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Gender balance in intercollegiate athletics at California community colleges

Cheryl L. Owiesny
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**GENDER BALANCE IN
INTERCOLLEGIATE ATHLETICS
AT CALIFORNIA COMMUNITY COLLEGES**

A Thesis

Presented to

The Faculty of the Department of Human Performance

San Jose State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

Cheryl L. Owiesny

August, 1999

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Abstract

GENDER BALANCE IN INTERCOLLEGIATE ATHLETICS AT CALIFORNIA COMMUNITY COLLEGES

BY Cheryl L. Owiesny

The purpose of this study was to describe the distributions of men and women in intercollegiate athletic positions in California community colleges by surveying the history of program expansion; by quantifying gender balance in athletic opportunities, head coaching, assistant coaching, and administrative positions.

Acosta and Carpenter's (1998) 21-year study of women in intercollegiate sport was used as a model. The Intercollegiate Athletics Profile was adapted from Acosta and Carpenter's (1998) questionnaire. The Intercollegiate Athletics Profile was returned by 73% of the physical education deans and athletic directors. The average number of sports teams offered per school was 6.73 for women and 6.97 for men. Women held 42% of the head coaching positions in women's intercollegiate athletics. The descriptive analysis revealed a total of 519 intercollegiate athletic teams for men and 473 for women. Of all of those coaching in California Community colleges 75% were men and 23% were women.

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CHAPTER 1

Introduction

This study focused on the athletic opportunities provided to men and women in California community colleges, a location and level where little information has been documented. Descriptive information regarding the gender balance of participating athletes, coaching staff, administrators, and academic advisors was collected on intercollegiate athletic programs in California community colleges in quantitative form.

In the preamble to the Education Amendments of 1972 it is stated that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance" (Civil Rights Restoration Act, 1987, section# 1681). Title IX was enacted in 1972 and it has caused debates for more than 25 years. Title IX applies to all intercollegiate athletic programs. It has faced considerable resistance.

From 1974 to 1978 many attempts to regulate Title IX and to exclude revenue-producing sports when determining compliance were made. In 1984

the Grove City v. Bell Decision affected those institutions where the athletic departments did not receive federal financial assistance. Specifically, the Supreme Court concluded that only specific programs that received federal funds were required to comply with the regulations of Title IX. As a result of the Grove City decision many schools discontinued their efforts toward compliance with Title IX, while other schools continued with changes already made (Henson & Cabaniss, 1994; Shaw, 1995). The Civil Rights Restoration Act of 1988 reversed the Grove City v. Bell decision and restored Title IX to institutionally wide coverage (Women's Sports Foundation, 1998).

Acosta and Carpenter (1996) provided a 19 year longitudinal study of women in NCAA athletics. The focus of their study was to quantify and describe the areas of participation opportunities for women such as coaching positions and administrative positions held by women. They surveyed all NCAA Division I, II, and III women's athletic programs at 4-year institutions in order to describe the changes in these programs since the passage of Title IX in 1972.

The results of their first surveys indicated that women held a large percentage of coaching and administrative positions in the early years of Title IX.

According to Acosta and Carpenter (1996) opportunities for women in athletics have grown tremendously over the last 25 years. While some areas of intercollegiate sport for women have changed positively, (e.g., opportunities to play and availability of scholarships), other areas of opportunity have declined (e.g., opportunities to coach and officiate). Since the enactment of Title IX the numbers of women coaches and athletic directors have declined significantly (Acosta & Carpenter, 1996; Stangl & Kane, 1991).

In the past, after college and even high school graduation some women athletes were provided opportunities to participate in recreation leagues. These recreation leagues provided a place for women to continue to engage in athletics, but they were at a considerably lower level of play than intercollegiate and interscholastic sport might be, on poor fields, and sometimes were officiated by individuals who did not know the rules (Hill, 1993; Jones, 1997). Today women athletes have been provided more professional opportunities after college to continue their playing careers than ever before. Now women athletes have the opportunity to play at the professional level in some sports. Women's basketball had two successful professional leagues. The WNBA and the ABL survived their

inaugural seasons in 1997. However, the ABL filed for bankruptcy during the middle of the 1998 season (Schwartz, 1999). Women's soccer was scheduled to start a professional league in 1998, but has postponed the inaugural season until 1999 (Sheldon, 1997a, 1997b), the same year the United States will host the Women's World Cup Soccer Tournament for the first time. Two-person beach volleyball for women has been successful for many years. The National Volleyball League, a professional 6 person volleyball league for women, folded in 1998 (M. Snoddy, personal communication, May 28, 1999). Alongside these team sports many individual sports have also experienced success. Women's gymnastics, figure skating, golf, and tennis have long experienced popularity for women. The summer Olympic Games of 1996 in Atlanta included women's soccer and softball for the first time. Both of these teams were very successful, the United States women's soccer team in the gold medal game drew the largest crowd in the history of women's athletic for a women's sporting event (VanderWeyden, 1997). At the winter Olympic Games of 1998 in Nagano, Japan, women's ice hockey was a first time sport generating considerable interest and success.

Professional athletic opportunities have provided the next level for women to participate in competitive athletics. These professional leagues have developed due to the success of women participating in intercollegiate athletics.

Professional and intercollegiate athletics have provided an awareness of women in athletics, especially to young girls today.

Francis (1993/1994) researched whether there was equality for women's sports since the passage of Title IX in NCAA athletics. Shaw's (1995) study focused on achieving gender equity in NCAA athletic programs that were faced with financial problems. Nearly all of the information available in the published literature focuses on NCAA Division I, II, and III intercollegiate athletic programs. Community colleges also offer extensive intercollegiate athletic programs. In the state of California 15 men's and 14 women's intercollegiate sports are offered in community college programs governed by the Commission on Athletics, including baseball, basketball, badminton, crew, cross country, diving, football, wrestling, volleyball, soccer, softball, golf, tennis, track and field, swimming, nordic skiing, and water polo (California Community College Commission on Athletics, 1998/1999).

Problem Statement

The purpose of this study was to describe the distributions of men and women in a variety of intercollegiate athletic positions in California community colleges by measuring the history of program expansion; gender balance in athletic opportunities, head coaching, assistant coaching, and administrative positions in California community colleges. More specifically:

1. What is the frequency of coaching positions held by women and men in California community colleges?
2. What is the frequency of Athletic Director positions held by females and males in California community colleges?
3. What is the frequency of Dean of Physical Education and Athletics positions held by females and males in California community colleges?
4. What is the frequency of athletic opportunities for women and men in California community colleges?
5. What is the frequency of academic counselor positions held by women and men in California community colleges?

Hypotheses

The following null hypotheses will be made for the purpose of the study:

1. The frequency of coaching positions held by men will not be different from the frequency of coaching positions held by women in California community colleges.
2. The frequency of males holding athletic director positions will not be different from the frequency of females holding athletic director positions in California community colleges.
3. The frequency of males holding Dean of Physical Education and Athletics positions will not be different from females holding Dean of Physical Education and Athletics positions in California community colleges.
4. The frequency of athletic opportunities for men will not be different from the frequency of athletic opportunities for women in California community colleges.
5. The frequency of males holding academic counselor positions will not be different from females holding academic counselor positions in California community colleges.

Operational Definitions

Academic counselor. An academic counselor is responsible for monitoring academic plans, monitoring eligibility during season, and assisting the transfer to four-year institutions for student athletes.

Athletic director. For the purpose of this study an athletic director refers to an individual who oversees and manages the intercollegiate athletics department.

Athletic administrator. For the purpose of this study an athletic administrator refers to either the Dean of Physical Education or Athletic Director.

Athletic opportunities. Athletic opportunities are measured by the number of sports teams offered per school.

California community college. For the purpose of this study a two-year public institution supported by the state of California is a community college.

Commission on Athletics (COA). The COA is authorized by the California Education Code to supervise the administration of the men's and women's intercollegiate athletic programs in California community colleges.

Full-time coach. A coach is full-time faculty member responsible for organizing and preparing a team for athletic participation. This same individual has teaching

obligations to the institution. A Master's degree is required in the state of California to coach and teach in community colleges.

Part-time coach. For the purpose of this study an individual at a California community college that is employed specifically to coach a particular sport and does not have any teaching responsibilities.

Dean of Physical Education and Athletics. For the purpose of this study an individual who oversees the athletic department and physical education department is the Dean of Physical Education and Athletics.

Importance of the Study

Currently, there are 1.3 million students attending classes at California community colleges (Community College League of California, 1996/1997). With a student body this large statistics on students involvement with athletics are important. While investigating opportunities in athletics, few articles were located that specifically focused on intercollegiate athletics in California community colleges (Beers, 1997). The primary focus of Beers' work was on the participation numbers of student athletes. The information collected could be useful to administrators for hiring staff, for making changes in athletic

departments, i.e., for which sport to hire a full-time or part-time coach, and to the Commission on Athletics when evaluating California community college athletics. Whereas, Beers' study focused on student athletes, the intent of this study will be to focus on the history of program expansion, gender balance in athletic opportunities, head coaching, assistant coaching and administrative positions. Pastore and Meacci (1992) found that the number of female two-year college coaches has decreased. Another concern for the percentage of full-time coaches to part-time coaches is whether or not the number of full-time coaches is the same for men's and women's athletic teams. A full-time coach is more beneficial to the school and the athletes he or she coaches than a part-time coach. A full-time coach is on campus more hours than a part-time coach because of teaching responsibilities. A full-time coach is available to do more for the physical education and athletic programs and for student athletes. A part-time coach generally holds down a second and third job limiting the amount of time on campus.

Athletic directors in California community colleges have little information on which to base future changes in their athletic departments. It would be helpful to

know about sport offerings at California community colleges, athletic opportunities, and which sports have experienced the most growth. Community college administrators use athletics as a selling point when trying to attract students (Campion, 1990).

Acosta and Carpenter (1998) found women have gained tremendous athletic opportunities in the NCAA in the form of participation since the passage of Title IX, yet opportunity is still not equal to that which is provided for male student athletes (Acosta & Carpenter, 1998). Athletics is an important component of a well-rounded education for college women and men (Jones, 1997). Opportunity is not simply participation. The number of women coaching in Division I, II, and III have been disproportionately employed from coaching and administration positions in the NCAA Division I, II, and III levels since Title IX was enacted (Acosta & Carpenter, 1996). Prior to Title IX women organized women's sport opportunities. Results from Acosta and Carpenter's (1996) longitudinal study indicate that very few men coached women's teams prior to Title IX. Prior to Title IX, 90 % of Division I, II, and III women's teams were coached by women (Acosta

& Carpenter, 1996; Francis, 1993/1994). Whether the same trend is true for California community college athletics has yet to be determined.

In a position paper put out by the National Junior College Athletic Association (NJCAA) it was stated that its goals were the encouragement, promotion and advancement of all women's athletic programs in community colleges and that women should not be excluded from leadership roles (Winters, 1984).

Information on the beginnings of women's intercollegiate athletics in California community colleges is limited. The participation and leadership opportunities available in women's intercollegiate athletics are of importance in fostering growth in women's athletics in California community colleges.

CHAPTER 2

Review of Literature

Much has been written about Title IX and how the law has influenced opportunities for girls and women to play, coach, and provide leadership to sport programs (Guthrie & Castelnovo, 1996). By the year 1991, 158,000 women participated in intercollegiate athletics (Shaw, 1995). At the high school level interscholastic athletic participation by women increased more than sixfold from 1972 to 1992 (Shaw, 1995).

To see such growth in women's athletics is phenomenal. However, many institutions fielded teams but supported them with a very small part of the total athletic budget. In 1985, the percentage of athletic budgets devoted to women's sports in Division I schools offering football was 12% (Francis, 1993/1994). Women's athletic budgets did improve as a result of Title IX but at the same time the athletic budgets of men's athletics teams also rose by multiples of two to five times as much (Francis, 1993/1994).

Women's intercollegiate athletic programs in the United States prior to Title IX developed separately and differently from those of their male counterparts.

Women's sports were grounded in the philosophy that students, rather than institutions or any other parties, were the main beneficiaries of sport (Hums, MacLean, Richman, & Pastore, 1994).

In 1952, the Division for Girls' and Women's Sports (DGWS) evolved (Felshin, 1974). The DGWS had a legislative board and an overall network that provided standards and rules for each sport and an extensive in-service training program (Felshin, 1974). The DGWS was primarily responsible for the transition of women's sports into competitive athletics in education (Guthrie & Castelnuevo, 1996). The DGWS was able to make this transition by continuing to make and enforce playing rules, demanding that women serve as coaches and officials, and enforcing standards of conduct in sports programs (Guthrie & Castelnuevo, 1996). The DGWS governed women's athletics in colleges and universities. The DGWS formed the Commission on Intercollegiate Athletics for Women (CIAW) in 1967 to appropriately address the needs of women's intercollegiate athletics (Guthrie & Castelnuevo, 1996; Felshin, 1974; Hoepner, 1974).

The intent of organizing the CIAW was to encourage the organization of colleges and universities or organizations of women physical educators to govern

intercollegiate competition for women at the local, state, and regional levels; also the DGWS held national championships and sanctioned closed intercollegiate events in which at least five colleges and universities participated (Hoepner, 1974). It was not until 1971 that the Association for Intercollegiate Athletics for Women (AIAW) began. The formation of the AIAW was brought on largely because the DGWS recognized a need to have a membership organization for the growth of women's athletics. A large number of women's athletic programs had a membership in AIAW. The AIAW had ties with the Division for Girls' and Women's Sports (DGWS). Women athletic directors formed the AIAW to monitor women's athletics, including regulating women's intercollegiate competition, fighting for Title IX regulations, and establishing rules for eligibility and competition. By 1980-1981 the AIAW offered 39 national championships in 17 different women's sports. With the involvement of women in the governance of women's intercollegiate athletics, athletics grew steadily. The existence of the AIAW was slowly brought down after it lost its anti-trust lawsuit against the National Collegiate Athletic Association (NCAA). The NCAA established 10 national championships for women's athletics, which helped to draw members of

the AIAW to the NCAA. The emergence of an NCAA interest in women's athletics resulted in severe losses to AIAW membership numbers, financial resources, organizational stability, and ultimately, a court battle resulted in the demise of the AIAW (Hums, et al., 1994). The NCAA now governs the most women's athletics teams.

Acosta and Carpenter (1996) conducted a longitudinal study of percents of male and female participants, coaches, and administrators over 19 years. This is the only study that covers these three areas in great detail. It did not take long for women to increase their participation in athletics. Case laws over the years have pointed out the desire women have to compete in intercollegiate athletics. Thus the premise in requiring a showing of athletic participation by women in proportion to women undergraduate enrollment is that women are as interested as men in athletic participation and should be entitled to the same opportunity to participate (Shaw, 1995). Participation opportunities for women athletes have also expanded consistently since Title IX was passed. In 1977 the average number of women's NCAA teams was 5.61 (Acosta & Carpenter, 1996). From analyzing Acosta and Carpenter's (1996) longitudinal study participation has

steadily grown from 1977 to 1996 where the average number of women's NCAA teams per university is 7.53. In Acosta and Carpenter's (1998) most recent study the average number of teams offered per school has risen to 7.71.

Beers (1997) found participation numbers for community college athletics in California have not risen over the years 1992-1996. Beers' (1997) data included actual numbers of men and women participating in intercollegiate athletics rather than the average number of sports teams per school per year. In terms of gender of participant, women's participation numbers have increased. During the 1992-1993 school year 27% (5,531) of all California community college athletes were women (Beers, 1997). This number increased to 29% (5,701) for the 1995-1996 school year (Beers, 1997).

With the enactment of Title IX and the NCAA taking over control of women's intercollegiate athletics, significant growth in intercollegiate athletics has resulted. But with this growth concerns have also risen. Perhaps the most predominant concern is the decline in the number of female coaches and athletic administrators. In 1972, the year Title IX was enacted, women coached 90% of women's teams (Acosta & Carpenter, 1996). By 1978, the year of mandatory

Title IX compliance, the number had dropped to 58.2% (Acosta & Carpenter, 1996). With the emphasis and attention on treating and valuing men's and women's programs comparably, coaching jobs for women's teams became more attractive to male coaches in terms of salary, exposure, and experience opportunities (Besnette, 1995). In 1998, the percentage of women coaching women's teams was at 47.4%, which is the second lowest level in 19 years (Acosta & Carpenter, 1996). Prior to this the lowest level occurred in 1990 when the percentage of women coaching women's teams was at 47.3%. Acosta and Carpenter (1998) have also shown that when the head administrator is a woman, more of the coaches of women's teams are women. Having coaches of women's teams being women is valuable for female athletes. The presence of women coaches provides the female athletes with valuable role models of women in leadership and decision making positions (Acosta & Carpenter, 1996).

In Acosta and Carpenter's (1998) longitudinal study, 28.6% or 248 of all full-time head athletic trainers, were women. The percentage of schools employing a full-time head athletic trainer was 92.3% or 867 in 1998 (Acosta & Carpenter, 1998).

The percentage of women in athletic administration positions in NCAA institutions has fallen since the enactment of Title IX in 1972. In 1972 a female head administrator directed more than 90% of women's programs in the NCAA (Acosta & Carpenter, 1996). In 1998, 19.4% of women's programs were directed by a female administrator (Acosta & Carpenter, 1998). After enactment of Title IX, many athletic programs combined the positions of the head of the women's program with the head of the men's program and the head of the men's program became the head of the combined program (Shaw, 1995). Women held 38% of all administrative jobs in women's programs in 1998 (Acosta & Carpenter, 1998). Not all programs have women involved in athletic administration; 23.8% of women's programs do not have a women athletic administrator (Acosta & Carpenter, 1996). Acosta and Carpenter believe that without a woman's voice in athletic administration, women will not be hired as often and the needs of women's teams will likely not be heard. In 1996 Acosta and Carpenter reported that one out of five athletic programs have no women serving in an administrative capacity (Acosta & Carpenter, 1998).

Studies conducted on high school coaching and administrative positions have yielded similar results to those found by Acosta and Carpenter (Heishman, et al., 1990). Despite increasing numbers of positions available in high school programs, women occupied fewer head-coaching positions than men (Heishman, et al., 1990). In a research study conducted by Heishman, et al.'s (1990) on girls' interscholastic sports programs in Virginia, the results confirmed that a lower percentage of women were coaching in 1986-87 than there were in 1971-72. The results of their study matched the results of Acosta and Carpenter's longitudinal study of NCAA intercollegiate athletics. Heishman, Bunker, and Tutwiler's (1990) purpose in designing their study was to determine if the results would match those of other studies on intercollegiate athletics performed in Colorado, Illinois, Wisconsin, Florida, and Ohio. The percentages of women holding coaching and administrative jobs in the previously mentioned states were comparable to each other. Women held fewer coaching and administrative positions in 1987 than they did in 1972.

In the decade between 1966 and 1976, the number of women participating in athletics increased from 16,000 to 64,000 (Shaw, 1995). This sharp increase was

probably due to Title IX of the Education Amendments of 1972. The preamble to Title IX states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance.” (Civil Rights Restoration Act, 1987 section # 1681). The passage of Title IX has had the biggest impact on the growth of women’s athletics programs.

Institutions were given three years to comply with the guidelines of Title IX, however, compliance did not come easily. Title IX was challenged (Whitehead, Hardin, & Spikes, 1997). The implementation of Title IX in intercollegiate athletics faced resistance from male coaches of men’s teams, university athletic directors, university presidents, and the NCAA (Francis, 1993/1994). The leaders of the NCAA believed that it was not just a matter of adding new programs while maintaining the old; something would have to be taken away from the old to make room for the new (Jones, 1997). In 1974, Senator John Tower (R-Texas) introduced an amendment to exempt revenue-producing sports from being tabulated when determining Title IX compliance. Senator Tower hoped that the Amendment would serve to “preserve the revenue base of

intercollegiate athletics (so that) it will provide the resources for expanding women's activities in intercollegiate sports" (Hudson, 1995 pg# 580). The Tower Amendment passed the Senate, but died in the House-Senate Conference Committee (Carpenter, 1985).

The failure of the Tower Amendment in June 1974 lead to the Javits Amendment proposed in July 1974 by Senator Jacob Javits (R-New York). In the Javits Amendment, revenue-producing sports were not exempt but instead required the Department of Health, Education and Welfare (HEW) to issue reasonable regulations for intercollegiate athletics programs accounting for the unique nature of particular sports (Besnette, 1995; University of Iowa, 1997). The Javits Amendment reflected congressional disapproval of exempting revenue-producing intercollegiate sports.

In 1975 President Gerald Ford (R) signed into law the final HEW Title IX regulations. These regulations accounted for certain revenue-producing sports which had acquired a unique role in the overall scheme of intercollegiate athletics (Besnette, 1995). The final regulations included provisions prohibiting sex

discrimination in athletics and they established a three-year window for educational institutions to comply.

In 1975 and 1977 other bills were introduced but the Senate refused to act on them. Senator Jesse Helms (R, North Carolina) on January 21, 1975 introduced a bill attempting to prohibit the application of Title IX regulations to athletics where participation in those athletic activities were not a required part of the educational institutions curriculum (University of Iowa, 1997; Besnette, 1995).

In 1978 the HEW issued a proposed policy "Title IX and Intercollegiate Athletics". There was confusion with this policy so the Department of Health, Education, and Welfare issued a final policy interpretation on "Title IX and intercollegiate athletics". Rather than relying exclusively on presumption of compliance standard, the final policy focused on an institution's obligation to provide equal opportunity and detailed the factors to be considered in assessing actual compliance (University of Iowa, 1997). This final policy interpretation is referred to as the three-prong test. The three-prong test consists of three areas that are considered when determining the provision of equal opportunity in

athletic programs. An institution must comply with one of the three main areas in the test. The three areas are:

1. Whether intercollegiate-level participation opportunities for male and female students are provided in numbers substantially proportional to their respective enrollments; or
2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interest and abilities of the members of that sex; or
3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion such as that cited above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
(Title IX Policy Interpretation, 1990 Fed. Reg. 71,413).

The Office for Civil Rights in 1980 established and gave oversight of Title IX to the Department of Education. The Department of Education took over the compliance of the final Title IX regulations.

In 1980 the NCAA filed a lawsuit, *NCAA v. Califano*, in an attempt to block the applicability of Title IX to intercollegiate athletics. The NCAA feared that member institutions would not be able to comply with the regulations of Title IX and they also feared the demise of men's athletics programs if they were made to share their funding and support for women's teams (Besnette, 1995; Francis, 1993/1994). The NCAA failed to block the application of Title IX regulations but they were able to secure a spot in the construction and evolution of sport opportunities for women while at the same time protecting the already established opportunities for men (Besnette, 1995).

After the NCAA failed in their attempt to block Title IX applicability to intercollegiate athletics they slowly drove the Association of Intercollegiate Athletics for Women (AIAW) out of work (Besnette, 1995). The NCAA in the beginning showed little interest in becoming involved in women's athletics. The AIAW began in 1971 with 278 members and by 1979-1980 it had grown to 970

members (Carpenter, 1985). The AIAW was the sole sponsor and chief advocate for women's intercollegiate sports during the 1970's (Besnette, 1995). One by one women's intercollegiate athletic programs abandoned the AIAW and its philosophies for NCAA membership, exposure, and fame (Besnette, 1995).

Compliance with Title IX occurred slowly in institutions. Lawsuits were filed until a landmark decision, *Grove City v. Bell*, was made in 1984. *Grove City v. Bell* restricted the application of Title IX to individual athletic programs receiving federal funds (Henson & Cabaniss, 1994; Hudson, 1995). This decision was a major setback, over 800 lawsuits which had been filed were subsequently dismissed (Besnette, 1995) and women's athletic programs at many colleges and universities were scaled back while men's teams were expanded or left alone. Still, many teams tried to overcome the cutback and survive on their own.

Relief came in 1987 when a reversal of the *Grove City v. Bell* decision occurred. Congress passed the Civil Rights Restoration Act, reinstating the original intent of Title IX. It applied to all educational institutions receiving federal financial assistance (Henson & Cabaniss, 1994). The implications of the Civil Rights Restoration Act meant the federal financial assistance did not have to

be directly received by the athletic department. The logic behind this decision rests on the assumption that athletic programs are an integral part of the general educational experience (Besnette, 1995; Francis, 1993/1994). As a result of this decision men and women athletes have filed many gender equity lawsuits (Besnette, 1995; Francis, 1993/1994). Most examples of reasons for cases that have been filed involve athletes fighting to keep their sport from being dropped (Besnette, 1995); female athletes objecting to cutbacks that eliminated the teams in equal numbers for both sexes (Jones, 1997); male athletes protesting cutbacks that were imposed unilaterally on men's teams, and women's teams trying to get universities to upgrade their status from club to varsity status (Kemper, 1980; Francis, 1993/1994).

In 1992 *Franklin v. Gwinnett County Public School*, the Supreme Court ruled unanimously that plaintiffs filing Title IX lawsuits are entitled to receive punitive damages when intentional action to avoid Title IX compliance is established (University of Iowa, 1997; Guthrie & Castelnovo, 1996). Guthrie and Castelnovo (1996) cautioned that although the Gwinnett case has raised hopes that the threat of monetary damages will increase the number of legal suits

against educational institutions, thus raising the cost of noncompliance, it is important to remember the time and expense involved in lawsuits, as well as the burden on plaintiffs who use the legal system to bring about compliance.

In 1994, Senator Mosley-Braun and Representative Collins sponsored the Equity in Athletics Disclosure Act (EADA). The EADA was passed. It states that any coeducational institution of higher education participating in any federal student financial aid program and having an intercollegiate athletics program must disclose information concerning their intercollegiate athletics program (University of Iowa, 1997). Information included in these reports includes general school information, athletics participation, head and assistant coaches, operating expenses, recruiting expenditures, athletically related student aid, coaches' salaries, and overall revenues and expenses. An annual report was required and it had to be filed no later than October 1, 1996.

Court cases were dismissed when the *Grove City v. Bell* decision occurred in 1984, but with the Civil Rights Restoration Act in 1988 and the *Franklin v. Gwinnett County Public Schools* decision in 1992 many new lawsuits were filed.

The following are court cases that have been selected on their relevance and importance to Title IX.

Cohen v. Brown University (1992). Brown University, in an attempt to reduce costs in their athletic budget, announced that they were going to drop four varsity sports. These sports included women's volleyball and gymnastics, and men's golf and water polo. By eliminating these four athletic teams the budget would have been reduced by \$64,028 from the women's budget and \$15,795 from the men's budget (Shaw, 1995). According to Jones (1997) athletes could still participate but would be required to pay all expenses (Jones, 1997). With the proposed cuts to these teams the percentage of female athletes remained the same at approximately 37% (Shaw, 1995; Besnette, 1995). Angry female volleyball and gymnastics team members filed suit under Title IX of the Education Amendments of 1972. The judge found in favor of the women athletes and required Brown University to reinstate the women's teams. By reinstating these teams Brown effectively increased the percentage of female athletes and the proportion of the athletic budget spent on women. The judge determined the university did not effectively accommodate the interest and abilities of members

of both sexes. On April 21, 1997, the Supreme Court rejected an appeal by Brown University. The court applied the three-prong test to Brown University. For prong one, the test of substantial proportionality, Brown was not substantially proportionate and was not a mirror image of the gender of the respective male and female enrollments of its university (Whitehead, et al., 1997). The court concluded Brown University did not meet the requirements of prong one. As for prong two, can an institution show a history and continuing practice of program expansion, the court found that a university may not twist the ordinary meaning of the word "expansion" to find compliance (Whitehead, et al., 1997). The court found that Brown failed to comply with prong two because they attempted compliance by reducing both men's and women's sports to equalize proportionality (Whitehead, et al., 1997). For the third prong the court found that Brown failed to comply because it failed to increase the number of intercollegiate participation and opportunities available to the underrepresented sex. Brown also failed to maintain and support women's donor funded teams at Brown's highest level, thus preventing athletes from developing fully their competitive abilities and skills (Whitehead, et al., 1997). This ruling means that schools

nationwide must ensure that the total percentage of varsity positions for men and women match their overall percentage in the student body (Epstein, 1997). In the end Brown University spent two million dollars (Meacham, 1997) defending their position of eliminating women's sports teams. They did this all to save \$64,028.

Roberts v. Colorado State University (1993). Once again, the institution in Roberts v. Colorado State University announced that it would be cutting teams because of budget constraints. Women's softball and men's baseball were the programs to be dropped. Women's softball team members sued Colorado State University. A federal district court judge found that the termination was in violation of Title IX and that the university was required to reinstate the women's softball program, hire a coach, and recruit new members for the team (Shaw, 1995).

The judge in this case, as in the Brown University case, decided that the university failed to comply with the Title IX intercollegiate athletics policy interpretation. By dropping the two programs, the institution narrowed the participation gap between male and female athletes from 14.1% to 10.6%

(Besnette, 1995). The court held that because Colorado State University failed to show program expansion, and did not accommodate the interests of women students, they were in violation of Title IX.

California National Organization for Women (NOW) v. California State Universities. California NOW filed suit against the then 20 campus California State University (CSU) system because of results from a statistical profile that were announced in 1991-1992 by the CSU Board of Trustees. The make-up of CSU students was 52% female and NOW was able to show that only 30% of CSU team positions were filled by women (Shaw, 1995). Over a 13 year period the CSU Board of Trustees was required to report annually on the progress of athletics for women (Guthrie & Castelnuevo, 1996). This report found that the participation ratio of men to women declined system wide and that there were 1200 fewer participants overall; 800 fewer women and 400 fewer men (Guthrie & Castelnuevo, 1996). The results also indicated that viable women's teams were being dropped and that only 25% of the funding and only 33% of the scholarships were going to women (Guthrie & Castelnuevo, 1996). As a result of this lawsuit the CSU system was required to make progress toward achieving equity.

Gender equity had to be achieved in the following three areas by the 1998-1999 school year: (a) the percentage of women athletes on each campus must be within 5% of the ratio of NCAA eligible students who are women as compared with the ratio of men athletes to men student enrollment; (b) the funding ratio for women's and men's teams must be within 10%; and (c) grants-in-aid, including scholarships, must be increased to within 5% of the ratio of NCAA eligible students who are women (Guthrie & Castelnuevo, 1996).

Favia v. Indiana University of Pennsylvania (1993). Indiana University of Pennsylvania announced the cancellation of four varsity programs in 1991. The cited reason was a tight budget. The four sports to be eliminated were men's soccer and tennis and women's gymnastics and field hockey. The decision to cancel these sports prompted a class action suit to be filed. The suit was filed on behalf of all past and future athletes at the institution (Besnette, 1995).

Once again the Office of Civil Rights Policy interpretation was used in determining if the university was in violation of Title IX. Indiana University of Pennsylvania failed the three-prong test. The university failed to show proportionality, continued support and expansion, or accommodation of women's

interests and abilities. The court required that Indiana University of Pennsylvania reinstate both women's teams.

Summary

A review of the literature revealed that women want the opportunity to participate in intercollegiate athletics and that this opportunity has been obstructed. Some male coaches, former male collegiate athletes, and administrators, feared that women's athletics would be detrimental to men's sports teams, detrimental because they would have to share money, facilities, access to equipment, employment, and leadership roles (Jones, 1997).

Women and girls, since the passage of Title IX, have embraced the opportunity to play, coach, and provide leadership to sport programs (Guthrie & Castelnovo, 1996). In the early days women organized, governed, coached, and officiated women's intercollegiate athletic programs. The Division for Girls and Women's Sports (DGWS) evolved and then the Commission on Intercollegiate Athletics for Women (CIAW) was formed. The purpose of the CIAW was to address the needs of women's intercollegiate athletics. These organizations all began prior to Title IX. In 1971 the DGWS recognized the need

of having a membership organization for the growth of women's athletics. This is when the Association for Intercollegiate Athletics for Women was formed. The AIAW governed, established rules, and created competition for women's intercollegiate athletics. The NCAA, in realizing that women's intercollegiate athletics was here to stay, began offering women's intercollegiate athletics and eventually took control of women's athletics from the AIAW.

Case law over the years has pointed out the desire women have to participate in intercollegiate athletics. Prior to the *Grove City v. Bell* decision there were many court cases filed. But as a result of the decision they were dismissed. With the Civil Rights Restoration Act in 1988 new lawsuits were filed. *Cohen v. Brown University* (1992) has gained the most public attention. The outcome supported women's intercollegiate athletics. Brown University was required to reinstate the women's teams it had cut. This case has set the precedent on Title IX court cases. Since the passage of Title IX, participation, coaching, and administration opportunities for women have changed.

CHAPTER 3

Method

The purpose of this study was to focus on the athletic opportunities for men and women provided by California community colleges where little information has been documented. The purpose of this study was to describe the distributions of men and women in a variety of intercollegiate athletic positions in California community colleges by measuring the history of program expansion and the gender balance in athletic opportunities, head coaching, assistant coaching, and administrative positions in California community colleges.

Participants

For this study, surveys were sent to the 102 athletic directors representing all community colleges in the state of California offering intercollegiate athletic programs. The rate of response for this study was 72% of 102 Intercollegiate Athletic Profiles sent. The Intercollegiate Athletics Profile was mailed in January 1999. This group of participants was chosen because they make the decisions involving men's and women's intercollegiate athletic teams. The assumption was made that the athletic directors will have past athletic records available. The

names and addresses of athletic directors were gathered from the Commission on Athletics (COA) 1998-1999 Directory of California community colleges athletics. This directory is published each school year. The Intercollegiate Athletics Profile was completed and returned by 73 California community colleges. This represents 72% of California community colleges offering intercollegiate athletics.

Instrument

This study utilized a survey instrument, the "Intercollegiate Athletics Profile" (Appendix A). The first part of the survey, Appendix B, included an introduction to the purpose of the survey. In the introduction it indicated that it was not a survey to determine if the specific institution was in compliance with Title IX and included a consent form. Listed in the first section are sports by gender. Solicited is information on the sports that each institution offers; whether coaches are full-time or part-time, their genders; and the year the program first began. Instructions were given at the top of the page. The second section elicited information on the gender of assistant coaches, whether they were paid, and whether one coach was employed for both men's and women's teams.

Instructions were again given at the top of the page. The final section of the survey elicited information about each school's physical education dean, academic counselor, and athletic director. Also included with the survey was a separate card requesting information on the individual completing the survey; the individual's name, school, phone number, and e-mail address were solicited.

The Intercollegiate Athletics Profile is adapted from the Acosta and Carpenter (1998) instrument, a 21-year longitudinal follow-up study. Their study has extensively covered women in intercollegiate athletics at four-year institutions. Reliability and validity of the instrument have not been reported.

In creating the Intercollegiate Athletic Profile the differences between the NCAA and California community colleges were addressed. Acosta and Carpenter's survey was adapted for the needs of studying California community colleges. Specifically, the information collected on head coaches was obtained taking into consideration that a head coach was either full-time or part-time. The Intercollegiate Athletics Profile also included a question regarding whether one coach was responsible for coaching two teams. For example, some schools have one-head coach who is responsible for coaching both the men's and

women's swimming, diving, track and field, cross-country, soccer, golf, and tennis teams. Information was collected on assistant coaches and whether they were paid. Unlike the NCAA not all intercollegiate athletic teams have money allocated for a paid assistant. In California community colleges, a Dean of Physical Education and Athletics and an Athletic Director are both responsible for athletic programs. In California community colleges full-time coaches teach in the physical education programs. The gender balance of these administrators was examined for this study.

Procedure

Participants for this survey were obtained from the Commission on Athletics 1998-1999 Directory. From this directory the names, addresses, phone numbers, institution, job title, and e-mail address were entered into a Microsoft Excel spreadsheet where a database was created. Individuals were chosen based on whether they were the Dean of Physical Education and Athletics, Dean of Physical Education, or Athletic Director at their respective California Community College. The highest administrator of sport at the community college, the Dean of Physical Education and Athletics, was sent the

Intercollegiate Athletics Profile. If there was not a Dean then it was mailed to the Athletic Director. The database provided an alphabetical printout of the addresses that were used to address the envelopes in which the Intercollegiate Athletics Profile was mailed. Enclosed in the envelope was a return self-addressed stamped envelope. Along with the Intercollegiate Athletics Profile there was a separate card that requested the name, address, phone number, and e-mail address of the individual completing the Intercollegiate Athletics Profile. Returning this card indicated that the individual wanted a summary of the results. The requested date of return was indicated on the Intercollegiate Athletics Profile. This date was four weeks from the date the Intercollegiate Athletics Profile was mailed. A small number was placed on the bottom of the return envelope. The anonymity was limited because of this code, however once the number was recorded the Intercollegiate Athletics Profile was separated from the return envelope. A log was kept to track those numbers that had been returned.

A separate sheet with the names of the community colleges and their corresponding numbers was kept to identify those schools that had not returned

the Intercollegiate Athletics Profile. Prior to the requested date of return phone calls were made to the Dean of Physical Education and Athletics or the athletic director of those schools not yet responding. The purpose of this phone call was for the author to introduce herself and to encourage the completion of the survey. After the second date of return passed a follow-up phone call was made to the Dean of Physical Education and Athletics or the athletic director to engage help in having the Intercollegiate Athletics Profile completed and returned.

Analysis of Data

The data collected from the participants were analyzed in five areas: coaching, participation, administration, counseling, and growth of sports. The data were entered into the SPSS 9.0 software for Windows 95. Frequencies and percentages were calculated.

CHAPTER 4

Results

The rate of response for this study was 72%. The Intercollegiate Athletics Profile was mailed in January 1999 to 102 athletic directors representing all community college institutions in the state of California. The purpose of this study was to describe the distributions of men and women in a variety of intercollegiate athletic positions in California community colleges by measuring the history of program expansion and the gender balance in athletic opportunities, head coaching, assistant coaching and administrative positions in California community colleges. The information obtained from the Intercollegiate Athletics Profile is a breakdown of those sports offered in California community colleges. In this chapter athletic opportunities, head coaching, assistant coaching, and administration patterns for approximately 72% (n=73) of California community colleges are presented. The Intercollegiate Athletics Profile was completed and returned by 26 Athletic Directors, 40 Deans of Physical Education and Athletics, and 7 unknowns.

Athletic Opportunities

Overall in California community colleges 14 intercollegiate sports are offered for women and 15 for men. On average the number of sports teams offered per school in California community colleges is 6.73 for women and 6.97 for men.

This information was obtained from Section A of the Intercollegiate Athletic Profile.

The five most frequently offered sports for women are basketball, volleyball, softball, cross-country, and soccer (see Table 1). These sports, along with swimming, tennis, and track and field were offered in more than 50% of the schools responding to the Intercollegiate Athletics Profile (see Table 2). Water polo was offered in 41% of those California community colleges that responded. Diving and golf were offered at 21 and 25% of the California community colleges respectively. Badminton, crew, and nordic skiing were offered for women in less than 5% of the California community colleges.

The five most frequently offered sports for men in California community colleges are basketball, baseball, football, cross country, and track and field (see Table 1). Soccer for men is offered in 58% of California community colleges.

Men's tennis was offered in 54% of the institutions surveyed. Men's water polo was offered in 44% of California community colleges. Men's swimming and golf were offered in 49% and 48% of California community colleges (see Table 2). Men's diving and wrestling were offered in 26% and 23% of institutions responding. Volleyball was offered for men in only 14% of California community colleges responding. Crew and nordic skiing were offered for men in less than 2% of California community colleges.

Table 1

The Five Most Frequently Offered Sports in California Community Colleges
Presented in Rank Order

Sport	f	Percent	Rank
Women's Athletics			
Basketball	60	82	1.5
Volleyball	60	82	1.5
Softball	55	75	3
Cross Country	51	70	4
Soccer	50	68	5
Men's Athletics			
Basketball	62	85	1
Baseball	58	79	2
Football	52	71	3
Cross Country	50	68	4
Track and Field	47	64	5

Table 2
Number and Percent of California Community Colleges Offering Each
Intercollegiate Sport (n=72)

Sport	YR Added	f	Percent	Rank
Women's Sports				
Basketball	1950	60	82	1
Badminton	1999	3	4	12
Crew	a	1	1	13
Cross Country	1950	51	70	4
Diving	1950	19	26	10
Golf	1973	18	25	11
Nordic Skiing	1999	1	1	13
Soccer	1960	50	68	5
Softball	1955	55	75	3
Swimming	1940	37	51	8
Tennis	1955	44	60	7
Track and Field	1942	46	63	6
Volleyball	1954	60	82	2
Water polo	1999	30	41	9
Men's Sports				
Baseball	1920	58	79	2
Basketball	1920	62	85	1
Crew	a	1	1	14
Cross County	1928	50	68	4
Diving	1930	19	26	11
Football	1920	52	71	3
Golf	1955	35	48	9
Nordic Skiing	1999	1	1	14
Soccer	1960	42	58	6
Swimming	1930	36	49	8
Tennis	1926	40	55	7
Track and Field	1927	47	64	5
Volleyball	1960	10	14	13
Water polo	1948	32	44	10
Wrestling	1940	17	23	12

Note: a Crew did not report the year the sport was added.

In Section A of the Intercollegiate Athletics Profile respondents filled in the year each intercollegiate sport began. Not all respondents were able to fill in the year for every sport. For women's intercollegiate athletics 369 of the 475 sports reported the year the sport began. In the 1940's there was one track and field team and one swimming team in women's intercollegiate athletics in California community colleges. Depicted in Figure 1 is the year programs began in 10 year increments. The largest number of women's intercollegiate athletic teams were added from 1971-1980 ($n=142$; 38%). In the 20 years prior to 1971, 93 athletic teams or 25% of women's intercollegiate athletics teams started. From 1981 to 1990 only 7% of women's athletic teams were added. In the decade from 1991 through January 1999 approximately 29% of the women's teams were added.

During the time period, 1971-1980, when the greatest number of women's intercollegiate athletics teams started volleyball, basketball, softball, cross-country, and track and field had the largest numbers of teams added. The findings are illustrated in Figure 2.

In men's intercollegiate athletics in the California community colleges the earliest reported intercollegiate athletic teams started back as early as 1920.

The earliest sports were baseball, basketball, and football, which started sometime between 1920-1925 (see Figure 3). In the later part of the 1920's men's tennis, cross-country, diving, swimming, and track and field started. In the 1920's 30 intercollegiate athletic teams started competition. In the 1930's 10 men's intercollegiate teams were added and one sport, wrestling. In the 1940's 48 men's intercollegiate athletic teams were added and one new sport, water polo. In the 1950's 51 men's intercollegiate athletic teams were added as were three new sports for men: golf, volleyball, and soccer. In 1960 the greatest number of teams were added totaling 146 or approximately 38%. Those teams experiencing the largest growth in rank order were basketball, baseball, football, cross-country, track and field, and golf. In the 1970's 51 men's intercollegiate athletic teams were added. In the 1980's 13 intercollegiate athletic teams were added. In the 1990's 36 teams were added and one sport badminton.

Figure 1
Total Number of Sports Beginning in 10 Year Increments for Men's and Women's
Intercollegiate Athletics

Figure 2
Number of Sports beginning in 10 Year Increments Per Sport in Women's Intercollegiate Athletics

Figure 3
Number of Sports Beginning in 10 Year Increments Per Sport in Women's Intercollegiate Athletics

Figure 4
Number of Sports Beginning in 10 Year Increments Per Sport in Men's Intercollegiate Athletics

Head Coaching

In the following section the gender balance of head coaching opportunities in California community colleges is discussed. Information was obtained for this section from the Intercollegiate Athletics Profile Section A. Currently there are 221 total head coaches who are women representing approximately 22% of the total head coaches, whereas head coaches who are men number 746 or approximately 74% of the total head coaches. The distributions of male and female head coaches are further explained by numbers of full-time to part-time men and women head coaches, and percent of head coaches coaching women's and men's intercollegiate teams. Four percent of head coaching positions in men's and women's intercollegiate athletics could not be determined because some schools were in the process of hiring head coaches or the Intercollegiate Athletics Profile was incomplete.

When looking at the coaches of women's teams there were a total of 473 possible coaches. Women held 102 full-time coaching positions (22%) and 97 part-time coaching positions (21%) in women's intercollegiate athletics. Male

coaches occupied 117 full-time coaching positions (25%) and 157 part-time coaching positions (33 %) in women's intercollegiate athletics.

Based upon the number of teams in men's intercollegiate athletics there were a total of 494 possible coaches. Men occupied 267 full-time coaching positions (54%) in intercollegiate athletics for men. They also held 205 part-time coaching positions (41%). The number of women coaching men full-time is 8 (2% of all full-time men's coaches). There are 14 women coaching part-time in men's intercollegiate athletics (3% of all part-time men's coaches). Women are head coaches in men's intercollegiate athletics in the following sports: cross country, golf, swimming, track and field, volleyball, diving, nordic skiing, soccer, tennis, and waterpolo.

Women's basketball had the most full-time women head coaches, with 38% of 60 head coaching positions. Women's badminton, softball, volleyball, tennis, and golf had the next highest percentage of full-time women coaches (see Table 3). Women's water polo had the lowest number of women at 4% as full-time head coaches. In women's soccer, cross-country, swimming, and track and field less than 20% of the full-time head coaches were women. Women's crew and

nordic skiing were offered in only one of the California community colleges.

Women's crew had a full-time woman as head coach and nordic skiing had a part-time woman as head coach. Women's badminton was the most recently added women's intercollegiate sport with three California community colleges offering it at this time. The coaches of these teams include one woman, and two men, one part-time and one full-time coach. It was not indicated on the Intercollegiate Athletics Profile whether the woman was a full-time or part-time coach.

Women's tennis had 20 part-time women head coaches or 45% which was the highest number of women head coaches coaching part-time in California community colleges. Women's water polo had 7 part-time women head coaches or 23% of the total head coaches. Women's soccer is offered in 50 community colleges; part-time women held 20% of these head-coaching positions.

Women's volleyball was offered at 60 community colleges; part-time women hold 20% of these head-coaching positions. Less than 20% of the head coaches were part-time women in basketball, cross-country, diving, golf and track and field (see Table 3).

In women's intercollegiate athletics those teams which had low numbers of female head coaches coaching full-time or part-time, generally had men as head coaches full-time or part-time in larger numbers than women. For women's track and field men held 23 of the 46 or 50% of the full-time head-coaching positions. In women's cross-country 43% of the full-time head coaching positions were held by men. In women's swimming 40% of the full-time head coaching positions were held by men. Women's badminton and golf had 33% of the full-time head-coaching positions held by men. The women's softball and diving teams had 21% of their full-time head coaching positions held by men. For women's basketball, soccer, tennis, and volleyball less than 15% of the full-time head coaches were men (see Table 4).

Women's diving had the largest number of part-time men head coaches with 12 of 19 or 63% part-time head coaches. Women's soccer, which had low numbers of women as full-time or part-time head coaches, had 23 of 50 or 46% of their part-time head coaching positions held by men. Women's water polo, which has only 2 full-time women as head coaches, had 13 out of 30 (43%) head coaching positions filled by men who worked as part-time head coaches.

Women's basketball had the same number of part-time men head coaches as it did full-time women head coaches, 23 of 60 or 38% of the head coaching positions were occupied by men working part-time. In women's swimming and volleyball 35% of the head coaches were males who were employed as part-

Table 3
Percent of Full-Time and Part-time Female Coaches Coaching Women's Intercollegiate Athletic Teams

Sport	# of Jobs	FTWomen	Percent	PTWomen	Percent	Total
Basketball	60	23	38	7	12	30
Badminton	3	1 ^a	33	^a	0	1
Crew	1	0	0	0	0	0
Cross Country	51	6	12	8	16	14
Diving	19	0	0	3	16	3
Golf	18	5 ^b	28	3 ^b	17	8
Nordic Skiing	1	0	0	1	100	1
Soccer	50	9	18	10	20	19
Softball	55	20	36	10	18	30
Swimming	37	5	14	5	14	10
Tennis	44	11	25	20	45	31
Track and Field	46	5	11	6	20	11
Volleyball	60	19	32	12	20	31
Water polo	30	2	4	7	23	9
Total	475	106	22	92	19	198

Note. Two schools reported having swimming and diving as one program.

^aBadminton had one woman head coach; the status as part-time or full-time unknown.^b Golf has one more full-time coach; no gender was given in the Intercollegiate Athletics Profile.

Table 4
Percent of Full-Time and Part-time Male Coaches Coaching Women's Intercollegiate Athletic Teams

Sport	# of Jobs	FT Men	Percent	PT Men	Percent	Total
Basketball	60	7	12	23	38	30
Badminton	3	1	33	1	33	2
Crew	1	0	0	0	0	0
Cross Country	51	22	43	15	29	37
Diving	19	4	21	12	63	16
Golf	18	6 ^a	33	3 ^a	17	9
Nordic Skiing	1	0	0	0	0	0
Soccer	50	7	14	23	46	30
Softball	55	12	22	13	24	25
Swimming	37	15	41	13	35	28
Tennis	44	3	7	10	23	13
Track and Field	46	23	50	10	22	33
Volleyball	60	8	13	21	35	29
Water polo	30	7	23	13	43	20
Total	475	115	24	157	33	272

Note.^a Golf has one more full-time coach no gender was given in the Intercollegiate Athletics Profile.

timers. Women's golf had the lowest number of part-time male head coaches at 17 %.

Intercollegiate athletics for men had very few women as head coaches.

Women held just 5% of the head coaching positions in men's athletics compared to the 58% of men coaching women's teams. The sport that had a woman as a head coach most frequently, was men's volleyball. Women held 2 out of 10 or

20% of the full-time head coaching positions in volleyball. Men's swimming has 2 full-time women head coaches or 6% of the total swim coaches. Men's cross

Table 5

Percent of Full-Time and Part-time Female Coaches Coaching Men's Intercollegiate Athletic Teams

Sport	# of Jobs	FTWomen	Percent	PTWomen	Percent	Total
Baseball	58	0	0	0	0	0
Basketball	62	0	0	0	0	0
Crew	1	0	0	0	0	0
Cross County	50	1	2	4	8	5
Diving	19	0	0	3	16	3
Football	52	0	0	0	0	0
Golf	35	1	3	1	3	2
Nordic Skiing	1	0	0	1	100	1
Soccer	42	0 ^a	0	1 ^a	2	1
Swimming	36	2	6	1	3	3
Tennis	40	0	0	1	3	1
Track and Field	47	1 ^b	2	1	2	2
Volleyball	10	2	20	1	10	3
Water polo	32	1	3	0 ^c	0	1
Wrestling	17	0	0	0	0	0
Total	502	8	2	14	3	22

Note. ^aMen's soccer has one full time coaching position without the gender reported in the Intercollegiate Athletics Profile.

^bTrack and field had two full time positions with no gender reported on the Intercollegiate Athletics Profile.

^cWater polo has one part-time position with no gender given on the Intercollegiate Athletics Profile.

country, golf, track and field, and water polo had one women full-time head coach each.

Women occupy a small number of part-time coaching positions in men's sports. Cross-country had 4 part-time women coaches (8%) and diving had 3 part-time women coaches (16%). Men's golf, soccer, swimming, tennis, track and field and volleyball had one part-time woman coach each (see Table 5). Nordic skiing, which is offered by only one school, had a part-time woman coach.

In intercollegiate baseball 53% of the head coaches were full-time men and 47% of the coaches were part-time men. In men's basketball 63% of the coaching positions were full-time men and 37% were part-time men. In crew one school offered the sport and the coaching position is held by a man full-time. In cross-country 58% of the coaches were full-time men and 32% were part-time men. Diving had the second lowest number of full-time men coaching at 26% and had 58% part-time men coaches. Eighty-three percent of head coaching positions in football were full-time men and 17% were part-time men. One school reported having two full-time men as football coaches. In men's golf 54% were

full-time men coaches and 40% are part-time men coaches. Men's soccer had 31% of coaching positions held by full-time men and 62% held by part-time men.

Table 6

Percent of Full-Time and Part-time Male Coaches Coaching Men's Intercollegiate Athletic Teams

Sport	# of Jobs	FT Men	Percent	PT Men	Percent	Total
Baseball	58	31	53	27	47	58
Basketball	62	39	63	23	37	62
Crew	1	1	100	0	0	1
Cross County	50	29	58	16	32	45
Diving	19	5	26	11	58	16
Football	52	42	81	9	17	51
Golf	35	19	54	14	40	33
Nordic Skiing	1	0	0	0	0	0
Soccer	42	13	31	26	62	39
Swimming	36	18	50	15	42	33
Tennis	40	12	30	27	68	39
Track and Field	47	31	66	12	26	43
Volleyball	10	1	10	6	60	7
Waterpolo	32	18	56	12	38	30
Wrestling	17	7	41	10	59	17
Total	502	266	53	208	41	474

Note. ^aMen's soccer has one full time coaching position with out the gender reported.

^bTrack and field had two full time positions with no gender reported.

^cWater polo has one part-time position with no gender given.

Men's soccer had one part-time head coaching position where no gender was provided on the Intercollegiate Athletics Profile. Men occupy 50% of the full-time

coaching positions in swimming and 42% of the part-time coaching positions. In men's tennis 30% had full-time men head coaches and 68% had part-time men head coaches. In track and field 66% of the head coaches were full-time men and 26% of the head coaches were part-time men. Volleyball had the lowest number of full-time men as head coaches, 1 or 10% but 60% of the head coaches were part-time men. In water polo 56% were full-time men coaches and 38% were part-time men coaches. There is a part-time coaching position in men's water polo with no gender given. In wrestling 41% of head coaches were full-time men and 59% were part-time men head coaches (see Table 6).

In some California community colleges schools reported having one head coach for both the men and the women. In cross-country the largest frequency of only one coach coaching for both teams was found (24 out of 101 programs). It was reported that soccer had three head coaches coaching both teams. In basketball and diving, two schools reported having one head coach for both teams. In women's softball it was reported that two coaches were responsible for coaching two teams at their community college. It is unclear of which teams they were the head coaches. In women's swimming 12 coaches reported that

they coached both the men's and women's teams out of a total of 37; in men's swimming 13 coaches out of 36 were reported to coach both the men's and women's teams. In tennis 6 coaches coached both teams. In women's track and field it was reported that 2 coaches coached both teams. However, in men's track and field it was reported that 20 coaches coached both teams. Women's volleyball reported having 2 coaches who coached both teams and men's volleyball reported having 1 coach for both teams. Water polo was reported as having 4 coaches who coached both teams. Because the numbers do not correspond in some cases it is not known whether coaches coaching both teams means the same sport from the responses.

Assistant Coaching

Overall, in the schools responding, women's intercollegiate athletic teams had an assistant coach 76% of the time. The frequency of women's athletic teams reporting they had an assistant coach was 359. Female assistant coaches occupied approximately 47 % (n=169) of the assistant coaching positions in women's athletics. Men occupied 53% (n=190) of the assistant coaching positions in women's intercollegiate athletics. The information on assistant

coaches was obtained from Section B of the Intercollegiate Athletics Profile. In some cases the number of schools reporting they had an assistant coach was larger than the number of schools reported they offered the sport because some Intercollegiate Athletics Profiles were incompletely filled out (see Table 9).

In women's basketball 39 of 63 (or 62%) of California community colleges responded to having a woman as an assistant coach. It was reported that one school had two men as assistant coaches and one school had two women as assistant coaches in women's basketball. Men held 38% of the assistant coaching positions in women's basketball. In women's softball 56% of the assistant coaches were women and 44% of the assistant coaches were men. In women's volleyball, 57% of their assistant coaches were women and 43% of the assistant coaches were men. In women's soccer 41% of the assistant coaches were women and 59% of the assistant coaches were men. In women's swimming 44% of the assistant coaches were women and 56% were male assistant coaches. In women's track and field 71% of the assistant coaches were men and 29% of the assistant coaches women. In women's water polo 76% of the assistant coaches were men and 24% of the assistant coaches were women.

Nordic skiing did not have any assistant coaches. Crew is only offered at one community college and there is one female assistant coach. Badminton, which was offered at 3 community colleges, had one women assistant coach.

Table 7

Numbers and Percents of Assistant Coaches for Women's Intercollegiate Athletic Teams

Sport	# Jobs	Assistant Coaches				Total
		Women		Men		
		Number	Percent	Number	Percent	
Basketball	60	39	62	24	38	63
Badminton	3	1	100	0	0	1
Crew	1	1	100	0	0	1
Cross Country	51	8	32	17	68	25
Diving	19	2	22	7	78	9
Golf	18	3	60	2	40	5
Nordic Skiing	1	0	0	0	0	0
Soccer	50	18	41	26	59	44
Softball	55	31	56	24	44	55
Swimming	37	11	44	14	56	25
Tennis	44	8	44	10	56	18
Track and Field	46	12	29	30	71	42
Volleyball	60	31	57	23	43	54
Water polo	30	4	24	13	76	17

The total number of men's athletic teams reporting they had an assistant coach was 364 or 70% of teams that had an assistant coach. Many men's athletic teams reported having more than one assistant coach per sport. A few Intercollegiate Athletics Profiles were sent back without information provided on assistant coaches. The information was obtained from Section B of the Intercollegiate Athletics Profile. In football 100% of the schools reported they had 1 man as assistant coach. Football had one school with 4 assistants, five schools with 5 assistants, one school with 7 assistants and three schools with 8 assistant coaches. In baseball 100% of reporting schools had 1 assistant coach, three schools had 2 assistant coaches, and two schools had 4 assistant coaches. In 100% of the respondents men's basketball was coached by assistant coaches that were men. Two schools reported having 2 male assistant coaches in men's basketball. In men's soccer 97% of the assistant coaches were men and one program had 2 male assistant coaches. In men's track and field 91% of the assistant coaches were male with one school reporting it had 4 men as assistant coaches. In men's swimming 83% of the assistant coaches were men; one program had 2 male assistant coaches. In men's volleyball 89% of their

assistant coaches were men with one school reporting it had 2 male assistant coaches.

Table 8

Numbers and Percents of Assistant Coaches for Men's Intercollegiate Athletic Teams

Sport	# Jobs	Assistant Coaches				Total
		Women		Men		
		Number	Percent	Number	Percent	
Baseball	58	0	0	57	100	57
Basketball	62	0	0	60	100	60
Crew	1	0	0	1	100	1
Cross County	50	4	19	17	81	21
Diving	19	2	18	9	82	11
Football	52	0	0	51	100	51
Golf	35	0	0	8	100	8
Nordic Skiing	1	0	0	0	0	0
Soccer	42	1	3	34	97	35
Swimming	36	4	17	19	83	23
Tennis	40	2	13	13	87	15
Track and Field	47	4	9	40	91	44
Volleyball	10	1	11	8	89	9
Water polo	32	2	12	15	88	17
Wrestling	17	0	0	12	100	12

Note. Football teams reported having multiple assistant coaches on the Intercollegiate Athletics Profile.

The frequency of men as assistant coaches in men's cross-country was 17 or 81%. In men's diving 9 or 82 % of the assistant coaches were men. Men's golf

had 8 or 100% men assistant coaches. The frequency of a man as assistant coach in men's tennis was 13 or 87%. In men's water polo 88% of the assistant coaches were men. In men's wrestling 100% of the assistant coaches were male.

The frequency of female assistant coaches of men's athletic teams was 20 or approximately 6%. Men's cross-country, swimming, and track and field each had 4 female assistant coaches. Men's diving, tennis and water polo each had 2 female assistant coaches. Men's soccer and volleyball each had one female assistant coach 3% and 11% respectively. In men's intercollegiate athletics all sports reported that they had above 81% of the assistant coaches were male, except nordic skiing. Nordic skiing is only offered in one school and it was reported that there were no assistant coaches.

In Section B of the Intercollegiate Athletic Profile information was obtained on whether assistant coaches were paid. The frequency of assistant coaches for women's intercollegiate athletics being paid was 326 or approximately 91% were paid. For men's intercollegiate athletic teams the frequency of assistant coaches being paid was 339 or approximately 93% were paid. These percents were

calculated by using the number of paid assistant coaches divided by the number of reported assistant coaches.

In women's intercollegiate athletics softball had the highest percentage of paid assistant coaches at 89%. In women's basketball 88% of the assistant coaching positions were paid. In women's basketball, more schools reported having assistant coaches than the number of schools that reported having a basketball program. This was because not all respondents completely fill in the questionnaire. In women's track and field and volleyball 87% of the assistant coaches were paid. In women's swimming 65% of the assistant coaches were paid. In women's water polo 57% of the assistant coaches were paid. In women's cross-country, diving, golf, and tennis had less than 50% of their assistant coaches paid (see Table 9).

In men's intercollegiate athletics basketball had the highest percentage of paid assistant coaches at 98%. In men's baseball 95% of the assistant coaches were paid. In men's football and track and field approximately 87% of the assistant coaches were paid. In men's water polo 53% of the assistant coaches

Table 9
Frequency and Percent of Paid Assistant Coaches for Women's and Men's
Intercollegiate Athletic Teams

Sport	# of jobs	f	Percent Paid
Women's Sports			
Basketball	65	57	88
Badminton	3	0	0
Crew	1	1	100
Cross Country	51	24	47
Diving	19	8	42
Golf	18	2	11
Nordic Skiing	1	0	0
Soccer	50	38	76
Softball	55	49	89
Swimming	37	24	65
Tennis	44	14	32
Track and Field	46	40	87
Volleyball	60	52	87
Water polo	30	17	57
Men's Sports			
Baseball	58	55	95
Basketball	62	61	98
Crew	1	1	100
Cross County	50	19	38
Diving	19	8	42
Football	52	45	87
Golf	35	4	11
Nordic Skiing	1	0	0
Soccer	42	33	79
Swimming	36	22	61
Tennis	40	13	33
Track and Field	47	41	87
Volleyball	10	8	80
Water polo	32	17	53
Wrestling	17	12	71

were paid. In men's swimming approximately 61% of the assistant coaches were paid. In men's wrestling approximately 71% of the assistant coaches were paid. In men's cross-country, diving, golf and tennis less than 50% of the assistant coaches were paid (see Table 9).

Administrative Positions

This section will cover information on athletic directors, academic counselors, and physical education deans that were reported by each school.

In Section C1 information was solicited on whether the community college had one or more than one athletic director and on the gender of the athletic director(s). The frequency and percent of community colleges having more than one athletic director was 12 or 16% of the total responding to the Intercollegiate Athletics Profile. The frequency and percent of community colleges having only one athletic director was 60 approximately 82% of the total. In California community colleges that had only on athletic director 43 or approximately 59% were men and 17 or approximately 23% were women. When there was more than one athletic director the frequency of a male athletic director was 12 and a female athletic director was 13. One school reported that it had 2 men as athletic

directors and one women athletic director. There was a woman athletic director present in only 41% of the responding schools.

In Section C2 information was obtained on whether the community colleges had a full-time academic counselor. The frequency of schools having a full time academic counselor was 29 or approximately 40%. A man as academic counselor either part-time or full-time was present in 59% of the responding schools and a woman was present in 40% of the responding schools. In 43 schools there were no full-time academic counselors and one school left Section C2 blank. The frequency of men academic counselors either full- time or part-time was 25 and a woman was 20. One school reported having a man and a woman academic counselor. The numbers regarding the gender of the academic counselor are larger than full-time positions held because the sex was given by respondents for part-time academic counselors.

In Section C3 the sex of the community colleges Physical Education Dean was given. The frequency of a man as physical education dean was 41 or 56% of 73. The frequency of a woman physical education dean was 28 or 38%.

There were 4 schools where the information was not recorded on the Intercollegiate Athletics Profile.

In Section C4 of the Intercollegiate Athletics Profile the percentage of men and women in the student body at the community college was requested. Out of 73 respondents 64 filled in the percentages. The highest percentage of women and men in student bodies was 70% and 60% respectively. The average percent of men and women in the student body was 46% and 55% respectively.

Summary

There were 73 respondents to the Intercollegiate Athletic Profile. On average 6.73 sports for women were offered and 6.97 sports for men were offered in California community colleges. For both men and women basketball was the most frequently offered sport at approximately 85% and 82% respectively.

Women represent 22% of the total coaches in California community college intercollegiate athletics. Men represent 74% of the total coaching opportunities in California community college athletics.

In women's athletics there was a total of 473 possible head-coaching opportunities. The frequency and number of total women as head coaches in

women's intercollegiate athletics was 199 and 42%. Women occupied 102 of the full-time coaching positions or 22%. Men occupied 274 total head-coaching positions in women's athletics or 58%. Women's basketball had the highest percentage of women holding full-time head coaching positions at 38%. In women's cross-country 43% of the full-time head coaching positions are held by men. This is the highest percentage of men full-time head coaches coaching women in California community colleges.

In men's athletics there was a total of 519 possible head-coaching positions. In men's athletics men occupied 472 or approximately 92% of the head coaching positions. Men occupied 267 of the full-time coaching positions or approximately 51%. In men's intercollegiate athletics women held 14 head-coaching positions in men's intercollegiate athletics or approximately 3% of head coaching positions. Eight women are head coaches of a men's athletic teams full-time.

In women's intercollegiate athletics there was an assistant coach 76% of the time. A woman occupied 47% of the assistant coaching positions and men occupied 53% of the assistant coaching positions. Women's softball had the highest percent of their assistant coaches paid at approximately 89%. Men's

intercollegiate athletics reported having an assistant coach 70% of the time.

However, many schools reported having multiple assistants. Men's basketball

had the highest percent of their assistant coaches who were paid at

approximately 98%. When there was only one athletic director a man held

approximately 59% of the jobs and a woman held approximately 23% of the jobs.

Twelve programs reported having more than one athletic director.

In 40% of the schools a full-time academic counselor was on staff.

Respondents submitted the information for the gender of the academic counselor

regardless of part-time or full-time status, and 25 were men and 20 were women.

The genders of Deans of Physical Education and Athletics were 56% men and

38% women.

CHAPTER 5

Discussion, Conclusions, and Recommendations for Further Study

A total of 72% of all California community colleges offering intercollegiate athletics responded to the Intercollegiate Athletics Profile. Descriptive information was collected on the history of program expansion and gender balance in athletic opportunities, head coaching, assistant coaching, and administrative positions in intercollegiate athletics in California community colleges.

Discussion

Athletic Opportunities

This study revealed that in California community colleges in 1998-99 academic school year the average number of sports team offered per school was 6.73 for women and 6.97 for men. In 1977 the average number of women's NCAA teams was 5.61 (Acosta & Carpenter, 1998). Participation has steadily grown, in the NCAA the average number in 1998 was 7.71 (Acosta & Carpenter, 1998). The average number of sports teams per school in California community

colleges could be slightly higher because two schools responding to the Intercollegiate Athletics Profile did not complete Section A.

Acosta and Carpenter (1998) in their longitudinal study tracked the 10 most popular sports offered for women; and found basketball, volleyball, tennis, cross-country, softball, soccer, track, swimming and diving, golf, and field hockey were highest in rank order (see Table 10). Although basketball and volleyball are the top two sports in California community colleges and in the NCAA for women, tennis, which is the third most popular sport offered in the NCAA, is the seventh most popular sport in California community colleges. Women's softball and cross-country are the third and fourth most popular sports in California community colleges. In the NCAA cross-country and softball were the fourth and fifth most popular sports offered. Soccer is the fifth most popular sport offered in California community colleges and the sixth most popular sport in the NCAA.

The five most popular sports for men in rank order in California community colleges are basketball, baseball, football, cross-country, and track and field. Acosta and Carpenter's study focused on women's sports only.

Table 10

A Comparison of the Ten Most Popular Women's Sports in California Community Colleges to the NCAA

Sport	California Community Colleges	NCAA
Basketball	1.5	1
Badminton	12	24
Crew	13.5	12
Cross Country	4	4
Diving	10	8 ^a
Golf	11	9
Nordic Skiing	13.5	16
Soccer	5	6
Softball	3	5
Swimming	8	8 ^a
Tennis	7	3
Track and Field	6	7
Volleyball	1.5	2
Waterpolo	9	b

Note.

^aAcosta and Carpenter (1998) recorded swimming and diving as one team.

^bIn Acosta and Carpenter's (1998) study women's waterpolo was not included.

Compared to the NCAA the percent of schools offering each sport in California community colleges was lower than the findings of Acosta and Carpenter (1998). For example, in women's basketball 98% (Acosta & Carpenter, 1998) of schools offered basketball in the NCAA and only 82% of the schools offered basketball in California community colleges. In cross-country

70% of California community colleges offered cross-country compared to 85% of NCAA schools offering the cross-country (Acosta & Carpenter, 1998).

From analyzing the data it can be seen that the number of sports teams per school in California community colleges for women has increased since the enactment of Title IX. Shaw (1995) found that in the decade between 1966-1976 the number of women participating in athletics increased. The same finding was true in community colleges; the decade between 1971-1980 experienced the largest growth in the addition of women's intercollegiate athletic teams.

Women's sports in California community colleges began in the 1950's. According to the information collected in Section C4 of the Intercollegiate Athletics Profile, the earliest women's sports offered were swimming (1940), and track and field (1942). The most recently added women's sports were crew and badminton.

According to S. Van Horn (personal communication, January 7, 1998), Interim Associate Commissioner of the COA, badminton will be the newest sport for women in California community colleges. Van Horn stated that nine colleges would compete in badminton in spring of 2000 (S. Van Horn, personal communication, January 7, 1998). The data received from the Intercollegiate

Athletics Profile indicated that there were three schools offering the sport in 1999 when the data were collected.

The state of California has many regions and great population diversity that affect the sports offerings of California community colleges. Some community colleges serve small communities and do not have the student body or population to field a football team. Other California community colleges may be located in a region that is better suited for nordic skiing because of the climate.

Head Coaching

Prior to the enactment of Title IX, women held most of the head coaching positions in women's intercollegiate athletics in the NCAA at approximately 90%. Post Title IX the numbers of women in head coaching positions in NCAA colleges has dropped to 48 % (Acosta & Carpenter, 1998). To determine whether this was true for the head coaching opportunities of women's athletic teams in California community colleges is difficult. Historical studies have not been conducted to compare the results of this study on athletic opportunities in California community colleges. However, the information collected from the Intercollegiate Athletics Profile, Section A indicated that women held 42% of the

head coaching positions in women's intercollegiate athletics in 1999. In California community colleges men held head coaching positions of a men's athletic teams 92% of the time. There were a total of 519 intercollegiate athletic teams offered for men and 473 for women. The frequency of women as head coach of an intercollegiate athletic team was 221. The frequency of men as head coach of an intercollegiate athletic team was 746. There was a man coach 75% of the time and a woman coach 23% of the time. The frequency of not knowing the gender because of an incompletely filled out Intercollegiate Athletics Profile or because they were in the hiring process was 25 or 2.5% of the total coaches in California community colleges.

The head coaching positions that women occupy in men's athletics are in volleyball, swimming, golf, track and field, and water polo. Volleyball, swimming, golf, track and field, and water polo sports are the sports which were traditionally started in the first women's intercollegiate programs. Women have the experience playing and the knowledge that would lead to the coaching of volleyball, swimming, golf, track and field, and water polo. The traditional sports in men's athletics such as baseball, full court basketball, and football are

generally thought of as being connected to masculinity (Felshin, 1974). Although women are making a presence in men's basketball the good old boys network has been able to keep men in the head coaching positions (Acosta & Carpenter, 1996).

In community college athletics coaches can be full-time and then decide that they do not want to coach anymore. They discontinue their coaching responsibilities but remain a member of the physical education and athletics department as a full-time instructor. However, the coaching position they vacated is often times filled with a part-time coach. In community colleges, when someone retires the hiring of a coach or instructor at the level of the retiree does not always happen.

A full-time coach is more beneficial to student athletes, growth of the sport, and to the community college. Women's intercollegiate athletics had 254 coaching positions held by part-time coaches or approximately 54% of the time. In men's intercollegiate athletics 42% of the head coaching positions were held by part-timers.

In California community colleges a head coach can be either full-time or part-time. Men occupied the full-time head coaching positions in greater numbers than women did. Men also held part-time head coaching positions in greater numbers than women did. Overall, for every three men head coaches full-time or part-time one woman held a head coaching position full-time or part-time.

Men occupy a large number of head coaching positions in women's intercollegiate athletics. Women occupy only 4% of the head coaching positions of men's intercollegiate athletic teams. Men occupy 58% of the head coaching positions of women's intercollegiate athletic teams. The sports where women occupied head coaching positions in men's athletics were cross-country, golf, swimming, track and field and volleyball.

In NCAA women's basketball women held the head coaching positions 64% (Acosta & Carpenter, 1998) compared to 50% of the time in California community colleges. The percentage of women holding a head coaching position in California community colleges was 38% compared to 34% in the NCAA (Acosta & Carpenter, 1998). Intercollegiate softball in the NCAA had woman as a head

coach 65% (Acosta & Carpenter, 1998) of the time, which was the same for California community colleges.

Assistant Coaching

Women occupied 47% (f=169) of the assistant coaching positions in women's intercollegiate athletics in California community colleges. The total number of assistant coaches for women's intercollegiate athletics was 359. This percent is lower than the NCAA where 61% of paid assistant coaches were women (Acosta & Carpenter, 1998). In California community colleges not all sports programs have money budgeted for an assistant coach. Not all sports at one school had paid assistant coaches for every sport. Some programs have more than one assistant coach paid while other programs have all volunteer assistant coaches. More men's athletic teams had multiple assistant coaches than women's athletic teams.

The top five sports offered for women, excluding cross-country, had the highest percentage of assistant coaches paid or unpaid. Women's basketball had the highest percentage at over 100%. This is explained by the fact that two schools did not report data on head coaches but had reported data on assistant

coaches. The data on head coaches were what determined the number of schools that offered the sport. In women's softball, volleyball, and soccer 100%, 90%, and 88% of sports teams an assistant coach was hired. Only 49% of the women's cross-country teams had an assistant coach; while 91% of track and field teams had an assistant coach.

Assistant coaches were not always paid. Of the top five sports in women's intercollegiate athletics in California community colleges softball had the highest percentage of paid assistant coaches at 89%. Basketball, track and field and volleyball had the next highest percentage of paid assistant coaches.

The top five sports offered for men, excluding cross-country had the highest percentage of assistant coaches paid or unpaid. Men's baseball and football had the highest percentage of assistant coaches at 98%. In men's basketball and track and field 97% and 94% of sports teams had an assistant coach respectively. Men's cross-country only had an assistant coach 76% of the time. Men's soccer and volleyball had a higher percent of assistant coaches at 83% and 90% than cross-country.

In men's athletics the top five sports, excluding cross-country, had the highest percentage of paid assistant coaches. Men's basketball had the highest percentage of paid assistant coaches at 98% of 62. In men's baseball 95% of assistant coaches were paid and track and field had 87% paid assistant coaches. In football 87% of the assistant coaches were paid. In men's cross-country 38% of the assistant coaches were paid.

When comparing the frequency of paid assistant coaches in men's and women's intercollegiate athletics there were 339 paid assistant coaches in men's intercollegiate athletics and 326 paid assistant coaches in women's intercollegiate athletics. The percentage of paid assistants of men's teams was approximately 69% and the percentage of paid assistants of women's teams was also approximately 69%. The percent of women's teams that had an assistant coach was 76% compared to 74 % of men's teams that had an assistant coach.

Administrative Positions

The frequency of those community colleges responding to having more than one athletic director was 12 (16%). The frequency and percentage of community colleges having only one athletic director was 60 or 82%. A woman was the

only athletic director in 17 schools. There was a woman athletic director in 13 schools when there was more than one athletic director. Only 41% of those schools offering athletics had a female athletic director.

The frequency of a woman as Physical Education Dean was 28 or approximately 38%. There was a man as Physical Education Dean in 56% of those schools that responded to the Intercollegiate Athletics Profile.

The frequency of not having women as athletic director or physical education dean present in California community colleges was 30 or 41%. The frequency of not having men present was 11 or 15%. Acosta and Carpenter (1998) found that in the NCAA 21% of women's programs were lacking any women administrator. California community colleges lack an administrator twice as frequently as the NCAA.

California community colleges had a full-time academic counselor 40% of the time. Responding schools reported the gender of their academic counselor regardless of whether they were full-time or part-time. One school reported having two part-time academic counselors, one man and one woman. There were 25 men as academic counselors and 20 women as academic counselors.

Women held 41% of full-time academic counselor positions and men held 59% of the full-time academic counselor positions.

Conclusions

Since the time women were given the opportunity to participate in intercollegiate athletics, sponsoring institutions have generally not had problems filling women's sports teams (Shaw, 1995). A review of literature revealed that women want the opportunity to participate in intercollegiate athletics. Women who participate in athletics are likely to pursue a profession in athletics. However, with 27 years since the passage of Title IX, the number of women holding positions in California community college athletics is low. Acosta and Carpenter (1998) in their longitudinal study have provided statistics for intercollegiate athletics in the NCAA. In the NCAA women have made strides as coaches, athletic directors, and athletic trainers. In California community colleges women in some sports and administrative positions are occupying the same number and percentage as women did 10 years ago in the NCAA.

Null hypotheses were made for the purpose of the study. The following conclusions were drawn. The frequency of head coaching positions held by men

will not be different from the frequency of women in California community colleges was rejected. Women occupy 22% of 967, which is the total number of possible head coaching positions. The frequency of men athletic directors will not be different from women athletic directors in California community colleges was rejected. In California community colleges that had only one athletic director 59% of 60 were men and 23% of 60 were women. The frequency of men physical education deans will not be different from women physical education deans in California community colleges was rejected. In California community colleges 56% of 73 were men physical education deans. The frequency of sport offerings for men will not be different from the frequency of women sport offerings in California community colleges was accepted. In California community colleges there were 14 sports offered for women and 15 offered for men. The frequency of male academic counselors will not be different from female academic counselors in California community colleges was rejected. There was a male academic counselor in 59% of 73 California community colleges and a female academic counselor in 40% of 73 California community colleges.

Women were not present as an athletic director or physical education dean in 41% of California community colleges responding to the Intercollegiate Athletics Profile. There was a male athletic director present in California community colleges 75% of the time and a woman present 41% of the time. The percentage of women as Deans of Physical Education and Athletics was 38%. The percentage of men as Deans of Physical Education and Athletics was 56%.

Acosta and Carpenter (1996) found that when a woman administrator was present in an institution the likelihood of finding women coaches coaching women's teams was greater. In California community colleges when there was a female Dean of Physical Education and Athletics the frequency of their being a male head coach part-time or full-time was 95 and the frequency of a female head coach part-time or full-time was 65. When there was a male Dean of Physical Education and Athletics the frequency of a male as head coach part-time or full-time was 177 and the frequency of a female head coach part-time or full-time was 134.

There are a total of 221 head coaches that are female and 746 male head coaches in California community colleges. In women's athletics women held

22% of full-time head coaching positions and 21% of part-time head coaching positions. Overall women held 42% of the head coaching positions in women's intercollegiate athletics

Recommendations for Further Study

The following recommendations are made for future study to change the structure of the Intercollegiate Athletics Profile:

1. The number of athletic trainers provided to teams and their genders should be measured.
2. A section for reporting coaches who coach more than one team should be provided. Specifically, what teams are they coaching i.e. men's and women's soccer or men's soccer and women's softball.
3. The amount that assistant coaches are paid should be determined.
4. A section for identifying the number of assistant coaches who are paid for each sport should be measured.
5. A section that identifies whether the Dean of Physical Education and Athletics is the same individual as the Athletic Director should be provided.
6. A section for recording the ages of head coaches should be provided.

7. A section that pertains to the interest and abilities of high school students should be provided.
8. A section that collects information about the number of total participants in athletics, and the number of participants on each team should be provided.

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Women's Sports

Section A

Please indicate for the sports listed below, whether your head coach is a full time or part time faculty member by placing an **X** in the space provided. Also indicate the gender of the head coach by placing an **(X)** in the column for male and female. Also indicate the first year the program began. If your school does not offer a sport please leave it blank.

EXAMPLE	Full Time Coach	Part Time Coach	Head Coach		Year Program Began
			M	F	
Basketball	X		X		1998
Cross Country		X		X	1968

	Full Time Coach	Part Time Coach	Head Coach		Year Program Began
			M	F	
Basketball					
Cross Country					
Diving					
Golf					
Soccer					
Softball					
Swimming					
Tennis					
Track & Field					
Volleyball					
Waterpolo					
Other(specify)					

Men's Sports

Section A

Please indicate for the sports listed below, whether your head coach is a full time or part time faculty member by placing an **X** in the space provided. Also indicate the gender of the head coach by placing an **(X)** in the column for male or female. Also indicate the first year the program began. If your school does not offer a sport please leave it blank.

EXAMPLE	Full Time Coach	Part Time Coach	Head Coach		Year Program Began
			M	F	
Baseball	X		X		1998
Basketball		X		X	1968

	Full Time Coach	Part Time Coach	Head Coach		Year Program Began
			M	F	
Baseball					
Basketball					
Cross Country					
Diving					
Football					
Golf					
Soccer					
Swimming					
Tennis					
Track & Field					
Volleyball					
Waterpolo					
Wrestling					
Other(specify)					

Women's Sports

Section B

Please indicate with an (X) for the sports listed below, whether your school has an assistant coach and the sex of the assistant coach. Also indicate if the person is paid (**yes**) or not paid (**no**). Please indicate with an (X) if any coach both teams, i.e., is your swimming coach the same for the men and women. If your program does not have an assistant coach please leave it blank.

EXAMPLE	Assistant Coach		Paid Assistant	One coach for both men's and women's teams
	M	F		
Basketball	X		Yes	X
Cross Country		X	No	

	Assistant Coach		Paid Assistant	One coach for both men's and women's teams
	M	F		
Basketball				
Cross Country				
Diving				
Golf				
Soccer				
Softball				
Swimming				
Tennis				
Track & Field				
Volleyball				
Waterpolo				
Other(specify)				

Men's Sports

Section B

Please indicate with an (X) for the sports listed below, whether your school has an assistant coach and the sex of the assistant coach. Also indicate if the person is paid (**yes**) or not paid (**no**). Please indicate with an (X) if any coach both teams, i.e., is your swimming coach the same for the men and women. If your program does not have an assistant coach please leave it blank.

EXAMPLE	Assistant Coach		Paid Assistant	One coach for both men's and women's teams
	M	F		
Baseball	X		Yes	X
Basketball		X	No	

	Assistant Coach		Paid Assistant	One coach for both men's and women's teams
	M	F		
Baseball				
Basketball				
Cross Country				
Diving				
Football				
Golf				
Soccer				
Swimming				
Tennis				
Track & Field				
Volleyball				
Waterpolo				
Wrestling				
Other(specify)				

Section C

Section C1

Does your community college have more than one Athletic Director?

☐ Yes ☐ No

If NO, is your Athletic Director: ☐ Male ☐ Female

If YES, indicate the number of each gender of the athletic directors here. ☐ Male ☐ Female

Section C2

Does your community college have a full time academic counselor for your athletes? ☐ Yes ☐ No

What is the Gender of this individual? ☐ Male ☐ Female

Section C3

Please indicate the sex of your colleges Physical Education Dean.

☐ Male ☐ Female

Section C4

Please indicate for your community colleges student body the percentage of males and females.

%Males %Females

COMMENTS:

This information helps in my record keeping.

Thanks

Your name_____

Your Position_____

Your School_____

Your School Address_____

Your Phone Number_____

Your E-mail Address_____

By returning this post card it will ensure you will receive a summary of the results of this study.

Dear Athletic Director,

I would be very appreciative if you would spend a few minutes filling out this short questionnaire. I am a master's degree student in the Department of Human Performance at San Jose State University. This questionnaire is a part of my thesis, the title is Gender Balance in Intercollegiate Athletics in California Community Colleges. I have chosen to analyze California community colleges because there have been studies examining Division I, II, and III athletic programs; however, few research studies have been conducted on community colleges.

The information that will be obtained will be useful to colleges when determining what sports to add, the hiring of full time or part time coaches, and to the Commission on Athletics when evaluating community college athletics.

The questionnaire solicits information on the specific athletic teams offered by each school. More specifically the first section involves the gender of the head coaches, whether they are a full-time or a part-time person on staff, the gender of the individual, and the year the program began. The second section solicits information on the gender of the assistant coach, whether they are paid, and whether an individual coaches both men and women. The final section involves questions about the make up of athletic directors, athletic academic advisors, athletic trainers, and the physical education dean.

It is not my intention to use this information in any way other than to find out what has happened to athletics in California community colleges since the Title IX decision. I assure to you that all information that you provide me will be kept completely confidential. Your college will never be singled out. All information will be tabulated in group form. The completion and return of the survey will indicate your willingness to participate in the study.

Any information on intercollegiate athletics in California community colleges that you may have would be very much appreciated. I thank you for spending a few minutes of your valuable time to fill out this questionnaire.

If you have any questions about this study, I will be happy to talk with you. I can be reached at (650)948-2236. If you have questions or complaints about research subjects rights please contact Dr. Ibrahim Nabil, Associate Academic Vice President for Graduate Studies and Research, at (408)924-2480. In the Human Performance Department Dr. Emily Wughalter the chair of my committee or Carol Christensen, Department of Human Performance Chair can be contacted at (408)924-3010.

Sincerely,

Cheryl L. Owiesny