollegiate Athletics Committee of the American Association of Community and Junior Colleges, Washington D.C. (ERIC Document Reproduction No. ED 380 527)
- Martin, Thomas P., Arena, Linda L., Rosencrans, Robert E. Hunter, Larry E., & Holley, Patricia W. (1986). College Level Coaching: An Evaluation. Journal of Physical Education, Recreation, and Dance. 57(6), 49-52.
- Monaghan, Peter (1986). 2 year College Presidents Condemn Easing of Eligibility Rules by Sports Body. Chronicle of Higher Education, 32(15), 33-34.

- National Collegiate Athletic Association (1988). Study of Class Enrollment finds Normal Attrition Rate. The NCAA News, 25(24), 1, 8-9.
- National Junior College Athletic Association (1987). 1987-86 Membership List. JUCO Review, 38(7), 20.
- National Junior College Athletic Association (1986). J/CC Athletic Directors Meet in Las Vegas. JUCO Review, 37(7), 8.
- Pollock, Art, & Pingley, Norm (1986). An Alternative Athletic Program. Community College Review, 14(3), 51-52.
- Potera, Carol, Kort, Michele (1986). Are Women Coaches an Endangered Species? Women's Sports & Fitness, 8(9), 34-35.
- Pruss, Dennis (1987). Trainers Pay Their Own Way in College Athletic Programs. The NCAA News, 24(15), 5.
- Raepple, Roger R. (1980). Athletics in Community and Junior Colleges. In James Frey (Ed.) The Governance of Intercollegiate Athletics. West Point, NY: Leisure Press. (ERIC Document Reproduction No. ED 215 709)
- Recht, Mike (1988). About Five in 10 Women's Athletic Teams Are Coached by Men. The NCAA News, 25(22), 5.
- Redd, James C. (1986). Case Studies from an NCAA Division II Intercollegiate Athletic Conference: Attitudes and Practices. Unpublished doctoral dissertation, Oklahoma State University, Stillwater, OK.
- Rooney, J.R. (1974). A Geography of American Sport from Calvin Creek to Anaheim. Reading, MA. Addison Wesley.
- Sandler, Bernice Reznick (1982). The Hatch Amendment: A Leap Backward for Education. Graduate Woman, 76(1), 27-28.
- Shilts, Dick (1985). Evaluating Athletic Success at Kalamazoo Valley Community College. JUCO Review, 37(4), 4,6.
- Smith, Milton L. (1986). Part-time Faculty in Private Junior Colleges: 1985-86. San Marcos, TX (ERIC Document Reproduction No. ED 274 403)

- Steiner, Peter E., & Milander, Henry (1980). Coping With Jeanie-Come-Lately Syndrome. Community and Junior College Journal, 51(1), 30-34.
- Steiner, Peter, & Milander, Henry (1978). Changing the Emphasis of Community College Athletics. Community College Review, 6(1), 30-36.
- Steiner, Peter E. (1977). Report of Special Panel on intercollegiate athletics at olympic college. Bremerton, WA. (ERIC Document Reproduction No. 154 984)
- Stier, William F. Jr. (1985). What is Going on in Physical Education and Athletics in Junior and Community Colleges Today. Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA. (ERIC Document Reproduction No. ED 263 074)
- Stier, William F. (1983). The Status of Physical Education Within Junior/Community Colleges. Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Minneapolis, MN. (ERIC Document Reproduction No. ED 058 875)
- Stier, William F., Jr. (91\\1983). Expectations of an Athletic Administrator. JUCO Review, 35(4), 7, 20.
- Stier, William F., Jr. (1971). An Investigation into Nine General Areas and Forty-four Specific Sub-areas of Physical Education Currently in Existence Within the Two-Year Institutions of Higher Learning within the Continental United States. Sioux City, Iowa. (ERIC Document Reproduction No. ED 058 875)
- Stokes, Roberta (1979). The Presidential Role in Community and Junior College Athletics. Educational Record, 60(4), 431-38.
- Sykes, Karen L. (1986). Minutes of the NJCAA Executive Committee Meeting. JUCO Review, 38(4), 20-22.
- Sykes, Karen L. (1985). Minutes of the NJCAA Executive Committee Meeting. JUCO Review, 37(4), 20-22.
- Sykes, Karne L. (1984). Minutes of the NJCAA Executive Committee Meeting. JUCO Review, 36(4), 19-21.
- Warner, Rick (1988). Study Shows Parents Back Girls in Sports. The NCAA News, 25(23), 20.

Worth, Michael J. (1985). Public College and University Development: Fund Raising at State Universities, State Colleges, and Community Colleges. Council for Advancement and Support of Education, Washington D.C. BBB14588 (ERIC Document Reproduction No. ED 256 197)

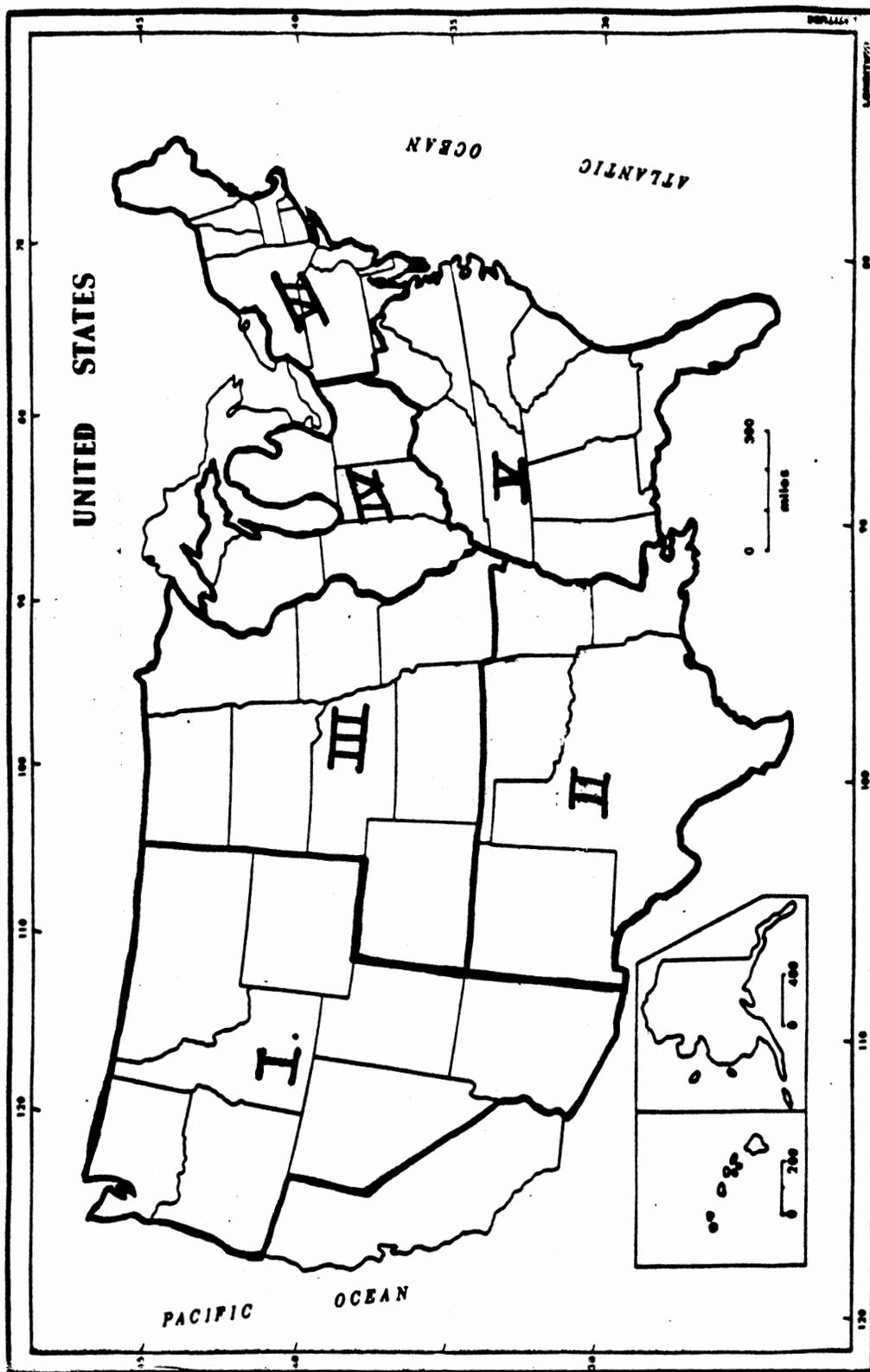
Yarnell, Doug (1986). Junior/Community College Athletic Directors Meet at Marcos Island. JUCO Review, 38(3), 14.

Yarnell, Doug (1985). New Eligibility Rules a Boom to NJCAA. Athletic Administrator, 20(5), 14.

APPENDIXES

APPENDIX A

MAP OF REGIONAL ASSIGNMENT OF STATES



REGIONAL STRATIFICATION OF STATES

APPENDIX B

SURVEY INSTRUMENT

Instructions for Completing Survey:

"The Current Status of Two-Year College
Athletic Programs in Non-Football
Playing Schools of the NJCAA"

Thank you for consenting to participating in this study. The contained survey represents this researchers efforts to ascertain the current status of two-year college athletics as it relates to those institutions which hold membership in tne NJCAA. Non-Football playing schools and those which compete in only ment or women's sports are not asked to participate. Every attempt has been made to solicit information from only those schools which represent the desired population. Should your institution comptet in football or participate in only men or women's sports, please donot anser the survey.

Questions have been designed to illicit your response in the simplest form and to the best of your knowledge with the assistance of the following documents and records:

- 1986-87 Sports Budget & record of expenditures
- 1987-88 Sports Budget & record of expenditures
- 1986-87 Personnel records (demographics and salaries)
- 1986-87 NJCAA Student-Athlete Eligibility Certification Form.
- 1987-88 NJCAA Student-Athlete Eligibility Certification Form.

Please make an appropriate response to each question. While some questions request you to give an approximation (i.e. average salary) please be as accurate as possible.

The results of this survey will be made available to only those schools which request it. Should you desire to receive a copy of the results, please indicate so in the statement listed below. There is no need to list your return address. All information will be reported anonymously and respondents names will be kept in strictest confidence.

I would like to recieve a copy of the final results of the study. _____ Yes _____ No

NOTE

Read each question carefully, Many require that you circle the appropriate answer. There are others which require you to use a check mark to denote your answer. Where you are asked to include some figure, please include a 0 if the anwer does not apply.

INSTITUTIONAL/DEPARTMENT DEMOGRAPHICS

1. This school is classified as: (a) Public (b) Private
2. The current enrollment for this school is: _____
3. The School is located in a community with a population of: _____
4. This institution is located in which state? _____
5. The title of the individual completing this survey is:
 - (a) Athletic Director Only (for all sports)
 - (b) Athletic Director (For men or women only)
 - (c) Athletic Director/Department Chair (Phys. Ed.)
 - (d) Athletic Director/Coach
 - (e) Athletic Director/Dept. Chair/Coach
 - (f) Other _____ (specify)
6. What is the highest degree held by you at present?
 - (a) Bachelor's degree
 - (b) Master's degree
 - (c) Doctorate degree
7. How many years have you served in your current position?

8. What is your gender? (a) male (b) female
9. Does your athletic department employ a salaried Sports Information Director (SID)?
 - (1) Yes (2) No
10. Does your athletic department feature a:

(Circle only those which apply)

 - (a) Radio talk show for sports programs
 - (b) Television show for coaches
 - (c) Sports brochure
 - (d) Posters for sports
 - (e) Newspaper staff writer assigned to cover teams
11. Is your athletic department featured in regular institutional recruitment brochures, pamphlets, or other literature?
 - (1) Yes (2) No

12. Are Coaches allowed to solicit funding from sources outside the institution?
- (1) Yes (2) No
13. Does your athletic department have a booster club affiliated with any or all sports?
- (1) Yes (2) No
14. Do you as athletic director solicit funding from outside sources to support the athletic department?
- (1) Yes (2) No
15. What is the percentage of financial support which comes from sources outside the institution for athletics?
- _____ % of total funding for athletics
16. Is your program of athletics separate from the regular academic department of Physical Education?
- (1) Yes (2) No
17. Does your institution have an "Athletics Council" or a facsimile?
- (1) Yes (2) No
18. Does your CEO or President sit on this committee as an active member?
- (1) Yes (2) No (3) Don't have one
19. How many times during the year, on the average, do you meet with your CEO or president concerning the general operations of the Athletic department? _____
20. How often do your NJCAA region athletic directors meet on an annual basis? Exclude meetings you attend solely as a coach. _____
21. Do you feel that the NJCAA region athletic directors should meet more often than is currently the practice?
- (1) Yes (2) No

MEN'S SPORTS PROGRAMS

22. How many coaches does your department employ for mens sports?

full-time
 part-time
 graduate assistants

23. Of this total, how many are minority?*

None
 Full-time Head Coach(es)
 Part-time Head Coach(es)
 Full-time Assistant Coach(es)
 Part-time Assistant Coach(es)
 Graduate Assistant Coach(es)

24. How many coaches teach classes as a condition for employment?

None
 Full-time coach(es)
 Part-time coach(es)
 Graduate Assistant(s)

25. List the number of certified trainers employed in the entire Athletic Department.

Full-time Part-time No trainer

*Minority includes women, and all race designations other than white. (i.e. - blacks, hispanics, etc...)

26. Circle the men's sport(s) which your institution participates in on an intercollegiate basis under NJCAA rules and regulations.

| | |
|----------------------------|----------------------------|
| 00 Basketball (Division I) | 01 Basketball (DivisionII) |
| 02 Baseball | 03 Wrestling |
| 04 Ice Hockey | 05 Soccer |
| 06 Volleyball | 07 Track & Field |
| 08 Cross Country | 09 Lacrosse |
| 10 Swimming/Diving | 11 Tennis |
| 12 Golf | 13 Bowling |
| 14 Other _____ | |
| (please state) | |

27. What is the approximate budget for your men's sports program? (excluding salaries)
\$ _____
28. Does your men's program compete in an athletic conference?

(1) Yes (2) No
29. How many male athletes are certified for NJCAA competition during the current school term?

___ Total ___ Non-resident ___ Minority
30. How many athletes are currently certified as

___ full-time (enrolled in at least 12 hours)
___ Part-time (less than 12 hours)
31. Rank the expenditures 1-8 according to their relative position in your 1986-87 athletic budget for men's sports.
(the activity with the greatest cost should begin with "1")
- ___ Recruiting (telephone, travel expenses, postage)
___ Travel (transportation, room & board for participants)
___ Officiating (referees, scorekeepers)
___ Financial Aid for Athletes
___ Equipment/Supplies (balls, rackets, uniforms, etc...)
___ Salaries for Coaches
___ Awards (tournaments, letter, etc...)
___ Promotions (posters, media ads, brochures, etc...)

Use the these sports codes to answer the following questions.

- | | |
|------------------|--------------------|
| 01 Basketball | 02 Baseball |
| 03 Wrestling | 04 Ice Hockey |
| 05 Soccer | 06 Volleyball |
| 07 Track & Field | 08 Cross Country |
| 09 Lacrosse | 10 Swimming/Diving |
| 11 Golf | 12 Tennis |
| 13 Bowling | 14 Other _____ |

32. A full-scholarship consists of: Room; Board; Books; and Tuition. Which men's sport(s) provide this type of aid to its student-athletes?

33. A partial-scholarship consists of any one or combination of: Room; Board; Books; Tuition; or a cash award. Which men's sport(s) provide this type of aid?

34. Which men's sport(s) provide no aid for student-athletes?

35. Which sport has the greatest amount in expenditures? _____
36. Which men's sport scholarships the largest number of non-resident student-athletes? _____
37. What is the average salary for the following positions in your men's sports programs?
 (If a position does not apply, leave it blank)

\$ _____ Full-time Head Coach/Teacher
 \$ _____ Full-time Assistant Coach/Teacher
 \$ _____ Full-time Head Coach/Administrator/Non Teacher
 \$ _____ Full-time Head Coach/Administrator/Teacher
 \$ _____ Full-time Head Coach/Non-Teacher
 \$ _____ Full-Time Assistant Coach/Non-Teacher
 \$ _____ Part-time Head Coach/Non-Teacher
 \$ _____ Part-time Assistant Coach/Non-Teacher
 \$ _____ Full-time Trainer
 \$ _____ Part-time Trainer
 \$ _____ Graduate Assistants

WOMEN'S SPORTS PROGRAMS

38. How many coaches does your department employ for women's sports?
 _____ full-time
 _____ part-time
 _____ Graduate Assistants
39. Of this total, how many are minority?*
- _____ full-time head coach(es)
 _____ full-time assistant coach(es)
 _____ part-time head coach(es)
 _____ part-time assistant coach(es)
 _____ graduate assistant(s)

*Minority includes women and any race designation other than white. (i.e. - black, hispanics, etc...)

40. How many coaches are women?

- full-time head coach(es)
 full-time assistant coaches(es)
 part-time head coach(es)
 part-time assistant coach(es)
 graduate assistants

41. How many coaches teach classes as a requirement for employment?

- full-time coach(es)
 part-time coach(es)
 graduate assistant(s)

42. Circle the women's sport(s) which your institution participates in on an intercollegiate basis under NJCAA rules.

- | | |
|----------------|--------------------|
| 01 Basketball | 02 Softball |
| 03 Volleyball | 04 Field Hockey |
| 05 Soccer | 06 Track & Field |
| 07 Gymnastics | 08 Cross Country |
| 09 Tennis | 10 Swimming/Diving |
| 11 Golf | 12 Bowling |
| 13 Other _____ | |

43. What is the approximate budget for your women's sports?
\$ _____

44. Does your women's program compete in an athletic conference?

(circle one) 1. YES 2. NO

45. How many women athletes are certified for NJCAA competition during the current school year?

_____ Total _____ Non-resident _____ Minority

46. How many athletes (women) are certified as:

- full-time (enrolled in at least 12 credits)
 part-time (enrolled in less than 12 credits)

47. Rank the expenditures 1-8 according to their relative position in your 1986-87 athletic budget for women's sports.

(All activities should receive a number. The expenditure with the greatest cost should receive a "1")

- ___ Recruiting (travel expenses for coaches & recruits)
- ___ Travel (transportation, room & board for participants)
- ___ Officiating (referees, scorekeepers, security)
- ___ Financial Aid for athletes
- ___ Equipment/Supplies (balls, rackets, uniforms, etc...)
- ___ Salaries for coaches
- ___ Awards (tournaments, letterman awards, etc...)
- ___ Promotions (posters, media ads, brochures, etc...)

Use the following sports codes (numbers) to answer the following questions pertaining to your women's sports program.

- | | |
|----------------|--------------------|
| 01 Basketball | 02 Softball |
| 03 Volleyball | 04 Field Hockey |
| 05 Soccer | 06 Track & Field |
| 07 Gymnastics | 08 Cross Country |
| 09 Tennis | 10 Swimming/Diving |
| 11 Golf | 12 Bowling |
| 13 Other _____ | |

48. A full-scholarship consists of Room, Board, Books, Tuition, and fees. Which women's sport(s) provide this type of aid to its student-athletes.
(use one sports code per line)

49. A partial-scholarship consists of any one or a combination of Room, Board, Books, Tuition, Fees, or cash award less than the equivalent of a full scholarship. Which women's sports programs provide this type of aid to its athletes?

50. Which women's sport(s) provide no aid to its athletes?

51. Which women's sport has the greatest amount in expenditures? _____

57. Student-athletes should be required to maintain a 2.0 grade point average throughout their athletic career at NJCAA member schools.

___ SA ___ A ___ DA ___ SDA

58. The NJCAA should adopt a policy of territorial domain for each region in recruiting to assist schools in reducing expenditures and costs associated with financial aid.

___ SA ___ A ___ DA ___ SDA

59. The NJCAA should develop a National Letter of Intent for its membership.

___ SA ___ A ___ DA ___ SDA

APPENDIX C

TRANSMITTAL LETTERS

March 21, 1988

Mr. Don Sumner
Athletic Director
St. Gregory's College
1900 W. MacArthur
Shawnee, Oklahoma 74801

Dear Coach Sumner,

Recently the American Association of Community and Junior College (AACJC) presidents sponsored a study among their membership to determine the status of two-year college athletic programs. The presidents of these institutions represented your schools with opinions on the governance of intercollegiate athletics, CEO involvement, and academic standards. It appears that some decisions will be made for your programs without considering all the variables associated with athletics at this level.

I am proposing to conduct a study on the two-year college athletic program with the emphasis on those schools which are members of the NJCAA. Further, I am surveying athletic directors from those schools which do not participate in football. Schools which participate in only men or women's sports have also been excluded.

Your institution was randomly selected from the 1986-87 NJCAA membership list and this letter is soliciting your participation in this study. The results of the survey will provide the NJCAA, AACJC and Athletic Directors at the two-year college a graphic illustration of the status of athletics at this level.

I have enclosed a copy of the survey with instructions included for its completion. The survey needs to be returned in the enclosed stamped envelope when you are done. Upon receipt of the completed survey, the data will be compiled and results submitted to both groups and any school which requests a copy of their regional data. Your cooperation will be greatly appreciated. I am attempting to meet an April 15th deadline.

Sincere Thanks,

Ron Brown
Athletic Counselor

April 25, 1988

Larry Toledo
Pima Community College
2202 W. Anklam Road
Phoenix, AZ 85709

To the Athletic Director,

Last month you were mailed a questionnaire which was to be used in a study on two-year college athletic programs. To date your reply has not been received. This letter is a follow-up to solicit your response to the questions contained in the survey.

I am not certain the reasoning behind the lack of response, but it did come to my attention that you might have been involved in playoffs or beginning your sport season. While the survey was a bit lengthy, I can assure you that it will take no more than 20 minutes maximum to complete.

There has already been some legislation passed by the NJCAA which related to some items of interest to this research. This legislation is showing some definite signs of conflict with the results I have compiled thus far. I need your input to complete the study. Please fill out the enclosed questionnaire as best you can. I have taken it out of booklet form because I felt that the typing may have been too small. The pages are front and back and many of the answers require only that you circle or make a selection.

I sincerely hope that I am not inconveniencing you too much. My intent is to get a cross-section of opinions and data from across the country. Your Region is slightly short of what is needed to be representative and your response will help a great deal. If you feel that you do not wish to complete the survey, please return it blank. That way I will know you did receive it.

I need a return date of no later than April 18th. I would really appreciate your cooperation. I will forward you a copy of the results as soon as they have been tabulated.

Sincere Thanks,

Ron Brown
Athletic Counselor

APPENDIX D

LETTER TO THE JURY OF EXPERTS

January 24, 1988

Leo Canaday, Athletic Director
Northern Oklahoma College
1220 E. Grand
Tonkawa, Oklahoma 74653

Hello Leo,

How are things at the old alma mater. I trust this letter finds you and the family in good health. I offer belated condolences from myself and Kay on the loss of your brother. Although I don't think I ever met him, I know that the pain of your loss went very deep. Our prayers are with you all.

The reason I am writing is to ask for your assistance in my dissertation. I have devised my own questionnaire and I am soliciting your assistance in the validation of its content. I have enclosed a copy with this letter.

Please feel free to make any comments you would like about the questions and information being requested, as well as the construction. The positioning of questions to make it easier for those who will answer it is one of my major concerns. I would also like you to comment on any questions which may seem confusing or in the gray area.

Your comments, along with those of other individuals selected for the panel of judges, will be incorporated into the survey. I will then send you a copy of the final survey and ask you to complete it as though you were actually responding for the study. This will give me some idea of how reliable the instrument is. I am shooting for a deadline of February 10, to have revisions made and to do my major mailout. When the study is completed I will forward you a copy. If there is any concerns you feel I should add which you may be interested in, by all means include them as well. I want to thank you in advance for your help and I will look forward to getting down there before the season is over.

Sincere Thanks,

Ron Brown
73050
Athletic Counselor

Return to: Ron Brown
P.O. Box 516
Langston, OK

APPENDIX E

LETTER TO THE PILOT STUDY PARTICIPANTS

February 25, 1988

Ron Murphree, Athletic Director
Cowley County Community College
125 south Second
Arkansas City, Kansas 67005

Hey Ron,

Thank you for your input on my questionnaire. As I mentioned in my last correspondence, I am forwarding a copy of the survey to solicit your participation in the pilot study.

Coach, I need you to complete the survey as though you were an actual participant in the study. Please make note of any problems you have in determine the type of response I am soliciting. I would also be interested in any questions and answers you feel are too sensitive to provide an answer to. The survey asks athletic directors about the make-up of their programs and some opinions on current legislation pertaining to the NJCAA.

I know you are in the middle of figuring out ways to beat pants off Hutch, Allen, Garden City, and the rest of the gang for a playoff berth. This may be a hectic time for you, but I certainly would appreciate your taking the 20 minutes out to help me get this project under way. Instructions are attached and a return envelope for your convenience. You might scan it over to make sure that you will not need your president's permission to give out the information. Most of the information requested is a matter of public record, but it would require going to every library in the country to get it.

Hey Ron, good luck with the program. I will look forward to getting this information back as soon as you are done.

Sincere Thanks,

Ron Brown
Athletic Counselor

VITA

Ronald G. Brown

Candidate for the Degree of
Doctor of Education

Thesis: CURRENT STATUS OF TWO-YEAR COLLEGE ATHLETIC
PROGRAMS IN NON-GENDER SPECIFIC AND NON-FOOTBALL
PLAYING INSTITUTIONS OF THE NJCAA

Major Field: Higher Education

Area of Specialization: Health, Physical Education and
Recreation

Biographical:

Personal Data: Born in Pawhuska, Oklahoma, December
7, 1953, the son of Alvin and Delores Brown.
Married to Kay Mayes; five daughters: Miya,
Tamela, Tiffany, Terra, and TaRonda.

Education: Graduated from Pawhuska High School,
Pawhuska, Oklahoma in May 1970; received bachelor
of Science Degree in Physical education from
Oklahoma City University in August 1974; completed
requirements for the Master of Education degree at
Central State University in Edmond, Oklahoma in
July 1981 with a major in Community and Junior
College Education; completed requirements for the
Doctor of Education degree at Oklahoma State
University in Stillwater, Oklahoma in December of
1988.

Professional Experience: Physical Education
Instructor and Head Men's Basketball Coach at
Northern Oklahoma College in Tonkawa from July
1981 to August 1985; Academic Counselor/Advisor
for Athletics at Oklahoma State University in
Stillwater from August 1985 to July 1988.