

University of Montana

## ScholarWorks at University of Montana

---

Graduate Student Theses, Dissertations, &  
Professional Papers

Graduate School

---

1985

### A study of position duties and responsibilities of community college athletic directors in the Northwestern United States

Diane L. Westbrook  
*The University of Montana*

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Westbrook, Diane L., "A study of position duties and responsibilities of community college athletic directors in the Northwestern United States" (1985). *Graduate Student Theses, Dissertations, & Professional Papers*. 7875.  
<https://scholarworks.umt.edu/etd/7875>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

COPYRIGHT ACT OF 1976

THIS IS AN UNPUBLISHED MANUSCRIPT IN WHICH COPYRIGHT SUBSISTS. ANY FURTHER REPRINTING OF ITS CONTENTS MUST BE APPROVED BY THE AUTHOR.

MANSFIELD LIBRARY  
UNIVERSITY OF MONTANA  
DATE: 1985



A Study of Position Duties and Responsibilities  
of Community College Athletic Directors  
in the Northwestern United States

by

Diane L. Westbrook

Presented in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Science  
University of Montana

1985

Approved by:

Mark W. Clark  
Chairman, Board of Examiners

E. C. Murray  
Dean, Graduate School

June 11, 1985  
Date

UMI Number: EP38676

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP38676

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against  
unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

Westbrook, Diane L., M.S., May 30, 1985

Physical Education

A Study of Position Duties and Responsibilities of Community College Directors in the Northwestern United States

Director: Mark Clark

The purpose of this study was to determine the duties performed by community college athletic directors in the Northwestern United States. A questionnaire was sent to all athletic directors of Oregon, Idaho, Washington and Montana community colleges listed in the 1983-84 National Directory of College Athletics. The data in this study was obtained by modifying and expanding Herron's Administrative Routine questionnaire which included the categories of POSDCORB (planning, organizing, staffing, developing, coordinating, operating, reporting and budgeting). The modification isolated those functions pertinent to community college athletic directors, and indicated the importance of mundane, developmental and professional functions within the categories of POSDCORB. Duties actually and ideally performed within the POSDCORB categories were identified. A generalized profile of community college athletic directors was established.

Profile of the community college athletic director: The typical community college athletic director is male, 45 years old, and athletic administrator for nine years and in the present position 12 years, has 14 years coaching experience, earns \$28,782 per year, and administers to 150 athletes.

Duties Questionnaire: The seven categories of POSDCORB were ranked in order of frequency of actual performance: (1) staffing, (2) directing, (3) budgeting, (4) reporting, (5) coordinating, (6) operating and (7) planning.

The four most frequently performed tasks within the POSDCORB categories were: (1) directing the athletic program, (2) preparing and supervising the yearly budget, (3) disbursement of budgeted finances, and (4) delegation of responsibilities to subordinates.

All tasks within the questionnaire were labeled as mundane, developmental or professional. Professional duties were rated as most often performed. The athletic directors indicated a preference to ideally perform less mundane tasks and more developmental and professional tasks.

## ACKNOWLEDGEMENTS

The author wishes to thank Dr. Mark Clark for his continued help, time and patience in the completion of this study. The author is also indebted to the subjects for cooperation in making this study possible.

A special thanks is in order to my parents for their continual support throughout this project.

## TABLE OF CONTENTS

	PAGE
TITLE PAGE . . . . .	i
ABSTRACT . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
TABLE OF CONTENTS . . . . .	iv
LIST OF TABLES AND CHARTS . . . . .	vii
 CHAPTER	
I.    INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	1
Purpose of the Study . . . . .	1
Significance of the Study . . . . .	2
Delimitations of the Study . . . . .	3
Definitions of Terms . . . . .	4
II.   REVIEW OF RELATED LITERATURE . . . . .	5
Introduction . . . . .	5
Traditional Duties and Responsibilities of Athletic Directors . . . . .	5
Current Duties and Responsibilities of the Athletic Director . . . . .	11
Summary . . . . .	16
III.  PROCEDURES AND METHODOLOGY . . . . .	19
Introduction . . . . .	19
The Instrument . . . . .	19
Distribution of the Instrument . . . . .	23
Validity and Reliability of the Instrument . . . . .	22
Procedures of the Data Analysis . . . . .	24
IV.   REPORT OF DATA AND FINDINGS . . . . .	27



The Biographical and Profile Data . . . . .	27
POSDCORB Data . . . . .	31
Planning . . . . .	32
Operating . . . . .	36
Staffing . . . . .	40
Directing . . . . .	40
Coordinating . . . . .	46
Reporting . . . . .	48
Budgeting . . . . .	52
Mundane, Developmental and Professional	
Task Data . . . . .	54
Mundane Tasks . . . . .	54
Developmental Tasks . . . . .	56
Professional Tasks . . . . .	56
V. ANALYSIS OF DATA AND FINDINGS . . . . .	58
Biographical and Profile Data . . . . .	58
POSDCORB Data . . . . .	59
Mundane, Developmental and Professional	
Task Data . . . . .	62
Mundane Tasks . . . . .	62
Developmental Tasks . . . . .	64
Professional Tasks . . . . .	68
Biographical and POSDCORB Data	
Cross-Tabulated . . . . .	71
VI. SUMMARY AND CONCLUSIONS . . . . .	86
Biographical and Profile Data . . . . .	86
POSDCORB Data . . . . .	86
Mundane, Developmental and Professional	
Task Data . . . . .	89
Concluding Statements . . . . .	90
. . . . .	
BIBLIOGRAPHY . . . . .	92
APPENDICES	
A. Initial Mailing (Cover Letter, Biographical Sheet and POSDCORB Questionnaire) . . . . .	97
B. First Follow-up Mailing (Cover Letter only)	104
C. Second Follow-up Mailing (Cover Letter only) . . . . .	106
D. Additional Biographical Information . . . . .	108
E. List of Sampled Schools . . . . .	115

## LIST OF TABLES AND CHARTS

TABLE	PAGE
1. Response Rate for Questionnaire . . . . .	24
2. Response by Geographic Area . . . . .	24
3. Biographical Information--Range and Mean .	30
4. Planning--Actual and Ideal Mean Scores . .	33
5. Planning--Rank Order of Tasks--Actual and Ideal . . . . .	34
6. Planning--Rank Order of Actual and Ideal Mean Scores . . . . .	35
7. Operating--Actual and Ideal Mean Scores . .	38
8. Operating--Rank Order of Actual and Ideal Mean Scores . . . . .	39
9. Staffing--Actual and Ideal Mean Scores . .	41
10. Staffing--Rank Order of Tasks--Actual and Ideal . . . . .	42
11. Directing--Actual and Ideal Mean Scores . .	44
12. Directing--Rank Order of Actual and Ideal Mean Scores . . . . .	45
13. Coordinating--Actual and Ideal Mean Scores	47
14. Coordinating--Rank Order of Actual and Ideal Mean Scores . . . . .	49
15. Reporting--Actual and Ideal Mean Scores . .	50
16. Reporting--Rank Order of Actual and Ideal Mean Scores . . . . .	51
17. Budgeting--Actual and Ideal Mean Scores . .	53

## TABLE

## PAGE

18.	Budgeting--Rank Order of Actual and Ideal Mean Scores . . . . .	55
19.	Overall Means of Actual and Ideal Scores . .	60
20.	Overall Means of POSDCORB Rank Order-- Actual and Ideal Performance . . . . .	61
21.	Mundane Tasks--Rank Order of Mean Scores . .	63
22.	Developmental Tasks--Rank Order of Mean Scores . . . . .	67
23.	Professional Tasks--Rank Order of Mean Scores . . . . .	69
24.	Professional, Developmental, Mundane-- Grouped Mean Scores . . . . .	71
25.	Administrative and Coaching Background . . .	108
26.	Salary . . . . .	109
27.	Number of Athletes in Program . . . . .	110
28.	Gender and Level of Education . . . . .	111
29.	Student Population and Number of Athletes in Program . . . . .	112
30.	Departmental Budget and Salary . . . . .	113
. . . . .	. . . . .	. . . . .

## CHART

I.	Comparative Rankings of Ideal and Actual POSDCORB Categories According to Gender . .	73
II.	Comparative Rankings of Ideal and Actual Mundane, Developmental and Professional Divisions of POSDCORB by Gender . . . . .	74
III.	Comparative Rankings of Ideal and Actual POSDCORB Categories According to Level of Education . . . . .	76
IV.	Comparative Rankings of Ideal and Actual Mundane, Developmental and Professional Divisions of POSDCORB by Level of Education	77

CHART	PAGE
V. Comparative Rankings of Ideal and Actual POSDCORB Categories by Years of Experience	79
VI. Comparative Rankings of Ideal and Actual Mundane, Developmental and Professional Divisions of POSDCORB According to Years of Experience . . . . .	80
VII. Comparative Rankings of Ideal and Actual POSDCORB Categories by Athletic Budget . .	82
VIII. Comparative Rankings of Actual POSDCORB Categories According to Salary . . . . .	84
IX. Comparative Rankings of Actual Mundane, Developmental and Professional Duties According to Salary . . . . .	85

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The problem of this study was to identify and to evaluate the duties performed by the athletic directors of community colleges in the Northwest United States. Specific concerns were to:

1. Determine duties actually performed and those duties which should ideally be performed by community college athletic directors.
2. Determine a generalized profile of community college athletic directors.

#### Purpose of the Study

It was the purpose of this study to investigate the attitudes regarding the varied duties and responsibilities of community college athletic administrators in the Northwest. This study encompassed many areas of administration such as: responsibility, business procedures, equipment and supplies, administration of school events, health aspects, public relations, staff, and professional organizations. This study was exploratory in nature and was conducted to help fill a void in the literature concerning community college athletic directors.

### Significance of the Study

Community college athletic directors are faced with increasing job responsibilities due to the increasing number of facets of administering and supervising athletic programs. Increased student participation in sport, the addition of women's programs, and most recently the burden of the current economic situation have added many responsibilities to the athletic director's role (Williams and Miller, 1983).

Kelliher (1956) indicated that further study of the duties of athletic directors of small colleges is recommended because this group had greater supplemental duties outside of the duties of directorship of athletics. Many of the duties performed by athletic directors were indicated by Schwank (1971) who stated that an athletic administrator:

. . .is in charge of finances; responsible for maintaining equipment and supplies; a personnel manager for a large and varied staff; involved in public relations in the community and with students; concerned for the health of athletes; coordinator of events for both small and large audiences; and manager of facilities involving both buildings and outside playing areas.

In light of the many duties for which the director of athletics is responsible, several groups of individuals may benefit from this study. (1) Present college and university instructors may find this study useful to help determine the preparation of students for athletic administration. (2) Students of athletic administration may be

able to gain a better understanding of the roles and responsibilities of the college administrator. (3) This study will enable the author to gain a better knowledge of the responsibilities of the community college athletic directors in the Northwest. (4) This study may provide a guide for persons who, without the necessary education, preparation or previous administrative experience, must assume the responsibilities of athletic director.

#### Delimitations of the Study

This study was limited to:

1. Community colleges geographically located in the Northwest United States (Oregon, Idaho, Washington and Montana).
2. Only those schools with two-year programs offering inter-collegiate athletics.
3. Community colleges in which the athletic directors were willing to participate in the study.

### Definition of Terms

Athletic Director--The individual responsible for the administration and management of the athletic program.

Community College--A two-year program of higher education offering intercollegiate athletics.

Developmental Task--Tasks important to the administration of the department and performed with greater effort than mundane duties.

Junior College--Same as a community college.

Mundane Task--Tasks repetitive or monotonous and performed often. Usually performed with less effort than developmental or professional tasks.

Northwestern United States--The geographical area of the United States including the States of Montana, Idaho, Oregon and Washington.

POSDCORB--A conjured word representing the functional elements of administrative work. Each letter represents the duties of (1) planning, (2) organizing, (3) staffing, (4) directing, (5) coordinating, (6) reporting, and (7) budgeting.

Professional Task--Tasks requiring a greater effort to perform than mundane or developmental tasks, relative to the growth of the department and the administrator.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter will review literature pertinent to this study. It will include literature regarding (1) traditional duties and responsibilities of athletic directors, (2) current duties and responsibilities of the athletic director and (3) a summary of the related literature.

#### Traditional Duties and Responsibilities of Athletic Directors

The traditional responsibilities of the athletic director are outlined in this section of the review of literature to distinguish them from the current duties and responsibilities of the athletic administrator.

McGee (1972) conducted an analysis of the administrative practices in intercollegiate athletics in member colleges of the Arkansas Intercollegiate Athletic Conference. The athletic director and coaches of several sports were interviewed at each institution. The major areas investigated were: administration organization, coaching personnel, student participants, regulations for contests, finance, transportation, publicity and facilities. The study indicated

that intercollegiate athletics were administered as an integral part of education. Departmental leadership in the majority of the member institutions was a combination physical education teacher and athletic director.

Richey (1963) conducted a survey of the responsibilities and qualifications of athletic directors. Athletic directors and presidents were selected from 76 colleges. Six responsibilities tended to predominate. In rank order they were: teaching class, coaching varsity sports, budgeting responsibilities, conducting and presenting athletic events, scheduling of contests, and advising and counseling students. The areas of business techniques and public relations were found to be the weakest in terms of training.

Reno (1964) evaluated the duties of athletic directors in small colleges in selected states of the midwest. Four-year colleges with enrollments of 2500 or fewer participated in the study. Athletic directors responded to a questionnaire listing 211 duties. Reno concluded that there was a wide range of duties being performed by athletic directors in small colleges. Many duties were not necessarily concerned with athletic administration. Property and equipment duties were the most commonly performed duties in most colleges. Small colleges (less than 1000 enrollment) showed less uniformity in the number of duties performed than did colleges with populations of 1000 or more.

Sells (1959) conducted a study of the duties and

functions performed in administering a program of intercollegiate athletics. The duties were codified and assigned to the following five major categories:

1. Administration and departmental affairs
2. Duties relating to participants
3. Finance
4. Personnel
5. Property and equipment

The purpose of the study was to develop a list of the essential functions and competencies related to the administration of an intercollegiate athletic program. The list could be used as a guide for professional preparation and better operation and planning of athletic programs.

The athletic administrator must be responsible not only to the participants and the program but also to the president of the college or board of trustees. According to Shea and Weiman (1969), the president should appoint an athletic director who is competent and reliable in the athletic program. The athletic director is responsible for the day-to-day operation of the program just as are other administrative heads who are responsible for university-wide programs.

At the community college level, the athletic director has responsibilities to his institution, the administration, his staff, the athletes and the community. According to Daughtrey (1976), the director of athletics is responsible for supervising the entire program. This responsibility includes evaluation of coaches, handling school-community relations, providing interpretation for the program and

overseeing the general administration of the program. Daughtrey (1976) further stated that the athletic director's duties include scheduling contests, establishing travel procedures, supervising coaches, maintaining eligibility, preparing contracts, preparing for contests, preparing the budget and certifying medical services. The athletic director sets up the athletic program and makes additions and deletions with the approval of the administration. He is an advisor in the hiring and firing process of coaches.

In a study relating to job analysis of the position of the athletic director, Kelliher (1956) indicated findings in three areas: frequency of duties, importance of duties, and difficulty of duties. These three areas are described as follows:

1. Frequency of duties: Administrative duties is first followed by public relations, finance, coaches and contests, property and equipment, and duties relating to athletics.
2. Importance of duties; categories in order of priority area: administrative duties, finances, public relations, property and equipment duties, coaches and contest duties, and duties relating to athletics.
3. Difficulty of duties: administrative duties, public relations, finances, coaches and contests, property and equipment, athletics.

In analyzing the duties and responsibilities of athletic directors, American Alliance of Health, Physical Education and Recreation lists the following as desirable "personal qualities and professional competencies":

1. Knowledge of administrative techniques and procedures.
2. Initiative and imagination.

3. Ability to make intelligent decisions.
4. Tactfulness and wisdom in human relations.
5. Knowledge of and ability in the public relations aspects of his position.
6. Business acumen and experience in financial administration.
7. Competence in planning and administering athletic facilities.
8. The ability to interpret and administer rules and regulations governing athletic competition.
9. A knowledge of coaching methods and techniques and of coaching problems.
10. Ability to communicate.
11. Educational and profesional competence.
12. Vision.

AAHPER (1962)

Among the duties of the administrator according to AAHPER in the Administration of Athletics in Colleges and Universities (1962) were the administrative or management processes:

1. Planning--Sound planning, which is the first of these processes, decreases the number of crises, makes for more effective delegation of responsibilities, insures better operations, and provides a basis for estimation of cost, the presentation of needs, and the recommendations for staff, facilities and money are all involved in this important process.
2. Organizing--Organizing is related to planning but carries the action a step further. Functions and duties must be arranged in workable units and grouped in a logical manner. The functions must then be assigned to individuals to provide for their most efficient utilization.
3. Directing and Coordination--Directing and coordinating are at the heart of operation and program. The director gives the cue for action, coordinates the functions of the many diverse units, and is responsible for the accomplishment of the mission. Directing includes initiating the operation, deviating from plans when necessary, disseminating policies and operating procedures, conferring with staff members, and acting as a trouble shooter in emergencies.
4. Evaluating and Controlling--Evaluating and controlling are also necessary and important processes. If an organization is to continue to grow, develop, and

improve, weaknesses must be analyzed and strengths assessed. Facts must be gathered and reports prepared. Personnel must be supervised and expenditures controlled.

Kelliher (1956) developed a master check list of the duties performed by athletic directors. These duties were divided into six major categories essential to administering an athletic department. The duties were arranged in the following categories:

1. Miscellaneous
2. Financial Duties
3. Duties relating to property and equipment
4. Public relations duties
5. Duties relating to coaches and contests
6. Duties relating to athletics

Two groups of athletic directors participated in the study. One group represented all geographical regions of the U.S. The other group represented specific athletic conferences. One of the major conclusions of the study indicated that the questionnaire might be useful as a check list for those interested in careers as athletic directors. Kelliher also concluded that the greatest differences in the number of duties performed occurred in institutions with enrollments under 2500.

LaPorte's (1955) description of the responsibilities of administration in physical education can be likened to the basic functions of the athletic director:

. . .it includes innumerable problems of organization and administration of buildings, equipment and programs, safety and health science, intramural sports. . .community recreation, and extra-curricular activities, in addition to the function of teaching.

Ideally the athletic director's duties should include application of administrative techniques, communication with staff, public relations, financial administration facility planning, administering rules and regulations, and being familiar with coaching methods and techniques.

Planning, organizing, directing and coordination, and evaluating and controlling are administrative processes that an athletic director should follow to execute the position duties efficiently (AAHPER, 1962).

According to the literature review, the duties and responsibilities of the athletic director have traditionally included scheduling contests, supervising coaches, administering the athletic budget, and managing property and equipment. The areas of responsibility appear to be more diverse in smaller colleges with 1000 population and less.

#### Current Duties and Responsibilities of the Athletic Director

The position of athletic director is one of growing importance among key administrators in two-year colleges. The reasons for the increased responsibilities of athletic administrators according to Purdy (1973) are:

1. Inclusion of women's programs.
2. Importance of overseeing the many phases of the program as to supervision of coaches, policies and procedures, facilities, finance, transportation, insurance, police protection, and medical care.
3. Very few other positions in education have more association with agencies and groups outside the school system. These include game officials,

other schools and their personnel, booster clubs, state, regional, and national athletic associations, national sports affiliations, physicians, police departments, etc.

Williams and Miller (1983) indicate not only a change in role responsibilities for athletic directors but "increasing spectator pressure, economic woes, promotional demands, legal involvement. . ." They indicate the trend toward combining women's and men's athletic programs has created new administrative complexities.

The addition of women's programs has added to the duties and responsibilities of the athletic director. Unless a separate department and director is appointed solely for the women's program, the responsibility of administering such a program lies with the current administrator of athletics.

According to Sisley (1981), today's leaders must make the following efforts to provide quality athletic programs: close contact with the student-athlete, provide quality personnel, attend professional meetings, maintain a sound philosophy, and maintain communication among staff, students and administration.

Although philosophically the athletic director is concerned with the participants and the overall program, it is increasingly apparent that the duties and responsibilities include a professional business application as indicated below:



. . . interscholastic and intercollegiate athletics should not be administered as a business. However, in the interest of traditionally deficit-ridden athletic programs, they should be more businesslike. Athletic directors--with an esoteric language all their own--are quickly recognizing the need to bring corporate language into athletics.

The need for a new breed of specialists (highly trained administrators who can function successfully in these complex and varied sport-related areas) has become increasingly important in today's society.

. . . one of the incongruities in the multi-billion dollar business of athletics is the willingness to turn over the administration of this enterprise to those individuals who have had little, if any, formal preparation for their jobs.

For the most part, school athletic administrators have only had experience as coaches and teachers before assuming their administrative duties.

The growing complexity of the school athletic administrator's role mandates a job-related course of study which includes sophisticated techniques in financial management, industrial personnel psychology, and information systems.

Parkerhouse and Stoy (1979)

There are certain basic functions all managers perform. These are planning, organizing, staffing, leading and controlling (Dessler 1982).

The work of Fayol (1969) represents the classical approach to management indicating that managers perform five basic functions: planning, organizing, commanding, coordinating and controlling. Managerial functions listed by Hicks (1976) include planning, organizing, motivation and controlling. The management functions of planning, organizing, directing and controlling are considered most important by Flippo and Munsinger (1982).

Thompson (1982) concluded that the degree of involvement for the athletic administrator should be in the areas of planning, personnel, public relations, and budgeting. Less involvement in facilities and equipment and role-modeling was suggested.

According to Gulick and Urwick (1937), the POSDCORB taxonomy is a conjured word representing the functional elements of administrative work. Each letter in the POSDCORB represents the following duties: planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Each of these functional elements was represented in the questionnaire used in this study.

To be truly effective in the role of athletic director, his/her qualifications must be in line with the responsibilities of the position. The responsibilities must be determined and evaluated. Through this method the athletic director will be able to evaluate his own qualifications, and if lacking, strengthen his abilities to administer in those areas.

Sanford (1962) comments:

What the colleges need most of all, it would seem is knowledge, knowledge of themselves of that they do and of what they should do. They should study themselves; focusing upon goals of individual student development and asking with respect to each practice how it favors or hampers progress toward these goals.

Hohman (1970) analyzed the administrative policies of intercollegiate athletics of 24 collegiate institutions

in the Rocky Mountain States. A personal visit was made to each collegiate institution to administer a questionnaire to the presidents and athletic directors.

The research indicated that the administrative standards very closely concurred with current practices. In the opinion of the presidents, athletic programs could and should serve as a unifying force on campuses and in the community. In regard to the athletic director, the majority of the presidents believed that the athletic director should report directly to the president and the athletic director's administrative status should be equal to that of a department head, or higher. The presidents viewed finance and accounting, legal knowledge, personnel administration, and responsibility of management as the most troublesome competency to the athletic director.

Sutton (1975) conducted a study of the functions and professional preparation of athletic directors and found the general consensus indicated that planning of future athletic facilities, preparation of the yearly schedules for all sports, dispersement of budgeted finances, and approving the departmental requisitions as the four most prominent functions.

A study was conducted by Mears (1970) on the organization and administration of intercollegiate athletics in church-related colleges and universities in the United States. Information was collected by survey from 263 institutions.

Seven major areas were investigated:

1. status and policies of intercollegiate athletics
2. organizations for administering intercollegiate athletics
3. student personnel
4. staff personnel
5. business management
6. equipment and facilities
7. public relations

Mears concluded that no set standards were established in methods of determining eligibility and common business practices.. Public relations was an area that needed to be strengthened.

The current duties and responsibilities of athletic directors are more than ever centered in the basic managerial functions of planning, organizing, staffing, coordinating, directing, reporting, and budgeting.

The role of athletic directors should ideally include techniques in financial management, industrial and personnel psychology, and information systems to accommodate increased responsibilities which now include the addition of women's programs, economic pressures, promotional demands, legal involvement, and increasing spectator pressure.

### Summary

The most common similarities between the traditional and current duties and responsibilities of athletic directors appear to include managing personnel (Parkerhouse and Stoy, 1979; Schwank, 1971), scheduling contests (Richey, 1963; Sutton, 1975), and financial management (Thompson, 1982;

Daughtrey, 1976). The inclusion of women's programs has added to the responsibilities in all areas of athletics for the administrator (Purdy, 1973).

General business techniques, public relations (Richey, 1963; Mears, 1970), personnel administration, legal knowledge and financial accounting (Hohman, 1970), were regarded as the most troublesome areas of professional competency for the athletic director.

The athletic director must be well qualified to assume the many responsibilities of administering the athletic department. As Reeder (1941) indicated, the organization or department will never realize its potential if the administrator is not well qualified. Further, the success of the program depends on the "quality of the personnel required for its operation" (Scott, 1951).

Over the years some clear expectations of the duties of athletic administrators have developed. Increased awareness of budgets, game management, community scheduling, professional meetings, business procedures, personnel management, have all been observed as part of the responsibility of the community college athletic director.

The inclusion of women's programs, facility planning, finance, public relations, contact with outside agencies, and general business procedures are all within the realm of the athletic director's responsibilities according to the literature. The basic functional elements of administra-

tive work as described by Gulick and Urwick (1937): planning, organizing, staffing, directing, coordinating, reporting, and budgeting, encompass these specific areas of responsibility of athletic directors.

As Hicks (1976) said, "Merely knowing that there is such a concept as the role of a manager will increase managers' awareness of their jobs. Effectively implementing the elements of their role will make them still more proficient as managers."

The duties and responsibilities have apparently changed considerably from their traditional role. It is the intent of this study to investigate the duties currently administered by the athletic directors of community colleges in the Northwestern United States.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

#### Introduction

The purpose of this study was to identify the various duties and responsibilities of the community college athletic administrators in the Northwest. To determine the functions of the athletic directors, a questionnaire was developed containing broad areas of management responsibilities.

#### The Instrument

The instrument used in the present study was a questionnaire modified from a study conducted by Herron (1969) that investigated the educational preparation, related experience and selected duties of collegiate athletic directors.

Herron's questionnaire dealt with educational background, related experience, and selected duties. The last section, Selected Duties, was subdivided into four parts. These were: Teaching Duties, Coaching Duties, Program Administration and Administrative Routine. The last subdivision, Administrative Routine, was divided into seven divisions relating to the functions performed by athletic directors and was evaluated on a five through one decreasing importance

scale.

For the purpose of this study, the section titled "Administrative Routine" in Herron's questionnaire was used. The subtitles within the section titled "Administrative Routine" were: Planning, Operating, Staffing, Directing, Coordination, Reporting, and Budgeting. Using the first letters of each subtitle resulted in the conjured word POSDCORB. POSDCORB is used throughout my study to indicate these respective subtitles. Herron's questionnaire included 12 items related to planning, 10 items related to operating, 12 items related to staffing, 13 items related to directing, 12 items related to coordination, six items related to reporting, and nine items related to budgeting. In my study, tasks listed under each subtitle were modified and expanded to obtain the perception of the athletic director as to how often the function was actually performed and how often each function ideally should be performed. The number of tasks in each subsection were modified as follows: nine items related to planning, six items related to operating, six items related to staffing, six items related to directing, five items related to coordination, five items related to reporting, and seven items related to budgeting.

An additional purpose of the present study was to subdivide the POSDCORB items by mundane, developmental and professional function. The intent was to determine whether athletic directors actually spent time on mundane, develop-



mental and professional activities regardless of administrative activity and whether they felt that they ideally should spend time in mundane, developmental or professional activities.

The mundane category consisted of tasks regarded as repetitive and/or monotonous and performed often with less effort than the developmental professional categories.

The developmental category was an accumulation of tasks considered important to the administration of the department and performed with greater effort than the mundane category.

The professional category required a greater effort to perform than the mundane or developmental categories and contained tasks relative to the growth of the department and the administrator.

A biographical information sheet was used to gain data on the background of responding athletic directors. Biographical items were developed to profile characteristics of the typical community college athletic director. The items used focused on age, gender, salary, departmental budget, years in sport, college and department population and college sport programming.

Instructions for completing the questionnaire accompanied mailings to the athletic directors. Specific instructions were given to read each statement carefully and then rate the value of how the function was actually performed. The respondent was then instructed to re-read each

statement and rate the value of how the function should ideally be performed. The respondent was instructed to answer only as an athletic director.

### Validity and Reliability of the Instrument

Concepts and comments on validity and reliability, as used in this thesis have been derived from Borg and Gall (1983) and Leedy (1980).

Face validity of the instrument has been judged based on 12 years in athletic coaching and administration. Items included are the "things" that are done by community college athletic directors. Content validity seems to be strong, based on the POSDCORB concept development in 1947 by Gulick and Urwick. The literature review for this thesis indicated that POSDCORB categories and items have been used in research about administrative functions and behaviors repeatedly since 1937. Herron's (1969) use of POSDCORB in a study specific to athletic directors has demonstrated their appropriateness and applicability in this situational domain.

Since an exploratory descriptive presentation, rather than statistical representation of attitude was the concern of this thesis, reliability was not as large a concern as it might have been (under the more statistical format). Future study in this should look to valid and reliable instruments for more indepth analysis of behaviors of

athletic directors. This study develops an instrument that will help in that effort.

### Distribution of the Instrument

A letter (Appendix A) was sent to each of the 40 athletic directors on May 8, 1984 explaining the purpose of the research. The instrument (Appendix B and C) and a self-addressed, stamped envelope was enclosed for the return of the information requested.

After three weeks, a follow-up letter (Appendix D) was mailed on May 29, 1984. In addition to the letter, a copy of the instrument along with a self-addressed, stamped envelope was mailed to those athletic directors who had not responded to the initial mailing.

After two additional weeks, a second follow-up letter (including an additional copy of the questionnaire and a self-addressed return envelope, Appendix E) was mailed on June 12, 1984 to those athletic directors who had not yet responded.

The sample of this study consisted of the total number of community colleges in Idaho, Montana, Oregon and Washington that had athletic programs in place in the spring of 1984. The response rate was 82 percent (See Table 1).

TABLE 1  
RESPONSE RATE OF QUESTIONNAIRE

Mailing	Date	Response	% Total
Initial	May 8, 1984	27 (27)	67
1st Follow-up	May 29, 1984	4 (31)	77
2nd Follow-up	June 12, 1984	2 (33)	82
Totals		33	82%

A geographic distribution of the sample and response is presented in Table 2.

TABLE 2  
RESPONSE BY GEOGRAPHIC AREA

States	Number Sampled	Number of Returns	% Returns
Idaho	3	2	67
Oregon	10	8	80
Montana	1	1	100
Washington	26	22	85
Totals	40	33	82

### Procedures of the Data Analysis

Collected data is presented primarily in a descriptive form. Biographical data depicts the generalized background

of this previously unstudied population. Additionally, the biographical data develops a demographic picture of the Northwest community college athletic director and athletic programs. The demographic data and profile information are presented primarily through the use of mean and percentage scores.

A comparative mean score presentation was the primary analytical focus of POSDCORB items. Individual mean scores were derived for each item. Individual item scores were compared within the respective POSDCORB categories of planning, operating, staffing, directing, coordinating, reporting and budgeting. Comparative analysis was also undertaken between POSDCORB categories. Lastly, within and between category analysis was conducted as it related to the mundane, developmental and professional divisions developed by this author.

The descending Likert-type scale used in development of the POSDCORB item mean score allows for both nominal and ordinal type interpretive analysis. The rank orderings as presented in later chapters demonstrate relative importance of individual and grouped items, but it is acknowledged that the degree of difference between responses would be speculative, at best, from this data. For an exploratory study of this type, it was the author's feeling that laying a descriptive base was more appropriate than trying to statistically define this unstudied population and its attitudes.

Additionally, cross-tabulations were run between the biographical items and between biographical items and the POSDCORB attitudinal items. Selected cross-tabulation findings are presented. Limitations of the study related to test reliability are acknowledged and thus the limited use of this data in my thesis. A recommendation for future studies on this topic would be that the focus more directly be on this type of analysis. All statistical analysis of data in this study was done by SPSS-X programs on the mainframe DEC computer system at the University of Montana.

The descriptive report and analysis of data collected on Northwestern (United States) community college athletic directors will be presented in Chapters IV and V.

## CHAPTER IV

### REPORT OF DATA AND FINDINGS

#### The Biographical and Profile Data

The biographical information sheet revealed the following list of generalized findings. Table 3 gives a general view of the biographical data. Tables depicting a more complete report of this data may be found in Appendix D.

1. Male athletic directors comprised 86.7 percent of the population sampled. Female athletic directors made up 13.3 percent of the total number of respondents.
2. The range for age of the male athletic directors was 35 to 64, with 45 as the mean age. The range for age of female athletic directors was 35 to 54, with 44 as the mean age.
3. The population of the community colleges ranged from 1,370 to 9,000 students with 3,991 students as the mean.
4. Years in athletic administration ranged from one to 35, with a mean of nine years. Over 39 percent of athletic directors had been an athletic administrator for less than five years.
5. The range for years in coaching was 0 to 49 years, with 13.9 years as the mean. Eight administrators indicated they had coached less than five years.

6. Twenty-one athletic directors held a master's degree comprising 63.6 percent of the total sample. Five athletic directors (15.2 percent) held a doctorate and two (6.1 percent) held less than a bachelor's degree; 15.1 percent held a bachelor's degree.
7. Sixty-seven percent of the athletic directors either are no longer coaching or have never coached. Only nine indicated they were presently coaching.
8. The highest percentage of athletic directors (27.5 percent) had a salary between \$30,000 and \$35,999. Two athletic directors had a salary of less than \$10,000 indicating the position is probably part time or combined with teaching and a separate teaching salary. Seven athletic directors or 24.1 percent had a salary of \$35,000 to 39,999. The mean salary was \$28,782.
9. Twenty-five schools (77.4 percent) administered to 199 or less athletes. Seven institutions (21 percent) reported 200 or more athletes. The range of the number of athletes in the athletic program varied from 65 to 500 athletes. The mean was 150 athletes per program.
10. Ten of the male respondents indicated they had under four years of experience in athletic administration. All four (100%) of the women athletic directors had less than ten years of athletic administration experience and 75 percent (three of the four women) less than five years experience.



11. One hundred percent of female athletic directors held a master's or doctorate degree. Eighty-one percent of male athletic directors held a master's or doctorate degree.
12. The highest percentage of community colleges (42.2 percent) had department budgets between \$50,000 and \$99,999. Five community colleges (15.2 percent) reported budgets of \$200,000 or more. At the low end of the scale, two colleges reported a total athletic budget of under \$4,000. The mean budget amount was \$66,344.
13. It was assumed that larger student populations would yield a larger student-athlete population. However, the relationship between student population and the number of athletes varied considerably as depicted in Table 3.
14. Ten athletic directors reported salaries of \$30,000 to \$39,999. Five athletic directors with athletic budgets of \$100,000 and more reported salaries of \$40,000 and over. Salaries were widely distributed with most athletic directors earning \$25,000 and over. One athletic director reported a salary of \$40,000 and over with an athletic budget of under \$4,000.

TABLE 3

BIOGRAPHICAL INFORMATION  
RANGE AND MEAN

	Minimum	Maximum	Mean
Age	32	61	45
Student Population	1,370	9,000	3,911
Years in athletic administration	1	35	9
Years in present position	1	23	12
Years in coaching	0	49	14
Department Budget	\$3,350	\$201,000	\$66,344
Salary	\$2,500	\$40,000	\$28,782
Number of athletes in program	65	500	150
Number of coaches in program	2	20	2.6
Number of line staff personnel	0	5	2
Number of part time employees	1	24	7.5
Number of full time employees	1	17	5.7
Number of sports	4	13	7.4
Number of women's sports	0	7	3.8
Number of men's sports	2	8	4.5

POSDCORB Data

The functions and duties questionnaire revealed the tasks which athletic directors felt they actually performed and tasks which they felt ideally should be performed. Following is a descriptive presentation of these findings in each of the seven categories of POSDCORB.

The questionnaire was divided into seven sections patterned after Gulick and Urwick's (1937) and Herron's (1969) POSDCORB classification of functional elements of administrative functions. The seven sections were planning, operating, staffing, directing, coordinating, reporting and budgeting. Actual scores referred to the function actually having been performed. Athletic directors rated each function as to its actual and ideal performance. Actual scores were ranked in descending order of (5) Always performed, (4) Often performed, (3) Sometimes performed, (2) Seldom performed and (1) Never performed. The athletic directors indicated by circling the appropriate number how often each task was actually performed in the seven sections of administrative duties.

Ideal scores were also ranked in descending order of (5) Ideally always performed, (4) Ideally often performed, (3) Ideally sometimes performed, (2) Ideally seldom performed and (1) Ideally never performed. The athletic directors indicated by circling the number how often they felt the task should ideally be performed in the seven sections of administrative duties.

A mean of 4.0 and higher was determined to be significantly important to the actual and ideal performance of the particular function. A mean of 2.99 and below indicated the function was seldomly performed in actual practice or perceived ideal. The mean for the actual and ideal scores of each of the seven sections was tabulated. The mean indicated the overall importance the athletic directors placed on each section.

The mean for the actual and ideal scores of each section of administration was tabulated and compared to each section of administration was tabulated and compared to each other to determine which section was actually performed the most and the least, and which section the athletic directors felt should ideally be performed the most and the least.

### Planning

Preparation of yearly sport's schedule, dispersion of scholarships, planning future facilities, and orientation of new department members were considered to be the most important tasks actually and ideally performed in this category. Contacting and selecting game officials was ranked lowest both actually and ideally. Two areas indicated as low in actual performance and high in ideal performance were the development of letting of contracts for radio and television coverage, and establishing initial salaries and

recommending raises (Table 4).

TABLE 4  
PLANNING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Scheduling of all athletic events	3.387	3.517
2. Contacting and selecting game officials	2.933	2.786
3. Scheduling of groups other than those affiliated with the institution	3.677	3.700
4. Preparation of yearly schedule of all sports	4.100	4.172
5. Determine dispersion of scholarships and/or work grants-in-aid	4.033	4.172
6. Develop and let contracts for radio and television coverage of athletic contests	2.920	4.120
7. Planning of future athletic facilities	4.097	4.600
8. Establishing the initial salary for departmental positions and recommending raises thereafter	2.871	4.067
9. Orientation of new department members	4.586	4.786
Totals	3.614	3.980

TABLE 5  
PLANNING  
RANK ORDER OF TASKS--ACTUAL AND IDEAL  
4.0 and Above--Performed Most Often

Task	Actual
1. Orientation of new department members	4.586
2. Preparation of yearly schedule for all sports	4.100
3. Planning of future facilities	4.097
4. Determining dispersion of scholarships	4.033
Task	Ideal
1. Orientation of new department members	4.786
2. Planning of future facilities	4.600
3. Preparation of yearly schedule for all sports	4.172
4. Determining dispersement of scholarships	4.172
5. Developing television and radio contacts	4.120
6. Establishing initial salaries	4.067

Table 6  
PLANNING  
RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES  
4.0 and Above--Performed Most Often

Task	Actual	Ideal
Orientation of new department members	4.586	4.786
Preparation of yearly schedule--all sports	4.100	4.172
Planning of future athletic facilities	4.097	4.600
Determine dispersion of scholarships and/or work grants-in-aid	4.033	4.172
Scheduling of groups other than those affiliated with the institution	3.677	3.700
Scheduling of all athletic contests	3.387	3.517
Contacting and selecting game officials	2.933	2.786
Develop and let contracts for radio and television coverage of athletic contests	2.920	4.120
Establishing the initial salary for a departmental position and recommending raises thereafter	2.871	4.067
Totals	3.623	3.991

According to the rank order of tasks involved in planning, the task of orientation of new department members was perceived as the most important function. Athletic directors indicated a need to ideally perform all the planning tasks more often than they are now being performed. Developing television and radio contacts, and establishing initial salaries were indicated as ideally important but ranked lowest in actual performance (Table 5).

Table 6 represents the duties of the athletic director as they relate to planning. Orientation of new department members was perceived by the respondents as being their current number one priority in actuality and also their prime concern if involved in an ideal situation.

The athletic director's perception of what their job is concerning scheduling of athletic contests and the dispersion of scholarships and work grant-in-aid was consistent between their current responsibilities and what they felt they would do in an ideal role.

Planning of future athletic facilities was a duty in which the respondents felt ideally they should play a more significant role as were the areas of salaries and the development of television contacts.

### Operating

Four areas of operating were ranked by the athletic directors as very high in actual performance: attend and



actively supervise home athletic contests, formulation and enforcement of departmental guidelines and policies, enforce recruitment policies, and conduct regular meetings with the coaching staff.

Ideally, three tasks were ranked as important: formulation and enforcement of departmental guidelines and policies, enforcement of recruitment policies and conducting regular meetings with the coaching staff (Table 7).

The athletic directors placed a high priority upon the duties of policy making and enforcement of these and other rules and regulations. The enforcement of recruitment policy was ranked first among duties in this category but was closely followed by the establishment of departmental guidelines. In addition, respondents felt that holding regular staff meetings was important but should ideally hold a greater significance.

Although these directors felt that currently the supervision of home athletic contests was a valuable part of their job, they ideally felt they should play a lesser role (Table 8).

Enforcing recruitment policies ranked the highest priority in both actual and ideal performance. Formulation and enforcement of departmental guidelines and policies also ranked highly in both actual and ideal performance. The athletic directors generally felt that conducting regular meetings with the coaching staff should ideally occur more

often than at present. Attending and actively supervising home athletic contests is a task which occurs quite often but ideally had a lower priority (Table 8).

TABLE 7  
OPERATING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Arrange transportation, lodging and meals for athletic teams	3.258	3.400
2. Attend and actively supervise home athletic contests	4.129	3.833
3. Supervision of maintenance and custodial personnel	2.839	2.900
4. Formulation and enforcement of departmental guidelines and policies	4.484	4.667
5. Enforce recruitment policies	4.677	4.700
6. Conduct regular meetings with coaching staff	4.129	4.600
Totals	3.919	4.016

TABLE 8

OPERATING  
RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES  
4.0 and Above--Performed Most Often

Task	Actual	Ideal
Enforce recruitment policies	4.677	4.700
Formulation and enforcement of department guidelines and policies	4.484	4.667
Attend and actively supervise home athletic contests	3.833	4.129
Conduct regular meetings with coaching staff	4.129	4.600
Arrange transportation, lodging and meals for athletic teams	3.258	3.400
Supervision of maintenance and custodial personnel	2.839	2.900
Totals	3.870	4.066

## Staffing

Athletic directors viewed staffing as a very important function, both actually and ideally. All tasks with the one exception of advertising, interviewing and selecting of administrative aides were regarded as important. (Table 9)

Delegation of responsibilities and authority to subordinates was perceived as the most important staffing function. All areas were regarded as important tasks performed both actually and ideally. One task, interviewing and selecting of administrative aides was slightly below the 4.0 ranking at 3.900. (Table 10)

Tasks within the staffing section were depicted as always and often performed. All tasks with the exception of one were given a rating of 4.0 or above in actual performance and all tasks were rated 4.0 and above in the ideal situation.

The athletic directors felt that the delegation of responsibilities and authority was their main concern in the staffing area. In addition, the hiring of coaches and the establishment of good rapport were considered to be important to their function. The hiring and supervision of office personnel was also an important function of the athletic directors. (Table 16)

## Directing

Directing the athletic program in keeping with the

TABLE 9  
STAFFING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Delegation of responsibilities and authority to subordinates	4.742	4.833
2. Daily supervision of office staff	4.355	4.500
3. Establish and maintain a climate of good rapport among staff and coaches	4.516	4.833
4. Advertising, interviewing and selection of intercollegiate coaches	4.581	4.767
5. Advertising, interviewing and selection of administrative aides	3.900	4.400
6. Advertising, interviewing and selection of office personnel	4.300	4.700
Totals	4.399	4.672

TABLE 10

## STAFFING

## RANK ORDER OF TASKS--ACTUAL AND IDEAL

4.0 and Above--Performed Most Often

Task	Actual	Ideal
1. Delegation of responsibilities and authority to subordinates	4.742	4.833
2. Advertising, interviewing and selection of intercollegiate coaches	4.581	4.767
3. Establish and maintain a climate of good rapport among staff and coaches	4.516	4.833
4. Daily supervision of office staff	4.355	4.500
5. Advertising, interviewing and selection of office personnel	4.300	4.700
6. Advertising, interviewing and selection of administrative aides	3.900	4.400
Totals	4.399	4.672

educational and athletic philosophy of the institution was given the most priority in the area of directing. All tasks within the function of directing were ranked 4.0 or higher with the exception of the development of a public relations program for the department to follow. However, the athletic directors indicated that the public relations program is ideally important. (Table 11)

Directing the athletic program in keeping with the educational and athletic philosophy of the institution was regarded as the most important directing function both actually and ideally. Athletic directors felt they should ideally contribute more to the profession by answering questionnaires and research endeavors. Only one task, development of public relations program for the department to follow, was ranked below 4.0 in actual performance. (Table 12)

The tasks included in the directing section represent many of the leadership responsibilities which make up the position of athletic director. The respondents felt that the areas covered in this section were very important to the performance of their jobs. All areas with one exception were rated as being 4.0 and above in value in actual performance and ideally all were rated above 4.0.

Directing the athletic program in keeping with the educational and athletic philosophy of the school was deemed as being the respondent's first consideration both actually

TABLE 11

DIRECTING

ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Directing athletic program in keeping with the education and athletic philosophy of the institution	4.933	4.966
2. Contributing to the profession by answering questionnaires and research endeavors	4.035	4.367
3. Development of public relations program for the department to follow	3.968	4.367
4. Interpreting various rules and regulations to the athletic staff	4.710	4.862
5. Representing the school at conference meetings	4.355	4.586
6. Involving staff members in decision making	4.355	4.586
Totals	4.393	4.622



TABLE 12

## DIRECTING

## RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES

4.0 and Above--Performed Most Often

Task	Actual	Ideal
1. Directing the athletic program in keeping with the educational and athletic philosophy of the institution	4.933	4.966
2. Interpreting various rules and regulations to the athletic staff	4.710	4.862
3. Represent the school at conference meetings	4.355	4.759
4. Involve the staff members in decision making	4.355	4.586
5. Contribute to the profession by answering questionnaires and research endeavors	4.035	4.367
6. Development of public relations program for the department to follow	3.968	4.367
Totals	4.393	4.651

and ideally. This responsibility was not only considered of prime importance in the directing category but was also the number one ranked responsibility overall.

Another significant duty was in the area of public relations. Although the athletic directors do not consider the development of such a program a current priority they do feel that ideally public relations deserves more attention. (Table 12)

### Coordinating

Providing coaches and athletes with information regarding eligibility and transfer regulations and rules was of primary importance in the area of coordination. Areas of least importance to the athletic directors were the preparation of press releases to radio, newspapers, magazines, and television, and serving on committees of non-athletic nature. However, the athletic directors indicated that preparing press releases should ideally have more emphasis. (Table 13)

Providing coaches and athletes with information regarding eligibility and transfer regulations and rules, serving on campus committees concerned with athletic policy, interpreting athletic programs to the faculty, students, community and alumni, and accepting speaking engagements as a representative of the athletic department were ranked sequentially the same in both the actual and ideal situation. In each function, however, the athletic directors felt that

TABLE 13  
COORDINATING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Provide coaches and athletes with information regarding eligibility and transfer regulations and rules	4.645	4.793
2. Prepare press releases to radio, newspapers, magazines and television	2.968	3.345
3. Serve on campus committees concerned with athletic policy	4.516	4.724
4. Serve on committees of a non-athletic nature	3.548	3.552
5. Interpret athletic program to the faculty, students, community and alumni	4.161	4.600
6. Accept speaking engagements as a representative of the athletic department	4.097	4.400
Totals	3.989	4.236

ideally they should perform to a greater degree. (Table 14)

The athletic directors felt their major responsibility in the area of coordination was to provide information regarding eligibility and transfer rules to coaches and athletes.

Other areas of importance in the coordination of the athletic program were presentation of the program on campus and in the community and accepting speaking engagements. These were areas where ideally the athletic directors would be able to spend more time. (Table 14)

### Reporting

Working with the local media, projecting the athletic program to specialty groups and reporting rules and regulations and changes to the staff were regarded as the most important tasks within the reporting function. All tasks were ideally regarded as being important. (Table 15)

Reporting rules and regulations to the staff and projecting the athletic program to specialty groups appeared as the most important tasks both actually and ideally. Two tasks were not indicated as being significantly performed: serving as a clearing house for all athletic publicity releases, and conducting public relations programs within as well as outside the department confines. All tasks within the function of reporting were ideally ranked as valuable. (Table 16)

TABLE 14

COORDINATING

RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES

4.0 and Above--Performed Most Often

Task	Actual	Ideal
1. Provide coaches and athletes with information regarding eligibility and transfer regulations and rules	4.645	4.793
2. Serve on campus committees concerned with athletic policy	4.516	4.724
3. Interpret athletic program to the faculty, students, community and alumni	4.161	4.600
4. Accept speaking engagements as a representative of the athletic department	4.097	4.400
5. Serve on committees of a non-athletic nature	3.548	3.552
6. Prepare press releases to radio, newspapers, magazines and television	2.968	3.345
Totals	3.989	4.236

TABLE 15  
REPORTING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Working with the local media	4.000	4.133
2. Projecting athletic program to faculty, students, administrators, local citizens, alumni and boosters	4.226	4.567
3. Report to staff regarding conference and school rules and regulations and changes occurring		
4. Serving as a clearing house for all athletic publicity releases	3.806	4.200
5. Conducting public relations program within as well as outside the department confines	3.613	4.200
Totals	4.058	4.360

TABLE 16

## REPORTING

## RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES

4.0 and Above--Performed Most Often

Task	Actual	Ideal
1. Report to staff regarding conference and school rules and regulations and changes occurring	4.645	4.700
2. Projecting athletic program to faculty, students, administrators, local citizens alumni and boosters	4.226	4.567
3. Working with the local media	4.000	4.133
4. Serving as a clearing-house for all athletic publicity releases	3.806	4.200
5. Conducting public relations programs within as well as outside the department confines	3.613	4.200
Totals	4.058	4.360

Although the athletic directors felt that only three of the five tasks were always or often performed, they felt that all areas should ideally be performed often or always. The respondents felt that reporting rules, regulations and changes to staff was very important. They also saw the projecting of their program to the school community and alumni as being vital. Although the athletic directors did not feel that all areas were now being utilized at a valuable level, they felt that ideally all five areas were important. (Table 16)

### Budgeting

The three most important tasks within the budgeting section were preparing and supervising the yearly budget, dispersement of budgeted finances in the various intercollegiate sports and the preparation and analyzation of expense accounts for traveling teams. Ideally these categories plus obtaining financial assistance for the department from booster clubs, citizens and alumni were important tasks. Making arrangements for concession leases was rated as low in actual performance and was lowest in ideal performance. (Table 17)

Preparing and supervising the yearly budget and the dispersement of budgeted finances in the various intercollegiate sports were ranked as the most important functions in both actual and ideal performance. Obtaining financial



TABLE 17  
BUDGETING  
ACTUAL AND IDEAL MEAN SCORES

Task	Actual	Ideal
1. Preparing and supervising yearly budget	4.871	4.933
2. Dispersment of budgeted finances in the various intercollegiate sports	4.806	4.800
3. Audit department books	3.613	3.833
4. Prepare and analyze expense accounts for traveling teams	4.806	4.800
5. Make arrangements for concession leases	2.931	3.321
6. Obtaining financial assistance for the department from booster clubs, citizens, and alumni	3.645	4.200
7. Establish the accounting procedures for the orderly keeping of finances	3.806	3.933
Totals	4.068	4.260

assistance for the department from booster clubs, citizens, and alumni was considered to be an area for improvement for the athletic directors. (Table 18)

Respondents felt that currently their most important function was in budget preparation and the disbursement of these budgeted finances to the various sports. However, in addition to these duties the athletic directors felt it would be valuable for them to work in obtaining financial assistance for programs from booster, locating citizens and alumni. (Table 18)

#### Mundane, Developmental and Professional Tasks Data

Mundane Tasks. Fourteen mundane tasks were included in the questionnaire. Seven were ranked 4.0 and above, four were ranked 3.0 to 3.99 and three were ranked 2.99 and below. The three mundane functions ranked highest in actual and ideal performance were: delegation of responsibilities and authority to subordinates, interpret rules and regulations to athletic staff, and provide coaches and athletes with information regarding eligibility and transfer.

Ranked lowest in the actual mundane tasks were: preparing press releases to radio, newspapers, magazines and television. contacting and selecting game officials and making arrangements.

TABLE 18

BUDGETING  
RANK ORDER OF ACTUAL AND IDEAL MEAN SCORES  
4.0 and Above --Performed Most Often

Task	Actual	Ideal
1. Preparing and supervising yearly budget	4.871	4.933
2. Dispersment of budgeted finances in the various intercollegiate sports	4.806	4.800
3. Prepare and analyze expense accounts for traveling teams	3.871	3.900
4. Establish the accounting procedures for the orderly keeping of finances	3.806	3.933
5. Obtaining financial assistance for the department from booster clubs, citizens and alumni	3.645	4.200
6. Audit department books	3.613	3.833
7. Make arrangements for concession leases	2.931	3.321
Totals	3.935	4.131

Developmental Tasks. Sixteen developmental tasks were included in the questionnaire. Nine were ranked 4.0 and above, five were ranked 3.0 to 3.99 and two were ranked 2.99 and below. The three developmental functions receiving the highest ranking in actual performance were: preparing and supervising yearly budget, dispersement of budgeted finances to the various sports, and provide coaches and athletes with information regarding eligibility and transfer rules. The three functions ranked highest for ideal performance were: preparing and supervising yearly budget, establish and maintain a good climate of rapport among staff, and dispersement of budgeted finances to the various sports. Ranked lowest in actual performance but above 4.0 in ideal performance were: obtaining financial assistance for the department from booster club, and develop and let contracts for radio and television coverage of athletic contests.

Professional Tasks. Fourteen professional tasks were included in the questionnaire. Eleven tasks were ranked 4.0 and above, two were ranked 3.0 to 3.99 and one was ranked 2.99 and below. The three professional tasks ranked highest in actual performance were: direct the athletic program in keeping with the educational and athletic philosophy of the shcool, enforcement recruitment policies which are in harmony with conference regulations, and coordinate campus understanding. The three highest ranked

ideally performed functions were: direct the athletic program in keeping with the educational and athletic philosophy of the school, orientation of new department members, and advertising, interviewing and selecting coaches. Ranked lowest in actual performance but above 4.0 in ideal performance was the task: establish initial salary for departmental positions and recommend increases thereafter. All the professional tasks ranked 4.0 and above as ideally should be performed.

## CHAPTER V

### ANALYSIS OF DATA AND FINDINGS

#### Biographical and Profile Data

According to the analysis of the biographical information sheet, the typical community college athletic director is male, 45 years old, has been in athletic administration approximately nine years and in the present position 12 years. The athletic director has 14 years of coaching experience, earns \$28,782 per year, administers to 150 athletes, approximately 10 coaches, and has a departmental budget of \$66,344.

Thirteen percent of the athletic directors completing the study are female, and all females have less than 10 years of administrative directing. This is probably due to the inclusion of women's programs and the involvement of women in athletic administration since Title IX was passed in 1972 providing for equitable programs.

Eight administrators indicated they had coached less than five years. This could indicate a trend toward administrators acquiring the athletic director's position through education and administrative business skills rather than filling the position with a coach.

There appears to be a trend toward the administrative

duties as a full time position instead of splitting coaching and administrative responsibilities. Only nine administrators indicated they were presently coaching.

One hundred percent of the female athletic directors (N=4) held a master's or doctoral degree. Eighty-one percent of male athletic directors (N=26) held a master's or doctoral degree. This would indicate that for a female to obtain an administrative position she would be more highly considered if she held a master's or doctoral degree.

#### POSDCORB Data

Staffing was ranked as the number one area of responsibility for athletic directors both in actual performance (4.399) and ideal performance (4.672). Generally, athletic directors felt they should perform staffing tasks more often than they are presently being performed. The second most important area of administration was directing with an overall mean of 4.393 for actually performed compared to 4.622 for ideally performed. The third most important section ideally performed was reporting (4.360). Fourth in actual performance was reporting (4.058) and fourth in ideal performance was budgeting with a 4.260 mean. These two areas (reporting and budgeting) were the only two areas not sequentially ranked with each other. Fifth was coordinating. Actual performance was ranked with a mean of 3.989 while ideal performance rated much higher with a mean of 4.236.

Obviously, athletic directors felt that coordinating efforts should ideally be performed more often than at present. Ranked sixth was operating with an actual performance score of 3.919 and ideal performance score of 4.016. Planning was rated as the last of the seven sections of administration. Actual performance revealed a 3.623 mean with ideal performance reporting a 3.991 mean.

Overall, athletic directors felt that all functions should ideally be performed more often than at present. (Table 19)

TABLE 19

## OVERALL MEANS OF ACTUAL AND IDEAL SCORES

Actual	Ideal
4.411	4.561

Staffing was ranked most important both actually and ideally while planning was ranked last both in actual and ideal performance. (Table 20)

Sutton (1975) conducted a study of the functions and professional preparation of athletic directors. The general consensus indicated that planning of future athletic facilities preparation of the yearly schedules for all sports, disbursement of budgeted finances, and approving departmental requisitions as the four most prominent functions.



TABLE 20

OVERALL MEANS OF POSDCORB  
RANK ORDER--ACTUAL AND IDEAL PERFORMANCE

Rank	ACTUAL	Mean	Rank	IDEAL	Mean
1.	Staffing	4.399	1.	Staffing	4.672
2.	Directing	4.393	2.	Directing	4.622
3.	Budgeting	4.068	3.	Reporting	4.360
4.	Reporting	4.058	4.	Budgeting	4.260
5.	Coordinating	3.989	5.	Coordinating	4.236
6.	Operating	3.919	6.	Operating	4.016
7.	Planning	3.616	7.	Planning	3.981

According to the analysis of the data of this study, the four most prominent functions were directing the athletic program, preparing and supervising the yearly budget, disbursement of budgeted finances, and delegation of responsibilities to subordinates. The general section of actual and ideal planning was ranked lowest by the athletic directors.

Compared to traditional functions as found in the review of literature, the athletic directors surveyed indicated a trend to more business oriented tasks. Traditionally, athletic directors were involved in teaching class, coaching, budgetary responsibilities, conducting athletic events, scheduling contests, and advising and counseling students (Richey 1963).

Business techniques and public relations were found to be the weakest in terms of training. The trend, according to the analysis of the data of this study, indicated a greater involvement in business techniques and public relations.

The data in this study aids in clarifying the current responsibilities of athletic directors. Role responsibilities for athletic directors have changed due to "increasing spectator pressure, economic woes, promotional demands, legal involvement. . ." (Williams and Miller, 1983) and the addition of women's sports programs. Less involvement in facilities and equipment and role-modeling was suggested by Thompson (1982).

#### Mundane, Developmental and Professional Tasks Data

Mundane. Mundane functions were considered tasks which were repetitive or monotonous and performed often. These tasks are usually performed with less effort than developmental or professional functions.

Tasks considered mundane were compiled from the POSDCORB sections and ranked by their mean scores. A mean score of 4.0 and higher indicated the tasks which were performed always or often. Tasks with a mean score of 3.0 to 3.99 were considered less important, largely due to lack of performing the task. Functions with a mean score of 2.0 to 2.99 were considered least important. (Table 21)

Seven of the 14 mundane tasks were performed often

TABLE 21  
MUNDANE TASKS  
RANK ORDER OF MEAN SCORES

TASK	ACTUAL	IDEAL
<u>4.0 and Higher</u>		
1. Delegation of responsibilities and authority to subordinates	4.742	4.833
2. Interpret rules and regulations to athletic staff	4.710	4.867
3. Provide coaches and athletes with information regarding eligibility and transfer	4.645	4.793
4. Involve staff in decision making	4.355	4.586
5. Daily supervision of office staff	4.355	4.500
6. Attend and supervise home events	4.129	3.833
7. Work with local news media	4.000	4.135
<u>3.0 to 3.99</u>		
1. Prepare and analyze accounts for traveling teams	3.871	3.900
2. Audit department books	3.613	3.833
3. Scheduling of all athletic contests	3.387	3.517
4. Arrange transportation, lodging and meals for athletic teams	3.258	3.400
<u>2.0 to 2.99</u>		
1. Preparing press releases to radio, newspaper, magazines and television	2.968	3.345
2. Contacting and selecting game officials	2.933	2.786
3. Make arrangements for concession leases	2.931	3.321
Totals	3.850	3.975

or always (4.0 and higher). The most important mundane task actually performed was the delegation of responsibilities and authority to subordinates (4.742). However, athletic directors felt that ideally the interpretation of rules and regulations to the athletic staff was most important (4.867). Attending and supervising home events, a traditional and current responsibility, was ranked sixth out the seven tasks most often performed (4.129). Performed least of all the mundane tasks were preparing press releases to the media, contacting and selecting game officials and making arrangements for concession leases. This would seem to indicate that coaches or supporting personnel perform these duties. The athletic directors indicated that they should ideally prepare releases to the media and arrange concession leases more often. Administrators felt they ideally should contact and select game officials less often (2.933) than at the present time (2.786). The overall mean score for mundane tasks actually performed was 3.8 and ideally performed was 3.9.

Developmental. Developmental tasks were considered important to the administration of the department and performed with greater effort than the mundane duties.

Tasks considered developmental were compiled from the POSDCORB sections and ranked by their mean scores. A mean score of 4.0 and higher indicated the tasks which were performed always or often. Tasks with a mean score of 3.0

to 3.99 were considered less important. Duties with a mean score of 2.0 to 2.99 were considered least important.

(Table 22)

Sixteen duties comprised the developmental task area. Nine tasks were actually always or often performed (40 and higher). Eleven tasks were ideally always or often performed. Athletic directors obviously felt they should ideally be performing more developmental tasks than at the present time. The most important developmental task actually performed was preparing and supervising the yearly budget (4.871). In accordance, the athletic directors felt the same task should ideally be performed the most (4.933) and to a higher degree.

Two functions were considered least actually performed but were ideally ranked high: obtaining financial assistance for the department from booster clubs (2.87) actual--4.067 ideal), and develop and let contracts for radio and television coverage of athletic contests (2.920 actual and 4.120 ideal). Athletic directors felt these two functions should be performed more often.

The overall mean scores of developmental tasks actually performed were 4.2 and ideally performed 4.3. Both actual and ideal scores ranked higher than the mundane task means indicating that developmental tasks are actually and ideally performed more often than mundane tasks.

TABLE 22

DEVELOPMENTAL TASKS  
RANK ORDER OF MEAN SCORES

TASK	ACTUAL	IDEAL
<u>4.0 and Higher</u>		
1. Preparing and supervising yearly budget	4.871	4.933
2. Dispersement of budgeted finances to the various sports . . . . .	4.806	4.800
3. Provide coaches and athletes with information regarding eligibility and transfer rules . . . . .	4.645	4.700
4. Establish and maintain a good climate of rapport among staff . . . . .	4.516	4.833
5. Serve on campus committees concerned with athletics . . . . .	4.516	4.724
6. Formulation and enforcement of departmental guidelines and policies . . . . .	4.482	4.667
7. Projecting athletic program to faculty, students, administration, local citizens, alumni and boosters . . . . .	4.226	4.567
8. Preparation of yearly schedule--all sports . . . . .	4.100	4.172
9. Determine dispersion of scholarships and/or work grants-in aid . . . . .	4.033	4.172
<u>3.0 to 3.99</u>		
1. Development of public relations program for the department to follow . . . . .	3.968	4.367
2. Serving as a clearing house for all athletic publicity releases . . . . .	3.806	4.200
3. Establish the accounting procedures for the keeping of finances . . . . .	3.806	3.933
4. Scheduling of groups other than those affiliated with the institution . . . . .	3.677	3.700
5. Serve on committees of a non-athletic nature	3.548	3.552
<u>2.0 to 2.99</u>		
1. Obtaining financial assistance for the department from booster club	2.871	4.067
2. Develop and let contracts for radio and television coverage of athletic contests	2.920	4.120
Totals	4.049	4.344

### Professional.

The professional functions were tasks which required a greater effort to perform as compared to the mundane or developmental categories and contained tasks relative to the growth of the department and the administrator.

Tasks considered professional were compiled from the POSDCORB sections and ranked by their mean scores. A mean score of 4.0 and higher indicated the tasks which were performed always or often. Tasks with a mean score of 3.0 to 3.99 were considered performed less often and functions with a mean score of 2.0 to 2.99 were considered least important. (Table 23)

Eleven of the 14 professional tasks were considered often or always actually performed by the administrators (4.0 and higher). All 14 items were ideally rated 4.0 and higher.

Directing the athletic program in keeping with the educational and athletic philosophy of the school was actually performed the most (4.933) and ideally performed most often (4.966). All items were rated ideally performed higher than actually performed except the task of coordinating campus understanding (actual = 4.600 and ideal = 4.097). This indicates that athletic directors are actually coordinating campus understanding more often than they felt they should.

The least actually performed task was establishing initial salary for departmental positions and recommending raises thereafter. The administrators reported actually

TABLE 23

PROFESSIONAL TASKS  
RANK ORDER OF MEAN SCORES

TASK	ACTUAL	IDEAL
<u>4.0 and Higher</u>		
1. Direct the athletic program in keeping with the educational and athletic philosophy of the school . . . . .	4.933	4.966
2. Enforce recruitment policies which are in harmony with conference regulations .	4.677	4.700
3. Coordinate campus understanding . . . . .	4.600	4.097
4. Orientation of new department members . .	4.586	4.786
5. Advertising, interviewing and selecting coaches . . . . .	4.581	4.767
6. Represent school at conference meetings .	4.355	4.759
7. Advertise, interview and selection of office personnel . . . . .	4.300	4.700
8. Conduct regular meetings with coaching staff . . . . .	4.129	4.600
9. Planning of future athletic facilities .	4.097	4.600
10. Accept speaking engagements as a representative of the athletic department . .	4.097	4.400
11. Contribute to profession by answering checklists, questionnaires and pertinent research . . . . .	4.032	4.367
<u>3.0 to 3.99</u>		
1. Advertise, interview and selection of administrative aides . . . . .	3.900	4.400
2. Conduct a public relations program within as well as outside department confines . . . . .	3.613	3.200
<u>2.0 to 2.99</u>		
1. Establish initial salary for departmental positions and recommend increases thereafter . . . . .	2.871	4.067
Totals	4.198	4.529



performing this task only moderately often (2.871) but indicated that this is a function which should be performed often (4.067).

According to the literature, public relations appear to be an area of weakest development (Mears 1970). Administrators felt they sometimes conduct a public relations program within as well as outside department confines (3.613). Ideally, athletic directors felt they should conduct a public relations program more often (4.067). It is apparent that athletic directors recognize this as a valuable professional duty.

The overall mean score for professional tasks actually performed was 4.2 and ideally performed 4.5.

The respondents actually performed professional tasks (4.111) more than developmental (4.050) or mundane tasks (3.805). Ideally the same analysis was formed. Professional tasks (4.525) were rated as ideally performed more than developmental (4.349) or mundane (3.974). (Table 24)

The rank order of total mean scores of Mundane, Developmental and Professional tasks revealed that professional items were ranked both actually and ideally as being the most performed. Developmental tasks were ranked slightly lower both actually and ideally. However, these tasks were ranked above the 4.0 mean. Mundane tasks were ranked lowest in actual and ideal performance but were above 3.8.

Overall mean score for actual performance of mundane, developmental and professional tasks was 3.988 with an

ideally performed mean score of 4.282. In all three areas the administrator felt they should ideally perform the task more than they actually perform the duties at the present time.

TABLE 24

PROFESSIONAL, DEVELOPMENTAL, MUNDANE  
GROUPED MEAN SCORES

TASK	ACTUAL	IDEAL
Professional	4.111	4.525
Developmental	4.050	4.349
Mundane	3.805	3.974
Totals	3.988	4.282

Biographical and POSDCORB Data  
Cross-Tabulated

In a comparison of men athletic directors to women athletic directors, little difference was found in the ranking of actual and ideal tasks within the categories of POSDCORB. The lack of difference indicates a consistency in the performance of duties an athletic director performs, whether male or female. Only four of the 33 community college athletic directors responding to this study were female. As the athletic involvement and background for women increase, it is probable that the number of female athletic directors will also increase. As indicated by this study, female athletic directors comparatively have a higher level of education than

male athletic directors.

Comparatively, an analysis of the rankings of male and female athletic directors of the categories of POSDCORB revealed little difference in actual and ideal attitudes.

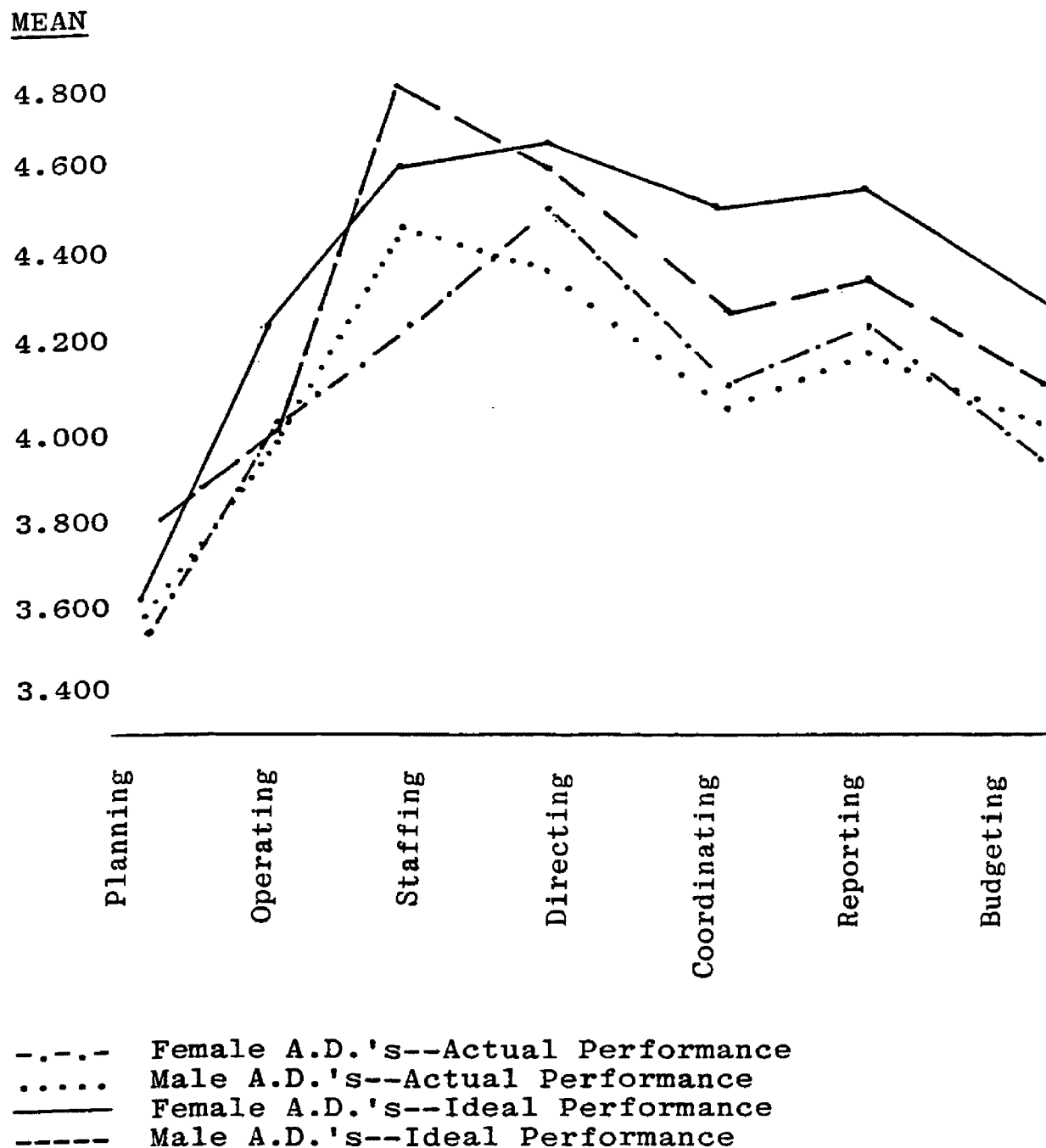
Female athletic directors reported a slightly lower actual performance than male athletic directors in planning, staffing and budgeting. Female athletic directors reported a slightly higher actual performance in operating, directing, coordinating and reporting. (Chart I)

Ideal rankings indicated that female athletic directors would like to perform operating, directing, coordinating, reporting and budgeting functions slightly more than their male counterparts. Planning and staffing were ranked ideally lower by the female athletic directors. Generally, female athletic directors paralleled male athletic directors in actual and ideal performance of POSDCORB tasks.

In a comparison of both genders in their response to the mundane, developmental and professional divisions of tasks within the POSDCORB categories, it was found that female athletic directors performed actual mundane and developmental tasks slightly more than male athletic directors and professional tasks slightly less. According to ideal performance, female athletic directors indicated a slightly higher performance level in all three divisions. (Chart II)

The level of education as it relates to tasks performed with the POSDCORB categories showed little difference.

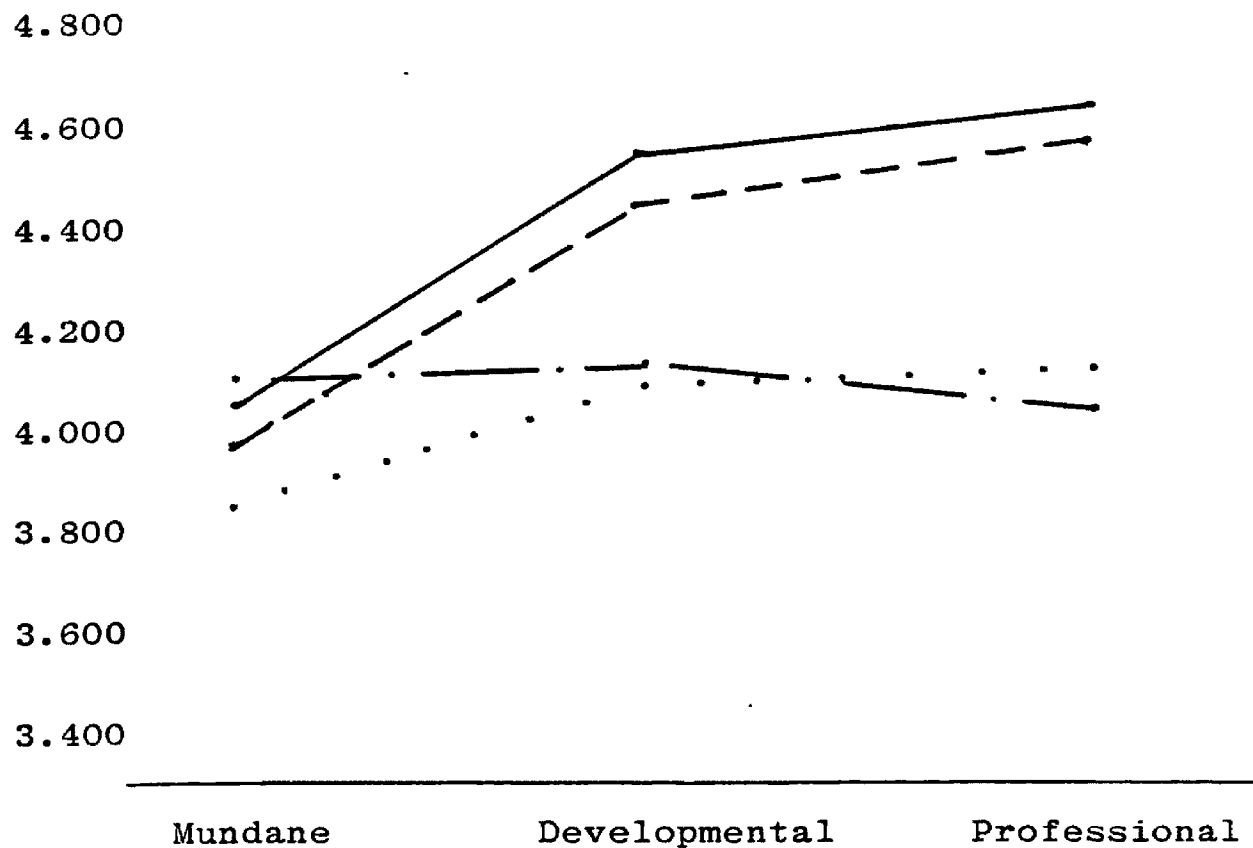
CHART I  
COMPARATIVE RANKINGS OF IDEAL AND ACTUAL POSDCORB  
CATEGORIES ACCORDING TO GENDER



## CHART II

COMPARATIVE RANKINGS OF IDEAL AND ACTUAL MUNDANE,  
DEVELOPMENTAL AND PROFESSIONAL DIVISIONS  
OF POSDCORB BY GENDER

Mean



-.-.- Female A.D.'s--Actual Performance  
 ..... Male A.D.'s--Actual Performance  
 \_\_\_\_\_ Female A.D.'s--Ideal Performance  
 ----- Male A.D.'s--Ideal Performance

However, those athletic directors with masters' degrees and above indicated they actually and ideally performed planning, operating and directing tasks more often than those athletic directors with bachelors' degrees and below. Athletic directors with bachelor degrees and below indicated actually and ideally performing, directing and budgeting tasks more often than athletic directors with masters' degrees and above. (Chart III). Planning and operating was ranked lowest by both groups.

A small amount of difference between the two groups of athletic directors indicated that an advanced degree made no real impact upon actually or ideally performing the POSDCORB tasks.

In comparing the degree of education to the performance of mundane, developmental and professional divisions of POSDCORB, those athletic directors with masters' degrees and above performed mundane tasks slightly more frequently than athletic directors with bachelor degrees and below. Both groups performed developmental tasks the same. Those athletic directors with bachelors' degrees and below indicated actually performing professional tasks more often than those with a master's degree and above. (Chart IV) This result indicates no real advantage of an advanced degree in performing the mundane, developmental and professional tasks of an athletic director.

CHART III

COMPARATIVE RANKINGS OF IDEAL AND ACTUAL  
POSDCORB CATEGORIES ACCORDING  
TO LEVEL OF EDUCATION

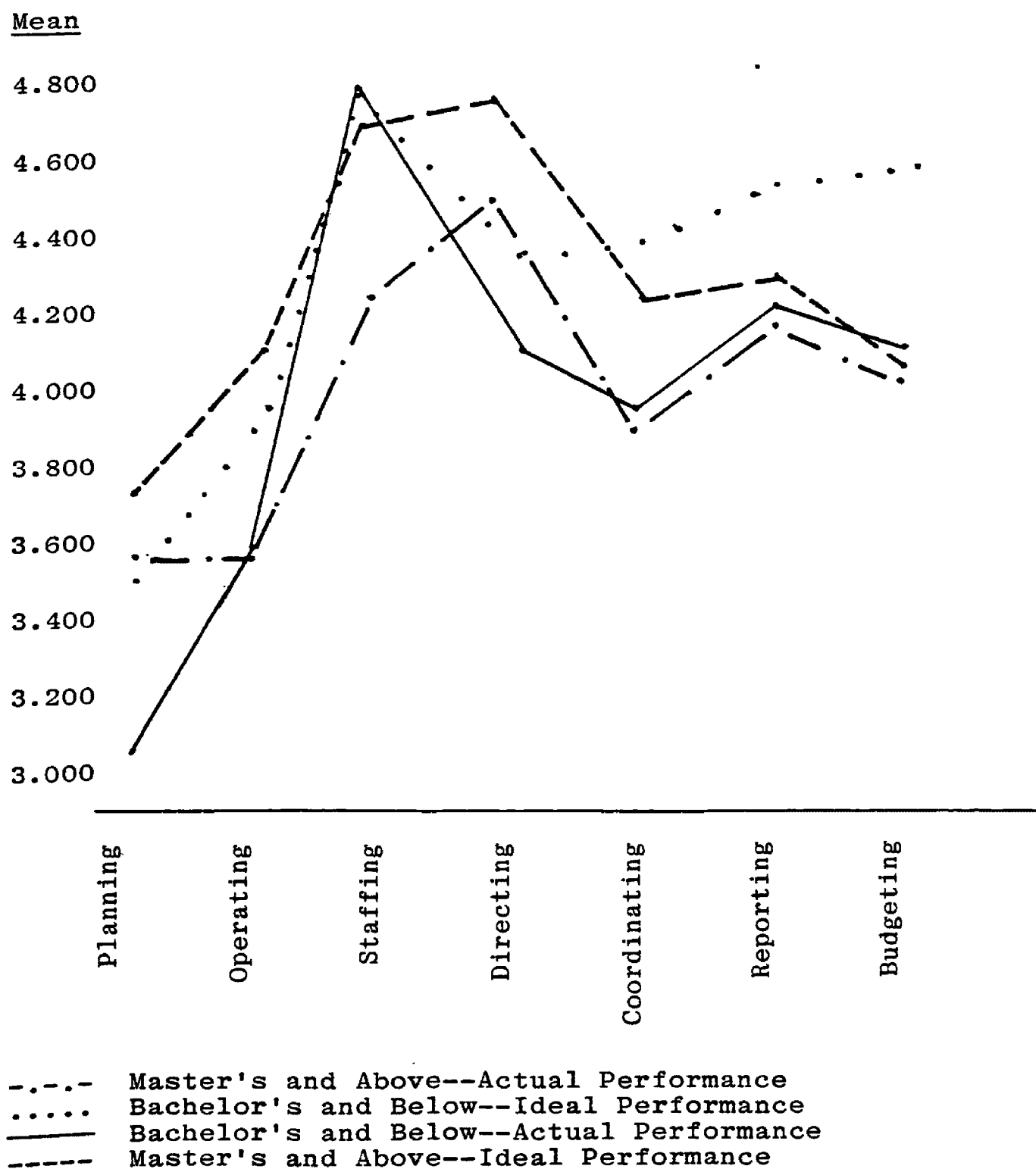


CHART IV  
COMPARATIVE RANKINGS OF IDEAL AND ACTUAL MUNDANE,  
AND PROFESSIONAL DIVISIONS OF POSCORB BY LEVEL OF  
EDUCATION

Mean

4.800  
4.600  
4.400  
4.200  
4.000  
3.800  
3.600  
3.400

Mundane                      Developmental                      Professional

-.-.- Master's and Above--Actual Performance  
 ..... Bachelor's and Below--Ideal Performance  
 \_\_\_\_\_ Bachelor's and Below--Actual Performance  
 ----- Master's and Above--Ideal Performance



Athletic directors were compared according to the number of years they had held the position of athletic administrator. Those athletic directors with ten years and more experience were compared with those having nine years and less experience. Those with nine years and less ranked actual performance of all POSDCORB categories lower than those with ten or more years. Planning showed the most significant difference with the more experienced athletic directors actually and ideally performing these tasks more often (Chart V)

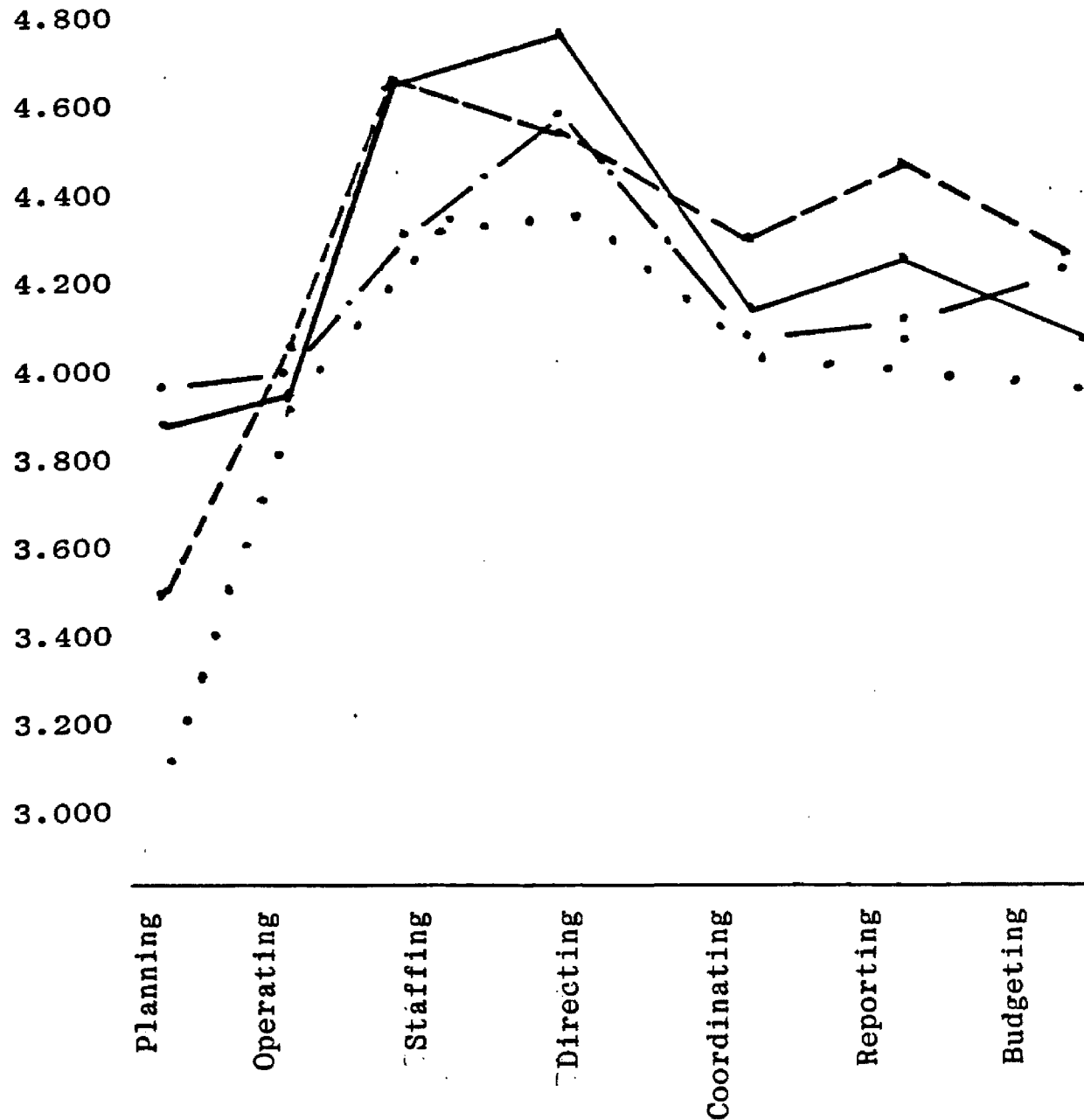
The result of this comparison indicates that experience is a factor in performing the duties of an athletic director most often.

A comparison of mundane, developmental and professional tasks within the POSDCORB categories between athletic directors with ten and more years experience and those with nine years and less experience indicated that these athletic directors with more experience performed all three divisions of duties more often than those athletic directors with less experience. This indicated that athletic directors with more experience have a tendency to perform all tasks more often, whether mundane or professional, than those with less experience. There appears to be little difference between the more experienced and less experienced athletic directors. (Chart VI)

CHART V

COMPARATIVE RANKINGS OF IDEAL AND ACTUAL POSDCORB CATEGORIES  
YEARS OF EXPERIENCE

Mean

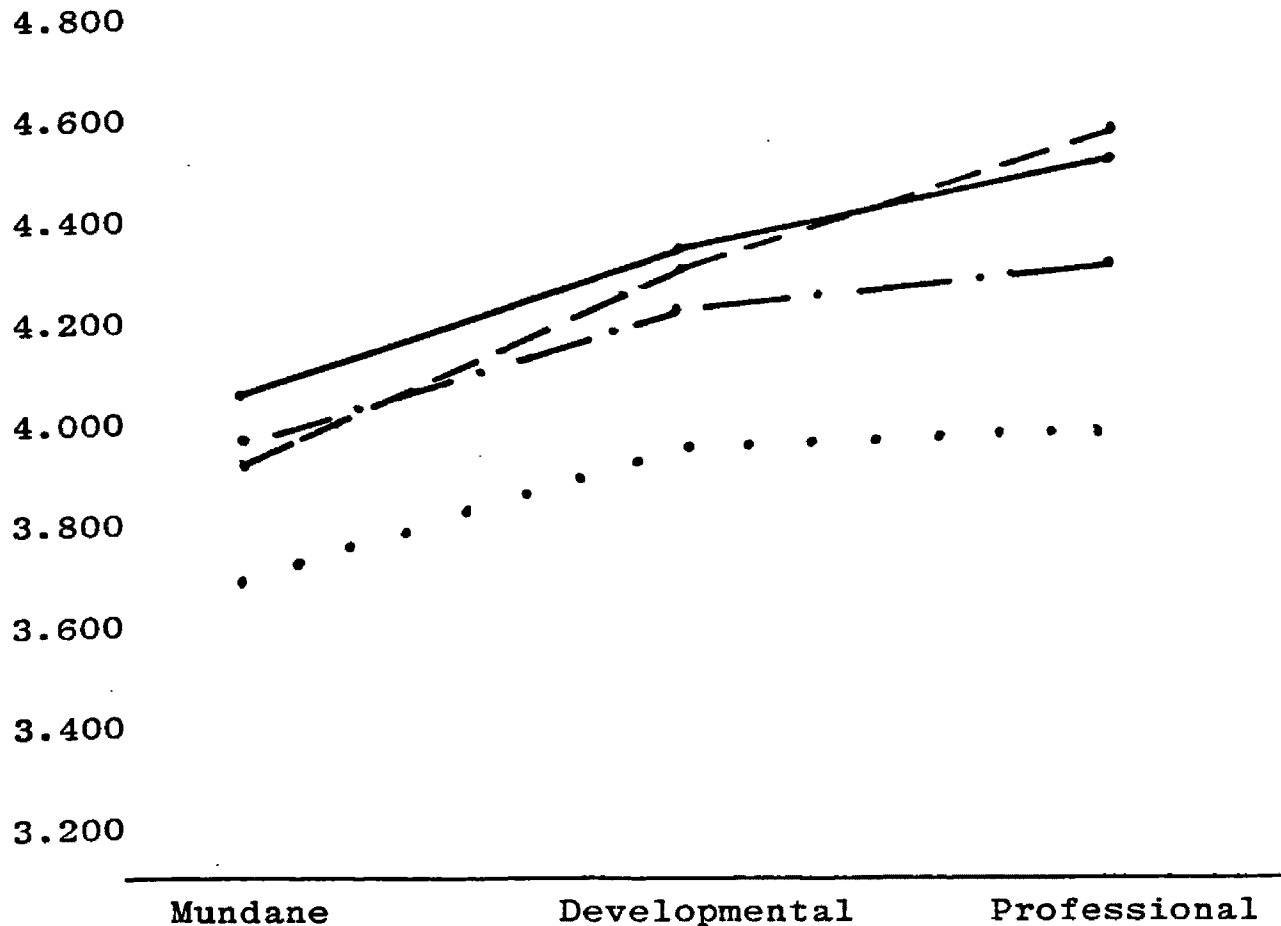


-.-.-.- Actual Performance--10 Years and Above  
 ..... Actual Performance--9 Years and Below  
 \_\_\_\_\_ Ideal Performance--10 Years and Above  
 - - - - - Ideal Performance--9 Years and Below

## CHART VI

COMPARTATIVE RANKINGS OF IDEAL AND ACTUAL MUNDANE,  
DEVELOPMENTAL, AND PROFESSIONAL DIVISIONS OF  
PSODCORB ACCORDING TO YEARS OF EXPERIENCE

Mean



-.-.- 10 Years and Above--Actual Performance  
 ..... 9 Years and Below--Actual Performance  
 \_\_\_\_\_ 10 Years and Above--Ideal Performance  
 - - - - 9 Years and Below--Ideal Performance

Generally, it appears that the attitudes associated with performing duties with which the athletic directors enter their profession are the ideas they stay with, regardless of experience.

Budgets of \$50,000 and more and \$49,999 and less were compared to determine the differences, if any, in duties performed by athletic directors. The analysis showed very little difference in response. With the exception of directing, all athletic directors with budgets of \$49,999 and less performed their duties slightly less often than those athletic directors with budgets of \$50,000 or more.(Chart VII)

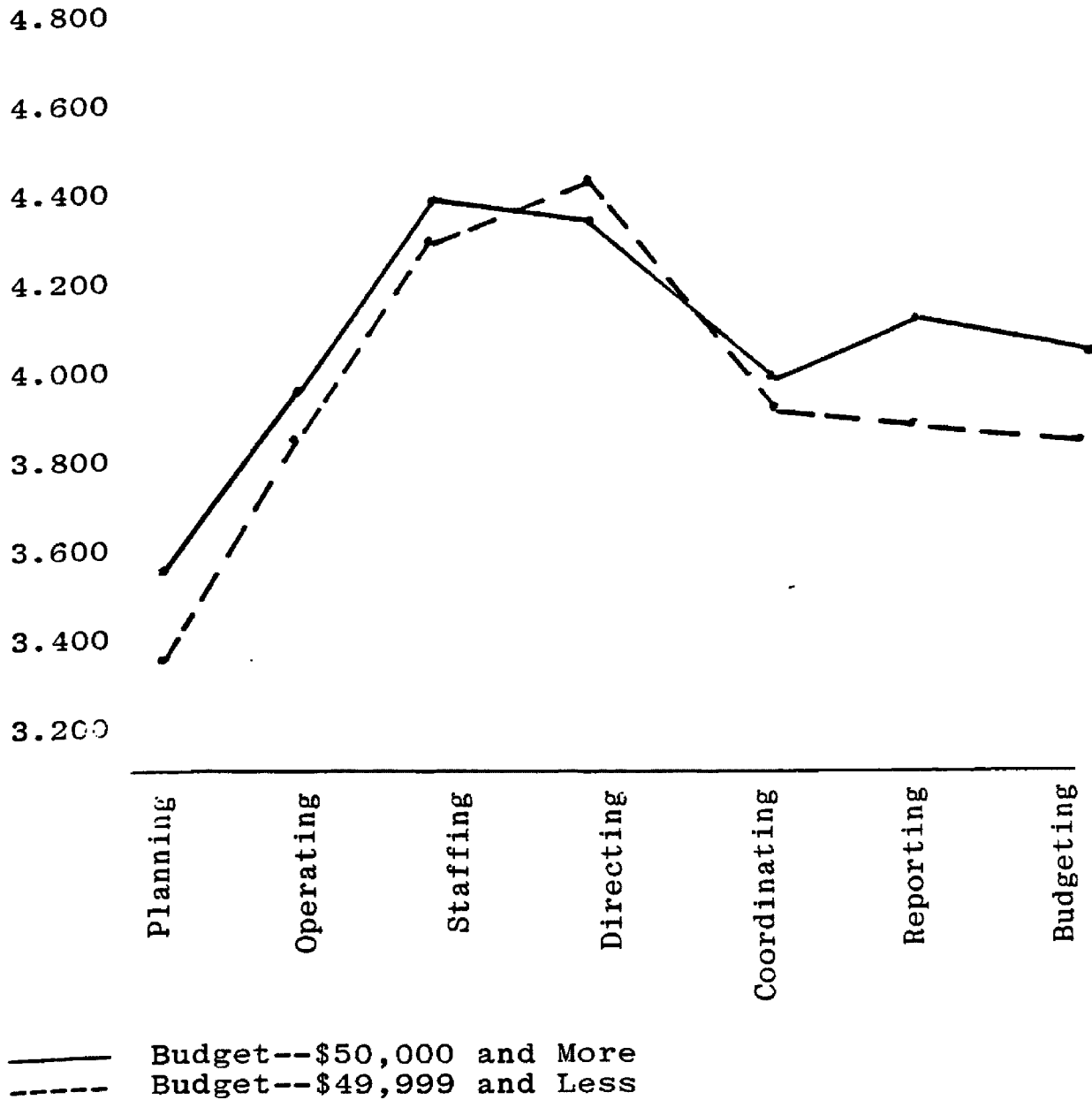
The attitudes of athletic directors as they relate to the performance of duties appear to be related to ideas already formed by the general sport environment rather than the size of their respective athletic budgets.

The responses of athletic directors according to their salaries were analyzed to determine if there was a difference in their performance of POSDCORB duties. In all cases, with the exception of budgeting, athletic directors with salaries of \$29,999 and below performed duties less often than athletic directors with salaries of \$30,000 and above. As with the comparison of performance of duties to athletic budget, salaries appeared to have no significant effects on performance. However, it was consistent that athletic directors with salaries of \$30,000 and above generally performed the POSDCORB duties slightly

CHART VII

COMPARATIVE RANKINGS OF IDEAL AND ACTUAL  
POSDCORB CATEGORIES BY ATHLETIC BUDGET

Mean



more often than athletic directors with salaries of \$29,999 and less. Ideas and attitudes appear to be established as a result of the sport organizational environment rather than a result of the athletic directors socio-economic status. (Chart VIII)

A comparison of salary level to mundane, developmental and professional duties was made. As in the comparison of salary level to the categories of POSDCORB, the athletic directors with a salary of \$29,999 and below reported a slightly lower frequency of performance of duties as compared to the athletic directors with a salary of \$30,000 and above. (Chart IX)

## CHART VIII

COMPARATIVE RANKINGS OF ACTUAL POSDCORB CATEGORIES  
ACCORDING TO SALARYMean

4.800

4.600

4.400

4.200

4.000

3.800

3.600

3.400

Planning

Operating

Staffing

Directing

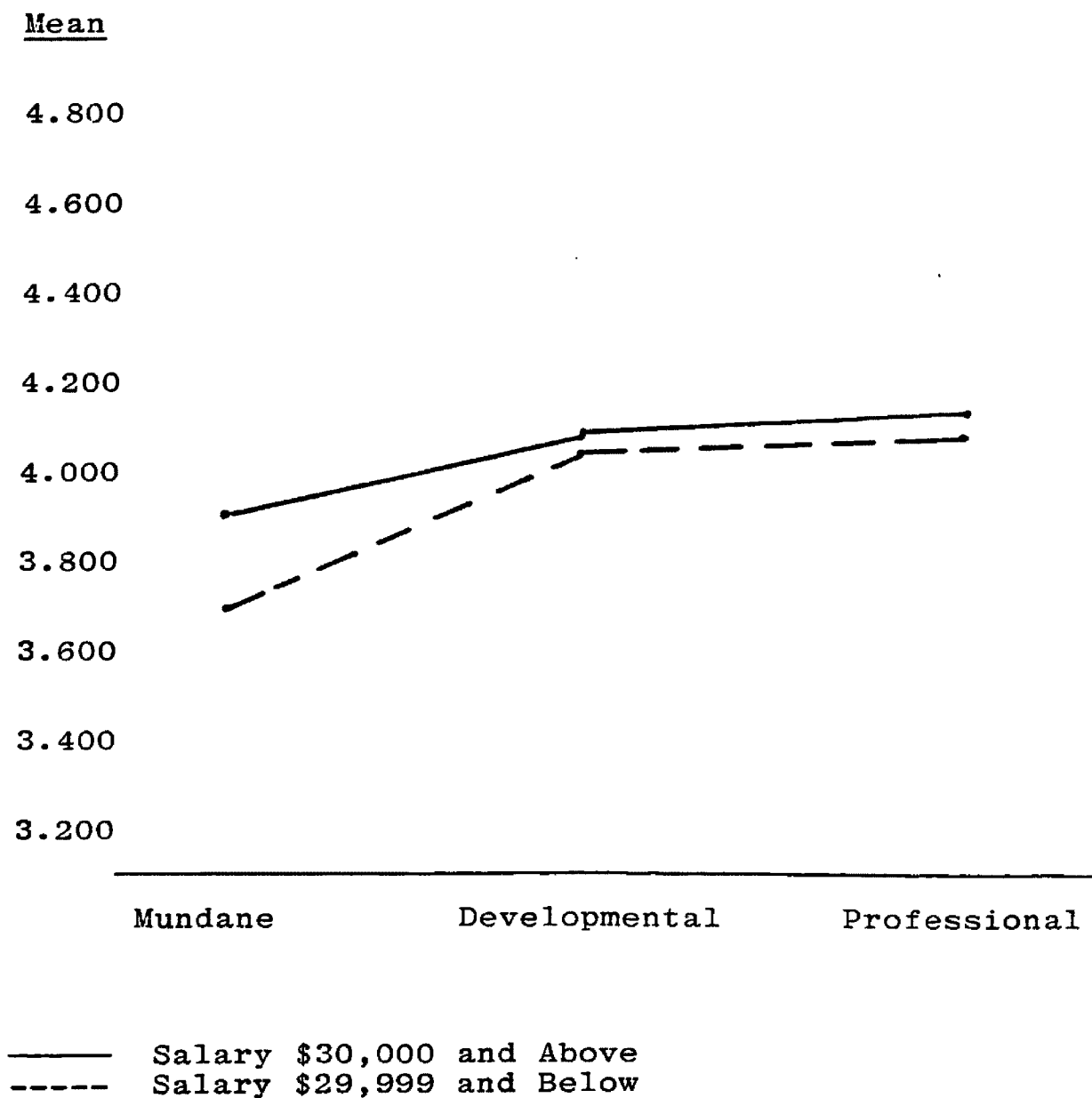
Coordinating

Reporting

Budgeting

———— Salary \$30,000 and Above  
----- Salary \$29,999 and Below

## CHART IX

COMPARATIVE RANKINGS OF ACTUAL MUNDANE, DEVELOPMENTAL  
AND PROFESSIONAL DUTIES ACCORDING TO SALARY



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Biographical and Profile Data

According to the analysis of the biographical information sheet, the typical community college athletic director is male, 45 years old, has been in athletic administration approximately nine years and in the present position 12 years, has 14 years coaching experience, earns \$28,782 per year, administers to 150 athletes, 9.6 coaches and has a departmental budget of \$66,344.

#### POSDCORB Data

The duties most often performed and those duties athletic directors felt would ideally most often be performed within the POSDCORB categories are summarized as follows:

1. Operating. The four areas of operating ranked highest by the athletic directors in actual performance were: (1) attend and actively supervise home athletic contests; (2) formulation and enforcement of departmental guidelines and policies; (3) enforce recruitment policies; and (4) conduct regular meetings with the coaching staff.

The three areas ranked highest by the athletic directors in ideal performance were: (1) formulation and enforcement of departmental guidelines and policies; (2) enforcement of recruitment policies; and (3) conducting regular meetings with the coaching staff. Ranked as very low in actual and ideal performance was the supervision of maintenance and custodial personnel.

2. Planning. The two areas of planning ranked highest by the athletic directors in actual performance were: (1) orientation of new department members; and (2) preparation of yearly schedule for all sports. The three highest ranked areas in ideal performance were: (1) orientation of new department members; (2) planning of future facilities; and (3) preparation of yearly schedule for all sports. Ranked as the least performed duties in actual performance were establishing the initial salary for departmental positions and recommending raises thereafter, develop and let contracts for radio and television coverage of athletic contests, and contacting and selecting game officials. Contacting and selecting game officials was ranked as the least ideally performed task.

3. Staffing. The three areas of staffing ranked highest by the athletic directors in actual performance were: (1) delegation of responsibilities and authority to subordinates; (2) advertising, interviewing and selecting of inter-

collegiate coaches; and (3) establish and maintain a climate of good rapport among staff and coaches. The three areas ranked highest by the athletic directors in ideal performance were: (1) delegation of responsibilities and authority to subordinates; (2) establish and maintain a climate of good rapport among staff and coaches; and (3) advertising, interviewing and selecting of intercollegiate coaches.

4. Directing. Two areas of directing were ranked highest by the athletic directors in actual performance. There were: (1) directing athletic program in keeping with the educational and athletic philosophy of the institution; and (2) interpreting various rules and regulations to the athletic staff. The two highest ideal tasks performed were the same tasks and in the same rank order as actual performance.

5. Reporting. The three areas of reporting ranked highest by the athletic directors in actual performance were: (1) report to staff regarding conference and school rules and regulations and changes occurring; (2) projecting athletic program to faculty, students, administrators, local citizens, alumni and boosters. The two areas ranked highest by the athletic directors in ideal performance were the identical tasks and in the same rank order as actual performance.

6. Budgeting. The two highest ranked areas of actual performance in budgeting were: (1) preparing and supervising yearly budget; (2) dispersement of budgeted

finances in the various intercollegiate sports. The two areas ranked highest by the athletic directors in ideal performance were the identical tasks and in the same rank order as actual performance.

7. Coordination. The two areas of coordination highest ranked by the athletic directors in both actual and ideal performance were: (1) provide coaches and athletes with information regarding eligibility and transfer regulations and rules; and (2) serve on campus committees concerned with athletic policy. The lowest ranked actual performance was to prepare press releases to radio, newspapers, magazines and television, however this task ranked slightly higher in ideal performance.

#### Mundane, Developmental and Professional Task Data

Athletic directors indicated that the mundane tasks are duties they prefer not to perform as often as they would perform developmental and professional tasks. This could indicate a tendency to perform tasks for which there is more educational preparation. Also, this could indicate a tendency to delegate mundane activities to other members of the staff.

Athletic directors felt that developmental tasks should be performed more often than at present. The overall mean scores of actually performed (4.050) and ideally performed (4.349) indicated that administrators actually and

ideally would perform these tasks more than the mundane tasks.

Professional tasks ranked highest in overall means with actually performed ranked 4.111 and ideally performed ranked 4.525. Athletic directors apparently felt that the professional tasks are duties they now perform most often and should ideally perform more often. This would warrant athletic directors performing professional activities more often than mundane or developmental activities in keeping with their education and administrative preparation.

The analysis indicated that athletic directors perform developmental and professional tasks more often than mundane tasks. Also, developmental and professional tasks were ideally performed more often than mundane tasks.

### Concluding Statements

The general problem was to investigate and evaluate attitudes regarding the duties performed by the athletic directors of community colleges in the Northwest United States. Duties actually and ideally performed were identified. A generalized profile of community college athletic directors was established.

An analysis of the data derived from the duties questionnaire revealed that athletic directors felt they should ideally perform most duties more often than they actually were performed. Staffing was regarded as the priority area of responsibility among the POSDCORB

categories. The athletic director generally indicated that they are performing the tasks they feel are ideally important.

Overall, athletic directors perceived the mundane tasks lowest in actual and ideal performance as compared to the developmental and professional tasks.

This study provides a step in updating the knowledge of the duties of athletic directors, how often athletic directors perform these duties, and a profile of the current community college athletic director. The analysis of the data of this study may provide a basis for improvement of the position of athletic director.

The research of this study was exploratory in nature and the results were presented in descriptive form. Further research is warranted to expand the knowledge of the current position of athletic directors.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

- American Association for Health, Physical Education, and Recreation. Athletics in education. Journal of Health Physical Education, and Recreation, 1962, pp. 242-245.
- Borg, Walter R. and Meredith D. Gall. Educational Research: An Introduction (4th ed.), New York: Longman, 1983.
- Daughtrey, Greyson, and John B. Woods, Physical Education and Intramural Programs: Organization and Administration. Philadelphia: The W.B. Saunders Co., 1976.
- Dessler, Gary. Management Fundamentals, Modern Principles and Practices. Reston Publishing Co., Prentice-Hall, 1982,
- Fayol, Henri. General and Industrial Management. London: Sir Isaac Pitman and Sons, Ltd., 1969.
- Felder, Dennis. "An Analysis of the Role of the Athletic Director as Perceived by Presidents and Athletic Directors of Community Colleges." Kansas State University, Doctoral Dissertation, 1982.
- Flippo, Edwin B. and Munsinder, Gary M. Management. Allyn and Bacon, Ind., 1982.
- Forsyth, Charles Edward. Administration of High School Athletics. Prentice-Hall, New York, 1954.
- Gulick, Luther, and L. Urwick. Papers on the Science of Administration. New York: Institute of Public Administration, 1937.
- Herron, L.B. "A Survey to Compare the Educational Preparation, Related Experience and Selected Duties of Collegiate Athletic Directors." Doctoral Dissertation, University of Utah, 1969.
- Hicks, Herbert G. and C. Ray Gullett, Management. McGraw-Hill, 1976.
- Hohman, H.R. "An Analysis of Administrative Policies of Inter-collegiate athletics in the Rocky Mountain States." Doctoral dissertation, Indiana University, 1970.



- Kelliher, M.S. A Job Analysis of Selected Athletic Directors in Colleges and Universities. 1956, p. 255.
- LaPorte, W.R. The Physical Education Curriculum. College Physical Education Association, University of Southern California Press, Los Angeles, 1955.
- Leedy, Paul D. Practical Research: Planning and Design (3rd ed.). New York: Macmillan Publishing Co., 1985.
- McGee, N.E. "An Analysis of the Administrative Practices in Intercollegiate Athletics in Member Colleges of the Arkansas Intercollegiate Athletic Conference." Doctoral dissertation, University of Arkansas, 1972.
- Mears, I.G. "A Study of the Organization and Administration of Intercollegiate Athletics in Church Related Colleges and University of the United States." Doctoral dissertation, University of Southern California.
- Parkerhouse, Bonnie L. and C.J. Stoy. "Professional Preparation in Athletic Administration and Sport Management: Undergraduate and Graduate Programs in Canada." Journal of Physical Education and Recreation, vol. 50:22-3, March, 1979.
- Purdy, Robert L. The Successful High School Athletic Program. Parker Publishing Co. West Nyack, New York, 1973.
- Reeder, Ward G. The Fundamentals of Public School Administration. New York: Macmillan Company, revised ed., 1941.
- Reno, J.E. "An Evaluation of the Duties of Athletic Directors in Small Colleges in Selected States in the Midwest." Doctoral dissertation, Indiana University, 1964.
- Richey, B.L. "A Survey of the Responsibilities and Qualifications of Athletic Directors in Selected Colleges." Doctoral dissertation, University of Colorado, 1963.
- Sanford, Nevitt. "End and Means in Higher Education," Current Issues in Higher Education, A department of the NEA, Washington, D.C., 1962.
- Schwank, W.C., "The Role of Athletics in Education." In E. Steitz (ed.), Administration of Athletics in Colleges and Universities. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1971.
- Scott, H.A. Competitive Sports in Schools and Colleges. New York: Harper and Brothers, 1951.

- Sells, J.L. "An Analysis of Functions Performed and Competencies Needed to Administer Programs of Intercollegiate Athletics." Doctoral dissertation, Teachers College, Columbia University, 1959.
- Shea, Edward J. Administrative Policies for Intercollegiate Athletics. Thomas Publishing Company, Springfield, Illinois, 1967.
- Sisley, Becky L. "Women in Administration: A Quest for Quality Leadership," Journal of Physical Education and Recreation. Vol. 52:77-8, April, 1981.
- Sutton, Robert Gerald. "Functions and Professional Preparation of Men Intercollegiate Athletic Directors." Doctoral dissertation, University of Utah, 1975.
- The 1983-84 National Directory of College Athletics. Ray Franks Publishing Ranch, Amarillo, Texas, 1983.
- Thompson, Barbara Ann. "A Comparison of the Degree of Involvement in Responsibilities and Functions of Athletic Administration as Perceived by Women and Men Athletic Administrators of Women's Athletic Programs in Institutions of Higher Education." Doctoral dissertation, The Florida State University, 1982.
- Williams, Jean M. and Donna Mae Miller. "Intercollegiate Athletic Administration: Preparation Patterns." Research Quarterly for Exercise and Sport. 1983, Vol. 54, pp. 398-406.

## **APPENDICES**

**APPENDIX A**

**INITIAL MAILING PACKAGE**

May 8, 1984

Dear Athletic Director,

With increased student participation in sports, the addition of women's programs and the burden of the current economic situation, there is an increasing interest in the job responsibilities and duties that the athletic director must perform at the community college level. I am currently conducting research in an attempt to gain more information on the actual and desired duties and responsibilities administered by the athletic director. To gain this information a survey of community college athletic directors in the Northwest is being carried out.

At present I am a teacher and coach at Treasure Valley Community College who has aspirations of someday having greater involvement in the administrative aspect of athletics. This project is being conducted as part of my graduate degree requirements at the University of Montana.

The enclosed questionnaire will take only a few minutes to complete and all information will be held confidential. If you are both a coach and athletic director, please fill out the questionnaire in your role as an athletic director only. It would be greatly appreciated if you would promptly return the questionnaire.

Sincerely,

Diane L. Westbrook  
Department of Health and Physical Education  
Treasure Valley Community College  
Ontario, Oregon

## BIOGRAPHICAL INFORMATION

Community College \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_ Total student population \_\_\_\_\_

Years in athletic administration \_\_\_\_\_ Years in present position \_\_\_\_\_

\_\_\_\_\_. Years of participation in college athletics \_\_\_\_\_

Years in coaching \_\_\_\_\_.

Level of education (circle) BA BS MA MS PhD Other \_\_\_\_\_

Are you presently coaching? (circle) Yes No

Athletic Department budget \_\_\_\_\_ Your approximate salary \_\_\_\_\_

Number of athletes in program \_\_\_\_\_ Number of coaches in program \_\_\_\_\_

\_\_\_\_\_.

Number of line staff personnel (secretaries, aides, etc.) \_\_\_\_\_

Do you supervise the staff personnel? (circle) Yes No

Number of part time employees (staff, coaches, etc.) \_\_\_\_\_

Number of full time employees (staff, coaches, etc.) \_\_\_\_\_

Number of sports under your supervision \_\_\_\_\_

Number of women's sports under your supervision \_\_\_\_\_

Number of men's sports under your supervision \_\_\_\_\_

Please list the women's sports in your program:

_____	_____
_____	_____
_____	_____

Please list the men's sports in your program:

_____	_____
_____	_____
_____	_____

## QUESTIONNAIRE

RESEARCH QUESTIONNAIRE  
FUNCTIONS

## DIRECTIONS:

1. Read each statement carefully.
2. Please rate (by circling) the value which represents your perception of how you actually perform that function.
3. Re-read each statement. Please rate (by circling) the value which represents your perception of how an athletic director ideally should perform that function.
4. If you are a coach/athletic director, please respond only as an athletic director.

The scale and corresponding values are as follows:

5--Always                      3--Sometimes                      Never--1  
4--Often                      2--Seldom

4--Often	2--Seldom					Actually Performs					Ideally Should Perform				
<u>PLANNING</u>															
1. Scheduling of all athletic contest .						5	4	3	2	1	5 4 3 2 1				
2. Contacting and selecting game officials . . . . .						5	4	3	2	1	5 4 3 2 1				
3. Scheduling of groups other than those affiliated with the institution for use of athletic facilities						5	4	3	2	1	5 4 3 2 1				
4. Preparation of the yearly schedule for all sports . . . . .						5	4	3	2	1	5 4 3 2 1				
5. Determining the dispersion of the scholarships and/or work grants-in-aid for each sport . . . . .						5	4	3	2	1	5 4 3 2 1				
6. Develop and let contracts for radio and television coverage of athletic contests . . . . .						5	4	3	2	1	5 4 3 2 1				
7. Planning of future athletic facilities . . . . .						5	4	3	2	1	5 4 3 2 1				
8. Establish the initial salary for a departmental position and recommend increases thereafter . . .						5	4	3	2	1	5 4 3 2 1				
9. Orientation of new departmental members . . . . .						5	4	3	2	1	5 4 3 2 1				
<u>OPERATING</u>															
1. Arrange transportation, lodging and meals for athletic teams . . . .						5	4	3	2	1	5 4 3 2 1				
2. Attend and actively supervise home athletic contests, especially such areas as crowd behavior, fire and safety regulations, etc. . . . .						5	4	3	2	1	5 4 3 2 1				
3. Supervision of maintenance and custodial personnel . . . . .						5	4	3	2	1	5 4 3 2 1				
4. Formulation and enforcement of departmental guidelines and policies . . . . .						5	4	3	2	1	5 4 3 2 1				
5. Enforce recruitment policies which are in harmony with conference regulations . . . . .						5	4	3	2	1	5 4 3 2 1				



	<u>Actually Performs</u>					<u>Ideally Should Perform</u>				
6. Conduct regular meetings with the coaching staff . . . . .	5	4	3	2	1	5	4	3	2	1

#### STAFFING

1. Delegation of responsibilities and necessary authority to subordinates	5	4	3	2	1	5	4	3	2	1
2. Daily supervision of office personnel . . . . .	5	4	3	2	1	5	4	3	2	1
3. Establishing and maintaining a good climate of rapport among staff members and office personnel . . . .	5	4	3	2	1	5	4	3	2	1
4. Advertising, interviewing and selecting of intercollegiate coaches . . . . .	5	4	3	2	1	5	4	3	2	1
5. Advertising, interviewing and selecting of administrative aides . . . . .	5	4	3	2	1	5	4	3	2	1
6. Advertising, interviewing and selecting of office personnel . . .	5	4	3	2	1	5	4	3	2	1

#### DIRECTING

1. Directing the athletic program in keeping with the educational and athletic philosophy of the institution . . . . .	5	4	3	2	1	5	4	3	2	1
2. Contribute to profession by answering check lists, questionnaires and pertinent research endeavors . . . . .	5	4	3	2	1	5	4	3	2	1
3. Development of public relations policy for department to follow . .	5	4	3	2	1	5	4	3	2	1
4. Interpreting various rules and regulations to the athletic staff .	5	4	3	2	1	5	4	3	2	1
5. Represent school at conference meetings . . . . .	5	4	3	2	1	5	4	3	2	1
6. Involve staff members in decision making . . . . .	5	4	3	2	1	5	4	3	2	1

#### COORDINATION

1. Provide coaches and athletes with information regarding eligibility and transfer regulations and rules .	5	4	3	2	1	5	4	3	2	1
---	---	---	---	---	---	---	---	---	---	---

	<u>Actually Performs</u>					<u>Ideally Should Perform</u>				
2. Preparing press releases to radio, newspapers, magazines and television	5	4	3	2	1	5	4	3	2	1
3. Serving on campus committees concerned with athletic policy . . . .	5	4	3	2	1	5	4	3	2	1
4. Serve on committees of a non-athletic nature . . . . .	5	4	3	2	1	5	4	3	2	1
5. Interpret the athletic program to faculty, students, community and alumni . . . . .	5	4	3	2	1	5	4	3	2	1

REPORTING

1. Working with local news media . . . .	5	4	3	2	1	5	4	3	2	1
2. Projecting the athletics program to faculty, students, administrators, local citizens, alumni and booster clubs . . . . .	5	4	3	2	1	5	4	3	2	1
3. Reporting to the staff regarding conference and school rules and regulations and changes occurring . .	5	4	3	2	1	5	4	3	2	1
4. Serving as a clearing house for all athletic publicity releases . . .	5	4	3	2	1	5	4	3	2	1
5. Conducting a public relations program within as well as outside the department confines . . . . .	5	4	3	2	1	5	4	3	2	1

BUDGETING

1. Preparing and supervising the yearly budget . . . . .	5	4	3	2	1	5	4	3	2	1
2. Dispersment of budgeted finances in the various intercollegiate sports . . . . .	5	4	3	2	1	5	4	3	2	1
3. Audit deparment books . . . . .	5	4	3	2	1	5	4	3	2	1
4. Prepare and analyze expense accounts for traveling teams . . . . .	5	4	3	2	1	5	4	3	2	1
5. Make arrangements for concession leases . . . . .	5	4	3	2	1	5	4	3	2	1
6. Obtaining financial assistance for the department from booster clubs, citizens and alumni . . . . .	5	4	3	2	1	5	4	3	2	1
7. Establish the accounting procedures for the orderly keeping of finances .	5	4	3	2	1	5	4	3	2	1

**APPENDIX B**  
**FIRST FOLLOW-UP MAILING**

May 29, 1984

Dear Athletic Director,

About May 9, 1984, you should have received a letter and a questionnaire concerning the duties and responsibilities administered by the athletic directors of the Northwest. The results of this study should be of interest to all who are involved in athletic administration.

I realize that you may have overlooked the questionnaire, but it would be greatly appreciated if you could complete it and return it at this time. I have enclosed a copy of the questionnaire for your convenience.

Thank you very much for your time.

Sincerely,

Diane Westbrook  
Department of Health  
and Physical Education  
Treasure Valley Community College

APPENDIX C  
SECOND FOLLOW-UP MAILING

June, 1984

Dear Athletic Director,

About May 9, 1984, you should have received a letter and a questionnaire concerning the duties and responsibilities administered by the athletic directors of the Northwest. The results of this study should be of interest to all who are involved in athletic administration.

I realize that you may have overlooked the questionnaire, but it would be greatly appreciated if you could complete it and return it at this time. I have enclosed a copy of the questionnaire for your convenience.

Thank you very much for your time.

Sincerely,

Diane Westbrook  
Department of Health and  
Physical Education  
Treasure Valley Community College

**APPENDIX D**  
**ADDITIONAL BIOGRAPHICAL INFORMATION**

TABLE 25

## ADMINISTRATIVE AND COACHING BACKGROUND

Years	Athletic Administration	%	Coaching	%
0 - 4	13	39.4	8	24.2
5 - 9	6	18.2	3	9.1
10 - 14	7	21.2	6	18.2
15 - 19	3	9.1	6	18.2
over 20	4	12.1	10	30.3
Totals	33	100.0	33	100.0



TABLE 26

## SALARY

Dollars	N	Percent	Accumulative Percent
Less than \$10,000	2	6.8	6.9
\$10,000 - \$24,999	3	10.2	17.2
\$25,000 - \$29,999	6	20.5	37.9
\$30,000 - \$34,999	8	27.5	65.5
\$35,000 - \$39,999	7	24.1	89.7
Over \$40,000	3	10.3	100.0
Totals	29	100.0	100.0

Note: 4 missing cases

TABLE 27  
NUMBER OF ATHLETES IN PROGRAM

Athletes	N	Percent	Accumulative Percent
0 - 99	12	35.6	35.5
100 - 149	7	22.5	58.1
150 - 199	6	19.4	77.4
200 - 249	2	6.4	83.9
250 - 299	1	3.2	87.1
300 - 399	3	9.7	96.8
More than 350	1	3.2	100.0
Totals	31	100.0	100.0

Note: 2 missing cases

TABLE 28

## GENDER AND LEVEL OF EDUCATION

Educational Level	HS	Bachelor's	Master's	Ph.D.	Row Total
Male Percent	2 8%	3 12%	17 65%	4 15%	26 86.7
Female Percent	0 0%	0 0%	3 75%	1 25%	4 13.3

TABLE 29

## STUDENT POPULATION AND NUMBER OF ATHLETES IN PROGRAM

Student Population	Number of Athletes							Over Row Total	Accum. Percent
	Under 50	50-99	100-149	150-199	200-249	250-299	Over 300		
Under 2,449	1	5	2		1	1	1	11	33.3
2,500-4,999		1	3	2			2	9	24.2
5,000-7,499		3	1	4	1		2	11	33.3
Over 7,500		1	1					1	9.1
Column Total	1	10	7	6	2	1	6	33	
Percent	3.0	30.3	21.2	18.2	6.1	3.0	18.2		100.0

TABLE 30

## DEPARTMENTAL BUDGET AND SALARY

Budget	Salary						Row Total	Percent
	Under 9,999	10,000- 24,999	25,000- 29,999	30,000- 34,999	35,000- 39,999	40,000 & Over		
Under 4,999	1					1	2	6.1
5,000- 49,999		3	1	2	1		7	21.2
50,000- 99,999			3	5	5	1	14	42.4
100,000- 149,999	1		1		1	2	5	15.2
150,000- Over			1	1		3	5	15.2
Column Total	2	3	6	8	7	7	33	
Percent	6.1	9.1	18.2	24.2	21.2	21.2		100.0

**APPENDIX E**  
**LIST OF SAMPLED SCHOOLS**

## APPENDIX E

## SOURCE OF DATA

The names and addresses of all community college athletic directors in Oregon, Idaho, Washington and Montana were obtained from The 1983-84 National Directory of College Athletics. All community college athletic directors from these states were included in the study and received the initial mailing of the cover letter and questionnaire.

<u>State</u>	<u>Institution</u>
Idaho	College of Souther Idaho North Idaho College Ricks College
Montana	Flathead Valley Community College
Oregon	Blue Mountain Community College Chemeketa Community College Clackamas Community College Lane Community College Linn-Benton Community College Mt. Hood Community College Portland Community College Southwestern Community College Treasure Valley Community College Umpqua Community College
Washington	Bellevue Community College Big Bend Community College Centralia College Clark College Columbia Basin Community College Edmonds Community College Everett Community College Fort Steilacoom Community College Grays Harbor College Green River Community College

Highline Community College  
Lower Columbia College  
North Seattle Community College  
Olympic College  
Peninsula College  
Seattle Central Community College  
Shoreline Community College  
Skagit Valley College  
South Seattle Community College  
Spokane Community College  
Spokane Valley Community College  
Tacoma Community College  
Walla Walla Community College  
Wenatchee Valley College  
Whatcom Community College  
Yakima Valley College