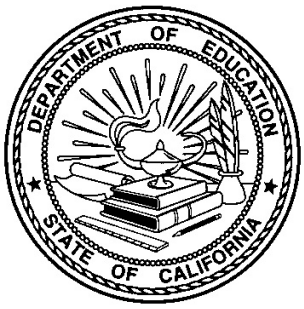
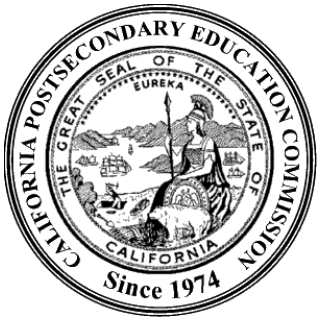
Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities

A Report Prepared for the California Postsecondary Education Commission and the California Department of Education

by RMC Research Corporation
Dr. Margaret Beam
Dr. Bonnie Faddis
Dr. Pat Ruzicka





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MARCH 2004 COMMISSION REPORT 04-04

Summary

With the enactment of Assembly Bill 2295 (Chapter 1060, Statutes of 2002), the California Department of Education and the California Postsecondary Education Commission were directed to conduct a study of Title IX compliance in athletics in California's public high schools, community colleges, and universities.

This study found that California public educational institutions, overall, are not fully in compliance with Title IX, especially with regard to athletics participation and coaching parity. Based on the findings, this report makes recommendations that generally fall into the following four categories: (1) better data collection; (2) increased technical assistance to districts and schools; (3) improved training for school administrators, athletic directors, and coaches; and (4) additional research regarding specific areas of compliance, particularly coaching.

California's public high schools, community colleges, and universities are strongly committed to improving Title IX compliance in athletics. This report contributes meaningful knowledge toward that goal.

The Commission adopted this report at its meeting of March 30, 2004. The report is available on the Commission's website -- http://www.cpec.ca.gov/completereports/2004reports/04-04.pdf -- and is electronically accessible to the general public.

Additional printed copies of this report and other Commission documents may also be obtained by e-mail at PublicationRequest@cpec.ca.gov or by writing the Commission at 770 L Street, Suite 1160, Sacramento, CA 95814-3396; or by telephone at (916) 445-1000.

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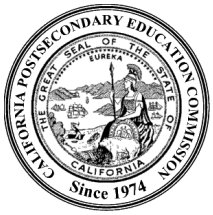

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California Department of Education
California Postsecondary Education Commission

Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities

Report to the Governor and the Legislature

Introduction

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in all educational institutions, including K-12 and higher education, that receive federal funding. The key provision of Title IX 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.*

Title IX applies to all aspects of education, but is especially well known for opening the door to greater athletic opportunities for female students.

With regard to athletics, Title IX generally requires educational institutions and programs to do the following:

- Offer male and female students equal opportunities to participate in athletics, including interscholastic, intercollegiate, intramural and club sports;
- Treat male and female athletes fairly; and
- Give male and female athletes their fair share of athletic scholarship money and other resources.

Prior to the passage of Title IX, female students had only limited athletic opportunities open to them in high school and college, and represented only a very small proportion of school athletes. Since the passage of Title IX, the athletic participation rate of female students has increased greatly at both the secondary and postsecondary levels. However, while significant progress has been made, the 1999-2000 National Collegiate Athletic Association (NCAA) Gender-Equity Report indicates that more than 80 percent of postsecondary schools have not yet achieved full compliance with the provisions of Title IX. On-site reviews in California high schools over the past ten years have also indicated some continuing compliance problems at the secondary level.

Assembly Bill (AB) 2295 (Chapter 1060, Statutes of 2002) was an expression of interest in gaining more information about the degree to which obstacles continue to face female students in high school and postsecondary athletics in California. That legislation required that a survey be conducted regarding Title IX compliance in athletics in

California's public high schools, community colleges, and universities. It also called for recommendations to improve compliance.

As a result of the enactment of AB 2295, the California Postsecondary Education Commission (CPEC) and the California Department of Education (CDE) began a joint effort to secure a contractor to conduct the mandated study. CPEC issued a Request for Proposals and, following a selection process, contracted with RMC Research Corporation of Portland, Oregon. That firm brought expertise in Title IX and a long history of conducting research of this type to their assignment. Dr. Bonnie Faddis led the study, supported by Dr. Margaret Beam and Dr. Patricia Ruzicka. Work on the contract began in the spring of 2003.

The project required RMC to conduct research and prepare a written report with recommendations that addressed the participation of males and females in interscholastic and intercollegiate athletics in California, and that further identified areas in which participation, and the administrative support for participation, differentially affects male and female students. The report was designed to develop findings for each of the following:

(1) Public schools that include Grades 7 and 8 (subsequently dropped due to budget constraints)

(2) Public schools that include Grades 9-12

(3) The campuses of the University of California

(4) The campuses of the California State University

(5) The campuses of the California Community Colleges

The report was required to address, but not be limited to, the following topics:

(1) Participation in interscholastic, intercollegiate, intramural, and club athletic opportunities

(2) Distribution of benefits and services, including, but not limited to, the following:

- (a) Overall support of athletics programs
- (b) Equipment and supplies
- (c) Scheduling of games and practice teams
- (d) Travel and related expenses
- (e) Availability of coaches and their compensation
- (f) Locker rooms, practice, and competitive facilities
- (g) Medical and training services
- (h) Publicity and marketing
- (i) Recruitment (Particularly for higher education programs)

(j) Availability of tutors and their compensation (particularly for higher education programs)

(k) Housing and dining facilities and services (particularly for higher education programs)

(l) The distribution of financial support for all of the above, including booster group contributions

(3) Distribution of athletic scholarship money

(4) The impact of Title IX on participation in athletics by women of color

(5) The academic and graduation success of students by gender and level of athletic competition

(6) Athletic teams added or disbanded as a result of institutional effort to comply with Title IX

(7) The nature and extent of training that is provided to athletic administrators, coaches, and other staff regarding the requirements of Title IX and strategies to eliminate sex discrimination in athletic programs.

(8) Any related topic that contributes to an assessment of the level of compliance with Title IX as it relates to athletics in the identified California educational institutions, or to recommendations for increasing gender equity in athletics.

In addition to providing data supporting its findings relative to each item addressed above, the contractor was also directed to provide proposed recommendations for legislative or administrative action consistent with the findings in the report. To the extent data were not available relative to any of the above topics, the contractor was required to identify the lack of data and provide proposed recommendations thereto.

The project got underway in late spring 2003 with the contractor meeting with both CPEC and CDE staff. Shortly thereafter, an Advisory Committee representing all key institutional and community stakeholders was convened to assist in planning the survey and developing the survey instruments. The actual surveys were sent out to a random sample of California high schools and to all of the community colleges and to all campuses of the University of California and the California State University in late summer. In the fall of 2003, survey results were collected and the contractors conducted site visits at a sample of institutions at each level. Data analysis and report preparation ensued, and the final report was submitted on February 27, 2004. It was discussed by the California Postsecondary Education Commission at its March 10 meeting and adopted at a meeting on March 30. It was also transmitted to California State Superintendent of Public Instruction Jack O'Connell, who has reviewed and accepted the report and recommendations.

The report's Executive Summary gives an overview of the major findings and recommendations, and the report itself includes more extensive discussion of all the findings, as well as the data that supports them. The study found that California public educational institutions vary in the degree to which they comply with Title IX as regards

athletics participation and coaching parity. [NOTE: The findings reflect statistically significant results of data representing secondary and postsecondary institutions in California; they do not indicate whether an individual institution is or is not in compliance with the law.]

Based on the findings, the report makes a number of recommendations that may be generally categorized as follows:

- Better data collection;
- Increased technical assistance to districts and schools;
- Improved training for school administrators, athletic directors and coaches; and
- Additional research regarding specific areas of compliance, particularly coaching.

The report does not address how such recommendations shall be carried out, leaving those decisions to the State Legislature and responsible agencies.

The report is consistent with national data showing that considerable progress has been made to assure equity in public school athletics since Title IX was enacted. However, it also shows that some of California's high schools, community colleges, and universities still have significant inequities to address. The report's recommendations are reflective of those made by Title IX and other gender equity experts at the state and national levels. The California Postsecondary Education Commission and the California Department of Education are strongly committed to improving Title IX compliance in public school athletics in California and hope that this report contributes meaningfully toward that goal.

CONCLUSION AND RECOMMENDATION

The findings of the 2003 study of Title IX compliance in athletics programs in California's public high schools, community colleges, and universities indicate that significant compliance issues remain at some institutions. This study helps identify and categorize these compliance issues and offers strategies that could address them.

The agencies responsible for the report—the California Postsecondary Education Commission and the California Department of Education, headed by State Superintendent of Public Instruction Jack O'Connell—do not have a specific basis to dispute any of the report's findings, although the agencies agree that a larger sample of public high schools would have strengthened confidence in the findings. As to the report's recommendations, the agencies agree with the intent of promoting Title IX compliance. However, the agencies caution against (1) placing new burdens on institutions that are already in compliance and (2) redirecting limited resources from the actual delivery of athletic programs to the support of administrative activities. With those cautions, the agencies encourage the California Legislature to consider the report and take action as appropriate.

Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities

Prepared for

California Postsecondary Education Commission and California Department of Education

Prepared by

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March 22, 2004

Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities

Prepared for

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California Department of Education

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- Sarah Angel, Office of Assembly Member Jenny Oropeza
- Hilary Baxter, University of California Office of the President
- Roger Blake, California Interscholastic Federation
- Ed Connolly, Community College Chancellor's Office
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Finally, we thank the many high school, community college, and university athletic directors who responded to our surveys and site visit inquiries.

Executive Summary

Title IX of the Education Amendments was enacted in 1972 to reverse a history of sex discrimination in educational programs and institutions receiving federal funds. A 2002 report by the National Coalition for Women and Girls in Education indicated that educational institutions had made progress over the past 30 years in creating more equitable opportunities for males and females, but that athletic programs still fell short of being equitable. Although some data pertaining to athletic programs are available nationally at the university and community college levels, very little data are available at the K–12 level, and to date, no systematic study of Title IX in athletics has been conducted in California. Thus the purpose of the present study was to evaluate interscholastic and intercollegiate athletics programs in the state of California with regard to compliance with Title IX, as set forth in AB 2295.

The study included an analysis of student participation and opportunities in public high school and postsecondary programs; the treatment of students and coaches involved in athletic programs; the allocation of financial resources and scholarship money; and the distribution of program benefits and services. Also analyzed were factors such as academic success, training for coaches and administrators, and program trends related to adding or deleting teams or opportunities. The data collection included written surveys sent to public high schools, community colleges, and universities in fall 2003; Equity in Athletics Disclosure Act (EADA) reports from community colleges and universities; site visits to a sample of six high schools, three community colleges, three California State University (CSU) campuses, and three University of California (UC) campuses; and enrollment data from the California Department of Education (CDE) and the California Postsecondary Education Commission (CPEC) websites. All data were for the 2002–2003 academic year.

Study Findings

Data from this study revealed that schools at all levels experienced some areas of noncompliance with Title IX but were doing well in terms of achieving gender equity in other areas. Two common problem areas across high school, community college, and university athletics programs were participation and coaching. Specific findings and recommendations related to the key issues for high schools, community colleges, and universities are provided below.

High Schools

The study found that the majority of high schools did not have proportional rates of participation for boys and girls. In fact, of the 125 high schools that returned surveys, only 26% were in compliance with Title IX based on proportionality—that is, had participation rates that were within five percentage points of the enrollment rates for

each gender. In addition to having greater numbers of male participants, high schools on average had a greater number of varsity teams for boys than for girls.

Although proportionality (Prong 1) is the most common method for schools to achieve Title IX compliance in athletics participation, schools also can achieve compliance by expanding opportunities for the underrepresented sex (Prong 2) or by reviewing on-campus club and intramural sports, reviewing feeder school sports, and conducting an interest survey of enrolled students to determine if there is unmet interest in an interscholastic or intercollegiate team (Prong 3). Eighty-five percent of responding high schools reported using one of these three prongs to achieve compliance (65%, 15%, and 5% for Prongs 1, 2, and 3, respectively). Fifteen percent had not reviewed their athletic participation in the last five years.

Although it is not possible to determine from the survey data whether the 20% of high schools using Prongs 2 and 3 are in compliance, it is clear from the data that only 26% of high schools are in compliance using Prong 1 (not 65% as reported). Thus, at most only 46% of high schools are in compliance with Title IX in athletics participation.

Survey data also revealed that fewer than 25% of the high school survey respondents reported that coaches or administrators had received Title IX training in the previous three years and that only 31% of schools had conducted a student interest survey in the previous three years. These findings, in combination with the fact that more than half of all responding high schools were out of compliance with Title IX in athletics participation, underscore the need for training and technical assistance to assist high schools in creating gender equitable athletic programs.

Disproportional participation by gender was the greatest disparity at the high school level. Survey data also indicated that coaching was not comparable across boys' and girls' teams. Specifically, boys' teams had more coaches than similar girls' teams, and boys' teams had more experienced coaches than girls' teams.

The study findings lead to the following recommendations to assist high school athletic programs in achieving Title IX compliance:

- **Recommendation:** The California Legislature should provide resources for professional development to school districts in meeting the athletics participation requirements of Title IX. (CDE and the California Interscholastic Federation are two agencies currently equipped to provide this training.)
- **Recommendation:** The California Legislature should require that public high schools report athletics data annually (a) to ensure an efficient process for monitoring Title IX compliance and analyzing schools' progress at the state level and (b) to increase districts' and schools' awareness of issues and guide administrators in making improvements.

- **Recommendation:** The California Legislature should request that school districts receive training for administrators and athletic directors in strategies for ensuring that boys' and girls' teams have comparable coaches.

Community Colleges

Overall, the study findings revealed that community colleges' greatest gender disparity in athletics was in the area of participation. In fact, only 8% of the 91 responding community colleges were in compliance with Title IX based on proportionality—that is, had participation rates that were within five percentage points of the enrollment rates for each gender—and 84% were considerably outside the range of acceptability. The majority (55%) of community colleges reported using Prong 2—expanding opportunities for the underrepresented sex—to achieve Title IX participation compliance. Yet despite efforts to create greater gender equity, fewer than half of the community college respondents indicated that administrators or head coaches had attended equity training in the past three years, and only 29% reported assessing student interest through a survey within the previous three years.

One other area of concern was coaching. Data from 69 community colleges showed that the number of community colleges with full-time men's team head coaches was disproportionately greater than the number with full-time women's team head coaches for the four most common men's and women's sports. Athletic directors reported a total of 243 women's team head coaches (45% of whom were full time) and 233 men's team head coaches (63% of whom were full time). EADA data showed that men's teams at community colleges have on average more coaches and more FTE than women's teams. Finally, the average number of years of head coach experience was substantially greater for men's teams than women's teams regardless of whether the head coach was full time or part time, and the men's team head coaches' greater level of experience corresponded with higher salaries.

The study findings lead to the following recommendations to assist community college athletic programs in achieving Title IX compliance:

- **Recommendation:** The California Legislature should request that the Chancellor's Office of the California Community Colleges provide technical assistance to individual community colleges that are not achieving gender equity in athletics participation. The Chancellor's Office should coordinate this activity with the Commission on Athletics. Technical assistance should involve assisting community colleges to develop a long-range plan for their athletics program that takes into consideration financial and facility resources and student populations. The California Legislature should provide resources to implement this recommendation.

- **Recommendation:** The California Legislature should require that all community colleges collect student interest data and report those data to the Commission on Athletics at least every three years. Community colleges should use student interest survey data to assist in their short- and long-range planning, and technical assistance providers should use those data to guide community colleges and to inform decisions regarding community college athletics programs statewide.
- **Recommendation:** The California Legislature should request that the Chancellor's Office of the California Community Colleges provide annual equity training to coaches and administrative staff at community colleges and encourage the dissemination of information to ensure that all staff and students are cognizant of current Title IX issues. The Chancellor's Office should coordinate this activity with the Commission on Athletics. The California Legislature should provide resources to implement this recommendation.
- **Recommendation:** The California Legislature should request that the Chancellor's Office of the California Community Colleges conduct an in-depth study of hiring practices for coaches. Such a study should explore the reasons that fewer full-time head coach positions exist for women's teams relative to men's teams and the reasons that the coaches of women's teams have less experience than the coaches of men's teams. The study should also explore alternative hiring approaches that might facilitate more equitable coaching for women's teams. The California Legislature should provide resources to implement this recommendation.

Universities

The study found that universities were further advanced than high schools and community colleges in terms of achieving equitable rates of student participation by gender (57% of universities were within currently acceptable margins of representation of enrolled students participating in athletics by gender). In contrast to the 57% of responding universities that actually were within the range of acceptability, 89% of respondents indicated that their university was in compliance with Title IX participation requirements as measured by proportionality (Prong 1). Only 11% of the universities reported using Prong 2 (expanding programs for the underrepresented gender) as their standard for Title IX compliance, and none reported using Prong 3. The study's data on university athlete participation therefore do not support athletic directors' perceptions of participation, and suggest a need for closer monitoring of data and additional training and technical assistance to ensure that participation meets the three-prong test.

The second area of gender equity concern is the higher compensation for coaches of men's teams compared to women's teams. If salary differences reflect lower levels of experience and other qualifications, then women's teams are at a disadvantage.

The third area of gender inequity at the university level involved operating and recruiting expenditures. Data from the 28 responding universities showed that overall, total operating expenses were higher for men's teams—this difference was true for total and per athlete expenditures. In addition, men's teams spent more on recruiting (in terms of both total and per athlete expenditures) than did women's teams.

- **Recommendation:** The California Legislature should support state-level monitoring of Title IX compliance in university athletic programs through the universities' respective systemwide offices. The California Legislature should provide resources to implement this recommendation.
- **Recommendation:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University strengthen training and seek any technical assistance necessary to ensure their respective campuses know how to meet the participation requirements of Title IX using each part of the three-prong test.
- **Recommendation:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University ensure that annual equity training is provided to coaches and athletic administrators at their respective campuses. The training should include Title IX requirements, sexual harassment, and other nondiscrimination issues. The California Legislature should provide resources to implement this recommendation.
- **Recommendation:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University institute stronger policy directives and monitoring systems to ensure that female and male students receive comparable coaching. In addition, further study of university coaching should be conducted to determine if compensation is related to quality of coaching.
- **Recommendation:** The California Legislature should institute stronger policy directives and monitoring systems to ensure that universities are meeting the federal requirements of Title IX, especially in the areas of operating and recruiting expenses.

I. Introduction

Title IX of the Education Amendments of 1972 was enacted to reverse a history of sex discrimination in educational programs and institutions receiving federal funds. Federal regulations were issued in 1975, expanded in 1979, and clarified in 1996 to guide the implementation and enforcement of Title IX, but the 30-year history of Title IX has been one of both successes and stumbling blocks. Although progress has been made, there still is work to do.

Before 1972 females had limited opportunities for participation in athletics compared to the opportunities available today. Expanded opportunities and increased participation in the past 30 years are evident at all levels of play—from youth sports clubs and elementary school programs, through high school and college, to amateur and professional sports leagues and Olympic competition. The benefits of participation in sports extend far beyond the realm of athletic excellence and have been shown to influence factors such as physical health, body image, perception of self-worth, and psychological well-being.

In 2002 the National Coalition for Women and Girls in Education published a report on Title IX after 30 years[1]. This report described significant progress in athletics for women and presented these findings:

- In 1971 only 7% of all participants in high school varsity athletics were female; by 2001 that figure had risen to almost 42%.
- College women's athletic participation increased over 400% from 1971 to 2001.
- Before Title IX, women's intercollegiate athletic programs received only 2% of the total dollar amount spent on intercollegiate athletics, and athletic scholarships for women were virtually nonexistent.

[1]National Coalition for Women and Girls in Education. (2002, June). *Title IX at 30: Report card on gender equity.* Retrieved from www.aahperd.org/nagws/pdf_files/title930.pdf

The report also found, however, that “the resources and benefits allocated to female athletes . . . fall far short of what equity requires.”

California has passed several state laws to support gender equity in education since the federal Title IX legislation, and some specifically address gender equity in athletics. In 1974 Assembly Bills 3650 and 3651 encouraged equality in athletics in public high schools and institutions of higher education. In 1975, Assembly Bill 1559 required equality in participation and funding for high school athletic programs. In 1981 Senate Bill 19 gave the California Interscholastic Federation (CIF) authority over high school interscholastic athletic programs. Female participation in high school athletics has increased since Title IX legislation was enacted. According to data provided by CIF, girls represented 21% of high school athletes in 1973, 38% in 1998, and 41% in 2002.

In 1977 the Commission on Athletics (COA) became responsible for the administration of intercollegiate athletics at California's community colleges, and since its inception COA has modified its women’s sports offerings according to female student interest. In the past ten years the percent of female athletes has risen. According to data provided by COA, women represented 31% of community college athletes in 1992 and 35% in 2002. Participation data prior to 1992 are not available.

Study Background

In September 2002 the California Legislature passed Assembly Bill 2295, which required the California Department of Education and the California Postsecondary Education Commission to contract with an independent evaluator to study the overall level of compliance with Title IX in athletics in California’s public high schools, community colleges, and universities.

Some of the data needed to evaluate Title IX compliance were already available at the community college and university levels. The federal Equity in Athletics Disclosure Act (EADA) requires coed institutions of postsecondary education to report annually on student participation in athletics and expenditures for male and female teams. Among high school programs, however, data collection on student participation and

expenditures for athletics is not required. Thus, accurately determining the level of compliance is difficult. Furthermore, evaluating compliance with Title IX goes beyond aggregating numbers; it includes an analysis of (a) opportunities for participation, (b) equality of treatment, and (c) the distribution of financial and other resources.

Purpose of the Study

This study included analysis of student participation and opportunities in public high school and postsecondary programs; the treatment of students and coaches involved in athletic programs; the allocation of financial resources and scholarship money; and the distribution of program benefits and services. Also analyzed were such factors as academic success, training for coaches and administrators, and program trends related to adding or deleting teams or opportunities.

The Three-Prong Test for Athletics Participation

The first step in evaluating compliance with Title IX and California state law (AB 833) is examining whether the participation of male and female students in athletics is equitable. Compliance is measured using a three-prong test for participation opportunities, and a school needs to meet only one prong to comply. An institution may (1) provide participation opportunities for male and female students that are substantially proportionate to their enrollment, or (2) demonstrate a history and continuing practice of program expansion for the underrepresented gender, or (3) fully and effectively accommodate the interests and abilities of the underrepresented gender.

Although not a legal standard for meeting the Prong 1 standard of substantial proportionality, a variance of five percentage points is generally considered acceptable in California; thus if 49% of a school's enrollment is female, then females should constitute between 44% and 54% of the athletes. Schools can meet the Prong 2 standard by adding interscholastic or intercollegiate teams, increasing numbers of participants, developing and communicating a policy for adding teams, or implementing a plan for expanding opportunities for the underrepresented sex. Schools can meet the Prong 3 standard by reviewing on-campus club and intramural sports, reviewing feeder

school sports, and conducting an interest survey of enrolled students to determine if there is unmet interest in an interscholastic or intercollegiate team.

Study Design

To determine whether high schools, community colleges, and universities were in compliance with Title IX, the evaluation team developed a data collection plan that included the following three sources of data:

- Written surveys sent to public high schools (a representative sample), community colleges, and universities in fall 2003. The surveys requested data covering the 2002–2003 academic year.
- EADA surveys from community colleges and universities, covering the 2002–2003 academic year.
- Site visits to a sample of six high schools, three community colleges, three California State University (CSU) campuses, and three University of California (UC) campuses.

The surveys and site visits collected information on participation in athletic opportunities by gender and race/ethnicity; student interest in athletic participation; equipment, uniforms, and supplies; scheduling of games and practices; travel and related expenses; coaches and compensation; locker rooms, practice, and competitive facilities; medical and training facilities and services; publicity and promotion; support services; Title IX and gender equity training; and academic outcomes for student athletes. The evaluation team downloaded high school enrollment data from the California Department of Education (CDE) website and community college and university enrollment data from the California Postsecondary Education Commission (CPEC) website. These data included numbers of full-time students in fall 2002 by gender and ethnicity. More detailed information about the development of surveys, data collection methods, and data analysis can be found in Appendixes D and E.

II. High School Findings, Conclusions, and Recommendations

This chapter presents the high school survey findings in three parts. Significant issues and corresponding recommendations are presented first, followed by areas with ambiguous findings. Finally, areas in which no equity issues surfaced are noted. Approximately 44% of the sampled schools returned surveys, representing about 15% of all California public high schools with athletic programs.

The survey findings showed that high schools' greatest disparities in regard to gender equity were in participation in athletics and coaching. Lack of gender equity training was also an issue. The survey data revealed several areas of potential concern: participation in athletics by race/ethnicity; equipment, uniforms, and supplies; travel; publicity and promotion; and support services. Areas with no significant gender disparities included scheduling of games and practices; locker rooms, practice, and competitive facilities; and medical and training facilities and services. However, the lack of disparities in some areas should not be construed to mean that all schools were in compliance; individual schools may have problems that are not reflected in the system findings as a whole.

Significant Issues

Brief summaries of the findings and recommendations for each issue are followed by a more detailed analysis.

Participation in Athletics

- **Finding:** Participation data reveal that only 26% of the 125 reporting high schools were in compliance with Title IX based on proportionality—that is, they had participation rates that were within five percentage points of the enrollment rates for each gender. On average, although girls composed 49% of the high school student population, only 41% of the high school athletes in this sample were girls. In addition, boys had nearly two more varsity teams, on average, than did girls.

- **Conclusion:** Female students are underrepresented in high school athletics programs, and fewer varsity sports are offered to female students. Most athletic directors don't really know if they meet the participation test because they don't collect and review participation data.
- **Recommendation 1:** The California Legislature should provide resources for professional development to school districts in meeting the athletics participation requirements of Title IX. (CDE and the California Interscholastic Federation are two agencies currently equipped to provide this training.)
- **Recommendation 2:** The California Legislature should require that public high schools report athletics data annually (a) to ensure an efficient process for monitoring Title IX compliance and analyzing schools' progress at the state level and (b) to increase districts' and schools' awareness of issues and guide administrators in making improvements.

Analysis of Participation in Athletics

The evaluators compared the percentage of male and female participants in athletics to the percentage of male and female students enrolled in each school in 2002–2003. Twenty-six percent of the high schools had a difference between enrollment and athletics participation of less than or equal to five percentage points; 44% of the schools had a variance between five and ten percentage points; and 30% of the schools had a variance greater than 10%.

These findings conflict with the finding that 65% of the surveyed athletic directors thought their school was in compliance with Title IX using the Prong 1—that is, that males and females at their school participated in interscholastic athletics in numbers proportionate to their enrollment in school. Twenty percent of the athletic directors reported that their school had addressed Title IX participation requirements using one of the two other prongs: 15% had expanded programs within the last two years to accommodate student interest, and 5% had appropriately accommodated student abilities and interests as documented by a student interest survey. The remaining 15% of the responding high schools had not reviewed the issue in the last five years. Clearly, the majority of California's public high schools are out of compliance with Title IX participation requirements, and a contributing factor is that athletic directors do not

correctly apply the three-prong test to their schools. Exhibit 1 shows the number of students who participated in each sport for this sample of 125 high schools. Football clearly has more participants than any other sport, and it is the size of those rosters and the concomitant resource demands that may create inequities for girl's sports.

Exhibit 1
High School Athletics Participation

	Girls		Boys		Total Participants
Sport	**Number**	**Percent**	**Number**	**Percent**	
Football	25	0	9,990	100	10,015
Soccer	3,554	48	3,838	52	7,392
Basketball	3,450	47	3,930	53	7,380
Track and field	3,371	46	3,914	54	7,285
Volleyball	3,450	72	1,362	28	4,812
Swimming and diving	2,675	59	1,822	41	4,497
Baseball	94	2	4,188	98	4,282
Cross country	1,938	48	2,107	52	4,045
Tennis	2,195	56	1,735	44	3,930
Softball	3,413	99	47	1	3,460
Water polo	1,448	50	1,474	50	2,922
Wrestling	101	4	2,727	96	2,828
Golf	534	33	1,083	67	1,617
Badminton	637	61	403	39	1,040
Lacrosse[a]	207	51	196	49	403
Skiing/Snowboarding[a]	71	44	92	56	163
Field hockey[a]	103	100	0	0	103
Gymnastics[a]	97	100	0	0	97
Fencing[a]	22	42	31	58	53
Roller hockey[a]	1	4	24	96	25
Surfing[a]	1	4	22	96	23
Rodeo[a]	1	100	0	0	1
Total	**27,388**	**41**	**38,985**	**59**	**66,373**

Note. Data are from 125 high schools.
[a]Sport not listed by name on the survey form. Because the survey requested data only for specific sports, data for write-in sports may be underreported.

Number of Athletic Teams

At all levels (varsity, junior varsity, and freshman) the average number of boys' teams significantly exceeded the average number of girls' teams. For example, boys had an average of 1.89 more varsity teams than did girls. The fact that fewer sports are available to girls undoubtedly contributes to their underrepresentation in athletics compared to their enrollment in school (See Exhibits A-1 and A-2 in Appendix A).

Program Expansion

To determine whether any of the high schools were using the Prong 2 standard of demonstrating a history and continuing practice of program expansion for the underrepresented sex, the survey asked whether the school had added or deleted any teams within the past five years. Exhibit 2 shows the number of schools that reported adding and deleting various varsity teams for girls and boys within the five years prior to the survey administration. Approximately two thirds of all teams added were girls' teams. The most commonly added varsity sports for girls were golf, water polo, lacrosse, and soccer. The most commonly added varsity sports for boys were golf, water polo, lacrosse, and volleyball. More teams were added than dropped in the past five years, and both boys' and girls' athletics experienced program expansion. (See Exhibits A-3 and A-4).

Student Interest

Only 26% of high school athletics programs in this sample met the Prong 1 standard for proportional participation of both male and female students, and less than 5% of the respondents reported that their school had met the Prong 3 standard. To determine whether schools were fully addressing the interests and abilities of males and females, the survey asked athletic directors to report how often their high schools administered student interest surveys. The majority of athletic directors indicated that their high school rarely or never administered student interest surveys or were unsure how frequently the school administered student interest surveys (48% and 10%, respectively). Of the remaining 42% of the schools surveyed, approximately 18%

administered a student interest survey annually, 13% administered one every two or three years, and 12% administered one every four or five years. Although an interest survey alone is not usually sufficient to conclude that student interests have been met, it is an important component of meeting the Prong 3 test.

Exhibit 2
High Schools Adding and Deleting Varsity Teams in the Past Five Years

	Number of Sampled Schools With Girls' Teams			Number of Sampled Schools With Boys' Teams		
Sport	**Current**	**Added**	**Deleted**	**Current**	**Added**	**Deleted**
Badminton	23	2	0	16	0	0
Baseball	0	0	0	111	1	1
Basketball	109	1	0	110	1	0
Cross country	92	3	2	96	3	3
Football	0	0	0	104	0	1
Golf	62	39	1	95	9	2
Gymnastics	7	1	0	0	0	0
Lacrosse	7	7	0	5	6	0
Roller hockey	2	2	0	2	2	0
Skiing or snowboarding	7	2	0	6	2	0
Soccer	100	7	0	104	3	0
Softball	111	2	0	1	0	0
Swimming	80	4	1	83	3	1
Tennis	97	0	1	93	0	1
Track and field	97	1	3	98	1	3
Volleyball	111	0	0	56	5	1
Water polo	54	12	0	56	7	0
Wrestling	11	3	0	82	2	0
Total	**970**	**86**	**8**	**1,118**	**45**	**13**

Note. Data are from 125 high schools.

Coaching

- **Finding:** Boys' teams had more coaches than similar girls' teams and boys' teams had more experienced coaches than girls' teams. However, there were no clear differences between boys' and girls' teams in the use of on-campus versus off-campus coaches.
- **Conclusion:** Coaching for girls' and boys' teams is not comparable.
- **Recommendation 3:** The California Legislature should request that school districts receive training for administrators and athletic directors in strategies for ensuring that boys' and girls' teams have comparable coaches.

Analysis of Coaching

Exhibit 3 shows the average number of head coaches and assistant coaches for each sport. On-campus coaches are part of the school staff (e.g., teachers), and off-campus coaches (commonly referred to as *walk-ons*) are not. Football had the largest number of coaching positions. For similar sports, boys' basketball had more coaching positions than girls' basketball, and baseball had more coaching positions than softball. No differences in the number of coaches for boys' and girls' soccer were evident.

Exhibit 3
High School Coaching Positions

	Head Coaches				Assistant Coaches			
Team	***n***	**On Campus**	***n***	**Off Campus**	***n***	**On Campus**	***n***	**Off Campus**
Softball (Girls)	64	1.23	58	1.24	11	1.09	41	1.39
Baseball (Boys)	77	1.25	47	1.28	19	1.32	43	1.60
Basketball (Girls)	75	1.24	51	1.47	15	1.13	26	1.35
Basketball (Boys)	80	1.30	47	1.57	22	1.00	24	1.46
Soccer (Girls)	45	1.07	62	1.37	7	1.00	23	1.09
Soccer (Boys)	52	1.10	60	1.30	5	1.00	25	1.08
Volleyball (Girls)	68	1.31	55	1.35	6	1.33	22	1.18
Football (Boys)	85	1.35	33	1.39	68	2.46	77	2.52

Note. Data are from 113 high schools. Numbers represent average number of coaches.

Exhibit 4 shows that coaches for boys' basketball and soccer were more experienced than coaches for girls' basketball and soccer, and baseball coaches had more experience than softball coaches. These differences are reflected in the disparities in coaching stipends, which are typically based on years of experience. Site visit interviews and survey comments indicated that stipend schedules are set by collective bargaining agreements. (See Exhibit A-5).

Exhibit 4
High School Coaches' Years of Experience

	Head Coaches' Experience				Assistant Coaches' Experience			
Team	***n***	**On Campus**	***n***	**Off Campus**	***n***	**On Campus**	***n***	**Off Campus**
Softball (Girls)	56	8.50	49	5.48	9	6.78	30	6.00
Baseball (Boys)	72	12.44	44	4.89	16	11.08	36	6.78
Basketball (Girls)	69	10.52	45	5.06	14	6.52	19	6.54
Basketball (Boys)	70	11.09	41	5.49	17	6.88	19	6.65
Soccer (Girls)	41	5.91	50	5.69	6	5.00	18	4.28
Soccer (Boys)	46	9.48	52	5.20	4	3.75	20	5.60
Volleyball (Girls)	61	8.71	48	5.11	5	3.00	18	4.08
Football (Boys)	69	10.44	27	7.70	56	9.80	64	6.16

Note. Data are from 125 high schools. Experience reported in number of years.

Gender Equity Training

- **Finding:** Fewer than 25% of the survey respondents reported that coaches or administrators had received Title IX training in the previous three years.
- **Conclusion:** Athletic directors, coaches, and administrators have insufficient information about Title IX to ensure that opportunities are equitable for male and female students.
- **Recommendation 4:** The California Legislature should provide funding to CDE or CIF to train administrators, athletic directors, and coaches annually in meeting Title IX requirements in their athletics programs.

Analysis of Gender Equity Training

As part of the Coordinated Compliance Review, California high schools are required to provide professional development on "strategies for identifying and eliminating bias on the basis of sex. . . "[2] However, less than 35% of any group received gender equity training. Exhibit 5 summarizes the gender equity training high schools reported providing in the three years prior to survey administration. Administrators were more likely to participate in training than coaches, and coaches on the teaching staff were more likely to participate in training than walk-on coaches.

Exhibit 5
High School Gender Equity Training Participation

	Percent of Schools With Training Attendees			
Topic	**On-Campus Coaches**	**Off-Campus Coaches**	**Admin-istrators**	**Students**
Title IX and athletics	21	15	24	12
Sexual harassment	30	20	34	30
Nondiscrimination	24	18	26	20
CIF Coaching Education Program	34	30	16	7
Other	4	4	2	0

Note. Data are from 122 high schools.

Areas With Ambiguous Findings

The evaluators found five areas with possible gender disparities; however, data for these areas were ambiguous and thus the evaluators could not make any clear gender equity determinations. These areas include participation in athletics by race/ethnicity; equipment, uniforms, and supplies; travel; publicity and promotion; and support services.

[2] California Department of Education (2002). *Coordinated Compliance Review Training Guide 2003–2004.* Compliance item IV-EE9, page 191.

Participation in Athletics by Race/Ethnicity

- **Finding:** Compared to their enrollment in school, Hispanic students are underrepresented in athletics participation by 8%. White students are overrepresented by 6%, and African American students are overrepresented by 3%.
- **Conclusion:** Hispanic students are underrepresented in athletics.
- **Recommendation 5:** Professional development for administrators and athletic directors should include collecting race/ethnic participation data, surveying student interests, and addressing possible race/ethnic participation inequities.

Analysis of Participation by Race/Ethnicity

Of the 125 high school respondents, 84 (67%) provided participation data by race/ethnicity. Several of the schools that did not provide race/ethnicity data indicated that these data were not readily available. Overall, African American and White students were overrepresented in athletic participation, and Hispanic students were underrepresented (see Exhibits A-6 and A-7).

Exhibit 6
High School Enrollment and Athletics Participation by Race/Ethnicity

	Percent of Population		
Race/Ethnicity	**Student**	**Athlete**	**Difference**
American Indian	2	1	1
Asian	8	8	0
Pacific Islander	1	1	0
Filipino	3	2	1
African American	6	9	–3
Hispanic	35	27	8
White (non-Hispanic)	44	50	–6
Mixed/Other	2	1	1
Total	**100**	**100**	

Note. Data are from 84 high schools. Negative numbers indicate overrepresentation.

Equipment, Uniforms, and Supplies

- **Finding:** On average, high schools provided practice uniforms to a greater number of boys' teams than girls' teams. In addition, a greater number of boys' teams than girls' teams also provided their own practice uniforms. Total expenditures for equipment, uniforms, and supplies also were significantly greater for boys' teams than girls' teams.
- **Conclusion:** High schools' purchasing of equipment, uniforms, and supplies may not be comparable for boys' and girls' teams.
- **Recommendation 6:** Schools should examine expenditure data over a three-year period in order to determine whether equipment, uniforms, and supplies are comparable for boys' and girls' teams.

Analysis of Equipment, Uniforms, and Supplies

High schools generally provided the basic uniforms and equipment needed to compete in a sport and the protective gear necessary for athlete safety (e.g., helmets, pads). Site visit data suggest that higher profile sports also may receive some nonessential items such as practice uniforms. Some schools indicated that nonessential items often were provided through team fundraisers. Athletes usually provided personal items such as ball gloves, athletic supporters, and personalized shirts (see Exhibit A-8).

The evaluators compared the number of boys' and girls' teams (out of the four boys' and four girls' teams listed in Exhibit A-8) for which each school provided game uniforms, practice uniforms, and equipment. Exhibit 7 shows that no significant differences were evident in terms of the number of boys and girls' teams for which schools provided game uniforms or equipment, but on average schools provided practice uniforms to a greater number of boys' teams than girls' teams. The evaluators also compared the number of boys' and girls' teams for which the athletes provided their own game uniforms, practice uniforms, and equipment. On average, a greater number of boys' teams than girls' teams provided their own practice uniforms. Although these findings are significant statistically, the practical differences are small and may not be a

significant concern. The reported quality of uniforms and equipment did not differ for boys' and girls' teams.

Exhibit 7
High School Provision of Uniforms and Equipment

Provider	Mean No. of Teams	
	Boys	Girls
School (*n* = 124)		
Game uniforms	3.35	3.31
Practice uniforms[a]	1.78	1.40
Equipment	3.40	3.35
Athletes (*n* = 123)		
Game uniforms	0.43	0.48
Practice uniforms[b]	1.34	1.18
Equipment[b]	0.79	0.68

Note. Means range from 0 to 4 (i.e., the number of teams for which the analysis was conducted).
[a]Difference between boys' and girls' teams statistically significant, $p < .001$.
[b]Difference between boys' and girls' teams statistically significant, $p < .05$.

The average expenditure across the four boys' teams and four girls' teams varied significantly, with boys' team expenditures averaging $5,212 per school and girls' team expenditures averaging $2,943 per school. The evaluators also examined per athlete expenditures overall by gender and for similar teams by gender. Findings showed only one significant difference—girls' basketball teams had a significantly higher mean per athlete expenditure than did boys' basketball teams (see Exhibit A-9).

The findings in the area of uniforms and equipment are inconclusive for two primary reasons. First, fewer than 70% of the responding schools provided any information about expenditures for uniforms and equipment because the data was not readily available. Second, the question asked only for expenditures for the preceding academic year. Most schools do not expend funds for every team every year—schools are often on a rotating schedule in which uniforms and equipment are provided only once every three to five years. Whether the data reported for the 2002–2003 year are typical is not known.

Travel

- **Finding:** Team expenditures were significantly greater for boys' teams than girls' teams, but per athlete expenditures did not differ for boys and girls. Findings regarding travel arrangements and expenditures are obscured by the lack of detailed information on teams' expenditures and fundraising contributions toward those expenditures.
- **Conclusion:** High schools' travel expenditures may be inequitable between boys' and girls' teams.
- **Recommendation:** None.

Analysis of Travel

To determine whether gender differences existed in schools' travel expenditures for athletes, the evaluators conducted analyses using the provided data (about half of the responding high schools were unable to provide travel expenditures by team). The analyses revealed a significant difference between boys' and girls' teams for overall team travel expenditures—that is, schools spent an average of $3,446 on travel for boys' teams and an average of $3,190 on travel for girls' teams. The evaluators also conducted analyses to determine whether per athlete travel expenditures differed overall by gender and for similar sports by gender. The analyses revealed only one statistically significant difference: per athlete travel expenditures were significantly greater for girls' basketball teams than for boys' basketball teams (see Exhibits A-10 and A-11). However, the magnitude of this difference is of little practical significance.

Publicity and Promotion

- **Finding:** Boys' teams received more publicity than girls' teams both on campus, and at or for team events. Although differences in publicity were statistically significant, the practical magnitude of these differences is small.
- **Conclusion:** High schools' publicity and promotion may be inequitable between boys' and girls' teams.

- **Recommendation 7:** Publicity and promotion should be addressed as a potential issue in the recommended gender equity training.

Analysis of Publicity and Promotion

Campus publicity (e.g., pep rallies, posters) and publicity at competitive events (e.g., game programs) was greater for football than any other sport. No differences in publicity were evident for boys' and girls' teams for basketball and soccer, but baseball tended to have better publicity than softball at events. Cheerleaders were more likely to accompany football teams to away games than any other teams. Cheerleaders were also more likely to attend away games for boys' basketball than for girls' basketball (see Exhibit A-12).

The evaluators examined whether, overall, boys' teams received more frequent publicity and promotion than girls' teams. Boys' teams received more publicity than girls' teams both on campus, and at or for team events. The practical magnitude of these differences, however, is not large (see Exhibit A-13).

Support Services

- **Finding:** Office space provided to football coaches was rated considerably higher than for other sports, creating potential gender inequities for coaches of girls' teams. In addition, high schools' football teams reportedly received higher booster club contributions than other teams, although differences were negligible after dividing the total contributions by number of athletes. Site visit data and survey comments indicate that high schools often do not have mechanisms in place to track booster club funds.
- **Conclusion:** Support services provided to coaches of boys' and girls' teams may be inequitable.
- **Recommendation 8:** As part of the recommended technical assistance and training, technical assistance providers should help high schools set up systems for tracking booster club funds in order to have an accurate record of spending for boys' and girls' teams.

Analysis of Support Services

Field sports were rated lower than gym sports in terms of facility maintenance, but no differences in terms of gender were evident (see Exhibit A-14).

In order to accurately evaluate the funds spent on every team, booster club contributions must be taken into account. However, survey comments and site visit interviews revealed that many high schools do not track booster club funds. Exhibit 8 presents the average reported amount of booster club contributions by team. The average varied by team, and football received almost three times as much as any other team. Although an examination of average booster club contributions per athlete revealed no significant differences between boys' teams and girls' teams, these findings should be considered tentative because of incomplete data.

Exhibit 8
High School Booster Club Contributions

		Mean Booster Club Financial Support	
Team	***n***	**Total**	**Per Athlete**
Softball (Girls)	61	$1,923	$54
Baseball (Boys)	63	$2,332	$56
Basketball (Girls)	60	$2,139	$73
Basketball (Boys)	63	$2,495	$71
Soccer (Girls)	56	$1,340	$32
Soccer (Boys)	56	$1,454	$31
Volleyball (Girls)	61	$1,468	$47
Football (Boys)	62	$7,172	$63

Site visit interviews and survey comments reflected that some schools had one booster club for all sports, and in other schools each team had its own booster club. In some schools the booster clubs gave financial support to teams as needed, but in other schools the booster clubs gave the athletic director a lump sum to disperse among teams. Several respondents were unable to track booster club support because the funds were not kept in an account controlled by the school.

Areas With No Significant Gender Disparities

Three areas of investigation had no apparent gender disparities: scheduling of games and practices; locker rooms, practice, and competitive facilities; and medical and training facilities and services.

Scheduling of Games and Practices

No significant differences in the number of games played by boys' and girls' teams were evident. Site visit interviews and survey comments indicate that the scheduling of game days and times often is guided by league or conference policy and similar sports appeared to have similar game and practice times. For example, both boys' and girls' basketball teams practiced primarily in the afternoons and played their games primarily in the evenings. About 85% of the responding schools reported rotating practice times to provide equitable access to desirable times and facilities for all teams. Site visit interviews and survey comments from high school athletic directors indicate that practice times varied according to coaches' schedules, facility availability, and rotation systems (see Exhibits A-15 and A-16).

Locker Rooms, Practice, and Competitive Facilities

For the most part, high schools rated the quality and availability of their locker rooms, practice facilities, and competition facilities as adequate or very good (see Exhibits A-17 and A-18). Exhibit 9 shows the mean ratings of facility quality and availability by team gender. Analyses revealed two statistically significant differences: respondents rated both the quality of locker rooms and the quality of practice facilities to be poorer on average for boys than girls. These differences are largely the result of low ratings for the quality of locker rooms and practice facilities for football. When the evaluators excluded football from the analyses, no significant differences between boys' and girls' teams emerged.

Exhibit 9
High School Facility Quality and Availability

Facility Type	Mean Rating	
	Boys' Teams	Girls' Teams
Locker rooms		
Quality[a]	2.30	2.34
Availability	2.56	2.59
Practice facilities		
Quality[b]	2.37	2.45
Availability	2.57	2.59
Competitive facilities		
Quality	2.55	2.56
Availability	2.69	2.72

Note. 1 = *inadequate*, 2 = *adequate*, 3 = *very good*.
[a] Difference between boys' and girls' teams statistically significant, $p < .05$.
[b] Difference between boys' and girls' teams statistically significant, $p < .001$.

Site visit interviews and observations suggested that the lower ratings for football were the result of locker rooms that were too small to accommodate the large number of players and practice facilities that had to be shared with other teams. (To preserve the condition of their football fields for competitions, many football teams practice on other fields). The majority (65%) of respondents indicated that their school had comparable boys' and girls' team rooms. Approximately 17% of respondents indicated that their school did not have team rooms for either gender, 15% reported that boys' and girls' team rooms were not comparable, and 4% were unsure. Site visit data indicated that high school team rooms were either part of the locker rooms or were equipment storage rooms that were also used for team meetings.

Medical and Training Facilities and Services

Although more than a third of the schools that responded to the survey did not have athletic trainers or medical personnel available to their teams, the schools that did have trainers and medical personnel rated their quality and availability as adequate or very good (see Exhibit A-19). No differences between boys' teams and girls' teams were evident in this area. Survey comments and site visit interviews revealed a variety of

arrangements for trainer services. Some schools had one trainer for the school's entire athletics program, and that person might be a full-time staff member, a part time contractor, or a volunteer. Some schools had certified trainers and some had student trainers. A few schools hired extra part-time trainers during the fall season for soccer and football. The trainers were not necessarily on duty daily nor did they always serve all teams.

Football teams had somewhat greater access to weight rooms or conditioning facilities than other teams. The data do not, however, clearly indicate whether access to weight training facilities was primarily through physical education classes or during after-school practice. Site visit data suggested that high school weight rooms were generally small and inadequate (see Exhibit A-20).

Strategies Used to Achieve Gender Equity

The evaluators observed several effective strategies during site visits that high schools had used to achieved gender equity in athletics. Survey respondents also were asked to list strategies that their school had used to achieve gender equity in athletics. The California Department of Education might wish to consider the following strategies when planning professional development activities for administrators, athletic directors, and coaches.

- Review program participation each year to monitor the numbers of participants and sports offerings.
- Participate in training, including CIF classes, coaches' seminars, and sexual harassment training.
- Provide policies to new staff upon hiring (coaches' orientation or training).
- Gather input and engage in discussion before making decisions or taking action.
- Offer as many freshman teams as possible.

III. Community College Findings, Conclusions, and Recommendations

This chapter presents the community college findings in three parts. Significant findings and corresponding recommendations are presented first, followed by areas needing further study. Finally, areas in which data do not suggest inequitable treatment of men's and women's teams are noted. Ninety-one (89%) community colleges with athletic programs returned surveys.[3]

The survey findings revealed that community colleges' greatest gender disparity in athletics was in the area of participation. One other area of concern involved coaching. The evaluators could not make equity determinations in the areas of student participation by race/ethnicity; equipment, uniforms, and supplies; travel; and publicity and promotion. Areas in which community colleges' data did not suggest inequitable treatment of men's and women's teams included scheduling of games and practices; locker rooms, practice, and competitive facilities; medical and training facilities and services; support services; recruiting expenses; and financial aid. However, the lack of disparities in some areas should not be construed to mean that all colleges were in compliance; individual schools may have problems that are not reflected in the system findings as a whole.

Significant Issues

Brief summaries of the findings, conclusions, and recommendations are followed by a more detailed analysis of each issue.

Participation in Athletics

- **Finding:** Although females composed 54% of the community college full-time student population, only 35% of the athletes were

[3] Community colleges that did not respond to multiple requests for completed surveys included Alameda, Antelope Valley, Desert, Laney, Lassen Los Angeles City, Los Angeles Southwest, Merritt, Mira Costa, Napa Valley, and Santa Monica Colleges.

female. Only 8% of the community colleges met the Prong 1 standard for proportional participation of male and female students, and 84% were considerably outside the range of acceptability.

- **Conclusion:** Females are underrepresented in community college athletic programs.
- **Recommendation 9:** The California Legislature should request that the Chancellor's Office of the California Community Colleges provide technical assistance to individual community colleges that are not achieving gender equity in athletics participation. The Chancellor's Office should coordinate this activity with the Commission on Athletics. Technical assistance should involve assisting community colleges to develop a long-range plan for their athletics program that takes into consideration financial and facility resources and student populations. The California Legislature should provide resources to implement this recommendation.
- **Recommendation 10:** The California Legislature should require that all community colleges collect student interest data and report those data to the Commission on Athletics at least every three years. Community colleges should use student interest survey data to assist in their short- and long-range planning, and technical assistance providers should use those data to guide community colleges and to inform decisions regarding community college athletics programs statewide.

Analysis of Participation in Athletics

The evaluators examined the percentage of athletes by gender in comparison to the percentage of full-time male and female students enrolled in each community college in 2002–2003 (enrollment data by gender were obtained from the CPEC website[4]). Across the 89 community colleges that provided participation data, the percentage of female athletes was 35%, compared to average full-time[5] female student enrollment of 54%.

A frequency distribution showed all but 2 of the 89 community colleges had a smaller percentage of female athletes than female students. Eight percent of the community colleges had a variance between participation and enrollment of less

[4]http://www.cpec.ca.gov/OnLineData/OnLineData.asp

than or equal to five percentage points; 8% had a difference between participation and enrollment between five and ten percentage points, and 84% had a variance that exceeded ten percentage points. A variance of five percentage points is generally considered acceptable in California. Exhibit 10 shows community college athletics participation by sport and gender. Football clearly has more participants than any other sport, and it is the size of those rosters and the concomitant resource demands that may create inequities for women's sports.

Exhibit 10
Community College Athletics Participation

	Women		Ment		Total Participants
Sport	**Number**	**Percent**	**Number**	**Percent**	
Badminton	126	100	0	0	126
Baseball	0	0	2,304	100	2,304
Basketball	977	46	1,157	54	2,134
Cross country	518	47	589	53	1,107
Football	58	1	4,565	99	4,623
Golf	155	29	385	71	540
Soccer	1,376	50	1,350	50	2,726
Softball	998	100	0	0	998
Swimming	584	50	585	50	1,169
Tennis	399	49	415	51	814
Track and field	781	38	1,289	62	2,070
Volleyball	879	86	146	14	1,025
Water polo	480	49	498	51	978
Wrestling	0	0	401	100	401
Equestrian[a]	15	100	0	0	15
Ice hockey[a]	20	100	0	0	20
Rowing[a]	3	23	10	77	13
Skiing[a]	28	36	49	64	77
Total	**7,397**	**35**	**13,743**	**65**	**21,140**

Note. Data are from 89 community colleges.
[a]Sport not listed by name on the survey form. Because the survey requested data only for specific sports, data for write-in sports may be underreported.

[5]Full-time student enrollment figures were used because these are the figures requested by the U.S. Office of Postsecondary Education for EADA reporting.

Program Expansion

Clearly, community colleges are struggling with the issue of participation. The majority (81%) of athletic directors reported that they did not use the Prong 1 compliance method—ensuring that males and females participate in athletics in numbers proportionate to their enrollment—to comply with Title IX. Of those 81% who were not using Prong 1, 55% indicated that their school had achieved compliance by expanding programs within the past two years to accommodate student interests (Prong 2), 18% reported using Prong 3, and 8% had not reviewed participation in the past 5 years. Community colleges added a total of 141 teams over the past five years, over 70% of which were women's teams (see Exhibit B-1 in Appendix B). Despite attempts to expand athletic opportunities for women, schools continue to face obstacles. For example, one community college athletic director indicated that in 2002–2003 the college had suspended a recently established women's team due to an insufficient number of participants.

Student Interest

Although student interest surveys can provide valuable information (e.g., sports that students are most likely to participate in, athletic interests of ethnic minority populations, ways in which the school could better address students' athletic interests), only 8% of the community college athletic directors reported administering student interest surveys annually, and only 29% reported administering a survey within the past three years. Given current budget considerations, limited resources for athletics programs, and the significant disparity between male and female participation in community college athletics, community colleges would benefit from more recent documentation that either provides a rationale and guidance for program changes or substantiates that low participation is due to female lack of interest in athletics.

Gender Equity Training

- **Finding:** Fewer than half of the community college respondents indicated that administrators or head coaches had attended equity training in the past three years.
- **Conclusion:** Administrators and coaches are not receiving regular training on gender equity issues.
- **Recommendation 11:** The California Legislature should request that the Chancellor's Office of the California Community Colleges provide annual equity training to coaches and administrative staff at community colleges and encourage the dissemination of information to ensure that all staff and students are cognizant of current Title IX issues. The Chancellor's Office should coordinate this activity with the Commission on Athletics. The California Legislature should provide resources to implement this recommendation.

Analysis of Gender Equity Training

Despite gender equity issues related to participation, only 45% of community colleges indicated that administrators had attended equity training in the past three years and only 41% reported that head coaches had attended training in the past three years (see Exhibit B-2).

Coaching

- **Finding:** Survey data revealed that the number of full-time men's team head coaches was disproportionately greater than the number of full-time women's team head coaches for the four most common men's and women's sports. The athletic directors of 69 community colleges reported a total of 243 women's team head coaches (45% of whom were full time) and 233 men's team coaches (63% of whom were full time).
- **Finding:** The average number of years of head coach experience was substantially greater for men's teams than women's teams regardless of whether the head coach was full time or part time. Additionally, men's team head coaches had a greater level of experience that presumably corresponded with their higher salaries.

- **Finding:** EADA data showed that women's teams at community colleges have on average fewer coaches and fewer full-time equivalent (FTE) coaches than men's teams.
- **Conclusion:** Head coaches for men's teams are more likely than head coaches for women's teams to be full time and have more years of coaching experience that correspond with higher salaries. Women's teams also have fewer coaches on average than men's teams and fewer full-time equivalent (FTE) coaches.
- **Recommendation 12:** The California Legislature should request that the Chancellor's Office of the California Community Colleges conduct an in-depth study of hiring practices for coaches. Such a study should explore the reasons that fewer full-time head coach positions exist for women's teams relative to men's teams and the reasons that the coaches of women's teams have less experience than the coaches of men's teams. The study should also explore alternative hiring approaches that might facilitate more equitable coaching for women's teams. The California Legislature should provide resources to implement this recommendation.

Analysis of Coaching

About 85% of the community college athletic directors reported the numbers of full-time and part-time coaches for the four most common women's and men's sports (see Exhibit 11). Total percentages of full-time head coaches for men's (63%) versus women's (45%) teams reflect the degree of inequity in coach status.

Exhibit 11
Community College Head Coach Positions by Team

	Head Coach: Women's Teams					Head Coach: Men's Teams			
	Full-Time		Part-Time			Full-Time		Part-Time	
Sport	***n***	**Percent**	***n***	**Percent**	**Sport**	***n***	**Percent**	***n***	**Percent**
Softball	31	55	25	45	Baseball	39	57	30	43
Basketball	31	46	37	54	Basketball	47	70	20	30
Soccer	20	34	38	66	Soccer	13	30	30	70
Volleyball	27	44	34	56	Football	47	87	7	13
Total	**109**	**45**	**134**	**55**	**Total**	134	**63**	87	**37**

Note. Data are from 69 community colleges.

EADA data for all sports from 100 community colleges indicate that women's teams have fewer coaches on average and fewer FTE than men's teams. Differences are statistically significant (see Exhibit 12).

Exhibit 12
Community College Head Coach Positions

Head Coach Position	Men's Teams	Women's Teams
Number of head coaches*	6.58	6.18
Number of FTE**	2.99	2.63

Note. Data collected from EADA reports on 100 community colleges.
***p < .01. *p < .05.*

Survey data on head coaches' years of experience show that on average men's team coaches had more experience than women's team coaches for similar sports regardless of whether the position was full time or part time (see Exhibit 13).

Exhibit 13
Community College Head Coaches' Years of Experience

	Full-Time		Part-Time	
Sport	***n***	**Years**	***n***	**Years**
Softball (Women)	23	16.78	25	10.28
Baseball (Men)	39	17.62	27	12.48
Basketball (Women)	29	14.79	36	11.6
Basketball (Men)	45	18.20	19	15.68
Soccer (Women)	17	14.29	39	10.33
Soccer (Men)	13	15.77	29	14.17
Volleyball (Women)	26	14.50	30	10.73
Football (Men)	44	22.49	6	17.83

Note. Data are from 69 community colleges.

Salary data collected from EADA reports revealed statistically significant salary differences between head coaches of men's and women's teams that presumably correspond to differences in years of experience (see Exhibit B-3).

Areas With Ambiguous Findings

Data analysis revealed several areas in which the meaning of statistically significant differences between men's and women's teams are ambiguous. These areas include student participation by race/ethnicity; equipment, uniforms, and supplies; travel; and publicity and promotion.

Participation in Athletics by Race/Ethnicity

- **Finding:** Compared to enrollment percentages, Asian males and females were underrepresented in community college athletics, and African American males and White females were overrepresented.
- **Conclusion:** Some racial/ethnic groups may be underrepresented in athletics.
- **Recommendation 13:** To determine whether racial/ethnic underrepresentation is a problem and to address any participation concerns, community colleges should administer student interest surveys that include a racial/ethnic identifier.

Analysis of Participation by Race/Ethnicity

Of the 91 community colleges that returned surveys, 72 provided participation data by race/ethnicity. Asian males and females were underrepresented in community college athletics compared to their enrollment. Asian males represented 6% of the male athlete population and 19% of the male student body; Asian females represented 7% of the female athlete population and 16% of the female student body. African American males and White females were overrepresented in the athlete population. African American males represented 23% of the male athlete population but only 7% of the male student population. White females represented 51% of the female athlete population but only 42% of the female student body. See Exhibits B-4 through B-6 in Appendix B for data exhibits related to race/ethnic participation and enrollment.

Equipment, Uniforms, and Supplies

- **Finding:** Community college athletic directors reported men's teams' uniforms to be of lower quality, on average, than women's teams' uniforms.
- **Finding:** In 2002–2003 total expenditures for equipment, uniforms, and supplies for men's teams were greater than for women's teams. Per athlete expenditures, however, were significantly lower for men's teams than for women's teams..
- **Finding:** Survey comments and interview data indicate that (a) expenditures for any given year vary because community colleges' athletic team purchases occur on a 3-year cycle, (b) equipment durability varies by sport and by gender, and (c) teams often fundraise to support additional purchases of uniforms.
- **Conclusion:** Statistically significant findings related to uniforms, equipment, and supplies are ambiguous and qualitative data suggest that policies are relatively efficient and equitable. Data are insufficient to draw any conclusions regarding community colleges' management of equipment, uniforms, and supplies.
- **Recommendation 14:** The California Legislature should request that the Chancellor's Office of the California Community Colleges examine expenditure data over a three-year period to determine whether expenditures for equipment, uniforms, and supplies are comparable for men's and women's teams.

Analysis of Equipment, Uniforms, and Supplies

Analyses of survey data revealed no statistically significant differences in terms of the number of men's and women's teams for which the community colleges provided practice uniforms, but on average the colleges provided game uniforms to a slightly greater number of women's teams than men's teams. In addition, significantly more women's teams than men's teams provided their own game uniforms. The quality of uniforms, equipment, and supplies across colleges was reportedly lower for men's teams than for women's teams. This difference is largely accounted for by low ratings for the quality of football and baseball

uniforms and equipment. Colleges also provided equipment to more women's teams than men's teams, on average (see Exhibits B-7 and B-8).

Exhibit 14 shows the mean team and per athlete expenditures for uniforms, equipment, and supplies during the 2002–2003 academic year. Although the average expenditure across the four most common men's and women's teams varied significantly, with men's team total expenditures exceeding those of women's teams ($7,836 and $4,381, respectively), per athlete expenditures were significantly lower for men's teams than women's teams ($287 and $324, respectively). When comparing expenditures for similar sports, per athlete softball expenditures were significantly greater than per athlete baseball expenditures, and per athlete expenditures for women's soccer exceeded those of men's soccer. Per athlete expenditure differences between men's and women's basketball were not significant.

Exhibit 14
Community College Expenditures for Uniforms and Equipment

		Mean Uniform/Equipment Expenditure	
Sport	***n***	**Team**	**Per Athlete**
Softball (Women)	70	$5,601	$404
Baseball (Men)	78	$8,995	$329
Basketball (Women)	76	$4,340	$373
Basketball (Men)	76	$4,693	$349
Soccer (Women)	72	$3,879	$203
Soccer (Men)	53	$3,667	$152
Volleyball (Women)	74	$3,469	$319
Football (Men)	63	$13,701	$223

Note. Many respondents indicated that they were unable to disaggregate expenditures by sport.

Site visit data and survey comments indicated the existence of policies regarding the rotation of equipment, uniforms, and supplies; the typical rotation schedule timeline was three years, and the scheduled rotation method varied from college to college. Site visit data and survey comments also indicated that although

colleges commonly met teams' minimum needs, coaches often were responsible for fundraising or securing donations to support any additional uniform or equipment needs of their sport.

The statistically significant differences discussed above do not provide any conclusive evidence for inequitable treatment of men and women athletes because (a) the underlying issue is that women are underrepresented in community college athletics, making it difficult to expect equity in expenditures without considering the number of athletes, and (b) community colleges rotate purchases of uniforms and equipment on a three-year cycle, making evaluation of uniform and equipment purchasing practices in any given year incomplete.

Travel

- **Finding:** In 2002–2003 travel expenditures for men's teams were significantly greater than expenditures for women's teams, but per capita expenditures for men's teams were significantly lower than those of women's teams'.
- **Conclusion:** Although survey data on community colleges' travel expenditures revealed statistically significant differences between men's and women's teams, survey comments and site visit interview data suggest travel is equitable between men's and women's teams.
- **Recommendation:** None.

Analysis of Travel

Statistical analysis revealed a significant difference between travel expenditures for men's and women's teams, with colleges spending an average of $6,824 on travel for the four most common men's teams and an average of $4,621 on travel for the four most common women's teams. A comparison of per athlete expenditures for similar teams and across all teams showed, however, that on average women's teams' per athlete travel expenditures were significantly greater than those of men's teams. (See Exhibits B-9 and B-10).

Site visit interview data and survey comments suggest that institutional policies and the nature of the sport tend to dictate travel arrangements at the community college level and are equivalent for both genders. The statistically significant differences discussed above do not provide any conclusive evidence for inequitable treatment of men and women athletes in regard to travel because it is impossible to interpret gender discrepancies in travel without first understanding the extent to which female athletic underrepresentation affects other areas of the athletic program.

Publicity and Promotion

- **Finding:** Differences existed in the amount of reported publicity both in the community (e.g., media contacts, advertisements) and at events (e.g., game programs, rosters, schedules, videotaping). The survey respondents reported that men's teams were more likely than women's teams to receive these types of publicity.
- **Conclusion:** The observed differences between men's and women's teams are small, and site visit data and survey comments suggest that the amount of publicity is more specifically related to the type of sport than the gender of the athletes. For example, soccer received the least publicity, and football and basketball received the most publicity.
- **Recommendation:** None.

Analysis of Publicity and Promotion

Campus and community publicity (e.g., newspapers, posters) was infrequent for most community college sports. Publicity at events (e.g., programs, rosters, schedules) tended to be greater for football and basketball (both men's and women's) than for other sports. Expenditures for community publicity were comparable for men's and women's teams. The evaluators examined whether, overall, men's teams received more frequent publicity and promotion than women's teams. Statistically, men's teams received significantly more publicity

than women's teams in the community and at or for team events, but community colleges' campus publicity was comparable. (See Exhibits B-11 through B-13).

Site visit interview data and survey comments indicate that the advertisement of games on electronic marquees placed at each of the campus entrances on the day of the competition substantially increased students' awareness of games and competitions as a whole, and thus provided less of a distinction between the promotion of men's and women's sports. Other methods that community colleges reported using to promote sports include student newspapers and websites.

Operating Expenses

- **Finding:** Average total operating expenses across the 100 community colleges that submitted EADA reports were significantly greater for men's teams than for women's teams. However, average per athlete expenditures were significantly lower for men's teams than for women's teams.
- **Conclusion:** The statistically significant findings related to operating expenses are inconclusive and difficult to interpret without first understanding the extent to which female athletic underrepresentation impacts other areas of the athletic program.
- **Recommendation:** None.

Analysis of Operating Expenses

On EADA forms, athletic directors reported operating expenses, which typically include team transportation, lodging, and meals; uniforms and equipment; and compensation for game officials. The average total operating expenses across the 100 community colleges that submitted EADA reports were $71,193 for men's teams and $47,498 for women's teams. Average per athlete expenditures were $589 and $684 for men's and women's teams, respectively. Men's teams' total expenditures were significantly greater than women's teams' total expenditures, but men's teams' per capita operating expenditures were significantly lower than women's teams' per capita operating expenditures. These statistically significant

differences do not provide any conclusive evidence for inequitable treatment of men and women athletes in regard to operating expenses because it is impossible to interpret gender discrepancies in operating expenses without first understanding the extent to which female athletic underrepresentation affects other areas of the athletic program.

Areas With No Significant Gender Disparities

Areas in which community colleges' athletic programs demonstrated no significant gender disparities included the scheduling of games and practices; locker rooms, practice, and competitive facilities; medical and training facilities and services; support services; recruiting expenses; and financial aid.

Scheduling of Games and Practices

There were no significant differences in the number of games for similar men's and women's sports, which are dictated by the colleges' conference schedules (see Exhibits B-14 and B-15). About 75% of the respondents indicated that their college rotated practice times to provide equitable access to desirable times and facilities for all teams. In instances where multiple teams shared the same practice facility, coaches generally worked out a mutually agreeable schedule; in a few instances practice times depended on the coach's availability. In interviews conducted during site visits, coaches generally reported that scheduling was not an issue. One athletics administrator reported setting the practice schedule at the beginning of each season after soliciting coaches' preferred practice schedules.

Locker Rooms, Practice, and Competitive Facilities

Locker room quality and availability, and practice and competition facility quality and availability information is presented in Exhibits B-16 and B-17. Only one significant gender difference existed; on average respondents rated the quality of practice facilities for men as poorer than the facilities for women. This difference is small and significantly different only for football (see Exhibit B-18).

Site visit data and survey comments indicate that the quality of community college locker room facilities were similar for men and women. Several athletic directors reported, however, that because the locker room facilities were designed before Title IX legislation, they were outdated and often did not provide gender equivalent access to other facilities (e.g., training facilities, equipment rooms). The athletic directors further indicated that to the extent possible these inequities had been addressed through facility renovations or by making access to facilities more equitable for male and female athletes. Interviewees and survey respondents generally did not view locker room and practice and competitive facilities as gender equity issues.

Medical and Training Facilities and Services

Community college survey respondents' ratings of the athletic trainers and medical personnel are presented in Exhibit B-19 and findings regarding the scheduling of weight room or conditioning facilities at community colleges are summarized in Exhibit B-20. No gender differences were evident for ratings of athletic trainers and medical personnel. Both in season and off season, scheduling for weight room or conditioning facilities was generally rated as adequate or very good. No differences were evident between men's and women's teams, in part because most community colleges had only one weight room shared by all teams and the general student population.

Support Services

Community college survey respondents' ratings of tutoring services, coaches' office space, and facilities maintenance are summarized in Exhibit B-21. Tutoring for community college athletes was not usually distinct from general college tutoring opportunities and was generally rated as adequate or very good. Office space for coaches also was rated as adequate or very good, with no differences between men's and women's team coaches. Respondents rated facilities maintenance for field sports (e.g., football, soccer, baseball, softball) lower than

maintenance for gym sports (e.g., basketball, volleyball), but no gender differences were reported.

The majority of community college teams did not receive booster club financial support. Of those that did, the average amount varied by sport. Baseball and football received the largest booster club contributions. Further analyses showed that average per athlete contributions did not differ overall across men's and women's sports nor between similar men's and women's sports (see Exhibit B-23 for average amounts of booster club contributions by team).

Recruiting Expenses

Recruiting expenses include transportation, lodging, and meals for recruits and college personnel engaged in recruiting and other major expenses related to recruiting. EADA data indicate that the average recruiting expenditures were $679 and $431 for men's and women's teams, respectively. Although the average difference appears to be significant, it is not; one college submitted a substantially large number that skewed the men's team average.

Financial Aid

Student aid across the community colleges was similar for men's and women's teams. Men's teams received an average total of $92 for student aid and women's teams received an average total of $93.

Strategies Used to Achieve Gender Equity

The evaluators observed several effective strategies during site visits that community colleges had used to achieved gender equity in athletics. Survey respondents also were asked to list strategies that their community college had used to achieve gender equity in athletics. The Chancellor's Office of the California Community Colleges and the Commission on Athletics might wish to consider the following practices when planning training activities for administrators, athletic directors, and coaches. These practices include:

- Conducting self-studies or program reviews regularly and writing plans that include goals for improving equity.
- Conducting annual mandatory coaches' meetings that include Title IX guidelines and sexual harassment training.
- Scheduling team weight room training in the course catalog or having a set schedule for teams' weight room access instead of allowing access on a first-come, first-serve basis.
- Coordinating fundraising across sports instead of requiring each coach to be responsible for team fundraising.

IV. University Findings, Conclusions, and Recommendations

This chapter presents findings related to university athletic programs in three parts. Significant issues and corresponding recommendations are presented first, followed by areas that may need further exploration. Finally, areas in which data revealed no significant gender disparities are noted. The university sample for this study represents 28 of the 30 schools in the CSU and UC systems[6].

Significant issue areas included athletics participation, coaching, and operating and recruiting expenditures. A concomitant issue involves insufficient Title IX training for athletic administrators and coaches. Ambiguous areas affecting compliance included student academic outcomes and publicity and promotion. No significant gender disparities were evident in the areas of scheduling of games and practices, locker rooms, practice, and competitive facilities; medical and training facilities and services; support services; and student athletic scholarships. However, the lack of disparities in some areas should not be construed to mean that all universities were in compliance; individual schools may have problems that are not reflected in the system findings as a whole.

Significant Issues

Notable gender differences were evident in the areas of athletics participation, coaching, and operating and recruiting expenditures. Brief summaries of the findings, conclusions, and recommendations are followed by more detailed descriptions of the findings.

Participation in Athletics

- **Findings:** Although 57% of California universities had athletics participation percentages within five percentage points of student

[6]UC-Berkeley and CSU-San Bernardino did not respond to multiple requests for completed surveys.

enrollment for each gender, 43% of California universities were still outside the range of acceptability.

- **Conclusion:** Male and female athletic participation in university athletics is not proportional to male and female student enrollment.
- **Recommendation 15:** The California Legislature should support state-level monitoring of Title IX compliance in university athletic programs through the universities' respective systemwide offices. The California Legislature should provide resources to implement this recommendation.
- **Recommendation 16:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University strengthen training and seek any technical assistance necessary to ensure their respective campuses know how to meet the participation requirements of Title IX using each part of the three-prong test.

Analysis of Participation in Athletics

Exhibit 15 shows the number of male and female athletes who participated in each sport for the 28 universities that provided data. Approximately 10,500 athletes participated in 22 sports. Full-time undergraduate enrollment at these 28 campuses included 201,766 women and 158,528 men. Although males and females participated in almost equal numbers in university athletic programs, athletic participation was not proportional to student enrollment. Women were underrepresented in athletics compared to their enrollment.

Most (25) of the universities reported being in compliance with Title IX as measured by Prong 1, but only 16 of the 28 reporting universities actually had athletics participation rates within 5% of enrollment by gender. Ten had proportionality gaps between 5% and 10%, and two of the universities had proportionality gaps greater than 10%. Universities that do not meet the Prong 1 test for proportional participation can meet Title IX requirements for participation through Prongs 2 or 3. However, only three of the universities reported using Prong 2 (expanding programs for the underrepresented gender) as their standard for Title IX participation compliance, and none reported using Prong 3 (fully and

effectively meeting the interests and abilities of the underrepresented gender). The qualitative data from the site visits revealed a degree of frustration with the Prong 1 standard among administrators and coaches. Some interviewees reported interest in using Prong 3 instead of Prong 1 as the compliance standard, but cited an incomplete understanding how to meet the requirements of Prong 3.

Exhibit 15
University Athletics Participation

	Women		Men		Total Participants
Sport	**Number**	**Percent**	**Number**	**Percent**	
Baseball	0	0	775	100	775
Basketball	385	48	417	52	802
Cross country	488	62	294	38	782
Equestrian[a]	102	100	0	0	102
Fencing[a]	21	55	17	45	38
Field hockey[a]	7	100	0	0	7
Football	0	0	819	100	819
Golf	127	37	218	63	345
Gymnastics[a]	99	100	0	0	99
Lacrosse[a]	22	100	0	0	22
Rowing[a]	431	78	122	22	553
Rugby[a]	0	0	28	100	28
Sailing[a]	19	48	21	53	40
Soccer	680	50	690	50	1,370
Softball	396	100	0	0	396
Surfing[a]	428	62	258	38	686
Swimming	380	64	215	36	595
Tennis	206	57	156	43	362
Track and field	800	54	668	46	1,468
Volleyball	390	73	147	27	537
Water polo	322	64	182	36	504
Wrestling	0	0	179	100	179
Total	**5,303**	**50.5**	**5,206**	**49.5**	**10,509**

Notes. Data are from 28 universities. Full-time undergraduate enrollment at these 28 campuses included 201,766 women and 158,528 men.
[a]Sports not listed by name on the survey form. Because the survey requested data only for specific sports, data for write-in sports may be underreported.

Program Expansion

Data on teams recently added or deleted reveal efforts to encourage or maintain gender equity in athletics. Prong 2 requires universities to demonstrate a history and continuing practice of program expansion for the underrepresented gender. In the past five years, 75% of all teams added to university athletic programs were women's teams. The most commonly added teams for women were golf, track and field, and water polo, and the most commonly added team for men was golf. No women's teams and only five men's teams were deleted from university athletic programs in the past five years. The fact that no women's teams were deleted, combined with the addition of more teams for women than for men, suggests that UC and CSU campuses made progress toward gender equity in athletics in the past five years. (See Exhibit 16).

Exhibit 16
Universities Adding and Deleting Teams in the Past Five Years

	Number of Sampled Schools With Women's Teams			Number of Sampled Schools With Men's Teams		
Sport	**Current**	**Added**	**Deleted**	**Current**	**Added**	**Deleted**
Baseball	0	0	0	20	1	0
Basketball	24	1	0	25	0	0
Cross country	24	3	0	19	0	1
Football	0	0	0	8	0	2
Golf	13	8	0	20	7	0
Soccer	24	4	0	24	1	0
Softball	19	0	0	0	0	0
Swimming	12	0	0	8	0	0
Tennis	18	3	0	12	0	1
Track and field	21	8	0	17	2	0
Volleyball	24	0	0	6	0	0
Water polo	10	6	0	7	0	0
Wrestling	0	0	0	6	0	1
Total		**33**	**0**		**11**	**5**

Note. Data are from 28 universities.

Student Interest

Although 38% of the universities reported conducting annual surveys of student interest, 47% reported rarely or never conducting student interest surveys or were unsure how frequently such surveys were conducted. Competitive opportunities offered at feeder high schools or through university recreational and club sports programs may be overlooked in the assessment of student interests; such programs may indicate areas where student interests and abilities have not been fully accommodated in university athletics.

Summary of Athletics Participation Issues

When Title IX came into being 30 years ago, females as a whole were drastically underrepresented in athletics. Increasing numbers of female athletes over the years has indeed changed the Title IX landscape, and the finer points of compliance are now emerging. Females might participate in athletics in numbers equal to males, but some minority groups are underrepresented; interests of males might not be met in some cases; and—even with equal proportions or numbers—some students or sports might be underserved by the athletic program. Applying a standard that relies primarily on assessing proportional numbers (Prong 1) will not resolve these issues.

Some universities might benefit from applying Prongs 2 or 3 to measure their Title IX participation compliance and better serve students. University females might not be interested in athletic participation in the same proportion as their enrollment, and to continue emphasizing this standard of compliance might be fruitless. Current issues in Title IX compliance might stem from reliance on an old model of compliance (i.e., increasing numbers of females participating in athletics) in times that are calling for new models of compliance.

The Title IX regulations do present a model for the future as gender equity in athletics moves to the next level of compliance. Prong 3—fully and effectively meeting student interest in athletic participation—is that model. Perhaps effective future implementation of gender equity in athletics and assessment of Title IX

compliance should place more emphasis on Prong 3—that is, all university students who have athletic ability and interest should have the opportunity to develop their skills and play competitively as part of their university experience.

Gender Equity Training

- **Findings:** Less than a third of the coaches and less than half of the administrators received Title IX training in the past three years.
- **Conclusion:** University athletic administrators and coaches are not receiving regular training on gender equity issues.
- **Recommendation 17:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University ensure that annual equity training is provided to coaches and athletic administrators at their respective campuses. The training should include Title IX requirements, sexual harassment, and other nondiscrimination issues. The California Legislature should provide resources to implement this recommendation.

Analysis of Gender Equity Training

Lack of training or insufficient participation in existing training opportunities may be a critical factor affecting Title IX compliance in athletic programs. Only 46% of schools had athletic administrators who had attended training in Title IX and only 29% of schools had full time coaches who had attended training (see Exhibit C-1). Important topics for training include a better understanding of how to effectively implement each option of the 3-pronged test and how to identify and implement strategies that work to promote and maintain gender equity.

Coaching

- **Findings:** Salaries for men's team head coaches and assistant coaches were significantly higher overall than salaries for women's team coaches. This finding may reflect that coaches for women's teams are less experienced or less qualified than coaches for men's teams.
- **Conclusion:** Compensation for coaches of men's and women's teams is not equitable.
- **Recommendation 18:** The California Legislature should request that the University of California Office of the President and the Chancellor's Office of the California State University institute stronger policy directives and monitoring systems to ensure that female and male students receive comparable coaching. In addition, further study of university coaching should be conducted to determine if compensation is related to quality of coaching.

Analysis of Coaching

Exhibit 17 shows that men's teams had significantly fewer FTE for head coaches on average than did women's teams (6.60 and 7.70 FTE, respectively). Assuming that each varsity team had an allocation for one head coach (i.e., one FTE), these figures indicate that California universities typically have about six or seven men's sports and seven or eight women's sports in their athletic programs. This situation is not unusual because universities are striving to increase opportunities for women and generate higher numbers of female participants. Universities with football teams often need to offer more women's teams than men's teams in order to accommodate a sufficient number of female athletes.

Coaches of men's teams in the UC and CSU systems had significantly higher average salaries than coaches of women's teams (see Exhibit 17). If men's team head coaches earn more because they have more experience or qualifications, then women's teams are at a disadvantage because their coaches are less qualified. Detailed analysis of coaches' qualifications, experience, and

compensation was beyond the parameters of this study, but these factors should be examined further.

Exhibit 17
University Coaching Data

Coach/Characteristic	Men's Teams	Women's Teams
Head		
Average per person salary[b]	$63,231	$49,307
Number of coaches[b]	6.60	7.70
Average per FTE salary[a]	$93,457	$73,967
Number of FTE[b]	5.31	6.27
Assistant		
Average per person salary[b]	$23,564	$17,267
Number of coaches	13.90	13.37
Average per FTE salary[c]	$57,344	$51,739
Number of FTE[c]	8.26	7.26

Note. Data are from 30 universities.
[a] Differences between men's and women's teams statistically significant at $p < .001$.
[b] Differences between men's and women's teams statistically significant at $p < .01$.
[c] Differences between men's and women's teams statistically significant at $p < .05$.

Operating and Recruiting Expenditures

Financial data obtained from universities' EADA reports included total and per capita operating expenditures, recruiting expenditures, student athletic aid, and total revenue.

- **Findings:** Total operating expenses and recruiting expenses were higher for men's teams than for women's teams. These differences are true both for total team and per athlete expenditures.
- **Conclusion:** Operating expenditures and recruiting expenditures are higher for men's teams than for women's teams.
- **Recommendation 19:** The California Legislature should institute stronger policy directives and monitoring systems to ensure that universities are meeting the federal requirements of Title IX, especially in the areas of operating and recruiting expenses.

Analysis of Operating and Recruiting Expenditures

Operating expenses include team transportation, lodging, and meals; uniforms and equipment; and compensation for game officials. The mean total operating expense for the 30 California universities in 2002–2003 was $658,395 for men's teams and $459,933 for women's teams. Average per athlete expenditures were $2,745 and $2,070 for men's and women's teams, respectively.

Recruiting expenses include transportation, lodging, and meals for recruits and institutional personnel engaged in recruiting; expenditures for official and unofficial visits; and other major expenses related to recruiting. Men's teams spent significantly more on recruiting than did women's teams. The average recruiting expenditure was $72,255 for men's teams and $47,092 for women's teams.

Areas With Ambiguous Findings

This section discusses student academic outcomes, publicity and promotion, and athletics participation by race/ethnicity.

Academic Outcomes

Although only half of the universities provided grade and graduation rate data for athletes and all students, analyses for these 15 schools revealed that male athletes' average GPA was significantly lower than male students' average GPA. Male athletes did, however, maintain GPAs high enough to graduate. No significant GPA differences were evident between female athletes and the female student population. Females, both athletes and general students, graduated at higher rates than men. (Data tables for academic outcomes appear in Exhibits C-2 and C-3).

Publicity and Promotion

The assessment of publicity and promotion included a review of on-campus publicity for athletics, promotion for and at events (e.g., programs, rosters), and publicity in the community (e.g., press kits, news releases). Analyses revealed

that men's teams did not receive significantly more campus publicity or publicity at events than women's teams (see Exhibit C-14). Community coverage of athletic events was not equal in some situations, but such coverage is outside the control of the university and is thus not an issue of Title IX compliance. Exhibit 18 summarizes the total and per athlete expenditures for publicity for the eight common sports. The largest per athlete publicity expenditures were incurred for men's and women's basketball, although publicity expenditures for men's basketball exceeded publicity expenditures for women's basketball. Across all sports, the greatest average expenditures were for football (with five schools reporting).

Exhibit 18
University Expenditures for Community Publicity

		Mean Expenditure for Community Publicity	
Sport	***n***	**Total**	**Per Athlete**
Softball (Women)	12	$2,450	$126
Baseball (Men)	13	$3,526	$99
Basketball (Women)	15	$7,992	$559
Basketball (Men)	15	$10,774	$654
Soccer (Women)	14	$2,480	$99
Soccer (Men)	13	$2,553	$96
Volleyball (Women)	15	$3,847	$246
Football (Men)	5	$32,135	$303

Participation in Athletics by Race/Ethnicity

- **Findings:** Hispanic and Asian females as well as Asian males were underrepresented in university athletics. African Americans and Whites (non-Hispanic) of both genders were overrepresented.
- **Conclusion:** Hispanic and Asian females and Asian males do not participate in athletics in proportion to their enrollment.
- **Recommendation 20:** Universities should administer student interest surveys that include a racial/ethnic identifier to determine

whether racial/ethnic underrepresentation is a problem and to address any participation concerns.

Analysis of Participation by Race/Ethnicity

Exhibit 19 summarizes the differences in participation and enrollment for each race/ethnic group. Demographic breakdowns for each UC or CSU campus may show different proportions for each race/ethnic group. (See Exhibits C-5 and C-6 for breakdowns by sport, gender, and race/ethnictiy).

Exhibit 19
University Enrollment and Athletics Participation by Gender and Race/Ethnicity

	Percent of Student Population		Percent of Athlete Population		Difference	
Race/Ethnicity	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
American Indian	1	1	1	1	0	0
Asian/Pacific Islander	29	25	5	7	24	18
African American	4	5	17	10	–13	–5
Hispanic	17	21	13	11	4	10
White (non-Hispanic)	42	41	56	64	–14	–23
Mixed/Other	3	3	9	9	–6	–6
Total	**96**	**96**	**100**	**100**		

Note. Student population percentages do not add up to 100 because 4% of males and 3% of females were identified as nonresidents. Negative differences indicate overrepresentation.

Areas With No Significant Gender Disparities

No significant differences were noted in the areas of scheduling of games and practices, locker rooms, practice, and competitive facilities; medical and training facilities and services; support services; and student athletic scholarships.

Scheduling of Games and Practices

Data on numbers of conference and pre-conference competitions for each sport and the scheduling of games and practice times are included in Exhibits C-7 and

C-8. There were no significant differences in the number of competitions for similar men's and women's sports and no differences in the practice times for men's and women's sports.

Locker Rooms, Practice, and Competitive Facilities

Most universities rated the locker rooms, practice, and competitive facilities for each sport as adequate or very good. Almost all of the universities reported some form of athletics facilities improvement or construction in recent years. In many cases the construction or renovation of other university facilities had a temporary impact on athletics facilities. Survey respondents reported a wide variety of improvements ranging from the resurfacing of gym floors to the building of a new sports complex. Almost all sports were mentioned, and no particular sport or type of improvement appeared to dominate. Ratings of the quality and availability of locker room facilities and practice and competitive facilities are summarized in Exhibits C-9 through C-11.

Medical and Training Facilities and Services

The quality of trainers and medical personnel were rated adequate or very good for all sports. Both in-season and off-season, scheduling for the weight room or conditioning facilities was generally rated as adequate or very good for all sports. Ratings of university trainers and medical personnel and weight room or conditioning room availability are provided in Exhibits C-12 and C-13.

Support Services

The majority of the universities rated tutoring services for athletes, coaches' office space, and facilities maintenance as adequate or very good (see Exhibit C-14). There were no gender differences evident in any of the support service ratings. Although not all universities had booster club support, for those that did neither the total contributions per team or per athlete were significantly different for men's and women's teams (see Exhibit C-15).

Student Athletic Scholarships

Athletic student aid across UC and CSU campuses was similar for men's and women's teams. Male athletes received an average of $575,649 per university and female athletes received an average of $582,421 per university.

Strategies Used to Achieve Gender Equity

The evaluators observed several effective strategies during site visits that universities had used to achieved gender equity in athletics. Survey respondents also were asked to list strategies that their university had used to achieve gender equity in athletics. The University of California Office of the President and the Chancellor's Office of the California State University might wish to consider the following practices when planning training activities for administrators, athletic directors, and coaches. These practices include:

- Changing to an athletics conference with a strong representation of women's programs.
- Managing roster numbers for men's and women's teams.
- Holding regular meetings and communication among athletics administrators and coaches.
- Providing training and support to coaches and athletes.
- Committing to gender equity at the university level.
- Developing and implementing plans to increase gender equity in athletics.
- Adhering to the requirements of the California NOW/California State University decree with the regarding athletic participation.

Appendix A
High School Data Tables

Exhibit A-1
Number of High School Athletics Teams by Sport and Level of Competition

	Number of Schools With Teams								
	Girls' Teams			Boys' Teams			Total		
Sport	**V**	**JV or F/S**	**F**	**V**	**JV or F/S**	**F**	**V**	**JV or F/S**	**F**
Badminton	23	17	1	16	12	1	39	29	2
Baseball	0	0	0	111	100	61	111	100	61
Basketball	109	103	69	110	106	84	219	209	153
Cross country	92	69	15	96	74	21	188	143	36
Fencing[a]	2	0	0	2	0	0	4	0	0
Field hockey[a]	2	2	0	0	0	0	2	2	0
Football	0	0	0	104	99	68	104	99	68
Golf	62	16	2	95	32	1	157	48	3
Gymnastics[a]	4	4	0	0	0	0	4	4	0
Lacrosse[a]	5	5	0	4	3	0	9	8	0
Rodeo[a]	1	0	0	0	0	0	1	0	0
Roller hockey[a]	0	0	0	2	0	0	2	0	0
Skiing/Snowboarding[a]	7	4	0	6	3	0	13	7	0
Soccer	100	81	22	104	84	25	204	165	47
Softball	111	98	30	1	1	1	112	99	31
Surfing[a]	0	0	0	1	0	0	1	0	0
Swimming	80	69	7	83	66	6	163	135	13
Tennis	97	62	5	93	59	3	190	121	8
Track & field	97	77	15	98	85	19	195	162	34
Volleyball	111	106	65	56	45	16	167	151	81
Water polo	54	45	11	56	48	11	110	93	22
Wrestling	11	7	0	82	67	16	93	74	16
Total	**968**	**765**	**242**	**1,120**	**884**	**333**	**2,088**	**1,649**	**575**

Note. V = varsity; JV = junior varsity; F/S = frosh/soph; F = freshman.
[a]Sports written in on the survey.

Exhibit A-2
High School Teams by Gender and Competition Level

All Sports	Mean No. Boys' Teams	Mean No. Girls' Teams	Mean Diff.	*t*
Varsity	9.36	7.47	1.89	2.93**
Junior varsity or frosh/soph	7.47	6.48	0.99	2.09*
Freshman	2.82	2.07	0.75	2.39*

Note. Data are from 125 high schools.
*$p < .05$. **$p < .01$.

Exhibit A-3
High Schools Adding and Deleting Junior Varsity or Frosh/Soph Teams in the Past 5 Years

Sport	Number of Sampled Schools With Girls' Teams			Number of Sampled Schools With Boys' Teams		
	Current	Added	Deleted	Current	Added	Deleted
Badminton	17	0	0	12	0	0
Baseball	0	0	0	100	0	2
Basketball	103	0	0	106	0	0
Cross country	69	0	0	74	0	0
Football	0	0	0	99	0	0
Golf	16	0	0	32	0	0
Soccer	81	5	1	84	3	3
Softball	98	1	0	1	0	0
Swimming	69	0	0	66	0	0
Tennis	62	2	0	59	1	0
Track and field	77	0	0	85	0	0
Volleyball	106	0	0	45	0	2
Water polo	45	0	1	48	0	1
Wrestling	7	0	0	67	0	0
Total	**750**	**8**	**2**	**878**	**4**	**8**

Note. n = 125.

Exhibit A-4
High Schools Adding and Deleting Freshman Teams in the Past 5 Years

Sport	Number of Sampled Schools With Girls' Teams			Number of Sampled Schools With Boys' Teams		
	Current	**Added**	**Deleted**	**Current**	**Added**	**Deleted**
Badminton	1	0	0	1	0	0
Baseball	0	0	0	61	3	3
Basketball	69	14	1	84	3	2
Cross country	15	0	0	21	0	0
Football	0	0	0	68	2	2
Golf	2	0	0	1	0	0
Soccer	22	6	1	25	5	1
Softball	30	4	2	1	0	0
Swimming	7	0	0	6	0	0
Tennis	5	0	0	3	0	0
Track and field	15	0	0	19	0	0
Volleyball	65	6	1	16	1	1
Water polo	11	2	0	11	1	0
Wrestling	0	0	0	16	0	0
Total	**242**	**32**	**5**	**333**	**15**	**9**

Note. $n = 127$.

Exhibit A-5
High School Coach Stipend

Team	Head Coaches' Stipend				Assistant Coaches' Stipend			
	n	On Campus	*n*	Off Campus	*n*	On Campus	*n*	Off Campus
Baseball (Boys)	72	$2,591	42	$2,025	15	$1,779	36	$1,316
Basketball (Girls)	71	$2,589	47	$2,178	15	$1,578	22	$1,383
Basketball (Boys)	75	$2,662	43	$2,065	19	$1,833	20	$1,030
Football (Boys)	80	$2,886	28	$2,296	60	$2,223	66	$1,833
Soccer (Girls)	42	$2,464	57	$2,192	7	$1,575	19	$1,213
Soccer (Boys)	48	$2,542	56	$2,164	5	$1,405	20	$1,200
Softball (Girls)	59	$2,497	52	$2,361	11	$1,385	34	$1,407
Volleyball (Girls)	64	$2,374	51	$2,065	5	$1,297	17	$1,376

Note. n = number of schools reporting data.

Exhibit A-6
High School Athletics Participation by Gender and Race/Ethnicity

Race/Ethnicity	Boys		Girls		All Athletes	
	Number	Percent	Number	Percent	Number	Percent
American Indian	141	1	102	1	243	1
Asian	1,825	8	1,541	8	3,366	8
Pacific Islander	347	2	198	1	545	1
Filipino	556	3	365	2	921	2
African American	2,470	11	1,251	6	3,721	9
Hispanic	4,373	20	6,862	35	11,235	27
White non-Hispanic	11,772	54	8,939	46	20,711	50
Other	409	2	198	1	607	1
Total	21,893	100	19,456	100	41,349	100

Note. n = 84.

Exhibit A-7
High School Athletics Participation by Race/Ethnicity, Gender, and Sport

Sport	American Indian		Asian		Pacific Islander		Filipino		African American		Hispanic		White (non-Hispanic)		Mixed/Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Badminton	1	2	120	206	2	1	2	26	4	3	10	24	21	33	10	16
Baseball	24	4	125	0	13	0	23	0	127	0	852	0	1,509	0	8	0
Basketball	26	23	184	165	19	32	59	77	681	475	558	542	972	926	27	18
Cross country	1	6	117	111	34	10	22	16	34	47	408	302	652	612	22	7
Football	48	1	191	1	132	0	148	0	975	0	1,700	6	2,819	4	173	0
Golf	4	2	79	56	4	6	11	5	14	6	120	60	505	220	2	5
Soccer	5	7	114	79	7	8	23	19	25	37	1,504	976	856	1,055	45	23
Softball	0	17	4	71	0	20	0	38	3	105	2	717	29	1,296	0	15
Swimming	1	3	88	172	12	9	20	23	18	29	142	271	669	1,056	10	19
Tennis	5	3	272	259	10	14	70	75	17	46	173	271	530	618	26	34
Track & field	13	12	227	171	40	37	54	32	461	381	612	462	1,058	960	32	18
Volleyball	2	17	124	158	53	54	57	43	41	100	164	541	441	1,310	5	21
Water polo	2	3	35	29	2	5	6	5	10	14	101	110	636	612	15	14
Wrestling	7	1	110	2	18	1	56	1	58	4	496	49	839	26	33	2
Gymnastics	0	0	0	16	0	1	0	2	0	2	0	18	0	28	0	1
Lacrosse	2	1	9	25	1	0	4	3	1	1	11	22	133	85	1	3
Skiing	0	0	0	0	0	0	0	0	1	1	0	0	74	52	0	1
Field hockey	0	0	0	3	0	0	0	0	0	0	0	2	0	38	0	0
Rodeo	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Cheerleading	0	1	0	2	0	0	0	1	0	13	0	36	0	118	0	1
Roller hockey	0	0	0	0	0	0	0	0	0	0	9	0	5	0	0	0

exhibit continues

Exhibit A-7 (continued)

Sport	American Indian		Asian		Pacific Islander		Filipino		African American		Hispanic		White (non-Hispanic)		Mixed/Other	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Fencing	0	0	26	17	0	0	0	0	0	0	0	0	3	4	0	1
Surfing	0	0	0	0	0	0	1	0	0	0	0	0	21	1	0	0
Diving	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Total	**141**	**103**	**1,825**	**1,543**	**347**	**198**	**556**	**366**	**2,470**	**1,264**	**6,862**	**4,409**	**11,772**	**9,057**	**409**	**199**

n = 84.

Exhibit A-8
High School Provision of Uniforms and Equipment

Team	Percent of Schools: Provided to Athletes		Required Athletes to Provide		Overall Quality	
Softball (Girls)	84	Game uniforms	11	Game uniforms	75	Very good
	35	Practice uniforms	29	Practice uniforms	22	Adequate
	84	Equipment	24	Equipment	3	Inadequate
Baseball (Boys)	83	Game uniforms	7	Game uniforms	69	Very good
	38	Practice uniforms	38	Practice uniforms	28	Adequate
	86	Equipment	30	Equipment	3	Inadequate
Basketball (Girls)	85	Game uniforms	9	Game uniforms	79	Very good
	50	Practice uniforms	30	Practice uniforms	20	Adequate
	86	Equipment	14	Equipment	1	Inadequate
Basketball (Boys)	86	Game uniforms	9	Game uniforms	76	Very good
	48	Practice uniforms	35	Practice uniforms	23	Adequate
	85	Equipment	13	Equipment	1	Inadequate
Soccer (Girls)	75	Game uniforms	11	Game uniforms	71	Very good
	26	Practice uniforms	24	Practice uniforms	25	Adequate
	76	Equipment	16	Equipment	4	Inadequate
Soccer (Boys)	77	Game uniforms	12	Game uniforms	66	Very good
	27	Practice uniforms	26	Practice uniforms	31	Adequate
	78	Equipment	18	Equipment	3	Inadequate
Volleyball (Girls)	81	Game uniforms	15	Game uniforms	75	Very good
	28	Practice uniforms	30	Practice uniforms	22	Adequate
	84	Equipment	13	Equipment	3	Inadequate
Football (Boys)	84	Game uniforms	14	Game uniforms	74	Very good
	63	Practice uniforms	30	Practice uniforms	23	Adequate
	86	Equipment	18	Equipment	3	Inadequate

Note. Data from 121 high schools.

Exhibit A-9
High School Expenditures for Uniforms and Equipment

		Mean Expenditure	
Team	***n***	**Team**	**Per Athlete**
Softball (Girls)	84	$3,095	$92
Baseball (Boys)	87	$4,219	$106
Basketball (Girls)	86	$3,501	$108
Basketball (Boys)	86	$3,332	$92
Soccer (Girls)	74	$2,540	$66
Soccer (Boys)	79	$2,439	$59
Volleyball (Girls)	86	$2,702	$89
Football (Boys)	82	$11,457	$118

Exhibit A-10
High School Travel Support

Team	*n*	Percent of Schools: Mode of Transportation		Housing Furnished		Persons Accompanying	
Softball (Girls)	119	84	School bus/van	85	Not applicable	97	Coaches
		15	Charter bus	3	Motel/hotel	3	Trainer
		18	Private cars	0	Other	0	Band
						0	Cheerleaders
Baseball (Boys)	120	86	School bus/van	85	Not applicable	98	Coaches
		16	Charter bus	5	Motel/hotel	5	Trainer
		20	Private cars	0	Other	0	Band
						2	Cheerleaders
Basketball (Girls)	120	87	School bus/van	81	Not applicable	96	Coaches
		14	Charter bus	8	Motel/hotel	7	Trainer
		13	Private cars	3	Other	3	Band
						18	Cheerleaders
Basketball (Boys)	121	86	School bus/van	80	Not applicable	94	Coaches
		13	Charter bus	10	Motel/hotel	7	Trainer
		21	Private cars	2	Other	2	Band
						27	Cheerleaders
Soccer (Girls)	110	85	School bus/van	84	Not applicable	96	Coaches
		17	Charter bus	3	Motel/hotel	5	Trainer
		19	Private cars	0	Other	0	Band
						0	Cheerleaders
Soccer (Boys)	112	85	School bus/van	86	Not applicable	97	Coaches
		17	Charter bus	3	Motel/hotel	4	Trainer
		21	Private cars	0	Other	0	Band
						0	Cheerleaders
Volleyball (Girls)	120	88	School bus/van	82	Not applicable	96	Coaches
		15	Charter bus	6	Motel/hotel	3	Trainer
		15	Private cars	0	Other	0	Band
						4	Cheerleaders
Football (Boys)	117	87	School bus/van	87	Not applicable	97	Coaches
		23	Charter bus	2	Motel/hotel	41	Trainer
		6	Private cars	1	Other	14	Band
						43	Cheerleaders

Exhibit A-11
High School Expenditures for Travel

		Mean Expenditure	
Team	***N***	**Travel**	**Per Athlete**
Softball (Girls)	62	$3,073	$116
Baseball (Boys)	60	$3,364	$99
Basketball (Girls)	61	$3,741	$146
Basketball (Boys)	62	$3,707	$124
Soccer (Girls)	59	$2,822	$97
Soccer (Boys)	59	$2,778	$93
Volleyball (Girls)	60	$3,226	$125
Football (Boys)	62	$3,980	$62

Note. Many respondents indicated that they were unable to disaggregate expenditures by team.

Exhibit A-12
High School Publicity and Promotion

Team	*n*	Percent of Schools: Campus Publicity		Percent of Schools: Publicity at/for Events	
Softball (Girls)	103	43	Very good	28	Very good
		43	Adequate	47	Adequate
		15	Inadequate	25	Inadequate
Baseball (Boys)	107	42	Very good	38	Very good
		45	Adequate	45	Adequate
		13	Inadequate	17	Inadequate
Basketball (Girls)	106	50	Very good	49	Very good
		45	Adequate	38	Adequate
		5	Inadequate	13	Inadequate
Basketball (Boys)	106	51	Very good	51	Very good
		44	Adequate	38	Adequate
		5	Inadequate	12	Inadequate
Soccer (Girls)	95	39	Very good	27	Very good
		44	Adequate	48	Adequate
		17	Inadequate	26	Inadequate
Soccer (Boys)	97	39	Very good	26	Very good
		44	Adequate	46	Adequate
		16	Inadequate	27	Inadequate
Volleyball (Girls)	102	46	Very good	39	Very good
		43	Adequate	41	Adequate
		11	Inadequate	20	Inadequate
Football (Boys)	102	65	Very good	68	Very good
		31	Adequate	28	Adequate
		4	Inadequate	4	Inadequate

Exhibit A-13
High School Campus and Event Publicity

Publicity Type	Mean Frequency: Boys' Teams	Mean Frequency: Girls' Teams
Campus publicity	2.39	2.32
Publicity at/for events	2.30	2.14

Note. 1 = *rarely or never*, 2 = *occasionally*, 3 = *frequently*.

Exhibit A-14
High School Support Services

Team	*n*	Percent of Schools: Coaches' Office Space		Percent of Schools: Facilities Maintenance	
Softball (Girls)	110	45	Not applicable	1	Not applicable
		9	Very good	36	Very good
		31	Adequate	49	Adequate
		15	Inadequate	14	Inadequate
Baseball (Boys)	111	41	Not applicable	1	Not applicable
		11	Very good	40	Very good
		34	Adequate	47	Adequate
		14	Inadequate	13	Inadequate
Basketball (Girls)	113	29	Not applicable	0	Not applicable
		19	Very good	45	Very good
		37	Adequate	48	Adequate
		15	Inadequate	7	Inadequate
Basketball (Boys)	113	27	Not applicable	1	Not applicable
		20	Very good	45	Very good
		38	Adequate	48	Adequate
		15	Inadequate	6	Inadequate
Soccer (Girls)	102	49	Not applicable	0	Not applicable
		7	Very good	32	Very good
		27	Adequate	54	Adequate
		17	Inadequate	14	Inadequate
Soccer (Boys)	103	47	Not applicable	0	Not applicable
		10	Very good	32	Very good
		23	Adequate	53	Adequate
		20	Inadequate	15	Inadequate
Volleyball (Girls)	109	31	Not applicable	0	Not applicable
		17	Very good	41	Very good
		35	Adequate	52	Adequate
		17	Inadequate	6	Inadequate
Football (Boys)	112	18	Not applicable	1	Not applicable
		27	Very good	38	Very good
		46	Adequate	43	Adequate
		10	Inadequate	19	Inadequate

Exhibit A-15
High School League Games and Preseason Competitions

		Mean Number of Games	
Team	***n***	**League**	**Preseason**
Softball (Girls)	113	12.58	8.26
Baseball (Boys)	114	14.09	7.48
Basketball (Girls)	115	11.97	9.61
Basketball (Boys)	116	11.96	9.51
Soccer (Girls)	107	11.95	7.83
Soccer (Boys)	107	12.21	7.99
Volleyball (Girls)	113	12.12	12.12
Football (Boys)	111	5.94	4.11

Exhibit A-16
Percent of High Schools With Game and Practice Times by Team

Sport	Game Times				Practice Times			
Softball (Girls)	14	Mon	89	Afternoon	76	Mon	89	Afternoon
	67	Tue	5	Evening	62	Tue	1	Evening
	33	Wed			76	Wed		
	54	Thur			67	Thur		
	47	Fri			68	Fri		
	12	Sat			8	Sat		
Baseball (Boys)	26	Mon	91	Afternoon	83	Mon	93	Afternoon
	63	Tue	13	Evening	72	Tue	1	Evening
	51	Wed			78	Wed		
	38	Thur			79	Thur		
	73	Fri			68	Fri		
	19	Sat			12	Sat		
Basketball (Girls)	25	Mon	38	Afternoon	82	Mon	83	Afternoon
	68	Tue	79	Evening	71	Tue	29	Evening
	44	Wed			78	Wed		
	45	Thur			78	Thur		
	68	Fri			68	Fri		
	18	Sat			20	Sat		
Basketball (Boys)	21	Mon	37	Afternoon	81	Mon	76	Afternoon
	55	Tue	80	Evening	73	Tue	36	Evening
	51	Wed			72	Wed		
	31	Thur			80	Thur		
	76	Fri			62	Fri		
	15	Sat			21	Sat		
Soccer (Girls)	15	Mon	85	Afternoon	77	Mon	91	Afternoon
	63	Tue	18	Evening	64	Tue	4	Evening
	38	Wed			71	Wed		
	56	Thur			65	Thur		
	45	Fri			66	Fri		
	9	Sat			7	Sat		
Soccer (Boys)	15	Mon	81	Afternoon	76	Mon	89	Afternoon
	54	Tue	15	Evening	69	Tue	3	Evening
	46	Wed			67	Wed		
	46	Thur			70	Thur		
	50	Fri			62	Fri		
	11	Sat			4	Sat		
Volleyball (Girls)	15	Mon	55	Afternoon	79	Mon	87	Afternoon
	76	Tue	56	Evening	61	Tue	15	Evening
	28	Wed			80	Wed		
	73	Thur			63	Thur		
	27	Fri			73	Fri		
	13	Sat			7	Sat		
Football (Boys)	6	Mon	30	Afternoon	82	Mon	89	Afternoon
	7	Tue	84	Evening	82	Tue	8	Evening
	6	Wed			82	Wed		
	24	Thur			80	Thur		
	83	Fri			51	Fri		
	25	Sat			20	Sat		

Exhibit A-17
High School Locker Room Facilities

Team	*n*	Percent of Schools			
		Quality		Availability	
Softball (Girls)	100	35	Very good	62	Very good
		59	Adequate	34	Adequate
		6	Inadequate	4	Inadequate
Baseball (Boys)	107	37	Very good	63	Very good
		54	Adequate	32	Adequate
		8	Inadequate	5	Inadequate
Basketball (Girls)	112	46	Very good	69	Very good
		48	Adequate	26	Adequate
		5	Inadequate	5	Inadequate
Basketball (Boys)	111	43	Very good	66	Very good
		51	Adequate	31	Adequate
		5	Inadequate	4	Inadequate
Soccer (Girls)	98	36	Very good	61	Very good
		57	Adequate	32	Adequate
		7	Inadequate	7	Inadequate
Soccer (Boys)	100	36	Very good	58	Very good
		57	Adequate	36	Adequate
		7	Inadequate	6	Inadequate
Volleyball (Girls)	108	43	Very good	65	Very good
		52	Adequate	31	Adequate
		6	Inadequate	5	Inadequate
Football (Boys)	111	35	Very good	59	Very good
		54	Adequate	33	Adequate
		11	Inadequate	7	Inadequate

Exhibit A-18
High School Practice and Competition Facilities

		Percent of Schools							
		Practice Facilities				Competition Facilities			
Sport	*n*	Quality		Availability		Quality		Availability	
Softball (Girls)	100	56	Very good	74	Very good	59	Very good	82	Very good
		40	Adequate	22	Adequate	39	Adequate	16	Adequate
		5	Inadequate	4	Inadequate	2	Inadequate	2	Inadequate
Baseball (Boys)	107	67	Very good	81	Very good	73	Very good	83	Very good
		28	Adequate	17	Adequate	23	Adequate	15	Adequate
		5	Inadequate	3	Inadequate	4	Inadequate	2	Inadequate
Basketball (Girls)	112	56	Very good	60	Very good	66	Very good	73	Very good
		39	Adequate	30	Adequate	30	Adequate	25	Adequate
		5	Inadequate	10	Inadequate	4	Inadequate	3	Inadequate
Basketball (Boys)	111	58	Very good	59	Very good	66	Very good	71	Very good
		36	Adequate	30	Adequate	30	Adequate	26	Adequate
		6	Inadequate	10	Inadequate	4	Inadequate	3	Inadequate
Soccer (Girls)	98	35	Very good	51	Very good	48	Very good	65	Very good
		48	Adequate	38	Adequate	44	Adequate	31	Adequate
		17	Inadequate	12	Inadequate	8	Inadequate	4	Inadequate
Soccer (Boys)	100	36	Very good	50	Very good	48	Very good	65	Very good
		50	Adequate	41	Adequate	43	Adequate	31	Adequate
		15	Inadequate	9	Inadequate	9	Inadequate	4	Inadequate
Volleyball (Girls)	108	60	Very good	70	Very good	67	Very good	77	Very good
		37	Adequate	28	Adequate	31	Adequate	19	Adequate
		3	Inadequate	2	Inadequate	3	Inadequate	4	Inadequate
Football (Boys)	111	30	Very good	65	Very good	57	Very good	68	Very good
		54	Adequate	29	Adequate	35	Adequate	29	Adequate
		16	Inadequate	6	Inadequate	8	Inadequate	3	Inadequate

Exhibit A-19
High School Trainers and Medical Personnel

		Percent of Schools					
		Trainers				Medical Personnel	
Team	***n***	**Quality**		**Availability**		**Availability**	
Softball (Girls)	106	39	Not applicable	39	Not applicable	40	Not applicable
		37	Very good	28	Very good	19	Very good
		17	Adequate	22	Adequate	30	Adequate
		8	Inadequate	11	Inadequate	10	Inadequate
Baseball (Boys)	109	37	Not applicable	37	Not applicable	39	Not applicable
		39	Very good	28	Very good	17	Very good
		17	Adequate	25	Adequate	35	Adequate
		8	Inadequate	10	Inadequate	9	Inadequate
Basketball (Girls)	112	38	Not applicable	38	Not applicable	42	Not applicable
		39	Very good	31	Very good	19	Very good
		16	Adequate	21	Adequate	31	Adequate
		7	Inadequate	11	Inadequate	8	Inadequate
Basketball (Boys)	112	38	Not applicable	39	Not applicable	42	Not applicable
		39	Very good	29	Very good	18	Very good
		16	Adequate	21	Adequate	33	Adequate
		7	Inadequate	10	Inadequate	8	Inadequate
Soccer (Girls)	108	39	Not applicable	39	Not applicable	41	Not applicable
		37	Very good	26	Very good	19	Very good
		18	Adequate	24	Adequate	31	Adequate
		6	Inadequate	10	Inadequate	9	Inadequate
Soccer (Boys)	109	39	Not applicable	39	Not applicable	40	Not applicable
		38	Very good	27	Very good	17	Very good
		17	Adequate	25	Adequate	33	Adequate
		7	Inadequate	9	Inadequate	9	Inadequate
Volleyball (Girls)	108	35	Not applicable	35	Not applicable	39	Not applicable
		42	Very good	32	Very good	20	Very good
		17	Adequate	24	Adequateadeq	31	Adequate
		6	Inadequate	9	uate	9	Inadequate
Football (Boys)	115	30	Not applicable	33	Not applicable	28	Not applicable
		43	Very good	37	Very good	31	Very good
		22	Adequate	23	Adequate	35	Adequate
		6	Inadequate	6	Inadequate	5	Inadequate

Exhibit A-20
High School Weight Room Scheduling by Team

Sport	Percent Responding by Day						Percent Responding by Time	
Softball (Girls)	Mon	Tue	Wed	Thur	Fri	Sat	23	Morning
							76	Afternoon
	55	56	53	55	49	14	13	Evening
Baseball (Boys)	Mon	Tue	Wed	Thur	Fri	Sat	28	Morning
							81	Afternoon
	52	57	58	58	58	20	17	Evening
Basketball (Girls)	Mon	Tue	Wed	Thur	Fri	Sat	23	Morning
							81	Afternoon
	54	54	55	54	52	20	18	Evening
Basketball (Boys)	Mon	Tue	Wed	Thur	Fri	Sat	23	Morning
							78	Afternoon
	54	53	54	51	48	21	18	Evening
Soccer (Girls)	Mon	Tue	Wed	Thur	Fri	Sat	22	Morning
							70	Afternoon
	53	47	53	47	45	16	10	Evening
Soccer (Boys)	Mon	Tue	Wed	Thur	Fri	Sat	20	Morning
							75	Afternoon
	53	53	52	55	47	19	12	Evening
Volleyball (Girls)	Mon	Tue	Wed	Thur	Fri	Sat	25	Morning
							74	Afternoon
	56	55	56	54	51	16	18	Evening
Football (Boys)	Mon	Tue	Wed	Thur	Fri	Sat	25	Morning
							80	Afternoon
	68	64	66	64	56	23	17	Evening

Appendix B
Community College Data Tables

Exhibit B-1
Community Colleges Adding and Deleting Teams in the Past 5 Years

Sport	Number of Sampled Schools With Women's Teams			Number of Sampled Schools With Men's Teams		
	Current	Added	Deleted	Current	Added	Deleted
Badminton	15	11	2	0	0	0
Baseball	0	0	0	78	1	0
Basketball	76	7	1	77	2	1
Cross country	57	3	4	56	2	3
Football	2	0	0	63	2	0
Golf	24	13	1	40	4	5
Soccer	67	26	1	52	12	1
Softball	66	7	1	0	0	0
Swimming/Diving	43	3	1	43	3	1
Tennis	47	3	9	43	1	5
Track and field	56	5	3	56	5	3
Volleyball	74	4	1	11	2	2
Water polo	37	18	0	34	4	2
Wrestling	0	0	0	21	1	2
Total	564	102	24	574	39	25

Exhibit B-2
Community College Gender Equity Training Participation

Topic	Percent of Schools With Individuals Attending					
	Full Time Coaches	Part Time Coaches	Admin-istrators	Teachers/ Staff	Students	At least one group
Title IX and Athletics	41	36	45	27	18	44
Sexual Harassment	47	37	49	36	27	50
Non-Discrimination	33	26	34	25	14	34
Other	13	12	10	7	8	14

Note. n = 91 community colleges.

Exhibit B-3
Community College Head Coach Salary

Coach Salary	Men's Teams	Women's Teams	*t*
Average per person	$19,189	$16,661	3.53***
Average per FTE	$46,244	$41,936	2.52*

Note. Data collected from EADA reports on 100 community colleges.
****p* < .001. **p* < .05.

Exhibit B-4
Community College Athletics Participation by Gender and Race/Ethnicity

Race/Ethnicity	Men		Women		All Athletes	
	Number	Percent	Number	Percent	Number	Percent
American Indian	62	1	38	1	100	1
Asian/Pacific Islander	635	6	424	7	1,059	6
African American	2,535	23	610	11	3,145	19
Hispanic	2,353	21	1,365	24	3,718	22
White (non-Hispanic)	4,801	43	2,944	51	7,745	46
Mixed/Other	707	6	403	7	1,110	7
Total	**11,093**	**100**	**5,784**	**100**	**16,877**	**100**

Note. n = 72.

Exhibit B-5
Community College Enrollment and Athletics Participation by Gender and Race/Ethnicity

Race/Ethnicity	Percent of Student Population		Percent of Athlete Population		Difference	
	Male	Female	Male	Female	Male	Female
American Indian	1	1	1	1	0	0
Asian/ Pacific Islander	19	16	6	7	13	9
African American	7	7	23	11	–16	–4
Hispanic	24	28	21	24	3	4
White (non-Hispanic)	43	42	43	51	0	–9
Mixed/Other	2	2	6	7	–4	–5
Total	**96**	**96**	**100**	**100**		

Note. Student population percentages do not add up to 100 because 4% of males and females were identified as nonresidents. Data are from 72 community colleges.

Exhibit B-6
Community College Athletics Participation by Ethnicity, Gender, and Sport

	American Indian		Asian/Pacific Islander		African American		Hispanic		White (non-Hispanic)		Mixed/Other	
Sport	**M**	**W**	**M**	**W**	**M**	**W**	**M**	**W**	**M**	**W**	**M**	**W**
Badminton	0	0	0	67	0	2	0	10	0	7	0	12
Baseball	17	0	53	0	120	0	431	0	1,183	0	115	0
Basketball	2	5	35	51	535	244	69	115	232	294	54	54
Cross country	4	2	18	21	32	40	210	146	180	166	32	22
Football	20	0	266	0	1,437	0	429	0	1273	1	228	0
Golf	1	0	26	10	2	3	38	20	230	86	15	7
Soccer	2	1	38	28	41	28	647	407	303	557	69	63
Softball	0	14	0	28	0	29	0	216	0	439	0	46
Swimming	2	1	23	16	4	5	70	79	304	310	38	40
Tennis	1	2	67	51	26	19	79	75	161	170	23	33
Track and field	8	5	51	38	312	202	213	117	335	208	80	38
Volleyball	1	4	20	93	8	34	12	100	87	412	8	50
Water polo	0	4	14	18	3	3	56	72	301	256	29	37
Wrestling	3	0	21	0	15	0	92	0	165	0	15	0
Skiing	0	0	0	0	0	0	0	0	10	3	0	0
Rowing	1	0	3	1	0	0	7	6	37	20	1	1
Equestrian	0	0	0	0	0	0	0	0	0	0	0	0
Ice hockey	0	0	0	2	0	1	0	2	0	15	0	0
Total	**62**	**38**	**635**	**424**	**2,535**	**610**	**2,353**	**1,365**	**4,801**	**2,944**	**707**	**403**

n = 72.

Exhibit B-7
Community College Provision of Uniforms and Equipment

		Percent Providing to Athletes		Percent in Which Athletes Provide		Overall Quality	
Sport	***n***	**Percent**		**Percent**		**Percent**	
Softball (Women)	74	97	Game uniforms	5	Game uniforms	68	Very good
		80	Practice uniforms	14	Practice uniforms	32	Adequate
		96	Equipment	15	Equipment	0	Inadequate
Baseball (Men)	83	95	Game uniforms	4	Game uniforms	60	Very good
		81	Practice uniforms	12	Practice uniforms	40	Adequate
		90	Equipment	19	Equipment	0	Inadequate
Basketball (Women)	82	95	Game uniforms	4	Game uniforms	70	Very good
		91	Practice uniforms	7	Practice uniforms	30	Adequate
		88	Equipment	5	Equipment	0	Inadequate
Basketball (Men)	82	94	Game uniforms	4	Game uniforms	70	Very good
		89	Practice uniforms	7	Practice uniforms	29	Adequate
		89	Equipment	7	Equipment	1	Inadequate
Soccer (Women)	74	96	Game uniforms	4	Game uniforms	73	Very good
		81	Practice uniforms	12	Practice uniforms	27	Adequate
		89	Equipment	5	Equipment	0	Inadequate
Soccer (Men)	59	93	Game uniforms	2	Game uniforms	64	Very good
		76	Practice uniforms	12	Practice uniforms	36	Adequate
		83	Equipment	5	Equipment	0	Inadequate
Volleyball (Women)	78	95	Game uniforms	4	Game uniforms	70	Very good
		82	Practice uniforms	8	Practice uniforms	30	Adequate
		88	Equipment	5	Equipment	0	Inadequate
Football (Men)	67	99	Game uniforms	3	Game uniforms	54	Very good
		99	Practice uniforms	6	Practice uniforms	39	Adequate
		97	Equipment	6	Equipment	7	Inadequate

Exhibit B-8
Community College Provision of Uniforms and Equipment

Provider	Mean Number of Teams[a]		*t*
	Men's	Women's	
School (*n* = 91)			
Game uniforms	3.04	3.24	-2.38*
Practice uniforms	2.76	2.84	-0.83
Equipment	2.88	3.05	-2.00*
Athletes (*n* = 91)			
Game uniforms	0.10	0.14	-2.03*
Practice uniforms	0.30	0.34	-1.16
Equipment	0.32	0.25	1.42

Note. Data are from 91 community colleges.
[a] Number ranges from 0 to 4 teams.
*$p < .05$.

Exhibit B-9
Community Colleges Travel Policies

Sport	*n*	Mode of Transportation* Percent		Housing Furnished During Travel Percent	
Softball (Women)	74	93	School bus/van	18	Not applicable
		11	Charter bus	77	Motel/hotel
		4	Private cars	4	Other
Baseball (Men)	83	90	School bus/van	24	Not applicable
		20	Charter bus	67	Motel/hotel
		1	Private cars	4	Other
Basketball (Women)	81	94	School bus/van	16	Not applicable
		14	Charter bus	77	Motel/hotel
		1	Private cars	4	Other
Basketball (Men)	85	87	School bus/van	19	Not applicable
		13	Charter bus	67	Motel/hotel
		1	Private cars	2	Other
Soccer (Women)	74	89	School bus/van	38	Not applicable
		15	Charter bus	47	Motel/hotel
		1	Private cars	1	Other
Soccer (Men)	60	82	School bus/van	43	Not applicable
		21	Charter bus	45	Motel/hotel
		2	Private cars	4	Other
Volleyball (Women)	78	91	School bus/van	27	Not applicable
		9	Charter bus	63	Motel/hotel
		1	Private cars	4	Other
Football (Men)	67	52	School bus/van	63	Not applicable
		78	Charter bus	24	Motel/hotel
		0	Private cars	3	Other

Exhibit B-10
Community College Travel Expenditures

Sport	*n*	Mean Travel Expenditure Team	Per Athlete
Softball (Women)	68	$5,772	$420
Baseball (Men)	77	$7,635	$279
Basketball (Women)	74	$5,721	$508
Basketball (Men)	74	$5,822	$433
Soccer (Women)	67	$3,364	$184
Soccer (Men)	53	$3,266	$142
Volleyball (Women)	68	$3,556	$322
Football (Men)	61	$9,833	$153

Note. Many respondents indicated that they were unable to disaggregate expenditures by sport.

Exhibit B-11
Community College Publicity and Promotion

		Community Publicity		Campus Publicity		Publicity at/for Events	
	n	Percent		Percent		Percent	
Softball (Women)	73	24	Frequently	34	Frequently	47	Frequently
		35	Occasionally	41	Occasionally	37	Occasionally
		42	Rarely/never	25	Rarely/never	16	Rarely/never
Baseball (Men)	82	27	Frequently	34	Frequently	48	Frequently
		35	Occasionally	39	Occasionally	39	Occasionally
		38	Rarely/never	27	Rarely/never	13	Rarely/never
Basketball (Women)	78	27	Frequently	35	Frequently	58	Frequently
		38	Occasionally	44	Occasionally	31	Occasionally
		35	Rarely/never	22	Rarely/never	12	Rarely/never
Basketball (Men)	80	30	Frequently	33	Frequently	56	Frequently
		34	Occasionally	48	Occasionally	35	Occasionally
		35	Rarely/never	20	Rarely/never	9	Rarely/never
Soccer (Women)	71	20	Frequently	32	Frequently	43	Frequently
		32	Occasionally	39	Occasionally	29	Occasionally
		48	Rarely/never	28	Rarely/never	29	Rarely/never
Soccer (Men)	57	14	Frequently	25	Frequently	34	Frequently
		32	Occasionally	44	Occasionally	36	Occasionally
		54	Rarely/never	32	Rarely/never	30	Rarely/never
Volleyball (Women)	76	25	Frequently	30	Frequently	47	Frequently
		33	Occasionally	49	Occasionally	37	Occasionally
		41	Rarely/never	21	Rarely/never	16	Rarely/never
Football (Men)	65	38	Frequently	38	Frequently	66	Frequently
		34	Occasionally	42	Occasionally	28	Occasionally
		28	Rarely/never	20	Rarely/never	6	Rarely/never

Exhibit B-12
Community College Expenditures for Community Publicity

Sport	*n*	Mean Expenditures for Community Publicity	
		Total	Per Athlete
Softball (Women)	35	$58	$4
Baseball (Men)	38	$88	$3
Basketball (Women)	39	$92	$8
Basketball (Men)	38	$107	$8
Soccer (Women)	32	$55	$3
Soccer (Men)	25	$42	$2
Volleyball (Women)	37	$42	$3
Football (Men)	30	$224	$3

Exhibit B-13
Community College Campus and Event Publicity

Publicity Type	Mean Frequency		*t*
	Men's Teams	Women's Teams	
Community publicity (e.g., media contacts, advertisements)	1.87	1.81	–2.79**
Campus publicity (e.g., pep assemblies, yearbook, trophy cases, posters, campus newspaper)	2.07	2.05	–0.62
Publicity at/for events (e.g., game programs, rosters, schedules, news releases, videotaping)	2.36	2.30	–2.52*

Note. 1 = *rarely or never*, 2 = *occasionally*, 3 = *frequently*. Data are from 91 community colleges.
*$p < .05$. **$p < .01$.

Exhibit B-14
Community College Conference Games and Preconference Competitions

Sport	*n*	Mean Number of Conference Games	Mean Number of Preconference Competitions
Softball (Women)	66	18	17
Baseball (Men)	77	25	14
Basketball (Women)	75	13	14
Basketball (Men)	76	13	15
Soccer (Women)	69	14	8
Soccer (Men)	55	15	6
Volleyball (Women)	71	13	9
Football (Men)	64	6	4

Exhibit B-15
Percent of Community Colleges With Game and Practice Times by Team

Sport	Game Times				Practice Times			
Baseball (Men)	11	Mon	1	Morning	99	Mon	0	Morning
	89	Tue	99	Afternoon	76	Tue	99	Afternoon
	11	Wed	4	Evening	99	Wed	2	Evening
	88	Thur			76	Thur		
	25	Fri			96	Fri		
	93	Sat			14	Sat		
	4	Sun			0	Sun		
Basketball (Women)	14	Mon	0	Morning	99	Mon	3	Morning
	31	Tue	22	Afternoon	96	Tue	86	Afternoon
	77	Wed	90	Evening	86	Wed	14	Evening
	17	Thur			99	Thur		
	75	Fri			88	Fri		
	48	Sat			16	Sat		
	4	Sun			3	Sun		
Basketball (Men)	13	Mon	0	Morning	99	Mon	4	Morning
	31	Tue	20	Afternoon	96	Tue	87	Afternoon
	70	Wed	90	Evening	86	Wed	14	Evening
	21	Thur			97	Thur		
	71	Fri			88	Fri		
	53	Sat			19	Sat		
	4	Sun			3	Sun		
Football (Men)	0	Mon	0	Morning	98	Mon	0	Morning
	0	Tue	69	Afternoon	100	Tue	97	Afternoon
	0	Wed	67	Evening	100	Wed	6	Evening
	0	Thur			100	Thur		
	10	Fri			95	Fri		
	98	Sat			7	Sat		
	2	Sun			0	Sun		
Soccer (Women)	6	Mon	0	Morning	98	Mon	1	Morning
	89	Tue	99	Afternoon	72	Tue	99	Afternoon
	17	Wed	10	Evening	98	Wed	0	Evening
	18	Thur			91	Thur		
	94	Fri			77	Fri		
	11	Sat			6	Sat		
	0	Sun			0	Sun		
Soccer (Men)	12	Mon	0	Morning	94	Mon	2	Morning
	85	Tue	100	Afternoon	73	Tue	98	Afternoon
	25	Wed	12	Evening	94	Wed	0	Evening
	19	Thur			96	Thur		
	92	Fri			73	Fri		
	13	Sat			4	Sat		
	0	Sun			0	Sun		
Softball (Women)	21	Mon	3	Morning	98	Mon	0	Morning
	74	Tue	100	Afternoon	81	Tue	100	Afternoon
	34	Wed	4	Evening	95	Wed	0	Evening
	68	Thur			81	Thur		
	48	Fri			95	Fri		
	56	Sat			6	Sat		
	16	Sun			0	Sun		

exhibit continues

Exhibit B-15 (continued)

Sport	Game Times				Practice Times			
Volleyball (Women)	6	Mon	1	Morning	97	Mon	4	Morning
	20	Tue	21	Afternoon	95	Tue	70	Afternoon
	91	Wed	85	Evening	82	Wed	25	Evening
	9	Thur			97	Thur		
	95	Fri			76	Fri		
	25	Sat			8	Sat		
	5	Sun			0	Sun		

n = 91.

Exhibit B-16
Community College Locker Room Facilities

Sport	*n*	Quality		Availability	
		Percent		Percent	
Softball (Women)	72	29	Very good	56	Very good
		47	Adequate	36	Adequate
		24	Inadequate	9	Inadequate
Baseball (Men)	79	28	Very good	51	Very good
		48	Adequate	37	Adequate
		24	Inadequate	12	Inadequate
Basketball (Women)	79	33	Very good	59	Very good
		47	Adequate	32	Adequate
		20	Inadequate	9	Inadequate
Basketball (Men)	79	28	Very good	58	Very good
		51	Adequate	34	Adequate
		22	Inadequate	8	Inadequate
Soccer (Women)	69	28	Very good	50	Very good
		46	Adequate	34	Adequate
		26	Inadequate	16	Inadequate
Soccer (Men)	53	15	Very good	39	Very good
		55	Adequate	43	Adequate
		30	Inadequate	18	Inadequate
Volleyball (Women)	74	32	Very good	59	Very good
		43	Adequate	28	Adequate
		24	Inadequate	12	Inadequate
Football (Men)	67	19	Very good	51	Very good
		66	Adequate	48	Adequate
		15	Inadequate	1	Inadequate

Exhibit B-17
Community College Practice and Competition Facilities

		Practice Facilities				Competition Facilities			
		Quality		Availability		Quality		Availability	
Sport	***n***	**Percent**		**Percent**		**Percent**		**Percent**	
Softball (Women)	71	56	Very good	75	Very good	54	Very good	69	Very good
		36	Adequate	21	Adequate	37	Adequate	29	Adequate
		8	Inadequate	4	Inadequate	10	Inadequate	3	Inadequate
Baseball (Men)	81	64	Very good	74	Very good	59	Very good	78	Very good
		28	Adequate	17	Adequate	32	Adequate	19	Adequate
		11	Inadequate	9	Inadequate	9	Inadequate	4	Inadequate
Basketball (Women)	79	65	Very good	75	Very good	67	Very good	81	Very good
		33	Adequate	24	Adequate	29	Adequate	19	Adequate
		3	Inadequate	1	Inadequate	4	Inadequate	0	Inadequate
Basketball (Men)	79	59	Very good	71	Very good	62	Very good	81	Very good
		36	Adequate	28	Adequate	32	Adequate	16	Adequate
		5	Inadequate	1	Inadequate	6	Inadequate	3	Inadequate
Soccer (Women)	71	48	Very good	66	Very good	46	Very good	70	Very good
		45	Adequate	25	Adequate	45	Adequate	26	Adequate
		7	Inadequate	8	Inadequate	8	Inadequate	4	Inadequate
Soccer (Men)	56	51	Very good	68	Very good	52	Very good	67	Very good
		44	Adequate	29	Adequate	43	Adequate	31	Adequate
		5	Inadequate	4	Inadequate	5	Inadequate	2	Inadequate
Volleyball (Women)	73	65	Very good	75	Very good	67	Very good	82	Very good
		29	Adequate	25	Adequate	25	Adequate	18	Adequate
		5	Inadequate	0	Inadequate	8	Inadequate	0	Inadequate
Football (Men)	65	29	Very good	63	Very good	45	Very good	69	Very good
		47	Adequate	30	Adequate	43	Adequate	28	Adequate
		24	Inadequate	7	Inadequate	12	Inadequate	3	Inadequate

Exhibit B-18
Community College Facility Quality and Availability

	Mean Rating		
	Men's Teams	**Women's Teams**	***t***
Locker rooms			
Quality	2.05	2.07	0.34
Availability	2.42	2.44	0.43
Practice facilities			
Quality	2.43	2.54	3.22**
Availability	2.67	2.70	1.13
Competitive Facilities			
Quality	2.49	2.52	0.88
Availability	2.74	2.75	0.27

Note. 1 = *inadequate*, 2 = *adequate*, 3 = *very good*.
**$p < .01$.

Exhibit B-19
Community College Trainers and Medical Personnel

		Trainers				Medical Personnel	
		Quality		Availability		Availability	
Sport	***n***	**Percent**		**Percent**		**Percent**	
Softball (Women)	73	70	Very good	63	Very good	10	Not applicable
		29	Adequate	34	Adequate	49	Very good
		1	Inadequate	3	Inadequate	41	Adequate
						0	Inadequate
Baseball (Men)	83	70	Very good	59	Very good	8	Not applicable
		27	Adequate	34	Adequate	49	Very good
		4	Inadequate	7	Inadequate	37	Adequate
						5	Inadequate
Basketball (Women)	80	71	Very good	62	Very good	10	Not applicable
		26	Adequate	34	Adequate	53	Very good
		3	Inadequate	4	Inadequate	33	Adequate
						5	Inadequate
Basketball (Men)	81	72	Very good	65	Very good	10	Not applicable
		26	Adequate	32	Adequate	56	Very good
		2	Inadequate	2	Inadequate	31	Adequate
						4	Inadequate
Soccer (Women)	72	68	Very good	61	Very good	6	Not applicable
		28	Adequate	34	Adequate	53	Very good
		4	Inadequate	6	Inadequate	36	Adequate
						6	Inadequate
Soccer (Men)	57	67	Very good	57	Very good	2	Not applicable
		28	Adequate	38	Adequate	49	Very good
		5	Inadequate	5	Inadequate	40	Adequate
						9	Inadequate
Volleyball (Women)	77	72	Very good	62	Very good	9	Not applicable
		25	Adequate	35	Adequate	55	Very good
		3	Inadequate	3	Inadequate	32	Adequate
						4	Inadequate
Football (Men)	68	69	Very good	63	Very good	4	Not applicable
		29	Adequate	32	Adequate	62	Very good
		1	Inadequate	4	Inadequate	32	Adequate
						1	Inadequate

Exhibit B-20
Community College Weight Room Scheduling

Sport	n	In Season Percent		Off Season Percent	
Softball (Women)	73	0	Not applicable	0	Not applicable
		59	Very good	56	Very good
		34	Adequate	34	Adequate
		7	Inadequate	10	Inadequate
Baseball (Men)	83	2	Not applicable	2	Not applicable
		61	Very good	57	Very good
		30	Adequate	31	Adequate
		6	Inadequate	10	Inadequate
Basketball (Women)	80	3	Not applicable	4	Not applicable
		64	Very good	60	Very good
		29	Adequate	29	Adequate
		5	Inadequate	8	Inadequate
Basketball (Men)	81	2	Not applicable	2	Not applicable
		60	Very good	58	Very good
		32	Adequate	32	Adequate
		5	Inadequate	7	Inadequate
Soccer (Women)	72	4	Not applicable	7	Not applicable
		53	Very good	47	Very good
		35	Adequate	36	Adequate
		8	Inadequate	10	Inadequate
Soccer (Men)	57	2	Not applicable	4	Not applicable
		46	Very good	47	Very good
		44	Adequate	40	Adequate
		9	Inadequate	9	Inadequate
Volleyball (Women)	77	3	Not applicable	3	Not applicable
		58	Very good	57	Very good
		35	Adequate	32	Adequate
		4	Inadequate	8	Inadequate
Football (Men)	68	1	Not applicable	1	Not applicable
		54	Very good	53	Very good
		38	Adequate	40	Adequate
		6	Inadequate	6	Inadequate

Exhibit B-21
Community College Support Services

Sport	*n*	Tutoring for Athletes Percent		Coaches' Office Space Percent		Facilities Maintenance Percent	
Softball (Women)	74	18	Not applicable	0	Not applicable	1	Not applicable
		36	Very good	27	Very good	34	Very good
		42	Adequate	59	Adequate	46	Adequate
		4	Inadequate	14	Inadequate	19	Inadequate
Baseball (Men)	83	13	Not applicable	0	Not applicable	1	Not applicable
		36	Very good	29	Very good	23	Very good
		45	Adequate	54	Adequate	54	Adequate
		6	Inadequate	17	Inadequate	22	Inadequate
Basketball (Women)	80	15	Not applicable	0	Not applicable	1	Not applicable
		38	Very good	29	Very good	34	Very good
		43	Adequate	60	Adequate	55	Adequate
		5	Inadequate	11	Inadequate	10	Inadequate
Basketball (Men)	81	14	Not applicable	0	Not applicable	1	Not applicable
		38	Very good	31	Very good	36	Very good
		42	Adequate	56	Adequate	52	Adequate
		6	Inadequate	14	Inadequate	11	Inadequate
Soccer (Women)	73	12	Not applicable	7	Not applicable	0	Not applicable
		32	Very good	25	Very good	32	Very good
		51	Adequate	52	Adequate	52	Adequate
		5	Inadequate	16	Inadequate	16	Inadequate
Soccer (Men)	57	18	Not applicable	4	Not applicable	4	Not applicable
		26	Very good	16	Very good	26	Very good
		49	Adequate	56	Adequate	54	Adequate
		7	Inadequate	25	Inadequate	16	Inadequate
Volleyball (Women)	77	13	Not applicable	0	Not applicable	1	Not applicable
		36	Very good	31	Very good	40	Very good
		43	Adequate	56	Adequate	48	Adequate
		8	Inadequate	13	Inadequate	10	Inadequate
Football (Men)	67	13	Not applicable	0	Not applicable	1	Not applicable
		40	Very good	31	Very good	30	Very good
		43	Adequate	55	Adequate	48	Adequate
		3	Inadequate	13	Inadequate	21	Inadequate

Exhibit B-22
Community College Student GPAs by Gender

Gender	*n*	Mean GPA	
		Athletes	All students
Men	38	2.61	2.55
Women	43	2.76	2.69

Exhibit B-23
Community College Booster Club Contributions

Sport	*n*	Mean Booster Club Financial Support	
		Total	Per Athlete
Softball (Women)	18	$3,725	$272
Baseball (Men)	22	$7,110	$255
Basketball (Women)	20	$4,242	$321
Basketball (Men)	19	$3,806	$295
Soccer (Women)	16	$1,055	$62
Soccer (Men)	14	$875	$35
Volleyball (Women)	18	$2,320	$181
Football (Men)	20	$6,222	$96

Appendix C
University Data Tables

Exhibit C-1
University Gender Equity Training Participation

Topic	Percent of Schools With Individuals Attending					
	Full-Time Coaches	Part-Time Coaches	Admin-istrators	Teachers/ Staff	Students	At Least One Group
Title IX and athletics	29	14	46	18	21	44
Sexual harassment	50	39	54	36	29	53
Nondiscrimination	43	25	43	25	18	40
Other	18	4	11	11	11	17

Note. Data are from 28 universities.

Exhibit C-2
University Student GPAs by Gender

Gender	*n*	Mean GPA	
		Athletes	All students
Men	15	2.65	2.81
Women	15	2.83	2.91

Exhibit C-3
University Graduation Rates by Gender

Gender	*n*	Mean Graduation Rate	
		Athletes	All students
Men	12	42%	43%
Women	13	60%	55%

Exhibit C-4
University Publicity and Promotion

		Community Publicity		Campus Publicity		Publicity at/for Events	
Sport	***n***	**Percent**		**Percent**		**Percent**	
Softball (Women)	21	25	Frequently	38	Frequently	76	Frequently
		60	Occasionally	57	Occasionally	24	Occasionally
		15	Rarely/never	5	Rarely/never	0	Rarely/never
Baseball (Men)	22	29	Frequently	36	Frequently	77	Frequently
		71	Occasionally	59	Occasionally	23	Occasionally
		0	Rarely/never	5	Rarely/never	0	Rarely/never
Basketball (Women)	26	50	Frequently	54	Frequently	85	Frequently
		50	Occasionally	42	Occasionally	15	Occasionally
		0	Rarely/never	4	Rarely/never	0	Rarely/never
Basketball (Men)	27	54	Frequently	59	Frequently	85	Frequently
		42	Occasionally	37	Occasionally	15	Occasionally
		4	Rarely/never	4	Rarely/never	0	Rarely/never
Soccer (Women)	26	21	Frequently	35	Frequently	73	Frequently
		63	Occasionally	62	Occasionally	27	Occasionally
		17	Rarely/never	4	Rarely/never	0	Rarely/never
Soccer (Men)	26	13	Frequently	35	Frequently	69	Frequently
		75	Occasionally	62	Occasionally	31	Occasionally
		13	Rarely/never	4	Rarely/never	0	Rarely/never
Volleyball (Women)	27	28	Frequently	44	Frequently	74	Frequently
		64	Occasionally	52	Occasionally	26	Occasionally
		8	Rarely/never	4	Rarely/never	0	Rarely/never
Football (Men)	8	56	Frequently	63	Frequently	88	Frequently
		33	Occasionally	38	Occasionally	13	Occasionally
		11	Rarely/never	0	Rarely/never	0	Rarely/never

Exhibit C-5
University Athletics Participation by Ethnicity, Gender, and Sport

Sport	American Indian		Asian/Pacific Islander		African American		Hispanic		White (non-Hispanic)		Mixed/Other	
	M	W	M	W	M	W	M	W	M	W	M	W
Baseball	6	0	22	0	33	0	124	0	521	0	64	0
Basketball	1	2	15	25	191	94	14	30	136	181	34	41
Cross country	0	3	11	13	9	35	67	84	159	271	28	30
Football	4	0	42	0	278	0	43	0	401	0	29	0
Golf	3	0	17	24	4	1	8	4	145	80	17	6
Soccer	4	1	28	36	30	14	145	96	352	456	50	47
Softball	0	1	0	19	0	15	0	69	0	252	0	39
Swimming	0	2	25	28	4	1	14	18	130	274	17	22
Tennis	0	2	21	39	2	5	9	6	81	111	35	34
Track & field	5	6	30	44	161	184	103	100	301	392	65	74
Volleyball	2	1	4	20	3	21	11	17	108	278	14	30
Water polo	1	1	4	10	2	4	6	21	109	218	19	19
Wrestling	2	0	12	0	8	0	50	0	89	0	6	0
Gymnastics	0	0	0	11	0	6	0	3	0	71	0	5
Lacrosse	0	0	0	5	0	0	0	0	0	15	0	2
Field hockey	0	0	0	1	0	0	0	2	0	4	0	0
Rowing	1	7	12	26	0	4	5	28	63	293	17	46
Fencing	0	0	6	6	0	1	0	2	10	11	1	1
Surfing	1	0	15	19	82	115	42	44	109	175	18	18
Equestrian	0	1	0	0	0	1	0	2	0	79	0	13
Sailing	0	0	0	0	0	0	0	1	8	5	1	1
Total	**29**	**26**	**249**	**307**	**725**	**385**	**599**	**480**	**2,605**	**2,907**	**396**	**396**

n = 26.

Exhibit C-6
University Athletics Participation by Gender and Race/Ethnicity

Race/Ethnicity	Men		Women		All Athletes	
	Number	Percent	Number	Percent	Number	Percent
American Indian	30	1	27	1	57	1
Asian/Pacific Islander	264	5	326	7	590	6
African American	807	17	501	10	1,308	13
Hispanic	641	13	527	11	1,168	12
White (non-Hispanic)	2,722	56	3,166	64	5,888	60
Mixed/Other	415	9	428	9	843	9
Total	4,879	100	4,975	100	9,854	100

Note. $n = 26$.

Exhibit C-7
University Conference Games and Preconference Competitions

Sport	*n*	Mean Number of Games	
		Conference	Preconference
Softball (Women)	21	25	28
Baseball (Men)	21	30	25
Basketball (Women)	25	19	9
Basketball (Men)	25	19	8
Soccer (Women)	25	10	8
Soccer (Men)	24	11	8
Volleyball (Women)	25	18	10
Football (Men)	8	5	7

Exhibit C-8
Percent of Universities With Game and Practice Times by Team

Sport	Game Times				Practice Times			
Baseball (Men)	17	Mon	5	Morning	95	Mon	0	Morning
	67	Tue	90	Afternoon	95	Tue	100	Afternoon
	33	Wed	62	Evening	100	Wed	0	Evening
	50	Thur			95	Thur		
	100	Fri			90	Fri		
	94	Sat			50	Sat		
	89	Sun			0	Sun		
Basketball (Women)	17	Mon	0	Morning	96	Mon	4	Morning
	30	Tue	21	Afternoon	100	Tue	96	Afternoon
	26	Wed	96	Evening	100	Wed	16	Evening
	48	Thur			92	Thur		
	87	Fri			92	Fri		
	100	Sat			50	Sat		
	26	Sun			4	Sun		
Basketball (Men)	21	Mon	0	Morning	100	Mon	15	Morning
	25	Tue	28	Afternoon	100	Tue	85	Afternoon
	25	Wed	96	Evening	100	Wed	23	Evening
	42	Thur			92	Thur		
	79	Fri			92	Fri		
	100	Sat			46	Sat		
	17	Sun			0	Sun		
Football (Men)	0	Mon	0	Morning	50	Mon	13	Morning
	0	Tue	86	Afternoon	100	Tue	88	Afternoon
	0	Wed	86	Evening	100	Wed	0	Evening
	14	Thur			100	Thur		
	0	Fri			75	Fri		
	100	Sat			13	Sat		
	0	Sun			13	Sun		
Soccer (Women)	13	Mon	0	Morning	96	Mon	21	Morning
	22	Tue	87	Afternoon	100	Tue	88	Afternoon
	35	Wed	57	Evening	96	Wed	0	Evening
	35	Thur			96	Thur		
	87	Fri			96	Fri		
	61	Sat			42	Sat		
	96	Sun			0	Sun		
Soccer (Men)	17	Mon	4	Morning	92	Mon	28	Morning
	29	Tue	83	Afternoon	100	Tue	84	Afternoon
	46	Wed	57	Evening	96	Wed	0	Evening
	33	Thur			96	Thur		
	83	Fri			92	Fri		
	71	Sat			52	Sat		
	88	Sun			4	Sun		

exhibit continues

Exhibit C-8 (continued)

Sport	Game Times				Practice Times			
Softball (Women)	22	Mon	6	Morning	89	Mon	5	Morning
	33	Tue	100	Afternoon	100	Tue	100	Afternoon
	44	Wed	28	Evening	100	Wed	0	Evening
	39	Thur			95	Thur		
	89	Fri			89	Fri		
	100	Sat			47	Sat		
	72	Sun			5	Sun		
Volleyball (Women)	8	Mon	4	Morning	92	Mon	12	Morning
	29	Tue	13	Afternoon	96	Tue	92	Afternoon
	25	Wed	100	Evening	100	Wed	12	Evening
	42	Thur			100	Thur		
	96	Fri			96	Fri		
	100	Sat			32	Sat		
	8	Sun			0	Sun		

n = 28.

Exhibit C-9
University Locker Room Facilities

		Quality		Availability	
Sport	***n***	**Percent**		**Percent**	
Softball (Women)	19	42	Very good	53	Very good
		26	Adequate	32	Adequate
		32	Inadequate	16	Inadequate
Baseball (Men)	20	25	Very good	55	Very good
		45	Adequate	30	Adequate
		30	Inadequate	15	Inadequate
Basketball (Women)	25	40	Very good	60	Very good
		32	Adequate	36	Adequate
		28	Inadequate	4	Inadequate
Basketball (Men)	25	36	Very good	60	Very good
		48	Adequate	36	Adequate
		16	Inadequate	4	Inadequate
Soccer (Women)	24	29	Very good	46	Very good
		33	Adequate	21	Adequate
		38	Inadequate	33	Inadequate
Soccer (Men)	24	17	Very good	38	Very good
		46	Adequate	33	Adequate
		38	Inadequate	29	Inadequate
Volleyball (Women)	24	29	Very good	46	Very good
		46	Adequate	46	Adequate
		25	Inadequate	8	Inadequate
Football (Men)	8	38	Very good	75	Very good
		13	Adequate	13	Adequate
		50	Inadequate	13	Inadequate

Exhibit C-10
University Practice and Competition Facilities

		Practice Facilities				Competition Facilities			
		Quality		Availability		Quality		Availability	
Sport	***n***	**Percent**		**Percent**		**Percent**		**Percent**	
Softball (Women)	19	67	Very good	76	Very good	63	Very good	75	Very good
		29	Adequate	19	Adequate	32	Adequate	25	Adequate
		5	Inadequate	5	Inadequate	5	Inadequate	0	Inadequate
Baseball (Men)	21	73	Very good	82	Very good	71	Very good	81	Very good
		27	Adequate	18	Adequate	29	Adequate	19	Adequate
		0	Inadequate	0	Inadequate	0	Inadequate	0	Inadequate
Basketball (Women)	25	58	Very good	46	Very good	56	Very good	64	Very good
		35	Adequate	46	Adequate	40	Adequate	32	Adequate
		8	Inadequate	8	Inadequate	4	Inadequate	4	Inadequate
Basketball (Men)	25	54	Very good	46	Very good	56	Very good	60	Very good
		35	Adequate	46	Adequate	36	Adequate	36	Adequate
		12	Inadequate	8	Inadequate	8	Inadequate	4	Inadequate
Soccer (Women)	25	38	Very good	52	Very good	48	Very good	60	Very good
		62	Adequate	44	Adequate	44	Adequate	32	Adequate
		0	Inadequate	4	Inadequate	8	Inadequate	8	Inadequate
Soccer (Men)	25	38	Very good	54	Very good	48	Very good	56	Very good
		62	Adequate	42	Adequate	44	Adequate	36	Adequate
		0	Inadequate	4	Inadequate	8	Inadequate	8	Inadequate
Volleyball (Women)	24	52	Very good	52	Very good	54	Very good	58	Very good
		44	Adequate	40	Adequate	46	Adequate	38	Adequate
		4	Inadequate	8	Inadequate	0	Inadequate	4	Inadequate
Football (Men)	8	63	Very good	75	Very good	75	Very good	75	Very good
		38	Adequate	25	Adequate	25	Adequate	25	Adequate
		0	Inadequate	0	Inadequate	0	Inadequate	0	Inadequate

Exhibit C-11
University Facility Quality and Availability

Facility	Mean Rating		*t*
	Men's Teams	Women's Teams	
Locker rooms			
Quality	1.91	2.00	1.16
Availability	2.30	2.32	0.37
Practice facilities			
Quality	2.53	2.49	-1.25
Availability	2.56	2.49	-2.45*
Competitive facilities			
Quality	2.55	2.50	-1.17
Availability	2.61	2.59	-0.59

Note. 1 = *inadequate*, 2 = *adequate*, 3 = *very good*.
*$p < .05$.

Exhibit C-12
University Trainers and Medical Personnel

		Trainers				Medical Personnel	
		Quality		Availability		Availability	
Sport	***n***	**Percent**		**Percent**		**Percent**	
Softball (Women)	20	70	Very good	55	Very good	40	Very good
		30	Adequate	30	Adequate	50	Adequate
		0	Inadequate	15	Inadequate	10	Inadequate
Baseball (Men)	21	71	Very good	62	Very good	33	Very good
		29	Adequate	29	Adequate	62	Adequate
		0	Inadequate	9	Inadequate	5	Inadequate
Basketball (Women)	25	76	Very good	68	Very good	44	Very good
		24	Adequate	28	Adequate	52	Adequate
		0	Inadequate	4	Inadequate	4	Inadequate
Basketball (Men)	25	80	Very good	68	Very good	44	Very good
		20	Adequate	28	Adequate	52	Adequate
		0	Inadequate	4	Inadequate	4	Inadequate
Soccer (Women)	25	72	Very good	71	Very good	40	Very good
		28	Adequate	25	Adequate	56	Adequate
		0	Inadequate	4	Inadequate	4	Inadequate
Soccer (Men)	25	68	Very good	60	Very good	36	Very good
		32	Adequate	36	Adequate	60	Adequate
		0	Inadequate	4	Inadequate	4	Inadequate
Volleyball (Women)	26	73	Very good	65	Very good	42	Very good
		27	Adequate	31	Adequate	54	Adequate
		0	Inadequate	4	Inadequate	4	Inadequate
Football (Men)	7	71	Very good	100	Very good	71	Very good
		29	Adequate	0	Adequate	29	Adequate
		0	Inadequate	0	Inadequate	0	Inadequate

Exhibit C-13
University Weight Room Scheduling

Sport	*n*	In Season Percent		Off Season Percent	
Softball (Women)	20			10	Not applicable
				25	Very good
				60	Adequate
				5	Inadequate
Baseball (Men)	21	5	Not applicable	15	Not applicable
		24	Very good	20	Very good
		62	Adequate	60	Adequate
		10	Inadequate	5	Inadequate
Basketball (Women)	25	12	Not applicable	10	Not applicable
		24	Very good	29	Very good
		56	Adequate	52	Adequate
		8	Inadequate	10	Inadequate
Basketball (Men)	26	8	Not applicable	12	Not applicable
		27	Very good	20	Very good
		58	Adequate	60	Adequate
		8	Inadequate	8	Inadequate
Soccer (Women)	25	8	Not applicable	12	Not applicable
		24	Very good	23	Very good
		60	Adequate	58	Adequate
		8	Inadequate	8	Inadequate
Soccer (Men)	25	8	Not applicable	12	Not applicable
		24	Very good	20	Very good
		60	Adequate	60	Adequate
		8	Inadequate	8	Inadequate
Volleyball (Women)	26	12	Not applicable	12	Not applicable
		27	Very good	24	Very good
		54	Adequate	56	Adequate
		8	Inadequate	8	Inadequate
Football (Men)	7	14	Not applicable	12	Not applicable
		43	Very good	27	Very good
		43	Adequate	54	Adequate
		0	Inadequate	8	Inadequate

Exhibit C-14
University Support Services

Sport	*n*	Tutoring for Athletes Percent		Coaches' Office Space Percent		Facilities Maintenance Percent	
Softball (Women)	21	14	Not applicable	0	Not applicable	0	Not applicable
		38	Very good	43	Very good	19	Very good
		38	Adequate	43	Adequate	76	Adequate
		10	Inadequate	14	Inadequate	5	Inadequate
Baseball (Men)	22	9	Not applicable	0	Not applicable	0	Not applicable
		50	Very good	27	Very good	32	Very good
		36	Adequate	50	Adequate	59	Adequate
		5	Inadequate	23	Inadequate	9	Inadequate
Basketball (Women)	26	15	Not applicable	0	Not applicable	0	Not applicable
		42	Very good	31	Very good	38	Very good
		35	Adequate	50	Adequate	50	Adequate
		8	Inadequate	19	Inadequate	12	Inadequate
Basketball (Men)	27	15	Not applicable	0	Not applicable	0	Not applicable
		41	Very good	37	Very good	37	Very good
		37	Adequate	37	Adequate	52	Adequate
		7	Inadequate	26	Inadequate	11	Inadequate
Soccer (Women)	26	15	Not applicable	4	Not applicable	4	Not applicable
		38	Very good	15	Very good	31	Very good
		42	Adequate	50	Adequate	50	Adequate
		4	Inadequate	31	Inadequate	15	Inadequate
Soccer (Men)	26	15	Not applicable	4	Not applicable	4	Not applicable
		38	Very good	12	Very good	27	Very good
		38	Adequate	50	Adequate	54	Adequate
		8	Inadequate	35	Inadequate	15	Inadequate
Volleyball (Women)	27	15	Not applicable	0	Not applicable	0	Not applicable
		41	Very good	19	Very good	33	Very good
		37	Adequate	52	Adequate	56	Adequate
		7	Inadequate	30	Inadequate	11	Inadequate
Football (Men)	8	13	Not applicable	0	Not applicable	0	Not applicable
		38	Very good	50	Very good	25	Very good
		38	Adequate	25	Adequate	75	Adequate
		13	Inadequate	25	Inadequate	0	Inadequate

Exhibit C-15
University Booster Club Contributions

		Mean Booster Club Financial Support	
Sport	***n***	**Total**	**Per Athlete**
Softball (Women)	14	$13,328	$727
Baseball (Men)	15	$36,962	$973
Basketball (Women)	18	$13,736	$953
Basketball (Men)	16	$38,646	$2,500
Soccer (Women)	17	$6,519	$267
Soccer (Men)	15	$8,454	$309
Volleyball (Women)	17	$11,253	$772
Football (Men)	5	$106,247	$1,234

Appendix D
Data Collection Instruments

Title IX High School Athletics Survey 1
Title IX Community College Athletics Survey 15
Title IX University Athletics Survey 29
Athletic Director/Campus Administrator Fall 2003 Interview 39
Coaches Fall 2003 Interview 47
Athletes Fall 2003 Interview 53

(School Name Label)

Title IX High School Athletics Survey
2002–03 School Year

Name of Person Completing Survey: _____

Position: _____ Date: _____

Phone: _____ E-mail: _____

Name of Title IX Compliance Officer for this school: _____

In response to recent legislation (AB 2295), the California Department of Education (CDE) and the California Postsecondary Education Commission (CPEC) have contracted with RMC Research Corporation to study compliance with Title IX gender equity requirements in high school and postsecondary athletics programs. The study involves examining data from existing sources (such as CIF), surveys to a sample of public high schools in California, surveys to all public community colleges and universities, and site visits to a sample of 9 high schools and 9 colleges and universities in California.

Your school was randomly selected to participate in the survey portion of this study. Due to the short timelines for completion of the study, we need to have this survey **returned to RMC Research by September 30, 2003**. If you have any questions about the survey, please contact Bonnie Faddis at (800) 788-1887 or bonnie_faddis@rmccorp.com.

Please be assured that your responses are **confidential** and will not be reported to CDE or any other agency or associated with your school name in any reports.

For your convenience, you may:

- Mail this copy using the enclosed envelope to Bonnie Faddis, RMC Research, 522 SW Fifth Avenue, Suite 1407, Portland, OR 97204 or
- Fax to Bonnie Faddis at (503) 223-8399 or
- Request an electronic copy of the survey and return it via e-mail.

PLEASE USE 2002–03 SCHOOL YEAR DATA FOR YOUR RESPONSES

I. Participation in Athletic Opportunities

Please indicate the number of boys and girls who participated in each sport at the varsity, junior varsity (or frosh/soph), and freshman levels. Do not include participants in club or intramural sports activities. Also indicate the number of participants by race/ethnicity, and the playing season for each sport.

Sport	No. of Teams at Each Level of Competition			Number of Participants by Gender		Number of Participants by Race/Ethnicity								Season Offered
	V	JV or F/S	F	Gender	#	Amer. Indian	Asian	Pacific Islander	Filipino	African American	Hispanic	White non-Hispanic	Other	Enter F, W, S
Badminton				Girls										
				Boys										
Baseball				Girls										
				Boys										
Basketball				Girls										
				Boys										
Cross Country				Girls										
				Boys										
Football				Girls										
				Boys										
Golf				Girls										
				Boys										
Soccer				Girls										
				Boys										
Softball				Girls										
				Boys										
Swimming				Girls										
				Boys										
Tennis				Girls										
				Boys										
Track & Field				Girls										
				Boys										
Volleyball				Girls										
				Boys										
Water Polo				Girls										
				Boys										
Wrestling				Girls										
				Boys										

Levels of Competition: *V = Varsity; JV = Jr. Varsity; F/S = Frosh/Soph; F = Freshman* ***Season:*** *F = Fall; W = Winter; S = Spring*

PLEASE USE 2002–03 SCHOOL YEAR DATA FOR YOUR RESPONSES

Additional Varsity, JV, or Freshman Sports Offered at Your School That Are Not Listed Above

(e.g., field hockey, gymnastics, lacrosse, skiing, bowling, etc.)

Sport	No. of Teams at Each Level of Competition			Number of Participants by Gender		Number of Participants by Race/Ethnicity								Season Offered
	V	JV or F/S	F	Gender	#	Amer. Indian	Asian	Pacific Islander	Filipino	African American	Hispanic	White non-Hispanic	Other	Enter F, W, S
				Girls										
				Boys										
				Girls										
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				Boys										

Levels of Competition: *V = Varsity; JV = Jr. Varsity; F/S = Frosh/Soph; F = Freshman* ***Season:*** *F = Fall; W = Winter; S = Spring*

II. Student Interest

1. How frequently do you conduct student athletic interest surveys? (Bubble one)

①	②	③	④	⑤
Not sure	Rarely or Never	Every 4 or 5 years	Every 2 or 3 years	Every year

2. What was the date of your most recent student athletic interest survey? _____

3. Please list any teams that were added or deleted in the **last 5 years** (attach additional paper if necessary):

Year	Team/Sport	Gender	Added or Deleted?
		❑ Boys ❑ Girls	❑ Added ❑ Deleted
		❑ Boys ❑ Girls	❑ Added ❑ Deleted
		❑ Boys ❑ Girls	❑ Added ❑ Deleted

4. Please describe any other changes/improvements that have been made in the athletic program in the last 5 years (e.g., participation, facilities, staffing, etc.).

5. Title IX requires that schools demonstrate gender equity in athletics participation in 1 of 3 ways (known as the 3-prong test). Please check the method that your school uses:

   ❑ Boys and girls participate in interscholastic athletics in numbers proportionate to their enrollment in school
   ❑ One gender is underrepresented in interscholastic athletics but the school has expanded programs within the last 2 years to accommodate their interests
   ❑ One gender is underrepresented in interscholastic athletics but the school can demonstrate that the interests and abilities of that gender have been accommodated by the present program (documented via a student athletic interest survey)

   ❑ We have not reviewed or addressed this issue in the last 5 years

6. Has your school ever been cited in a CDE Coordinated Compliance Review for noncompliance with athletic equity requirements?

   ❑ No ❑ Yes (Give year): _____ ❑ Don't know

Comments:

III. Equipment, Uniforms, Supplies

1. For each of the sports listed below, please check the equipment, uniforms, and supplies provided for each **Varsity level** team, regardless of provider (district, ASB, booster club).

Varsity Team	Equipment/Uniforms Provided to Athletes by District, ASB, or Booster Club	Equipment/Uniforms Purchased by Athletes	Overall Quality, Amount, Suitability of Equipment and Uniforms[a]	Expenditure For Equipment/Uniforms in 2002–03 (from all sources[b])
Baseball-Boys	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Basketball-Girls	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Basketball-Boys	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Football-Boys	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Soccer-Girls	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Soccer-Boys	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Softball-Girls	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Volleyball-Girls	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$

[a] *For quality, amount, and suitability, consider the age, condition, whether it is regulation, and whether there is a sufficient amount of equipment, uniforms, and supplies for all members of the team.*
[b] *Include district, ASB, and booster club funds.*

Comments:

IV. Scheduling of Games and Practices

1. For each of the sports listed below, please indicate the scheduling of games and practice times for each **Varsity level** team.

Varsity Team	Number of League Games	Number of Pre-Season Competitions	Days of Week and Times for Games	Days of Week and Times that *Majority* of Practices Occur
Baseball-Boys			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Basketball-Girls			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Basketball-Boys			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Football-Boys			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Soccer-Girls			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Soccer-Boys			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Softball-Girls			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening
Volleyball-Girls			Days (Circle): M T W T F S ❑ Afternoon/After school ❑ Evening	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening

2. Do you rotate games and practice times to provide equitable access for all teams to desirable times and facilities? ❑ Yes ❑ No

Comments:

V. Travel and Related Expenses

1. For each of the sports listed below, please indicate the travel policies and expenses for each **Varsity level** team.

Varsity Team	Mode of Transportation for Away Games	Housing Furnished During Travel	Persons Who Travel With Team to Away Games	Expenditure for Travel in 2002–03 (from all sources*)
Baseball-Boys	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Basketball-Girls	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Basketball-Boys	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Football-Boys	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Soccer-Girls	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Soccer-Boys	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Softball-Girls	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$
Volleyball-Girls	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	❑ Coaches ❑ Trainer ❑ Band ❑ Cheerleaders ❑ Other:	$

**Note*: Include district, ASB, and booster club funds.

Comments:

VI. Coaches and Compensation

1. For each of the sports listed below, please list the coaching positions, number of coaches, their qualifications, and their compensation for each **Varsity level** team.

Varsity Team	List of Positions and Number of Coaches	Years of Coaching Experience for Each Coach Listed	Type of Employee: 1 = Full time teacher or staff 2 = Walk-on coach	Stipend for Each Coach Listed
Baseball-Boys	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Basketball-Girls	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Basketball-Boys	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Football-Boys	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____

PLEASE USE 2002–03 SCHOOL YEAR DATA FOR YOUR RESPONSES

Varsity Team	List of Positions and Number of Coaches	Years of Coaching Experience for Each Coach Listed	Type of Employee: 1 = Full time teacher or staff 2 = Walk-on coach	Stipend for Each Coach Listed
Soccer-Girls	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Soccer-Boys	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Softball-Girls	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Volleyball-Girls	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____

Comments:

VII. Locker Rooms, Practice, and Competitive Facilities

1. For each of the sports listed below, please rate the *quality* and *availability* of the facilities for each **Varsity level** team.

Varsity Team	Locker Room Facilities		Practice Facilities		Competition Facilities	
	Quality	Availability	Quality	Availability	Quality	Availability
Baseball-Boys	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Girls	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Boys	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Football-Boys	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Girls	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Boys	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Softball-Girls	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Volleyball-Girls	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate

Note: *Consider location, quality, age, seating capacity, scoreboards, lighting, cleanliness, exclusive use, and any special features of facilities*

2. Does the school have comparable (location, size, privacy) **team rooms** for boys' and girls' sports?

❑ Yes ❑ No ❑ Not sure ❑ No team rooms for either gender

Comments:

VIII. Medical and Training Facilities and Services

1. For each of the sports listed below, please rate the medical and training services for each **Varsity level** team. If the personnel or facilities do not exist for a team, check *not applicable*.

Varsity Team	Trainers		Schedule for Weight Room or Conditioning Facilities	Availability of Medical Personnel
	Quality	Availability		
Baseball-Boys	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Basketball-Girls	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Basketball-Boys	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Football-Boys	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Soccer-Girls	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Soccer-Boys	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Softball-Girls	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate
Volleyball-Girls	❑ Not applicable		❑ Not applicable	❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	Days (Circle): M T W T F S ❑ Morning/Before school ❑ Afternoon/After school ❑ Evening	① Very good ② Adequate ③ Inadequate

Comments:

IX. Publicity and Promotion

1. For each of the sports listed below, please indicate the frequency of publicity and promotional activities for each **Varsity level** team.

Varsity Team	Campus Publicity (e.g., pep assemblies, yearbook, trophy cases, posters, newspaper)	Publicity at/for Events (e.g., game programs, rosters, schedules, news releases, videotaping, etc.)	Athlete Awards (Include all sources of funds: district, ASB, booster clubs, donations)
Baseball-Boys	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Basketball-Girls	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Basketball-Boys	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Football-Boys	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Soccer-Girls	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Soccer-Boys	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Softball-Girls	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____
Volleyball-Girls	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never	Total spent: $ _____ No. of athletes who received awards _____

Comments:

X. Support Services

1. For each of the sports listed below, please rate the support services available for each **Varsity level** team. If the personnel or facilities do not exist for a team, check *not applicable*.

Varsity Team	Office Space for Coaches	Facilities Maintenance	Booster Club Financial Support
Baseball-Boys	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Basketball-Girls	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Basketball-Boys	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Football-Boys	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Soccer-Girls	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Soccer-Boys	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Softball-Girls	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____
Volleyball-Girls	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	$ _____

Comments:

XI. Other

1. When did coaches, administrators, and other staff receive their most recent training in gender equity issues?

   ❑ Gender equity training has not been provided in the last 3 years

Topic	Date (MM/YY)	Duration (Minutes)	Participants (Check ✓ all that attended)			
			Certificated Coaches	Walk on Coaches	Administrators	Teachers/ Staff
Title IX and Athletics						
Sexual Harassment						
Non-Discrimination						
CIF Coaching Education Program						
Other:						

2. Please describe any strategies your school has used to achieve gender equity in athletics that you would consider to be "best practices."

THANK YOU FOR YOUR PARTICIPATION!

(School Name Label)

Title IX Community College Athletics Survey
2002–03 School Year

Name of Person Completing Survey: _____

Position: _____ Date: _____

Phone: _____ E-mail: _____

Name of Title IX Compliance Officer for this college: _____

In response to recent legislation (AB 2295), the California Postsecondary Education Commission (CPEC) and the California Department of Education (CDE) have contracted with RMC Research Corporation to study compliance with Title IX gender equity requirements in high school and postsecondary athletics programs. The study involves examining data from existing sources (such as COA), surveys to a sample of public high schools in California, surveys to all public community colleges and universities, and site visits to a sample of 9 high schools and 9 colleges and universities in California. The study findings will be used to make recommendations for legislative or policy actions.

Due to the short timelines for completion of the study, we need to have **this survey and a copy of your *Equity in Athletics Disclosure Act (EADA) Survey* returned to RMC Research by October 15, 2003**. If you have any questions about the survey, please contact Bonnie Faddis at (800) 788-1887 or bonnie_faddis@rmccorp.com.

Please be assured that your responses are **confidential** and will not be reported to any agency or associated with your college name in any reports.

For your convenience, you may:

- Mail this copy using the enclosed envelope to Bonnie Faddis, RMC Research, 522 SW Fifth Avenue, Suite 1407, Portland, OR 97204 or
- Fax to Bonnie Faddis at (503) 223-8399
- Request an electronic copy of the survey and return it via e-mail.

PLEASE USE 2002–03 SCHOOL YEAR DATA FOR YOUR RESPONSES

I. Participation in Athletic Opportunities

Using the charts on the following 2 pages, please indicate the number of men and women who participate in each intercollegiate sport. (Do not include participants in club or intramural sports activities). Also indicate the number of participants by race/ethnicity, and the season in which is sport is played.

Sport	Number of Participants by Gender		Number of Participants by Race/Ethnicity						Season Offered
	Gender	#	American Indian	Asian/ Pacific Islander	African American	Hispanic	White (non-Hispanic)	Mixed/ Other	Enter F or S
Badminton	Women								
Baseball	Men								
Basketball	Women								
	Men								
Cross Country	Women								
	Men								
Football	Men								
Golf	Women								
	Men								
Soccer	Women								
	Men								
Softball	Women								
Swimming	Women								
	Men								
Tennis	Women								
	Men								
Track & Field	Women								
	Men								
Volleyball	Women								
	Men								
Water Polo	Women								
	Men								
Wrestling	Men								

Season: *F = Fall; S = Spring*

Additional Intercollegiate Sports Offered at Your College That Are Not Listed Above:

(e.g., field hockey, gymnastics, crew, lacrosse, skiing, power lifting, Tai Kwon Do, bowling, etc.)

Sport	Number of Participants by Gender		Number of Participants by Race/Ethnicity						Season Offered
	Gender	#	American Indian	Asian/ Pacific Islander	African American	Hispanic	White (non-Hispanic)	Mixed/ Other	Enter F or S
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								
	Women								
	Men								

Season: *F = Fall; S = Spring*

II. Student Interest

1. How frequently do you conduct student athletic interest surveys? (Bubble one)

①	②	③	④	⑤
Not sure	Rarely or Never	Every 4 or 5 years	Every 2 or 3 years	Every year

2. What was the date of your most recent student athletic interest survey? _____

3. In the past 5 years did any club team place a request to become a varsity team that the college was unable to accommodate? ☐ Yes ☐ No

   If yes, which team(s)? _____

4. Please list any teams that were added or deleted in the **last 5 years** (attach additional paper if necessary):

Year	Team/Sport	Team	Added or Deleted?
		❑ Men's ❑ Women's	❑ Added ❑ Deleted
		❑ Men's ❑ Women's	❑ Added ❑ Deleted
		❑ Men's ❑ Women's	❑ Added ❑ Deleted

5. Title IX requires that schools demonstrate gender equity in athletics participation in 1 of 3 ways (known as the 3-prong test). Please check the method that your school uses:

   ❑ Men and women participate in interscholastic athletics in numbers proportionate to their enrollment in school
   ❑ One gender is underrepresented in interscholastic athletics but the school has expanded programs within the last 2 years to accommodate their interests
   ❑ One gender is underrepresented in interscholastic athletics but the school can demonstrate that the interests and abilities of that gender have been accommodated by the present program (documented via a student athletic interest survey)

   ❑ We have not reviewed or addressed this issue in the last 5 years

Comments:

III. Equipment, Uniforms, Supplies

2. For each of the sports listed below, please check the equipment, uniforms, and supplies provided for each team, regardless of provider (college, AS, booster clubs).

Team	Equipment/Uniforms Provided To Athletes By College, AS, Or Booster Clubs	Equipment/Uniforms Purchased By Athletes	Overall Quality, Amount, Suitability of Equipment And Uniforms[a]	Expenditure For Equipment/Uniforms In 2002–03 (from all sources[b])
Baseball-Men	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Basketball-Women	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Basketball-Men	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Football-Men	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Soccer-Women	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Soccer-Men	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Softball-Women	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$
Volleyball-Women	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	❑ Game uniforms ❑ Practice uniforms ❑ Equipment ❑ Other:	① Very good ② Adequate ③ Inadequate	$

[a] *For Quality, amount, and suitability, consider the age, condition, whether it is regulation, and whether there is a sufficient amount of equipment, uniforms, and supplies for all members of the team.*
[b] *Include college, AS, and booster club funds.*

Comments:

IV. Scheduling of Games and Practices

1. For each of the sports listed below, please note the scheduling of games and practice times for each team. (Cross off any of the listed sports that you do not offer).

Varsity Team	Number of Conference Games	Number of Pre-Conference Competitions	Days of Week and Times for Games	Days of Week and Times that *Majority* of Practices Occur
Baseball-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Basketball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Basketball-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Football-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Soccer-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Soccer-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Softball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Volleyball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening

2. Does the college have a policy about rotating games and practice times to provide equitable access for all teams to desirable times and facilities? ❑ Yes ❑ No

   If yes, please explain which teams are involved and how they are accommodated.

Comments:

V. Travel and Related Expenses

2. For each of the sports listed below, please indicate the travel practices and expenses for each team. (Cross off any of the listed sports that you do not offer).

Team	Mode of Transportation for Away Games	Housing Furnished During Travel	Expenditure for Travel in 2002–03 (from all sources*)
Baseball-Men	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Basketball-Women	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Basketball-Men	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Football-Men	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Soccer-Women	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Soccer-Men	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Softball-Women	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$
Volleyball-Women	❑ School bus/van ❑ Charter bus ❑ Private car	❑ Not applicable ❑ Motel/hotel ❑ Other:	$

*Note: Include district, AS, and booster club funds.

Comments:

VI. Coaches and Compensation

2. For each of the sports listed below, please briefly describe the number of coaches, their qualifications, and their compensation for each team. (Cross off any of the listed sports that you do not offer).

Team	List of Positions and Number of Coaches	Years of Coaching Experience for Each Coach Listed	Type of Employee: 1 = Full time 2 = Part time	Stipend for Each Coach Listed
Baseball-Men	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Basketball-Women	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Basketball-Men	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Football-Men	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____

PLEASE USE 2002—03 SCHOOL YEAR DATA FOR YOUR RESPONSES

Team	List of Positions and Number of Coaches	Years of Coaching Experience for Each Coach Listed	Type of Employee: 1 = Full time 2 = Part time	Stipend for Each Coach Listed
Soccer-Women	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Soccer-Men	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Softball-Women	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
Volleyball-Women	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____
	_____	_____	① ②	$ _____

Comments:

VII. Locker Rooms, Practice, and Competitive Facilities*

1. For each of the sports listed below, please rate the *quality* and *availability* of the facilities for each team. (Cross off any sports that you do not offer).

Varsity Team	Locker Room Facilities		Practice Facilities		Competition Facilities	
	Quality	Availability	Quality	Availability	Quality	Availability
Baseball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Football-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Softball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Volleyball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate

***Note:** Consider location, quality, age, seating capacity, scoreboards, lighting, cleanliness, exclusive use, and any special features of facilities*

2. Please list any significant changes or improvements that have been made in athletic facilities in the last 5 years.

Comments:

VIII. Training and Medical Facilities and Services

1. For each of the sports listed below, please rate the medical and training services for each team. If the personnel or facilities do not exist for a team, check not applicable. (Cross off any of the listed sports that you do not offer).

Varsity Team	Trainers		Schedule for Weight Room or Conditioning Facilities		Availability of Medical Personnel
	Quality	Availability	In Season	Off Season	
Baseball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Football-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Softball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Volleyball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate

Comments:

IX. Publicity and Promotion

1. For each of the sports listed below, please indicate the frequency of publicity and promotional activities for each team. (Cross off any of the listed sports that you do not offer).

Varsity Team	Community Publicity (e.g., media contacts, advertisements)	Campus Publicity (e.g., pep assemblies, yearbook, trophy cases, posters, campus newspaper)	Publicity at/for Events (e.g., game programs, rosters, schedules, news releases, videotaping)
Baseball-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Basketball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Basketball-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Football-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Soccer-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Soccer-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Softball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Volleyball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $ _____	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never

Comments:

X. Support Services

1. For each of the sports listed below, please rate the support services available for each team. If the personnel or facilities do not exist for any team, check not applicable. (Cross off any of the listed sports that you do not offer).

Varsity Team	Availability of Tutors for Athletes	Quality of Office Space for Coaches	Adequacy of Facilities Maintenance	Booster Club Financial Support
Baseball-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Basketball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Basketball-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Football-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Soccer-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Soccer-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Softball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Volleyball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____

Comments:

XI. Other

1. When did coaches, administrators, and other staff receive their most recent training in gender equity issues?

   ❑ Gender equity training has not been provided in the last 3 years

Topic	Date (MM/YY)	Duration (Minutes)	Participants (Check ✓ all that attended)				
			Certificated Coaches	Walk on Coaches	Admin-istrators	Teachers/ Staff	Student Athletes
Title IX and Athletics							
Sexual Harassment							
Non-Discrimination							
Other:							

2. Please complete the table below:

	Grade Point Average		Graduation Rate	
	Athletes	All Students	Athletes	All Students
Women				
Men				

3. Please describe any strategies your college has used to achieve gender equity in athletics that you would consider to be "best practices."

(School Name Label)

Title IX University Athletics Survey
2002–03 School Year

Name of Person Completing Survey: _____

Position: _____ Date: _____

Phone: _____ E-mail: _____

Name of Title IX Compliance Officer for this university: _____

Phone: _____ E-mail:_____

In response to recent legislation (AB 2295), the California Postsecondary Education Commission (CPEC) and the California Department of Education (CDE) have contracted with RMC Research Corporation to study compliance with Title IX gender equity requirements in high school and postsecondary athletics programs. The study involves examining data from existing sources (such as EADA), surveys to a sample of public high schools in California, surveys to all public community colleges and universities, and site visits to a sample of 9 high schools and 9 colleges and universities in California. The study findings will be used to make recommendations for legislative or policy actions.

Due to the short timelines for completion of the study, we need to have **this survey and a copy of your *NCAA Gender Equity Survey*** (include all worksheets and tables) **returned to RMC Research by October 15, 2003**. If you have any questions about the survey, please contact Bonnie Faddis at (800) 788-1887 or bonnie_faddis@rmccorp.com.

Please be assured that your responses are **confidential** and will not be reported to any agency or associated with your school name in any reports.

For your convenience, you may:

- Mail this copy using the enclosed envelope to Bonnie Faddis, RMC Research, 522 SW Fifth Avenue, Suite 1407, Portland, OR 97204 or
- Fax to Bonnie Faddis at (503) 223-8399
- Request an electronic copy of the survey and return it via e-mail.

PLEASE USE 2002–03 SCHOOL YEAR DATA FOR YOUR RESPONSES

I. Participation in Athletic Opportunities

Using the charts on the following 2 pages, please indicate the number of men and women who participate in each intercollegiate sport. (Do not include participants in club or intramural sports activities). Also indicate the number of participants by race/ethnicity.

Sport	Number of Participants by Gender		Number of Participants by Race/Ethnicity					
	Gender	#	American Indian	Asian/ Pacific Islander	African American	Hispanic	White (non-Hispanic)	Mixed/Other
Baseball	Men							
Basketball	Women							
	Men							
Cross Country	Women							
	Men							
Field Hockey	Women							
Football	Men							
Golf	Women							
	Men							
Gymnastics	Women							
	Men							
Rowing	Women							
	Men							
Soccer	Women							
	Men							
Softball	Women							
Swimming	Women							
	Men							
Tennis	Women							
	Men							
Track, Indoor	Women							
	Men							
Track, Outdoor	Women							
	Men							
Volleyball	Women							
	Men							
Water Polo	Women							
	Men							
Wrestling	Men							

Additional Intercollegiate Sports Offered at Your University That Are Not Listed Above:

Sport	Number of Participants by Gender		Number of Participants by Race/Ethnicity					
	Gender	#	American Indian	Asian/ Pacific Islander	African American	Hispanic	White (non-Hispanic)	Mixed/Other
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							
	Women							
	Men							

II. Student Interest

1. How frequently do you conduct student athletic interest surveys? (Bubble one)

①	②	③	④	⑤
Not sure	Rarely or Never	Every 4 or 5 years	Every 2 or 3 years	Every year

2. What was the date of your most recent student athletic interest survey? _____
   (If available, please send copy of survey to RMC Research in envelope provided)

3. In the past 5 years did any club team place a request to become a varsity team that the university was unable to accommodate? ❑ Yes ❑ No

   If yes, specify which teams and the reason for not granting the request.

4. Please list any teams that were added or deleted in the **last 5 years** (attach additional paper if necessary):

Year	Team/Sport	Team	Added or Deleted?
		❑ Men's ❑ Women's	❑ Added ❑ Deleted
		❑ Men's ❑ Women's	❑ Added ❑ Deleted
		❑ Men's ❑ Women's	❑ Added ❑ Deleted

5. Title IX requires that schools demonstrate gender equity in athletics participation in 1 of 3 ways (known as the 3-prong test). Please check the method that your school uses:

   ❑ Men and women participate in interscholastic athletics in numbers proportionate to their enrollment in school
   ❑ One gender is underrepresented in interscholastic athletics but the school has expanded programs within the last 2 years to accommodate their interests
   ❑ One gender is underrepresented in interscholastic athletics but the school can demonstrate that the interests and abilities of that gender have been accommodated by the present program (documented via a student athletic interest survey)

   ❑ We have not reviewed or addressed this issue in the last 5 years

Comments:

IV. Scheduling of Games and Practices

1. For each of the sports listed below, please note the scheduling of games and practice times for each team. (Cross off any of the listed sports that you do not offer.)

Varsity Team	Number of Conference Games	Number of Pre-Conference Competitions	Days of Week and Times for Games	Days of Week and Times that *Majority* of Practices Occur
Baseball-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Basketball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Basketball-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Football-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Soccer-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Soccer-Men			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Softball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening
Volleyball-Women			Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening	Days (Circle): M T W T F S Su ❑ Morning ❑ Afternoon ❑ Evening

2. Does the university have a policy about rotating games and practice times to provide equitable access for all teams to desirable times and facilities? ❑ Yes ❑ No

   If yes, please explain which teams are involved and how they are accommodated.

Comments:

VII. Locker Rooms, Practice, and Competitive Facilities*

2. For each of the sports listed below, please rate the *quality* and *availability* of the facilities for each team. (Cross off any sports that you do not offer.)

Varsity Team	Locker Room Facilities		Practice Facilities		Competition Facilities	
	Quality	Availability	Quality	Availability	Quality	Availability
Baseball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Football-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Softball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Volleyball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable	
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate

***Note:** Consider location, quality, age, seating capacity, scoreboards, lighting, cleanliness, exclusive use, and any special features of facilities*

2. Please list any significant changes or improvements that have been made in athletic facilities in the last 5 years.

Comments:

VIII. Training and Medical Facilities and Services

2. For each of the sports listed below, please rate the medical and training services for each team. If the personnel or facilities do not exist for a team, check not applicable. (Cross off any of the listed sports that you do not offer.)

Varsity Team	Trainers		Schedule for Weight Room or Conditioning Facilities		Availability of Medical Personnel
	Quality	Availability	In Season	Off Season	
Baseball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Basketball-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Football-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Soccer-Men	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Softball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate
Volleyball-Women	❑ Not applicable		❑ Not applicable		❑ Not applicable
	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate	① Very good ② Adequate ③ Inadequate

Comments:

IX. Publicity and Promotion

1. For each of the sports listed below, please indicate the frequency of publicity and promotional activities for each team. (Cross off any of the listed sports that you do not offer.)

Varsity Team	Community Publicity (e.g., media contacts, advertisements)	Campus Publicity (e.g., pep assemblies, yearbook, trophy cases, posters, campus newspaper)	Publicity at/for Events (e.g., game programs, rosters, schedules, news releases, videotaping)
Baseball-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Basketball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Basketball-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Football-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Soccer-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Soccer-Men	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Softball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never
Volleyball-Women	① Frequently ② Occasionally ③ Rarely or never Total spent: $ _____	① Frequently ② Occasionally ③ Rarely or never	① Frequently ② Occasionally ③ Rarely or never

Comments:

X. Support Services

2. For each of the sports listed below, please rate the support services available for each team. If the personnel or facilities do not exist for any team, check not applicable. (Cross off any of the listed sports that you do not offer.)

Varsity Team	Availability of Tutors for Athletes	Quality of Office Space for Coaches	Adequacy of Facilities Maintenance	Booster Club Financial Support
Baseball-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Basketball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Basketball-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Football-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Soccer-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Soccer-Men	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Softball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____
Volleyball-Women	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable ① Very good ② Adequate ③ Inadequate	❑ Not applicable $ _____

2. Please list any special housing or dining facilities or services that are provided for any athletic teams: ☐ Check if not applicable

Comments:

XI. Other

1. When did coaches, administrators, other staff, and student athletes receive their most recent training in gender equity issues?

   ❑ Gender equity training has not been provided in the last 3 years

Topic	Date (MM/YY)	Duration (Minutes)	Participants (Indicate Number of Participants That Attended)				
			Full-Time Coaches	Part-Time Coaches	Admin-istrators	Teachers/ Staff	Student Athletes
Title IX and Athletics							
Sexual Harassment							
Non-Discrimination							
Other:							

2. Please complete the table below:

	Grade Point Average		Graduation Rate	
	Athletes	All Students	Athletes	All Students
Women				
Men				

3. Please describe any strategies your university has used to achieve gender equity in athletics that you would consider to be "best practices."

California Title IX
Athletic Director/Campus Administrator
Fall 2003 Interview

School/Campus: _____

Interviewees: _____

_____

_____

_____

_____

Date: _____

Sections I and II. Participation and Student Interest

1. What strengths or successes has this school experienced in the past 5 years to achieve more equal participation of males and females in sports?

2. What disparities do you notice between male and female participation in sports at your school?

3. In the past 2-3 school years have any sports or teams been dropped? If so, which ones, and why?

4. How were those sports selected to be the ones dropped?

Section III. Equipment, Uniforms, Supplies

1. In the past 5 years, what major strengths or successes relative to gender equity (Title IX) has this school experienced in equipment, uniforms, and supplies?

2. What gender disparities do you currently notice in this aspect of the athletics program?

3. What equipment or apparel is typically provided by students (or their parents) for each sport?

4. How does the school keep track of fund raising, donations, and sponsorships (e.g., by students or parents, donors, businesses, etc.), for uniforms and/or equipment? (for all sports/teams).

Section IV. Scheduling of Games and Practices

1. What notable successes or progress have you seen in the past 5 years to achieve greater equality in scheduling of games and practices between male and female athletic teams at your school?

2. What disparities do you currently notice in scheduling of games and practices between male and female athletic teams at your school?

3. What are your policies relative to scheduling of games and practices? Who makes decisions regarding the scheduling of practices and games? What is the process?

4. Who makes decisions about changes in game or practice schedules? What are the impacts of scheduling decisions on the larger program (teams, sports, seasons, etc.)

5. Do any of your teams play doubleheaders? If so, which teams? How are decisions made about who plays when? What is the effect or impact on the larger program (e.g., for a team or sport, for males or females)?

Section V. Travel and Related Expenses

1. What are your policies regarding travel and expenses? Are there differences for regular and postseason competition?

2. What methods of transportation are used for away games? How is the method of transportation determined? Does mode of transportation vary by team or sport?

3. For away games requiring overnight stays: what type of housing is provided for athletes? For coaches?. What policies determine housing decisions? Who makes decisions? Who arranges housing for each team? How many athletes share a room? Are there any differences across teams?

4. Meals: what meal allowances are given for teams or athletes? Where do athletes typically eat when on away trips? What (or who) determines the type of restaurant or meal allowance? Does this vary by sport or team?

5. What notable successes or progress has the school/campus made in the past 5 years to achieve greater equality in travel for male and female athletic teams?

6. What disparities in athletic travel do you notice at your school?

Section VI . Coaches and Compensation

1. At your school/campus, how many athletic administrators are women? How many are men? What are their job responsibilities?

2. At your school/campus, how many male teams are coached by women? How many female teams are coached by men?

3. *(High School only)* At your high school, how many coaches are walk-ons (as opposed to on staff of the district)? Are walk-on coaches paid a stipend? If so, explain.

4. *(College/University only)* How are coaching salaries determined for male and female teams? (e.g., policies, salary caps, individual qualifications)

5. *(College/University only)* How are coaching salary enhancements (raises, bonuses, benefits) determined for female and male team coaches?

6. Hiring: How many coaches have you hired in the past 3 years?

   - How many of those positions were filling existing positions due to turnover?
   - How many of those positions were new positions? For which team(s) or sports?
   - How many of your new and turnover positions were head coaching positions?

7. How has the balance of males & females varied for the above 2 questions?

8. Explain your process for seeking or recruiting coaches.

9. What notable successes or progress has the school/campus made in the past 5 years to achieve greater equality in coaching for male and female athletic teams? (Consider availability, experience, compensation, job responsibilities)

10. What disparities in coaching do you notice at your school? (Consider availability, experience, compensation, job responsibilities)

Section VII . Locker Rooms, Practice, and Competitive Facilities

1. What notable successes or progress has your school or campus made in the past 5 years to improve gender equity in athletics facilities? Consider: locker rooms, conditioning & weight rooms, training rooms, practice facilities, competitive facilities, and maintenance & preparation of facilities.

2. What disparities between male & female sports facilities do you notice at your school or campus? Consider: locker rooms, conditioning & weight rooms, training rooms, practice facilities, competitive facilities, and maintenance & preparation of facilities.

3. Do male and female teams have team rooms? Which teams do (do not) and why?

4. Do any teams/sports have exclusive use of a locker room or team room? (e.g., their own locker room, or exclusive use of a team room during their season). If so, for what teams and how is that decided?

5. Do male and female athletes use the same conditioning and/or weight rooms? Training rooms? What are the policies for use of these rooms? How is it determined who used what, and when? If these facilities are rotated, what is the schedule of rotation and who determines it?

6. Do you have any concerns about access and use of weight rooms, conditioning rooms, training rooms? If so, please comment.

7. Are competitive facilities for male and female teams of equivalent quality? (e.g., location, playing surface, seating, lighting, scoreboards, concessions, rest rooms, cleanliness).

8. Are facilities scheduled or rotated on an equitable basis? (i.e., both genders have use of the prime facility, "bumping" or rescheduling does not adversely affect one gender/team over another)

9. Are practice facilities for male and female teams of equivalent quality? Are practice facilities located equally conveniently (or inconveniently) for both male and female teams?

10. Are practice & competitive facilities maintained equivalently for male and female sports/teams?

11. Do students (e.g., athletes, managers) have any responsibilities for maintenance or preparation of their practice or competitive facilities? If so, for which sports/teams, what tasks do students perform, and how are duties assigned or shared?

Section VIII. Medical and Training Facilities and Services

1. How many certified trainers does your athletic program have? How many non-certified people assist with athletic training (e.g., practicum students)?

2. How are athletic trainers assigned to different sports or teams? (e.g., certain sports or teams? Trainer qualifications?) Who makes those decisions?

3. Are there some teams/sports that do not have a trainer assigned? If so, which ones and why?

4. Are trainers available at practices? If so, for which teams/sports?

5. *(College/university only)* If an athlete needs to see a doctor, is the same standard applied for females and males? (e.g., referral to a specialist, or gynecological care when health problems requiring such care are the results of athletics participation). Does the school/campus insurance policy cover these types of situations? Do athletes have to pay for extra medical services? If so, which ones, or for which sports/teams?

6. What notable successes or progress has your school or campus made in the past 5 years to improve gender equity in medical and training facilities and services?

7. What disparities in medical and training facilities and services do you notice at your school or campus between male & female sports or programs?

Section IX. Publicity and Promotion

These questions refer only to on-campus (or in-house) promotional activities.

1. What are the primary ways that you promote & publicize the athletics program and sports events? (Examples include: schedule cards, posters, flyers, game programs, press releases, information packets for the media, websites)

2. How is it determined where or how money is spent for publicity & promotion? Who makes the decisions? What are the policies?

3. In what other ways are athletics promoted on-campus (in-house)? (e.g., pep assemblies, yearbook, trophy cases, campus paper, etc.)

4. How do the quality and quantity of promotional publications compare for male and female teams?

5. Do all athletic teams receive awards or only selected teams? How is award dissemination decided (e.g., coaches decide, guided by policy?)

6. How does distribution of awards break out in terms of awards for participation (effort, making all the practices & games, etc) vs. awards for performance (winning, player of the game, etc)

7. What do you believe are the greatest strides the school has made in the past 5 years to achieve greater equality in publicity and promotion between male and female athletic teams at your school?

8. What do you believe are the greatest disparities in publicity and promotion between male and female athletic teams at your school?

Section X. Support Services

1. What notable progress has your school or campus made in the past 3-4 years (i.e., since 1999) to improve equity in support services?

2. What disparities between male & female sports or programs do you notice in support services at your school or campus?

3. How do Booster Clubs work to support male and/or female athletes and teams? Please comment by sport or program:

4. *(College/University only)* Is academic assistance equally available to female and male athletes? Is it of the same quality? Do some teams show disproportionate use of academic assistance activities?

5. *(College/University only)* Comments on work study, tutoring, other types of academic assistance:

Section XI. Other

1. On a scale of 1-5 (with 5 being "super", 3 being "so-so", and 1 being "terrible") how would you rate your ***coaches' awareness*** (as a group) of Title IX requirements regarding athletic opportunities and programs?

2. On a scale of 1-5 (with 5 being "super", 3 being "so-so", and 1 being "terrible") how would you rate ***student awareness*** of Title IX requirements regarding athletic opportunities and programs?

3. On a scale of 1-5 (with 5 being "super", 3 being "so-so", and 1 being "terrible") how would you rate ***institutional commitment*** to gender equity in athletics (i.e., visible commitment to long term support and progress on gender equity in athletics)? Please comment.

4. Is institutional commitment stronger for some sports (or aspects of the athletic program) than for others? Comment?

5. Compliance regulations require you to select one "prong" of the ***3-pronged test*** as your filter for Title IX compliance. Which "prong" does your school or campus use? Why that one and not one of the other two?

6. What significant barriers do you face in effectively implementing Title IX policies in athletics at your school or campus?

7. What policies govern the complaint process for Title IX (gender equity) issues? What is the level of support for resolving complaints of this nature?

8. In the past 2 years have you had any notable complaints about gender equity as it relates to your athletic program (e.g., lack of opportunity, sexual harassment, etc.)?

Section XII: General

Preface:
"As you answer the following questions, keep this overall standard for gender equity in mind:

> **Gender equity in athletics is achieved when the athletes, coaches, administrators, etc., of either gender would willingly switch places and accept the program (i.e., offerings, opportunities, coaches, funding, support services, etc.) of the opposite gender.**

With that standard in mind, please comment on these last few general questions"

1. What do you think needs to be improved about your school/campus athletic program in order to have more equitable opportunities (or participation, or services) for males and females?

2. What resources would you need to make the above improvements? (Note: If you say money, please identify specifically what you think the money should be used for).

3. What do you think are the institutional factors (e.g., attitudes, organizational culture) that influence your school's degree of gender equity in athletics?

4. How does your school/campus continue to identify and address problems regarding gender equity in athletics?

5. Is there something you want to say (about gender equity and your school's athletic program) that I have not asked you about?

6. Do you have any other comments?

California Title IX
Coaches
Fall 2003 Interview

School/Campus: _____

Interviewees: _____

_____

_____

_____

_____

_____

_____

Date: _____

Sections I and II. Participation and Student Interest

5. What strengths or successes has this school experienced in the past 5 years to achieve more equal participation of males and females in sports?

6. What disparities do you notice between male and female participation in sports at your school?

Section III. Equipment, Uniforms, Supplies

5. What gender disparities do you notice in equipment, uniforms, and supplies between male and female sports?

6. What equipment or apparel is typically provided by students (or their parents) for each sport?

7. How does the school keep track of fund raising, donations, and sponsorships (e.g., by students or parents, donors, businesses, etc.), for uniforms and/or equipment? (for all sports/teams).

Section IV. Scheduling of Games and Practices

6. What notable successes or progress have you seen in the past 5 years to achieve greater equity in scheduling of games and practices between male and female athletic teams at your school?

7. What disparities do you currently notice in scheduling of games and practices between male and female athletic teams at your school?

8. Do any of your teams play doubleheaders? If so, which teams? How are decisions made about who plays when? What is the effect or impact on the larger program (e.g., for a team or sport, for males or females)?

Section VII . Locker Rooms, Practice, and Competitive Facilities

12. What notable successes or progress has your school or campus made in the past 5 years to improve gender equity in athletics facilities? Consider: locker rooms, conditioning & weight rooms, training rooms, practice facilities, competitive facilities, and maintenance & preparation of facilities.

13. What disparities between male & female sports facilities do you notice at your school or campus? Consider: locker rooms, conditioning & weight rooms, training rooms, practice facilities, competitive facilities, and maintenance & preparation of facilities.

14. Are competitive facilities for male and female teams of equivalent quality?

15. Are facilities scheduled or rotated on an equitable basis? (i.e., both genders have use of the prime facility, bumping or rescheduling does not adversely affect one gender/team over another).

16. Are practice facilities for male and female teams of equivalent quality?

17. Do coaches or students have any responsibilities for maintenance or preparation their practice or competitive facilities? If so, for which sports/teams, what tasks, and how are duties assigned or shared?

Section VIII. Medical and Training Facilities and Services

8. Do you have any concerns about the quality or availability of trainers for your team or sport?

9. Do you have any concerns about access and use of weight rooms, conditioning rooms, training rooms?

10. What notable successes or progress has your school or campus made in the past 5 years to improve gender equity in medical and training facilities and services?

11. What disparities in medical and training facilities and services do you notice at your school or campus between male & female sports or programs?

Section IX. Publicity and Promotion

These questions refer only to on-campus (or in-house) promotional activities.

9. In what ways are your teams promoted on-campus (e.g., posters, flyers, press releases, pep assemblies, yearbook, trophy cases, campus paper, etc.)?

10. How do the quality and quantity of promotional materials compare for male and female teams?

11. Do your athletes receive awards? How is award dissemination decided (e.g., coaches decide, guided by policy?)

12. How does distribution of awards break out in terms of awards for participation (effort, making all the practices & games, etc) vs. awards for performance (winning, player of the game, etc)

13. What do you believe are the greatest strides the school has made in the past 5 years to achieve greater equality in publicity and promotion between male and female athletic teams at your school?

14. What do you believe are the greatest disparities in publicity and promotion between male and female athletic teams at your school?

Section X. Support Services

6. *(College/University only)* What notable progress has your school or campus made in the past 3-4 years (i.e., since 1999) to improve equity in support services?

7. *(College/University only)* What disparities between male & female sports or programs do you notice in support services at your school or campus?

8. *(College/University only)* Is academic assistance equally available to female and male athletes? Is it of the same quality? Do some teams show disproportionate use of academic assistance activities?

9. *(College/University only)* Comments on work study, tutoring, other types of academic assistance.

10. How do Booster Clubs, alumni groups, or parent groups work to support your teams?

Section XI. Other

9. On a scale of 1-5 (with 5 being "super", 3 being "so-so", and 1 being "terrible") how would you rate ***institutional commitment*** to gender equity in athletics (i.e., visible commitment to long term support and progress on gender equity in athletics)? Please comment.

10. Is institutional commitment stronger for some sports (or aspects of the athletic program) than for others? Comment?

Section XII: General

Preface:
"As you answer the following questions, keep this overall standard for gender equity in mind:

> **Gender equity in athletics is achieved when the athletes, coaches, administrators, etc., of either gender would willingly switch places and accept the program (i.e., offerings, opportunities, coaches, funding, support services, etc.) of the opposite gender.**

With that standard in mind, please comment on these last few general questions"

7. What do you think needs to be improved about your school/campus athletic program in order to have more equitable opportunities (or participation, or services) for males and females?

8. What resources would you need to make the above improvements? (Note: If you say money, please identify specifically what you think the money should be used for).

9. What do you think are the institutional factors (e.g., attitudes, organizational culture) that influence your school's degree of gender equity in athletics?

10. How does your school/campus continue to identify and address problems regarding gender equity in athletics?

11. Is there something you want to say (about gender equity and your school's athletic program) that I have not asked you about?

12. Do you have any other comments?

California Title IX
Athletes
Fall 2003 Interview

School/Campus: _____

Interviewees: _____

_____

_____

_____

_____

_____

_____

Date: _____

Sections I and II. Participation and Student Interest

7. Do you believe that both male and female students get adequate opportunities for sports competition at this school?

8. What disparities do you notice between male and female participation in sports at your school?

9. In the athletics program, do you believe there are any sports where either males or females are under-represented in comparison to their interest in that sport?

10. Do you believe that this school has expanded programs in the past 2 years to accommodate student interest in sports participation?
    If yes how? If no, why not?

Section III. Equipment, Uniforms, Supplies

8. What gender disparities have you noticed in equipment, uniforms, and supplies for male and female teams?

9. What equipment or apparel is typically provided by students (or parents) for your sport?

Section IV. Scheduling of Games and Practices

9. What disparities have you noticed in scheduling of games and practices for male and female athletic teams at your school?

Section V. Travel and Related Expenses

1. What type of transportation, housing, and meals are provided for your team for away games? Does this vary for different sports or teams?

Section VII . Locker Rooms, Practice, and Competitive Facilities

18. What disparities between male & female sports facilities have you noticed at your school or campus? Consider: locker rooms, conditioning & weight rooms, training rooms, practice facilities, competitive facilities, and maintenance & preparation of facilities.

19. Do you have any concerns about access and use of weight rooms, conditioning rooms, training rooms? If so, please comment.

20. Do students (e.g., athletes, managers) have any responsibilities for maintenance or preparation of their practice or competitive facilities? If so, what tasks do students perform, and how are duties assigned or shared?

Section VIII. Medical and Training Facilities and Services

12. *(College/university female athletes only)* Do you have any concerns about medical or training staff services (e.g., Are your injuries taken as seriously as those of male athletes? Do you believe male athletes are given priority in seeing a doctor or treating their injuries?)

13. *(College/university only)* If an athlete needs to see a doctor, is the same standard applied for females and males? (e.g., referral to a specialist). Does the school/campus insurance policy cover these types of situations? Do athletes have to pay for extra medical services? If so, which ones, or for which sports/teams?

14. What disparities in medical and training facilities and services do you notice at your school or campus between male & female sports or programs?

Section IX. Publicity and Promotion

15. In what ways is your sport promoted on-campus (e.g., pep assemblies, yearbook, trophy cases, campus paper, etc.)?

16. Do individual athletes on your team receive awards? How is award dissemination decided (e.g., coaches decide, guided by policy?)

17. How does distribution of awards break out in terms of awards for participation (effort, making all the practices & games, etc) vs. awards for performance (winning, player of the game, etc)

18. What do you believe are the greatest disparities in publicity and promotion between male and female athletic teams at your school?

Section X. Support Services

11. *(College/University only)* Is academic assistance equally available to female and male athletes? Is it of the same quality? Do some teams receive more academic assistance than others?

Section XI. Other

11. On a scale of 1-5 (with 5 being "super", 3 being "so-so", and 1 being "terrible") how would you rate ***institutional commitment*** to gender equity in athletics (i.e., visible commitment to long term support and progress on gender equity in athletics)? Please comment.

12. Is institutional commitment stronger for some sports (or aspects of the athletic program) than for others? Comment?

13. What is the complaint process for Title IX (gender equity) issues?

14. What do you think needs to be improved about your school/campus athletic program in order to have more equitable opportunities (or participation, or services) for males and females?

15. Is there something you want to say (about gender equity and your school's athletic program) that I have not asked you about?

16. Do you have any other comments?

Appendix E
Study Methodology

Development of Data Collection Instruments and Materials

After the initial project meeting on June 10, 2003, RMC Research staff developed draft surveys for the high school, community college, and university levels. To minimize the response burden, the evaluators limited the sports for which detailed information was requested to baseball, basketball, football, soccer, softball, and volleyball. The draft surveys were reviewed briefly at the July 8, 2003, advisory committee meeting. A subset of advisory committee members volunteered to participate in conference calls to provide more feedback on each survey. These conference calls occurred on July 30 and August 7, 2003. The evaluators used the input from the conference calls to revise the surveys. Copies of the final surveys appear in Appendix D.

High School Data Collection

RMC Research took several steps to ensure that the sample of high schools that received surveys was representative of all high schools with athletics programs in California:

- Using high school lists supplied by the California Interscholastic Federation (CIF) and the California Department of Education, RMC Research identified a pool of 860 public high schools with athletics programs and then randomly selected 286 (33%) of them to receive the Title IX High School Athletics Survey. (When population data are not practical to collect, random sampling procedures are commonly used to achieve findings that can be generalized.)
- The 286 schools in the sample were drawn proportionally from 11 geographic regions of the state.
- Within each region, the 286 schools in the sample were drawn proportionately from 3 school size categories. (School size categories were created by dividing the total school enrollment into thirds such that the schools in the lowest third had enrollments of less than 1,384 students, and the schools in the highest third had enrollments greater than 2,162 students.)

Exhibit E-1 shows the high school sample distribution.

Exhibit E-1
High School Sample Distribution by School Size

Region	Small	Medium	Large	All Schools*
1	27 (9)	11 (4)	0 (0)	38 (13)
2	37 (12)	8 (3)	1 (0)	46 (15)
3	25 (8)	27 (9)	12 (4)	64 (21)
4	40 (13)	49 (16)	20 (7)	109 (36)
5	20 (7)	29 (10)	10 (3)	59 (20)
6	17 (6)	6 (2)	14 (5)	37 (13)
7	33 (11)	14 (5)	16 (5)	63 (21)
8	21 (7)	21 (7)	19 (6)	61 (20)
9	20 (7)	55 (17)	55 (18)	130 (42)
10	23 (8)	18 (6)	47 (16)	88 (30)
11	24 (8)	49 (16)	92 (31)	165 (55)
Total	**287 (96)**	**286 (95)**	**286 (95)**	**860 (286)**

Note. Small schools = fewer than 1,384 students; medium schools = between 1,385 and 2,162 students; large schools = more than 2,162 students. Numbers in parentheses equal 33% of schools and represent sample size.

The evaluators took several steps to ensure as high a return rate as possible:

- On August 25, 2003, RMC Research mailed the high school surveys to athletic directors accompanied by a cover letter explaining the study and a joint letter of support from Jack O'Connell, State Superintendent of Public Instruction, and Marie Ishida, Executive Director of the California Interscholastic Federation.
- On September 2, 2003, RMC Research mailed follow-up letters to principals to provide study background information and to let them know that their athletic director had received a survey. Nine of the principals also received a letter informing them that they had been selected for a site visit and would receive a telephone call within the next 2 weeks.
- CDE staff called the principals between September 11 and 15, 2003 to make sure they had received the survey. As a result of these calls, RMC Research re-sent or e-mailed surveys to approximately 50 schools.
- In late September CDE staff conducted a second round of phone calls to remind nonrespondents to complete the survey.

The final sample of respondents included 125 high schools—that is, 44% of the schools to which surveys had been mailed. Approximately 34% of the respondents were small schools, 30% were medium-sized schools, and 36% were large schools—a small overrepresentation of large schools and a small underrepresentation of midsize schools. Return rates were below average in regions 1, 3, and 5 and above average in regions 2, 6, 7, and 8. Overall, the responding schools represented about 15% of California's public high schools with athletics programs.

Although only 44% of the sampled schools responded, the evaluators believe that the findings from this sample of schools are fairly representative of all public high schools in the state. Responses to the reminder telephone calls and inquiries initiated by principals and athletic directors suggest that reasons for lower than desired response rates are more likely due to lack of resources, schools' poor data retrieval systems, and other competing responsibilities and time demands than to issues related to schools' athletics programs. For example, reasons why some high schools did not respond include:

- Systems were not in place for collecting the requested information and obtaining much of the data retrospectively was difficult.
- High school athletic directors were burdened with multiple responsibilities including teaching and coaching duties and did not have the time or clerical support to search for the requested data.
- High school administrators already felt overwhelmed with requests for data about their school, staff, and students, and were not willing to devote additional staff time to collecting data about their athletics program if it was not required.
- Turnover in athletic directors and school administrators sometimes resulted in the loss of some records.
- Some of the requested financial data was kept at the district office, some at the school level, and some was not available anywhere (e.g., booster club expenditures). Consequently, many schools left the financial questions blank.

During the latter part of September 2003, RMC Research staff contacted the 9 proposed site visit schools to schedule site visits. The site visit schools were selected

from the survey sample schools to represent 9 geographic regions of the state and 3 school sizes. The evaluators experienced some difficulty scheduling the site visits, especially with small schools. Because participation in a site visit was not mandatory, several schools refused because they were busy preparing for accreditation visits or other reasons. The final group of site visit schools included 1 small high school, 3 medium-sized high schools, and 2 large high schools and represented regions 1, 3, 5, 7, 9, and 11.

The high school site visits took place between October 7 and November 10, 2003, and lasted 1 day each. The evaluators asked schools to develop site visit schedules that allowed for interviews with the athletic director and other administrative staff involved with athletics (such as a vice principal), coaches of male teams, coaches of female teams, male athletes, and female athletes. School staff also provided a tour of the athletic facilities, including coaches' offices and student locker rooms. The purpose of the site visits was to obtain qualitative information that would explain the issues faced by schools in their efforts to comply with Title IX.

Community College and University Data Collection

RMC Research mailed surveys to 22 CSU athletic directors on September 5, 2003, and 102 community college and 8 UC athletic directors on September 8. Each survey included a cover letter explaining the study and a support letter from either the Community College League Commission on Athletics, the CSU Chancellor's Office, or the UC President's Office. RMC Research made follow-up calls to the CSU and UC campuses in late September 2003, and CPEC made follow-up calls to the community colleges. The evaluators received completed surveys from 91 community colleges[1] (89%) and 28 universities[2] (93%).

On September 9, 2003, RMC Research sent letters to 3 community colleges, 3 CSU campuses, and 3 UC campuses informing them of their selection for a site visit. The 9

[1]Community colleges that did not respond to multiple requests for completed surveys included Alameda, Antelope Valley, Desert, Laney, Lassen Los Angeles City, Los Angeles Southwest, Merritt, Mira Costa, Napa Valley, and Santa Monica Colleges.
[2]Universities that did not respond to multiple requests for surveys were UC-Berkeley and CSU-San Bernardino.

campuses were selected based on geographic region and competition division. Eight of the 9 selected schools agreed to a site visit; 1 school refused and was replaced by another in the same county. Site visit activities at the postsecondary level were similar to those at the high school level and occurred between October 15 and 22, 2003.

Data Analysis

Analysis of the survey data was similar for high schools, community colleges, and universities. The evaluators cleaned the data following data entry to correct mistyped data and delete invalid data. The evaluators used the Statistical Package for the Social Sciences (SPSS) to summarize descriptive information such as response frequencies or means and to compute statistical comparisons. The evaluators used paired *t*-tests (a statistical test that compared means across schools that had responses for both male and female teams) to examine whether statistically significant differences existed between male and female teams. In cases where differences were significant and in favor of males' teams, the evaluators conducted additional analyses, removing football. The evaluators also conducted paired *t*-tests to examine differences between male and female teams in similar sports (i.e., baseball and softball, soccer, and basketball). The evaluators used high school enrollment by race/ethnicity data downloaded from the CDE website and community college and university enrollment by race/ethnicity and gender data from the CPEC website to determine proportions of students by gender and race/ethnicity.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

The California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Office of the Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations on higher education issues.

Members of the Commission

As of May 2004, the Commissioners representing the general public are:

Howard Welinsky, Burbank; Chair
Olivia K. Singh, San Francisco; Vice Chair
Alan S. Arkatov, Los Angeles
Carol Chandler, Selma
Hugo Morales, Fresno
Guillermo Rodriguez, Jr., San Francisco
Evonne Seron Schulze, San Diego
Faye Washington, Los Angeles
Dezie Woods-Jones, Oakland

Representatives of California education systems are:

Irwin S. Field, Beverly Hills; appointed by the Office of the Governor to represent the Association of Independent California Colleges and Universities;

George T. Caplan, Los Angeles; appointed by the Board of Governors of the California Community Colleges;

Reed Hastings, Los Gatos; appointed by the California State Board of Education;

Vacant; appointed by the Trustees of the California State University; and

Odessa P. Johnson, Modesto; appointed by the Regents of the University of California.

The two student representatives are:

Rachel Shetka, Santa Barbara
Vacant

Of the 16 Commission members, nine represent the general public, with three each appointed for six-year terms by the Office of the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Five others represent the major systems of postsecondary education in California. Two student members are appointed by the Office of the Governor.

Functions of the Commission

The Commission is charged by the Legislature and the Office of the Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Office of the Governor, the Commission performs specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions. The Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any colleges and universities.

Operation of the Commission

The Commission holds regular public meetings throughout the year at which it discusses and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school level in California. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Acting Executive Director Murray J. Haberman, who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933; website www.cpec.ca.gov.

Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities

Commission Report 04-04

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

2003

03-04 *Commission Recommendations Concerning Alternate Delivery Options for the State's Cal Grant Program* (February 2003)

03-05 *Commission Review of a Proposal by the State Center Community College District to Establish the Willow-International Community College Center: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community College District* (April 2003)

03-06 *A Regional Study of Undergraduate Enrollment Demand and Capacity for the University of California* (April 2003)

03-07 *Commission Review of a Proposal by the California State University Bakersfield to Establish the CSUB Antelope Valley Educational Center: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community College District* (April 2003)

03-08 *Fiscal Profiles, 2002: The Twelfth Annual in a Series of Factbooks About the Financing of California Higher Education* (April 2003)

03-09 *Student Profiles, 2003: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (November 2003)

2004

04-01 *Commission Review of a Proposal by Riverside Community College District to Convert the Moreno Valley Educational Center to a Full-Service Community College Campus: A Report to the Governor and Legislature in Response to a Request from California Community College Board of Governors* (March 2004)

04-02 *Commission Review of a Proposal by Riverside Community College District to Convert the Norco Educational Center to College Status: A Report to the Governor and Legislature in Response to a Request from California Community College Board of Governors* (March 2004)

04-03 *State Licensure versus Accreditation of Proprietary Schools and Colleges – A Review and Comparison of Roles and Functions* (March 2004)

04-04 *Title IX Athletics Compliance at California's Public High Schools, Community Colleges, and Universities: A Report Prepared for the California Postsecondary Education Commission and the California Department of Education by RMC Research Corporation* (March 2004)