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Perceptions of Women's Teams Coaches Regarding Gender Equity and Title IX Compliance in Community Colleges

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Perceptions of Women's Teams Coaches Regarding Gender Equity and Title
IX Compliance in Community Colleges

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
The Department of Educational Leadership, Counseling, and Foundations

by

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BS, Spring Hill College, 1983
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Table of Contents

| | |
|---|------|
| List of Figures | vi |
| List of Tables | vi |
| Abstract | viii |
| Chapter One | 1 |
| Introduction and Statement of the Problem..... | 1 |
| Secondary and Postsecondary Enrollment | 3 |
| Athletics Participation | 5 |
| Scholarships, Recruiting Budget and Operating Expenses | 6 |
| Litigation Related to Title IX Compliance..... | 13 |
| Overview of Methodology | 15 |
| Research Questions | 15 |
| Significance..... | 17 |
| Definition of Terms | 17 |
| Conclusion..... | 19 |
| Organization of Study | 19 |
| Chapter Two..... | 21 |
| Review of Literature..... | 21 |
| Historical Perspective..... | 21 |
| Higher Education for Women | 21 |
| Collegiate Athletics | 22 |
| Women’s Athletics and Women’s College Athletics..... | 24 |
| Modern Sports Era | 26 |
| Higher Education Act of 1965 and Title IX of the Education Amendments | 27 |
| Summary of the Historical Perspective | 28 |
| History of the NCAA and NJCAA in Relation to Women’s Athletics | 29 |
| Title IX in the Collegiate Setting | 32 |
| Equity in Athletics Disclosure Act..... | 32 |
| Commission on Opportunity in Athletics..... | 37 |
| Coaches and Perceptions of Equity | 39 |
| Gender Equity and Litigation in Women’s Athletics..... | 44 |
| Benefits of Participation in Collegiate Athletics..... | 54 |
| Conceptual Framework | 57 |
| Theory of Social Equity | 57 |
| Social Equity and Athletics | 59 |
| Summary | 63 |
| Chapter Three..... | 65 |
| Methodology | 65 |
| Introduction | 65 |
| Research Questions | 65 |
| Research Design..... | 67 |
| Population and Sample..... | 67 |
| Population..... | 67 |
| Participant Selection..... | 68 |
| Contacting Participants | 68 |

| | |
|---|-----|
| Data Collection..... | 69 |
| Instrument Selection and Design..... | 69 |
| Survey Administration | 70 |
| Response Rate | 71 |
| Variables..... | 71 |
| Dependent Variables | 71 |
| Independent Variables..... | 72 |
| Data Analysis | 73 |
| Coding and Entering Data | 73 |
| Descriptive Statistics | 76 |
| Reliability | 80 |
| Analysis of Variance | 81 |
| Conclusion..... | 83 |
| Chapter Four | 84 |
| Results | 84 |
| Research Questions | 84 |
| Research Question One | 84 |
| Research Question Two | 85 |
| Research Question Three | 86 |
| Research Question Four | 87 |
| Research Question Five..... | 89 |
| Research Question Six | 89 |
| Research Question Seven..... | 93 |
| Research Question Eight | 97 |
| Research Question Nine..... | 102 |
| Summary | 105 |
| Chapter Five..... | 108 |
| Discussion | 108 |
| Discussion of the Purpose of the Study..... | 108 |
| Discussion of Results | 110 |
| Research Question One | 110 |
| Research Question Two | 115 |
| Research Question Three | 116 |
| Research Question Four | 119 |
| Research Question Five..... | 121 |
| Research Question Six | 122 |
| Research Question Seven..... | 125 |
| Research Question Eight | 126 |
| Research Question Nine..... | 129 |
| Delimitations | 134 |
| Limitations | 135 |
| Revisiting the Conceptual Framework..... | 136 |
| Implications..... | 137 |
| Recommendations for Future Research | 140 |
| Conclusion..... | 143 |
| References..... | 146 |

| | |
|---|-----|
| Appendices..... | 155 |
| Appendix A: Approval from the University of New Orleans IRB..... | 155 |
| Appendix B: Email Request for Participation..... | 156 |
| Appendix C: First Follow-up Request for Participation | 157 |
| Appendix D: Second Follow-up Request for Participation..... | 158 |
| Appendix E: Permission to Use Survey | 159 |
| Appendix F: Survey Instrument | 160 |
| Appendix G: Item-Total Statistics for Overall Survey..... | 165 |
| Appendix H: Item-Total Statistics for Opportunities for Participation Scale | 166 |
| Appendix I: Item-Total Statistics for Benefits and Services Scale | 167 |
| Appendix J: Item-Total Statistics for Awareness Scale | 168 |
| Appendix K: Means and Standard Deviations for Items Related to Awareness and Understanding According to Gender | 169 |
| Appendix L: Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Years' Experience Coaching | 170 |
| Appendix M: Means and Standard Deviations for Items Related to Awareness and Understanding According to Sport Coached..... | 171 |
| Appendix N: Means and Standard Deviations for Items for Opportunities for Scholarships According to Geographic Region | 172 |
| Appendix O: Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Geographic Region | 173 |
| Appendix P: Means and Standard Deviations for Items Related to Awareness and Understanding According to Geographic Region | 174 |
| Vita | 175 |

LIST OF FIGURES

List of Figures

| | |
|--|----|
| Figure 1: NJCAA (all Regions) enrollment, participation, scholarships, recruiting and operational expenses by gender 2010..... | 34 |
| Figure 2: NJCAA Regions 23 and 22 enrollment, participation, scholarships, recruiting budget and operational expenses 2010. | 35 |
| Figure 3: NJCAA Regions 8 and 17 enrollment, participation, scholarships, recruiting budget and operational expenses 2010 | 35 |
| Figure 4: Segmented Equality as Related to Intercollegiate Athletics: Scholarships | 59 |
| Figure 5: Segmented Equality as Related to Intercollegiate Athletics: Opportunities and Resources..... | 60 |
| Figure 6: Block Equality as Related to Intercollegiate Athletics | 61 |
| Figure 7: Distribution of Respondents by Sport Coached..... | 79 |

LIST OF TABLES

List of Tables

| | |
|---|----|
| Table 1: Enrollment Comparison (in millions) 1970-2009 | 4 |
| Table 2: NCAA Participation Comparison: 1981-2010..... | 5 |
| Table 3: Comparison of Total NJCAA Data to NJCAA Regions 23, 22, 8 and 17 Data in Percentages..... | 8 |
| Table 4: Scholarship Opportunities for Women’s Sports | 32 |
| Table 5: Response Rate | 71 |
| Table 6: Variables and Assigned Codes..... | 75 |
| Table 7: Sample Demographic Data | 77 |
| Table 8: Primary Coaching Position by Gender in Percentages | 78 |
| Table 9: Means and Standard Deviations for Survey Items Related to Opportunities for Participation..... | 85 |
| Table 10: Frequency of Responses to Items Related to Opportunities for Participation in Percentages | 85 |
| Table 11: Means and Standard Deviations for Survey Items Related to Benefits and Services | 86 |
| Table 12: Rank Order of Perceptions of Benefits and Services from Least Equitable to Most Equitable..... | 87 |
| Table 13: Means and Standard Deviations for Survey Items Related to Awareness | 88 |
| Table 14: Frequency of Responses to Items Related to Awareness in Percentages..... | 89 |
| Table 15: Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Gender..... | 91 |
| Table 16: Means and Standard Deviations for Items Related to Equity in Opportunities for Participation by Years’ Experience Coaching..... | 94 |
| Table 17: Means and Standard Deviations for Opportunities for Scholarships by Years’ Experience Coaching..... | 95 |

| | |
|--|-----|
| Table 18: Means and Standard Deviations for Comfort Discussing Gender Equity by Years' Experience..... | 96 |
| Table 19: Means and Standard Deviations for Items Related to Equity in Opportunities for Participation According to Sport Coached | 98 |
| Table 20: Means and Standard Deviations Related to Opportunities for Scholarships by Sport Coached..... | 99 |
| Table 21: Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Sport Coached..... | 100 |
| Table 22: Differences in Perceptions Based on Sport Coached..... | 102 |
| Table 23: Means and Standard Deviations for Level of Comfort Discussing Equity Issues and Title IX Non-compliance According to Geographic Region | 104 |
| Table 24: Differences in Perceptions Based on Geographic Regions..... | 105 |

Abstract

Title IX was enacted over 40 years ago, and although there have been marked increases in the number of girls and women participating in athletics at every level, gender equity in athletics continues to be a concern. This is especially evident at the community college level. Title IX requires equity in the areas of opportunities for participation, opportunities for financial aid, and equity in benefits and services. This study sought to ascertain perceptions of equity held by community college coaches of women's teams. A cross-sectional design was used to survey coaches from all regions of the NJCAA who were listed in the *National Directory of College Athletics* in regard to their perceptions of equity in opportunities for participation, opportunities for scholarships, awareness and understanding of Title IX and related compliance issues, including whistleblower protection, and their level of comfort in discussing gender equity issues with supervisors. Multivariate analysis of variance revealed significant differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender, years' experience coaching, sport coached and region, although effect sizes for each analysis were determined to be small. Without question, women are in a better position to recognize gender inequities in athletics on college campuses. It is essential that women are recruited and hired into leadership positions in athletic departments and into executive positions in educational administrations at community colleges. Without a voice at the decision-making levels, the pace at which community colleges move toward equity will continue to lag.

CHAPTER ONE

Introduction and Statement of the Problem

Participation in athletics and athletic scholarships for women has increased dramatically in the United States since Title IX legislation (National Coalition for Women and Girls in Education, 2002). From 1970-2009, athletic participation at the high school level increased 78% for girls compared to 29% for boys (National Federation of State High School Association, 2012). At the four year college level, from 1981-2010, participation increased 148% for women compared to 46% for men (NCAA, 2010). At the two year college level, from 1981-2010, there was a 65.5% increase in the women's division membership compared to a 2% increase in the men's division (U.S. Department of Education, 1997). Therefore, the interest in participation among girls and women appears evident. Title IX was enacted four decades ago to prohibit gender discrimination in educational programs and those benefits and activities associated with those programs (United States Code, 20 U.S.C. § 1681(a), p. 943). But is there *equity* in men's and women's athletic programs today? And, more specifically, is there equity in athletics at the community college level?

The benefits of participation in athletics are many and may positively impact the physical, educational, social, and emotional life of women. Health benefits include reduced risk of heart disease, hypertension, diabetes, and cancer among others (International Olympic Committee, 2002). The National Coalition for Girls and Women in Education (NCGWE, 2012) reports on the educational benefits, including the increased likelihood for female athletic participants to graduate from high school, have higher grades, and achieve higher scores on standardized tests than those females who do not participate in athletics. The lessons of leadership, teamwork, and self-confidence assist students both while in school and later in the workplace (NCGWE, 2012).

Woods (2006) states that 82% of female executives had experience playing sports and most cite the lessons learned on the playing field as contributing to their success in business.

The Higher Education Act of 1965 (HEA), Public Law 89-329, was signed into United States law on November 8, 1965 as part of President Lyndon Johnson's Great Society domestic agenda. The law was intended to strengthen the educational resources of colleges and universities and to provide financial assistance for students (Kaplin & Lee, 2006). Since that time, additional legislation to provide greater access with more a equitable distribution of resources has been enacted.

Title IX of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972) was enacted to prohibit sex discrimination in education programs that receive federal financial assistance. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (United States Code, 20 U.S.C. § 1681(a), p. 943). Title IX was not originally intended as legislation to improve women's opportunities in college athletics; however, Title IX is most often associated with gender equity issues related to college athletics today.

Title IX legislation alone did not solve problems with inequities. It was through education about the legislation and establishing a measure of accountability that opportunities were expanded and started to become available to women (Maatz, 2012). In an attempt to further compliance with the legislation and to enhance the monitoring of Title IX compliance, the Equity in Athletics Disclosure Act of 1994 (EADA) was enacted. It requires co-educational institutions of postsecondary education that participate in Title IV (a federal student financial assistance program) and have an intercollegiate athletic program, to prepare an annual report to the

Department of Education on athletic participation, staffing, and revenues and expenses, by men's and women's teams. The Department uses this information in preparing its required report to the Congress on gender equity in intercollegiate athletics (U.S. Department of Education, 2006).

With these pieces of legislation designed to increase access and opportunities for participation in the higher education arena, one would expect to see enormous increases in the enrollment levels and in the athletic participation levels of women. Both enrollment levels and athletic participation have indeed increased dramatically since Title IX was enacted (U.S. Department of Education, 1997). When considering gender equity, issues to consider include enrollment and participation rates, scholarship distribution, recruiting and operating budgets and litigation that has set precedents for compliance.

Secondary and Post-secondary Enrollment

National Center for Education Statistics (NCES) (2011) provides total enrollment data for four-year higher education institutions, which indicates a 106% increase from 1970 to 2009. From the years 1981-2009 full-time male enrollment increased from 2.8 million to 4.2 million, an increase of 50%. Full-time female enrollment increased from 2.5 to 5.2 million, an increase of 108%.

At the community college level, the NCES (2011) data for total enrollment at two-year institutions also shows substantial increases from 1970 to 2009. While full-time male enrollment saw an increase during this time, full-time female enrollment rose 293% (see Table 1). Specifically at community colleges who are members of the National Junior College Athletic Association (NJCAA), between 2003 and 2010, enrollment increased from 507,000 to 673,000 males and from 641,000 to 815,000 females. At community college NJCAA institutions, in 2010, enrollment by gender was 54.8% female and 45.2% male.

Table 1

Enrollment Comparison (in millions) 1970 to 2009

| | 1970 | | | 2009 | | | | | |
|--------------------|------|--------|-------|------|------------|--------|------------|-------|------------|
| | Male | Female | Total | Male | % Increase | Female | % Increase | Total | % Increase |
| High School | 7.4 | 7.3 | 14.7 | 8.4 | 13.5 | 8.1 | 10.9 | 16.4 | 11.6 |
| All Post-secondary | 4.4 | 3 | 7.4 | 8.6 | 95 | 11.1 | 270 | 19.8 | 168 |
| 4 year | 2.7 | 1.9 | 6.3 | 4.2 | 55 | 5.25 | 184 | 12.9 | 106 |
| Community College | .77 | .46 | 2.3 | 1.5 | 88 | 1.8 | 293 | 7.5 | 224 |

U.S. Census Bureau (2012); NCES (2011)

As can be seen in Table 1, enrollment levels at secondary schools increased from 1970 to 2009. By gender, enrollment for males increased slightly more than enrollment for females, but a total increase of 16.4% has been realized. Enrollment in post-secondary institutions has also seen substantial increases. At all degree-granting institutions, total enrollment increased by 168%. By gender, the enrollment increase for females is a dramatic 270%. In 1970, enrollment was 59.5% male and 40.5% female. By 2009, enrollment was approximately 43.4% male and 56% female (US Census, 2012).

There has also been an increase of 42% in first-time freshman enrollment between 1994 and 2008 (NCES, 2011). A 13% overall increase in first-time freshman enrollment between 2008 and 2018 is projected, with an 8% increase for men and an 18% increase for women (NCES, 2011).

Perhaps these increases in enrollment can be attributed to several factors. First, financial assistance through loans and grants has become more available due to the HEA. Second, community colleges allow access to higher education to those who may not otherwise have access, namely those who are lower income, first generation college attendees, minorities and immigrants (Rhoades, 2012). Finally, the earnings potential of those with an associate degree is

\$6,000/year higher than those with only a high school diploma, while those with a bachelor’s degree average \$16,000/year more than those with a high school education (Aud & Hannes, 2010).

Athletics Participation

In 1971, the year prior to the enactment of Title IX, fewer than 300,000 high school female students participated in interscholastic athletics. Whereas approximately one in every two boys participated, only approximately one in twenty-seven girls participated (Lopiano, 2000). During the years 1980-2009, participation in athletics among high school students increased from 5.4 million to 7.6 million. By gender, male participation increased 29%, from 3.5 million to 4.5 million. Female participation increased 78%, from 1.8 million to 3.2 million (National Federation of State High School Associations, 2012). By 2009, the number of high school females students participating in athletics had increased 958% since 1971, the year prior to the enactment of Title IX (United States Census Bureau, 2012; National Federation of State High School Associations, 2012).

As seen in Table 2, National Collegiate Athletic Association (NCAA) participation records for the years 1981-2010 in 4-year colleges and universities reveals a modest increase in participation for male college athletes. The review reveals a significant increase in participation for collegiate female athletes (Zgonc, 2010).

Table 2

NCAA Participation Comparison: 1981 – 2010

| | 1981 | | 2010 | | | |
|---------------|---------|--------|---------|------------|---------|------------|
| | Male | Female | Male | % Increase | Female | % Increase |
| Participation | 169,800 | 74,239 | 249,307 | 46.8 | 184,426 | 148% |

Zgonc, 2010

At the community college level, NJCAA athletics participation prior to the enactment of Title IX is unknown, but a clear increase is evident in female participation between 1999 and 2010 when there was an increase of 1.95% for member institutions in the men's division compared to an increase of 65.5% for member institutions in the women's division (U.S. Department of Education, 1997). The Office of Postsecondary Education (OPE) (n.d.) data reveal an increase in athletics participation between 2003 and 2010 of 17% for men and 18% for women with men accounting for 55% of participants and women accounting for 45% of the participants.

While these increases in participation may lead one to believe Title IX has accomplished its mission, a closer review will reveal the problems that may persist. Kenney (2008) investigated coaches' perceptions of gender equity and Title IX compliance among community colleges in Mississippi, one of the states comprising region 23 of the NJCAA. Among findings, descriptive statistics revealed 19.2% of coaches strongly disagreed that scholarships were distributed equitably, and 34.6% of coaches didn't know if scholarships were distributed equitably among male and female student-athletes at their respective institutions. Equitable distribution of scholarship funding is required by Title IX.

Scholarships, Recruiting Budget and Operating Expenses

In 2004, NCAA Division I, II, and III schools documented 343,689 students as athletics participants. Of those, 58% were male, and 42% were female. Athletic scholarship opportunities for these student athletes were distributed with 55% going to men, and 45% going to women. Of the \$119,945,895 recruiting expenses, 67% went towards men's teams, and 33% towards women's teams (OPE, n.d.).

NJCAA athletic participation rates for 2003 reveal a disparity in scholarship opportunities, recruiting budget and operating expenses among certain regions of the National Junior College Athletic Association. According to Suggs (2004), for example, in Region 23 (a region composed of community colleges in Louisiana and Mississippi), the full-time student enrollment for the year 2002-03 was comprised of 63% women and 37% men. However, the athletes were overwhelmingly male. The scholarship, operating and recruiting budgets were all disproportionately distributed to men's programs (OPE, n.d.).

In Table 3, in addition to data on Region 23, a comparison of data from the years 2003 and 2010 is given for other regions similar to region 23 in that they are comprised of states in the Southeast geographic region. These include Region 22 and Region 17 of the NJCAA. The full-time student enrollment in each region was majority female in each year, with the rate of participation remaining relatively the same during the time span. Region 8 is also listed as it is a state in the Southeast, but is comprised solely of the colleges in Florida. It is the only region whose participation is proportional to enrollment, and subsequently spending is proportional to participation. In the other three regions, rates of participation were disproportionate to a majority female enrollment with the majority of the scholarship, operating and recruiting expenditures going towards men's teams (OPE, n.d.).

Table 3

Comparison of Total NJCAA Data to NJCAA Regions 23, 22, 8, and 17 Data in Percentages

| NJCAA Region | ALL | | | | 23 LA/MS | | | | 22 AL | | | | 8 FL | | | | 17 GA | | | |
|---------------|------|----|------|----|----------|----|------|----|-------|----|------|----|------|----|------|----|-------|----|------|----|
| | 2003 | | 2010 | | 2003 | | 2010 | | 2003 | | 2010 | | 2003 | | 2010 | | 2003 | | 2010 | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| Participation | 63 | 37 | 63 | 37 | 73 | 27 | 70 | 30 | 53 | 47 | 53 | 47 | 46 | 54 | 46 | 54 | 63 | 37 | 59 | 41 |
| Scholarships | 56 | 44 | 56 | 44 | 74 | 26 | 68 | 32 | 52 | 48 | 52 | 48 | 46 | 54 | 43 | 57 | 64 | 36 | 57 | 43 |
| Recruiting | 60 | 40 | 58 | 42 | 73 | 27 | 73 | 27 | 56 | 48 | 53 | 47 | 45 | 55 | 48 | 52 | 53 | 47 | 55 | 45 |

OPE,n.d.

Despite the dramatic increases in participation of girls and women at all levels of competition, scholarship opportunities and opportunities for participation for female student-athletes continue to lag behind those afforded to male student-athletes. In addressing the notion that women are simply less interested and therefore less likely than men to participate in athletics, one might counter with the previously mentioned participation data that seems to demonstrate that opportunity drives interest (Choi, 2008).

A difference in the student profile of community college students is sometimes used to explain discrepancies in the numbers of full-time students seeking to participate at the college level (Thomas, 2011). Community college students are typically older than students enrolled in other institutions of higher education. To a greater extent, they are also more likely to have risk factors such as delayed entry, no high school diploma, more likely to be enrolled part-time, financially independent, have dependents, and are single parents (Mulling, 2012). Despite the differences often found in the community college student profile, there has been an increased number of female participants and opportunities for participation at the NJCAA level over the years (OPE, n.d.). One would expect that along with increased opportunities for participation for

women, increased opportunities for athletic scholarships for women would also increase the number of participants. Increased scholarship opportunities could be made more available to women at a more equitable rate (Thomas, 2011).

Cheslock (2007) provides a comprehensive review of data regarding participation trends which also supports the concept that, given the opportunity, interest and participation among women will increase. In a study of 738 NCAA institutions, between the years 1995-2005, Cheslock (2007) observed increases in athletics participation by women of approximately 25,000 athletes. During that time period, 876 teams were added. In comparison, male participation increased by approximately 7,000 athletes and two teams were added (Cheslock, 2007).

An argument sometimes used in an attempt to explain lower participation rates among community college women, in addition to the different profile of the community college student cited previously, is a perceived lack of female students who are interested in extracurricular athletic endeavors because of other responsibilities. However, the data on participation trends in athletics show dramatic increases among women at the community college level as well as at other levels of competition. Thomas (2011) writes of the perceived failure to comply with the laws on gender equity in athletics at the community college level because of the fact that smaller schools get less scrutiny and are less likely to suffer consequences. Specifically, Thomas (2011) relates the story of Los Angeles Southwest College, a school whose athletic director and head football coach admits that he is probably violating federal law by not offering enough roster spots for women. The coach, Henry Washington, describes what he calls a lack of interest among women who have busy schedules, the lack of a full time women's coach, and an institution struggling economically as reasons for the gender equity and compliance issues at his college. In contrast, Thomas (2011) describes the program at Pensacola Junior College. There,

the athletic director, Bill Hamilton, cites similar problems of economic challenges, the community college student profile of students with busy schedules, and a supposed lesser interest than males in athletics participation. However, at Pensacola Junior College, there is no shortage of women's teams and participation. Hamilton describes the college's success with gender equity is not because it is easy to accomplish, but because it is right. Additionally, the Florida community college system closely monitors the issue of equal opportunity, and Hamilton knows that his President expects athletics not to cause any problems for the college in that regard. Hamilton stated, "...colleges must provide opportunities to women if they hope to fulfill their mission to educate students through participation in sports. That is especially true at community colleges" (Thomas, 2011, paragraph 39).

Thomas (2011) contends that, without question, the conditions and status of gender equity in athletics at Los Angeles Southwest more accurately reflect the norm at community colleges across the country. She cites Pensacola State as one of the rare exceptions among community colleges and one which proves that the demands of Title IX can be met. The growing numbers at community colleges nationwide, already a majority female in number, may see a shift in students who expect and even legally demand opportunities to participate in athletics. Karen Sykes, former president of the NJCAA, commented that some member institutions lack a genuine effort in striving to achieve equity, noting that some were willing to make a half-hearted effort and risk accepting the consequences. Sykes acknowledged years ago that community colleges have rarely been scrutinized, but she believed the time was coming when community colleges would come under greater scrutiny for their shortcomings (Thomas, 2011).

Nevertheless, Title IX applies to athletic programs at every level of education and does so in three areas. These areas include: 1) participation; 2) financial aid (i.e., athletic scholarships); and 3) benefits and services.

Regarding the area of participation, there are three means by which an institution may demonstrate compliance. These are referred to as the three prongs of compliance (Stafford, 2004). The first prong is proportionality. This requires that the number of athletic participants for male and female athletes be proportional to the male and female enrollment at the institution. The second prong is satisfaction of interest. This requires that the interests and abilities of the students have been effectively accommodated. The third prong is a history and continuing practice of program expansion, which demonstrates the effort of an institution to come nearer to equitable proportionality by gradually increasing opportunities for participation among the underrepresented sex. The ability to document the satisfaction of any one of these three prongs of compliance is acceptable to demonstrate compliance within the area of participation (Stafford, 2004).

Equity in participation and scholarships can be evaluated through viewing data made available at the OPE through the Equity in Athletics Disclosure Act. However, the EADA requires only the reporting of data associated with participation rates and financing provided to support the men's and women's athletic programs at an institution. This data is reported by the institution's designated employee responsible for reporting. The reported data does not result in automatic sanctions for institutions failing to achieve equity in participation or scholarship funding. An investigation into compliance at an institution might take place only if an individual files a complaint with the Office for Civil Rights (OCR), the enforcement arm of Title IX. And while the NCAA administers a self-study and certification process through which institutions

address, in part, issues of gender equity, there is no evidence that the NJCAA administers any such review process. It is for this reason that awareness and understanding of what Title IX means and how it can be enforced is so important, especially at the community college level where the NJCAA appears to be less proactively involved in gender equity initiatives. An understanding of what constitutes violations to Title IX, how violations can be recognized, and how they can be addressed so as to promote compliance is key to effecting change and attaining equity in women's athletics (Women's Sports Foundation, 2011).

Regarding the second area of compliance, financial aid, Title IX requires that female and male student-athletes receive athletics scholarship dollars proportional to their participation (Stafford, 2004). Therefore, if 60% of student athletes are female, and 40% are male, then 60% of athletic scholarship funding available should go to female student-athletes, and 40% to male student-athletes.

For the third area of compliance, the area of other benefits and services, Title IX requires the equal treatment of female and male student-athletes in the provision of the following: a) equipment and supplies; b) scheduling of games and practice times; c) travel and daily allowance/per diem; d) access to tutoring; e) coaching; f) locker rooms, practice and competitive facilities; g) medical and training facilities and services; h) housing and dining facilities and services; i) publicity and promotions; j) support services; and k) recruitment of student-athletes. This is often referred to as the "laundry list" (Judge & O'Brien, 2010) of items included in benefits and services when evaluating programs for gender equity. The items need not be exactly the same for men and women, however the availability, quality, and services offered should be comparable and equal in effect when comparing the men's and women's programs (Judge & O'Brien, 2010).

The areas of participation and equitable financial assistance requirements in regard to Title IX compliance in athletics are readily reviewed since the inception of the Equity in Athletics Disclosure Act of 1994 and, later, the online access provided to this collected data. Researchers such as Suggs (2004) have used this data to reveal the findings cited previously regarding disproportionate participation rates and athletic scholarship distribution rates for male and female student-athletes, i.e., Region 23's 2010 enrollment of 62% female and 38% male with only 30% of athletic scholarships distributed to women and 70% distributed to men.

Litigation Related to Title IX Compliance

There is much research and litigation which has impacted gender equity in athletics at the NCAA level (e. g., *Haffer v. Temple University*, 1987; *Boucher v. Syracuse University*, 1999; *Pederson v. Louisiana State University*, 2000). In each of these cases, the universities were found to be in violation of Title IX due to disproportionate opportunities for participation and/or athletic scholarships in favor of male athletes. These cases resulted in improved resources for women's programs, including increased opportunities for participation and increased athletic scholarships for women. There is far less research on gender equity and Title IX compliance or litigation involving non-compliance on the community college level. However, the findings of the court in regard to these cases, or any case involving an NCAA member institution for that matter, are applicable to community colleges as well.

The importance of legislation and litigation to effect change is evident in regard to all sorts of social change, whether it is related to human rights, women's rights, or civil rights (Mezey, 2003). Universities and colleges may be more likely to implement change when there are potential consequences, especially financial consequences, which can result from violating federal law (Steinbach, 2010).

Steinbach (2010) discusses the problem of coaches today still lacking knowledge regarding Title IX. Staurowsky (2009) reported on the overwhelming number of athletics administrators, compliance officers, and legal councilors who fail to implement Title IX workshops for their athletic departments. She contends that coaches must be Title IX literate because they need to advocate for their programs; they need to understand Title IX so that they are able to effect change within their administrations or even outside of them, including litigation, when necessary. Additionally, all constituents must understand and be aware of how Title IX works because enforcement depends upon that knowledge and that voice (Steinbach, 2010).

Title IX was enacted in 1972. Over thirty years later, Suggs (2005) illustrated the discrepancies in funding for college female athletes, especially for those attending small or community colleges. Forty years following the enactment of Title IX, still, there is great disparity in funding for female college athletics and a failure of university and college athletics to comply with the law (OPE, n.d.). Questions remain as to why such disparity in equity still exists, and more specific to this study, why does such disparity exist at the community college level? Staurowsky (2009) contends that coaches need to understand Title IX and be knowledgeable about compliance at their institutions so that they can advocate for their programs and effect change where necessary.

Therefore, the purpose of my research study was to explore perceptions among coaches of community college women's teams regarding gender equity at their institutions. The importance of surveying women's teams' coaches was to ascertain perceptions from a source more directly connected to and affected by inequities. Equity data reported by institutions through the Equity in Athletics Disclosure Act requirements is self-reported by the institution's designated compliance officer and, as such, may not accurately reflect information or perceptions

held by those closest to women's programs - those historically underrepresented and poorly funded. While data reported through the EADA can provide raw numbers, a survey of coaches administered through this research study and subsequent analysis seeks to add more nuanced information to the picture. Additionally, an exploration of questions regarding knowledge and awareness of Title IX and methods of addressing concerns at the institutional level provides some insight into how persistent inequities impact programs and thus how the inequities might be addressed at the institutional level.

Overview of Methodology

The methodology employed included a survey of coaches of women's sports teams at NJCAA community colleges in the United States. Data was collected regarding their perceptions of gender equity and then analyzed using descriptive and inferential statistics. Multivariate analyses of variance were conducted to examine coaches' perceptions of equity and Title IX compliance areas and variations in these perceptions according to gender, years' experience coaching at the college level, sport coached and geographic region.

Research Questions

The overarching issue addressed in this research is: What are the perceptions of women's teams' coaches at community colleges regarding gender equity and Title IX compliance?

Specific questions are:

1. What are the coaches' perceptions regarding gender equity in terms of opportunities for participation?
2. What are the coaches' perceptions regarding gender equity in terms of opportunities for financial aid by means of athletic scholarships?
3. What are the coaches' perceptions of gender equity in regard to benefits and services?

4. What are the coaches' perceptions of their awareness and understanding of Title IX and related compliance issues?
5. How comfortable do coaches feel discussing their perceptions of gender equity issues or Title IX non-compliance with their supervisors?
6. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender?
7. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience in coaching?
8. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached?
9. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region?

Significance

Little research has been conducted on Title IX compliance and gender equity issues at the community college level (Castaneda, Katsinas, & Hardy, 2008). Through a review of gender equity data, Suggs (2005) found that equity in opportunities for participation and opportunities for athletic scholarships for women at the community college level is not proportional to the enrollment of males and females at their institutions. While great strides have been made, equity has not been achieved. And the disparity appears to be greater at the community college level (Suggs, 2005).

What is lacking is an understanding of the reasons for the greater disparity in gender equity at the community college level. By determining reasons for the persistence of gender inequities at this level, perhaps they can be better addressed. We do not know if coaches and students are adequately informed about Title IX and the rights guaranteed to women participating in athletics. We don't know if there are differences in perceptions caused by variables such as gender, sport coached, years' experience in coaching, and region. This study seeks to assess the perceptions, awareness, and understanding of community college women's teams' coaches regarding the issues of gender equity and Title IX mandates as it relates to intercollegiate athletics so that inequities which still exist in community college athletics might be recognized, illuminated, and addressed.

Definition of Terms

The terms used in this research are defined here.

Head coach: Individual serving as the lead instructor and manager of an athletic sports team.

Assistant coach: Individual serving in an assistant capacity to the head coach.

Women's programs: Athletic programs at the college serving female intercollegiate athletes.

Title IX compliance areas in regard to athletics:

1. Opportunities for Participation: The number of opportunities or slots available for students to compete on intercollegiate athletic teams. This number is often affected by the type and number of sports sponsored for males and females (NCAA, 2010).
2. Opportunities for Financial Aid (i.e. Athletic Scholarships): Financial aid based upon a student-athletes ability to meet the admission requirements of the institution and the athletic requirements of the sport(s) in which he/she will participate (NCAA, 2010).
3. Benefits and Services: Sometimes referred to as the “laundry list” (Judge & O’Brien, 2010). Benefits and services refers to any and all benefits and services including: a) equipment and supplies; b) scheduling of games and practice times; c) travel and daily allowance/per diem; d) access to tutoring; e) coaching, f) locker rooms, practice and competitive facilities; g) medical and training facilities and services; h) housing and dining facilities and services; i) publicity and promotions; j) support services and k) recruitment of student-athletes (NCAA, 2010).

Three-prong method of compliance in regard to the area of athletic participation:

1. Proportionality: An athletic program is considered compliant when offering opportunities for athletic participation which is proportional to the student enrollment at that institution (NCAA, 2010).
2. Accommodation of interests: Refers to the effective accommodation of athletic interests garnered from the potential student-athletes for an institution (NCAA, 2010).
3. History and continuing practice of program expansion: An institution may show compliance with the participation prong means of compliance by continuing to add opportunities for participation for the underrepresented sex (NCAA, 2010).

Equity: Equal shares of resources for men and women in collegiate athletics in regard to opportunities for participation, financial aid in terms of athletic scholarships, and treatment, benefits, and services.

Disparity: Disparity refers to the differences in equity, whether athletic participation opportunities, athletic scholarship opportunities, treatment regarding benefits/services (i.e. financial support of programs, operating budgets, recruiting, etc).

Conclusion

This research study was designed in an effort to assess the perceptions, awareness, and understanding of coaches at the community college level regarding gender equity and compliance issues as related to athletics at their institutions. The survey assessed their perceptions of proportionality and whether or not they perceived that interest and abilities of female students had been effectively accommodated. Perceptions of equity in scholarship opportunities and benefits and services were also ascertained. Additionally, awareness of the requirements of Title IX and perceived level of comfort discussing gender inequity or non-compliance was examined. With assessment and increased awareness of Title IX compliance requirements among coaches of women's teams, perhaps positive change can be effected toward the achievement of gender equity in collegiate athletics.

Organization of Study

Following this introduction, Chapter Two includes a review of the literature which provides an overview of the history of higher education for women, collegiate athletics, women's athletics, the Higher Education Act, Title IX legislation, the Equity in Athletics Disclosure Act, litigation resulting from non-compliance, and the various benefits of participation in athletics.

In Chapter Three the methodology employed to research the issue is discussed. The research design employing a modification of an existing gender equity survey is described. Descriptive statistics and analysis of variance are described as the means by which the data was analyzed. Results of the survey and data analysis are found in Chapter Four. Discussion and interpretation of the results, along with implications for policy makers and recommendations for future research are offered in Chapter Five.

CHAPTER TWO

Review of Literature

Historical Perspective

Discrimination has pervaded the history of the country and has been addressed at various levels and in various ways throughout that history (Pratto, 1999). Discrimination against women in athletics is no exception. The purpose of this study is to assess perceptions, awareness, and understanding of Title IX as it relates to intercollegiate athletics through the perspectives of coaches of women's teams at community colleges. Following is a brief overview of the emergence and development of higher education for women, athletics in higher education, women's athletics, and a review of legislation which has influenced women's intercollegiate athletics. A conceptual framework is also presented.

Higher education for women.

Early in the history of this country, higher education was not available to women. While higher education existed for men in the United States in the 17th and 18th centuries, it was not until the 19th century that women began to receive opportunities for a college education. At that time, women's colleges were instituted. Co-education was not a consideration then. Concerns over women's mental and physical abilities, including concerns over whether their reproductive systems might even collapse, were at issue (Gordon, 1989). Gordon also writes that experts of the day advised little to no informal contact between men and women. Each was important to maintaining society, but it was thought that sex-role behavior and responsibilities should not be crossed.

In a reform movement begun in the early part of the nineteenth century, Mary Wollstonecraft along with other reformers argued that any differences in mental abilities between

men and women were due to the existing social environment. Among demands made were that women be provided with an opportunity for equality in the areas of political affairs, employment, legal position, social status, and education (Brubacher and Rudy, 1999).

Some of the first women's colleges, including Wesleyan, Judson, and the now extinct Mary Sharp college were established in the South in the mid-1800's. The northeast followed a couple of decades later with the establishment of Vassar, Wellesley, and Bryn Mawr. Efforts continued by women to be admitted to all male universities. A "compromise" in reaction to those efforts was offered by universities with the creation of women's branches such as Radcliffe at Harvard, Barnard College at Columbia University, Sophie Newcomb Memorial College at Tulane University, and Pembroke at Brown University (Brubacher and Rudy, 1999).

In the West, and particularly after the Morrill Act of 1862, admission to Universities opened up to women. The Morrill Act seemed to influence the thinking regarding equality of opportunity for *all* who wished to receive an education. By the 1960's, the idea of single-sex colleges began to raise serious concerns. By 1973, over half of those colleges had either closed their doors or become co-educational (Brubacher and Rudy, 1999).

Collegiate athletics.

In the early colonial period, not only was participation in athletics not available to women, but participation in athletics was not available to men either, as athletics was not a part of life at the college. Emphasis was on academics and religion. In the 1850's, however, literary societies and other clubs entered the university campus, and gymnastics were supported by college officials as a means of what was described as "working the devil out of students" (Brubacher & Rudy, 1999, p.49). Rowing became a popular activity, and in 1852, the first intercollegiate rowing event was held in New Hampshire between Harvard and Yale (Porto, 2003). Porto

describes that early meeting as one where the connection of athletic commerce and higher education already existed. The event drew 1,000 attendees. The athletes' transportation to the event and lodging at a lakeside resort village were paid for by the superintendent of the Boston, Concord, and Montreal Railroad. Porto (2003) marks this as the first date in a long and troubled relationship between athletic commerce and higher education.

Interest and participation in baseball soon followed that of rowing. Baseball quickly became the most widely played sport on college campuses during that time, and the first intercollegiate baseball game took place in Massachusetts on July 1, 1859 between Amherst College and Williams College. Finally, what Brubacher and Rudy (1999) described as the most loved of the campus sports, football (soccer at that time) held its first intercollegiate game in New Jersey in 1869 between Princeton and Rutgers. Years of competitions under varying rules eventually led to the adoption of a modified form of rugby rules. And eventually, the game turned into the American football game with which we are familiar today (Brubacher & Rudy, 1999).

After the game of football entered the scene, there was a volatile period where the violence in the football game led to extensive injuries and a number of deaths. Football was banned at a number of institutions, and others attempted to address the issue through the creation of intercollegiate athletics associations and conferences. The Intercollegiate Athletic Association of the United States (IAAUS) was established in 1906 and took its present name, the National Collegiate Athletics Association (NCAA), in 1910 (NCAA, 2010).

Despite the establishment of conferences and the NCAA in an effort to gain control over the corruption and abuses present in college athletics, a report on intercollegiate athletics made to the Carnegie Foundation in 1929 revealed that the problems caused by overemphasis on athletics

were still present (Thelin, 1994). Thelin describes the report as one noting a focus on the business aspect of athletics, and citing the need to give athletics back to the boys. Over four decades later, in 1974, a report published by the American Council on Education revealed that intercollegiate athletics was still riddled with issues involving the financing of athletics, the recruitment and subsidy of athletes, the harmful effects of competition with professional teams for compensation, costs associated with athletics facilities, and a continuing question regarding the educational role, if any existed at all, of collegiate sport (Brubacher and Rudy, 1999).

Women's athletics and women's college athletics.

While men's athletics began as extracurricular activities and was closely tied to commercialism from its inception, women's athletics began as a means to healthful activity and exercise. Women were then introduced to team sports through their physical education classes (Paul, 1993).

As described by the Women's Sports Foundation (2001), women's sports were shaped by the wider social, economic, and political experiences of the times. The evolution of women's sports can be divided into three major periods: the colonial, the nineteenth century, and the modern age (Women's Sports Foundation (2001). Beginning in the 17th Century, the colonial period, sporting experiences consisted primarily of dance, footraces, fishing, hunting, and equestrian events. Participation varied dependent upon one's environment and place in society. The second half of the eighteenth century brought about a change. Ideology and a capitalist economy brought about a movement to return women to the home and remove them from participation in physical activity. This was especially true in the eastern urban areas, but less true of those migrating west (Women's Sports Foundation, 2001).

At the beginning of the nineteenth century, the declining health of women was noted due to their movement away from physical activity and toward a focus on the home and the role of nurturer. Physicians and educators encouraged a return to physical activity for women. Schools were built for women that included calisthenics, domestic activities, and the more traditional activities of walking and riding. However, the Eastern cities had become entrenched with the new social order of women in the home. The economic power of these areas reduced the social aspect of the sport and created an emergence of what is described as modern sport. This was a trend of sports created by men for men. Women's roles remained one of the physically inferior whose place was in the home or providing their "moral superiority" as spectators or to ensure social order at sporting events (Women's Sports Foundation, 2001).

As early as the mid 19th Century, not all women were content to be relegated to a subservient position in the home. The feminist movement was formalized during this time period, and traditional gender roles were challenged. The Civil War played a part in challenging these roles as women embraced their roles as nurses and teachers (Women's Sports Foundation, 2001). More and more, however, women began to seek out careers beyond these traditional nurturing ones, and they began to attend college. At college, they demanded the addition of physical activity and sport. Administrators at private colleges, such as Vassar in New York and Smith and Wellesley in Massachusetts, concerned for the health and welfare of female students responded appropriately, adding exercise classes, gymnastics, and adopting sport clubs begun by their female students. These club sports included baseball, tennis, croquet, and archery (Women's Sports Foundation, 2001).

Modern sports era.

In the late nineteenth and early twentieth century, a more progressive attitude towards women in sports was adopted among working class and upper class women. Opportunities for participation increased, including the first Olympic competition among female athletes at the Paris games in 1900 (Women's Sports Foundation, 2001). For middle class women, however, progress and participation in athletics were not as positive. Fears regarding the physical and psychological ill effects of unrestricted athletic competition among women, as well as fears regarding a diminished femininity among participants combined to negatively affect the evolution of athletic competition among the middle class. Schools instituted rule changes which modified the games significantly and competition between schools was even watered down to play days which resembled a day of intramurals rather than a competitive season of competition. By the 1920's however, there was greater popularity of sports in society, greater availability of equipment, and increased involvement of sponsors. All of these factors offered an opportunity for women to pursue athletic competition in venues outside of the watered down physical educators' modified versions of athletics for women (Women's Sports Foundation, 2001).

During this era, the famous women's professional baseball league, the All-American Girls Professional Baseball League (AAGPBL) was formed. Collegiate track and field stars were trained at Tuskegee Institute and Tennessee State and became a backbone of female Olympic competitors. In the sixties, Billie Jean King played a significant role in the women's sports revolution. She contributed to changes in the way female professional athletes were treated and paid at Wimbledon, and she was instrumental in forming the women's professional Virginia Slims tennis tour of the early 1970's (Lesko, 2005).

Finally, it was during this era, in 1972, that Title IX was enacted. Subsequent litigation over failure to offer equitable opportunities for women at institutions receiving public funding has had an enormous impact on women. Any school or college that accepts federal funds must comply with the mandates of Title IX. This has had a significant effect on the number of women who now participate in collegiate athletics (Women's Sports Foundation, 2001).

Higher Education Act of 1965 and Title IX of the Education Amendments of 1972.

The origins of the policies related to non-discrimination may be viewed from the evolution of the entire civil rights movement. The Civil Rights Act of 1964 outlawed discrimination against blacks and women (Wright, 2005). The women's civil rights movement gained momentum in the late 1960s and early 1970s (Berkeley, 1999; Rosen, 2006). It was then that Americans began to focus attention on inequities that inhibited the progress of women and girls in education. While the Higher Education Act was enacted in 1965 as a means to strengthen the educational resources of colleges and universities and to provide financial assistance to students in postsecondary and higher education, the issue of sex bias in education did not move into the public policy realm until 1970 when Representative Edith Green (D – Oregon) introduced a higher education bill with provisions regarding sex equity. Green attempted to add an amendment to the Omnibus Post-Secondary Education Act of 1970. It addressed gender inequity concerns of salaries for professors, complaints of discrimination, and the issue of athletic scholarships which made education more available to men than to women. While the amendment did not pass, the hearings that Green held on this topic were the first ever of their kind and are considered the first legislative step toward the enactment of Title IX of the Higher Education Amendments (U.S. Dept. of Education, 1997; Skretny, 2002).

In 1971, several education bills that included sex discrimination proposals were introduced in the House (U.S. Department of Education, 1997). In the Senate, amendments by Senators Birch Bayh (D - Indiana) and George McGovern (D – South Dakota), to an omnibus education proposal outlawed sex discrimination in higher education programs. The final proposed legislation--the provision against sex discrimination--became what we know today as Title IX (U.S. Department of Education, 1997).

Title IX was approved by the full Senate on May 22, 1972 (U.S. Department of Education, 1997). It was passed by the House on June 8. President Nixon signed Title IX on June 23, and the amendment went into effect on July 1, 1972. The final regulations were published on July 20, 1974 and were signed by President Gerald Ford on May 27, 1975, after which they were submitted to Congress for review (U.S. Department of Education, 1997).

Title IX reads as follows:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance
(20 U.S.C. § 1681(a), p. 943)

Summary of the Historical Perspective

Having outlined the early history of higher education for women, collegiate athletics, women's athletics, the Higher Education Act, and Title IX legislation, one can appreciate that the realization of opportunities for women in education and athletics has been long and evolutionary. Higher education opportunities for women in this country were not available until the 19th century, two centuries after men. The Civil Rights Act of 1964 provided for protections from discrimination against blacks and women and fueled the growing movement for women's rights. The Higher Education Act of 1965 provided additional educational resources for men and

women. Title IX, enacted in 1972 as an amendment to the Higher Education Act, provided for the protection of women against discrimination in education. This background allows us to take a closer look at the Title IX, its application, its impact, and the current status of women's intercollegiate athletics.

History of the NCAA and NJCAA in Relation to Women's Athletics

The history of National Collegiate Athletic Association women's athletics follows a long history of women's athletics under the governance of the Association of Intercollegiate Athletics for Women (AIAW). The AIAW, an organization developed by women for women in 1972, offered athletic competition and championships long before the NCAA became the governing body for women's athletics, and it was the AIAW which laid the foundation for the progress in women's collegiate athletics which continues today. Many AIAW leaders remained active after the NCAA took control of women's athletics, anxious to preserve opportunities for women and contribute to the betterment of opportunities for all athletes. AIAW administrators took great pride in the model they had created (McKindra, 2007; Hult, 1994).

This model was described by Donna Lopiano, a one-time AIAW president and former chief executive officer of the Women's Sports Foundation, as one which was healthier and more cost-effective. She described a recruiting system where the student picked the school rather than the coach hunting for the product and where the students were not treated as property. Specifically, the model created was one in which female student athletes were the primary focus. A student athlete bill of rights was written and colleges were encouraged to establish advisory boards made of up of student athletes, as well as bring a student participant to association assemblies. The executive board of the association was comprised of 20% students with full voting privileges. To ensure that all schools would be on equal footing with larger schools in the

recruiting realm, athletes had to pay for their own recruiting visits, not the schools. The championship structure consisted of a playoff format so that every team had an opportunity to participate in postseason competition. Additionally, the AIAW did not classify sports as major and minor, and the television deals the organization entered into required coverage of all divisions of sports, with revenue distributed equally to all member institutions (Riley, 2001).

Today, the NCAA offers seminars, educational information and resources regarding general equity and Title IX for its members, student athletes, and interested public (NCAA, 2011). In a keynote address at one such NCAA Title IX seminar in 2003, NCAA President Myles Brand commented on the progress toward greater opportunity for women in athletics, but he also noted the threat of then Secretary of Education Rod Paige's Commission on Opportunity in Athletics' review and the importance of not weakening Title IX legislation (Brand, 2003). In that address, Brand stated that his message remained the same. Title IX was not broken and did not need to be fixed. Instead, it should be supported and enforced, and allowed to do the job it was intended to do, which was to provide equal opportunities in athletics participation without gender bias. Brand felt that just getting closer to equal opportunities was not close enough, and he was not willing to see all of the hard work achieved in making progress toward equity undone.

The National Junior College Athletic Association (NJCAA) is the governing body for community college athletics. Founded in 1938, its history includes the addition of a women's division in 1975. In 1976, the women's division membership numbered 296 institutions, and the men's division numbered 586. Three years later, in 1979, that number had grown to 471 member institutions for the women's division, and 574 for the men's division (NJCAA, 2011).

The NJCAA website offers little information for its members and the public on gender equity and Title IX. A brief mention is made in its narration of the history of the NJCAA where it notes the release of the NJCAA “Guide to Gender Equity and Title IX” by its Strategic Planning Committee in 1994 (NJCAA, 2011). However, the website does not offer any links to the guide, nor is it listed on the “Resources” page. No information is provided on seminars or educational initiatives related to gender equity or Title IX compliance. The lack of readily available information to inform the public and their members may indicate that the association is not committed to ensuring gender equitable opportunities.

Today the NJCAA provides opportunities for participation, including National Championships, in a wide array of sports. Initial eligibility includes a high school diploma or GED. Non-high school graduates can become eligible through completing 12 hours during one term with a minimum GPA of 1.75. This term must be completed after the individual’s high school class has graduated. Students participating in the NJCAA must conform to the rules of eligibility, rules and regulations of the conference, and rules of the college which the student attends (NJCAA, 2013).

Opportunities for scholarships at the NJCAA often equal the opportunities available at the NCAA level. As can be seen in Table 4, the opportunities for athletes in some sports, such as softball, women’s golf, and women’s soccer, sometimes exceed the scholarship opportunities available at the NCAA level (O’Rourke, 2012).

Table 4

Scholarship Opportunities for Women's Sports

| | <i>NCAA Div. I</i> | <i>NCAA Div. II</i> | <i>NJCAA</i> |
|-------------------|--------------------|---------------------|--------------|
| Basketball | 15 | 10 | 15 |
| Bowling | 5 | 5 | 8 |
| Cross Country | 18 | 12.6 | 10 |
| Fencing | 5 | 4.5 | 0 |
| Equestrian | 15 | 15 | 0 |
| Field Hockey | 12 | 6.3 | 0 |
| Golf | 6 | 5.4 | 8 |
| Gymnastics | 12 | 6 | 0 |
| Ice Hockey | 18 | 18 | 0 |
| Lacrosse | 12 | 9.9 | 20 |
| Rifle | 3.6 | 3.6 | 0 |
| Rowing | 20 | 20 | 0 |
| Rugby | 12 | 12 | 0 |
| Sand Volleyball | 3 | 5 | 0 |
| Skiing | 7 | 6.3 | 0 |
| Soccer | 14 | 9.9 | 18 |
| Softball | 12 | 7.2 | 24 |
| Swimming & Diving | 14 | 8.1 | 15 |
| Tennis | 8 | 6 | 9 |
| Track & Field | 18 | 12.6 | 20 |
| Volleyball | 12 | 8 | 14 |
| Water Polo | 8 | 8 | 0 |

O'Rourke, 2012

Title IX in the Collegiate Setting**Equity in Athletics Disclosure Act.**

In 1994, the Equity in Athletics Disclosure Act (EADA) was enacted (U.S. Department of Education, n.d.). It required that all federally funded institutions provide the Department of Education with gender equity data for their athletic programs, including information on participation, staffing, revenues, and expenses. This information is public and may be used by current and future student-athletes to assess an institution's commitment to gender equity in their athletic program. The information is also used by the Department of Education in making a report to Congress on gender equity in intercollegiate athletics.

According to EADA data, women in NCAA Division I colleges in the year 2002-03 represented 53% of the student body and received 45% of the participation opportunities, 34% of the total money spent on athletics, 45% of the total athletic scholarship dollars, and 32% of recruiting dollars (National Women's Law Center, 2011). This data provides a frame of reference when considering community college performance.

Suggs (2004) secured data on community college member institutions of the NJCAA from the Department of Education beginning with the 2002-03 academic years. The Chronicle stated that although women at community colleges *nationwide* comprised an average of 58% of the student body, they comprised only 37% of the athletes. Data secured from the OPE (n.d.) indicated the scholarship budget allocation for those student athletes was 56% for men and 44% for women. Recruiting budgets were allocated with 60% toward men's programs and 40% toward women's. Finally, the operating budgets at community colleges were skewed with the operating budgets for men's teams 16% greater than that of the women's teams. Upon review of more recent data, as seen in Figure 1, one finds that NJCAA athletic participation in 2010 is similar among women since Suggs' (2004) report. The gap for scholarship opportunities, recruiting budgets and operational expenses continue to be more heavily weighted toward men's teams (Office of Postsecondary Education, n.d.).

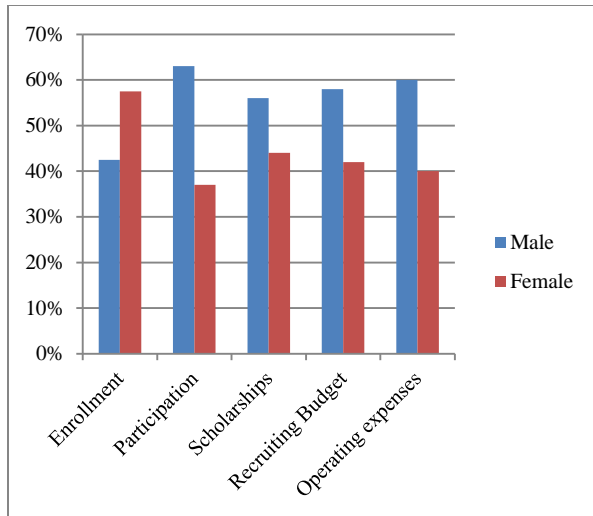
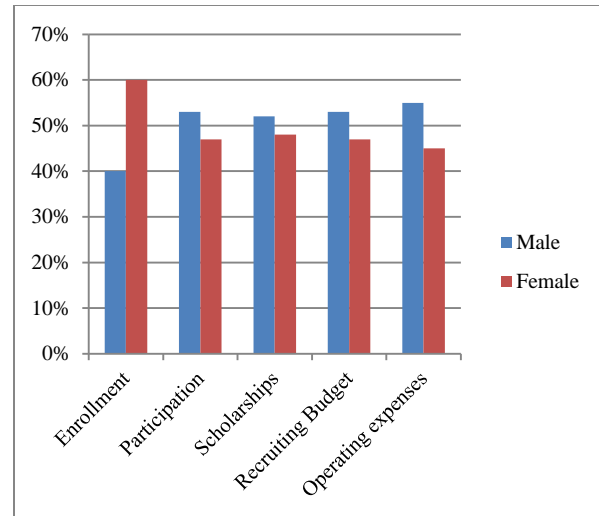
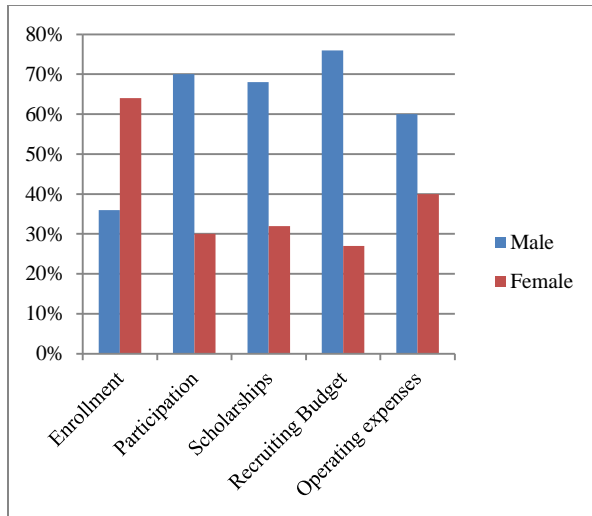


Figure 1. NJCAA (all Regions) enrollment, participation, scholarships, recruiting and operational expenses by gender. 2010.

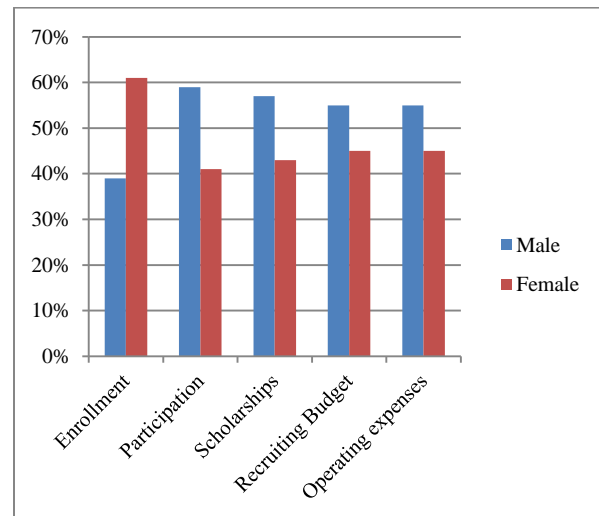
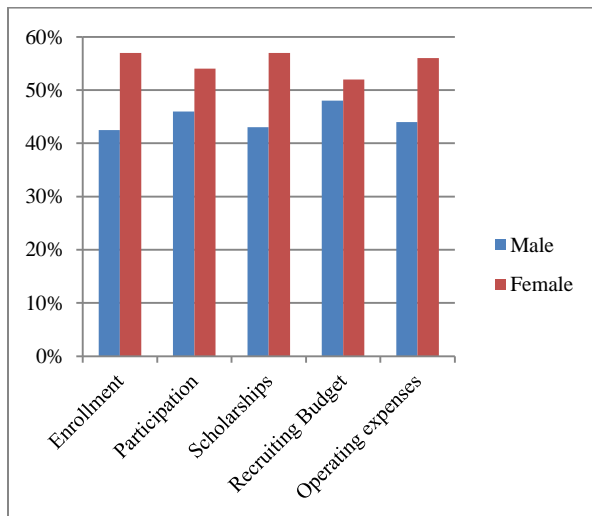
An even greater disparity exists among certain regions of the NJCAA. To illustrate this, consider Region 23 (Louisiana and Mississippi), Region 22 (Alabama), Region 8 (Florida) and Region 17 (Georgia). As can be seen in Figures 2 and 3, the majority of full-time enrollment in each of the 4 regions depicted was female. Region 22 and Region 17 have a somewhat equitable distribution of resources related to the rate of participation. While this may give the appearance of equity, proportionality in opportunities for participation is not evident. The numbers in Region 23 are extremely disparate in terms of opportunities for participation in relation to full-time enrollment. Region 8 is the only one of the four regions depicted that actually demonstrates compliance with the tenets of Title IX in providing for opportunities for participation, scholarships, recruiting budget and operating expenses that are proportional to enrollment.



NJCAA Region 23 (LA/MS) 2010

NJCAA Region 22 (AL) 2010

Figure 2. NJCAA Regions 23 and 22 enrollment, participation, scholarships, recruiting budget and operational expenses 2010.



NJCAA Region 8 (FL)

NJCAA Region 17 (GA)

Figure 3. NJCAA Regions 8 and 17 enrollment, participation, scholarships, recruiting budget and operational expenses 2010.

Kenney (2008) investigated perceptions of gender equity and Title IX compliance held by coaches of women’s teams at community colleges in Mississippi. The purpose of this research was in part to gather descriptive data on perceptions of equity, in light of Suggs (2005) research

and the OPE (2009) data which clearly indicates inequities in athletic scholarship opportunities for female student-athletes, and most obviously in Region 23. The survey included a question regarding the coaches' perceptions and level of agreement as to the equity in the percentage of scholarships provided to male and female athletes at their institution. With nearly 20% of respondents disagreeing that scholarships were distributed equitably, and nearly 35% stating they didn't know if that distribution was equitable, Kenney suggested the need for a better awareness and knowledge regarding equity in scholarship distributions. Another area of concern involved the survey item which addressed the requirement that students be made aware of the Title IX coordinator on campus. Over 42 percent of respondents either disagreed or didn't know that students should be made aware of the Title IX coordinator on campus. With survey data results clearly indicating gender inequities on these campuses, the researcher suggests an effort towards improved knowledge, awareness regarding Title IX mandates and regulations, and the means by which to address inequities, (Kenney, 2008).

Suggs (2004) observed that colleges outside of the NCAA have rarely faced scrutiny under Title IX. However, a report commissioned by the California Postsecondary Education Commission recommended several steps to bring colleges more in line with Title IX requirements when it was discovered that 84% of California's community colleges were out of compliance with the law. The main problem areas were participation and coaching. Only 8% of community colleges were in compliance with the proportionality aspect of Title IX, and 84% were considered to be considerably outside acceptable ranges. Less than 50% of coaches at the institutions had received equity training in the previous 3 years and only 29% had assessed student interests in athletics in the previous 3 years. The number of full-time men's team head coaches was disproportionately greater than the number of full-time women's team head coaches

(Beam, Faddis & Ruzicka, 2004). Note, however, that California has its own athletic association and is not part of the NJCAA.

Commission on Opportunity in Athletics.

There has been much discussion across the nation over the years regarding Title IX, its effects on women's athletics, and its effects on collegiate athletics as a whole. In 2001, the U.S. Department of Education's Secretary Rod Paige created a Commission on Opportunity in Athletics. The Commission was charged to "...collect information, analyze issues, and obtain broad public input directed at improving the application of current Federal standards for measuring equal opportunity for men and women and boys and girls to participate in athletics under Title IX" (U.S. Department of Education, n.d., p.2). The Commission offered 23 recommendations, 15 of which received unanimous approval from members, on ways in which Title IX enforcement could be improved.

A minority report was issued by Donna de Varona, a two-time Olympic gold medalist in swimming and an Emmy Award winning broadcaster, and Julie Foudy, a World Champion in soccer, US Soccer Olympian, member of the US Soccer Hall of fame, and sports broadcaster and analyst (Cheslock & Eckes, 2008). These two commission members, both of whom had served as president of the Women's Sports Foundation, disagreed with findings of the majority of the members and with recommendations included in the commission's report which they felt would weaken Title IX protection and reduce opportunities for girls and women (Cheslock & Eckes, 2008).

Title IX, like any civil rights legislation designed to change the status quo, has its critics. Myles Brand, late president of the NCAA, stated in the keynote address of the NCAA Title IX seminar (2003) that oftentimes, Title IX is blamed for the demise of men's sports. Wrestling

has been impacted since the legislation was enacted (Anderson, Cheslock & Ehrenberg, 2006; Gray & Pelzer, 1995; Walton & Helstein, 2008). Gray and Pelzer (1995) discuss the challenge and dilemma of how to achieve gender equity. While football teams are expensive, they are revenue producing and have no equivalent women's sport. Therefore, some athletic departments turn to eliminating wrestling as a way to potentially move towards equity because wrestling has no equivalent female sport and it is non-revenue producing. Cutting programs in this way can move an institution toward equity, balancing the number of opportunities for participation and for scholarships between men and women (Gray & Pelzer, 1995).

However, institutions have a number of ways by which to achieve compliance with the participation aspect of Title IX. The three-prong approach of: 1) proportionality, 2) history and continuing practice of program expansion, and 3) effective accommodation of interests, lends great flexibility to institutions in achieving compliance by requiring just one of the three prongs be satisfied (Stafford, 2004). As Brand (2003) stated, the decisions to discontinue certain sports are made at the institutional level and for a variety of reasons. If an institution chooses to eliminate a certain sport for gender equity reasons, it is because the institution has chosen that path, not because Title IX has dictated that approach. Brand (2003) said that Title IX has been used as an excuse to close certain programs, but it is not the reason.

In testimony before the Commission on Athletics, Judith M. Sweet, Vice-President for Championships/Senior Woman Administrator of the NCAA (2002) commented on the work which remains to be done in closing the gap regarding equitable access to athletic competition. She stated "...An athletics program can be considered gender equitable when the participants in both the men's and women's programs would accept as fair and equitable the overall program of

the other gender. No individual should be discriminated against on the basis of gender, institutionally or nationally, in intercollegiate athletics” (p.12-13).

Coaches and Perceptions of Equity

Little information is available on the demographic characteristics of college coaches. The NCAA, however, does publish a biannual report on race and gender demographics, but no comparable information is published by the NJCAA. In the NCAA’s 2010 report, 60.5% of head coaches of women’s teams were male. The number of female head coaches of women’s teams has increased by 24.6% from 1995-96 to 2009-10 for a total of 3,882 head coaches of women’s teams. The gender equity of assistant coaches was more evident in that 50.9% were males and 49.1% were females. This represents a 143% increase in the number of female assistant coaches from 1995-96 for a total of 8,530 female assistant coaches of women’s teams. On an added note, 13.9% of women’s head coaches and 19% of assistant coaches were a racial minority (Irick, 2010).

Acosta and Carpenter (2012) discuss the data in their longitudinal study on women in intercollegiate sport with attention to the low representation of women in NCAA coaching and administration. In 1972, more than 90% of women’s teams were coached by women. While the overall number of women in coaching has increased, the percentage of women in leadership roles has suffered. In 2012, 42.9% of women’s teams were coached by women. Additionally, 20.3% of athletics directors are women with NCAA Division III having the highest representation of women athletics directors at over 30% (Acosta & Carpenter, 2012).

Schneider, Stier, Henry and Wilding (2010) note the progress made toward gender equity since the inception of Title IX, but they recognize and state the importance of accurately assessing the extent to which institutions are providing equally for men's and women's programs in terms of Title IX compliance areas. A survey of perceptions of NCAA Senior Women's Administrators (SWA's) was the method used to assess compliance areas at 841 NCAA institutions. These individuals were considered a reliable source for accurately assessing gender equity compliance. SWA's were asked about their perceptions of equity between men's and women's programs in terms of the "laundry list" of compliance areas. Survey results showed over 70% of SWA's either strongly agreed or agreed that 11 of the 13 compliance areas were provided for equally. The top five areas where SWA's disagreed strongly or disagreed that programs were being provided for equitably were publicity (31%), locker room facilities (71%), coaching (70%), recruitment (73%), and tutoring (74%). The researchers emphasized that constant effort is required to achieve complete and 100% equity of programs in all compliance areas (Schneider et al., 2010).

There is little information in the literature on the perceptions of community college coaches of women's teams on the issues of gender equity and Title IX compliance. Nor is there much information on factors which may affect perceptions, including those of gender, level of experience, and sport coached. However, a doctoral dissertation by Hull (1993) compared perceptions of NCAA Division III athletic administrators, coaches, and athletes regarding compliance with Title IX. Hull conducted a random sampling of 100 NCAA Division III institutions surveying administrators as well as coaches and student-athletes of basketball, tennis, baseball and softball teams regarding their perceptions of gender equity. Results indicated that at least 70% of the respondents perceived there to be gender equity in 13 of the 20 items listed.

Over 50% of respondents perceived gender equity in 18 of the 20 items listed. In a multivariate analysis of variance, the null hypothesis was not accepted for the independent variables of gender, group, sport coached, and sport played. Additionally, a series of analyses of variance (ANOVAs) were performed which indicated significant differences at the .05 level in four of the five dependent variables tested, including program support, financial support, sports offerings, scheduling, and changes in the past two to three years. A significant difference was found for the interaction of gender and group in program support only. Females perceived that there was less equity than males in all factors. Athletes perceived that there was less equity than did athletic directors in program support, financial support, and changes. Athletes perceived there was less equity than coaches in program support and scheduling. Most significant to the research being conducted here, Hull (1993) found that coaches of women's softball and women's basketball perceived there was less equity in program support than coaches of men's sports. Additionally, coaches of women's sports perceived less equity than coaches of men's sports in regard to financial support. Finally, Hull (1993) found women's softball players perceived less equity than other team captains in program support, and women's tennis perceived less equity than men's team captains in program support.

In research on perceptions of barriers to Title IX compliance, the variable of gender was significant. Causby (2010) noted significantly higher levels of agreement among female athletic administrators on an item concerning the lack of female representation in leadership positions and also on an item regarding the generic nature of Title IX regulations. Female athletic administrators favor a more structured, less ambiguous approach to achieving Title IX compliance.

Banerjee (2008) investigated factors affecting perception of workplace discrimination. While not a study directly involving athletics, parallels can be drawn in discussions of perceived discrimination or expectations of equity in athletics. The study examined racial minorities' perceptions of discrimination and how they were influenced by the factors of objective experiences of disadvantage and expectations for equity. Results indicated that both factors affect perceptions of discrimination, but the expectation for equity is even more influential. New immigrants, among the most disadvantaged in the Canadian labor market, are less likely to perceive discrimination than long-term immigrants, who have higher expectations for equitable treatment. Education was also found to increase the perception of discrimination (Bannerjee, 2008).

In a study on equity in women's athletics in Canada, Hoeber (2007) investigated a university athletic department where gender equity was considered an organizational value, but where gender inequities were evident. This was consistent in many Canadian university athletic departments at that time. The Canadian Interuniversity Athletic Union (CIAU) which governed university athletics at that time had an equity and equality committee and statements which reflected a commitment to gender equity as an organizational value; however, women received fewer athletic scholarships, less publicity, and a lesser share of operating budgets than the men's teams (Hoeber, 2007).

Using post-structuralist feminism as a framework to discuss the meanings and production of a gendered knowledge, Hoeber (2007) discussed the existence of contradictory explanations from respondents, including administrators, coaches, and athletes, concerning the gap between the athletic department's valuing of gender equity and the actual state of gender equity in the athletic department. The explanations included both a denial of gender inequities and, at the

same time, a rationalization of gender inequities. The inequities were often understood to be natural, or normal. Hoeber (2007) described such rationalizations as occurring when the knowledge produced by the dominant group becomes accepted as common sense. There were no legal obligations or mandates to enforce gender equity in the Canadian university. Hoeber (2007) proposes that change may only be effected in Canadian universities by enforcing gender equity through legislation, noting that although facing resistance, Title IX has produced much progress toward gender equity in the United States. The author also posits that if athletic departments wish to move toward gender equity, current gendered practices and gendered truths must be exposed and critiqued (Hoeber, 2007).

Staurowsky and Weight (2011) found that many NCAA coaches, regardless of sport coached, gender, or level of education, lack education about the basics of Title IX. Of 1,100 coaches studied, 89% received no formal training on Title IX. Eighty-nine percent of coaches believed their athletic departments were in compliance with Title IX requirements, however only 18% of those coaches reviewed their institution's EADA report each year. Staurowsky and Weight (2011) raise the question of how coaches determine whether or not their institution is in compliance. Failure to review annual EADA data submitted by their institutions, along with the finding that 50% of coaches reported that their institution had no Gender Equity Committee, and only 30% of coaches reported that their institution had a Title IX coordinator leads Staurowsky and Weight (2011) to believe that the mechanisms designed to ensure ongoing education of the various constituencies that have an investment in Title IX appear to be missing at many institutions. This may explain, according to Staurowsky and Weight (2011) why 40% of coaches do not believe it is their responsibility to bring forward issues regarding Title IX, and why 12% of coaches report that they fear retaliation. The Title IX enforcement relies on an informed

citizenry to make it work, and it appears that the component necessary for training and education may be missing at many institutions. Staurowsky and Weight (2011) indicate a need for increased efforts to educate administrators, athletes, citizens, coaches, journalists, parents, public policy makers, and teachers about what Title IX requires in order to sustain the impact on women's sport participants and women working in the sport industry.

Gender Equity and Litigation in Women's Athletics

With Title IX enacted over forty years ago, and the Equity Disclosure Act enacted in 1994, one might presume that compliance with Title IX and equity for women in collegiate athletics has finally been achieved. Such is not the case. The Office for Civil Rights is charged with enforcing Title IX and negotiating resolutions to complaints (U.S. Department of Education, 1998). According to Frederickson, "The courts are the last resort for those claiming unequal treatment in either the protection of the law or the provision of services" (Frederickson, 2005, p. 213).

Despite the charge given to the OCR, of the 26 cases listed on the Title IX Office for Civil Rights Case Letter Database under gender discrimination, only two are related to athletics (U.S. Department of Education, 2012). There are, however, numerous examples of litigation, particularly involving NCAA institutions, highlighting the fact that legislation and enforcement are two very different issues. In the 1980's and 1990's major litigation resulted in improved opportunities for women to compete, providing additional resources to women's programs, and allocating increased scholarship opportunities. The court's holding in *Haffer v. Temple University* (1987) indicated that Title IX applies not only to programs that directly receive federal funding, but also to those which indirectly benefit from federal funding.

Several cases pertaining to proportional opportunities for participation have been heard. In 1993, the court held that elimination of women's teams which result in a reduction of opportunities for participation by women and are disproportionate to the number of female students violates the participation aspect of Title IX (*Favia v Indiana University*, 1993). In a case involving Syracuse University (*Boucher v. Syracuse University*, 1999) the holding stated that a history and continuing practice of program expansion can be used as a method of meeting the requirements for the participation aspect of Title IX. In *Pederson v. Louisiana State University*, plaintiffs were successful in arguing that LSU violated Title IX by failing to achieve proportionality in opportunities for women to compete. As a result, LSU was found to have been in violation, and women's soccer and softball teams were subsequently added to the athletic program (*Pederson v. Louisiana State University*, 2000). The reduction of athletic scholarships for the over-represented gender is an acceptable and suitable method of achieving compliance with the proportionality required by Title IX (*Neal v. Board of Trustees of the California State Universities*, 1999). This particular decision created great debate over the elimination of men's wrestling teams across the country.

Cheslock and Eckes (2008) discuss a number of Title IX court cases and how the courts have measured compliance. Cases have been brought by both male athletes and female athletes. Female athletes have sought relief for universities failing to add sports. Male athletes have sought relief for cuts to scholarships and programs. The courts have consistently ruled that a university is not necessarily in violation of Title IX for not adding women's sports; what is required is proportionality, and if a university chooses to achieve this through the elimination of men's teams, it is legal for them to do so. This holds true even if donations are made in support

of a particular men's team. Donations become public money and are therefore subject to Title IX requirements (Cheslock & Eckes, 2008).

An example of the dissatisfaction and debate resulting from universities' decisions to eliminate men's programs in order to achieve proportionality is clear in *Chalenor v. University of North Dakota* (2002). In this case, the court issued a summary judgment in favor of the university, holding that elimination of the men's wrestling program did not result in men's participation which was less than substantially proportionate to their enrollment at the university and therefore did not violate Title IX.

In a 2009 suit, the court held that cheerleading did not qualify as a varsity sport and that roster manipulation used as a means to demonstrate Title IX compliance was not allowed (*Biediger v. Quinnipiac University*, 2010). In a case originally filed in 2003 by three female athletes against the University of California at Davis, the University was found in violation of Title IX for failing to adequately expand opportunities for female student-athletes between 1998 and 2005. In its findings, the court noted the university eliminated over 60 opportunities for women to participate in athletics during the timeframe in question. The case was only recently settled, with the University of California paying 1.3 million dollars (Sander, 2010).

In October, 2012, Merrimack College agreed to add six women's teams to resolve a title IX complaint (Mytelka, 2012). An OCR review found that in the 2009-10 school year, women comprised 47% of the student body but accounted for only 36% of the opportunities for participation. The settlement will also provide for increased financial aid to Merrimack's female athletes. Mytelka (2012) states that this settlement is the latest in a series of settlements reached recently with colleges accused of gender inequities, including Yale, Ball State, and Lincoln Land Community College (Mytelka, 2012)

These are but a few of the cases which illustrate the struggle with enforcement of Title IX legislation. As noted earlier, litigation over Title IX compliance at community colleges has been less prevalent. One might speculate and investigate a myriad of possible explanations for this. As Suggs (2004) suggests, there is less scrutiny of the smaller schools and lower levels of competition, and perhaps this is just an effect of the lower profile of these institutions. Perhaps, though, there is fear of retaliation by those who observe violations (Buzuvis, 2010). Perhaps, another reason is a lack of education and awareness at the community college level, particularly among women, about what Title IX is and what opportunities it is meant to provide (Staurowsky & Weight, 2011).

Whatever the reasons might be for lower incidence of Title IX litigation involving community colleges, the whistleblower defense may have provided an opportunity for increasing enforcement at lower levels of competition (Buzuvis, 2010). In June of 2001, Roderick Jackson filed suit against the Birmingham Board of Education under Title IX. Jackson had filed complaints with his supervisors and then on up through the District office in regard to inequities in funding, equipment, and facilities for the high school girls' basketball team which he coached. Jackson subsequently received poor performance evaluations and was then terminated from his position. The lower courts dismissed Jackson's claims, stating he had no right to sue in court for retaliation under Title IX. But, in March of 2005, the United States Supreme Court overturned the decision of the lower courts (*Jackson v. Birmingham Board of Education*, 2005). This case set a precedent, preserving the rights of those who report violations of Title IX and offering protection against retaliation.

Buzuvis (2010) discusses the early success of retaliation cases filed after the precedent-setting *Jackson v. Birmingham Board of Education* (2005). Most notable and visible were record-setting jury awards and multiple separate plaintiffs. Included in her discussion was a case filed by Lindy Vivas, a former volleyball coach at Fresno State who was fired, ostensibly for failing to meet performance objectives. Vivas alleged that she was actually fired for, in part, her whistleblowing on gender discrimination, including lower salaries for female coaches, short contracts, less support and fewer resources for female student-athletes, and unequal access to facilities. In 2007, Fresno County Superior Court found in favor for most of Vivas' claims and she was awarded 5.85 million dollars (Buzuvis, 2010). Another multi-million dollar settlement was reached shortly after the Vivas case. This one was with Diane Milutinovich, a former Fresno state athletics official who also claimed to have been fired for efforts to ensure Title IX compliance in the department (Buzuvis, 2010). In 2008, Fresno States former women's basketball coach, Stacy Johnson-Klein, was awarded 19.1 million dollars for similar retaliation claims (Buzuvis, 2010).

Buzuvis (2010) describes the high number of retaliation claims as a relevant source of information about an important social problem. She also sees the new levels of success of these claims as an opportunity to think in positive terms regarding the power of the law to effect change in the culture of gender discrimination in college athletics. The legal remedies available create a strong incentive for athletic departments to monitor institutional practices which discriminate against women in athletics (Buzuvis, 2010).

While the majority of litigation seen in regard to Title IX involves the opportunity for participation and proportionality aspect of the law, there has also been successful litigation in regard to benefits and services as well. Buzuvis and Newhall (2012) discuss this phenomenon

and possible reasons why violations concerning equity in regard to benefits and services have often been ignored, somewhat less visible, and have resulted in less litigation.

Buzuvis and Newhall (2012) explain that the early years following the legislation were occupied with clarification of the law and how to achieve compliance in regard to proportionality. Much focus was given to increasing an understanding of the controversial three-part test concerning equity and opportunity for participation. Buzuvis and Newhall (2012) also contend that in the academic literature, early years following the legislation were focused primarily on debunking myths surrounding equal opportunity for female athletes and on analyzing the backlash brought on by Title IX opponents. Equal treatment in regard to benefits and services is an area which has been less controversial, and therefore less visible, resulting in what sometimes appears to be less awareness and understanding regarding the legal obligations of an athletics department to provide that equal treatment.

As an example, Buzuvis and Newhall (2012) discuss the two anonymous complaints filed with OCR in regard to unequal treatment at Adrian College, an NCAA Division III school in Michigan. The complaints included unequal treatment in the areas of access to and quality of facilities, publicity, medical treatment, recruitment, scheduling of games, quality of coaching, and also unequal opportunities in regard to participation. The most glaring complaint and one which garnered the most attention involved the construction and completion of a brand new 6.5 million dollar multi-sport stadium. The new building provided no space whatsoever for women's athletics and did not even provide women's locker rooms (Buzuvis & Newhall, 2012).

In order to avoid loss of federal funding, the resolution agreement required that Adrian College add a women's locker room to the new building and remediate the other violations found by the OCR. Buzuvis and Newhall (2012) question how, so many years after Title IX legislation

was enacted, can administrative leaders at an institution be unaware and describe as an oversight the glaring inequities such as those at Adrian College? The authors contend that a new building at Adrian College would not have been constructed with disregard for the Americans with Disabilities Act; yet compliance issues in regard to Title IX, also enacted to protect civil rights, were not considered (Buzuvis & Newhall, 2012).

The American Association of University Women (AAUW) adopted a case against Feather River Community College, supporting Paul Thein, former Vice President of Student Services, Athletic Director, and Dean of Students at the college. Thein, who was terminated from employment, used the whistleblower defense, in part, in response to retaliation he suffered for acknowledging discrimination, Title IX violations, and numerous inequities at the college. The case was originally filed in 2006, and the most recent hearing resulted in judgment granting in part the defendant's motion and remanding the case (Carr, 2007). Little research exists on litigation involving community colleges and Title IX compliance issues, therefore, a review of research assessing the lack of compliance among NCAA institutions and the legal vulnerabilities resulting is appropriate. Anderson, Cheslock, and Ehrenberg (2006) analyzed levels of non-compliance in NCAA programs between 1992 and 2002 by looking at proportionality gaps. While the OCR has not issued an acceptable percentage in proportionality gaps, the researchers used 3% - 5% as the acceptable gap based upon reviews of a number of court cases which indicate a range of 3% - 5% as permissible. In other words, there should be no more than a 3% - 5% difference in the percentage of women enrolled full-time at the college and the percentage of women participating in the athletics program. Sigelman and Wahlbeck (1999) found that no educational institution has been found to be in violation of Title IX when the proportionality gap is within five percentage points.

Anderson, et al. (2006) discovered that in 1992, approximately 90%-93% of the sample of 700 institutions from NCAA Divisions I, II and III was not in compliance in terms of substantial proportionality. That is, women were underrepresented among athletes. Average proportionality gap is defined by Anderson et.al. (2006) as the percentage of athletes who are female minus the percentage of undergraduates who are female. In 2002, the percentage of those institutions not in compliance decreased to 82%-89%, with an average gap of 13% in proportionality. This should be of great concern for a number of reasons for institutions, particularly from a legal perspective. (Anderson, et al., 2006) Substantial proportionality is considered the only long-term “safe harbor” in terms of Title IX compliance, meaning it may be extremely difficult for an institution to demonstrate compliance with the participation aspect of Title IX through a history and continuing practice of program expansion or satisfaction of student interest. Therefore, proportionality is considered the “safe harbor” prong of compliance. Additionally, institutions should be concerned because true improvement in gender equity in terms of proportionality is much smaller than previously thought. This is the case because of errors in the reporting methodology. Using unduplicated headcounts for participation in early reporting and duplicated headcounts for participation in subsequent reporting resulted in a perceived improvement in proportionality which was erroneously inflated. Institutions may be vulnerable to lawsuits unless issues of proportionality are addressed (Anderson et al., 2006).

Subsequent research by Cheslock (2007) found that 87% of the 1,895 institutions studied had proportionality gaps above 3 percentage points. For example, in an institution with an enrollment comprised of 40% male and 60% female, the student-athlete proportions by gender should be the same, i.e. 40% male and 60% female, in order to be in compliance regarding proportionality. A proportionality gap above 3 percentage points would describe this same

institution if student-athletes numbered > 43% male and < 57% female. Very few of the institutions Cheslock studied met the proportionality standard, the first prong of compliance (Cheslock, 2007).

Among those same institutions, 26% had added a women's team during the 2002 or 2005 seasons. The Office of Civil Rights guidelines are not specific regarding the second prong of compliance, program expansion, to meet compliance requirements. However, according to Cheslock (2007), the 1996 clarification statement issued by the OCR indicated that institutions that had failed to add teams in the previous four years would not be able to demonstrate a history and continuing practice of program expansion. Therefore these institutions could not demonstrate compliance through either the first prong, proportionality, or the second prong of a history and continuing practice of program expansion. (Cheslock 2007)

If an institution cannot demonstrate compliance under prong one (proportionality) or prong two (history of program expansion), the only remaining prong (effective accommodation of student interest) is a third means to demonstrate compliance under the requirement regarding equal opportunity for participation. As Grossman (2010) suggests simply cutting programs is not the only way to achieve proportionality, and proportionality is not the only means by which to achieve compliance. Grossman writes of the history and changes to the third prong of compliance, including the rescinding of a 2005 clarification, which had, among other controversial changes, opened the door to the use of cold e-mail surveys as a means to measure interest in women's sports participation. It even allowed non-responses to the survey to serve as indicators of non-interest. The NCAA adopted a formal resolution opposing the new guidelines on the use of surveys alone to assess interest and cited it as being inconsistent with the principles of equity under Title IX (Grossman, 2010).

The OCR rescinded the 2005 clarification and e-mail surveys were no longer acceptable as a sole means of assessing interest of the underrepresented sex (Grossman, 2010). The OCR reverted to earlier policies and would ask three questions when assessing the third prong: 1) is there unmet interest?; 2) is there sufficient ability to sustain a sport?; 3) is there reasonable expectation of competition for the team? If the answer to these three questions is yes, then the OCR will find that the institution has not demonstrated compliance under prong three. Additionally, the OCR will look at other indicators when making its assessment. This might include requests from students, or those admitted, for added sports; requests from club sports to elevate their status; levels of intramural participation; interviews with coaches, students, administrators and others; participation in high school sports by admitted students; and participation rates in high school, amateur, and community leagues in the area from which the school draws its students (Grossman, 2010).

As noted by Castaneda, Katsinas, and Hardy (2008), little research has been conducted on Title IX compliance and gender equity issues at the community college level. Castaneda et al. (2008) attempted to fill this gap by using EADA data and assessing similarities and differences between various community colleges. In the assessment, challenges were found specifically in the areas of proportionality, staffing levels, coaches' salaries, and overall expenditures. Castaneda et al. (2008) provided recommendations for policy and practice for institutions, including strategies for addressing gender equity issues of proportionality, staffing, compensation of coaches, and overall expenditures. The researchers conclude, in agreement with Duderstadt (2000) who writes: "Gender equity is clearly the right goal for higher education. It is not only possible, but imperative if athletics are to play a legitimate role on our campuses" (p. 103).

Benefits of Participation in Collegiate Athletics

The benefits of participation in sport are many. Included are health benefits, leadership development, student engagement which is related to academic success, and scholarship opportunities (Boyer, 2007; Beaty & Dobosz, 1999; Bloom, Grant, & Watt, 2005; Pascarella & Terrenzini, 1979; Tinto, 1993, 1997; Tinto, Goodsell & Russo, 1993). There are also benefits such as transfer opportunities for community college student-athletes. Some states provide additional pathways for students to progress in postsecondary education. For example, in Louisiana, a high school student may choose the career diploma route. The career diploma was implemented in 2009-10 with the goal of improving Louisiana high school graduation rates and providing students with career and technical training to enter the workforce (Louisiana Department of Education, 2012). Students who choose the career diploma pathway would then be eligible for enrollment in the community college and could subsequently transfer to a 4 year college or university.

The International Olympic Committee (IOC) Medical Commission's position statement, *Girls and Women in Sport* (2002), noted the following physical benefits: reduced risk of illnesses such as heart disease, hypertension, diabetes, and endometrial and breast cancer; improved muscle-to-fat ratio/body composition; stronger immune system with moderate physical activity; less menstrual discomfort; stronger bones and reduced risk of developing osteoporosis later in life. Psychosocial benefits include improved self-esteem, self-confidence, and perception of competence; better performance in academic settings; decreased risk of unwanted pregnancy; and decreased risk of drug and alcohol abuse (IOC, 2002).

Research suggests the relationship between athletics and positive self-image, emphasizing the importance of developing physical competence for girls through sport

participation and physical activity (Boyer, 2007). Additionally, studies have illustrated the importance athletics play in leadership development. Beaty and Dobosz (1999) found that high school athletes outscored non-athlete peers on a leadership ability measure. This was considered as further evidence that athletic participation increases or strengthens leadership potential in students.

Jones (2002) reported on an Oppenheimer study which found that 82% of female executives participated in competitive athletics after elementary school, in contrast to 61% of a sample of adult women in the general population. Half of women earning at least \$75,000 a year described themselves as athletic. Jones described the Oppenheimer study as advancing a survey done by the Women's Sports Foundation which found that 80% of Fortune 500 female executives described themselves as competitive and tomboys in their youth, having played sports.

Bloom, Grant, and Watt (2005) used surveys and qualitative research to conclude that sport participation assists in skill and attitude development important for success in work and also leads to fuller, happier family and community life. Findings indicated that teamwork, leadership, problem-solving, decision-making, communications, personal management and administrative skills were all facets of development brought about by sport participation. The top skills identified as developed by participation in sport also included respect, commitment to a goal or purpose, a sense of fair play, a focus on excellence, and character-building (Bloom, Grant, & Watt (2005).

In considering the benefits of sport participation, one may also draw upon the research concerning the relationship of student success and student engagement. As academic and social integration increases, persistence increases (Pascarella & Terenzini, 1979; Tinto, 1987). There is

also much literature on learning communities which are based upon the theory of increased interaction, student engagement, and the development of a sense of community which contribute to student success (Tinto, 1993, 1997, 1998, Tinto et al., 1993). Learning communities are associated positively with retention, academic performance, credit hours earned, and student satisfaction. (Taylor, Moore, MacGregor & Lindblad, 2003). While few studies exist that examine student athlete persistence rates, Leppel (2005) noted that student athletes were more likely to persist from first year to second year than non-athletes. Levin and Bowen (2003) liken athletic participation to a learning community in which athletes persist at a higher level. Student athletes were found to be at least as engaged as non-athletes and perceived they made greater gains since starting college (Umbach, Palmer, Kuh, & Hannah, 2004).

With the growing enrollment numbers in community colleges, another benefit of athletics participation to consider is the opportunity for transfer to a four-year college. In Louisiana, for example, in 1995 13.2% of students enrolled in college were enrolled in a two-year college. In 2010, that percentage had risen to 39.8%. (NCES 1997; NCES 2011). Most community colleges have an open enrollment policy, allowing students who may not meet all of the academic admission requirements of a 4 year college or university to enroll (Rao, 2004). For student-athletes who do not meet 4 year admission criteria, athletic scholarships at the community college level open the door and provide a pathway for students to higher education. A student-athlete who is successful academically and athletically has the opportunity to transfer to a four-year college to continue her academic and athletic pursuits. Additionally, a student athlete who can gain access to a 4 year college athletic program through the community college pathway may also benefit from the athletic training and exposure gained at that level. This may ultimately open the door to the opportunity to compete at the professional level.

At stake in athletic scholarship dollars at the NCAA level in 2010 was over \$1.2 billion for males and 1 billion for females. For the NJCAA level, scholarship opportunities amounted to \$58.5 million for men and \$46.8 million for women (OPE, n.d.). The benefit of funding at a variety of educational institutions for student-athletes is available. Students who may not be academically prepared for a 4 year college can still obtain a higher education through participating in athletics at the community college level and potentially then earn a scholarship to a 4 year college to complete a bachelor's degree.

Conceptual Framework

Theory of social equity.

The framework around which this research rests involves issues of equity and policy. The framework provides a means by which to discuss the discrepancy between men's and women's athletics in terms of opportunities to participate, athletic scholarships provided, and the treatment of other benefits and services, all of which affect the educational and developmental benefits associated with participation as outlined above. The framework used to consider these issues is Frederickson's Compound Social Equity Theory (Frederickson, 1980). Frederickson's theory emanated from his desire to provide what he called a third pillar to the principles of public administration. While public administration had long operated under principles of efficiency and economy, the idea of social equity had been absent. Frederickson's theory went beyond Rawl's theory of social justice, providing a more descriptive theory which could be more practically applied to discussions of social equity and public administration (Frederickson, 1980).

Frederickson's theory described different kinds of equality, including "simple individual equality, segmented equality, and block equality". In individual equality, there is one class of individuals and all are equal. An example of simple individual equality is one person, one vote. In segmented equality, there are equalities within categories, but not between categories. An

example is equal pay for equal work. Another example would be the kind of equalities seen in any hierarchy, such as military rank equal to military rank. Both simple individual equality and segmented equality are types of individual equality (Frederickson, 1980).

Block equality is between groups. For example, block equality describes a “separate but equal” state of affairs. In regard to race, separate but equal was found to be unequal by *Brown v. Board of Education* (1954), and the US Supreme Court mandated individual equality in regard to educational services. In considering the issue of equal pay for women, we can view the issue as block equality (sex) mixed with segmented equality (equal pay for equal work) (Frederickson, 1997).

In a study of equal employment opportunities, Newman (1996) applied Frederickson’s theory to describe a practice of segmented equity in Florida state government. Males were found to be more likely to be aided in pursuit of advancement opportunities than were females, thus continuing a system of segmented equity. Wise (1990) found that women were less likely to be in leadership positions in the civil service system in the United States, also perpetuating segmented equity. Myers (2010) utilized social equity theory as a framework for a study of perceptions of the glass ceiling effect in community colleges. According to Myers, the fact that males receive promotions, rank, tenure and salaries at a higher rate than females is an example of segmented equity.

Social equity and athletics.

In Frederickson’s social equity theory, decisions should be made in consideration of the type of equality (simple individual, segmented, or block) and how equity can be advanced so as to improve the situation of the least advantaged. Title IX demonstrates policy-making which reflects Frederickson’s Compound Social Equity Theory.

In collegiate athletics, Title IX guarantees female student-athletes the same opportunities to compete as male student-athletes. Men and women compete separately in collegiate competition, but both men and women are afforded the opportunity to compete. This could be considered an example of block equality.

As illustrated in Figure 4 below, Title IX also requires equal opportunities for participation and for athletic scholarships, requiring that both be distributed proportional to enrollment by gender. This could be considered an example of segmented equality, that is, equality within the category of athletes, but not between the categories of gender.

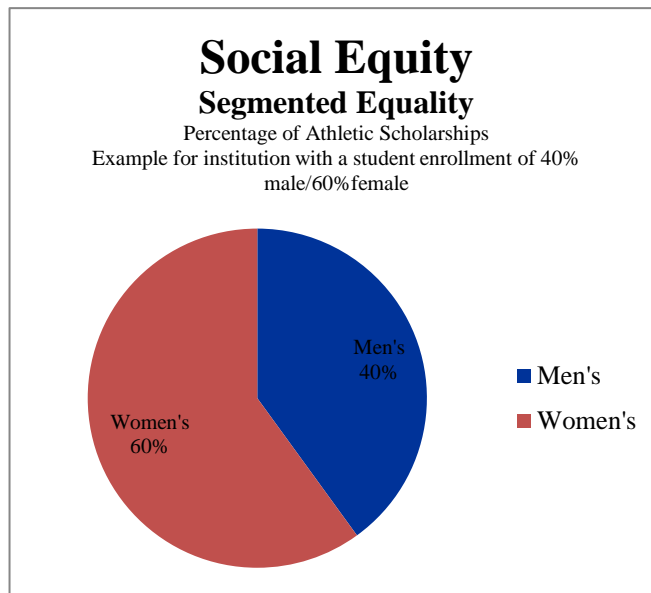


Figure 4: Segmented equality as related to intercollegiate athletics: scholarships

Title IX does require equal opportunities for participation and scholarships through distribution proportional to enrollment, and it does also require equivalent distribution of resources according to sport; however, it does not require equal distribution of resources between major and minor sports. That is, while men’s and women’s basketball are required to receive equivalent resources, and men’s baseball and women’s softball are required to receive equivalent resources, Title IX does not require basketball teams to receive funds equivalent to track and field teams. However, women’s track and field and men’s track and field resources should be equivalent to each other. This is an example of segmented equality, equality within the categories of sport by gender, but not between major and minor sports, and is illustrated in Figure 5 below.

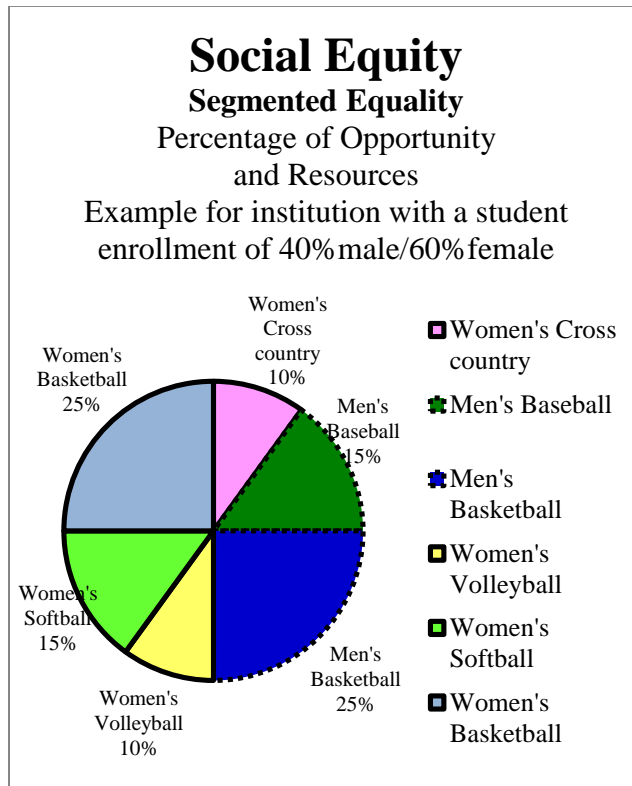


Figure 5: Segmented equality as related to intercollegiate athletics: opportunities and resources

Title IX provides for equal treatment for male and female student-athletes in regard to services and benefits. As illustrated in Figure 6 below, benefits and services afforded to student athletes, such as equipment and supplies, scheduling of games, travel/per diem, coaching, locker room facilities, medical/training facilities and services, housing and dining services, publicity, support services, and the recruitment of student-athletes, must be provided for equitably. This could be an example of block equity, that is, equality exists between the categories, classes or subclasses.

Social Equity Theory

Block Equality

Benefits and Services to Student-Athletes

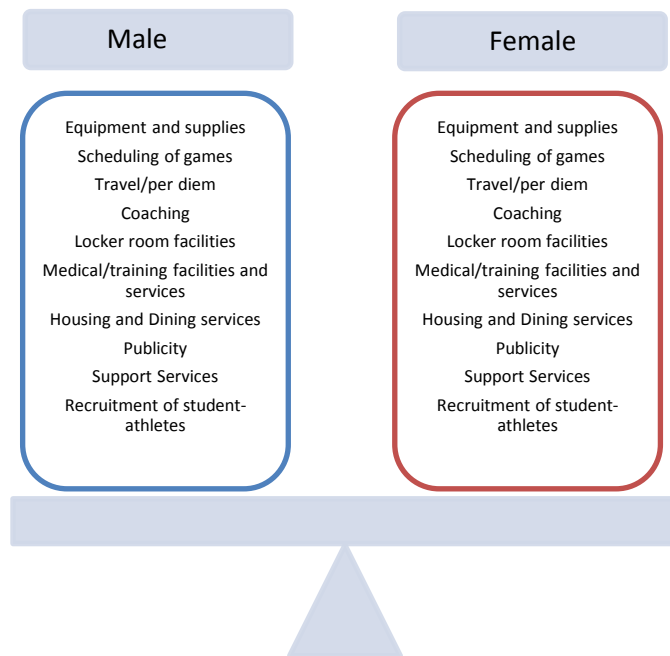


Figure 6: Block equality as related to intercollegiate athletics

While Frederickson's theory may inform the policy which guarantees these rights, it should also inform the practice which assures these rights. When there is a lack of social equity as related to athletics, the affected group, females, may experience limited access to higher education and all of the benefits associated with athletic participation. Additionally, a lack of equity in can violate a basic sense of fairness and sense of worth. In addition to the ethical issues at hand, dissatisfaction and frustration experienced by affected students may result in problems for the educational institution in terms of formal complaints, OCR investigations, and litigation.

Frederickson's theory of social equity informed the data gathering mechanism to discern whether or not coaches are aware of the equality afforded by Title IX. Title IX does not mandate a simple equality, where, for example, an athletic department may provide an equal number of teams and scholarships for men and women and therefore presume to be equitable. Rather, an athletic department must provide a segmented equality by offering participation and scholarship opportunities to male and female athletics that are proportional to the enrollment of males and females at the institution. The survey asks coaches whether or not they believe that their institutions provide athletic scholarships to male and female students that are proportional to the male and female enrollment at their institutions. Additionally, an athletic department must provide for block equality in terms of the benefits and services provided to male and female teams of equivalent sports. For example, do men's and women's basketball teams receive equivalent benefits and services, i.e. equipment and supplies, scheduling and games, travel per diem, tutoring, locker room facilities, practice and game facilities, medical training services and facilities, housing and dining facilities, publicity, support services, and recruitment? The survey asks coaches whether or not they believe their institution's women's teams receive equivalent benefits and services as their men's teams.

Summary

In summary, a background has been provided for considering the issue of gender equity and Title IX compliance in community colleges. The increases in opportunities for women in regard to higher education and all that accompanies those experiences have been slow in coming, however, progress has been sure. The increases in participation over the years since the Higher Education Act, the inception of Title IX, and later, the Equity in Athletics Disclosure Act, have been tremendous. The increases in athletic scholarships for women and equity in benefits and services have been slower to be realized and continue to be a challenge.

Increased litigation at the four year college level has impacted gender equity in athletic departments at the NCAA level. Far less litigation has been seen at the community college level. A whistleblower defense set a precedent for Title IX and opened the door to increased litigation. Increased awareness and education about Title IX and its mandates at the community college level could increase the level of scrutiny over compliance at that level.

There are numerous physical and cognitive benefits afforded by participation in athletics which have been well documented. Improved health benefits (IOC, 2002), positive self-image, (Boyer, 2007), skill, attitude and leadership development (IOC, 2002), and academic success persistence associated with student engagement (Pascarella & Terrenzini, 1979; Tinto, 1987) are benefits which should be made available equitably for male and female students. Athletic participation should be nurtured and encouraged for both male and female students.

Acosta and Carpenter (2009) describe the impacts and challenges of Title IX since its inception. While they acknowledge that great progress has been made over the years, they also acknowledge that progress does not mean equity has been achieved. Arriving at equity would include a long list of changes and would mean viewing Title IX requirements as normal rather

than requirements to be circumvented or feared. Acosta and Carpenter speak of the importance of embracing the spirit of the law in order to move closer to equity in athletics programs. Those in leadership positions must persist with strong will and resolve in the pursuit of 100% equality (Acosta & Carpenter, 2009).

Two-year colleges are, even more than four year colleges, severely lacking in affording equitable athletic opportunities for women. This research study investigates the perceptions of coaches of women's athletics at community colleges in the United States and provides insight into the existence of inequities at this level. Examining these perceptions is a first step toward educating and informing those in position to effect changes to ensure equitable treatment of student-athletes and comply with the law.

CHAPTER THREE

Methodology

Introduction

Title IX Legislation was enacted over 40 years ago. As seen in the data provided in Chapter Two, participation by girls and women has increased dramatically since Title IX's inception, but does equity exist? This study sought to assess perceptions, awareness, and understanding of Title IX as it relates to intercollegiate athletics through the perspectives of coaches of women's teams at community colleges.

Following are the research questions and methods I used to survey community college women's teams' coaches and assistant coaches. This information was gathered and analyzed in an effort to provide some insight into the level of awareness of Title IX mandates, the level of understanding about the legislation, and how well Title IX has been implemented at their community colleges.

Research Questions

The overarching issue addressed in this research is: What are the perceptions of women's teams' coaches at community colleges regarding gender equity and Title IX compliance?

Specific questions are:

1. What are the coaches' perceptions regarding gender equity in terms of opportunities for participation?
2. What are the coaches' perceptions of gender equity regarding opportunities for financial aid by means of athletic scholarships?
3. What are the coaches' perceptions of gender equity in regard to benefits and services?

4. What are the coaches' perceptions of their awareness and understanding of Title IX and related compliance issues?
5. How comfortable do coaches feel discussing their perceptions of gender equity issues or Title IX non-compliance with their supervisors?
6. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender?
7. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience in coaching?
8. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached?
9. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region?

Research Design

A cross-sectional survey design was used to explore the questions of this research study. Creswell (2003) describes a survey design as one that can provide a quantitative or numeric description of trends, attitudes, or opinions of a population. Additionally, a cross-sectional study is intended to capture data at a given point in time from a specific group (Creswell, 2003). This was an appropriate design choice to gather data on perceptions of coaches of gender equity in athletics on the community college level.

Approval from the University of New Orleans Institutional Review Board was secured through the established procedure (see Appendix A). Because the research utilized an anonymous survey and participants were contacted directly, approval from their respective Review Boards was not required. Consent to participate was implied through completion of the survey by the participants (see Appendix B).

Population and Sample

Population.

The population studied included head coaches and assistant coaches of women's teams at NJCAA member institutions who were listed in the *National Directory of College Athletics*. The online directory references over 2,100 junior and senior colleges in the United States, and is utilized by the NCAA, NAIA and the NJCAA.

Because this research studied perceptions regarding gender equity and Title IX compliance in community college athletics, it was important to survey those most directly involved with women's athletic teams at those colleges. It was important to ascertain their perceptions regarding various components of Title IX, including opportunities for participation, scholarship

opportunities, benefits and services, funding, and the overall awareness and understanding of what is required of colleges for compliance in regard to Title IX legislation.

Participant selection.

A complimentary subscription to the *National Directory of College Athletics* was obtained from the publisher, Collegiate Directories, Inc. for the purposes of this dissertation research. A customized database was then purchased from the publisher. Included were 5,072 contacts. Among these were community college presidents, athletic directors, head and assistant coaches of NJCAA women's teams in the directory. The database was filtered to exclude presidents, athletic directors, and those with no e-mail address listed, which resulted in 1,781 possible participants.

Contacting participants.

The e-mail distribution list was loaded into Qualtrics™ software, available through the University of New Orleans. An introductory e-mail (see Appendix B) that introduced me as a graduate student at the University of New Orleans, along with a survey link, was distributed to each of the potential participants. All the elements of consent as required by the Institutional Review Board (see Appendix A) and an explanation of the purpose of the study was included in this email, along with a link to the survey administered using Qualtrics™ software. Individual responses remained anonymous. The time frame for completion was scheduled for three weeks. A follow-up e-mail request and reminder with a link to the survey was sent to potential participants at the end of week two (see Appendix C), following the initial contact. A third e-mail request (see Appendix D) was sent at the end of week four.

Data Collection

Instrument selection and design.

No instruments specific to perceptions of gender equity and Title IX compliance in the community college were found in a search of the research literature. However, in researching the topic of gender equity in athletics, a research study on perceptions of Senior Woman Administrators (SWA) regarding Title IX compliance in NCAA athletic departments was found. Researchers Schneider, Stier, Henry, and Wilding (2010) used the *NCAA Gender Equity Manual*'s Title IX compliance areas, commonly referred to as "the laundry list," as the basis for the development of their survey. The survey questioned SWAs on their perceptions of gender equity in regard to benefits and services, including: a) equipment and supplies; b) scheduling of games and practice times; c) travel and daily allowance/per diem; d) access to tutoring; e) coaching, f) locker rooms, practice and competitive facilities; g) medical and training facilities and services; h) housing and dining facilities and services; i) publicity and promotions; j) support services and k) recruitment of student-athletes (Schneider, et al., 2010).

Outside experts in the field of Title IX compliance confirmed content and helped to ensure content validity of Schneider, et al.'s survey. Permission from the authors (Appendix E) was obtained to use the survey for this dissertation research. Because their instrument only addressed perceptions of benefits and services (items in Part III), additional questions were included. Items related to athletic scholarship opportunities (Part II), subjects' perceptions of their own awareness and understanding of Title IX, as well as their level of comfort regarding their ability to raise and discuss issues of gender equity and Title IX with their supervisor (items in Part IV) were added. Content validity of these additional questions in Parts I, II, and IV was previously ascertained on a survey conducted during my pilot study. In that study, the survey was sent to

community college coaches in the state of Mississippi who validated through written feedback the content was applicable to community college athletics. These individuals may have participated in this study as well if they are still coaching at the community college level, either in Mississippi or in another part of the country, and their contact information was in the database from the *National Directory of College Athletics*. An additional measure of the validity of the survey is the reliability determined during the pre-dissertation study. In that study, Cronbach's alpha was equal to .97, indicating a highly reliable instrument.

The survey consisted of five parts (see Appendix F). Part I consisted of items related to equity of opportunity for participation in athletics; Part II addressed opportunity for athletic scholarships. Part III consisted of items related to equity of benefits and services for athletes while Part IV related to perceptions of awareness and understanding of Title IX, comfort in discussing concerns with supervisors, and perceptions of the institution's commitment to gender equity and Title IX compliance. Part V included demographic information. Respondents were not required to answer these items, but if they chose to answer, the survey software was programmed to maintain anonymity of responses.

Survey administration.

The survey was self-administered through Qualtrics™ survey software secured through the University of New Orleans. The electronic survey was tested for proper functioning prior to being administered by sending to five individuals who were not part of the sample. One advantage of using an electronic survey is that it is cost effective. The survey software can be used free of charge and delivered via email without cost. Additionally, conducting a survey with an electronic software offers the convenience of having the data in an electronic format (Kaplowitz, Hadlock, & Levine (2004), for importing into SPSS.

Response Rate

Response rates for electronic surveys vary. Sheehan (2001) reported a declining response rate from 1986 to 2000, with a high of 62% in 1986 and a low of 19% in 1994. In 2000, the average response rate was 24%. A positive influence on response rates was seen with follow-up communications. In their study comparing web survey response rates to mailed survey response rates, Kaplowitz, et al. (2004) found comparable response rates when both groups of respondents received advance notification by mail. If no advance notification was sent, response rate for electronic surveys was 21% compared to 25% if advance notification was utilized. No advance notification was used, however two follow up requests for participation were sent. As can be seen in Table 5, the response rate for the survey was low, but acceptable. Responses were considered usable if all equity and demographic items were answered.

Table 5

Response Rate

| Number of Surveys Distributed | Total Responses Received | Usable Responses |
|-------------------------------|--------------------------|------------------|
| 1,781 | 309 (17%) | 280 (15.7%) |

Variables

Dependent variables.

The overarching dependent variable considered in this study was the perception of gender equity held by coaches of women's teams in community college athletics. Specific dependent variables included:

- Perceptions of equity regarding opportunities for participation
- Perceptions of equity regarding financial aid in terms of athletic scholarships

- Perceptions of equity regarding benefits and services
- Perceptions of awareness and understanding of Title IX mandates, provisions, and related issues
- Perceptions of comfort with discussing gender equity and compliance concerns with supervisor

Independent variables.

The independent variables considered in this study included:

- Gender - male or female. Males and females often have different perceptions of equality related to gender. The number of males coaching women's athletic teams has increased since Title IX.
- Years' experience coaching at the college level—0-5; 6-10; 11-15; 16-20; 21-25; >25. As noted by Banerjee (2008), expectations for equity may be different among those with greater or lesser experience and knowledge of circumstances.
- Sport coached - Women's Basketball; Women's Bowling; Women's Cross Country; Women's Golf; Women's Half Marathon; Women's Lacrosse; Women's Soccer; Softball; Women's Tennis; Women's Indoor Track and Field; Women's Outdoor Track and Field; Women's Swimming and Diving; Women's Volleyball. Perceptions may vary according to sport coached (Hull, 1993). Perceptions may also vary between what may be considered major and minor sports on a campus. Major sports may not experience inequity to the same degree as minor sports, therefore it is important to look at variations in perceptions according to sport coached.
- NJCAA region—there are 24 regions. In comparing perceptions by region, the study sought to determine whether or not certain regions may be in more need of attention,

education, training, and plans to improve compliance and improve opportunities for potential female student-athletes.

This study sought to ascertain perceptions regarding gender equity and compliance with Title IX in community college athletic programs. It is useful to look at factors which may be associated with perceptions. Identifying factors which may indicate a greater or lesser understanding or sensitivity to perceived inequities in community college athletics may be useful as attempts are made to raise understanding and awareness among all individuals affected by and/or responsible for improving the state of gender equity and Title IX compliance in college athletics programs.

Data Analysis

Coding and entering data.

Data was electronically downloaded from Qualtrics™ software into a Microsoft Excel™ spreadsheet and then imported into *Statistical Package for the Social Sciences* (SPSS), version 16. After examining frequency data, and in order to obtain an adequate number of responses in each cell for analysis, the years' experience, region, and sport coached variables were revised from the categories in the survey. For years' experience, categories were collapsed from seven in number to six. The ranges of "26-30" and ">30" were collapsed into the range of ">25". The sport coached variable was revised from thirteen sports to five. The sports with the greatest response rate were basketball, soccer, volleyball, and softball. These categories remained, and the remaining sports (indoor track and field, outdoor track and field, bowling, tennis, cross-country, golf, half-marathon, lacrosse, swimming /diving) were collapsed into the category denoted as "other". The NJCAA Regions category was also revised by grouping numbered regions into geographic regions as follows: Southeast (Regions 22, 23, 17); South-Central

(Regions 7, 10); Mid-West (Regions 4, 24, 12); Northeast (Regions 19, 20); Upper Northeast (Regions 3, 15, 21); Mid-Central (Regions 2, 6, 16, 14); North-Central (Regions 11, 13); Southwest (Regions 1, 5); Northwest (Regions 9, 18); and Florida (Region 8). Florida was designated a separate category as it is the only state with state mandated regulations ensuring gender equity in educational institutions and it is the only state in Region 8. Coding of variables is described in Table 6.

Table 6

Variables and Assigned Codes

| Independent Variables | Measurements | Assigned Codes |
|---|---------------------------|----------------|
| Current Position | Head Women's Coach | 1 |
| | Assistant Women's Coach | 2 |
| | Other | 3 |
| Gender | Male | 1 |
| | Female | 2 |
| Age | 1991 through 1932 | 1-60 |
| Highest Educational Degree attained | HS Diploma/GED | 1 |
| | Certificate | 2 |
| | Associate's Degree | 3 |
| | Bachelor's Degree | 4 |
| | Master's Degree | 5 |
| Marital status | Doctoral Degree | 6 |
| | Single | 1 |
| | Married/Partnered | 2 |
| Years' experience coaching at the college level | Divorced | 3 |
| | 0-5 | 1 |
| | 6-10 | 2 |
| | 11-15 | 3 |
| | 16-20 | 4 |
| Geographic Region | 21-25 | 5 |
| | >25 | 6 |
| | Southeast | 1 |
| | South-Central | 2 |
| | Mid-West | 3 |
| | Northeast | 4 |
| | Upper Northeast | 5 |
| | Mid-Central | 6 |
| | North-Central | 7 |
| | Southwest | 8 |
| Northwest | 9 | |
| Sport Coached | Florida | 10 |
| | Women's Basketball Soccer | 1 |
| | Volleyball | 2 |
| | Softball | 3 |
| Coaching duties full-time or part-time | Other | 4 |
| | | 5 |
| If part-time, other duties | Full-time | 1 |
| | Part-time | 2 |
| Race | Yes | 1 |
| | No | 2 |
| Race | Asian | 1 |
| | African American/Black | 2 |
| | Caucasian/White | 3 |
| | Hispanic | 4 |
| | American Indian | 5 |
| | Other | 6 |

Descriptive statistics.

Frequencies for demographic information were gathered using SPSS for description of the sample. A Likert scale was used for survey responses with “strongly disagree” (=1), “disagree” (=2), “neither agree nor disagree” (=3), “agree” (=4), and “strongly agree” (=5). Any missing data was coded “missing” by SPSS. Frequencies, percentages, means of central tendency, and standard deviations were determined to assess the perceptions of respondents to survey items.

Demographic data revealed 57% of respondents were male and 43% female. The age range was 24 to 78, with an average age of 44.1. The racial make-up included 85% Caucasian, 8% African-American and 4% Hispanic. The majority (59%) reported a master’s degree as their highest educational degree, while 33% reported a bachelors and 3% a doctorate. Table 7 depicts the demographic make-up of the participants.

Table 7

Sample Demographic Data (n = 277)

| Variable | n | % | <i>M</i> |
|----------------------------|-----|----|----------|
| Female | 118 | 43 | |
| Male | 159 | 57 | |
| Age | | | 44.1 |
| Caucasian | 232 | 85 | |
| African-American | 21 | 8 | |
| Hispanic | 12 | 4 | |
| Asian | 2 | 1 | |
| American Indian | 2 | 1 | |
| Other Race | 4 | 1 | |
| High School Diploma/GED | 4 | 1 | |
| Certificate | 3 | 1 | |
| Associate Degree | 9 | 3 | |
| Bachelor's Degree | 90 | 33 | |
| Master's Degree | 162 | 59 | |
| Doctoral Degree | 8 | 3 | |

In regard to coaching position, 86% of respondents reported their primary position as head coach. In Table 8, the gender breakdown of primary position is noted.

Table 8

Primary Coaching Position by Gender in Percentages

| | Head Coach | Assistant Coach | Other Position |
|--------|------------|-----------------|----------------|
| Male | 58 | 6 | 3 |
| Female | 42 | 5 | 5 |

Forty-three percent (120) of participants reported their coaching duties were full-time, while 57% reported coaching duties as part-time. Of those who reported part-time coaching duties, 49% had additional duties which qualified them as a full-time employee. The majority (83%) reported coaching only one sport, 14% reported coaching two sports and 4% coached three or more. The number of years of experience coaching at the college level was reported as 29% having 0-5 years; 23% had 6-10 years; 21% had 11-15 years; 13% had 16-20 years of experience; and 14% had greater than 20 years. Eleven respondents reported having more than 30 years' experience.

In Figure 7, the breakdown of sport coached is noted. The majority of respondents coached women's basketball, followed by softball and volleyball. The category of "other" consists of respondents coaching a variety of minor sports, including women's bowling, cross country, golf, half-marathon, lacrosse, tennis, indoor track and field, outdoor track and field and swimming and diving.

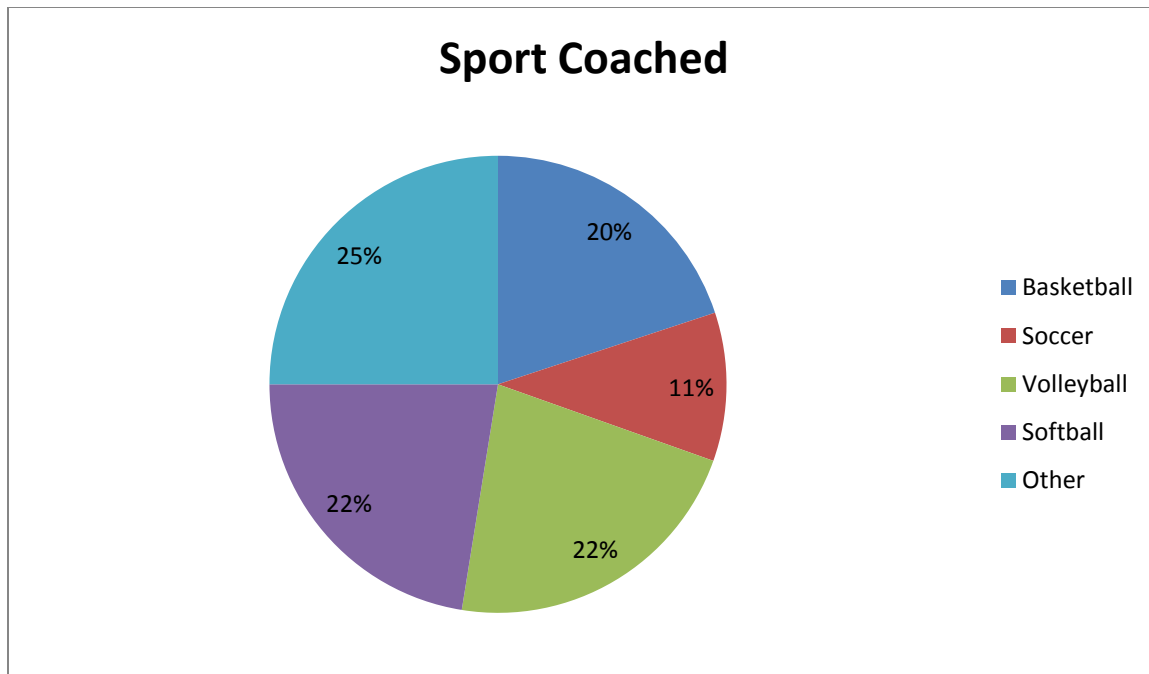


Figure 7: Distribution of respondents by sport coached

To provide an institutional picture of where respondent's colleges were located, the questions of NJCAA division, region and state were asked. Respondents from Division I made up 37% of participants, while 33% were from Division II and 29% were from Division III colleges. In terms of region, the respondents were dispersed among all 24 NJCAA regions, with the most (11%) from Region 6 and the fewest (1%) from Regions 2 and 17. Kansas and Illinois were the two states with the most respondents (11% each), followed by New York with 9% and Florida with 6%. Several states (California, Delaware, Hawaii, Kentucky, Maine, New Hampshire, Oregon, Rhode Island, South Dakota, Vermont, Washington, and West Virginia) did not have any respondents.

Reliability

Internal consistency reliability can be measured using Cronbach's alpha. The reliability coefficient is a measure of how closely related items are, on a scale of 0 to 1, whereby the closer to 1 the coefficient is, the more reliable the results (Huck, 2004). The survey utilized in the pre-dissertation study had a reliability coefficient of 0.97, indicating the results were reliable. For Schneider, et al.'s (2010) survey, reliability findings were not reported. Therefore, because this study combined the items from the pre-dissertation survey with the items from Schneider, et al.'s (2010) instrument, the reliability of the adapted survey instrument was established. Participants were asked to respond to individual survey items using a five point Likert scale with 1 = "strongly disagree"; 2 = "disagree"; 3 = "neither agree nor disagree"; 4 = "agree"; and 5 = "strongly agree." Three sub-scales were utilized: opportunities for participation (three items); benefits and services (13 items); and awareness and understanding of Title IX issues (eight items). Additionally, there was one item related to scholarships and one item related to comfort discussing equity and Title IX compliance. Reliability analysis was conducted on the items that comprised the opportunities for participation scale, the benefits and services scale, the awareness scale, and the overall survey.

The total survey had a high level of reliability (Cronbach's $\alpha = .94$). One item, awareness that differences in treatment constitutes a Title IX violation had a corrected item – total correlation value of 0.19, however item – total statistics did not reveal any increases in reliability if that, or any other item, were deleted (see Appendix G).

The reliability of each of the scales comprising the survey was also analyzed. The "opportunities for participation" scale had an acceptable level of reliability (Cronbach's $\alpha = .73$). However, when examining the item – total statistics (see Appendix H), the reliability increased

to .83 if the item “a women’s sports team has been added” was deleted from the scale, therefore, this item was removed from the scale and not used in subsequent analyses.

Cronbach’s alpha for the “benefits and services” scale was determined to be .93. Item – total statistics (see Appendix I) did not reveal any increase in reliability by deleting any items, therefore all items remained in the scale for further analysis. The “understanding and awareness” scale was also found to be reliable (Cronbach’s $\alpha = .85$) with no appreciable increase in reliability if any items were deleted (see Appendix J). Based on this analysis, the overall survey and the sub-scales used were deemed to be reliable for this project.

Analysis of variance.

A multivariate analysis of variance (MANOVA) can be utilized to analyze differences between groups when there are more than two independent or dependent variables, whereas, a univariate analysis of variance (ANOVA) is used when there is only one dependent variable (Field, 2009). “MANOVA incorporates information about several outcome measures and, therefore, informs us of whether groups of participants can be distinguished by a combination of scores on several dependent measures” (Field, 2009, p. 586). As this study examined multiple perceptions, use of MANOVA was appropriate to analyze the majority of the data.

Prior to conducting the MANOVAs, total scores for the dependent variables (opportunities for participation, scholarships, benefits and services, awareness, and level of comfort discussing) were obtained by summing the responses for all items in the corresponding scale. These new variables were then utilized as the dependent variables for the MANOVA.

In SPSS, four separate MANOVAs were conducted. The first analysis included the summed score variable related to opportunities for participation, scholarships, benefits and services, awareness, and level of comfort discussing as dependent variables and gender as the

independent variable. Each subsequent analysis included the same dependent variables with different independent variables. The independent variable in the second analysis was years' experience. The independent variable in the third analysis was sport coached. The independent variable in the fourth analysis was region. A separate MANOVA was conducted for each independent variable because there was no relationship found between variables in the literature.

When each MANOVA was run, Box's Test of Equality of Covariance Matrices was conducted to test whether the homogeneity of variance assumptions was met. Homogeneity of variance indicates whether or not the variances in the data are similar and stable across groups (Field, 2009). Significant differences in the analyses were identified using Pillai-Barlett (Pillai's) trace statistic with an alpha level of .05. An alpha level of .05 indicates there is a 5% chance of making a Type I error, or concluding there is a difference when there is not (Field, 2009). Pillai's trace test statistic was chosen because, according to Field (2009), it is more robust to violations of multivariate normality assumptions than other multivariate statistics (Hotelling's trace, Wilks' lambda, Roy's largest root) when samples sizes are relatively equal.

Significant differences were followed by post-hoc analysis using the Bonferroni approach. The Bonferroni approach controls for Type I error, is considered to be very conservative and more powerful than other approaches (Tukey's, least-significant difference) when there are a small number of comparisons (Field, 2009). This analysis was chosen due to its' ability to tightly control for Type I errors.

Effect size was also calculated in SPSS using the partial eta squared statistic. If a multivariate test is found to be significant, it is useful to determine whether or not the significance has an effect, that is, if it is meaningful or has magnitude. Partial eta squared looks at the "proportion of variance that a variable explains that is not explained by other variables in

the analysis” (Field, 2009, p.415). According to Tabachnick & Fidell (2013), effect sizes using partial eta squared are categorized as small ($\eta^2 = .01$), medium ($\eta^2 = .09$) and large ($\eta^2 = .25$).

Conclusion

A cross-sectional survey design study administered to coaches of women’s community college athletic teams was used. Surveys were administered to head and assistant coaches of NJCAA women’s teams across the United States who were listed in the *National Directory of College Athletics*. The survey was designed to explore perceptions of gender equity and Title IX compliance in community college athletic programs.

Data analysis using SPSS was conducted. Reliability of the survey instrument was determined using Cronbach’s alpha. Descriptive statistics were run and multivariate analysis of variance with post-hoc analysis was employed.

CHAPTER FOUR

Results

The purpose of this study was to explore perceptions among coaches of community college women's teams regarding gender equity at their institutions. Community college coaches were surveyed to determine their perceptions of equity in community college athletics using an instrument adapted from the work of Schneider, Stier, Henry, and Wilding (2010).

The information in this chapter is presented as follows: response rate; reliability; descriptive statistics of the participants. Inferential statistical analysis results of each research question will then be addressed.

Research Questions

Research question one.

The first research question sought to determine coaches' perceptions of gender equity in terms of opportunities for participation. The mean and standard deviation of responses to the three items related to opportunities for participation are reported in Table 9. As a group, coaches approach agreement in reporting their perceptions that opportunities for participation are provided proportional to enrollment by males and females at their institutions. To a lesser extent, they also approach agreement that interests of female students have been satisfied, although less so for potential female students than for current female students.

Table 9

Means and Standard Deviations for Survey Items Related to Opportunities for Participation

| Item | <i>M</i> | <i>SD</i> |
|---|----------|-----------|
| Opportunities for athletic participation are distributed proportionally to enrollment | 3.95 | 1.08 |
| Interest in athletic participation by current female students has been satisfied | 3.76 | 1.05 |
| Interest in athletic participation by potential female students has been satisfied | 3.63 | 1.09 |

As can be seen in Table 10, respondents were generally in agreement that opportunities for participation are being met.

Table 10

Frequency of Responses to Items Related to Opportunities for Participation in Percentages

| | Participation is Proportional | Interest of Current Students is Met | Interest of Potential Students is Met |
|-------------------|-------------------------------|-------------------------------------|---------------------------------------|
| Strongly Agree | 33.2 | 26.4 | 22.7 |
| Agree | 46.6 | 38.6 | 37.5 |
| Neutral | 5.1 | 20.9 | 21.3 |
| Disagree | 11.2 | 10.5 | 14.4 |
| Strongly Disagree | 3.6 | 2.9 | 3.2 |

Research question two.

Research Question Two asked about coaches’ perceptions of gender equity regarding opportunities for financial aid by means of athletic scholarships. One survey item addressed this and overall results indicated respondents were between neutral and agreement on this topic ($M = 3.58$, $SD = 1.23$). By frequency, 57.4% of coaches agreed to strongly agreed that opportunities

for scholarships were proportional to enrollment for males and females, while 29.8% disagreed or strongly disagreed and 22% were neutral. In a cross tabulation, it was found that 62.3% of males agreed or strongly agreed that opportunities for scholarships were proportional, while only 52.6% of females agreed or strongly agreed ($\chi^2 = 2.6$, $df = 1$, $p > .05$).

Research question three.

Perceptions of benefits and services were considered in Research Question Three. This area was comprised of 13 items with mean results indicated in Table 11.

Table 11

Means and Standard Deviations for Survey Items Related to Benefits and Services

| Item | <i>M</i> | <i>SD</i> |
|---|----------|-----------|
| The following items are provided for equitably for men’s and women’s athletic programs at my institution. | | |
| Equipment and supplies | 3.86 | 1.19 |
| Scheduling of games | 4.18 | .91 |
| Travel per diem | 4.12 | 1.01 |
| Tutoring | 4.24 | .86 |
| Coaching | 3.95 | 1.16 |
| Locker room facilities | 3.64 | 1.34 |
| Practice facilities | 4.02 | 1.08 |
| Competitive facilities | 3.96 | 1.14 |
| Medical training facilities/services | 4.15 | .99 |
| Housing and dining services | 3.91 | 1.04 |
| Publicity | 3.66 | 1.28 |
| Support services | 4.03 | 1.04 |
| Recruitment of student-athletes | 3.94 | 1.10 |

As can be seen in Table 12, the areas where the greatest number of respondents disagreed or disagreed strongly that benefits and services were provided for equitably for men’s and women’s teams were in regard to locker room facilities, publicity, and equipment and supplies. Following these, in rank order, were the areas of coaching, competitive facilities, recruitment, practice facilities, and support services as the next most notable areas of concern.

Table 12

Rank Order of Perceptions of Benefits and Services from Least Equitable to Most Equitable

| <i>Benefit/Service</i> | <i>Rank</i> | <i>% SD</i> | <i>% D</i> | <i>% N</i> | <i>% A</i> | <i>% SA</i> |
|--------------------------------------|-------------|-------------|------------|------------|------------|-------------|
| Locker room facilities | 1 | 11.6 | 13.4 | 5.4 | 39.7 | 30.0 |
| Publicity | 2 | 7.6 | 16.2 | 10.5 | 34.7 | 31.0 |
| Equipment and Supplies | 3 | 5.8 | 13.4 | 4.7 | 42.2 | 33.6 |
| Coaching | 4 | 5.1 | 11.2 | 6.9 | 37.9 | 39.0 |
| Competitive facilities | 5 | 6.5 | 7.2 | 6.5 | 44.4 | 35.4 |
| Recruitment | 6 | 5.1 | 7.9 | 10.1 | 41.9 | 34.7 |
| Practice facilities | 7 | 4.7 | 7.9 | 5.8 | 44.0 | 36.8 |
| Support services | 8 | 3.6 | 6.9 | 11.2 | 40.4 | 37.5 |
| Travel per Diem | 9 | 3.6 | 6.1 | 6.1 | 43.7 | 40.4 |
| Medical training facilities/services | 10 | 3.2 | 5.8 | 6.1 | 43.3 | 41.5 |
| Scheduling of Games | 11 | 1.8 | 6.5 | 4.0 | 48 | 39.4 |
| Housing and dining services | 12 | 4.3 | 2.9 | 24.2 | 34.3 | 33.6 |
| Tutoring | 13 | 1.8 | 1.8 | 11.6 | 40.4 | 44.4 |

Research question four.

Perceptions of awareness of Title IX and related compliance issues were the focus of Research Question Four. The mean scores and standard deviations of these eight items are listed in Table 13.

Table 13

Means and Standard Deviations for Survey Items Related to Awareness

| Item | <i>M</i> | <i>SD</i> |
|---|----------|-----------|
| Awareness that differences in treatment may constitute Title IX violation | 4.32 | .76 |
| Athletic department provides adequate information and training | 3.20 | 1.27 |
| Understanding of guidelines and legal implications of Title IX | 3.92 | .90 |
| Aware of “whistleblower” protections as it relates to Title IX | 3.47 | 1.15 |
| Aware of Title IX coordinator at institution | 3.09 | 1.32 |
| be informed of Aware that students must Title IX coordinator | 2.97 | 1.21 |
| College committed to achieving gender equity in athletics | 3.69 | 1.13 |
| Review annual data submitted for EADA | 2.73 | 1.21 |

By item, almost 90% of coaches indicated they were aware that differences in treatment between men’s and women’s athletic teams could constitute a Title IX violation, whereas only 23.5% reported reviewing annual data reported to the EADA. The percentage of responses to the items in the awareness subscale is outlined in Table 14. The low percentage of respondents who indicated they review the annual report, in contrast to the high percentage of respondents who indicated they are aware that differences may constitute Title IX violations, raises a number of questions as to why this is the case. Do coaches assume things are equal? Do coaches assume gender equity in the program is not their responsibility? Do coaches assume they have no power to effect change?

Table 14

Frequency of Responses to Items Related to Awareness in Percentages

| | Awareness | Information | Understanding | Whistleblower Protection | Title IX Coordinator | Students Title IX Coordinator | College Commitment | Annual Data |
|-------------------|-----------|-------------|---------------|--------------------------|----------------------|-------------------------------|--------------------|-------------|
| Strongly Agree | 44.0 | 18.1 | 26.7 | 19.1 | 17.3 | 13.4 | 24.5 | 11.2 |
| Agree | 47.3 | 26.7 | 47.7 | 37.5 | 26.4 | 21.3 | 40.8 | 12.3 |
| Neutral | 5.4 | 19.1 | 15.9 | 17.7 | 16.6 | 21.7 | 16.2 | 30.3 |
| Disagree | 1.4 | 24.5 | 9.0 | 20.2 | 26.4 | 32.9 | 11.9 | 28.2 |
| Strongly Disagree | 1.4 | 9.4 | 0.4 | 4.7 | 12.6 | 9.0 | 5.4 | 16.2 |

Research question five.

Whether or not coaches felt comfortable discussing their perceptions of gender equity issues or Title IX non-compliance with their supervisor was considered in Research Question Five. Mean score on the one item which addressed comfort was 3.85 ($SD = 1.09$), with 72.2% of respondents indicating they agreed or strongly agreed they felt comfortable discussing their perceptions.

Research question six.

Research Question Six examined differences in perceptions of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing gender equity issues or Title IX non-compliance based on gender. On the opportunities for participation scale, males agreed ($M = 4.06$, $SD = 1.04$) more than females ($M = 3.82$, $SD = 1.12$) that opportunities for participation were distributed proportionally to enrollment. As mentioned previously, Title IX requires that opportunities for participation and opportunities for athletic scholarships must be proportional to the enrollment of men and women enrolled at the institution. Interest in athletic participation by current students being satisfied was addressed in item two of the scale, where male coaches approached agreeing ($M = 3.9$, $SD = 1.05$) more than female coaches ($M = 3.59$,

$SD = 1.05$). The final item of the scale, interest in athletic participation by future students being satisfied revealed a mean score for male coaches was 3.72 ($SD = 1.05$) and for females, the mean score was 3.52 ($SD = 1.03$). Across all three items on the opportunities for participation scale, males perceived equitable opportunities for participation existed to a greater extent than did females.

The item related to opportunities for financial aid by means of athletic scholarship revealed that males agreed more ($M = 3.73$, $SD = 1.21$) than females ($M = 3.40$, $SD = 1.23$) that opportunities were equitable. Regarding benefits and services, male coaches were more in agreement than female coaches that benefits and services were provided for equitably. Means for the 13 items in the benefits and services scale can be found in Table 15.

Table 15

Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Gender

| Gender | Equipment/ Supplies | Scheduling | Travel per diem | Tutoring | Coaching | Locker Room | Practice Facilities | Competitive Facilities | Medical Training | Housing/ Dining | Publicity | Support Services | Recruitment |
|----------------|------------------------|------------|-----------------------|----------|----------|----------------|------------------------|---------------------------|---------------------|--------------------|-----------|---------------------|-------------|
| Male Mean | 4.07 | 4.35 | 4.23 | 4.39 | 4.22 | 3.79 | 4.15 | 4.09 | 4.29 | 3.97 | 3.81 | 4.17 | 4.09 |
| <i>SD</i> | 1.15 | .85 | 1.01 | .84 | 1.04 | 1.31 | 1.07 | 1.12 | .90 | 1.09 | 1.30 | 1.05 | 1.14 |
| Female Mean | 3.57 | 3.92 | 3.91 | 4.02 | 3.61 | 3.40 | 3.83 | 3.79 | 3.97 | 3.80 | 3.46 | 3.83 | 3.74 |
| <i>SD</i> | 1.18 | .93 | 1.01 | .85 | 1.22 | 1.35 | 1.08 | 1.19 | 1.04 | .96 | 1.19 | 1.02 | 1.04 |
| Total Mean | 3.85 | 4.17 | 4.11 | 4.24 | 3.96 | 4.64 | 4.01 | 3.95 | 4.14 | 3.90 | 3.66 | 4.03 | 3.95 |
| <i>SD</i> | 1.19 | .92 | 1.02 | .86 | 1.16 | 1.34 | 1.09 | 1.14 | 1.00 | 1.05 | 1.28 | 1.05 | 1.10 |

This raises a number of questions as to why, across all 13 items which are supposed to be distributed equitably for male and female student athletes, do male coaches consistently agree to a greater extent than female coaches that these benefits and services are distributed equitably. Are male coaches less aware of what is considered equitable? Are they simply less concerned with the issue of equity? These are important questions to consider.

By gender, males had higher mean scores on all items related to awareness, with the exception of the item related to reviewing annual data submitted to the US Department of Education as required by the EADA. The mean score on this item for males was 2.71 ($SD = 1.25$) and for females, $M = 2.78$ ($SD = 1.19$). Females reported being less comfortable ($M = 3.62$, $SD = 1.14$) than males ($M = 4.02$, $SD = 1.04$) discussing gender equity or Title IX non-compliance with their supervisor. Means for all awareness items can be found in Appendix K.

As part of the multivariate analysis, evaluation of assumptions of normality and homogeneity of covariance matrices using Box's test of equality of covariance matrices were conducted and found to be non-significant (Box's $M = 15.18$, $F = .99$, $p > .05$) meaning assumptions of MANOVA have been met. Multivariate analysis of variance using Pillai's trace test statistic revealed there was a significant difference between the perceptions of males and females regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance, $V = .05$, $F(5, 243) = 2.70$, $p \leq .00$. Partial $\eta^2 = .05$, indicating a small effect size. Five percent of the variance in differences in perceptions can be accounted for by gender.

Significant univariate tests were obtained for perceptions of opportunities for financial aid by means of athletic scholarships ($F(1, 247) = 4.20, p = .04$); perceptions of equity in benefits and services ($F(1, 247) = 13.20, p \leq .00$); and perceptions of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance ($F(1, 247) = 5.06, p = .03$). The perceptions of males differed significantly from the perceptions of females as related to opportunities for financial aid by means of athletic scholarships, benefits and services and comfort in discussing gender equity issues. Males perceived more equity opportunities for scholarships and benefits and services and were more comfortable discussing gender equity with their supervisors than females.

Research question seven.

Research Question Seven sought to determine if there were any differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience in coaching. Coaches with greater than 25 years of experience had the highest level of agreement ($M = 4.30, SD = .88$), while coaches with 21-25 years of experience had the lowest level of agreement ($M = 3.47, SD = 1.38$) that opportunities for participation were proportional according to enrollment. The second item on the opportunities for participation scale revealed responses from coaches based on years of experience ranged from 2.12 ($SD = 1.22$) from coaches with 21-25 years to 3.27 ($SD = 1.28$) from coaches with 1-5 years' experience. Regarding interest of current students being satisfied, those with 21-25 years of experience were the most neutral on this item ($M = 3.06, SD = 1.14$, while those with 0-5 years' experience were the closest to agreeing ($M = 3.99, SD = .89$). Coaches with 21-25 years'

experience were less in agreement ($M = 2.94, SD = 1.09$) than were those with 0-5 years' experience who were most in agreement ($M = 3.81, SD = .98$) that interest of potential students was satisfied. See Table 16 for means of items by years' experience.

Table 16

Means and Standard Deviations for Items Related to Equity in Opportunities for Participation by Years' Experience Coaching

| Years' Experience | Participation is Proportional | Interest of Current Students | Interest of Potential Students |
|-------------------|-------------------------------|------------------------------|--------------------------------|
| 0-5 | | | |
| Mean | 4.01 | 3.99 | 3.81 |
| SD | 1.04 | .89 | .98 |
| 6-10 | | | |
| Mean | 3.87 | 3.62 | 3.48 |
| SD | 1.10 | 1.05 | 1.07 |
| 11-15 | | | |
| Mean | 3.86 | 3.86 | 3.71 |
| SD | 1.07 | 1.03 | 1.14 |
| 16-20 | | | |
| Mean | 4.08 | 3.70 | 3.68 |
| SD | 1.06 | 1.24 | 1.26 |
| 21-25 | | | |
| Mean | 3.47 | 3.06 | 2.94 |
| SD | 1.06 | 1.14 | 1.09 |
| >25 | | | |
| Mean | 4.30 | 3.70 | 3.65 |
| SD | .88 | 1.06 | 1.11 |
| TOTAL | | | |
| Mean | 3.95 | 3.76 | 3.63 |
| SD | .88 | 1.06 | 1.09 |

Upon review of Table 16, one can see that the coaches grouped by 20-25 years of experience clearly perceive the greatest concerns across all items on the equity in opportunities for participation scale. This raises the question why? Do coaches with more experience have greater knowledge of Title IX compliance requirements and greater expectations for equity? If so, what explains the higher scores for those with greater than 25 years' experience? Is there a gender disparity in these two age groups? Are those with greater than 25 years' experience

simply beyond the stage of expending energy or caring about the persisting challenges of gender equity?

By years of experience, respondents answered the item related to opportunities for financial aid in terms of athletic scholarships similarly, with the mean ranging from 3.35 ($SD = 1.21$) for coaches with 16-20 years of experience to 3.68 ($SD = 1.19$) for coaches with 0-5 years of experience. Mean responses from all groups on this item can be found in Table 17.

Table 17

Means and Standard Deviations for Opportunities for Scholarships by Years' Experience Coaching

| <i>Years' Experience</i> | <i>Mean</i> | <i>Standard Deviation</i> |
|--------------------------|-------------|---------------------------|
| 0-5 | 3.68 | 1.19 |
| 6-10 | 3.62 | 1.30 |
| 11-15 | 3.54 | 1.26 |
| 16-20 | 3.35 | 1.21 |
| 21-25 | 3.47 | 1.01 |
| >25 | 3.61 | 1.44 |
| TOTAL | 3.57 | 1.24 |

Upon review of the Table 17, one can see that coaches with at least 15 years of experience perceive less equity in opportunities for scholarships than those coaches with less experience. As with perceptions of opportunities for participation, perhaps expectations for equity regarding scholarships are higher among those coaches with more knowledge of Title IX requirements and experience. Again, the perceptions of coaches with greater than 25 years' experience are not explained by this; confounding factors of gender or other variables might exist.

On the benefits and services scale, regardless of years of experience, coaches agreed to strongly agreed that scheduling of games, travel per diem, tutoring, and medical training facilities and services were equitable. Mean scores for equipment and supplies ranged from 3.74

($SD = 1.36$) of those with more than 25 years of experience to 3.94 ($SD = 1.35$) of those coaches with 21-25 years of experience. Coaches with greater than 25 years' experience had the highest mean scores on the items of coaching ($M = 4.04$, $SD = 1.19$), publicity ($M = 4.00$, $SD = 1.21$), and support services ($M = 4.26$, $SD = 1.01$) being equitable. Coaches with 21-25 years' experience had the highest mean scores related to housing and dining services ($M = 4.18$, $SD = 1.13$), recruitment of student athletes ($M = 4.18$, $SD = 1.13$), competitive facilities ($M = 4.18$, $SD = 1.02$), and practice facilities ($M = 4.44$, $SD = .63$) being equitable. With regard to locker room facilities, coaches with 0-5 years' experience were most in agreement on equity ($M = 3.82$, $SD = 1.16$). Mean responses from all groups on the 13 items can be found in Appendix L.

Examination of responses to items on the awareness and understanding scale indicated those with greater than 25 years reported being least aware that differences in treatment may constitute a Title IX violation ($M = 4.09$; $SD = 1.13$). Those with 21-25 years' experience were most aware of "whistleblower" protection ($M = 3.94$; $SD = .97$) while those with 0-5 years were least aware ($M = 3.27$, $SD = 1.12$). Coaches with more than 25 years' experience were most comfortable discussing equity issues as can be seen in Table 18.

Table 18

Means and Standard Deviations for Comfort Discussing Gender Equity by Years of Experience

| Item | <i>M</i> | <i>SD</i> |
|----------------------------------|----------|-----------|
| Comfort discussing gender equity | | |
| 0-5 years' experience | 3.88 | .97 |
| 6-10 years' experience | 3.89 | 1.11 |
| 11-15 years' experience | 3.81 | 1.16 |
| 16-20 years' experience | 3.69 | 1.19 |
| 21-25 years' experience | 3.82 | 1.29 |
| >25 years' experience | 4.09 | .95 |

For the MANOVA, evaluation of assumptions of normality and homogeneity of covariance matrices using Box's test of equality of covariance matrices were non-significant (Box's $M = 102.30$, $F = 1.26$, $p > .05$) meaning assumptions of MANOVA are met. Multivariate analysis of variance using Pillai's trace test statistic revealed there was a significant difference in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience, $V = .16$, $F(25, 1215) = 1.59$, $p = .03$. Partial $\eta^2 = .03$, indicating a small effect size. Three percent of the variance in differences in perceptions can be accounted for by years of experience in coaching.

Given the significance of the overall multivariate test, post-hoc analysis was conducted using the Bonferroni technique and revealed significant univariate effects for perceptions of opportunities for participation, $F(5, 243) = 3.12$, $p = .01$. Those with 21-25 years of experience coaching differed significantly in their perceptions from those with 0-5 years and those with 16-20 years of experience.

Research question eight.

Differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached was examined in Research Question Eight. The mean of responses ranged from 3.68 ($SD = 1.16$) by volleyball coaches to 4.11 ($SD = .96$) by soccer coaches on the first item of the scale: opportunities being provided in proportion to enrollment. Interest in athletic participation by current students being

satisfied was addressed in the second item on the scale with soccer coaches being less in agreement ($M = 3.46, SD = .92$) than were softball coaches who were most in agreement ($M = 3.93, SD = .99$). Basketball coaches ($M = 3.42, SD = 1.15$) had the lowest level of agreement, whereas softball coaches ($M = 3.82, SD = 1.0$) had the highest level of agreement that interest of potential students was being satisfied. Mean responses from all groups on this scale can be found in Table 19. As can be seen, perceptions of opportunities for participation vary by sport coached and across items on the scale.

Table 19

Means and Standard Deviations for Items Related to Equity in Opportunities for Participation According to Sport Coached

| Sport Coached | Participation is Proportional | Interest of Current Students | Interest of Potential Students |
|---------------|-------------------------------|------------------------------|--------------------------------|
| Basketball | | | |
| <i>M</i> | 3.85 | 3.57 | 3.42 |
| <i>SD</i> | 1.09 | 1.13 | 1.15 |
| Soccer | | | |
| <i>M</i> | 4.11 | 3.46 | 3.54 |
| <i>SD</i> | .96 | .92 | .92 |
| Volleyball | | | |
| <i>M</i> | 3.69 | 3.70 | 3.44 |
| <i>SD</i> | 1.15 | 1.03 | 1.13 |
| Softball | | | |
| <i>M</i> | 3.95 | 3.93 | 3.82 |
| <i>SD</i> | 1.16 | .99 | 1.13 |
| Other | | | |
| <i>M</i> | 4.25 | 3.97 | 3.90 |
| <i>SD</i> | .88 | 1.07 | 1.05 |
| TOTAL | | | |
| <i>M</i> | 3.95 | 3.76 | 3.64 |
| <i>SD</i> | 1.07 | 1.05 | 1.08 |

By sport coached, volleyball coaches were most neutral with the statement that opportunities for financial aid by means of athletic scholarships were equitable ($M = 3.30, SD = 1.27$), while basketball coaches approached most closely to agreeing ($M = 3.61, SD = 1.12$). Mean responses from all coaches by sport coached can be seen in Table 20.

Table 20

Means and Standard Deviations Related to Opportunities for Scholarships by Sport Coached

| <i>Sport Coached</i> | <i>M</i> | <i>SD</i> |
|----------------------|----------|-----------|
| Basketball | 3.61 | 1.12 |
| Soccer | 3.43 | 1.35 |
| Volleyball | 3.30 | 1.27 |
| Softball | 3.53 | 1.28 |
| Other | 4.00 | 1.16 |
| TOTAL | 3.59 | 1.24 |

All coaches agreed to strongly agreed that scheduling of games, tutoring and medical training facilities and services were provided for equitably. Basketball coaches had the highest mean scores related to equipment and supplies ($M = 4.08$, $SD = .97$), locker room facilities ($M = 3.88$, $SD = 1.10$), practice facilities ($M = 4.26$, $SD = .62$), competitive facilities ($M = 4.17$, $SD = .73$), publicity ($M = 3.85$, $SD = 1.13$), support services ($M = 4.04$, $SD = .99$), and recruitment ($M = 3.96$, $SD = 1.12$). Soccer coaches were most in agreement that travel per diem ($M = 4.15$, $SD = 1.06$), coaching ($M = 4.19$, $SD = .96$) and housing and dining services ($M = 3.85$, $SD = 1.17$) were equitable. Mean responses from all groups on the 13 items can be found in Table 21. In a review of the responses one finds that softball coaches' perceptions of equity in regard to benefits and services are most often the lowest across the 13 items listed, followed closely by volleyball. The perceptions of softball coaches are particularly notable because softball has a men's equivalent sport, baseball, against which direct comparisons of benefits and services to student-athletes can be made. Equipment and supplies, coaching, locker rooms, and competitive facilities were of particular concern.

Table 21

Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Sport Coached

| Sport Coached | Equipment/ Supplies | Scheduling | Travel per diem | Tutoring | Coaching | Locker Room | Practice Facilities | Competitive Facilities | Medical Training | Housing/ Dining | Publicity | Support Services | Recruitment |
|-------------------|---------------------|------------|-----------------|----------|----------|-------------|---------------------|------------------------|------------------|-----------------|-----------|------------------|-------------|
| Basketball | | | | | | | | | | | | | |
| <i>M</i> | 4.08 | 4.10 | 4.10 | 4.06 | 4.00 | 3.88 | 4.25 | 4.17 | 4.12 | 3.83 | 3.85 | 4.04 | 3.96 |
| <i>SD</i> | .97 | .96 | 1.02 | .94 | 1.05 | 1.10 | .62 | .73 | .98 | 1.04 | 1.13 | .99 | 1.12 |
| Soccer | | | | | | | | | | | | | |
| <i>M</i> | 4.04 | 4.07 | 4.15 | 4.15 | 4.19 | 3.63 | 3.78 | 3.85 | 4.22 | 3.85 | 3.52 | 3.85 | 3.85 |
| <i>SD</i> | 1.16 | 1.07 | 1.06 | .99 | .96 | 1.33 | 1.34 | 1.29 | .93 | 1.17 | 1.37 | 1.20 | 1.13 |
| Volleyball | | | | | | | | | | | | | |
| <i>M</i> | 3.64 | 4.15 | 3.82 | 4.13 | 3.80 | 3.38 | 4.02 | 4.02 | 4.00 | 3.80 | 3.18 | 3.82 | 3.75 |
| <i>SD</i> | 1.16 | .85 | 1.01 | .89 | 1.18 | 1.36 | .89 | .92 | 1.03 | 1.08 | 1.23 | 1.03 | 1.08 |
| Softball | | | | | | | | | | | | | |
| <i>M</i> | 3.50 | 4.21 | 4.03 | 4.22 | 3.67 | 3.26 | 3.60 | 3.43 | 4.09 | 3.74 | 3.53 | 3.91 | 3.91 |
| <i>SD</i> | 1.37 | .79 | 1.08 | .80 | 1.36 | 1.51 | 1.39 | 1.45 | .92 | 1.05 | 1.37 | 1.16 | 1.14 |

Softball coaches were most aware of what constituted Title IX violations ($M = 4.40$; $SD = .72$), whereas, volleyball coaches were most aware of “whistleblower” protection ($M = 3.26$; $SD = 1.17$). Related to level of comfort discussing issues of gender equity and Title IX non-compliance, mean scores ranged from 3.70 ($SD = 1.06$) for volleyball coaches to 3.79 ($SD = 1.07$) for soccer coaches. Mean responses from all groups on the items related to awareness and understanding and comfort can be found in Appendix M.

As part of the multivariate analysis, evaluation of assumptions of normality and homogeneity of covariance matrices using Box’s test of equality of covariance matrices were non-significant (Box’s $M = 69.23$, $F = 1.10$, $p > .05$) meaning assumptions of MANOVA are met. Multivariate analysis of variance using Pillai’s trace test statistic revealed there was a significant difference in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached, $V = .15$, $F(20, 932) = 1.79$, $p = .02$. Partial $\eta^2 = .04$, indicating a small effect size. Four percent of the variance in differences in perceptions can be accounted for by sport coached.

Post-hoc analysis was conducted and revealed significant univariate effects for several of the dependent variables: perceptions of opportunities for financial aid by means of athletic scholarships, $F(4, 234) = 2.55$, $p = .04$; perceptions of equity in benefits and services $F(4, 234) = 4.52$, $p = .00$; and perceptions of awareness and understanding of Title IX $F(4, 234) = 4.62$, $p \leq .00$). As can be seen in Table 22, perceptions of equity in the distribution of scholarships, benefits and services, as well as coaches’ awareness and understanding differed significantly between women’s volleyball coaches and coaches of other women’s sports. Softball coaches

also differed significantly from coaches of other sports in their perceptions of gender equity in terms of benefits and services.

Table 22

Differences in Perceptions Based on Sport Coached

| <i>Variable – Perceptions of</i> | <i>Sport</i> | <i>Differed from</i> |
|----------------------------------|--------------|----------------------|
| Scholarships | Volleyball | Other Sports |
| Benefits and Services | Volleyball | Other Sports |
| | Softball | Other Sports |
| Awareness and Understanding | Volleyball | Other Sports |

Research question nine.

Research Question Nine sought to determine if there were any differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region.

For the first item, perceptions of opportunities for participation being distributed proportionally to enrollment of men and women, mean scores ranged from 3.59 (*SD* = 1.18) from respondents in the NorthCentral region to 4.39 (*SD* = .78) from respondents in the Florida region. The mean response from coaches in Region 23 was 3.88 (*SD* = 1.25). The one respondent from Louisiana disagreed with this statement (rating = 2.0) and the mean of responses from the six respondents from Mississippi was 4.17.

Interest in athletic participation by current students being satisfied was addressed in item two. By region, responses ranged from a mean of 3.46 ($SD = 1.10$) in the Upper Northeast region to a mean of 4.06 in the Northwest region. In Region 23, the mean response was 3.75 ($SD = 1.04$). The respondent from Louisiana disagreed with this item, scoring it a 2.0, while those from Mississippi, agreed with the item ($M = 4.0, SD = .89$). The final item related to opportunities for participation spoke to satisfying the interests for participation of potential students. Respondents from the Upper Northeast region were least in agreement with this item ($M = 3.42, SD = 1.07$) while those from the Northwest and Southeast region were most in agreement ($M = 3.94, SD = 1.00$). In Region 23, the mean score was 3.88 ($SD = .99$) with the Louisiana respondent disagreeing and those from Mississippi agreeing ($M = 4.17, SD = .75$).

Regionally, coaches in the Upper Northeast region disagreed most ($M = 2.84, SD = 1.11$) and coaches in the Florida regions agreed most ($M = 4.00, SD = 1.09$) that opportunities for financial aid by means of athletic scholarships were equitable. In Region 23, respondents were mostly neutral ($M = 3.12, SD = 1.55$) with the coach from Louisiana disagreeing and those from Mississippi neutral ($M = 3.17$). Mean responses from all groups on these items can be found in Appendix N.

Regionally, respondents from the Northeast agreed most that 7 of the 13 benefits and services (travel per diems, coaching, locker room facilities, practice facilities, competitive facilities, medical training facilities and publicity) were equitable. In Region 23, the respondent from Louisiana agreed (response of 4) that all benefits and services were provided equitably. The responses from the participants from Mississippi ranged from a mean of 2.67 on locker room facilities to a mean of 4.5 on medical training and housing and dining services. Mean responses from all regions on the 13 items can be found in Appendix O.

By region, coaches in the Northeast region were most aware that differences in treatment may constitute a Title IX violation ($M = 4.58$; $SD = .50$), while those in the MidCentral region were least aware ($M = 3.85$; $SD = 1.13$). The coach from Louisiana strongly disagreed that training on Title IX was provided, while the coaches from Mississippi were neutral on this item ($M = 3.00$; $SD = 1.27$). In response to reviewing annual data, both the coach from Louisiana and the coaches from Mississippi ($M = 2.00$; $SD = .89$) disagreed that they perform this task. Mean responses from all groups on the items related to awareness can be found in Appendix P.

Coaches in the MidCentral region 17 ($M = 3.34$, $SD = 1.26$) reported being least comfortable discussing gender equity while coaches in the Northeast region ($M = 4.31$, $SD = .74$) were most comfortable. Mean responses from all groups on the items related to comfort can be found in Table 23.

Table 23

Means and Standard Deviations for Level of Comfort Discussing Equity Issues and Title IX Non-compliance According to Geographic Region

| Sport Coached | Mean | Standard Deviation |
|----------------|------|--------------------|
| Southeast | 3.73 | 1.10 |
| SouthCentral | 4.14 | .86 |
| MidWest | 3.95 | 1.15 |
| Northeast | 4.31 | .74 |
| UpperNortheast | 3.74 | 1.13 |
| MidCentral | 3.34 | 1.26 |
| NorthCentral | 4.14 | .89 |
| Southwest | 3.86 | 1.08 |
| Northwest | 3.56 | .96 |
| Florida | 4.28 | .75 |
| TOTAL | 3.87 | 1.07 |

For the MANOVA, evaluation of assumptions of normality and homogeneity of covariance matrices using Box's test of equality of covariance matrices were non-significant (Box's $M = 218.33$, $F = 1.44$, $p > .05$) meaning assumptions of MANOVA are met. Multivariate

analysis of variance using Pillai’s trace test statistic revealed there was a significant difference in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region, $V = .30$, $F(45, 1125) = 1.58$, $p = .01$. Partial $\eta^2 = .06$, indicating a small effect size. Six percent of the variance in differences in perceptions can be accounted for by region.

Post-hoc analysis was conducted and revealed significant univariate effects for two of the dependent variables: perceptions of opportunities for financial aid by means of athletic scholarships, $F(9, 225) = .80$, $p = .03$ and perceptions of level of comfort discussing gender equity and Title IX non-compliance $F(9, 225) = 2.50$, $p = .01$. Specific differences by region are illustrated in Table 24.

Table 24

Differences in Perceptions Based on Geographic Region

| <i>Variable – Perceptions of</i> | <i>Region</i> | <i>Differed from</i> |
|----------------------------------|---------------|----------------------|
| Scholarships | MidCentral | Upper NE |
| | Florida | Upper NE |
| Level of Comfort | MidCentral | Northeast |
| | MidCentral | Florida |

Summary

Multivariate analysis of variance revealed significant differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means

of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender, years' experience coaching, sport coached and region, although effect sizes for each analysis were determined to be small.

More specifically, the majority of respondents generally perceived that opportunities for participation, opportunities for scholarships and the distribution of benefits and services to student-athletes were gender equitable. However, significant differences in perceptions were found according to independent variables of gender, years' experience in coaching, and sport coached.

By gender, female respondents were found to perceive to a lesser extent than did male respondents the equitable conditions across all items on the opportunities for participation scale, on the opportunities for scholarships item, across all items of the benefits and services scale, and on the awareness and level of comfort items. Statistically significant differences in perceptions of equity were found by gender in regard to opportunities for athletic scholarships, benefits and services, and level of comfort in discussing gender equity or Title IX compliance concerns with supervisors.

By years' experience, coaches with between 16-20 years' experience in coaching perceived less equitable conditions in terms of opportunities for participation. Coaches with 21-25 years' experience perceived less equity in scholarship opportunities. A significant difference was found for coaches with 21-25 years' experience on the item of opportunities for participation, with this category of coaches perceiving less equity on that item.

Sport coached also revealed significant differences in perceptions of equity, with coaches of volleyball perceiving less equity across all areas than did coaches from the "other sports"

category. Additionally, softball perceived significantly less equity in the area of benefits and services than did coaches from “other sports”.

The variable of geographic region revealed significant differences for Florida, where coaches perceived the highest degree of equity in the opportunity for scholarships, and also in the area of comfort, where coaches perceived greater levels of comfort in discussing issues of gender equity and compliance with supervisors.

CHAPTER FIVE

Discussion

In this chapter, an interpretation of the results will be offered in relation to the literature reviewed. While gender equity and Title IX compliance has often been discussed relative to NCAA athletics, little research exists on the issue at the NJCAA level. Department of Education data indicate that challenges to gender equity remains an issue and that NJCAA institutions rank below NCAA institutions in satisfying gender equity requirements.

This study examined perceptions of gender equity and Title IX compliance held by coaches of women's teams of NJCAA member institutions. The results will be discussed in terms of overall perception and how these relate to the literature. The results will also be discussed in terms of differences in perceptions of coaches according to selected variables, and how these differences relate to the literature. The chapter includes discussions of the descriptive data and significant findings including questions regarding what is necessary in order to recognize the issues, how the findings can improve policies and practice in order to effect change, and what additional research is recommended in order to address persisting and significant issues of gender equity and Title IX compliance at the community college level.

Discussion of the Purpose of the Study

The purpose of this study was to examine the perceptions of coaches of women's teams regarding gender equity and Title IX compliance in community colleges. Specifically, the study examined coaches' perceptions in terms of equitable distribution of opportunities for participation proportional to enrollment at their institutions, equitable distribution of athletic scholarships, and equitable benefits and services. Also examined were the coaches' perceived level of awareness and understanding of Title IX issues and their perceived level of comfort in

discussing issues of gender equity and Title IX compliance with their supervisor(s). Finally, differences in perceptions due to factors of coaches' gender, sport coached, years' experience, and region were of interest. Obtaining a better understanding of coaches' perceptions and factors which affect their perceptions may provide useful information in efforts to improve awareness, gender equity, and Title IX compliance at the community college level. To examine these issues, the following questions were asked and results analyzed:

1. What are the coaches' perceptions regarding gender equity in terms of opportunities for participation?
2. What are the coaches' perceptions of gender equity regarding opportunities for financial aid by means of athletic scholarships?
3. What are the coaches' perceptions of gender equity in regard to benefits and services?
4. What are the coaches' perceptions of their awareness and understanding of Title IX and related compliance issues?
5. How comfortable do coaches feel discussing their perceptions of gender equity issues or Title IX non-compliance with their supervisors?
6. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender?
7. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience in

coaching?

8. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached?
9. Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region?

Discussion of the Results

Research question one: what are the coaches' perceptions regarding gender equity in terms of opportunities for participation?

This question refers to the first area of compliance that is examined in regard to Title IX compliance in athletics in the course of any review of gender equity. It is the area regarding the opportunities for participation. Title IX regulations require that opportunities for athletic participation be proportional to the enrollment of males and females enrolled at the institution. Included in this survey item of participation were questions pertaining to 1) proportionality of athletic opportunities available to current students based on enrollment of male and female students at the institution, 2) opportunities available to current students to satisfy their interests, 3) opportunities available to potential students to satisfy interest, and 4) the history and continuing practice of adding sports opportunities for the underrepresented sex.

Overall, the majority of coaches agreed or strongly agreed that opportunities for athletic participation were proportional to enrollment, with only 14.9% of coaches disagreeing or

strongly disagreeing. On the surface, the results appear to be in keeping with the research and data in terms of the significant increase of female participation in college athletics since the inception of Title IX. Zgonc (2010) cites an increase in participation levels at the NCAA level of 46.8% for men and 148% for women from 1981 to 2010. At the NJCAA level, between 1999 and 2010, there was an increase of 1.95% in the addition of men's divisions, and an increase of 65.5% in women's divisions (U.S. Department of Education, 1997).

This research study indicates that according to women's teams' coaches, while not completely equitable, the majority perceive that opportunities for participation seem equitable, and therefore, progress in opportunities for female athletics participation seems to have extended to the NJCAA as well as the more visible and more scrutinized larger NCAA universities. What is unclear is why such percentages of coaches perceive proportionality exists today when, according to the EADA data (Office of Post-Secondary Education, n.d.), as recently as 2010, student enrollment at NJCAA institutions was comprised of 58% women and 42% men, while the participation rates were 62% male and 38% female. To be sure, the opportunities for participation have increased over the last few decades. Yet the EADA data illustrates that proportionality is clearly far from realized. What explains the difference between the measured perceptions in this study and the EADA data for the discrepancies in participation?

Could a lack of knowledge or awareness regarding what proportionality means be an explanation for the discrepancy in data and perceptions? Indeed, an item in the Title IX knowledge and awareness section of the survey asked whether or not coaches reviewed the EADA report submitted annually to the Department of Education. Disagreeing or strongly disagreeing to that item was 45.2%. An additional 30.9% neither agreed nor disagreed, leaving only 23% who stated they reviewed the annual equity report. It is difficult to reconcile the

overwhelming majority results of perceived proportionality when such an equally overwhelming number of coaches fail to review the annual report that includes the hard data on enrollment, participation rates, distribution of scholarships and budgets, and more. Yet, those are their stated perceptions. The findings here are in keeping with Staurowsky and Weight (2011) who found that among the NCAA coaches included in their survey, 89% believed their institutions were in compliance, yet only 18% reviewed the annual EADA report.

To a lesser extent than the percentage of agreement regarding perceptions of proportionality of opportunity for participation in research question one, but still, a greater percentage of coaches either agreed or agreed strongly that the interests of both current and potential female students have been satisfied. However, with 31.3% disagreeing or strongly disagreeing with these items, and another 21% neither agreeing nor disagreeing, it underscores the question about whether or not and how institutions are going about determining what the interests are among current and, even more importantly to the two-year college, the potential female students' interests. Waiting until a student has been admitted to a two-year college or perhaps even is already enrolled at the college is not an effective means of attracting potential female student-athletes to the college, providing them with the competitive athletic opportunities they might desire, and improving the institution's compliance with Title IX regulations. Establishing a program takes time. Failing to effectively research and ascertain the athletic interests of potential students in a community college's locale is opposed to the community college mission of providing opportunities for the educational and training needs of those in that community.

Interest follows opportunity. This was elaborated upon by Cheslock (2007) in a comprehensive review of data regarding participation trends that supports the concept that, given

the opportunity, interest and participation among women will increase. In a study of 738 NCAA institutions, between the years 1995-2005, Cheslock (2007) observed increases in athletics participation by women of approximately 25,000 athletes. During that time period, 876 teams were added. Therefore, it appears that a commitment made by community colleges to increase opportunities for women and to determine interests in potential female student-athletes as well can result in improvements in the required regulation of proportionality. With the evidence regarding the impact of increasing opportunities, and thereby increasing and satisfying interests, one might wonder why still today there are coaches in the position to perceive anything less than strong agreement that both opportunities are equitable and interests have been met. That, however, is not the case. A true commitment to providing equitable opportunities and satisfaction of interests to female students by community colleges is necessary. Such a commitment would be more likely to bring about true equity and not allow colleges and athletic departments to settle for only progress toward that ideal.

Among the many benefits to women in relation to participation in athletics are the numerous health benefits, leadership development, academic success associated with student engagement, and scholarship opportunities. Particularly related to community college student-athletes is the opportunity for beginning a post-secondary education and then the opportunity for athletic scholarships in transferring to a four year college or university. Many students are underprepared academically for a four year college. And some have not fully developed their athletic potential in order to compete at the four year college level. The opportunity to compete in athletics at a community college can open the door to post-secondary education and lead to transfer opportunities to four year colleges, and perhaps to athletic scholarship opportunities to four year colleges. These are but a few of many benefits of and reasons for providing equitably

for male and female athletes in a community. Providing equitably means striving in earnest to develop opportunities and achieve participation that is proportional to enrollment at the community college. Again, in order to provide these opportunities equitably for men and women at community colleges, opportunities must be proportional to enrollment of male and female students at the institution. Therefore, a community college whose fulltime enrollment consists of a majority of female students should provide a proportionally equivalent percentage of opportunities for athletic participation and athletic scholarships. Opportunities should be proportional to enrollment, not equal in number.

In an interview with the Athletic Director at Pensacola Junior College, Thomas (2012) writes that the economic challenges are there, but the athletic director achieves equity in their athletic department not because it is easy, and not only because it is required by law, but because it is right thing to do. Pensacola has no difficulty developing recruiting strategies for female athletes and fielding a proportionate number of athletic teams. If this is true of the situation at Pensacola Community College, why should it not be true at other colleges? Is the only difference in this approach to providing equitably for female athletes the state legislation in Florida which provides for greater enforcement of the Title IX regulations? Or might the difference be in a leadership that truly embraces the spirit and letter of the law. Is it an educated leadership who believes there is a place for athletics in the community college setting that is related to the benefits to the student, male and female, and not one which instead believes athletics exists primarily as a recruiting tool for males or minorities? Or, even worse, a leadership who simply continues to accept the age old emphasis on athletics as the playground for males and as an afterthought for females who they assume aren't much interested in competitive, college athletics. Greater research is necessary into the state legislation mentioned

by Thomas (2012) in the article on Pensacola Junior College. Is there similar legislation in other states, and does it, as seen at Pensacola (and throughout Florida) affect proportionality and Title IX compliance in the area of opportunities for participation as well as in other areas of compliance. Greater research into the history and steps leading to such state legislation would be of great value to all stakeholders who seek to improve equity and Title IX compliance in athletics at institutions across the country.

In examining the results of the opportunities for participation variable by the selected variables of gender, while not statistically significant, it is notable that male coaches agreed to a larger extent than did female coaches on all items related to the equitable opportunity for participation (proportionality, interest of current students met, and interest of potential students met). That is, males agreed to a greater extent than did women that opportunities were proportional to enrollment and adequately met the levels of interest among female students. Differences in coaches' perceptions according to gender and the other selected variables are discussed further as we address the other research questions.

Research question two: what are the coaches' perceptions of gender equity regarding opportunities for financial aid by means of athletic scholarships?

This question refers to the question of proportionality in terms of athletic aid distributed to student-athletes. Just as with the requirement concerning equitable opportunities for athletic participation based on the proportion of males and females enrolled at the institution, there must also be equitable distribution of athletic financial aid based upon the enrollment of males and females at the institution as well.

The percentage of coaches surveyed who agreed or strongly agreed that scholarships are distributed equitably is markedly lower than the percentage of those in agreement for the

previous question regarding opportunities for participation. A lower level of agreement among coaches regarding equitable opportunities for scholarship seems appropriate in light of the research (Suggs, 2004) on the issue.

However, again, what is unclear is why there is still a majority of coaches who perceive that scholarships are distributed equitably. According to Suggs (2004) and the EADA (2010) there is a notable lack of equitable funding of scholarship opportunities at community colleges. In 2010, full-time enrollment at NJCAA colleges was 42% male and 58% female (NCES, 2011). Yet, student-athletes were 62% male, and 38% female. And of those participants, scholarships were awarded to 57% male and 43% female students. What explains the difference in the measured perceptions of coaches in this study and the discrepancies in the literature? Again, one possible explanation could be related to the impact of the independent variables of gender and also the coaches' awareness and understanding of Title IX. These will be addressed in further detail when discussing the analyses related to the respective research questions.

Research question three: what are coaches perceptions of gender equity related to benefits and services?

This question examined coaches' perceptions of the individual items that are subject to review when considering equity of the treatment of benefits and services provided to student-athletes. Overall, results indicated that the majority of coaches agreed or strongly agreed that items were provided for equitably for male and female athletes. However, a substantial number of coaches perceived otherwise. The items which garnered the greatest percentages of coaches' perceptions of disagreement or strongest disagreement included (in order from the highest percentage of disagreement): locker rooms, publicity , equipment and supplies, coaching , competitive facilities , recruitment , practice facilities , support services . These results are in

keeping with Schneider, et al's (2010) research on perceptions of SWA's regarding equity in the treatment of benefits and services for student athletes in NCAA institutions. There, results also showed a majority of coaches agreeing that benefits were provided for equitably. And again, 70% of coaches agreed or strongly agreed eleven of the thirteen compliance areas were met. Of those areas where coaches disagreed or strongly disagreed that the benefits were equitable, the ranking was only slightly different from this study. In Schneider's study, the ranking of items holding the highest levels of disagreement was led by publicity, locker room facilities, coaching, recruitment, and tutoring items. As recommended by Schneider, constant attention to these concerns over the distribution of benefits and services to male and female student-athletes is necessary in the efforts towards achievement of 100% equity.

In both Schneider's (2010) survey involving NCAA institutions and this research involving NJCAA institutions, the equitable provision of locker room facilities is one of the two most highly ranked items which reflects inequitable provisions of benefits and services to student-athletes. It is troubling at this date to see this kind of gender inequity and discrimination. As Buzuvis and Newhall (2012) questioned, how, so many years after Title IX legislation was enacted, can administrative leaders at an institution be unaware and describe as an oversight the glaring inequities such as those that were found at Adrian College? The researchers discussed two anonymous complaints filed with the OCR in regard to unequal treatment at Adrian College. Among the complaints was the glaring issue of a brand new 6.5 million dollar multi-sport facility which included no space for women's athletics or even a women's locker room facility. Those two anonymous complaints eventually led to a resolution agreement where the remediation of the various violations and the construction of a new women's locker room facility in the new multi-sport stadium was constructed. This resolution would not have occurred had no

one understood the issues at hand and taken the initiative to file a formal complaint. As made evident in the survey and research conducted by Schneider, et al (2010) regarding perceptions of SWA's regarding the equity of benefits and services provided to student athletes at the NCAA level, and now confirmed to be true for the NJCAA level as well by the research here, locker room facilities continue to be among the most visible and most highly contentious areas of inequity in benefits and services for student-athletes.

Also of note when reviewing the items which ranked highest among coaches who disagreed and strongly disagreed that there were equitable benefits is the item of recruitment. It would be difficult for an athletic department or institution to claim that finding female students to participate in athletics is a major problem in achieving Title IX compliance when, according to the EADA data, there are fewer opportunities to participate available to women, there are fewer scholarships distributed and resources for recruiting female students is inequitable. According to Schneider (2010) and to the research here, there appears to be less effort and/or fewer resources available for recruitment of female student-athletes to the college. When Thomas (2011) wrote of the challenges discussed by the Los Angeles Southwest College athletic director in finding women to participate in athletics, she followed by relaying her discussion with the athletic director at Pensacola Junior College who explained that equity is expected of him by his president in his administration of the program, and he also believes that providing equity in the athletics program is the right thing to do. His supervisor's commitment is there. His own commitment is there, his recruitment efforts are not underfunded, and he has no problems finding student-athletes to fill positions at his institution. A commitment from the top appears to make a real and measurable difference in the status of equity in community college athletics.

Research question four: what are coaches' perceptions of their awareness and understanding of Title IX and related compliance issues?

This question sought to ascertain coaches' perceptions on a number of items related to their awareness and understanding of Title IX and related compliance issues. Coaches were asked to rate their level of agreement or disagreement in regard the following areas: 1) their awareness that differences in treatment may constitute a Title IX violation, 2) information and training on Title IX is provided to athletics staff, 3) understand Title IX and regulations regarding athletics compliance, 4) the concept of "whistleblower protection" as it relates to Title IX, 5) who the title IX coordinator at their institution is, 6) student-athletes are made aware of who the Title IX coordinator at their college is, 7) the college is committed to gender equity, and 8) they review annual data submitted to the Department of Education in accordance with the EADA.

A notable finding was that, overall, on the first item of the survey related to awareness and understanding, almost 92% of coaches agreed or strongly agreed they were aware that differences in the treatment of men's and women's teams might constitute Title IX violations. However, on the last survey item related to awareness which asked if they review the annual report of data submitted by their college to the Department of Education as required by the EADA, only less than 24% agreed or strongly agreed that they do review that annual report. The report provides details of the items which are basic to complying with gender equity requirements in athletic programs, including the number of opportunities for participation, scholarships, budgets, operating costs, support services. It is troubling, that so few coaches avail themselves of the opportunity to see a written report of the college's assessment of their equitable provisions to student-athletes. Results here were similar to results found in Staurowsky

and Weight's (2011) study of Title IX literacy of NCAA coaches where 89% of coaches believed their programs were in compliance with Title IX, but only 18% of the coaches actually reviewed their college's gender equity report. Staurowsky and Weight questioned how, without reviewing the report, they determined their college's state of compliance.

Additionally, in results from a previous study on perceptions of equity among community college coaches of women's teams in Mississippi by Kenney (2008), 20% of coaches either disagreed or strongly disagreed that scholarships were distributed equitably, and another 35% stated that they didn't know if scholarships were distributed equitable. Kenney recommended improved awareness and understanding of Title IX compliance issues among coaches. Without knowledge of the basic data which describes the status of equity at a college, it is impossible to effectively advocate for improvement toward an equitable athletics program.

Additional items on Part IV of the survey which questioned coaches regarding their perceived level of awareness and understanding of Title IX showed a continued theme around a need for better education, training, and awareness. While a majority of coaches indicated they have a good understanding of the guidelines and legal implications, a large number indicated otherwise. Of even greater significance, the majority of respondents indicated they didn't know whom the Title IX coordinator at their college was, and the majority also were unaware that student-athletes must be informed of whom the Title IX coordinator at the college is.

All of these items point toward a decidedly poor level of what Staurowsky and Weight (2011) call Title IX literacy. Without the education and training in place for coaches and others who have an investment in Title IX, coaches may continue to feel it is not their place to bring forward issues of gender inequity and Title IX compliance. Staurowsky and Weight's recommendation for better training holds true for community colleges as well. There is a need

for increased efforts to educate administrators, athletes, citizens, coaches, parents, public policy makers, and teachers about what Title IX requires in order to sustain the impact on women's sports participants and women working in the sport industry.

Research Question Five: What Level of Comfort do Coaches perceive in discussing Title IX and issues of non-compliance with their supervisor(s)?

Two additional items on the awareness and understanding section of the survey included coaches' perceived level of comfort in discussing gender equity and Title IX issues with their supervisor without fear of retaliation and their awareness of "whistleblower protection" provided by law as it relates to Title IX. While a majority of coaches indicated they felt comfortable discussing Title IX issues with their supervisors, others did not. As discussed previously, without the knowledge of the guidelines that provide for equity, improvements toward an equitable program will not happen. For those who actually do understand the guidelines and regulations governing Title IX as it relates to athletics, there must be an atmosphere of trust in bringing forward issues of gender inequity. Fear of retaliation should not exist in a program where a history of inequity exists and persists. This leads to the "whistleblower protection" item of the awareness section of the survey.

A substantial number of coaches were unaware of whistleblower protection. Because fear of retaliation is such a major deterrent to reporting violations in any environment, it is important that coaches, in addition to being educated on Title IX regulations and guidelines, are also made aware of their rights and informed about protection provided in cases where violations to federal law and guidelines are exposed. There are numerous cases where whistleblower protection has been used to protect those exposing various Title IX compliance violations. And

it is through litigation, a last step in addressing social injustice according to Frederickson's (1980) social equity theory, that much progress has been made in gender equity in athletics.

There are examples of litigation that have been successful in addressing violations in proportionality of opportunities and scholarships (Haffer v. Temple University, 1987; Favia v. Indiana University, 1993; Pederson v. Louisiana State University, 2000). More recently, there are examples of successful litigation using whistle blower protection for plaintiffs who were wrongly terminated. These individuals were retaliated against because they addressed gender inequity and Title IX violations at their university or schools (Buzuvis, 2010). According to Buzuvis (2010), cases involving multi-million dollar settlements have been cause for optimism regarding the power of the law to effect change in the culture of gender discrimination against women in athletics. In community colleges as well, if coaches are aware that there are legal remedies for violations to Title IX and for whistleblower protection in exposing such violations, this is a strong incentive for institutions to monitor more closely and remediate problems in gender equity in their programs.

Research Question Six: Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on gender?

While it is true that mean scores show a majority of coaches in general agreement that there are gender equitable opportunities for participation, opportunities for scholarships, distribution of benefits and services, and that there is a majority of respondents who agree they have an overall understanding and awareness of Title IX as it relates to athletics and feel

comfortable discussing these issues with their supervisors, these statistics do not convey the full story. A “majority” is not what Title IX guarantees. Would anyone accept, perhaps 60% - 70% of that which was guaranteed them, as fair and equitable? Title IX and its regulations mandate gender equity in all programs.

Additionally, we find here that a number of variables can affect coaches’ perceptions of equity. Most notably, the gender of the coaches surveyed significantly affected perceptions of equity. Male coaches agreed to a greater extent than did female coaches across all items on the survey regarding the gender equity of opportunities for participation, opportunities for scholarships, and distribution of benefits and services. Males also agreed to a greater extent than did women on every item in the understanding and awareness section of the survey with the exception of one. That one item was the one indicating that the individual reviews the EADA data submitted to the Department of Education annually. This item, which is an item regarding a required report intended to reveal objective data about an institution’s current status on gender equity provisions in the athletic department, a report resulting from the Equity in Athletics Disclosure Act, is the only item on the survey males responded to in less agreement with females. This indicated that they were less likely than female coaches to review that report. Why is that the case? Scholarship opportunities are no less important to female athletes than to male athletes. The financial benefits are no less real. The benefits and services are no less important than those offered to male athletes. The locker rooms are equally as important, the equipment and supplies, the facilities, and all other benefits and services for student-athletes are equally as important for females as for males.

If the majority of those who are in decision-making positions within the athletic departments are male, and males are less likely to perceive inequities regarding Title IX issues

than their female counterparts, then there is a problem that must be addressed. While no longitudinal data on women in coaching in NJCAA colleges was found, Acosta and Carpenter's (2012) longitudinal study discussed the decline of women in head coaching positions in NCAA institutions, with 90% of women's teams coached by women in 1972 compared to 42.9% coached by women in 2012. Additionally, only 20.3% of NCAA athletic directors in 2012 were women (Acosta & Carpenter, 2012). If the demographic data for NJCAA leadership is at all comparable to this, it indicates a number of things. For one, as always, increased attention to female leadership at various levels should be addressed. But secondly, a greater effort in education of all parties regarding the provisions of Title IX and the means by which to achieve equity in the distribution of opportunities, scholarships, and benefits, is essential.

In Canada, Hoerber (2007) proposed that change might only be effected in universities thereby enforcing gender equity through legislation, noting that although facing resistance, Title IX has produced much progress toward gender equity in the United States. Hoerber advised that if athletic departments hoped to move toward gender equity, their current gendered practices and gendered truths must be exposed and critiqued. The culture of expectations, where male and female athletes, coaches, and/or administrators accept inequitable practices as normal, because for so long those inequitable practices have been accepted and unchallenged, must be changed. And again, as Frederickson (1980) explains in his social equity theory, the courts should be considered as the last alternative in achieving social equity. Litigation has proven successful at the NCAA level, rectifying some issues related to gender equity and improving the lot for those who followed (*Haffer v. Temple University*, 1987; *Favia v Indiana University*, 1993; *Pederson v. Louisiana State University*, 2000). This option may be more difficult at the community college

level for a number of reasons. However, the precedents are there, and litigation as an option is available at the community college level.

Research Question Seven: Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on years' experience in coaching?

As discussed in Research Question One, generally, the majority of coaches tend to agree that opportunities for participation are equitable. But, a majority does not mean that all programs are equitable. The data suggests that there is a lack of equity in terms of participation. What explains this? It was determined that the factor of gender is significant in coaches' perceptions. The next variable considered was years' experience.

A significant difference was found in regard to years' experience coaching and perceptions of opportunities for participation. Post-hoc analyses indicated a significant difference in perceptions of those coaches with 21-25 years of experience when compared to those with 0-5 years, 6-10 years, and >25 years. One possible explanation for this is the experience and levels of expectation for those with additional years' experience. With time and experience, as one becomes more aware of inequities and perhaps more educated about gender equity requirements, one is more likely to recognize the inequities that exist. This is in keeping with Banerjee's (2008) research on workplace discrimination, where minorities' perceptions of discrimination were influenced by objective experiences. In that case, newer immigrants with less experience were less likely to perceive discrimination than longer-term immigrants. Here too, those coaches with more experience have higher expectations for equitable treatment.

What is not in keeping with this analysis is the fact that coaches with greater than 25 years' experience were more likely to agree that opportunities for participation were equitable than coaches with 21-25 years' experience. One might theorize that coaches who have remained in the profession for that long have accepted the status-quo. Or perhaps they are now in senior-level positions and choose not to recognize inequities. Another explanation might be that coaches with greater than 25 years' experience are a majority male, and we know already that gender is a significant variable in perceptions. Gender could be a confounding variable here. Future research might provide a clearer understanding of why these more senior level coaches do not recognize the gender inequities evident in the EADA data. If these most senior level coaches also hold administrative, decision-making positions, this could be another obstacle toward achieving gender equity in community college athletics.

No other significant differences were found for the variable of years' experience of coaches in regard to their perceptions of equity in opportunities for scholarships, equitable treatment in terms of benefits and services, their awareness and understanding of Title IX issues, nor their level of comfort in discussing Title IX issues with supervisors.

Research Question Eight: Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on sport coached?

A third independent variable considered in examining differences in perceptions of coaches regarding gender equity is that of the sport coached. A trend was revealed as well as significant findings. The MANOVA revealed significance with post hoc analyses indicating

significance for: scholarships for the categories of volleyball and other sports; benefits and services for volleyball and other sports and for softball and other sports; and awareness for volleyball and other sports.

Volleyball and softball coaches were found to be most in disagreement that gender equity existed at their colleges. Volleyball coaches were most in disagreement that opportunities for participation were provided for proportional to enrollment. Volleyball, softball, and soccer coaches were in most disagreement that scholarships were provided equitably. Volleyball and softball coaches were the two categories consistently in most disagreement that benefits and services were provided for equitably. Volleyball coaches had the lowest mean scores on the understanding and awareness portion of the survey. Finally, volleyball and softball coaches had the lowest mean scores on perceptions of comfort in discussing Title IX issues and non-compliance with their supervisors. There was little recent research found in the review of literature on perceptions of coaches by sport regarding gender equity, however research by Hull (1993) found similar perceptions of inequity in program support from coaches of women's softball.

These findings can be considered separately by sport. In regard to softball, there appears to be an enduring problem with equity, especially in regard to program support, specifically here in regard to benefits and services. Because softball has an equivalent sport (men's baseball), there should be no discrepancy in opportunities provided for participation, scholarships, benefits and services. Yet, research reveals otherwise. Softball coaches are most likely of all the coaches surveyed to review the EADA annual report, they perceive the least commitment to gender equity in the athletics program by their college, and they, along with volleyball coaches, perceive the least level of comfort in discussing Title IX issues and non-compliance with their

supervisors. Past research and these findings indicate a need for greater attention from every level of the college in regard to Title IX compliance in the athletics program, as well as greater attention at the NJCAA executive administrative level.

The results seen for volleyball are a bit more complex. In Frederickson's Compound Social Equity theory (1980), he elaborated on the concept he termed "segmented equity". As noted in the discussion on Frederickson's theory in Chapter Two, segmented equity, when applied to Title IX's regulations on gender equity in athletic programs, provides for equality within the categories of sport by gender (i.e., "major sports" of men's basketball and women's basketball), but not for equality between major and minor sports (i.e., women's volleyball and men's football; or women's volleyball and women's basketball).

Gender equity in athletics is not a simple individual equity or even a block equity. It is much more complex. In the historical perspective provided in Chapter Two, the development of the NCAA in relation to women's athletics was discussed. Prior to the NCAA's governance of women's athletics, the AIAW embraced a model which sought to preserve opportunities for women and which emphasized a betterment of opportunities for all athletes. This model could be described as in keeping with Frederickson's block equity. The AIAW model was described by Donna Lopiano, a one-time AIAW president and former chief executive officer of the Women's Sports Foundation (Riley, 2001), as a model which was healthier and more cost effective. It was more inclusive in that it did not distinguish between "major" and "minor" sports. The NCAA model is more of a business model, and while there may be associated benefits for some, there are also challenges associated with that model, particularly if one is most focused on the overall benefits for the student-athletes. The NJCAA model is more in keeping with the business-like NCAA model than the defunct AIAW model.

Having reviewed some of the history and Frederickson's (1980) equity model, we can consider the significant findings regarding the perceptions of volleyball coaches and attempt to explain some of the dissatisfaction or perceptions of inequity. Because volleyball is not considered a "major" sport, it may be that some of what the coaches perceive as inequities may not actually be violations of Title IX requirements. As a minor sport, there may be fewer options by which to rectify what may appear to be differences in opportunities for participation, scholarships, and benefits and services when seen in comparison to other sports. Sports do not have to be equal to each other. Volleyball coaches held the lowest mean score on the item related to their awareness and understanding of the guidelines and legal implications of Title IX, therefore it is possible that volleyball coaches are unaware that sports are not necessarily required to be equal to each other. However, regardless of whether a sport is minor or not, the institution must still provide overall opportunities for participation and scholarships equivalent to the enrollment at the institution. This is where improved education, awareness, and understanding are essential for volleyball coaches, as well as all coaches, if they seek to effect change.

Research Question Nine: Are there differences in perceptions regarding gender equity in terms of opportunities for participation, opportunities for financial aid by means of athletic scholarships, benefits and services, awareness and understanding and level of comfort in discussing perceptions regarding gender equity issues or Title IX non-compliance based on region?

Initially, the researcher hoped to investigate differences in perceptions among established NJCAA regions. However, the data collected was not sufficient to analyze in this manner. An adjustment was made and regions were collapsed to form geographic regions in an effort to

determine if certain parts of the country differed significantly from each other in terms of their perceptions of equity. This analysis of perceptions by geographic regions found a couple of significant differences. Post-hoc revealed these differences in perception of equity of scholarship distribution to student-athletes as well as the perceived level of comfort in discussing issues of equity and Title IX compliance with supervisor(s). Specifically, the upper Northeast region had a significantly lower perception of equity in scholarship distribution when compared to Florida and to the Mid-Central Region. Upon further review, it was discovered that the great majority of Northeast respondents were from Division III institutions and, as such, do not provide athletic scholarships to students. Respondents may have, therefore, disagreed with the notion of equity in scholarship distribution simply because they do not offer athletic scholarships. However, students can receive academic scholarships and compete athletically, so further research into these findings might be considered. Also, it is not surprising that Florida was found to have the highest levels of perceptions of equity in scholarship distribution, this because of the state of Florida's mandated regulations governing equity in their institutions.

Additionally, post-hoc analysis revealed significance in regard to the level of comfort item, with coaches from the Mid-Central region perceiving significantly lower levels of comfort with discussions of gender equity and Title IX compliance issues with their supervisor(s) than did coaches from the Northeast region and coaches in Florida. Once again, it is not surprising that a greater level of comfort in discussions of equity and compliance exists in Florida, because of the state's legislated mandates. As for the greater levels of perceived comfort in the Northeast, once again, with further review of responses from volleyball and softball coaches, the two sports most likely to express disagreement with equity issues, it was found that institutions in the Northeast region had nearly as many respondents from Division III (non-scholarship)

institutions as they had from Division I and Division II institutions. In comparison, the 98 respondents from the Mid-Central region were all from Division I and Division II (scholarship-granting) institutions. The philosophy of Division I and Division II schools generally differ from that of Division III schools. Division III institutions generally put a greater emphasis on the participatory aspect of athletics, and one might imagine that less wrangling over budget dollars might occur when a more holistic approach to the development of the students is the goal of the program. It seems that if athletic programs are governed by state mandates, such as in Florida, and perhaps also schools that are following the more participatory model of athletics, they are more likely to perceive a higher level of comfort in discussions of what is fair and equitable with their supervisor(s).

In regard specifically to differences noted in the data regarding Region 23, the following observations were made. Again, insufficient response rates made analysis according to specific Regions unadvisable; however, since this research emanated from a previous study (Kenney, 2008) regarding perceptions of equity in Region 23, it seems appropriate to provide some observations in regard to data collected from that region. Firstly, only one coach from the four NJCAA institutions in Louisiana completed the survey. Seven coaches from the fifteen NJCAA institutions in Mississippi completed the survey. For the item of opportunities for participation, the mean of 4.17 for Mississippi fell within the range of scores across all regions, where overall, coaches generally agreed. The one respondent from Louisiana disagreed that opportunities were provided equitably and in proportion to enrollment. Similar responses from Mississippi and Louisiana were given for the item of satisfaction of interests for both current and potential students, indicating, at least from this one Louisiana respondent's perspective, a real problem

with the first requirement, opportunities for participation, in ascertaining gender equity in an athletic program.

Secondly, in regard to scholarships, Mississippi's coaches' responses indicate they are in the lower range of means for perceptions of equitable scholarship distribution when compared to other NJCAA institutions. Louisiana's one respondent disagreed, indicating a perspective that students do not have equitable opportunity, nor do they have equitable opportunities for scholarships. This could potentially be regarded as a Title IX violation. Unless a history and continuing practice of program expansion can be proven or a valid and meaningful assessment that there is no interest among women at the college to compete athletically, the college administration should be aware that they may be non-compliant with Title IX and could be vulnerable to potential litigation. Finally, in regard to benefits and services, Mississippi's responses varied greatly, and Louisiana's one respondent agreed that benefits and services were provided for equitably.

The fact that almost a decade has passed since Suggs (2004) first published his assessment of the poor levels of gender equity at the community college level, and particularly in Region 23, it seems that college administrators may not feel particularly concerned. That is disappointing and unfortunate. Will it take litigation and multi-million dollar settlements like those awarded to Vivas, Milutinovich, and Johnson-Klein in California (Buzuvis, 2010) to perhaps get the attention of those ultimately responsible for assuring gender equity at their institutions? Improved education and awareness among those with a vested interest in the issue might lead to action that could make a difference. Again, as Frederickson (1980) explained in his model of social equity, litigation would be a last resort to achieve equity, but sometimes it is a necessary choice.

As discussed in Chapter 2, a large gap in the literature exists on gender equity and Title IX compliance in community college athletics. This research study explored NJCAA member community college coaches' perceptions regarding the three areas of Title IX (participation, scholarships, benefits and services), coaches' perceived awareness and understanding of Title IX and related compliance issues, perceived level of comfort addressing issues with supervisors, and differences in these perceptions based on the variables of gender, sport coached, years' experience coaching, and geographic region.

Some important findings and observations resulting from this exploration of coaches' perceptions revealed the following: the majority of coaches perceived that opportunities for participation and the opportunity for scholarships are equitable. However, DOE data indicate otherwise. This contradiction and selected survey responses illustrate the need for additional and/or improved training and improved awareness of coaches regarding what constitutes Title IX violations, improved leadership on the issue of gender equity by the NJCAA, and improved responsibility and accountability both at the athletics department level and at the college administrative level.

Secondly, nearly 30% of respondents indicated they did not agree that they were comfortable with discussing gender equity and Title IX issues with their supervisors. And only 34.7% of coaches agreed that they knew who the Title IX coordinator was on campus. If issues cannot be safely addressed within the athletics department or elsewhere on campus, other avenues of addressing issues are necessary. Coaches, faculty, staff, and students should be made aware of options available for addressing gender inequity and should also be educated about whistleblower protection.

Thirdly, gender was a significant factor in perceptions. Males perceived greater gender equity in opportunities for scholarships, distribution of benefits and services, and level of comfort. EADA data indicate equitable opportunities for women are not the reality. Increased female leadership in athletics and at all decision-making positions in community colleges is recommended.

Finally, Florida, the only state in the NJCAA membership which was found to have state legislation ensuring gender equity in educational institutions, including in relation to athletics, was among the highest scoring in perceptions of equity in opportunities for scholarships and in level of comfort discussing gender equity and Title IX issues with supervisors. Florida legislation should serve as a model in efforts to improve gender equity in athletics across the country.

Delimitations

Delimitations are the factors that narrow the scope of a study (Creswell, 2003).

Delimitations of this study include the following:

- The population included only community colleges who are members of the NJCAA.
- The population included only coaches of community colleges whose listings were current in the *National Directory of College Athletics* at the time the survey was distributed.
- The sampling included all coaches of NJCAA women's teams listed in the National Directory. The results of the study, therefore, are only generalizable to NJCAA coaches and not to community and technical colleges from any other governing athletic association.

Limitations

Most studies have limitations (Creswell, 2003). Limitations of this study are described here. The response rate of 17% was not particularly strong and can be considered the first limitation of the study. It is possible that the number of coaches who reported they were part-time employees (nearly 28%) may indicate a very large population of part-time coaches. Such a condition may have resulted in a large number of surveys not reaching coaches for a variety of reasons (not actively employed; sport out of season; busy with primary job; changes in coaches and corresponding e-mail addresses not represented in National Directory).

A second limitation was that NJCAA Regions could not be compared to one another because of insufficient data. In order to provide some analysis in regard to location, NJCAA regions 1-24 were collapsed into geographic regions. Comments were still provided on the NJCAA Region 23 states of Louisiana and Mississippi because those states were specifically discussed in the review of literature cited in Chapter 2, and a desire to provide some additional information on Region 23 was a focus at the outset of this research study.

Another limitation was that Division III (non-scholarship) institutions were included in the study. Like NCAA Division III, NJCAA Division III schools do not provide athletic scholarships to students. Because scholarship distribution was a major component of the survey, responses from Division III schools could possibly have affected results.

A potential limitation of the study is that a majority of respondents were male (57%) and white (85%). The gender and racial make-up of the entire population of the coaches of women's teams in the NJCAA is not known, therefore the results of the study may not accurately represent the perceptions of female and minority coaches.

Revisiting the Conceptual Framework

Frederickson's (1980) Compound Social Equity Theory was used as a framework, and worked to some extent in the interpretation of results. However, the survey instrument could have been more finely tuned to reflect Frederickson's concepts of equity. Frederickson's theory could be used in discussions of why coaches of volleyball perceived significantly less gender equity than did coaches of other sports. In Frederickson's theory, a segmented equality exists where equivalent groups should be treated equally. Volleyball is not considered a major sport, and it has no men's equivalent sport at the community college level. Therefore, mean scores and MANOVA results indicating volleyball coaches perceive significantly less gender equity in the distribution of scholarships and in benefits and services can perhaps be explained by the absence of an equivalent sport. Coaches may perceive inequity because they are comparing their athletes' opportunities for scholarships and benefits and services with men's basketball or baseball athletes. Title IX does not provide for that kind of individual equality. It provides for a segmented equality.

On the contrary, softball coaches who perceive significantly less equity in terms of benefits and services do have an equivalent sport with which to compare in men's baseball. While one might not completely dismiss the concerns expressed by volleyball coaches, Frederickson's theory of segmented equity provides validation that the concerns expressed by softball coaches warrant prompt attention and should be addressed. Frederickson (2005) suggests litigation as a last resort to addressing inequities, and history shows that such action has provided remedies. While the framework was useful in the interpretation of results, greater attention to the application of the theory in the design of the survey might prove more beneficial.

Implications

The results of this research have implications for the development of policies and practices related to the administration of intercollegiate athletics in the community college. Overall, perceptions of coaches of women's teams at NJCAA institutions indicated that much work remains to be done, particularly in the area of education about Title IX requirements, in order to achieve gender equity on the community college campus.

Data available through the Department of Education indicate problems with gender equity and Title IX compliance issues in many regions of the NJCAA. Yet, perceptions of coaches of women's teams at NJCAA institutions regarding gender equity and Title IX compliance vary. The first step in confronting any problem is to recognize the existence of the problem. The results of this study indicate a need to better educate and inform coaches regarding the requirements and regulations of Title IX as it relates to athletics. The three areas of compliance need to be made clear. The concept of opportunities for participation proportional to the enrollment of males and females at the institution should be made clear. The concept of opportunities for athletic scholarships proportional to the enrollment of males and females at the institution should be made clear. And the equitable treatment of benefits and services should be made clear.

In addition to the need for better education and training regarding Title IX and all that is guaranteed by Title IX, all constituencies must be made aware of the Title IX coordinator on campus. Once an individual recognizes inequities, there must be an avenue on campus where these problems can be reported and documented. Also, education and training will provide interested parties with alternative means of addressing concerns and filing complaints, including the OCR. Additionally, coaches and students should be made aware that whistleblower

protection has been used successfully in cases which involved litigation. Finally, another component of education and awareness regarding gender equity and Title IX compliance is the need for all constituencies to review the annual report submitted to the Department of Education as required by the EADA. Such a review will better inform all involved as to gender inequities in opportunities for participation, scholarships, staffing, and funding.

The most glaring problems identified concerning equitable treatment of benefits and services are locker room facilities, publicity, equipment and supplies, coaching, and competitive facilities. Greater attention should be focused on remedying these areas of concern by those in decision-making positions. While publicity is one area where outside media agencies may not be controlled by the institutions, the other areas listed are under institutional control and should not be issues of gender inequity.

While all of these implications are evident, the challenge is in the implementation of these measures. There are a number of means by which to implement changes in policies and practice in a way which will incorporate the findings and recommendations noted above. One avenue is for the NJCAA to take a leadership role and accept responsibility and accountability for ensuring, or attempting to ensure compliance among member institutions. The NJCAA can adopt practices used by the NCAA which has provided a much more visible and effective effort in progress toward gender equity in its member institutions. The NCAA uses research, training, media, site visits and program reviews as part of their strategies. While far from perfect in achieving gender equity, the NCAA does provide a number of examples of strategies which could be effective, particularly the one requiring athletic department program self-study certifications which are intended to hold institutions accountable for gender equity plans and improvements. Requiring such self-study certifications and requiring institutions to publish their

gender-equity plans on their websites would provide the institutional community with a more transparent assessment of the existing challenges and plans to rectify inequities in the college's athletic programs.

Another avenue is for college presidents and chancellors to become more actively involved in assuring gender equity on their campuses. Annual reports should be closely scrutinized, and all parties should be held accountable for assuring gender equity and Title IX compliance. System presidents, as well, should hold their college presidents and chancellors accountable. And, following the lead of Florida, state legislation should be enacted to hold institutions accountable, complete with sanctions for violating Title IX in athletic programs.

Finally, in addition to the descriptive findings of the research, analysis of factors affecting perceptions resulted in findings with implications for policy and practice as well. The gender of coaches was found to be a significant factor in the perceptions of gender equity and Title IX compliance. Female coaches were more likely to perceive inequities in scholarship distribution, equipment and supplies, and in the level of comfort experienced in addressing concerns regarding gender equity or Title IX compliance with supervisors. This finding points to a clear need for expanding the opportunities for women in decision-making positions within the athletic department administration and perhaps at the institutional and system levels as well.

Concerted efforts should be made for hiring with this in mind.

Other findings of factors affecting perceptions included sport coached, which revealed a need for greater attention to the equitable treatment of softball programs. Facilities and salaries in this area should be examined more closely for potential Title IX violations. Again, leadership and accountability at all levels, from the NJCAA, system leadership, and the college leadership, should combine to provide systematic planning, accountability, and transparency in addressing

various inequities and potential Title IX violations. Not only is this in keeping with this country's spirit of equality, but it may be necessary if institutions are to demonstrate Title IX compliance and avoid potential litigation. While two-year institutions have been less likely to be confronted with litigation on the matter, precedents exist at all levels of education, and no institution can afford to place their institutions at legal and perhaps financial risk for failing to guarantee the rights provided for by Title IX in regard to athletics.

Recommendations for Future Research

Results of this research study provide some insight in into the perceptions held by coaches of women's teams at NJCAA community colleges across the country in regard to issues of gender equity and Title IX compliance in athletic programs at their institutions. The following observations made when discussing the implications for policy and practice should be included when considering future research in this area of gender equity and Title IX compliance:

1) Level of education was not analyzed in this study, but future research might consider examining levels of education achieved as a factor affecting perceptions.

2) Coaches with greater than 25 years' experience were found to disagree that problems with equity or compliance exists on their campuses. Have these coaches been part of the status-quo for gender equity? Is gender a confounding variable with these senior –level coaches who are in decision-making positions? Future mixed methods research on this variable might provide a clearer understanding of why these more senior level coaches do not recognize the gender inequities evident in the EADA data. The most senior-level coaches must be attuned to and accountable for the status of equity in their programs.

3) While the numbers of part-time vs. full-time coaching positions afforded women's teams was not a subject of this study, that data is available in the EADA annual report. Further

study may shed light on both the equity of coaching provided to men's and women's teams, and also on the impact of employment status on perceptions of awareness and understanding of Title IX and related compliance issues held by full-time vs. part-time coaches.

4) Greater research is necessary into the Florida state legislation noted by Thomas (2011) in the discussion over less scrutiny in two year colleges. Is there similar legislation in other states, and does it, as seen at Pensacola Junior College (and throughout Florida) have a positive impact on proportionality and Title IX compliance in the area of opportunities for participation and in other areas of compliance. Qualitative research exploring the history and steps leading to such state legislation would be of great value to all stakeholders who seek to improve equity and Title IX compliance in athletics at institutions across the country.

5) The survey results indicated that in regard to equity in the distribution of benefits and services to student-athletes, women's team coaches find the greatest disparity in the areas of 1) locker room facilities, 2) publicity, and 3) equipment and supplies. As mentioned earlier, the area of publicity is a complex one that involves agencies outside of the control of the institution, but locker room facilities and equipment and supplies are two areas entirely within the control of the institution, and these issues should be addressed. Qualitative research exploring inequities in these three areas would provide insight into how institutions might effectively address the issues and specifically, how enforcement of Title IX compliance regarding these areas might be implemented.

6) Also included in the findings of this study are the significance of factors of gender and sport coached. Further research into these factors is recommended. In regard to gender, it would be useful to research perceptions held by those in decision-making positions, including athletic directors, college presidents, system presidents and board members. A mixed methods

investigation of perceptions of gender equity, understanding, and awareness at the decision-making levels and potential necessary education on the legal aspects of Title IX could accelerate necessary changes to facilitate improved gender equity and compliance at the community college level.

7) It is also recommended that the present research inquiry be expanded to include research on equity data and perceptions held by NJCAA coaches of women's teams compared to the equity data and perceptions held by coaches of women's teams in other community college athletic associations, particularly the California Community College Athletic Association (CCCAA) and the North West Athletic Association of Community Colleges (NWAACC). Any significant differences in gender equity data or in perceptions found between associations may provide an opportunity for sharing of best practices in improving gender equity and Title IX compliance.

8) Additional research in the area of equity in athletics in community colleges might consider including only Division I and Division II colleges and eliminating Division III colleges. The equitable distribution of athletic scholarships in proportion to the overall enrollment of males and females at the institution is a large component of determining gender equity and Title IX compliance, and it is one area in particular that female coaches differed significantly from male coaches regarding their perceptions of equity. Limiting the study to DI and DII colleges in the NJCAA (the two Divisions that offer athletic scholarships) might result in more valid and reliable data and analysis for that population.

9) This recommendation to consider Division III schools separately holds true for the issue of perceived level of comfort in discussing issues of gender equity and compliance.

Division III schools may experience greater levels of comfort because they differ from Division I and Division II schools in the area of scholarship distribution, a major component of compliance.

10) Because an insufficient response rate was attained in order to analyze perceptions of equity by NJCAA region, additional research with a concerted effort to improve response rate in order to compare regions and states is strongly recommended. Region 23 was of particular interest as a follow-up to previous research. Region 23 was noted by Suggs (2004) as one of the least equitable in terms of proportionality of opportunities for participation and for equity in scholarship distribution. However, the low response rate in this study from Louisiana negated the ability for a substantive follow-up discussion on Suggs' observations. A mixed methods research study focusing on perceptions of equity and Title IX compliance issues in Region 23 is recommended.

11) Finally, conducting a more exhaustive research of the most recent literature on legal challenges regarding Title IX at the community college level would provide relevant information to those in leadership positions regarding the liabilities of neglecting Title IX compliance at their institutions. If the moral implications of the tenets of Title IX are insufficient in providing motivation for attention to compliance from the upper-level of administration on down through coaching level, perhaps the awareness of the risk of financial liabilities would serve as an incentive for equity in athletics on community college campuses.

Conclusion

Title IX was enacted over forty years ago. During that time, participation by girls and women in sports has expanded tremendously at every level. Girls and women now have increased opportunities to participate in athletics and reap the benefits which accompany that experience, including the health benefits, leadership benefits, educational and scholarship

opportunities, and career opportunities. The literature is filled with data on the expansion of opportunities and how these opportunities have benefitted girls and women. Yet challenges remain to achieving equity. And this seems especially true among the less visible NJCAA institutions.

Title IX does not guarantee “better equity”; Title IX requires “equity”. From opportunities to compete, to opportunities for scholarships, to facilities, equipment, supplies, and benefits, Title IX requires equity. If we accept intercollegiate athletics as a beneficial component to community colleges and their missions, we must accept this to be true equally for men and for women. We must provide equitable opportunities and treatment for men and women. Anything less is in disregard to women’s basic rights to be treated equitably and may be in violation of federal law. Forty years is too long a period of time for institutions to either ignore the law or to claim they are working towards compliance. It is time for the NJCAA to provide leadership, and to provide sanctions where necessary, for those institutions who fail to make gender equity on their campuses a priority.

Without question, women are in a better position to recognize gender inequities in athletics on college campuses. It is essential that women are recruited and hired into leadership positions in athletic departments and into executive positions in educational administrations at community colleges. Without a voice at the decision-making levels, the pace at which community colleges move toward equity may continue to be sloth-like.

Frederickson (1980) speaks of social equity. The concept is not an easy one, and equity is not always easy to achieve. But the concept of equity was important to the founders of the Constitution of the United States. It is a concept about which we should always be mindful, particularly in the world of education. Frederickson advises those who study public policy and

administration that the courts should be a last resort in the effort to achieve social justice. He does not advise how many years one must wait to pursue that avenue. Leadership and administration would be wise to proactively address inequities which persist, not only to avoid eventual legal issues, but to reaffirm the notion that community colleges are open, inclusive, and committed to providing for the needs of the community fairly, equitably, and without regard to individual differences.

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Appendix A

Approval from the University of New Orleans IRB

***University Committee for the Protection
of Human Subjects in Research
University of New Orleans***

Campus Correspondence

Principal Investigator: Belinda M. Cambre

Co-Investigator: Cynthia A. Kenney

Date: December 10, 2012

Protocol Title: "Perceptions of Women's Teams Coaches regarding Gender Equity and Title IX Compliance in Community Colleagues"

IRB#: 04Dec12

The IRB has deemed that the research and procedures described in this protocol application are exempt from federal regulations under 45 CFR 46.101category 2, due to the fact that the information obtained is not recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects.

Exempt protocols do not have an expiration date; however, if there are any changes made to this protocol that may cause it to be no longer exempt from CFR 46, the IRB requires another standard application from the investigator(s) which should provide the same information that is in this application with changes that may have changed the exempt status.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best wishes on your project.

Sincerely,

Robert D. Laird, Ph.D., Chair

UNO Committee for the Protection of Human Subjects in Research

Appendix B

Email Request for Participation



January 7, 2013

Dear Coach,

Happy New Year! I hope you had a wonderful holiday break. I am a graduate student under the direction of Dr. Belinda Cambre in the College of Educational Leadership, Counseling and Foundations at the University of New Orleans. I am conducting a research study to explore the perceptions of coaches of community college women's teams on gender equity and Title IX compliance.

I am requesting your participation which will involve approximately 10-15 minutes of your time. Your participation in this study is voluntary. If you choose not to participate there will be no penalty. The survey is anonymous. It includes questions which may be considered personal or sensitive. You may exit the survey at any time if uncomfortable with answering any of the questions. The results of the study may be published but your name will not be known.

I truly hope you will take a moment to participate in this study. While there is research on gender equity in athletics at the four year college level, there is very little research on gender equity in athletics at the community college level. An analysis of perceptions of coaches, those who are most aware and directly involved with these issues, will add to the research and understanding of equity issues in athletics at the community college level.

If you have any questions concerning the research study, please contact me at xxxxxxx@xxxxxx. You may also contact Dr. Ann O'Hanlon from the University of New Orleans Institutional Review Board at 504-xxx-xxxx with any questions or concerns.

Completion of the survey will be considered your consent to participate.

To participate in the survey, follow the link below. Please complete the survey by January 21, 2013.

Thank you in advance; best wishes to you in your new year. I wish you a productive and successful season.

Sincerely,

Cynthia A. Kenney

Follow this link to the Survey:

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${1://SurveyURL}](#)

Appendix C

First Follow-up Request for Participation

January 21, 2013

Dear Coaches and Colleagues,

I am writing as a follow up and second request for your participation in a national survey of NJCAA coaches of women's teams regarding gender equity in community colleges. If you have already completed and submitted your survey, THANKS! If not, I need your help...

Your perceptions are important! You, as coaches, have an unmatched perspective of whether or not athletics programs at your community college are gender equitable. Little research is currently available on this topic. This is an opportunity to voice your perspective and to add to the research literature on the topic of gender equity in athletics in community colleges nationwide. Remember, the survey is anonymous and confidential, so take the survey and tell me how things are going at your institution. Help to make this truly representative. In the end, I will have heard from so many of your peers around the country and we will have a better understanding of the level of gender equity in athletics at our community colleges nationwide!

Please take just a moment to answer the questions on this survey of all coaches of women's teams at NJCAA institutions. It will take only approximately ten minutes to complete. You may choose to add your own open-ended comments at the end of the survey. It will mean a great deal to me professionally and personally, and it will mean your voice has been included in this first study of it's kind, adding to the research literature on community college athletics and gender equity. **To take the survey, just scroll down to the bottom of my original request below to find the blue link entitled "take this survey". Click on that link as instructed.**

Many respondents have expressed interest in receiving a copy of the survey results. I will be happy to share the results of the study once it has been completed. If interested, just send your request to xxxxxxxx@xxxxxxx.

Sincere thanks for your assistance,
Cynthia A. Kenney

January 7, 2013

Dear Coach,

Happy New Year! I hope you had a wonderful holiday break. I am a graduate student under the direction of Dr. Belinda Cambre in the College of Educational Leadership, Counseling and Foundations at the University of New Orleans. I am conducting a research study to explore the perceptions of coaches of community college women's teams on gender equity and Title IX compliance.

I am requesting your participation which will involve approximately 10-15 minutes of your time. Your participation in this study is voluntary. If you choose not to participate there will be no penalty. The survey is anonymous. It includes questions which may be considered personal or sensitive. You may exit the survey at any time if uncomfortable with answering any of the questions. The results of the study may be published but your name will not be known.

I truly hope you will take a moment to participate in this study. While there is research on gender equity in athletics at the four year college level, there is very little research on gender equity in athletics at the community college level. An analysis of perceptions of coaches, those who are most aware and directly involved with these issues, will add to the research and understanding of equity issues in athletics at the community college level.

If you have any questions concerning the research study, please contact me at xxxxxxxx@xxxxxxx. You may also contact Dr. Ann O'Hanlon from the University of New Orleans Institutional Review Board at 504-xxx-xxxx with any questions or concerns.

Completion of the survey will be considered your consent to participate.

To participate in the survey, follow the link below. Please complete the survey by January 21, 2013.

Thank you in advance; best wishes to you in your new year. I wish you a productive and successful season.

Sincerely,

Cynthia A. Kenney

Follow this link to the Survey:

\${!://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:

\${!://SurveyURL}

Appendix D

Second Follow-up Request for Participation

January 28, 2013

Dear Coaches and Colleagues,

I am writing as a follow up and second request for your participation in a national survey of NJCAA coaches of women's teams regarding gender equity in community colleges. If you have already completed and submitted your survey, THANKS! If not, I need your help...

Your perceptions are important! You, as coaches, have an unmatched perspective of whether or not athletics programs at your community college are gender equitable. Little research is currently available on this topic. This is an opportunity to voice your perspective and to add to the research literature on the topic of gender equity in athletics in community colleges nationwide. Remember, the survey is anonymous and confidential, so take the survey and tell me how things are going at your institution. Help to make this truly representative. In the end, I will have heard from so many of your peers around the country and we will have a better understanding of the level of gender equity in athletics at our community colleges nationwide!

Please take just a moment to answer the questions on this survey of all coaches of women's teams at NJCAA institutions. It will take only approximately ten minutes to complete. You may choose to add your own open-ended comments at the end of the survey. It will mean a great deal to me professionally and personally, and it will mean your voice has been included in this first study of it's kind, adding to the research literature on community college athletics and gender equity. **To take the survey, just scroll down to the bottom of my original request below to find the blue link entitled "take this survey". Click on that link as instructed.**

Many respondents have expressed interest in receiving a copy of the survey results. I will be happy to share the results of the study once it has been completed. If interested, just send your request to xxxxxxxx@xxx.xxx

Sincere thanks for your assistance,
Cynthia A. Kenney

January 7, 2013

Dear Coach,

Happy New Year! I hope you had a wonderful holiday break. I am a graduate student under the direction of Dr. Belinda Cambre in the College of Educational Leadership, Counseling and Foundations at the University of New Orleans. I am conducting a research study to explore the perceptions of coaches of community college women's teams on gender equity and Title IX compliance.

I am requesting your participation which will involve approximately 10-15 minutes of your time. Your participation in this study is voluntary. If you choose not to participate there will be no penalty. The survey is anonymous. It includes questions which may be considered personal or sensitive. You may exit the survey at any time if uncomfortable with answering any of the questions. The results of the study may be published but your name will not be known.

I truly hope you will take a moment to participate in this study. While there is research on gender equity in athletics at the four year college level, there is very little research on gender equity in athletics at the community college level. An analysis of perceptions of coaches, those who are most aware and directly involved with these issues, will add to the research and understanding of equity issues in athletics at the community college level.

If you have any questions concerning the research study, please contact me at xxxxxxx@xxxxxx. You may also contact Dr. Ann O'Hanlon from the University of New Orleans Institutional Review Board at 504-xxx-xxxx with any questions or concerns.

Completion of the survey will be considered your consent to participate.

To participate in the survey, follow the link below. Please complete the survey by January 21, 2013.

Thank you in advance; best wishes to you in your new year. I wish you a productive and successful season.

Sincerely,

Cynthia A. Kenney

Follow this link to the Survey:

[\\${!://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${!://SurveyURL}](#)

Appendix E

Permission to Use Survey

From: R Schneid [rschneid@brockport.edu]
Sent: Wednesday, November 30, 2011 3:41 PM
To: Cynthia A Kenney
Cc: Bill Stier; Tim Henry; Greg Wilding
Subject: Re: Hello and a request...

Hi Cynthia,

Thanks for the request. Please find a rough version of the survey attached. You will have to renumber it as the numbers became scrambled when I cut and pasted it in a way that allowed it to be attached to this e-mail.

Please use it in anyway you wish as long as you reference the authors in your dissertation and any subsequent publications that may result from your dissertation.

Thank you and good luck,

Dr. Robert C. Schneider, Ed.D.
Professor, Sport Management
The College at Brockport, SUNY
Dept. of Kinesiology, Sport Studies, & P.E.
350 New Campus Drive
Brockport, NY 14420
585-423-9603 (cell)
585-395-2587 (work)
<http://www.lww.com/product/?978-0-7817-8791-8>

Appendix F
Survey Instrument

Perceptions of Title IX Compliance

Perceptions of Title IX Compliance

Part I: Opportunities for Participation

Please rate the extent to which you agree or disagree with the following statements as they relate to your institution.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Opportunities for athletic participation by male and female student-athletes are distributed proportionally to the overall enrollment of men and women at my institution. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A women's sport team has been added to the athletic program at my institution within the last four years in order to comply with Title IX requirements and to reflect program expansion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interest in intercollegiate athletic participation of any kind by current female students has been completely satisfied at my institution. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interest in intercollegiate athletic participation of any kind by potential female students has been completely satisfied at my institution. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part II: Scholarships

Please rate the extent to which you agree or disagree with the following statements as they relate to your institution.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Opportunities for athletic scholarships for student-athletes are distributed proportionally to the overall enrollment of men and women at my institution. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Appendix F
Survey Instrument

Part III: Benefits and Services

Please rate the extent to which you agree or disagree with the following statements as they relate to your institution.

The following items are provided for equitably for men's and women's athletic programs at my institution.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Equipment and supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scheduling of games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Travel per Diem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tutoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Locker room facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practice Facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Competitive facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical training facilities/services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Housing and dining services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Support Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recruitment of student-athletes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part IV: Awareness and Understanding of Title IX issues.

Please rate the extent to which you agree or disagree with the following statements.

I am aware that differences in the treatment of men's and women's athletic teams may constitute Title IX violations.

| | | | | |
|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

My college/athletic department provides adequate information and training to athletic staff in regard to gender equity and Title IX compliance.

Neither Agree nor

Appendix F
Survey Instrument

Strongly Disagree Disagree Disagree Agree Strongly Agree

I have a good understanding of the guidelines and legal implications of Title IX.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I feel comfortable discussing my perceptions of gender equity issues or Title IX non-compliance with my supervisor without fear of retaliation.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I am aware of "whistleblower" protection provided by law as it relates to Title IX.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I am aware of who the Title IX coordinator is at my institution.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I am aware that Title IX requires all students be made aware of the Title IX coordinator at their college.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

My college has demonstrated a real commitment to achieving gender equity in the athletics program.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I review annual data submitted by my college to the Department of Education as required by the Equity in Athletics Disclosure Act (EADA) for my college.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Appendix F
Survey Instrument

Part V: Demographics

What is your current position?

- Head Coach
- Assistant Coach
- Other _____

What sport(s) do you coach? Select all that apply by holding down the "Control" key and selecting the sports you coach.

- Women's Basketball
- Women's Soccer
- Women's Volleyball
- Women's Indoor Track and Field
- Women's Outdoor Track and Field
- Women's Softball
- Women's Bowling
- Women's Tennis
- Women's Cross Country
- Women's Golf
- Women's Half-Marathon

What is your gender?

- Male
- Female

What is the highest educational degree you have attained?

- High School Diploma/GED
- Certificate
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctoral Degree

What year were you born?

Which best describes your race/ethnicity?

- Asian
- African-American/Black
- Caucasian/White
- Hispanic
- American Indian
- Other

Appendix F
Survey Instrument

What is your marital status?

- Single
- Married/Partnered
- Divorced

How many years of experience coaching at the college level do you have?

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- >30

Are your coaching duties full-time or part-time?

- Full-time
- Part-time

Do you have other duties at your college which, when added to your coaching duties, make you a full-time employee?

- Yes
- No

In what NJCAA region is your college located?

In what state is your college located?

Do you have any comments you would like to add to this survey regarding gender equity and Title IX compliance at your college?

Appendix G

Item-Total Statistics for Overall Survey

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--|-------------------------------|-----------------------------------|--------------------------------------|---------------------------------|--|
| Opportunities for athletic participation | 97.29 | 316.023 | .550 | .462 | .935 |
| Women's sport team added | 98.39 | 327.498 | .190 | .149 | .940 |
| Interest current students satisfied | 97.48 | 316.904 | .533 | .762 | .935 |
| Interest potential students satisfied | 97.61 | 316.127 | .540 | .766 | .935 |
| Opportunities for athletic scholarships | 97.66 | 311.563 | .582 | .463 | .934 |
| Equipment and supplies | 97.34 | 307.174 | .731 | .685 | .932 |
| Scheduling of games | 97.05 | 318.296 | .594 | .531 | .934 |
| Travel per Diem | 97.09 | 314.043 | .665 | .652 | .933 |
| Tutoring | 96.99 | 318.076 | .638 | .634 | .934 |
| Coaching | 97.26 | 310.583 | .653 | .534 | .933 |
| Locker room facilities | 97.60 | 309.532 | .575 | .468 | .934 |
| Practice facilities | 97.19 | 311.889 | .681 | .745 | .933 |
| Competitive facilities | 97.23 | 313.411 | .611 | .701 | .934 |
| Medical training facilities/services | 97.04 | 321.533 | .483 | .402 | .935 |
| Housing and dining services | 97.31 | 317.808 | .524 | .436 | .935 |
| Publicity | 97.54 | 306.130 | .691 | .638 | .933 |
| Support Services | 97.17 | 310.522 | .749 | .758 | .932 |
| Recruitment of student-athletes | 97.27 | 307.953 | .768 | .736 | .932 |
| Differences in the treatment constitute Title IX violations. | 96.93 | 332.119 | .194 | .232 | .938 |
| Adequate information and training to athletic staff | 98.02 | 306.964 | .673 | .583 | .933 |
| Guidelines and legal implications of Title IX. | 97.32 | 323.239 | .441 | .446 | .936 |
| Discussing perceptions of gender equity issues | 97.38 | 310.684 | .696 | .619 | .933 |

Appendix H

Item-Total Statistics for Opportunities for Participation Scale

| | Scale | | | |
|-------------------------------|-------------------------------|-----------------------------|-------------------------------------|-------------------------------------|
| | Scale Mean if Item Deleted | Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| Participation is Proportional | 10.18 | 7.285 | .511 | .669 |
| Women's sport team added | 11.31 | 7.749 | .259 | .833 |
| Interest current students | 10.38 | 6.584 | .689 | .569 |
| Interest potential students | 10.51 | 6.384 | .698 | .558 |

Appendix I

Item-Total Statistics for Benefits and Services Scale

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------------|--------------------------------------|--|------------------------------------|--|
| Equipment and supplies | 47.65 | 90.103 | .779 | .658 | .920 |
| Scheduling of games | 47.33 | 96.928 | .636 | .483 | .925 |
| Travel per Diem | 47.40 | 94.480 | .688 | .572 | .923 |
| Tutoring | 47.27 | 96.443 | .706 | .602 | .923 |
| Coaching | 47.56 | 92.909 | .661 | .494 | .924 |
| Locker room facilities | 47.89 | 92.950 | .556 | .384 | .930 |
| Practice facilities | 47.48 | 92.726 | .735 | .728 | .922 |
| Competitive facilities | 47.54 | 93.127 | .678 | .672 | .924 |
| Medical training facilities/services | 47.35 | 97.090 | .579 | .396 | .927 |
| Housing and dining services | 47.59 | 96.793 | .556 | .364 | .928 |
| Publicity | 47.84 | 90.087 | .727 | .601 | .922 |
| Support Services | 47.48 | 91.529 | .822 | .754 | .919 |
| Recruitment of student- athletes | 47.57 | 90.706 | .810 | .715 | .919 |

Appendix J

Item-Total Statistics for Awareness Scale

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--|-------------------------------|--------------------------------------|--|------------------------------------|-------------------------------------|
| Awareness | 23.14 | 36.981 | .209 | .154 | .861 |
| Information and training to athletic staff | 24.24 | 28.528 | .697 | .538 | .811 |
| Understanding "whistleblower" protection | 23.54 | 32.975 | .555 | .390 | .831 |
| Title IX coordinator | 23.98 | 31.351 | .537 | .342 | .833 |
| Students aware of TIX coordinator | 24.32 | 28.227 | .684 | .523 | .813 |
| College commitment to gender equity | 24.46 | 29.386 | .660 | .503 | .817 |
| Review annual data | 23.76 | 30.292 | .639 | .473 | .820 |
| | 24.71 | 29.826 | .622 | .425 | .822 |

Appendix K

Means and Standard Deviations for Items Related to Awareness and Understanding According to Gender

| Gender | Awareness | Information and Training | Understanding | Whistleblower Protection | Title IX Coordinator | Students Aware of Title IX Coordinator | College Committed to Gender Equity | Review Annual Data |
|---------------|-----------|--------------------------|---------------|--------------------------|----------------------|--|------------------------------------|--------------------|
| Male | | | | | | | | |
| <i>M</i> | 4.34 | 3.39 | 3.97 | 3.61 | 3.2 | 2.99 | 3.92 | 2.71 |
| <i>SD</i> | .81 | 1.27 | .92 | 1.17 | 1.32 | 1.24 | 1.09 | 1.24 |
| Female | | | | | | | | |
| <i>M</i> | 4.31 | 2.95 | 3.86 | 3.30 | 2.94 | 2.95 | 3.37 | 2.77 |
| <i>SD</i> | .71 | 1.24 | .89 | 1.11 | 1.31 | 1.17 | 1.13 | 1.19 |
| TOTAL | | | | | | | | |
| <i>M</i> | 4.32 | 3.20 | 3.92 | 3.47 | 3.10 | 2.97 | 3.68 | 2.71 |
| <i>SD</i> | .77 | 1.27 | .91 | 1.15 | 1.32 | 1.21 | 1.14 | 1.22 |

Appendix L

Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Years' Experience Coaching

| Years Experience | Equipment/Supplies | Scheduling | Travel per diem | Tutoring | Coaching | Locker Room | Practice Facilities | Competitive Facilities | Medical Training | Housing/Dining | Publicity | Support Services | Recruitment |
|------------------|--------------------|------------|-----------------|----------|----------|-------------|---------------------|------------------------|------------------|----------------|-----------|------------------|-------------|
| 0-5 | | | | | | | | | | | | | |
| <i>M</i> | 3.88 | 4.17 | 4.03 | 4.20 | 4.00 | 3.82 | 4.05 | 4.00 | 4.01 | 4.00 | 3.54 | 4.08 | 3.97 |
| <i>SD</i> | 1.07 | .84 | .92 | .81 | 1.00 | 1.16 | .88 | .99 | 1.03 | .88 | 1.21 | .89 | .95 |
| 6-10 | | | | | | | | | | | | | |
| <i>M</i> | 3.77 | 4.08 | 4.11 | 4.16 | 3.93 | 3.59 | 4.11 | 4.00 | 4.16 | 3.87 | 3.74 | 3.87 | 3.82 |
| <i>SD</i> | 1.19 | 1.02 | 1.05 | .99 | 1.08 | 1.27 | .95 | 1.05 | .92 | 1.07 | 1.14 | 1.13 | 1.18 |
| 11-15 | | | | | | | | | | | | | |
| <i>M</i> | 3.81 | 4.21 | 4.09 | 4.26 | 3.95 | 3.46 | 3.72 | 3.74 | 4.19 | 3.75 | 3.53 | 3.93 | 3.82 |
| <i>SD</i> | 1.32 | .92 | 1.15 | .86 | 1.27 | 1.44 | 1.35 | 1.30 | 1.03 | 1.16 | 1.42 | 1.22 | 1.31 |
| 16-20 | | | | | | | | | | | | | |
| <i>M</i> | 3.92 | 4.16 | 4.16 | 4.16 | 3.81 | 3.62 | 4.03 | 4.14 | 4.30 | 3.86 | 3.62 | 4.14 | 4.03 |
| <i>SD</i> | 1.16 | .90 | .99 | .83 | 1.35 | 1.50 | 1.19 | 1.03 | .81 | 1.11 | 1.40 | .89 | 1.01 |
| 21-25 | | | | | | | | | | | | | |
| <i>M</i> | 3.94 | 4.18 | 4.24 | 4.29 | 4.12 | 3.59 | 4.44 | 4.18 | 4.06 | 4.18 | 3.71 | 4.00 | 4.18 |
| <i>SD</i> | 1.35 | 1.13 | 1.03 | 1.05 | 1.27 | 1.46 | .63 | 1.02 | 1.25 | 1.13 | 1.49 | 1.21 | 1.13 |
| >25 | | | | | | | | | | | | | |
| <i>M</i> | 3.74 | 4.26 | 4.22 | 4.57 | 4.04 | 3.74 | 4.00 | 3.70 | 4.17 | 3.91 | 4.00 | 4.26 | 4.04 |
| <i>SD</i> | 1.36 | .75 | 1.00 | .51 | 1.19 | 1.39 | 1.28 | 1.55 | 1.07 | 1.08 | 1.21 | 1.01 | 1.11 |
| TOTAL | | | | | | | | | | | | | |
| <i>M</i> | 3.84 | 4.16 | 4.11 | 4.24 | 3.96 | 3.65 | 4.01 | 3.95 | 4.14 | 3.90 | 3.64 | 4.02 | 3.93 |
| <i>SD</i> | 1.20 | .92 | 1.02 | .86 | 1.15 | 1.33 | 1.08 | 1.13 | .99 | 1.04 | 1.28 | 1.05 | 1.11 |

Appendix M

Means and Standard Deviations for Items Related to Awareness and Understanding According to Sport Coached

| Sport Coached | Awareness | Information and Training | Understanding | Whistleblower Protection | Title IX Coordinator | Students Aware of Title IX Coordinator | College Committed to Gender Equity | Review Annual Data |
|-------------------|-----------|--------------------------|---------------|--------------------------|----------------------|--|------------------------------------|--------------------|
| Basketball | | | | | | | | |
| <i>M</i> | 4.30 | 3.02 | 4.04 | 3.57 | 2.98 | 3.00 | 3.70 | 2.68 |
| <i>SD</i> | .74 | 1.38 | .78 | 1.04 | 1.28 | 1.26 | 1.13 | 1.30 |
| Soccer | | | | | | | | |
| <i>M</i> | 4.18 | 3.00 | 3.79 | 3.39 | 3.07 | 2.86 | 3.68 | 2.44 |
| <i>SD</i> | .82 | 1.21 | .79 | 1.17 | 1.33 | 1.15 | 1.06 | 1.09 |
| Volleyball | | | | | | | | |
| <i>M</i> | 4.15 | 2.93 | 3.66 | 3.26 | 2.59 | 2.67 | 3.44 | 2.46 |
| <i>SD</i> | .75 | 1.18 | .98 | 1.17 | 1.27 | 1.17 | 1.12 | 1.04 |
| Softball | | | | | | | | |
| <i>M</i> | 4.39 | 3.13 | 4.00 | 3.33 | 3.19 | 3.05 | 3.29 | 2.98 |
| <i>SD</i> | .72 | 1.32 | .87 | 1.19 | 1.32 | 1.17 | 1.21 | 1.32 |
| Other | | | | | | | | |
| <i>M</i> | 4.44 | 3.79 | 4.07 | 3.67 | 3.61 | 3.27 | 4.32 | 2.95 |
| <i>SD</i> | .81 | 1.13 | .95 | 1.17 | 1.23 | 1.27 | .87 | 1.14 |
| TOTAL | | | | | | | | |
| <i>M</i> | 4.30 | 3.20 | 3.92 | 3.45 | 3.09 | 2.98 | 3.69 | 2.73 |
| <i>SD</i> | .77 | 1.28 | .90 | 1.15 | 1.32 | 1.22 | 1.14 | 1.20 |

Appendix N

Means and Standard Deviations for Opportunities for Scholarships According to Geographic Region

| <i>Region</i> | <i>Mean</i> | <i>Standard Deviation</i> |
|---------------|-------------|---------------------------|
| Southeast | 3.81 | 1.33 |
| SouthCentral | 3.86 | .86 |
| MidWest | 3.77 | 1.43 |
| Northeast | 3.62 | 1.06 |
| UpperNE | 2.84 | 1.11 |
| MidCentral | 3.83 | 1.24 |
| NorthCentral | 3.14 | 1.13 |
| Southwest | 3.64 | 1.28 |
| Northwest | 3.50 | 1.32 |
| Florida | 4.00 | 1.09 |
| TOTAL | 3.60 | 1.25 |

Appendix O

Means and Standard Deviations for Items Related to Equity in Benefits and Services According to Geographic Region

| Region | Equipment/ Supplies | Scheduling | Travel per diem | Tutoring | Coaching | Locker Room | Practice Facilities | Competitive Facilities | Medical Training | Housing/ Dining | Publicity | Support Services | Recruitment |
|--------------|------------------------|------------|-----------------------|----------|----------|----------------|------------------------|---------------------------|---------------------|--------------------|-----------|---------------------|-------------|
| Southeast | | | | | | | | | | | | | |
| <i>M</i> | 4.19 | 4.31 | 4.25 | 4.19 | 4.00 | 3.38 | 4.06 | 4.00 | 3.94 | 4.25 | 4.00 | 4.00 | 4.06 |
| <i>SD</i> | .98 | .98 | 1.00 | .91 | 1.27 | 1.41 | 1.18 | 1.16 | 1.24 | .68 | .89 | .89 | .85 |
| SouthCentral | | | | | | | | | | | | | |
| <i>M</i> | 3.43 | 3.93 | 3.93 | 4.36 | 4.00 | 3.00 | 4.07 | 3.93 | 3.86 | 3.36 | 3.43 | 3.86 | 3.64 |
| <i>SD</i> | 1.40 | 1.07 | 1.14 | .50 | 1.04 | 1.62 | 1.00 | 1.00 | 1.10 | .84 | 1.28 | .95 | 1.01 |
| MidWest | | | | | | | | | | | | | |
| <i>M</i> | 3.93 | 4.32 | 4.18 | 4.27 | 4.09 | 3.91 | 4.25 | 4.09 | 4.45 | 3.76 | 3.82 | 4.18 | 4.05 |
| <i>SD</i> | 1.29 | .93 | 1.06 | .92 | 1.20 | 1.14 | .84 | 1.12 | .66 | 1.01 | 1.23 | 1.06 | 1.18 |
| Northeast | | | | | | | | | | | | | |
| <i>M</i> | 4.15 | 4.15 | 4.42 | 4.31 | 4.46 | 4.19 | 4.27 | 4.23 | 4.46 | 3.85 | 4.04 | 4.42 | 4.15 |
| <i>SD</i> | 1.01 | 1.05 | .86 | .88 | .51 | .98 | 1.08 | 1.11 | .58 | 1.05 | 1.04 | .76 | .97 |
| UpperNE | | | | | | | | | | | | | |
| <i>M</i> | 3.89 | 3.85 | 4.07 | 3.81 | 3.89 | 3.44 | 3.78 | 3.81 | 4.00 | 3.59 | 3.44 | 3.77 | 3.63 |
| <i>SD</i> | 1.28 | 1.26 | 1.11 | 1.27 | 1.05 | 1.50 | 1.34 | 1.30 | 1.18 | 1.22 | 1.50 | 1.34 | 1.33 |
| MidCentral | | | | | | | | | | | | | |
| <i>M</i> | 3.47 | 4.12 | 3.78 | 4.20 | 3.59 | 3.49 | 3.63 | 3.61 | 3.85 | 4.12 | 3.41 | 3.83 | 3.92 |
| <i>SD</i> | 1.30 | .88 | 1.17 | .90 | 1.38 | 1.38 | 1.28 | 1.26 | 1.15 | 1.05 | 1.41 | 1.18 | 1.12 |
| NorthCentral | | | | | | | | | | | | | |
| <i>M</i> | 3.97 | 4.10 | 4.14 | 4.34 | 3.76 | 3.90 | 4.21 | 4.07 | 4.31 | 4.34 | 3.86 | 4.14 | 3.90 |
| <i>SD</i> | .94 | .90 | .92 | .67 | 1.22 | 1.21 | .73 | .96 | .89 | .72 | 1.16 | .95 | 1.15 |
| Southwest | | | | | | | | | | | | | |
| <i>M</i> | 3.96 | 4.29 | 4.32 | 4.50 | 4.04 | 3.46 | 4.04 | 4.00 | 4.43 | 4.04 | 3.43 | 4.21 | 4.25 |
| <i>SD</i> | 1.17 | .71 | .82 | .64 | 1.20 | 1.45 | 1.07 | 1.02 | .91 | 1.04 | 1.40 | .88 | .84 |
| Northwest | | | | | | | | | | | | | |
| <i>M</i> | 3.81 | 4.25 | 3.75 | 4.06 | 3.94 | 3.44 | 3.87 | 3.81 | 3.88 | 4.12 | 3.31 | 3.50 | 3.81 |
| <i>SD</i> | 1.05 | .45 | 1.07 | .68 | 1.18 | 1.26 | .99 | 1.05 | .89 | .72 | 1.14 | 1.10 | .75 |
| Florida | | | | | | | | | | | | | |
| <i>M</i> | 3.72 | 4.44 | 4.33 | 4.39 | 4.06 | 3.78 | 4.12 | 4.00 | 3.94 | 3.72 | 3.67 | 3.89 | 4.00 |
| <i>SD</i> | 1.32 | .62 | .84 | .87 | 1.11 | 1.44 | 1.17 | 1.33 | 1.26 | 1.32 | 1.50 | 1.18 | 1.24 |
| TOTAL | | | | | | | | | | | | | |
| <i>M</i> | 3.85 | 4.18 | 4.12 | 4.24 | 3.96 | 3.65 | 4.02 | 3.95 | 4.15 | 3.93 | 3.65 | 4.02 | 3.96 |
| <i>SD</i> | 1.18 | .91 | 1.02 | .87 | 1.16 | 1.33 | 1.08 | 1.14 | .99 | 1.02 | 1.29 | 1.06 | 1.08 |

Appendix P

Means and Standard Deviations for Items Related to Awareness and Understanding According to Geographic Region

| Region | Awareness | Information and Training | Understanding | Whistleblower Protection | Title IX Coordinator | Students Aware of Title IX Coordinator | College Committed to Gender Equity | Review Annual Data |
|--------------|-----------|--------------------------|---------------|--------------------------|----------------------|--|------------------------------------|--------------------|
| Southeast | | | | | | | | |
| <i>M</i> | 4.38 | 3.19 | 4.00 | 3.44 | 3.38 | 3.00 | 3.88 | 2.60 |
| <i>SD</i> | .50 | 1.11 | .73 | 1.03 | 1.15 | 1.03 | .72 | .99 |
| SouthCentral | | | | | | | | |
| <i>M</i> | 4.43 | 3.14 | 3.79 | 3.29 | 3.14 | 3.00 | 3.43 | 3.00 |
| <i>SD</i> | .65 | 1.17 | .89 | .91 | 1.23 | 1.29 | 1.09 | 1.24 |
| MidWest | | | | | | | | |
| <i>M</i> | 4.41 | 3.26 | 4.00 | 3.77 | 3.05 | 3.05 | 3.81 | 2.49 |
| <i>SD</i> | .62 | 1.35 | .96 | .99 | 1.23 | 1.18 | 1.13 | 1.18 |
| Northeast | | | | | | | | |
| <i>M</i> | 4.58 | 3.35 | 4.04 | 3.69 | 3.65 | 3.19 | 4.23 | 3.23 |
| <i>SD</i> | .50 | 1.33 | .92 | 1.05 | 1.36 | 1.36 | .71 | 1.31 |
| UpperNE | | | | | | | | |
| <i>M</i> | 4.30 | 3.37 | 3.96 | 3.41 | 3.11 | 2.92 | 3.78 | 2.54 |
| <i>SD</i> | .54 | 1.25 | .90 | 1.22 | 1.28 | 1.26 | 1.22 | 1.14 |
| MidCentral | | | | | | | | |
| <i>M</i> | 3.85 | 2.78 | 3.59 | 3.07 | 2.71 | 2.78 | 3.41 | 2.47 |
| <i>SD</i> | 1.13 | 1.27 | 1.00 | 1.33 | 1.42 | 1.28 | 1.26 | 1.09 |
| NorthCentral | | | | | | | | |
| <i>M</i> | 4.41 | 3.07 | 4.14 | 3.34 | 2.90 | 2.79 | 3.71 | 2.86 |
| <i>SD</i> | .73 | 1.25 | .83 | 1.20 | 1.45 | 1.18 | 1.07 | 1.25 |
| Southwest | | | | | | | | |
| <i>M</i> | 4.39 | 3.21 | 4.04 | 3.50 | 3.00 | 2.96 | 3.68 | 2.96 |
| <i>SD</i> | .63 | 1.40 | .88 | 1.26 | 1.39 | 1.26 | 1.19 | 1.40 |
| Northwest | | | | | | | | |
| <i>M</i> | 3.94 | 3.43 | 3.75 | 3.56 | 3.06 | 3.20 | 3.37 | 2.94 |
| <i>SD</i> | 1.06 | 1.28 | .68 | .89 | 1.00 | 1.01 | 1.09 | 1.00 |
| Florida | | | | | | | | |
| <i>M</i> | 4.56 | 3.72 | 4.11 | 3.88 | 3.78 | 3.41 | 3.72 | 3.00 |
| <i>SD</i> | .51 | 1.13 | .90 | 1.22 | 1.26 | 1.33 | 1.18 | 1.33 |
| TOTAL | | | | | | | | |
| <i>M</i> | 4.31 | 3.21 | 3.93 | 3.48 | 3.12 | 3.00 | 3.71 | 2.76 |
| <i>SD</i> | .77 | 1.28 | .90 | 1.15 | 1.32 | 1.22 | 1.11 | 1.21 |

Vita

The author was born and raised in New Orleans, Louisiana. She received a bachelor of science degree in psychology from Spring Hill College in Mobile, Alabama and a master's of education in human performance and health promotion with an emphasis in exercise physiology from the University of New Orleans. Her career has spanned elementary, secondary and post-secondary education, with a majority of time in community college administration.