

**The Full Picture: A Report on the Review of
Intercollegiate Athletics at Western State College of Colorado**

**Submitted to Dr. Jay Helman, WSC President
by the Ad Hoc Committee on Intercollegiate Athletics**

June 1, 2010

PREAMBLE

The ad hoc committee to study intercollegiate athletics at Western State College of Colorado was convened by President Helman in early November, 2009. The committee was charged to “formulate a statement of institutional purpose and athletics philosophy for the intercollegiate athletic program at Western.” Specific areas to be addressed (as per the charge) included:

- The educational expectations of intercollegiate athletic participation
- The role of intercollegiate athletics in enrollment management
- The appropriate competitive level of intercollegiate athletic competition
- The number and mix of athletic programs
- The extra-curricular value/contribution of intercollegiate athletics to the campus community (including non student-athletes, faculty/staff, alumni, and community)
- A financial cost/benefit analysis of intercollegiate athletics

The committee met at least once a week (2-4 hours per week) until the end of May. In addition to meeting time, committee members spent multiple hours conducting research, reading, and writing drafts between meetings.

The committee reviewed extensive information provided by the WSC Athletic Department, the WSC Foundation, the WSC Office of Institutional Research, and the WSC Office of Finance and Administration. Greg Waggoner, Tom Burggraf, Rich Wilkens, and Brad Baca willingly and expeditiously provided the committee with information as requested. Some of this information can be found in the appendices of this report.

As part of the research process, the committee also solicited feedback from a number of Western’s constituents. Faculty and staff were invited to submit feedback related to the charge (specifically the bullets listed above) over a three-month period; just over 30 people provided 67 pages of remarks. Throughout this report, excerpts from the feedback will be provided as appropriate to support the narrative. In addition, both the Western student body and Western athletes completed surveys developed by the committee and administered online (student survey) and in person (by two athletic committee members and one research assistant). Information from the surveys will be presented throughout the report as it pertains to the topic under discussion. The summary report from the survey of athletes can be found in Appendix E, and a summary of the campus-wide student survey is within Appendix G.

The committee also reviewed a number of documents pertaining broadly to intercollegiate athletics and their role in the university/college. These documents are cited in a reference list at the end of the document.

Committee members were highly invested in the work of the committee; enthusiastically, thoroughly, and respectfully discussing and debating the topics up for review at each meeting, suggesting recommendations as appropriate. The committee believes that this report addresses the charge given to the committee, representing a balanced view of the intercollegiate athletic program at Western State College of Colorado. The information found in subsequent sections of this report stems from the many hours of dialogue shared by the committee, and each section addresses the specific areas identified in the original charge.

Respectfully Submitted,

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TABLE OF CONTENTS

Section 1: Educational expectations of intercollegiate athletics participation.....	5
Section 2: Athletics and enrollment management.....	10
Section 3: Level of competition.....	13
Section 4: Mix of sport programs.....	18
Section 5: Co-curricular / extra curricular value of athletics to community.....	23
Section 6: Financial cost / benefit analysis.....	27
Conclusion.....	33
References.....	34
Appendix A – Graduation rates at WSC.....	36
Appendix B – WSC grade point averages.....	38
Appendix C – Majors among WSC student-athletes.....	39
Appendix D – Retention rates among WSC athletic programs.....	40
Appendix E – Analysis of student-athlete survey.....	41
Appendix F – Student-athlete survey.....	54
Appendix G – Report of campus-wide student survey.....	58
Appendix H – FTE comparisons for Colorado four-year schools.....	59

SECTION 1 EDUCATIONAL EXPECTATIONS OF INTERCOLLEGIATE ATHLETICS PARTICIPATION

The first topic we addressed was the educational expectations for students participating in intercollegiate athletics (IA). Recognizing that many athletes choose to attend Western for the athletic opportunities available to them, we want to reaffirm academics as the primary institutional priority for all students who attend Western, including athletes. Generally, Western's student-athletes make steady progress toward a diploma. This can be attributed, in part, to the commitment within the Athletic Department to stress academic achievement, as well as a campus-wide willingness to address ongoing issues within such structures as the Intercollegiate Athletic Committee.

Academic requirements for student-athletes

In accordance with NCAA policy, all student-athletes must be enrolled full time (12 credits per semester) during fall and spring term, pass 24 credits between seasons, and maintain a 2.00 GPA upon completion of 72 credits. (At the completion of 24 credits, a student-athlete must have a 1.80 GPA, and at the completion of 48 credits, a 1.90 GPA). These enrollment and GPA minimums are similar to policy for all students at WSC and deemed satisfactory by the committee for this moderately select public institution.

Graduation rates and GPA comparisons

Beyond minimum expectations for academic achievement, Western athletes are generally good students. For any division in the NCAA, the most common indicators of academic success are six-year graduation rates, the Academic Success Rate (ASR), and grade-point averages (GPA). These statistics are often reported in comparison to the general student body. ASR is a metric used within the NCAA to track academic progress and therefore comparisons with non-athlete populations are not available. By these metrics, Western's student-athletes appear to be proficient in their academic achievements:

- Student-athletes generally have higher incoming test scores, higher retention and higher graduation rates than non-athletes at WSC (WSC Institutional Research, 2001).
- The graduation rate for the 2002 cohort for student-athletes (52%) is higher than the campus-wide graduation rate (36%) (WSC Institutional Research, 2010). This phenomenon has existed for more than a decade with previous cohorts and, in particular, the difference ranks among the highest in the RMAC as well as all Division II (DII) NCAA schools. See Appendix A for more information.
- ASRs for Western athletes (among the most recent cohort) are higher than the national rate for all sports (Western State College, 2010).
- Female athletes enroll at Western with better academic skills than either the general student body or male athletes (WSC Institutional Research, 2010).
- As of the end of Fall term, 2009, there's seems to be little difference between the student-athlete GPA (2.78) and non-athlete GPA (2.80). Female student-athletes are a little higher in their GPA (3.25) than female non-athletes (3.05), while male student-athletes have a very similar GPA (2.63) to male non-athletes (2.61). We lack the evidence to suggest any differences are statistically significant and it's

best to say that student-athletes have similar GPAs to their comparative non-athletic groups. For a specific breakdown on GPAs at Western, see Appendix B.

Research findings on grades and graduation rates can be confusing. Any interpretation should take into account that athletes may be coming to Western with stronger academic credentials (see above), athletes may be getting more academic support than non-athletes, athletes in certain sports may be overrepresented or underrepresented in specific courses and majors, and grades or GPAs may have different meanings from one department to another. (For a breakdown on majors among student-athletes, please see Appendix C.) It is also difficult to make meaningful comparisons among groups of students. Should athletes be compared to students who work 20-30 hours per week? Should athletes be compared with other students who have scholarships? Or with those who enter college with similar socioeconomic background?

It should be noted that the GPA data presented here represent a snapshot in time and changes can be expected with each cohort. It should also be noted that graduation rate data representing the general student body also includes athletes.

We can say that the academic data for Western athletes supports literature on organizational commitment, which suggests that when students are involved with campus activities, they tend to perform better academically.

Academic support within Athletics

While succeeding in the respective sport is important for student-athletes, a fundamental philosophy within intercollegiate athletics stresses academic success for every athlete. The head coaches have expressed a clear commitment to the academic success of student-athletes. In addition to campus-wide programming offered through offices like the Academic Resource Center, the following services are provided to student athletes by the Athletic Department:

- Mandatory meetings with all new student-athletes during orientation to discuss policies and procedures related to academic progress.
- A system of in-class progress reports, required for various student-athletes.
- Study halls and tutoring per sport.
- Monitoring of (academic) high-risk student athletes.

In addition to this network of support, the committee would like to emphasize the importance of balance between providing academic support and fostering student independence and personal growth (e.g., athletes should take personal responsibility for their education).

The work of Intercollegiate Athletic Committee

Comprised of five faculty members (one of whom is our Faculty Athletic Representative), two Assistant Athletic Directors and the Athletic Director, this standing committee of the Faculty Senate meets monthly to address topics relevant to student-athletes' intellectual and academic growth, and participation in athletic programs. Within the past two years, the committee has deliberated on and generated policy statements regarding the expectations for the interaction of academics and athletics, the transfer release appeals process, and team practice and travel schedules. These documents are made available to the public through the website (<http://western.edu/academics/faculty-governance>).

As a more specific example of the work IAC has completed, consider the recent campus dialogue over scheduling team practices. All students (including athletes) should have the

flexibility to enroll in the necessary courses (both in General Education and in a chosen major) to graduate. Still, despite good intentions, scheduling challenges do arise. Here are just a few of the factors that affect the situation:

- Limited athletic facilities with multiple users
- Limited periods in the day when practices can occur
- Unpredictable weather
- Expectation of year 'round training (in all sports across the country)
- Limited academic class scheduling like afternoon-only labs, required infrequently offered upper-division courses, and few course offerings in the 8:00 a.m. slot.

Through the efforts of IAC and others, a rotating practice schedule—which applies to volleyball, women's basketball and men's basketball—was endorsed by the Faculty Senate in January 2009, and adopted thereafter. This schedule allows student-athletes to work with their academic advisor to plan their class schedules accordingly. While this has improved the situation, it's apparent some academic programs continue to conflict with intercollegiate practice times more so than others.

Learning experiences offered by Athletics

The following experiences and resources are a few examples of how Athletics enhance student learning on campus:

- coaching
- strength and conditioning / fitness training
- care and prevention of athletic injuries
- physical therapy
- sports management
- sports journalism
- venues for varsity band

In addition, some coaches do serve as instructors for the coaching minor and elsewhere in ESS.

Campus feedback on the topic

Here are a few statements regarding educational expectations for participating in IA:

We obviously see the benefits for the students to participate, and yet I also see a benefit for faculty to keep students-athletes more accountable for academics because of their participation in intercollegiate. I believe we need to sell this to the faculty and student-athletes that the competitions and the academics go hand-in-hand.

Culture of whether or not academics is stressed varies from team to team – with some teams academic success is emphasized, with some teams the emphasis seems to be on eligibility of athletes.

WSC Athletics also provides an educational component other than the in-classroom component. The coaches and staff are educators and push these student-athletes to their highest potential. Whether it's breaking down game film or going over progress reports, the coaches and staff put a great deal of effort into the overall education and well-rounding of the student-athletes.

Some students rely on coaches instead of being proactive about their education – don't take initiative to talk to professors about missing class; need to learn to take responsibility themselves – e.g., communicate with professors; perhaps coaches could do more to facilitate this transition to adulthood – athletes are socialized to follow directives from autocratic coaches which may not be helping them grow up or think for themselves.

Both academics and athletics are driven by dedicated educators who work diligently to teach a discipline to students. The key difference is the amount of exposure a coach has to students versus professors. A coach has hundreds of hours over four years to impress upon his or her student-athletes the importance of strong character, perseverance, leadership, and learning. A teacher may also be able to fulfill this role but are granted only a handful of hours of a semester in a classroom setting. I believe that it is vital for Western to see athletics as a learning experience for students that is an extension of what is learned in the classroom.

Small schools like Western should always make every effort to recruit the whole student, if you will, and never recruit a student purely for a specific athletic program. Athletics should be simply one factor among many given consideration when a student shows interest in applying to Western.

Athlete feedback

According to the student-athlete survey, 71 percent of athletes are required to attend study hall and 95 percent of athletes surveyed were required to obtain faculty feedback on a progress report. Most athletes (85 percent) reported that their coach's academic policies promote academic success and that faculty (86 percent) "often" or "always" promoted academic success. Most athletes (82 percent) reported that faculty were "often" or "always" understanding and supportive of athletes. Also, 11 percent were reported to be "never" understanding or supportive.

Concerns and recommendations

In looking at the distribution of majors among student-athletes, the prominent programs are Business and Exercise and Sports Science (see Appendix C). This observation spurred the committee into a discussion about whether athletes have limited academic choices or (because of their choice of sport) are steered to particular majors, professors or courses. And conversely, whether certain courses, professors, or majors are more "athletic or practice friendly." It's worth noting that in 2009, the IAC generated a document stipulating how practice times for the student-athletes are managed so as not to interfere with coursework. Aside from team travel and a few other athletic endeavors, "student athletes should not miss class for practice." Nevertheless, there remains concern over the unavoidable conflicts between academic and athletic programming, and the extent to which academic and/or practice choices may be limited for some athletes.

The committee also discussed, at length, academic advising and, more specifically, the role of the coach in academic advising. While there was disagreement in the committee on how much advising a coach should do, it was agreed that coaches serve as one of many sources of information for student-athletes, and the primary academic advisor ought to be a member of the faculty or, in some cases, a designated member of the academic staff with advising duties. Assuming coaches do influence the student-athlete's choice for courses, they should understand the curriculum. Therefore, we suggest:

Recommendation 1

As new coaches go through training and orientation on campus, they learn about the Western curriculum (e.g., GE, majors and minors, advising policies, prerequisites) through a brief workshop offered by our academic administration. It should be noted, the athletic administration—in cooperation with our Faculty Athletic Representative Dr. Cynthia Drexel—recently initiated a pilot program in this area and most coaches have already completed what’s being called Academic Advising Boot Camp. It’s the recommendation of this committee that the workshop be a required part of a new coach’s orientation to campus.

SECTION 2 ATHLETICS AND ENROLLMENT MANAGEMENT

What is enrollment management?

The second topic explored was the role of athletics in enrollment management. For Western, and in general, enrollment management can be defined as a philosophy and a tool to assist institutions in defining who and what they are, streamlining and coordinating services for efficiency, planning for facilities and resources necessary to accomplish enrollment goals and coordinating services so that a seamless process of recruitment, enrollment, retention and graduation occurs.

Successful enrollment management relies on institutional positioning, streamlined processes and student achievement engagement. The forces behind enrollment management include the use of analytics and performance measurement to understand increasing competition, changing student expectations and enrollment behavior, issues of access and affordability, capacity management, and the realization that enrollment success is highly dependent upon the academic enterprise.

Thus, enrollment management goes beyond new student recruitment and reflects the broader goals of attracting, matriculating and graduating students with an optimal use of resources to deliver all programs to students.

According to the current WSC Strategic Plan, the school's enrollment goal is to bring its headcount of undergraduate students to 2,600 by 2014. To accomplish this goal, the College must not only strengthen its recruitment practices but also engage students to enhance its retention rate. The most recent headcount reflects a student body of less than 2,100. On average, student-athletes comprise 15 percent of the student body or approximately 300 total student-athletes. Annually, Western State Athletics department recruits approximately 100 new athletes to attend Western State College.

Western Athletics and EM

The committee spent time framing the recruitment and retention of student-athletes who chose to attend Western State College. Factors that lead to a student who is going to compete in NCAA Division II sanctioned sports for Western include: academic majors offered, the relationship made with coach and team during the recruitment process, athletic scholarships offered, financial aid and academic aid offered, size and location of institution, and being a member of Rocky Mountain Athletic Conference.

The committee also discussed the factors that seemingly lead to a higher graduation rate of 52 percent among student-athletes compared to the campus-wide rate of 36 percent. We believe these factors include the dynamics associated with a smaller, residential campus, the security provided by scholarships and other institutional resources, a structured system among coaches and Athletics administration for academic accountability, and, certainly not least, time management and organizational skills found within student-athletes.

When examining the recruitment and retention of students, athletes included, it is important to recognize that the college-decision (choice and commitment) process includes many factors from educational offerings, location, campus appearance, reputation, size, financial aid and the opportunity to play sports.

To facilitate a broader understanding of the overall enrollment processes, the committee did review some of Western's current recruitment plans and financial aid modeling. Recognizing that students will not apply to or enroll at colleges they are not aware of, the committee reviewed athletic success and its potential impact on enrollment. In addition to examining enrollment trends at Western, the committee also examined other Colorado institutions and their current enrollments and athletic programs.

As of April 2010, it appears the demographics of Western's incoming class is changing. Specifically, it appears more females are being accepted. As of May 2010, 43 percent of accepted students are women as compared to 37 percent in May 2009 (WSC Admissions, 2010). Of course, this is excellent news for the school, for female students outperform male students in nearly every metric. While this shift has yet to warrant necessary steps, the committee discussed possible additions or alterations to the current sports programs to meet Title IX needs. Please see the section "Mix of Sports" for further discussion.

Another attribute to our campus and the athletic program is the diversity among our student body. For the 2008-2009 academic year, 21.8 percent (64) of the student-athletes were ethnically diverse, comprising about one-third of the population of diverse students (179) on campus (WSC Institutional Research). It should be noted, for that year, 10.9 percent of the WSC student body claimed "unknown" for an ethnic category. Students increasingly choose not to self-identify their ethnic category, which should be factored into the consideration of these statistics.

Relevant research

Recently, Cain and Reynolds (2006) found that the top five institutional characteristics when selecting a college were academic (strong major, excellent teachers, preparation for a career, accessible professors and customizable education). However, according to the study, when students were asked to identify facilities that influenced college choice and selection based on campus visitation, students cited that residence halls (whether inadequate or poorly maintained) were a major factor in rejecting a campus, more frequently than facilities in a chosen major.

And, according to the American Council on Education (2007), the five most considered facilities when selecting a college are facilities for major, library, classrooms, residence halls and exercise facilities, showcasing the importance of facilities in the college selection process.

These national data seem to suggest that from an enrollment management perspective, that perceived educational value and facilities play an important role in college choice and persistence (also, see Noel-Levitz, 2007). And, the value is heightened for female students—a target market for the admissions office as a way to increase overall student enrollment.

Factors that can contribute to good retention for student-athletes are the relationship with coach and team, academic success, cultivation of relationship with professors, win-loss records, engagement with campus life and involvement with community service (Waggoner, 2010). To enhance the recruitment for a higher athletic caliber student athlete and to increase retention, the following factors should be considered: new facilities (i.e. resident halls and field house), means of travel, scholarship aid offered, operating budgets, and salaries and staffing. For additional data on retention rates among WSC student-athletes, see Appendix D.

The committee reviewed myriad referred journal articles and newspaper stories related to enrollment increases based on the opportunity to play sports. There was also much discussion about how athletics success may offer all students a more enriching experience and build

connections to an institution in addition to increasing pride. While many of the articles were specifically related to major (NCAA Division I) athletic programs, the committee did discuss how such success might expand awareness across current market segments such as those within Colorado.

Athletics and recruiting

As part of the role of athletics in enrollment management at Western, the committee examined tactical aspects of overall student recruitment, those tactics used in marketing Western to prospective students and families in admissions and athletics, and the interface of athletic recruitment with the current and changing admissions processes.

In addition, there was much discussion about the role of a winning athletics program on overall student recruitment and retention. Various perspectives among the committee and in the literature (for example, see Duderstadt, 2000) exist on this topic including whether enrollment increases and decline followed the success of high profile athletic programs (football, specifically).

But beyond the debate of the Flutie Factor, the idea that a successful season brings about an increase in enrollment, one ought not overlook the sheer amount of attention athletics generates for this college. There are the routine headlines our student-athletes generate, distinguished moments within award ceremonies, and the branding our teams provide when they travel abroad. (For a sample listing of articles in the regional press, see the “Press Clippings” link on the Mountaineer website (www.wscathletics.com)).

In addition, as a specific example of the attention “Mountaineer Magic” brings, Western Athletics host a variety of summer camps for young adults. In 2009, 2159 young athletes attended camps for a range of sports. As just one general benefit to the college, these camps paid our Conference Services \$240,000. More importantly, in the name of recruiting, over 2,000 prospective WSC students spent time on our campus and associated Western with the goodwill of the camps. And, it’s worth adding the wrestling and men’s basketball camps bring in at least 45 high school teams each. This type of attention is tough to quantify, but surely plays a role in building a general awareness of WSC.

Recommendation 2

In terms of retention, the committee discussed structures in place and those that might create a stronger bridge to help the student athlete transition out of the role of student-athlete and into the role of student when, for whatever reason, an athletic career ends. According to Assistant Athletic Director for Internal Operations and Compliance Scott Groom, our athletic program recruits somewhere between 80-100 new student-athletes. However, in the same year, an estimated 25-30 student-athletes either choose to not participate in IA or are informed they will not be competing in the upcoming season. What’s worth noting is that, after a considerable investment, our college lacks a systematic approach in assuring that these students remain at WSC. Clearly, not all students will remain enrolled at Western, but it seems obvious we should have a kind of “bridge” for students back into a life without intercollegiate athletics. Within the committee, there were many tactics discussed to develop a stronger program, but no specific course of action was determined. It’s our recommendation members of the administration work together to develop such a program.

SECTION 3 LEVEL OF COMPETITION

Current affiliation

Western State College currently competes in the NCAA Division II and the Rocky Mountain Athletic Conference (RMAC). Nearly 300 member institutions are in NCAA D-II (the smallest of all divisions in terms of number of member institutions) and there are 14 member institutions in the RMAC. Colleges and universities tend to be more concentrated in more populous areas; consequently, the geographic distance between institutions can be significant and play a large role in determining the level of competition and in which conference a particular institution competes.

Some of the comments solicited from the campus community are reflected in this statement:

“I’ve often wondered why some of the Rocky Mountain schools haven’t more seriously explored the idea of going Division III. We could perhaps go Division I with one or two sports if we wanted, much like Colorado College and Denver University do with hockey.”

Up until 1992, the RMAC was a mix of institutions that competed in the NCAA DII or the National Association of Intercollegiate Athletics (NAIA). Beginning in the fall of 1992, the RMAC expanded and decided that all institutions would be members of the NCAA DII. This decision is extremely unlikely to be reversed any time soon. Currently, 10 of the 14 RMAC institutions are located in the state of Colorado. There are very few other NCAA DII, DIII or NAIA institutions located in the entire Rocky Mountain West. There is one NAIA institution in each of the states of Colorado, New Mexico, and Arizona; Utah, Wyoming and Nevada have no NAIA institutions. There is one DIII institution in Colorado (Colorado College) and it competes in a conference that travels all over the nation (e.g., Georgia, Arkansas, Minnesota, and Mississippi). Colorado College has expressed interest in joining the RMAC, which would mean moving to the DII level. This consideration is primarily driven due to extremely high travel costs to compete at the DIII level. The next closest NAIA or NCAA DIII institutions to Gunnison are located in eastern Nebraska, Kansas, Oklahoma, and Texas, but their sport sponsorship does not align with WSC’s programs.

NCAA Division III or NAIA?

The top NAIA institutions are financed at a level greater than WSC sport sponsorship currently is financed and it takes as much or more institutional dollars to finance a DIII program with “institutional scholarships and packaging” and operational dollars than it does to finance a DII program at the average level or below (Hardwick Day, 2007). Moreover, NAIA institutions must finance their own post-season competition, which is part of what drove the decision for WSC to move to the NCAA DII level in the early 1990s. The additional costs for travel and missed class time are significant due to geographic challenges should WSC attempt to move to the DIII or NAIA level. WSC athletics already has some challenges with regard to travel, especially as it relates to safety. These issues would be exacerbated by traveling to compete much greater distances than WSC currently does. For example, the table below demonstrates the difference in costs between in-state and out-of-state trips for the volleyball team (18 people traveling). Should Western switch to another division, the latter of the two trips, to Nebraska,

would be similar to the closest trips the volleyball team would make. For the example below, the expenses of the out-of-state trip are 87 percent higher than for the in-state trip.

	Transportation	Food	Hotel	Totals
In-state trip (Ft. Lewis / Mesa)	\$700	\$720	\$390	\$1810
Out-of-state trip (Kearney / Chadron)	\$1526	\$1080	\$780	\$3386

Keep in mind, these expenses are for the volleyball team; one of the smallest groups that travel. What’s more, there are many other “valued added” elements that are lost should a move of this nature take place, such as long-standing conference rivalries and WSC’s role in setting RMAC policy.

To change affiliation, WSC would have to be accepted into a conference that is NAIA or DIII affiliated and that is not an easy task, especially considering those institutions would not be excited to travel to Gunnison, Colorado. The existing conference makes the decision to accept new membership, so any institution wishing to join a conference must apply for membership and be approved by the existing members.

The current trend for NAIA schools to attempt to move to NCAA DII is growing. In recent years the following institutions have expressed interest in joining the RMAC:

- Black Hills State College in South Dakota
- South Dakota Tech
- Hastings College in Nebraska
- Johnson and Wales University in Denver, CO
- Colorado College
- Westminster College in Utah
- Dixie State College in Utah
- Grand Canyon University in Arizona
- Eastern New Mexico University
- Oklahoma State University at Panhandle
- Montana State University at Billings

NCAA Division I?

For any sport to be elevated to the NCAA DI level, it would require significant funding for coaching salaries, travel, scholarships, operating, and especially facilities. This would also significantly increase missed class time for student-athletes. Moreover, institutions that do sponsor DI hockey, for example, depend very heavily on large metropolitan populations for a marketing base to support the program and that simply is unrealistic in the Gunnison Valley. It should also be noted that there is no such thing as DI skiing. There are not enough institutions that sponsor skiing in all of the NCAA to warrant divisions. Skiing is an “all division” sport called the NCAA National Collegiate Championships that includes DI, DII and DIII. Almost all of the current WSC sport programs compete annually with DI institutions, but not at the end of the year in NCAA national championship competition. Moreover, they do not compete with DIII at the end of the year NCAA national championship competition.

The Committee believes that the current RMAC conference affiliation and NCAA Division II level of competition is the best fit and most affordable option for our intercollegiate sport program. The Committee also believes careful consideration should be given by the RMAC regarding any possible expansion and, while it is realized that competitive equity is important, the primary driving forces in these decisions should include cost containment and minimize missed class time.

Competitive success

One measure of NCAA DII level sport program success is the Director's Cup competition. This competition began in 1995-96 and was formerly known as the Sear's Cup. The competition measures the success of all of the sport programs combined of each NCAA DII institutions and is based on a point system. WSC has continued to be consistently highly successful in the "non-core" sport programs, such as men's and women's cross-country, indoor and outdoor track and field, and wrestling. The success of the "core sport" programs over the past decade has been inconsistent. The overall sport program has the third highest Director's Cup Competition average of all NCAA DII institutions over the past 14 years.

Perceptions of the viability of athletic programs are often tied to the level of success of particular programs. This is especially true for the most visible, or core, programs. Campus comments reflect this perception:

With each passing year, football looks like less and less of a good match for Western . . . is there really any chance of our football team even being competitive, given the number of better funded Division II teams that are out there? (faculty/staff comment)

Get rid of losing football team and support sports which Western can recruit for like alpine skiing, Nordic skiing, and hockey (comment from student survey)

The RMAC refers to football, men's basketball, women's basketball and volleyball as "core sports" and these sports also tend to be more visible on most college campuses, specifically football and men's basketball. Consequently, most of the WSC competitive peer institutions also invest a significantly greater level of resources in these sports than WSC Athletics is capable of investing at this time.

The Committee believes that the level of success of our current "core sport" programs is in need of improvement. In order to be more competitive, core sports need increased funding. Increased success in the "core sports" has the potential to improve the perception of our sport program, institution, campus culture and overall experience that the student-athletes receive.

For a program to be successful at Western State College it needs continuity in good leadership (coaching), support from the institution and private support. The three areas are inextricably linked as continuity in good leadership can drive private funding. When an institution supports a program through institutional and private funds, the program has a chance to compete, which can attract and retain a high quality leader/coach. Institutional support and continuity in good leadership/coaching tends to increase the ability to raise private funds. All of this leads to more success in wins and losses and a better overall co-educational experience for the student-athlete. Conversely, lack of financial support to a program leads to less continuity and a higher quality leader/coach is attracted and retained less frequently. This kind of structure makes it very difficult to raise private dollars and the overall co-educational experience of the

student-athlete is compromised. These problems and issues can be compounded in the more visible “core sport” programs.

In assessing how much support a program requires to compete adequately, much information is needed. However, simply put, “How do our specific sport programs compare with our RMAC and NCAA DII competitive peers with regard to salaries, staffing, operating, recruiting, scholarships, and intercollegiate athletic facilities?” This comparison includes support such as athletic trainers, sports information directors, strength and conditioning coaches, compliance officers, assistant athletic directors, athletic directors, etc. The comparison is not, “How does one sport at a particular institution compare to another sport program at that same institution?” In order to compete at a reasonable level, as well as attract and retain quality leaders/coaches, the program must be founded in the areas mentioned with reasonable levels of parity. While a certain amount of institutional autonomy is part of the decision process, it is largely driven by NCAA DII and RMAC requirements, as well as the level of funding the majority of these competitive peers decide to invest in certain sport programs.

Accurate comparative financial data is difficult to obtain among competitive peers. However, according to the athletic department, WSC athletics is at least \$500,000 per year below the annual budget of competitive peers and the number is likely much greater. This calculation includes the fact that WSC raises more private dollars than most of our competitive peers and this is even more profound when measured proportionately. Additionally, the intercollegiate athletic facilities at WSC are very inadequate compared to competitive peers. WSC just took a giant step forward in this area with the recent approval of the facility fee referendum. However, these facilities are at least five years away and approximately \$3 million more in facility improvements are needed for a new Mountaineer Bowl Press Box and team rooms in Mountaineer Bowl.

Some comments were written previously in this section with regard to safety and transportation. Industry standard for athletic travel has led to a situation in which collegiate athletic teams most often travel in busses or people movers (instead of fifteen passenger vans). There are many considerations regarding the use of these busses and people movers and some are listed below.

- These busses require the driver to carry a CDL certified license. This requires more time, expense, etc. and still puts the coach at the wheel after a long, emotional day coaching.
- Cost and maintenance of the busses is considerable.
- Additional costs are incurred to hire busses that have no route in or through Gunnison. This has been mitigated by using a local bus company to some extent, but it is not set up for cross-country travel.
- Some coaches/drivers feel safer navigating Monarch Pass in a 15 passenger van than driving a bus, but most agree that almost all other segments of travel are safer with busses, especially if the coach is not required to drive.
- This is not just a safety issue, but a recruiting issue also.

Other safety concerns when budgets are limited can include the following:

- Minimal staffing and equipment for athletic trainers
- Elimination of secondary health insurance policies carried by the institution
- Outdated safety equipment in some sport programs

- Less quality training equipment that may also have maintenance issues

Listed below are three scenarios that outline funding levels for intercollegiate athletics for WSC. They are based on current funding levels for 2009-10. The scenarios listed include potential ramifications should there be a delay in additional funding or cuts to current funding levels. The kinds of impacts that increased funding could have are also described.

Scenario One: The institution may wish to stay status quo or even reduce the intercollegiate athletic budget. If this is the course, it is believed the athletic department will have substantial turnover in leadership/coaches and staff. The competitive ability of the more visible sport programs will continue to be challenged and this will adversely affect the ability to attract private funds. All of this will adversely affect the co-educational experience of the student-athletes, exacerbate safety concerns and the culture and image of the institution. This will disenfranchise many alumni, boosters, and fans and continue to create a culture and perception on the WSC campus that is contrary to increasing enrollment and an overall positive experience for our students.

Scenario Two: The institution may wish to increase the intercollegiate athletic budget to make some gain in the athletic program's competitive ability, especially in the more visible sport programs. However, in a difficult economic time this task may be challenging. According to the Athletic Department, an increase of \$250,000 could have a noticeable effect on the level of competitiveness of the visible sport programs and minimize some leadership/coach and staff turnover. This could also mitigate some of the more immediate safety concerns.

Scenario Three: The institution may wish to have a significant impact immediately or in the near future on the intercollegiate athletic program, especially in an attempt to increase the level of competitiveness of the more visible sport programs. The Athletic Department suggests that a very noticeable effect can take place with all specific sport program success if \$400,000 additional dollars is infused soon. This would increase the overall co-educational experience for student-athletes, significantly decrease most safety concerns, increase the ability to attract private funds, most likely enhance the image of and positive culture about athletics, and decrease leadership/coach and staff turnover.

Each of the scenarios listed above still leaves the WSC Athletic Department below the average resources of our competitive peers. These scenarios are also based on the success of current fund-raising campaigns coming to full fruition and new intercollegiate athletic facility needs being addressed soon. All three scenarios are considered by the Athletic Department to be very conservative estimates on needs. It should be noted that the committee was not in agreement about which, if any, scenario ought to be recommended.

SECTION FOUR MIX OF SPORT PROGRAMS

Western State College (WSC) is one of nearly 300 members of Division II within the NCAA. Western is also a member of the 14-institution Rocky Mountain Athletic Conference (RMAC). The RMAC is the fifth oldest intercollegiate conference in the nation with Western being the college with the second longest tenure in the conference. WSC currently sponsors the following 11 sports:

<u>Women</u>	<u>Men</u>
Volleyball	Football
Basketball	Basketball
Cross country	Cross country
Indoor track and field	Indoor track and field
Outdoor track and field	Outdoor track and field
	Wrestling

NCAA and RMAC requirements

The NCAA requires that all institutions sponsor at least 10 sport programs; while the RMAC further requires that all members sponsor the “core” sport programs of football, men’s basketball, women’s basketball, and volleyball. The only exception to this requirement is that if an institution does not sponsor football then it must sponsor men’s soccer and a total of 12 sport programs. Currently, 10 of the 14 RMAC member institutions sponsor football and more are strongly considering adding the sport.

Many of the sports that Western sponsors were put in place years ago (wrestling and football date back many decades). These sports remain popular today throughout the country according to statistics gathered from The National Federation of State High School Associations (NFHS) and the Colorado High School Activities Association (CHSAA). Schools within the RMAC sponsor many of the same DII sports which allows for consistent competition among the schools.

In the past 25 years the cross-country and track and field programs have been extremely successful. The cross-country programs have won 12 national championships. Volleyball, men’s basketball and women’s basketball have had periods of time with great success, but these sports have not enjoyed the consistency that other sport programs have realized. Additionally, football and wrestling have demonstrated the consistent ability to produce significant private revenues. Football and wrestling have had many successful seasons even though recent history shows football struggling.

Consequences of dropping football

One of the questions from the campus comments was whether WSC should have a football team. If Western chose to drop football, as described earlier, the College would have to add men’s soccer and one other sport program (for a total of 12 sports). Men’s soccer would have a roster of about 25 student-athletes. The other sport that would be added would likely be women’s soccer or women’s swimming/diving. Given that the start-up costs would be less it will be assumed that this other additional sport would be swimming and diving. The swimming/diving team would have a roster of about 22 student-athletes. Based on data from the

RMAC Parity Survey for men’s soccer and women’s swimming/diving, and WSC Athletics for football, below is a scenario where football is dropped (107 student-athletes) while men’s soccer and women’s swimming/diving are added:

Sport	College revenue	Operating budget	Net savings/loss
Football (remove)	\$2,168,823	\$750,993	(\$1,417,830)
Men’s soccer (add)	\$451,379	\$196,500	\$254,879
Women’s swimming/diving (add)	\$397,985	\$102,000	\$295,985
Total			(\$866,966)

The men’s soccer team and women’s swimming/diving team would be considered tier-2 programs, meaning that there would be a sufficient enough budget to allow them to be reasonably competitive on a yearly basis. Losing 107 students while gaining only 47 creates the net loss shown above of more than \$800,000. Other sports, or other initiatives across campus, could be added in the attempt to recover these students. If additional sports are considered then there would also be the need for further staffing in the athletics central office including sports information, training, and assistant athletic directors. There would also be the need for additional practice and office space that doesn’t currently exist. In order to break even, from a revenue perspective, Western would need, in addition, two or three sports.

Other options

If the institution were to consider dropping any sport program it would have to be a male sport program in order to maintain Title IX compliance. Also, no more than one sport program could be dropped in order to maintain compliance with NCAA and RMAC minimum sport requirements. The other options, besides football, would be men’s cross-country, men’s indoor track and field, men’s outdoor track and field, or wrestling. All of these sport programs are currently the most successful male sport programs at WSC and the net cost would exceed savings (see chart below). This is especially true for wrestling since it produces significant private revenue each year.

Sport	College revenue	Operating budget	Net savings/loss
Wrestling	\$805,677	\$243,838	(\$561,839)
Men’s cross country/track & field (combined) *	\$1,008,331	\$183,013	(\$825,318)

*Cross country and track and field are presented together due to the difficulty in separating the programs. Athletes and coaches serve multiple roles in both sports.

There seems to be a perception across campus that the intercollegiate athletic program can independently drop and add almost any sport at any time. Some suggestions from formal campus input were to drop football and add a cycling team or other such non-traditional sport team offerings that are not sponsored by the NCAA or the RMAC.

....our Ski Club and Mountain Bike Club team are racking up numerous placements at the national level, all with barely any funding.

Surely, we could do better by embracing the non-traditional sports that we seem to do well in, mountain biking and skiing, etc.

The obligations of being a member of the NCAA and the RMAC require “institutional commitment” to minimum requirements and obligations that are external to the control of any particular institution. Skiing is an NCAA sport program, but not an RMAC sport and mountain biking is neither. Most other outdoor adventure sport programs mentioned through formal or informal input channels are not NCAA/RMAC sponsored sport programs.

There is little correlation or relevance in comparing perceived club sport success to the intercollegiate sport programs and their ability to compete with their competitive peers, as the funding and support that the average intercollegiate RMAC/NCAA program receives is substantial. Moreover, coaching, recruiting, facility management, scholarships, operating budgets, compliance (including academic eligibility), oversight, and central support staffing is much more complex. Club sport status is a wonderful alternative for those sports that are not sanctioned by the NCAA (e.g., mountain biking).

Why not skiing?

Judging from feedback provided to the committee, there remains a degree of confusion in the community as to why Western no longer offers an intercollegiate ski program. According to Dr. Waggoner, due to the increased demands of competing in the NCAA Division II and the RMAC, coupled with significant budget cuts imposed on the institution and intercollegiate athletics in 2001, 2002 and again in 2004, an evaluation criteria for all programs was identified at the time by Athletics staff, college administrators, and members of the Intercollegiate Athletic Committee. Information regarding the programs was obtained from a variety of sources including the coaches. Skiing was identified as the program WSC would eliminate if more budget cuts were to be implemented. Reasons for this decision included (but are not limited to):

- Skiing was the second highest funded sport program (next to football) up until 2003 and it was the highest per participant cost of all sport programs at WSC during that time.
- Of roughly 1200 NCAA-sanctioned schools, approximately 40 institutions nationwide sponsored the sport and only a small handful of NCAA D-II public schools. WSC was the smallest public school to sponsor the sport and others of similar, but somewhat larger size only, sponsored women’s Nordic and alpine or men’s and women’s Nordic only, rather than all four disciplines.
- WSC was the only institution in the RMAC to sponsor skiing. Given the number of sports mandated by RMAC code, there were few alternatives that would save WSC resources, if any. In fact, the “net” cost to eliminate any other sport program that would still allow for RMAC minimum compliance would be more costly to the institution than eliminating skiing.
- Skiing had a great tradition over the years, but it is scored as a four-way combined score for team scores. Other than a small number of impressive team performances and a good handful of impressive individual performances, the ski program had not been very successful in NCAA skiing for decades. The primary reason for this is that the larger universities that sponsor the sport invest significant resources into their programs.
- The majority of the national champions and All-Americans in NCAA skiing are foreign student-athletes, and the explanation for this is more in-depth than the

purpose of this report. However, these student-athletes are very expensive to recruit and scholarship.

- The ski team competed all over the West and that included Alaska. Despite the fact that skiers were generally good students, the amount of missed class time (in large blocks) was substantially greater than any other sport program.
- Skiing does not present the same opportunities for spectator, student and community engagement or advertising and sponsorships as other sport programs.
- The media exposure for the athletic program and the institution was modest compared to most of the other sport programs at WSC.
- Up until institutional funding was eliminated for skiing, the private revenue produced by skiing was very modest. In the end, the actualized revenue that was pledged in an attempt to save the program was not enough.
- Despite significant efforts over many years, corporate sponsorships for skiing were limited, and the ability to have more diverse training space (and control over those spaces) was very challenging and unpredictable. WSC has much more control over the training facilities of other sport programs. Though training spaces (like CBMR) are geographically closer to the college than many other ski programs, the cost to gain reasonable control over adequate, diversified training space was also significant.
- Other WSC sport programs were rapidly falling behind their competitive peers due to limited resources.

It is important to note that no single reason determined the outcome, but rather, when compared to other sport programs, the cumulative facts could not be overlooked.

Prior to eliminating the sport, the administration worked at all levels to try to save the program through private means. While there was some synergy in this initiative for a period of time, the outcome of the campaign did not reach the needed levels of funding to sustain the program. The process of cutting this sport program, while necessary, was painful to everyone involved.

After reviewing the information related to the elimination the ski program, the Committee concurs with this decision. Since the more visible core programs at WSC are struggling, it would difficult be to justify institutional funds for a ski program at this time.

Recommendation 3

Considering the fact that all RMAC institutions must sponsor volleyball, men's basketball, and women's basketball, WSC should continue to sponsor all current sport programs, including football.

Recommendation 4

The institution may decide to add one or more sport programs at some time in the near or distant future. This decision may be based on a reaction to what may be a realized growing female proportion of the student body. It also may be true that the proportion of females on the campus could increase by adding female sports. If this growth in number and proportionality of female students at WSC were to be realized through a change in recruiting strategies, then in order to maintain Title IX compliance WSC would need to add a women's intercollegiate sport program. The sport programs (listed in no particular order) that may be considered based on past

expressed interest, growing trends in the NCAA DII, RMAC and at the state and national high school participation levels are women's soccer, women's swimming/diving, and women's lacrosse.

SECTION FIVE
THE CO-CURRICULAR AND EXTRA-CURRICULAR VALUE OF
INTERCOLLEGIATE ATHLETICS TO THE CAMPUS, LOCAL COMMUNITY, AND
ALUMNI

Co-curricular and extra-curricular definitions

The committee believes it is important to distinguish between co-curricular and extra-curricular. Co-curricular is defined as being outside of but usually complementing the regular curriculum. Extra-curricular is defined as not falling within the scope of a regular curriculum; *specifically*: of or relating to officially or semi-officially approved and usually organized student activities (as athletics) connected with school and usually carrying no academic credit (Merriam-Webster, 2010). Both of these areas facilitate valuable hands-on experiential learning. Also note the examples of co-curricular and extra-curricular outcomes in the **Learning Experiences** section of the **Educational Expectations of ICA Participation**.

WSC Athletics has co-curricular and extra-curricular connections through the following:

- All intercollegiate sport programs have an activity class through Recreation and Exercise and Sport Science (RESS) that is offered for one credit hour. There is also a one off-season conditioning class offered for one credit hour. These are classes that can be taken only one time by the intercollegiate student-athletes respective to their sport.
- WSC Athletics monitors interns each semester. These interns come primarily from Business Administration, Exercise and Sport Science and Communications Arts, Languages and Literature.
- WSC coaches and staff are often solicited to engage in guest lectures, interviews, projects, research, and more by our students and faculty for academic related activities.
- Several students each year serve as volunteer or low paid-part time assistant coaches of our sport programs, which serves as a practicum for these individuals wishing to pursue coaching as a career.
- The Student-Athlete Advisory Council (SAAC) initiates organized group attendance for music concerts, theatre performances and other activities to demonstrate support to other co-curricular and extra-curricular areas of the College.
- There are many WSC faculty, staff and local community members who engage with our athletes and volunteer for WSC Athletic home events and fundraisers.

Alumni and community involvement

In addition to co-curricular and extra-curricular activities for our students, WSC has a long-standing history of traditions and events that interact with our alumni and community. These events are centered on home football games such as homecoming, family weekend and Hall of Fame weekend.

In addition to athletic administration, coaches, and student-athletes, a wide-range of individuals from the campus and the Gunnison community, as well as our alumni, are engaged in Western's athletics. Here is a listing of who's engaged in the program (for the 2009-2010 academic year):

- More than 12,000 people attended home WSC athletic events and many locals and alumni attended events on the road. A few more thousand people attended WSC fundraising events, reunions, alumni events, tailgate parties, etc.
- More than 600 individuals and organizations provided financial support (about 360 being MAA donors), and 32 of these donors are WSC employees.
- Not counting student-athletes, an estimated 80 volunteers helped with home events and fundraisers for WSC Athletic, of which 21 were WSC employees.
- WSC Athletics employed 68 students on work-study contracts; the majority were state and federal work-study contracts.
- The WSC Athletic Department employed 8 student interns. Some of these interns were for one semester and others were for the entire year.
- Many other WSC students are involved in our events and half-time promotions and were mentioned in other areas of this report. Examples include KWSB Radio, Varsity Band, Cheerleaders, Dance Team, student trainers, student-coaches, and more. Other campus engagements include faculty/staff appreciation nights and Halloween Science night. Additionally, many Gunnison Community groups of all ages are engaged in our half-time promotions and programming.

Examples of activities:

For a complete listing of Athletics' activities in the community see www.wscathletics.com. Here is an abbreviated list:

- Gunnison RE-1J Watershed School District athletic events are held on the campus of WSC. These events host high school students and parents from all over the state on our campus resulting in a valuable regional outreach for the College (as previously noted in the section on Enrollment Management).
- WSC intercollegiate athletic events serve the entire student body, campus community, local community and alumni. The above populations engage in athletic events more than any other area on campus. Since 2007, total annual duplicated attendance for the WSC student body has ranged from 4,400 to 4,700 (count provided by Blackboard Reader Identification System), as compared to previous decades when annual attendance was estimated to average 8,000 or more. Also, a campus survey for the 2009-2014 Strategic Plan suggested that between 50 percent and 70 percent of the student body attended at least one IA event annually. It's possible the recent drop in attendance is due to a declining student body enrollment and modest success by the visible sport programs. Nevertheless, these events serve as an important component in the engagement and social activities of college aged students.
- Fundraising events such as the Crab Feed/Auction Dinner/Casino Night and the Golf Tournament
- Hosting camps and clinics for local youth
- Engaging local and regional area marching bands, youth cheerleader and dance groups, physical education classes and more for half-time performances
- Community night activities
- Tough Enough to Wear Pink Cancer fundraising
- Halloween party/contests for both the Gunnison youth and the WSC student body
- "Guest Coach" programs

- Faculty/Staff Appreciation programs
- Campus Move-in Day
- Participation in the “Good Neighbor Program” with the Gunnison Police Department
- Elementary School Reading Program
- Engagement with the Gunnison High School Student Leadership Council with alcohol education and awareness programs, as well as strategic planning facilitation
- Sandbagging for floods
- Emergency Deer Feeding Program
- Highway Cleanup
- Senior Citizen Engagement
- Booster socials, picnics, etc.
- Various Alumni gatherings across the state and nation
- WSC athletic events, camps, and other dimensions associated with the intercollegiate athletic department contribute significantly (in the range of \$6 million) to the local economy. (Please see next section of report for more information on economic contributions.) This impact comes through the student-athletes, staff, visiting teams, fans, reunion attendees, summer camps and more.

Campus comments

The following are selected comments from various constituencies.

A good college community relationship is a must for development of a good community based educational program. The intercollegiate athletic program provides numerous ways that our community can interact with our students, faculty and administration. It's a great public gathering that brings people together. Our athletic programs provide our community an opportunity to get involved in the sport of their choice.

I found a sense of belonging by going to football games, basketball games, volleyball games, wrestling meets, and track meets. I enjoyed going to these events and watching the Mountaineers in action. It made me feel like I was a part of something bigger.

With budget cuts nationwide, our public schools are losing Physical Education programs, yet we have an astonishing obese rate across America. We need to encourage participation in sports, extracurricular activities and involvement in club organizations that will inspire and motivate kids to be active and live healthier lifestyles. They will be better students, employees and productive members of our society as a result.

It goes without saying that intercollegiate athletics in some form is necessary for the continued good health and growth of Western State College. In a lot of ways, our institution appears to do a relatively good job of keeping up some kind of dialogue among the constituencies of the college. My only comment here is that collectively we should always seek out areas for improvement, and that just doesn't apply to athletics.

The importance of athletics cannot be underestimated to our campus. Athletics has been described as the “Front Porch” of a college. It is the first thing many people see or read about the school and it welcomes them into the campus community. It might be our most visible endeavor. It can be crucial in recruiting and retaining students, recruiting donors, and engaging alumni.

**SECTION SIX
FINANCIAL COST / BENEFIT ANALYSIS**

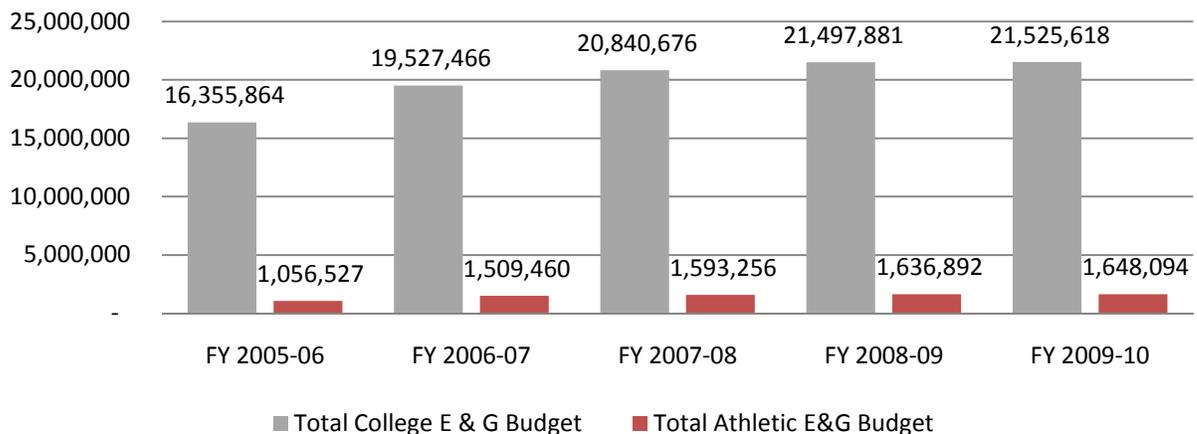
(Note: unless stated otherwise, the information for this section comes from the WSC Office of Finance and Administration)

History and sources of funding

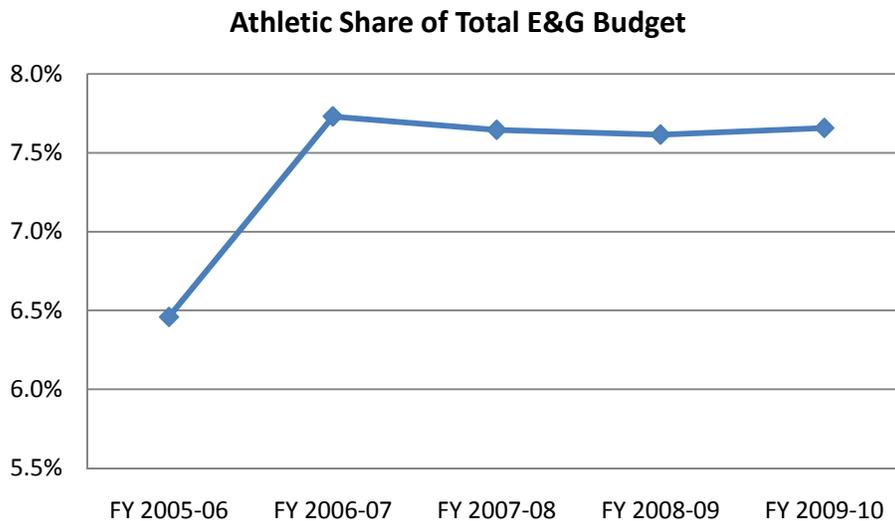
Western State College of Colorado has institutionally supported intercollegiate athletics since the dawn of the twentieth century. Funding in recent years has come from a variety of sources including general fund and tuition revenue, student fee revenue and private fundraising. While the programs do generate revenues in the form of gate receipts and game guarantees, these revenues do not represent a substantial amount in the overall funding of the program. The contributions from the College’s education and general fund (i.e., tuition and state support) constitute the largest share of overall funding, and in FY2008-09 represented approximately 57 percent of total funding. Over the last five years, the Education and General (E&G) allocation to intercollegiate athletics has grown by 56 percent as compared to the overall growth of the E&G budget of 32 percent. The main areas of growth within intercollegiate athletics have been in staffing and scholarships. Specifically, the College increased staffing from 16.1 FTE in 2005-06 to 22.2 FTE in FY2009-10. This primarily included the addition of full-time assistant coaches in volleyball, men’s and women’s basketball, and football; restructuring of staffing within and additions to cross country and track and field programs; and an additional athletic trainer. It is important to note that the increased cost of the additional FTE for football is being offset by increased Foundation contributions, and the department’s temporary coaches’ pool has been decreased significantly to accommodate some of the added costs associated with the new full-time staff.

The College’s budget allocation for athletic scholarships and discounts has increased from \$250,000 in FY2005-06 to \$502,000 in FY2009-10.

**Education and General (E&G) Budget Comparison:
Campus Total vs. Athletic Total**



Given these changes, intercollegiate athletics' proportionate share of the E&G budget has grown from 6.5 percent to 7.7 percent from FY2005-06 to FY2009-10.



Remarkable has been the increasing contributions from private sources, primarily made through the Mountaineer Athletic Association. In FY2008-09, Western State College Foundation support provided 25 percent, or \$747,146, of the overall budgeted resources for intercollegiate athletics. This compares to 11 percent, or \$107,075, in FY1993-94.

In addition to E&G and Foundation resources, each student pays an intercollegiate athletics fee. This fee is a mandatory fee and like other mandatory fees typically is adjusted by inflation on an annual basis. In FY2008-09 the fee was \$7.70 per credit, or \$184.80 per full time student, and it generated approximately \$370,000, or 13 percent of the total budgeted resources for the program. The remaining contributors are auxiliary programs such as residence life and food service, which provide room and board waivers, respectively, and cover pre- and post-season meal expenses.

Allocation of funding and revenues generated

With the exception of staffing, the College employs a decentralized process of budget allocation. Essentially, each department head is responsible for allocating operating resources among the various programs/disciplines within the unit. In the case of intercollegiate athletics, the athletic director consults with the president and collaborates with the assistant athletic directors and coaching staff on the allocation of resources among the various teams. Considerations such as travel schedule, equipment needs, and fundraising capabilities play into the overall distribution of resources. Somewhat unique in the delivery of an athletic program is the relatively high proportion of resources dedicated to non-personnel expenses. For instance, at Western, in FY2008-09 personnel expenses accounted for roughly 40 percent of overall budgeted costs for athletics whereas the campus average on all current funds was 50 percent. This difference becomes less pronounced when isolating the E&G fund where personnel numbers represented 64 percent and 68 percent, respectively. This illustrates a couple of points. The first is the need for funding of non-personnel items to deliver an athletic program. This should not be surprising given, for instance, the costs of team travel and the importance of

scholarships to attract quality student athletes. The second point is that Western's athletic program has had great success in covering these costs through means other than the E&G fund, which in this case is primarily through Foundation support.

In FY2008-09, the athletic department had \$2.9 million of resources to allocate among the 11 sport programs and administrative functions. This included resources from the E&G fund, the auxiliaries (including student fees) and the Foundation.

Institutional Expenditure Budgets for Intercollegiate Athletics FY2008-09								
Team	E & G Fund: Operations	E & G Fund: Scholarships and Discounts	Auxiliaries	Intercollegiate Athletic Fee	Foundation Support	Total	Participants	Expenditure per Participant
Football	\$ 249,037	\$ 151,613	\$ 45,480	\$ 76,538	\$ 228,325	\$ 750,993	107	\$ 7,019
MBB	\$ 111,901	\$ 70,034	\$ 16,444	\$ 35,365	\$ 31,486	\$ 265,230	17	\$ 15,602
Wrestling	\$ 55,836	\$ 36,343	\$ 16,408	\$ 25,796	\$ 109,455	\$ 243,838	39	\$ 6,252
WBB	\$ 107,519	\$ 70,034	\$ 16,791	\$ 35,365	\$ 9,275	\$ 238,984	16	\$ 14,937
WVB	\$ 92,893	\$ 53,328	\$ 20,542	\$ 29,230	\$ 2,410	\$ 198,403	16	\$ 12,400
MXC	\$ 29,870	\$ 32,662	\$ 7,708	\$ 8,008	\$ 6,340	\$ 84,588		
WXC	\$ 29,870	\$ 34,662	\$ 7,708	\$ 8,008	\$ 6,340	\$ 86,588		
MTK	\$ 37,568	\$ 25,662	\$ 8,090	\$ 20,765	\$ 6,340	\$ 98,425		
WTK	\$ 37,568	\$ 27,662	\$ 8,090	\$ 20,765	\$ 6,340	\$ 100,425		
MXC/TK						\$ 183,013	56	\$ 3,268
WXC/TK						\$ 187,013	41	\$ 4,561
M+W XC/TK						\$ 370,026	97	\$ 3,815
Total Team Expenditure Budget	\$ 752,062	\$ 502,000	\$ 147,261	\$ 259,840	\$ 406,311	\$2,067,474	292	\$ 7,080
Central Office	\$ 341,771	\$ -	\$ -	\$ 109,400	\$ 297,440	\$ 748,611		
Development	\$ 59,926	\$ -	\$ -	\$ -	\$ 43,395	\$ 103,321		
Total Expenditure Budget	\$1,153,759	\$ 502,000	\$ 147,261	\$ 369,240	\$ 747,146	\$ 2,919,406	292	\$ 9,998

Notes:

- 1.) E&G expenditure budgets are net of budgeted transfers from WSC Foundation.
- 2.) Auxiliary expenditure budgets represent room and board waivers and costs of pre/post season meals.
- 3.) Central office expenditures represent costs associated with assistant athletic directors, sports information director, athletic trainers and other central operating expenses.
- 4.) Development expenditures represent the portion of the athletic director's compensation paid out of E&G funds.

In terms of aggregate resources for athletic programs, the football team was allocated the most at \$750,993, or approximately 26 percent of the total. However, the football program has more than 36 percent of the total participants and the per participant funding level of this program is slightly below the average, not including central administrative costs. The highest budgeted per participant cost was men's basketball at \$15,602, followed closely by women's basketball.

There were 292 student athletes in FY2008-09. These students provide revenues in the form of tuition, fees, room and board, and, in the case of Colorado residents, state subsidy. In addition, revenues from the Foundation support athletic expenditures. In FY2008-09, revenues generated from student athletes and Foundation support amounted to \$5.6 million. When compared against expenditures, the athletic program produced more than \$2.7 million in net

revenues for the College. These revenues support the costs of the campus's academic, student service and administrative programs.

Institutional Revenues Estimates for Intercollegiate Athletics FY2008-09								
Team	Resident On Campus	Resident Off Campus	Non-Resident On Campus	Non-Resident Off Campus	Resident State Subsidy	Foundation Support	Total	Revenue Per Participant
Football	\$ 600,325	\$ 112,263	\$ 440,633	\$ 148,132	\$ 639,147	\$ 228,325	\$2,168,823	\$ 20,269
Participants	50	25	21	11	75	107	107	
MBB	\$ 60,033	\$ 11,334	\$ 127,332	\$ 38,262	\$ 67,008	\$ 31,486	\$ 335,454	\$ 19,733
Participants	5	3	6	3	8	17	17	
Wrestling	\$ 228,124	\$ 34,002	\$ 148,554	\$ 51,016	\$ 234,526	\$ 109,455	\$ 805,677	\$ 20,658
Participants	19	9	7	4	28	39	39	
WBB	\$ 60,033	\$ 7,556	\$ 127,332	\$ 38,262	\$ 58,632	\$ 9,275	\$ 301,089	\$ 18,818
Participants	5	2	6	3	7	16	16	
WVB	\$ 72,039	\$ 15,112	\$ 84,888	\$ 25,508	\$ 83,760	\$ 2,410	\$ 283,717	\$ 17,732
Participants	6	4	4	2	10	16	16	
MXC & MTK	\$ 336,182	\$ 52,892	\$ 190,998	\$ 63,770	\$ 351,789	\$ 12,680	\$ 1,008,311	\$ 18,006
Participants	28	14	9	5	42	56	56	
WXC & WTR	\$ 244,880	\$ 41,558	\$ 148,554	\$ 38,262	\$ 259,654	\$ 12,680	\$ 745,588	\$ 18,185
Participants	20	11	7	3	31	41	41	
Total Revenues	\$ 1,601,615	\$ 274,717	\$ 1,268,291	\$ 403,212	\$1,694,515	\$ 406,311	\$ 5,648,659	\$ 19,345
Total Participants	133	68	60	31	201	292	292	

Notes:

- 1.) Revenue estimates for on-campus student athletes include tuition, room and board, mandatory fees and partial book expenses (estimated).
- 2.) Revenue estimates for off-campus student athletes include tuition, mandatory fees and partial book expenses (estimated).
- 3.) State subsidy equals the amount of state appropriation divided by the total number of budgeted resident student FTE multiplied by the number of resident student athletes.

Again, in aggregate, football generated the most revenue at \$2.2 million and also the most net revenue at \$1.4 million. From a financial perspective, this illustrates the difficulty of dropping football and adding other sports as discussed in the "Mix of Sports" section of this report. While wrestling generated the most revenue on a per participant amount in FY2009-10, these amounts are entirely subject to mix of resident and non-resident students and on-campus and off-campus living arrangements and will vary by program on a year-to-year basis.

Community and institutional economic impact

In FY2008-09 the total estimated economic impact of Western on Gunnison County was \$64.1 million.

Economic Impact of Western State College of Colorado on Gunnison County in 2008-09 (\$ in millions)	
Operations (direct and indirect)	\$35.2
Student Spending (direct and indirect)	\$15.8
Visitor Spending (direct and indirect)	\$5.1
Construction (direct and indirect)	\$8.0
Total (direct and indirect)	\$64.1

Included in this impact are conservative estimates on student spending and visitor spending that total \$20.9 million. Because student athletes comprise approximately 15 percent of the total student body, it is reasonable to assume that 15 percent of the student spending impact is attributable to student athletes, and by connection, the athletic program.

Visitor spending includes lodging and non-lodging expenditures. The study estimates that the College draws in slightly over 20,000 visitors to Gunnison County on an annual basis. Included in this number are approximately 1,600 visiting athletes and coaches and over 3,000 athletic campers and camper-related visitors (e.g., parents and coaches). Utilizing the assumptions on lodging and non-lodging expenditures as outlined in the study, the amount of visitor spending attributable to the athletic program can be estimated at \$2.6 million of the total \$5.1 million.

Estimated Share of Athletic Program Impact (\$ in millions)	
Operations (direct and indirect) ¹	\$1.6
Student Spending (direct and indirect)	\$2.4
Visitor Spending (direct and indirect)	\$2.6
Construction (direct and indirect)	-\$0-
Total (direct and indirect)	\$6.6

1. Includes payroll only and not any estimate on operations

On an institutional basis, the largest revenue impact of the athletic program is generated in our conference services program. Each summer approximately 9 athletic camps, including three wrestling sessions, are held on campus and operated by Western's coaching staff. For the summer of 2008, the College hosted 2,247 athletic campers that generated \$245,175 in conference service revenue (including commission from Sodexo). These numbers represented 49 percent of the total conference attendees and 41 percent of the total conference revenue for the year. Like all conferences, the revenues generated from these camps support direct institutional costs of the camp as well as the general operations of our conference service program. The largest direct expense of any conference, including athletic camps, is food service provided by Sodexo. While food service for conferences adds expense to the campus' budget, the advantage is that it offers Sodexo a full-year of business, which reduces its overhead on the

residential program and provides the College better pricing for student boarders during the academic year.

The largest expenses of the general conference service program are staff compensation, overhead payment to the E&G fund, support of the Aspinall-Wilson Center operating budget, and coverage of pre/post season meals for the athletic program.

In addition to the conference services revenue, another \$185,090 was collected from these camps that support the delivery of the camp and enhance the general operations of the athletic programs.

Funding relative to RMAC peers

While it is not difficult to obtain budgetary data on athletics from other public institutions in the RMAC and elsewhere, it's nearly impossible to make fair and effective comparisons from one school to another. This is due, primarily, because of idiosyncrasies in how schools choose to disclose their finances. For example, some schools like Western include intercollegiate athletic travel costs as part of the Athletics' operational budget. Other schools report team travel as an institutional cost. The committee had various, lengthy discussions about this and decided it is beyond the scope of this review to build a just and full comparison with other schools. Assuming we have cooperation from our RMAC institutions, Western could initiate such a study in the future.

Campus comments

The following are selected comments from various constituencies.

I believe without Western State Athletics this institution would struggle to keep its doors open. I also think the community would take a pretty big hit as well (hotels, stores, gas stations, etc.)

Does the cost of the football program outweigh its values?

WSC athletics privately funds a significant amount of their budget. Still with all of the funding sources mentioned above the WSC athletic program is falling behind its competitive peers. Other schools, just in the conference, have more scholarships to offer, better equipment, newer facilities and the bar just keeps going up.

I'd like to know how a single sport requires 7 salaried professionals. I think this is particularly relevant at a time when we're talking about cutting faculty.

CONCLUSION

Upon review, the intercollegiate athletics program is in step with the overall purpose and mission of Western State College. The athletics administration and staff share a daily commitment to the overall success of the school, as well as a desire to succeed in competitive sports. Student-athletes, in large part, are committed to their studies and routinely make progress toward the completion of their degrees. To that end, this report has provided a few suggestions for enhancing the learning process for student-athletes and coaches alike.

As WSC employs more effective recruiting strategies, athletics should continue to have an active part in that process. It is critical to demonstrate to all prospective students (athletic and non-athletic) the many elements of our campus. As it was stated in the campus comments:

Athletics should be simply one factor among many given consideration when a student shows interest in applying to Western.

Also, if it is the college's goal to balance the gender ratio among students (increasing the percentage of female students), it is the committee's opinion that this certainly could be accomplished by bolstering the women's intercollegiate sport programs. However, and this point was made throughout the report, the addition of any program should not come at the expense of the core programs that already appear underfunded, and yet build a foundation to all athletics at Western.

In addition, the rest of the campus ought not overlook or dismiss how athletics pull our campus, alumni and community together. This report has demonstrated the attributes—as well as the many benefits—of an ambitious NCAA Division II program and, in turn, the resources are required to make that happen. The committee has also provided a handful of recommendations to “tweak” and improve current operations.

Recommendation 5

One final observation to make, one that relates to the overall fit of athletics on campus: it's clear from this review that WSC athletics has its fair share of fans and critics on campus and elsewhere. This, of course, is similar to any other institution of higher education (with an athletic program). Still, accompanying this divisiveness is a sense among the athletics staff of being excluded from campus planning and dialogue. As a parting recommendation, the committee encourages the WSC administration to strive for a more inclusive model of strategic planning, with regard to athletics as well as all units on campus. This review has illustrated the countless good works by athletics and yet, because of organizational complexity, their experiences seems walled off in another world on occasion. So that Western will reach its full potential, all parts of campus must be integrated into processes related to strategic planning and initiatives.

The committee would like to thank everyone on campus who contributed to this review. In particular, we appreciate the athletics staff and administration for being so helpful in the process.

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Appendix A – Graduation rates at WSC

These two spreadsheets provide the 6-year cohort graduation rates (GR) for WSC starting with freshman entering in the year of 1991-92. The first spreadsheet is for all students, and the second spreadsheet accounts for gender. The light blue columns indicate WSC, and the white indicates the DII National Average. The ASR (Academic Success Rate) only became available starting in 1999, and that information is below. (Sources: WSC Athletics, WSC Institutional Research, Department of Education, and NCAA. Collected in the spring of 2010.)

Year	GR for WSC student body	GR for national student body	GR for WSC student-athletes	GR for national student-athletes
1991-1992	24%	41%	42%	48%
1992-1993	22%	43%	29%	49%
1993-1994	28%	43%	59%	49%
1994-1995	28%	42%	50%	49%
1995-1996	27%	45%	21%	50%
1996-1997	30%	45%	59%	52%
1997-1998	30%	46%	62%	53%
1998-1999	31%	46%	42%	54%
1999-2000	36%	46%	52%	55%
2000-2001	31%	47%	40%	55%
2001-2002	36%	46%	44%	55%
2002-2003	36%	47%	52%	55%
Average	30%	45%	46%	53%

ASR

Year	ASR for WSC student-athletes	ASR for national student-athletes
1999-2000	72%	69%
2000-2001	67%	69%
2001-2002	66%	70%
2002-2003	68%	70%
Average	68%	70%

WSC General Student Body

Year	WSC female grad rates	national female grad rates	WSC male grad rates	national male grad rates
1991-1992	28%	44%	22%	37%
1992-1993	30%	46%	17%	39%
1993-1994	35%	47%	23%	39%
1994-1995	35%	46%	23%	38%
1995-1996	31%	48%	25%	41%
1996-1997	37%	40%	27%	48%
1997-1998	35%	42%	27%	50%
1998-1999	35%	41%	29%	49%
1999-2000	45%	50%	31%	41%
2000-2001	37%	51%	28%	43%
2001-2002	48%	50%	29%	42%
2002-2003	43%	51%	32%	43%
Average	37%	46%	26%	43%

WSC Student Athletes

Year	WSC female student-athlete grad rates	national female student-athlete grad rates	WSC male student-athlete grad rates	national male student-athlete grad rates
1991-1992	41%	56%	43%	43%
1992-1993	33%	59%	28%	44%
1993-1994	68%	57%	52%	44%
1994-1995	80%	58%	38%	44%
1995-1996	17%	58%	23%	45%
1996-1997	86%	60%	50%	46%
1997-1998	69%	62%	58%	47%
1998-1999	75%	60%	37%	47%
1999-2000	63%	64%	50%	49%
2000-2001	62%	64%	32%	48%
2001-2002	58%	64%	38%	49%
2002-2003	69%	63%	43%	49%
Average	60%	60%	41%	46%

Appendix B – WSC Grade Point Averages
Fall 2009

(all data represent cumulative GPA's)

f = female
m = male
nr = not reported

Athletes	null	f	m	nr	total/average
N		68	211	2	281
GPA		3.25	2.63	2.88	2.78
Cum-Hours		46.15	39.37	13.0	40.82

Non-Athletes	null	f	m	nr	total/average
N	8	760	1029	20	1817
GPA	3.21	3.05	2.61	2.90	2.80
Cum Hours	40.75	49.82	47.31	7.4	47.89

	null	f	m	nr	total/average
WSC	8	828	1240	22	2098
GPA	3.21	3.06	2.61	2.90	2.79
Cum Hours	40.75	49.52	45.96	7.91	46.95

Source: WSC Institutional Research, March 2010

Appendix C – Majors among WSC student-athletes

Snapshot of Majors of WSC student-athletes (SA) in
FY 2009-10 and Percent of Total Majors in
Respective Discipline

<u>Major</u>	<u>Percent SA to all Majors</u>	<u>Percent of all SA</u>
RESS/OLRM	21.5	29
Business	15.1	22.3
Undeclared	13	12.7
Psychology	11.5	6
Social Sciences/Sociology	16.7	5.7
Physical Sciences (Geology, Chemistry)	17.4	5.7
Communications and Theatre	17.2	5.3
Biology	7.9	5
History	13.04	3.2
Math	19.4	2.1
Environmental Studies	2.21	1.1
Liberal Arts	4.08	.7
English	2.7	.7
Foreign Languages	3.8	.4
Computer/Info Sciences	3.03	.4

Appendix D – Retention rates among WSC athletic programs

Fall 2007 Cohort of FTF						
FTF	Cohort Fall 2007	Returned Fall 2008	Returned Fall 2009		Returned Fall 2008	Returned Fall 2009
FTF Men	373	205	153	FTF Men	55.0%	41.0%
FTF Women	200	136	102	FTF Women	68.0%	51.0%
Total FTF	573	341	255	Total FTF	59.5%	44.5%

Fall 2007 Cohort of FTF Non-Athletes						
FTF	Cohort Fall 2007	Returned Fall 2008	Returned Fall 2009		Returned Fall 2008	Returned Fall 2009
Men	287	144	110	FTF Men	50.2%	38.3%
Women	165	107	80	FTF Women	64.8%	48.5%
Total FTF	452	251	190	Total FTF	55.5%	42.0%

Fall 2007 Cohort of FTF Athletes						
Athletes	Cohort Fall 2007	Returned Fall 2008	Returned Fall 2009	Athletes	Returned Fall 2008	Returned Fall 2009
Football	43	30	22	Football	69.8%	51.2%
Men's Basket Ball	1	0	0	Men's Basket Ball	0.0%	0.0%
Men's CC	7	5	4	Men's CC	71.4%	57.1%
Men's Skiing	7	5	2	Men's Skiing	71.4%	28.6%
Men's Track	14	9	5	Men's Track	64.3%	35.7%
Volleyball Team	10	10	10	Volleyball Team	100.0%	100.0%
Women's Basketball	1	1	1	Women's Basketball	100.0%	100.0%
Women's Cross Country	14	13	8	Women's Cross Country	92.9%	57.1%
Women's Skiing	2	1	1	Women's Skiing	50.0%	50.0%
Women's Track	8	4	2	Women's Track	50.0%	25.0%
Wrestling	14	12	10	Wrestling	85.7%	71.4%
Total Men Athletes	86	61	43	Total Men Athletes	70.9%	50.0%
Total Women Athletes	35	29	22	Total Women Athletes	82.9%	62.9%
Total Athletes	121	90	65	Total Athletes	74.4%	53.7%

No duplicates

Order of removal of duplicates: Football, Basket Ball, CC, Track, Wrestling.

no dups

Page 1

Source: WSC Institutional Research, December 2009

Appendix E – Analysis of student-athlete survey



Western State College

Athletics Survey

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Introduction

The Athletic Committee, appointed by the President of Western State College of Colorado surveyed the population of WSC student-athletes in the Spring semester of 2010 to examine their attitudes and perceptions on academics and athletics and their overall experience at WSC. The survey was created by the Committee as part of a larger evaluation examining Athletics at Western. All athletes at WSC were required by their coaches to fill out the survey. The survey was administered by two Athletic Committee members and one research assistant. Coaches were not present during survey administration. A total of two hundred and five athletes are included in the sample.

Socio-demographic Characteristics of Respondents

Of the athletes surveyed, ninety-nine percent (99%) (202/205) are current athletes (current eligibility at WSC). Seventy-four percent (74%) (152/205) identified themselves as male, while twenty-five percent (25%) (52/205) identified as female. Eighty percent (80%) (165/205) of athletes indicated they were between the ages of 18-21 and twenty percent (20%) (40/205) indicated they were twenty-two years of age or older. Athletes self identified as seventy-six percent (76%) (156/205) Caucasian, eleven percent (11%) (23/205) African-American, eight percent (8%) (16/205) Hispanic, four percent (4%) (8/205) other, and one percent (1%) (2/205) Asian. For the purposes of this research, the ethnicity data was recoded into only two categories to help maintain anonymity. The two new categories are Caucasian and “other”. Seventy-six percent (76%) (156/205) identified as Caucasian, while twenty-four percent (24%) (49/205) identified as “other”. Analysis by race/ethnicity will be conducted based on this categorization.

Of those surveyed, seventy percent (70%) (141/205) of athletes came from Colorado and three percent (3%) came from California (7/205), Australia (6/205), and Arizona (6/205), respectively. In addition, athletes identified four countries and twenty- two other states as their location of origin prior to attending WSC. Twenty-one percent (21%) (44/205) of athletes transferred from another school. Of those who transferred from another school, there were no trends noted.

Recruits and Walk-Ons

Of the respondents to the study, eighty-one percent (81%) (166/205) indicated that they had been actively recruited for a sport at Western. Of those that reported they had been

recruited, thirty-three percent (33%) (58/174) compete in football, twenty-six percent (26%) (46/174) compete in track and field, and thirteen percent (13%) (23/174) compete in wrestling. Thirty percent (30%) (60/205) of respondents indicated that they were walk-ons for a sport. Of the respondents that indicated that they had walked-on for a sport, thirty-eight percent (38%) (22/58) walked-on for football, thirty-six percent (36%) (21/58) walked-on for track and field, and ten percent (10%) (6/58) walked-on for wrestling.

Scholarship

Seventy-six percent (76%) (154/205) indicated that they had received a scholarship for athletics at Western. Of those who received scholarships, thirty-one percent (31%) (48/154) received a scholarship in football; twenty-one percent (21%) (32/154) received a scholarship in track and field, and fourteen percent (14%) (21/154) received a scholarship in wrestling.

Coach Support and Understanding

Respondents were asked to identify their coaches and the level of perceived support they felt from each coach about their academic endeavors. Due to a number of coaching changes at Western State College over the last several years, results of each team's coaches were combined, giving an average per team.

For men's basketball, the coaches that were evaluated were Mike Moskowitz and Al Sokaites. Forty percent (40%) of respondents indicated men's basketball coaches were always supportive, forty-seven percent (47%) were often supportive and thirteen percent (13%) were occasionally supportive.

For women's basketball, the coaches that were evaluated were Latricia Trammell and Chris Trammell. Seventy-nine percent (79%) indicated that women's basketball coaches were always supportive, fourteen percent (14%) were often supportive and seven percent (7%) were occasionally supportive.

In track and field, the coaches that were identified by team members responding to the survey were: Chris Bradford, Anna Swisher, Ryan Baily, and Paul Michel. For cross country, the coaches identified were the following: Jen Michel, Duane Vandenbusche, and Paul Michel. Seventy-three percent (73%) indicated that track and field/cross county coaches were always supportive, twenty-one percent (21%) indicated they were often supportive and five percent (5%) indicated they were occasionally supportive.

For volleyball, the coaches identified by volleyball players who responded to the survey were: Melissa Bravo, Katie Moskowitz, and Shawn Back. Sixteen percent (16%) indicated Volleyball coaches were always supportive, forty-two percent (42%) were often supportive, and forty-two percent (42%) were occasionally supportive.

In wrestling, the coaches identified by team members were Miles VanHee and Craig Otto. Ninety-six percent (96%) of wrestlers indicated their coaches were always supportive and four percent (4%) indicated they were often supportive.

For football, the coaches identified by football players responding to the survey were the following: Pat Stewart, Jas Bains, CJ Teply, Davind Pena, Kevin Stanley, Jeff Wilkerson, Jeff Williamson, and Jeff Zenisek. Fifty-eight percent (58%) of football players indicated coaches were *always* supportive, twenty-five percent (25%) *often* supportive, thirteen percent (13%) *occasionally* supportive and two percent (2%) *never* supportive.

Academic Success

Of the respondents surveyed, seventy-one percent (71%) (144/203) were required to attend study hall. Ninety-five percent (95%) (192/203) of the athletes surveyed were required to obtain signatures on progress reports from their professors to show their coaches. Of those surveyed, eighty-five percent (85%) (172/202) felt that their coach's academic policies *promoted* their academic success. Forty-six percent (46%) (92/201) of athletes surveyed felt that their professors *often* promoted their academic success. Forty percent (40%) (81/201) felt that their professors *always* supported their academic success, while fourteen percent (14%) (28/201) believed that their professors *occasionally* supported their academic success.

Faculty

Approximately eighty faculty members names were written in by athletes on the survey, to rate their levels of support and levels of understanding. Seventy-five percent (75%) of the faculty were reported to be *always* understanding. Eleven percent (11%) were reported to be *never* understanding. Seven percent (7%) were reported to be *often* understanding.

Faculty Staff Appreciation

The instrument asked a question about how often the athletes participated in faculty staff appreciation events in the most recent semester that they had been involved in athletics at WSC. Of the respondents surveyed, thirty-nine percent (39%) (64/166) attended *one* event. Thirty-five percent (35%) (58/166) reported that they did not attend any events. Those not attending events

included football players and track and field/cross country athletes. Fourteen percent (14%) (23/166) attended two events. Seven percent (7%) (12/166) attended *three* events, leaving five percent (5%) (9/166) attending *four or more* events.

Ability to Pay Tuition

Of the athletes that responded to the survey, half (50%) (95/192) of them indicated their experience at WSC was *positively* affected by their ability to pay tuition. Thirty-two percent (32%) (61/192) responded that there was *no affect* on their experience as an athlete due to their ability to pay tuition. Nineteen percent (19%) (36/192) stated that their experience at WSC as an athlete was *negative* due to their ability to pay tuition.

Of the *male* athletes surveyed, twenty-one percent (21%) (30/140) indicated that they had a *negative* experience with their ability to pay tuition. Of the *female* athletes surveyed, twelve percent (12%) (6/51) felt that their ability to pay tuition had a *negative* effect on their experience. Sixty-seven percent (67%) (34/51) of the *female* athletes reported having a *positive* experience with their ability to pay tuition. Forty-four percent (44%) (61/140) of the *male* athletes reported having a *positive* experience with their ability to pay tuition. It appears that the females had an easier time paying for their education than males.

Of the athletes surveyed, thirty percent (30%) (14/47) of the *other* race had a *negative* experience with their ability to pay tuition. Only fifteen percent (15%) (22/145) of the *Caucasian* athletes surveyed had a *negative* experience with their ability to pay for tuition. Fifty-two percent (52%) (75/145) of the *Caucasian* athletes that responded had a *positive* experience with their ability to pay tuition. Forty-three percent (43%) (20/47) of the *other* race had a *positive* experience with their ability to pay tuition.

Of the respondents who *received a scholarship*, sixty percent (60%) (88/148) reported having a *positive* experience with paying their tuition. Of the respondents who *did not receive a scholarship*, sixteen percent (16%) (7/43) reported having a *positive* experience with their ability to pay tuition. Of the respondents who *received a scholarship*, sixteen percent (16%) (24/148) reported having a negative experience with their ability to pay tuition. Of the respondents who *did not receive a scholarship*, twenty-eight percent (28%) (12/43) reported having a *negative* experience with their ability to pay tuition.

Overall Experience

Athletes were asked to describe their overall experience as an athlete at WSC. Seventy-five percent (75%) (154/205) stated that they had an overall *positive* experience as a student-athlete. Thirteen percent (13%) (26/205) stated that they had an overall *negative* experience as a student-athlete at WSC.

Of the *Caucasian* athletes that responded to the survey, seventy-nine percent (79%) (123/156) described their overall experience as *positive*. Of those athletes categorized into “*Other*”, sixty-three percent (63%) (31/49) described their overall experience as a student-athlete at WSC as *positive*. Ten percent (10%) (16/156) of *Caucasian* respondents indicated that they had an overall *negative* experience as a student-athlete while twenty percent (20%) (10/49) of “*Other*” rated their overall experience as *negative*.

It appears that both males and females that responded to the survey had a generally similar overall experience as a student-athlete at WSC. It also appears that both younger and older students had a similar overall experience as an athlete at WSC. Student-athletes who received a scholarship appear to have had an overall more positive experience than those who did not receive a scholarship.

How Coaches Affect Experience

Athletes were asked how their coaches affected their experience as a student-athlete at WSC. Seventy-six percent (76%) (153/202) felt that their coaches affected their experience as a WSC student-athlete *positively*, seventeen percent (17%) (34/202) felt that their coaches affected their experience *negatively*. Almost one-third (29%) (15/52) of *female* athletes reported that their coaches *negatively* affected their experience as a student-athlete at WSC. Thirteen percent (13%) (19/149) of the *male* respondents reported that their coaches negatively affected their experience as a student-athlete at WSC.

Of the respondents surveyed, thirty-two percent (32%) (12/38) of athletes in the age group of *22 and older* reported that their coaches *negatively* affected their experience as a student-athlete. Comments included “stay out of our personal lives,” and “treat us more like adults.” Thirteen percent (13%) (22/164) of athletes in the age group of *18-21* reported that their coaches had a *negative* effect on their experience.

Coaching Staff

The next question from the instrument asks respondents if they had any suggestions to the Coaching Staff to make their experience as a student-athlete a more positive one. Thirty-two

percent (32%) (66/205) indicated that they felt *no changes were needed in the coaching staff*. Eleven percent (11%) (22/205) believe that changes need to be made to the *coaching staff*. Eleven percent (11%) (23/205) believed that the coaches need to *stay positive and have better attitudes*. Ten percent (10%) (21/205) of the athletes surveyed believed that the coaches needed to have *better communication skills*. Thirteen percent (13%) (26/205) of the athletes surveyed had *miscellaneous* comments about changes to the coaching staff that they felt should be made. Some of these miscellaneous comments included the following topics: Not working out at 5am, football politics, and winning more games.

Athletic Department

Athletes were asked if they had any suggestions for the Athletics Department to make their experience a more positive one. Twenty-eight percent (28%) (57/205) thought *no changes* needed to be made. Close to a quarter of the athletes (24%) (49/205) would suggest *more funding*. Fourteen percent (14%) (28/205) felt that changes to *facilities* need to be made.

Trainers/Training Room

Quantitatively, there were no question regarding this topic, however, there were a number of qualitative comments dealing with the training room and its staff. Some of the comments included the following: “Get a new trainer. I’m scared to go to the trainers because of the stories I’ve heard.” “Athletic trainer could be more open to helping track athletes.” “The training room would be more helpful if they provided more ice baths for athletes.”

Facilities

Of the respondents surveyed, sixty-six percent (66%) (131/200) are *satisfied* with the facilities at Western State College. Thirty-three percent (33%) (66/205) are *not satisfied* with the facilities. The last question on the instrument asked respondents to provide suggestions for WSC athletic facilities. Close to half of the athletes surveyed (46%) (95/205) felt that an *indoor track or field house* is needed. Close to a quarter (24%) (50/205) of the respondents felt that changes and upgrades need to be made to the *weight room*. Fourteen percent (14%) (28/205) felt that changes and upgrades need to be made to the *locker rooms*. Thirteen percent (13%) (26/205) had suggestions dealing with changes and upgrades to *general facilities and equipment*.

Breakdown by Team

The following data reflects student-athletes opinions, suggestions, and feelings on a number of open ended questions. The information is broken down by team. Some teams may

have less information than others because that team may not have had a significant amount of data.

Football

One question from the instrument asks athletes about their ability to pay tuition and how it affected their experience. Twenty-two percent (22%) (14/63) of football players had a negative experience with their ability to pay tuition, while fifty-one percent (51%) (32/63) had a positive experience. Regarding their overall experience at Western, seventy-two percent (72%) (46/64) of football players indicated that they had an overall *positive* experience. Seventeen percent (17%) (11/64) felt that their coaches *negatively* affected their experience. Twenty-seven percent (27%) (18/66) of football players indicated no changes were needed in the coaching staff. Also, of the respondents that felt there should be *more team activities to create team bonding*, forty-seven percent (47%) (7/15) were football players. Of the athletes that indicated that they felt that the coaches should have *better attitudes and be overall more positive*, thirty-five percent (35%) (8/23) were football players. Of the student-athletes that indicated that there should be *changes made in the coaching selection*, twenty-seven percent (27%) (6/22) were football players. Of the respondents who felt that their *coaches should not play favorites*, forty-three percent (43%) (3/7) were football players. Of the respondents who indicated that they felt like they *need more freedom and would like to be treated more like adults*, one-third (33%) (5/15) were football players. Of the athletes that felt that their coaches should *follow through on promises more*, forty-three percent (43%) (3/7) were football players. Of the respondents who indicate that coaches could improve things by *identifying more funding*, three quarters (75%) (3/4) of them were football players. Of the athletes that felt that their coaches should *put academics first*, thirty-seven percent (37%) (4/11) were football players.

Another question from the instrument asked the athletes what suggestions they had for the athletics department to make their experience a more positive one. Of the respondents who felt that *no changes should be made*, forty percent (40%) (23/57) were football players. Of the athletes that felt that there *should be changes made to the facilities* at WSC, fifty-seven percent (57%) (16/28) were football players. Of the respondents who felt that changes should be made regarding *crowd behavior at games*, thirty-six percent (36%) (8/22) were football players. Some of the comments concerning the crowd at games had to do with getting more people to the home games, and allowing the crowd to be louder. Twenty-six percent (26%) (5/19) of the respondents

who felt that the Athletics Department should *show more support* were football players. One fifth (20%) (1/5) of the athletes that felt that the Athletics Department should *make the coaches treat the athletes more fairly* were football players. Forty percent (40%) (9/19) of the *miscellaneous* comments on this question were from football players. Some of these comments included the following topics: hire tutoring assistants, and providing meal plans for athletes.

The last question from the instrument asks the athletes to provide suggestions for WSC facilities. One quarter (25%) (4/16) of the respondents that felt that *no changes* to facilities should be made, were football players. Twenty-seven percent (27%) (29/95) of respondents that felt that an *indoor facility* was needed were football players. Of the athletes that felt that upgrades/modifications to the *weight room* were needed, forty-four percent (44%) (22/50) were football players. Half (50%) (14/28) of the athletes that felt that upgrades to the *locker rooms* are needed were football players. In addition, sixty-nine percent (69%) (18/26) of the student-athletes that felt that changes needed to be made to the *general facilities and equipment* were football players.

Men's Basketball

Athletes were asked about their overall experience as a student-athlete at WSC. Eighty-eight percent (88%) (15/17) of the basketball players had an overall *positive* experience as a student athlete. Eighty-two percent (82%) (14/17) of basketball players felt that their *coaches* positively affected their experience as a student-athlete. Twelve percent (12%) (2/17) felt that their coaches affected them *negatively*. Of the respondents that felt that *more communication or better communication* between the coaches and the players would make their experience more positive, twenty-four percent (24%) (5/21) were men's basketball players. Of the athletes that felt that there should be *no more put-downs* from their coaches, eighteen percent (18%) (2/11) were men's basketball players. Forty-three percent (43%) (3/7) of athletes that felt that their coaches should follow through on promises more often were basketball players.

Another question from the instrument asked the athletes what suggestions they had for the athletics department to make their experience a more positive one. Fourteen percent (14%) (3/22) of men's basketball players recommended *getting more crowd support and letting the crowd cheer freely*. Men's basketball players collectively expressed interest in *being allowed to warm-up to their own music*. Eighteen percent (18%) (5/28) of athletes interested in *locker room upgrades* were basketball players.

Track and Field/Cross Country

Thirty-five percent (35%) (15/43) of the track and field/cross country athletes had a *positive* experience with their ability to pay tuition. Twenty percent (20%) (12/43) reported having a negative experience with their ability to pay tuition. Another question on the survey asks the athletes about their overall experience as a student-athlete at WSC. Sixty-five percent (65%) (30/46) of the track and field/cross country athletes reported that they had an overall *positive* experience at WSC as a student-athlete. Twenty percent (20%) (9/46) reported having an overall *negative* experience. Seventy percent (70%) (32/46) reported that their coaches had a *positive* effect on their experience. Twenty-two percent (22%) (10/46) indicated that their coaches had a *negative* effect on their experience.

Another question on the survey asks respondents what suggestions they had for their Coaching Staff to make their experience a more positive one. Of the athletes that reported that *no changes* should be made, over one quarter (26%) (17/66) of them were track and field/cross country athletes. One third (33%) (7/21) suggested that their coaches could have *more communication or better communication*. Twenty-two percent (22%) (5/23) of the respondents that felt that their *coaches should stay positive and have better attitudes* were track and field/cross country athletes. Forty-six percent (46%) (10/22) of the athletes that suggested *coaching selection changes* were track and field/cross country athletes.

Another question from the instrument asked the athletes what suggestions they had for the Athletics Department to make their experience a more *positive* one. Of the athletes that indicated the Athletics Department ought to make available *more funding for their team*, forty-five percent (45%) (22/49) were track and field/cross country athletes. Thirty-eight percent (38%) (8/21) of the athletes that felt that there should be *changes made to the training and coaching staff* were track and field/cross country athletes. Of the respondents that indicated that they felt that the *Athletics Department should show more support*, forty-two percent (42%) (8/19) were track and field/cross country athletes.

The last question from the instrument asks the athletes to provide suggestions for WSC facilities. Of the athletes that felt that there should be an *indoor facility*, thirty-six percent (36%) (34/95) were track and field/cross country athletes. Regarding this question on facilities, of the athletes that felt that their team should *receive more funding*, half (50%) (6/12) were track and field/cross country athletes. Of the respondents that reported wanting changes to the *training*

room and pool, twenty-nine percent (29%) (2/7) were track and field/cross country athletes.

Some comments regarding the pool and training room included the following: more access to the pool, building an athlete only pool, more ice baths in the training room, and getting a whirlpool in the training room. Seventy-three percent (73%) (11/15) of the athletes that felt that *their team deserves more support* were track and field/cross country athletes.

Volleyball

One question from the instrument asks athletes about their ability to pay tuition and how it affected their experience. Sixty-nine percent (69%) (9/13) of the volleyball players had a *positive* experience with regard to their ability to pay tuition. Only seven percent (7%) (1/13) had a *negative* experience with their ability to pay tuition. Twenty-three percent (23%) (3/13) felt neutral about this question, meaning that their ability to pay tuition had no affect on their experience. Sixty-four percent (64%) (9/14) of the volleyball players had an overall *positive* experience at WSC as a student-athlete. Fourteen percent (14%) (2/14) had an overall *negative* experience. Fifty-seven percent (57%) of the volleyball players reported that their coaches had a *negative* effect on their experience. Thirty-six percent (36%) (5/14) of the volleyball players indicated that their coaches had a *positive* effect on their experience. Another question on the survey asks respondents what suggestions they had for their Coaching Staff to make their experience a more positive one. Of the athletes that felt that their coaches should be overall more *positive and have better attitudes*, seventeen percent (17%) (4/23) were volleyball players.

Athletes were asked what suggestions they had for the athletics department to make their experience a more *positive* one. Of the athletes that felt that there should be *changes made to the coaching and training staff*, nineteen percent (19%) (4/21) were volleyball players. Of the respondents who felt that the athletic department should *make the coaches treat the athletes more fairly*, twenty percent (20%) (1/5) were on the volleyball team. The majority of volleyball players (67%) (2/3) felt that *gym times should be improved*.

The last question from the instrument asks the athletes to provide suggestions for WSC facilities. Of the athletes that felt that the *locker rooms should be improved*, eighteen percent (18%) (5/28) were volleyball players. Twenty-percent (20%) (1/5) of volleyball players also felt that the *crowd at games* should be allowed to cheer freely.

Women's Basketball

One question from the instrument asks athletes about their ability to pay tuition and how it affected their experience. Eighty-six percent (86%) of the women's basketball players indicated that they had a *positive* experience with their ability to pay tuition. Seventy-nine percent (79%) of the women's basketball players reported having an overall *positive* experience as a student-athlete. Seven percent (7%) indicated that they had an overall *negative* experience.

Another question from the survey asks athletes how their coaches affected their experience as a student-athlete at WSC. Seventy-nine percent (79%) (11/14) of the women's basketball players reported that their coaches had a *positive* effect on their experience. Forty-three percent (43%) (6/14) reported that their coaches had a *negative* effect on their experience (Percentages do not add to 100% because not all players answered every question, and some answered more than one time. There were three players who commented that their coaches affected them both positively and negatively.)

Another question on the survey asks respondents what suggestions they had for their Coaching Staff to make their experience a more positive one. Of the athletes that indicated that their coaches should *stop putting them down*, sixty-four percent (64%) (7/11) were women's basketball players. Twenty-seven percent (27%) (4/15) of the athletes that felt that they should have *more freedom and be treated more like adults* were women's basketball players. Of the respondents that indicated that their *coaches should put academics first*, eighteen percent (18%) (2/11) were women's basketball players. Of the athletes that felt that the Athletics Department should *make the coaches treat the athletes fairly*, sixty percent (60%) (3/5) were women's basketball players.

The last question from the instrument asks the athletes to provide suggestions for WSC facilities. Twenty-six percent (26%) (6/23) of the athletes that felt that *changes to the gym* were necessary were women's basketball players. Forty percent (40%) (2/5) of the respondents that indicated that they felt that changes needed to be made with the *crowds at games* were women's basketball players. Comments included letting the crowd cheer freely and getting more people to come to games.

Wrestling

Athletes were asked to respond regarding their ability to pay tuition and how it affected their experience. Fifty-one percent (51%) (22/43) of the wrestling team had a *positive* experience with their ability to pay tuition. Nineteen percent (19%) (8/43) reported having a *negative*

experience with their ability to pay tuition. Athletes were asked about their overall experience as a student-athlete at WSC. Eighty-six percent (86%) (42/49) of the wrestling team reported having an overall *positive* experience at WSC as a student-athlete. Ten percent (10%) (5/49) indicated that they had an overall *negative* experience. Ninety-six percent (96%) (45/47) reported that their coaches affected their experience *positively*.

Another question on the survey asks respondents what suggestions they had for their Coaching Staff to make their experience a more positive one. Thirty-six percent (36%) (24/66) of the athletes who felt that *no changes* needed to be made were wrestlers. Of the athletes that felt that *more team activities* would make their experience more positive, one-third (33%) (5/15) of them were wrestlers.

Of the respondents that felt that *more funding* should be given to their team, thirty-five percent (35%) (17/49) were wrestlers. Of the respondents that felt that *no changes* should be made, thirty-two percent (32%) (18/57) of them were wrestlers. Eighteen percent (18%) (5/28) of the athletes that felt that changes to *facilities* should be made were on the wrestling team.

Of the athletes that felt *no changes* needed to be made to facilities, thirty-four percent (34%) (6/16) of them were wrestlers. Of the athletes that felt an *indoor facility* would be beneficial, one-quarter (25%) (24/95) of them were wrestlers. Twenty-two percent (22%) (11/50) of the athletes that felt that changes needed to be made to the *weight room* were wrestlers. Of the athletes that felt that their teams deserved *more funding*, one-third (33%) (4/12) of them were wrestlers. Forty-three percent (43%) (3/7) of the athletes that felt that changes to the *pool and training room* needed to be made were wrestlers. Of the athletes that felt that their team *deserves more support*, twenty percent (20%) (3/15) of them were wrestlers.

Conclusion

WSC student-athletes appear to be having an overall positive experience. Some concerns include coach behaviors, and facilities. Females appear to be having an easier time paying for tuition, while also having a more negative overall experience. The most important variable that determines the athletes overall experience is the team that they are on.

Appendix F – Student-athlete survey

1. Please mark the appropriate space for gender. _____ Male _____ Female _____ Other
2. Please mark the appropriate space for age. _____ Under 18 _____ 18-21 _____ 22+
3. Please mark the appropriate space for ethnicity.
_____ African-American _____ Asian _____ Caucasian _____ Hispanic _____ Other
4. List the state (or country) where you received your high school diploma / GED / high school equivalency.

5. Were you actively recruited for a sport at WSC? _____ No _____ Yes
Which sport(s)?

6. Were you a walk-on for any sport at WSC? _____ No _____ Yes
If yes, which sport(s)?

7. What is your student-athlete status?
 ___ Exhausted eligibility
 ___ Current Athlete
 ___ Transferring to another institution with plans to participate in intercollegiate athletics
 ___ Transferring to another institution and do not plan to participate in intercollegiate athletics,
 even though eligibility remains
 ___ Transferring and eligibility exhausted
 ___ No longer a student-athlete at WSC but continuing as a student at WSC
8. Have you ever received athletic scholarship funds at WSC? _____ No _____ Yes
9. If yes, please list the sports for which you received athletic scholarship funds.

10. How did your ability to pay tuition affect your experience as a student athlete?

11. How many years did you receive an athletic letter?
 0 1 2 3 4
10. Did you come to WSC as a transfer student-athlete? _____ No _____ Yes
If yes, list the school from which you transferred.

11. List your academic major(s) and minor(s).

12. List each sport you have participated in at WSC and the number of head coaches you had in that sport.

Sport: _____	Head Coaches: 1	2	3	4	5+
Sport: _____	Head Coaches: 1	2	3	4	5+
Sport: _____	Head Coaches: 1	2	3	4	5+
Sport: _____	Head Coaches: 1	2	3	4	5+

13. Describe your experience as a student-athlete at WSC.

14. How did your coaches affect your experience as a student-athlete at WSC?

15. What changes (if any) would you suggest to the Coaching Staff to make the experience of student-athletes a more positive one?

16. What changes (if any) would you suggest to the Athletics Department to make the experience of student-athletes a more positive one?

Academic Support Questions

17. For each head coach you had at WSC, please write their name, and then indicate if your head coach was supportive of your academic endeavors.

Coach #1: _____

Not Applicable	Never	Occasionally	Often	Always
Coach #2: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #3: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #4: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #5: _____				
Not Applicable	Never	Occasionally	Often	Always

18. For each head coach you had at WSC, please write their name, and then indicate if your head coach understood when you had to miss practice for classes.

Coach #1: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #2: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #3: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #4: _____				
Not Applicable	Never	Occasionally	Often	Always
Coach #5: _____				
Not Applicable	Never	Occasionally	Often	Always

19. Were you required to attend study hall for any sport? _____ no _____ yes
20. Did any coach at WSC have you complete grade progress reports? _____ no _____ yes
21. Did a coach's academic policies promote your academic success? _____ no _____ yes

Faculty Support Questions

22. Have your professors supported your academic endeavors?
- | | | | | |
|----------------|-------|--------------|-------|--------|
| Not Applicable | Never | Occasionally | Often | Always |
|----------------|-------|--------------|-------|--------|
23. Did your professors at WSC understand when you missed classes for athletic competition? Please write their name, and then indicate their level of understanding when you missed class.
- | | | | | |
|---------------------|-------|--------------|-------|--------|
| Professor #1: _____ | | | | |
| Not Applicable | Never | Occasionally | Often | Always |
| Professor #2: _____ | | | | |
| Not Applicable | Never | Occasionally | Often | Always |
| Professor #3: _____ | | | | |

Not Applicable	Never	Occasionally	Often	Always
Professor #4: _____				
Not Applicable	Never	Occasionally	Often	Always
Professor #5: _____				
Not Applicable	Never	Occasionally	Often	Always
Professor #6: _____				
Not Applicable	Never	Occasionally	Often	Always
Professor #7: _____				
Not Applicable	Never	Occasionally	Often	Always

24. How many times did your team participate in Faculty and Staff Appreciation activities in the most recent semester that you participated in WSC Athletics? Circle one.

None 1 2 3 4+

Facility Questions

25. Rate how satisfied you were with WSC athletic facilities specific to your sport. Please write the sport name, and then indicate how satisfied you were with WSC athletic facilities.

Sport #1: _____				
Not Applicable	Not Satisfied	Satisfied	Very Satisfied	
Sport #2: _____				
Not Applicable	Not Satisfied	Satisfied	Very Satisfied	
Sport #3: _____				
Not Applicable	Not Satisfied	Satisfied	Very Satisfied	

26. Rate how satisfied you were with WSC athletic facilities in general.

Not Applicable Not Satisfied Satisfied Very Satisfied

27. Please provide suggestions for WSC athletic facilities.

Appendix G – Report of campus-wide student survey

In early March of 2010, WSC students that accessed their Mad Jack email system were asked to complete a four-item survey about athletics at Western. The survey was available online, through the Plone system, and could be completed only once in a two-week period. About 10% (N=220) of the student body responded; of which 97 (44%) subjects had competed in intercollegiate athletics while at Western, and 123 (55%) had not. For the former, 68 of the 97 were current student-athletes.

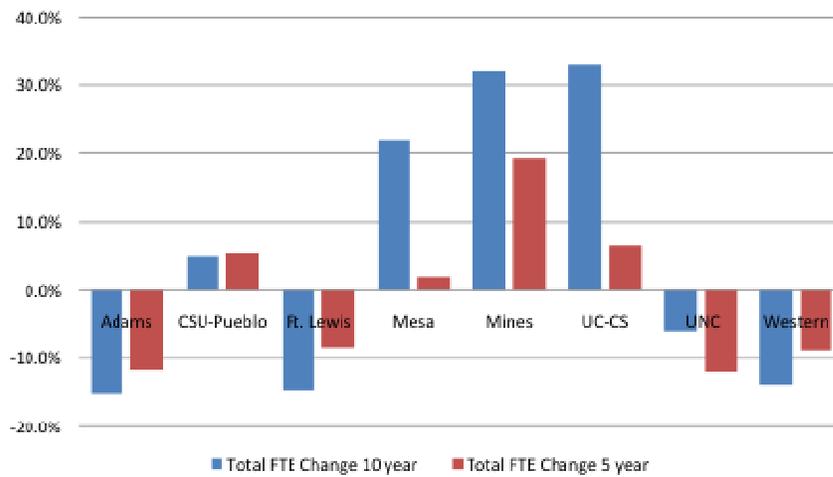
When asked ‘do you attend WSC Athletic events?’, 78% of the respondents replied “yes” and 21% said “no”. The students were then asked, if they did attend, which sport programs and how often? Of those attending athletic events, 44% said they’d change something about the way home events are run (subjects were then given space to write suggestions), while 55% said they’d change nothing. Finally, when asked ‘do you compete in a club sport at WSC?’, 19% said “yes” and 80% said “no”, and subjects were given a chance to explain the club sports they’d participated in.

The committee spent the better part of a meeting discussing the qualitative remarks from this survey (and the student-athlete survey). It was determined that two types of students completed the survey: the very involved student-athletes and students who don’t like athletics at all. In other words, the results are skewed toward two opposite sides of the “athletic” spectrum. While the comments provided were, in some cases, insightful, it was difficult to dismiss the possible motivation for completing the survey. In the end, the comments were delivered to President Helman along with the rest of the committee’s work.

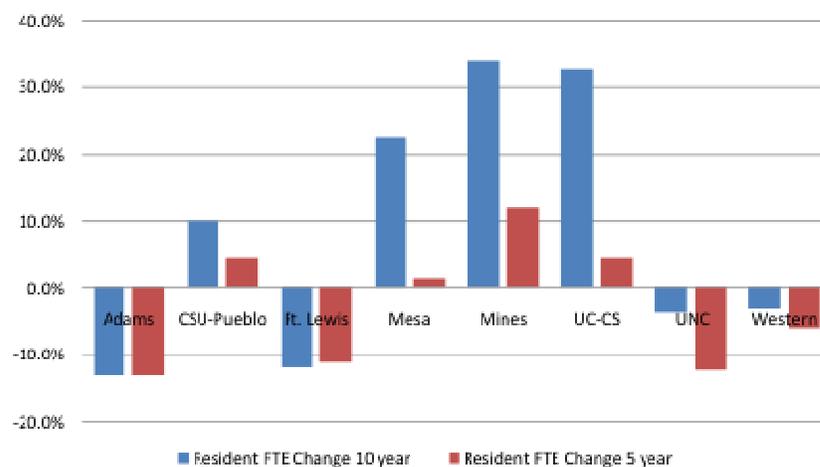
Appendix H – FTE Comparisons for Colorado four-year schools
 (Source: WSC Office of Finance and Administration)

FTE ENROLLMENT COMPARISONS: FOUR-YEAR INSTITUTIONS

Total FTE % Change: 10 year (FY1999-00 to FY2008-09) and 5 year (FY2004-05 to FY2008-09)



Resident FTE % Change: 10 year (FY1999-00 to FY2008-09) and 5 year (FY2004-05 to FY2008-09)



Nonres FTE % Change: 10 year (FY1999-00 to FY2008-09) and 5 year (FY2004-05 to FY2008-09)

