

2009 Student-Athlete Exit Survey Descriptive Report

Bayta L. Maring and Angela Davis-Unger
December 2009

BACKGROUND

Since 1999, the University of Washington's Department of Intercollegiate Athletics has contracted the UW Office of Educational Assessment (OEA) to conduct a survey for students who are leaving the athletics program. The survey represents collaboration between the two offices, with OEA responsible for data analysis and reporting and Intercollegiate Athletics taking on the task of administering the survey and trying to yield as high a response rate as possible. This report provides a brief descriptive summary of findings from the 2009 UW Athlete Exit Survey (for students who left from Fall 2008 through Spring 2009).

METHODS

A principal goal of the 2009 survey was to continue to increase the response rate and representation across different sports. Table 1 shows the number of surveys completed for each sport, the response rate by sport, and the total number of students exiting that program during the 2008-2009 academic year according to departmental records. In addition, the completion rate for 2009 is presented alongside the completion rate in 2008 to assess impact of the survey administration efforts.

To date, the exit survey administration process has primarily focused on seniors with exhausted eligibility or seniors not returning to compete. Student-athletes who transferred, were cut, or quit the athletic program are not currently included; however, ICA staff have created an administrative procedure to attempt to capture these students for the 2009-2010 survey.

Table 1. Response rate by sport

Sport	# Students Exiting	# Completed Surveys	2009 Completion Rate	2008 Completion Rate
Men's Baseball	9	7	78%	33%
Men's Basketball	4	3	75%	100%
Men's Crew	12	11	92%	55%
Men's Cross-Country/Track & Field	8	8	100%	43% ¹
Men's Football	19	18	95%	100%
Men's Golf	0	0	--	0%
Men's Soccer	4	4	100%	100%
Men's Swimming ²	5	4	80%	83%

¹ The 2008 Completion rate is for Men's Track & Field only.

² The swimming program was cancelled in 2008; however, surveys were only collected from those students with exhausted eligibility.

Sport	# Students Exiting	# Completed Surveys	2009 Completion Rate	2008 Completion Rate
Men's Tennis	3	1	33%	100%
Women's Basketball	2	1	50%	67%
Women's Cross-Country/Track & Field	10	10	100%	90% ³
Women's Crew	9	8	89%	64%
Women's Golf	1	1	100%	--
Women's Gymnastics	3	2	67%	100%
Women's Softball	7	7	100%	0%
Women's Soccer	4	4	100%	100%
Women's Swimming ⁴	5	4	80%	50%
Women's Tennis	1	1	100%	50%
Women's Volleyball	1	0	0%	100%
TOTAL	107	94	88%	76%

Participants were invited to complete the survey in their final quarter of competition. All exit surveys were administered by Student-Athlete Academic Services staff members or by the Senior Associate Athletic Director for Sports Programs. Most surveys were administered individually or in small groups in Conibear Shellhouse, either in the study area on the second floor or in small meeting rooms.

Coaches were not present during the administration of any surveys.

The questionnaire was the same instrument used since 2006 and contained five sections of questions entitled: (1) About You; (2) About Your Sport; (3) NCAA, Pac10 Conference, and UW Regulations; (4) General Athletics; and (5) Your UW Experience. The survey in its entirety is presented in Appendix A.

Participants provided their student ID numbers on the survey so that additional information could be extracted from the UW student database, with the following variables included in analysis:

- Gender
- Ethnicity
- Residency status
- Previous school type
- UW special program status
- Cumulative UW GPA
- Major

First, detailed descriptive statistics were produced/generated for each item on the survey together (see Appendix B), followed by comparisons according to gender, ethnicity, and primary sport (see Appendix C). For gender, comparisons were made between the 40 female and 54 male participants. The distribution across racial and ethnic categories was such that there were very few participants who were not categorized as either African-American or Caucasian; hence, comparisons were made between Caucasian participants (n = 56) and

³ The 2008 Completion rate is an average of the completion rates for Women's Cross-Country (100%) and Women's Track and Field (80%).

⁴ The swimming program was cancelled in 2008; however, surveys were only collected from those students with exhausted eligibility.

individuals from all other racial/ethnic categories (n = 38). Participants who did not provide ethnicity data were not included in these comparisons.

In the comparisons based on primary sport, there were some sports for which there was a critical mass of participants to include in a category. The initial sport break-down was as follows:⁵

- Crew (n = 19)
- Football (n = 18)
- Track & Field, including cross-country (n = 18)
- Baseball & Softball (n = 14)
- Soccer (n = 8)
- Swimming (n = 8)
- All other sports (n = 9), includes basketball, golf, gymnastics, and tennis.

SUMMARY OF RESULTS

This summary provides an overview of findings from the survey and analysis of information from the UW student database. For additional, detailed information, please see Appendices B and C.⁶

A. Demographic Information

Gender & Ethnicity: See Figure 1

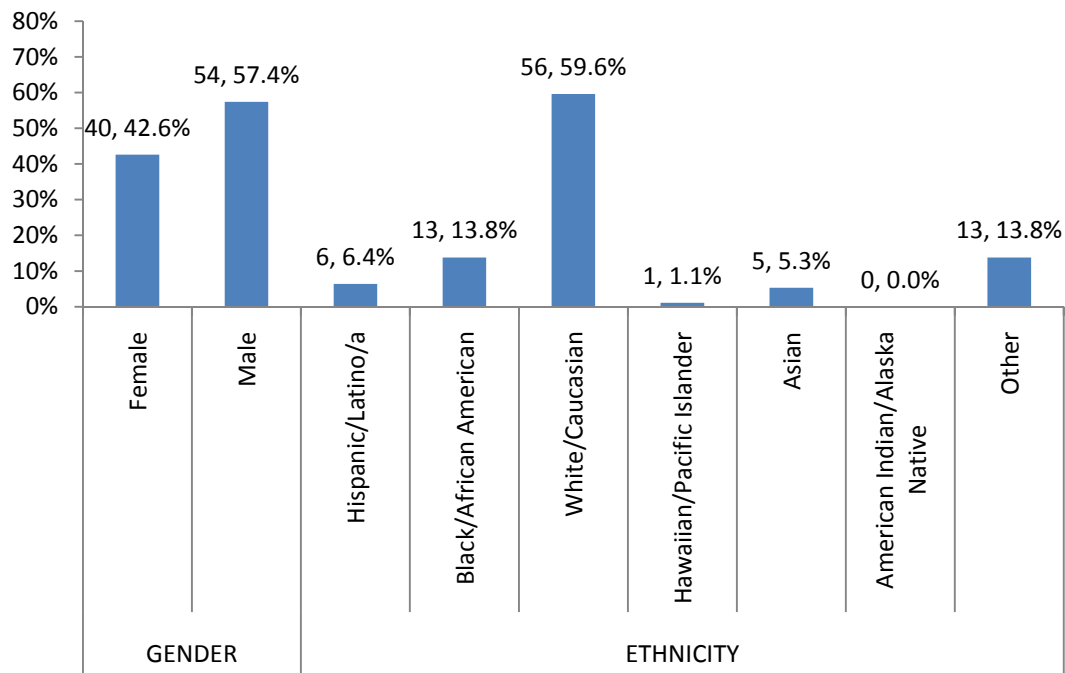


Figure 1. Gender and ethnicity of survey respondents

Residency: According to the student database, 54 participants (57.4%) were Washington residents, 30 participants (31.9%) were U.S. citizens but not residents of Washington, and 10 students (10.6%) were

⁵ Additional break-downs by sport are available from OEA upon request.

⁶ This summary is presented according to topics that do not correspond directly to sections of the survey. For detailed information about each survey item, please see Appendices B and C.

international students on visas. Based on self-reported survey data, 51 participants (54.9%) attended high school in Washington (37 of the 51 in the Seattle-Tacoma metropolitan area) and 42 participants (45.2%) attended high school out of state.

Sport: See Figure 2

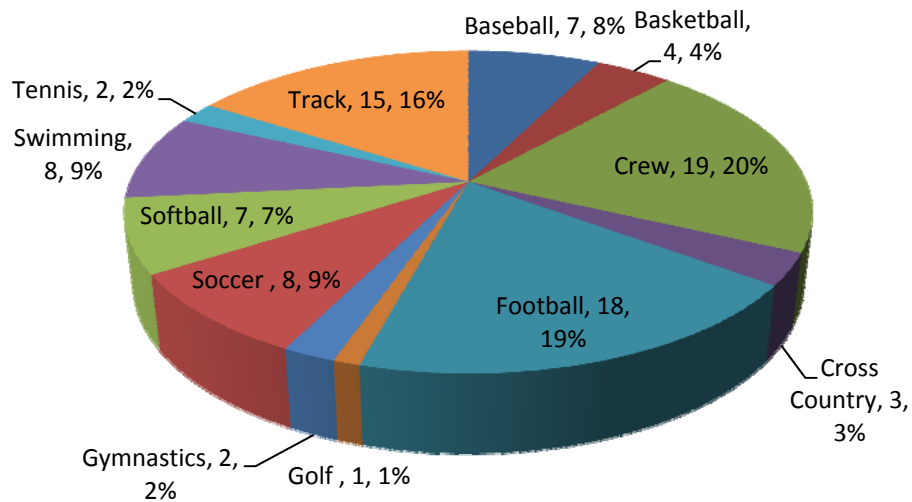


Figure 2. Total number of participants from each sport (aggregating across gender if applicable)

B. Academic Experience and Standing

Previous education: 65 participants (69.1%) had come directly from high school, whereas 21 (22.3%) transferred from a 4-year college or university and 8 (8.5%) transferred from a 2-year college.

Preparation: Participants reported being somewhat knowledgeable about the academic requirements at UW (\underline{M} = 3.22 on a scale of 1 “Not at all” to 5 “Very Well.”) and were, on average, somewhat prepared (\underline{M} = 3.49) for the academic requirements at the UW.

- Females reported being significantly more knowledgeable about the academic requirements at UW (\underline{M} = 3.50) as compared with their male counterparts (\underline{M} = 3.02), $p < .05$. Moreover, there was a difference in ratings of academic preparation between females (\underline{M} = 3.98) and males (\underline{M} = 3.13), $p < .001$.
- There was a difference in ratings of preparation between Caucasian students (\underline{M} = 3.68) and students belonging to other ethnic groups (\underline{M} = 3.21) that trended to significance ($p < .10$).

UW Major: The proportion of athletes within each major was compared to the proportion of all 4th-year UW seniors in 2008-2009. The following patterns emerged:

- Consistent with previous findings, Sociology and American Ethnic Studies majors were over-represented by athletes. A total of 15 survey respondents (16.0%) reported that Sociology was their major as compared with 2.6% of UW seniors; and five survey respondents (5.3%) reported American Ethnic Studies as their major as compared to less than 1% of UW seniors.
- Political Science and Economics were also popular majors (8 students, 8.5% and 5 students, 5.3%, respectively) in contrast to 4.1% and 4.8% representation among all UW seniors. Furthermore, student-athletes were more likely to report an extended pre-major (6 students, 6.4%) in comparison to 1.8% of UW seniors.

UW GPA: Students’ cumulative GPA ranged from 1.8 (C minus average) to 3.8 (A minus average) with a mean of 2.92 (B average) and a median of 2.93 (B average). Only one participant had a GPA below the 2.1-1.9 range.

- Women's cumulative GPA ($\underline{M} = 3.16$) was significantly higher than men's ($\underline{M} = 2.74$), $p < .001$. Furthermore, football athletes' cumulative GPA ($\underline{M} = 2.51$) was significantly lower than the average GPA among participants in other sports, which ranged from $\underline{M}=2.81$ for Baseball/Softball and $\underline{M}=3.16$ for Track/Cross-Country, $p < .05$.

Graduation Plans: The overwhelming majority of participants (96.7%) reported that they expected to graduate from the UW and 66% said that they would do so by Spring of 2009.

C. Recruitment and Participation in UW Athletics

Attraction to UW: Participants were asked how a series of factors influenced their decision to attend UW on a scale from 1 "Negative" to 5 "Positive."

- Participants were most likely to indicate that the "overall athletics program" in their sport ($\underline{M} = 4.27$), influenced their decision to come to UW followed by the UW coach(es) ($\underline{M} = 4.16$), and the UW campus ($\underline{M} = 4.13$).
- Women were more likely to report that the UW campus influenced their decision ($\underline{M} = 4.48$) as compared with men ($\underline{M} = 3.87$), $p < .01$. The UW campus was particularly attractive to soccer and swimming students ($\underline{M}s = 4.75$ were significantly higher than the average for other athletes) whereas football students were more neutral ($\underline{M} = 3.44$ was significantly lower than average for other athletes).
- In addition, women were marginally more likely ($\underline{M} = 4.33$) than men ($\underline{M} = 3.94$) to indicate that the academic program/educational opportunities influenced their decision to attend UW.
- Academic support programs were least likely to influence students' decisions ($\underline{M} = 3.52$), with less than half (44.6%) reporting that they had a positive influence on their decisions.

Recruiting Questions: Participants were asked whether their questions regarding a series of recruitment issues were answered by their recruiting coach and/or the UW administration (1 = "No" to 5 = "Yes").

- Overall, participants' mean ratings indicated that their questions regarding recruitment issues were answered. Participants indicated the most satisfaction with questions about "official visits" ($\underline{M} = 4.26$) and "NCAA recruiting rules" ($\underline{M} = 4.26$). Participants were least satisfied with answers about "unofficial visits" ($\underline{M} = 3.93$).
- Women were more satisfied than men with answers to recruiting questions about "official visits," "NCAA recruiting rules," and "graduation rates" ($\underline{M}s = 4.49, 4.51, 4.26$ in contrast to $\underline{M}s = 4.10, 4.08, 3.76$), $p < .05$.

Program Participation: Almost half of the participants (46.8%) reported that they began to take part in the athletics program in Fall of 2005 followed by fifteen participants (16.0%) in Fall of 2004.

- Over half of participants (52.7%) reported that they had taken part in their primary sport for four seasons followed by 16.1% who indicated five seasons.
- The vast majority of participants (84.9%) reported that they had exhausted their eligibility. Fourteen students indicated that they had not completed their eligibility from the following sports: Baseball (1), Basketball (1), Crew (1), Cross Country (1), Football (4), Golf (1), Soccer (3), Track (2).

Exit Quarter: Most participants reported that they were completing the Student-Athlete Exit Survey in Spring 2009 (61.7%) followed by Fall of 2008 (30.9%).

Reasons for leaving

- Students were most likely to indicate that they were leaving the athletics program because they were graduating from UW (71.3%) and/or have exhausted their eligibility.

- Women were more likely than men to report that they were leaving the athletics program because they were graduating from UW and men were more likely to report that they have an opportunity to play professionally ($p < .05$). Regarding the latter difference, only one female chose this option (track and field team member) in contrast to eight males (four baseball team members and three football team members).
- Caucasian students were significantly more likely ($p < .05$) to report that they were leaving the athletics program because they were graduating, as compared with students from all other ethnic groups.
- Three students reported that they were leaving because they were tired of the demands of their sport, with one student each from football, crew and track.

D. Experience in UW Athletics

Scholarships

- The majority of students (61%) reported that their stipend checks were sufficient to cover their basic expenses and 39% reported that they were not (no students reported that they were not on scholarship but 22 students did not offer a response).
- Football students were most likely to indicate that their stipends were inadequate, followed by swimming students.
- For those students who said “No,” the median amount needed to cover basic expenses was \$338.

Impact of being an athlete

- Overall, students reported that missing scheduled classes, midterms or finals and labs or quiz sections had very little impact on their experience as student-athletes.
- However, a sizable minority of students reported more than a *slightly* negative impact on scheduled classes (16.3%), scheduled midterms or finals (17.6%), and scheduled labs or quiz sections (14.3%).
- By and large, when asked about the impact of practice and competition schedules on various aspects of their college experience, students were, overall, slightly negative with Ms ranging between 2.43 and 2.97 (on a scale from 1 “Very Negative” to 5 “Very Positive”), with approximately half indicating at least a slightly negative impact on academic performance (55.3%), class/majors available to them (50.9%), and participation in extracurricular activities (57.4%).
- Men were marginally more likely than women to report that practice and competition had a negative impact on their academic performance (Ms 2.41 and 2.75, respectively).
- Caucasians were marginally more likely than other ethnic groups to report that practice and competition schedules had a deleterious impact on the classes/majors available to them (Ms 2.43 and 2.74, respectively) and significantly more likely to report a negative impact on participation in extracurricular activities. (Ms 2.20 and 2.76, respectively), $p < .05$.

Types of experiences

- When asked the degree to which alcohol/drug use, eating disorders, and mental health issues affected members of their team’s performance either athletically or academically, on a scale from 1 “Not at all” to 5 “Very Much,” means were quite low, ranging from M = 1.72 to M = 2.19.
 - Nevertheless, it is important to underscore the fact that a sizeable minority of students reported that alcohol/drug use (41.5%), eating disorders (23.4%), and mental health issues (32.9%) were at least “Somewhat” of a problem (i.e., a rating of 3 or above).

- Men were significantly more likely to report that alcohol/drug use was an issue ($\underline{M} = 2.41$ vs. $\underline{M} = 1.90$), $p < .05$, and women were significantly more likely to report that eating disorders were a problem in their sport ($\underline{M} = 2.18$ vs. $\underline{M} = 1.39$), $p < .001$.
- Looking at differences across sport, football athletes had particularly high ratings for alcohol/drug use ($\underline{M} = 2.89$) in comparison to other participants whereas swimming athletes had particularly low ratings ($\underline{M} = 1.25$) in comparison to other participants. Football athletes stood out with a particularly high rating ($\underline{M} = 2.50$) for mental health issues in comparison to other participants.
- Track and cross country athletes' mean ratings for eating disorders were significantly higher ($\underline{M} = 3.06$) than the average from other athletes whereas mean ratings for baseball/softball players were significantly lower ($\underline{M} = 1.07$) than the average from other athletes.
- When asked whether they had seen or experienced activities that they would describe as racist, sexist, homophobic, hazing/initiation, and gambling, mean ratings ranged from $\underline{M} = 1.38$ to $\underline{M} = 1.60$ (on a scale from 1 "Not at all" to 5 "Frequently") indicating that these issues are not much of a problem in their sport.
 - There were differences in ratings according to gender, with men significantly more likely than women to report experiences with racism ($\underline{M} = 1.76$ vs. $\underline{M} = 1.33$, $p < .05$), homophobia ($\underline{M} = 1.64$ vs. $\underline{M} = 1.13$, $p < .01$), and gambling ($\underline{M} = 1.59$ vs. $\underline{M} = 1.10$, $p < .001$).
 - There were differences in ratings according to ethnicity, with other ethnic groups being significantly more likely to report experiences with racism ($\underline{M} = 1.87$ vs. $\underline{M} = 1.38$, $p < .01$), homophobia ($\underline{M} = 1.70$ vs. $\underline{M} = 1.23$, $p < .05$), hazing/initiation ($\underline{M} = 1.71$ vs. $\underline{M} = 1.39$, $p < .10$), and gambling ($\underline{M} = 1.66$ vs. $\underline{M} = 1.20$, $p < .001$).
 - Football athletes reported more frequent experiences with racism ($\underline{M} = 2.17$) and homophobia ($\underline{M} = 2.06$) as compared with athletes from other sports.
 - It is important to note that in all of the comparisons above, mean ratings were still quite low, with most participants reporting, "Not at all."
- Students were asked whether, in general, they felt that their coach(es) treated them honestly and fairly and whether coaches were available when they needed them. On a scale from 1 "No" to 5 "Yes." Means (\underline{M} s = 3.86 and 4.20, respectively) were fairly high, indicating that students were quite satisfied with their coaches. Although there were no significant differences across sports, 14 students (14.9%) felt that they were not treated honestly and fairly by their coach(es).
 - Caucasian students were significantly more likely to report that their coach(es) treated them honestly and fairly in comparison to students from other ethnicities ($\underline{M} = 4.09$ vs. $\underline{M} = 3.53$, $p < .05$).

E. NCAA, PAC10 Conference, and UW Regulations

Knowledge of regulations

- When asked how familiar they are with various NCAA, PAC10 conference and UW regulations, \underline{M} s ranged from $\underline{M} = 3.88$ to $\underline{M} = 4.41$, indicating that, overall, students were quite familiar with these regulations.
- Women showed a significantly higher rating for their understanding of the UW student codes of conduct ($\underline{M} = 4.28$ vs. $\underline{M} = 3.59$, $p < .01$), and a marginally higher rating for their understanding of the UW Intercollegiate Athletic codes of conduct for student-athletes ($\underline{M} = 4.30$ vs. $\underline{M} = 3.91$, $p < .10$), as compared with men.
- Football athletes provided significantly lower ratings for their knowledge of the UW student codes of conduct ($\underline{M} = 3.11$) in comparison to athletes from other sports.

Compliance

- When asked whether they felt that the UW Athletic Department complies with NCAA rules, the majority of students (90.4%) gave a rating of a 4 or 5 (on a scale from 1 “No” to 5 “Yes”) with only six students giving ratings of “somewhat” or less.
- Women were significantly more likely to report that they believe the UW Athletic Department complies with NCAA rules as compared with men ($\underline{M} = 4.93$ vs. $\underline{M} = 4.43$, $p < .01$).

Sources of knowledge

- Students were most likely to report that coach(es) (40.4%) and compliance staff (28.7%) were their primary contact when they had questions about NCAA, PAC-10 Conference or UW regulations.

F. UW Athletics Support and Services

Intercollegiate Athletics services: Students were asked to rate their personal experience in regards to a number of departmental services on a scale from 1 “Very Poor” to 5 “Very Good.”

- The following services received mean ratings of 4.0 or higher: travel/lodging/meals ($\underline{M} = 4.22$), athletic trainers ($\underline{M} = 4.19$), equipment ($\underline{M} = 4.15$), and facilities/operations ($\underline{M} = 4.07$).
- The following items received mean ratings of less than 4.0: team doctors ($\underline{M} = 3.94$), sports information (3.70), training table (Conibear dining) ($\underline{M} = 3.68$), strength/conditioning ($\underline{M} = 3.65$), nutritional counseling ($\underline{M} = 3.41$), promotions/marketing ($\underline{M} = 3.39$) and athletic department sports psychologists ($\underline{M} = 3.17$).
- Women gave significantly higher mean ratings for team doctors ($\underline{M} = 4.18$ vs. $\underline{M} = 3.76$, $p < .05$), and strength/conditioning ($\underline{M} = 4.17$ vs. $\underline{M} = 3.31$, $p < .01$), in comparison to men and marginally higher mean ratings for nutritional counseling ($\underline{M} = 4.27$ vs. $\underline{M} = 3.78$, $p < .10$).
- The following differences across sport were found:
 - Crew athletes were particularly satisfied with athletic trainers ($\underline{M} = 4.63$) and team doctors ($\underline{M} = 4.39$) in comparison to students from other sports. Members of the swim team were more neutral regarding athletic trainers ($\underline{M} = 3.38$) and football players were more neutral regarding team doctors ($\underline{M} = 3.39$) in comparison to students from other sports.
 - Baseball, softball, soccer, and swim team members gave comparatively high mean ratings to strength and conditioning services (\underline{M} s = 4.86, 4.50, 4.50, respectively) whereas football players, on average, rated this service around 2 “Poor.”
 - Members of the soccer team gave high mean ratings for nutritional counseling ($\underline{M} = 4.43$) as compared with students from other sports whereas football athletes and swim team members gave comparatively lower mean ratings (\underline{M} s = 2.57, 2.29, respectively).
 - In comparison to other sports, crew team members were very satisfied with equipment ($\underline{M} = 4.89$), facilities/operations ($\underline{M} = 4.84$), and travel/lodging/meals ($\underline{M} = 4.89$). Football players were more neutral compared to other sports in regard to facilities/operations and travel/lodging/meals.
 - Baseball/softball players and crew team members were particularly happy with the training table (Conibear dining) (\underline{M} s = 4.57 and 4.35, respectively) in comparison to students from other sports.

Academic services: Students were asked to rate their personal experience regarding various services or programs within Student-Athlete Academic Services on a scale from 1 “Very Poor” to 5 “Very Good.”

- As a whole, students’ ratings indicated a positive experience with Student-Athlete Academic Services with means ranging from 3.53 (community service programs) to 4.07 (eligibility/other NCAA compliance issues).

- A sizeable portion of students reported that they did not use the following services: learning specialist(s) (73.4%), personal development programs (52.1%), career development programs (44.7%), community service programs (38.3%), and academic coordination (30.9%). Over 20% of students reported that they did not use tutorial support (23.4%) or financial aid (20.2%).
- Compared with men, women showed stronger satisfaction with financial aid ($\underline{M} = 4.27$ vs. $\underline{M} = 3.78$, $p < .05$) and community service programs ($\underline{M} = 3.80$ vs. $\underline{M} = 3.33$, $p < .05$).
- Across sport, soccer players had significantly higher mean ratings of financial aid ($\underline{M} = 4.83$) in comparison to students from other sports whereas football players had significantly lower mean ratings ($\underline{M} = 3.25$). Regarding eligibility/other NCAA compliance issues, baseball/softball, and soccer team members had significantly higher mean ratings ($\underline{M} = 4.57$ and 4.71 , respectively) and track/cross-country members reported significantly lower mean ratings ($\underline{M} = 3.50$).

Overall rating of support

- By and large, participants rated athletic department support of their sport as “good” or “very good” (64.9%); 26.4% of participants reported that support was “OK.”
- Swim team members had significantly lower mean ratings for support ($\underline{M} = 2.14$) as compared with other sports whereas crew team members had significantly higher mean ratings ($\underline{M} = 4.22$).

Equitability: Participants were asked whether there was equity between men’s and women’s sports in a variety of domains.

- For seven of ten items (Facilities, Competition scheduling, Practice scheduling, Team travel, Coaching staffs, Medical services, Academic/tutoring), the vast majority (87.2% to 96.8%) answered, “Yes.”
- A sizable minority indicated that there was no gender equitability in Equipment (20.2%), Publicity/Promotional activities (29.8%), and Budgets (37.2%).
- Men and women differed in their assessment of equity in practice scheduling, team travel, and academics/tutoring, with more men than women perceiving equitability.
- Perceived equitability also differed by sport, with swimming and track/cross-country showing particularly high percentages of “No” responses in regards to Publicity/Promotional activities (75% and 55.6%, respectively) and swimming showing a similarly high percentage of “no” responses in regards to Budget (62.5%).

G. UW Academic Programs, Support, and Services

Quality of academic experience

When asked to rate the quality of academic services on a scale of 1 “Very Poor” to 5 “Very Good,” students gave fairly neutral ratings to both academic advising in their department ($\underline{M} = 3.83$, with 24.5% saying “OK”) and for the support they received from professors and TAs, ($\underline{M} = 3.49$, with 42.6% saying “OK”).

Use of academic services

Overall, students’ need for academic support services such as tutoring (rated from 1 “Not at all” to 5 “Frequently”) was fairly high in freshman year ($\underline{M} = 3.42$, with 30.2% giving the highest rating of 5 “Frequently”), and declined steadily from year to year (to $\underline{M} = 1.99$ in senior year), a linear decline that was statistically significant.⁷

⁷ A repeated measures ANOVA with polynomial contrasts revealed significant linear trend, $F(1, 85) = 86.83$, $p < .001$.

When asked how much they sought out and used academic support services outside of the athletic department, ratings were fairly low, ranging from $M = 2.05$ in freshman year to 2.20 in senior year, with no significant change across years.

Academic responsibilities

When asked, in general, how many of their academic responsibilities they were able to meet, the vast majority (81.4%) indicated they met “Most (75 – 90%)” or “Nearly all (90 – 100%).”

H. UW Experience

Quality of experience: When asked to rate their overall, athletic, academic, and social experience at UW on a scale of 1 “Very Poor” to 5 “Very Good,” ratings were very high from $M = 3.88$ and $M = 4.24$. Only one student (1.1%) rated his/her overall UW experience as “Poor” or “Very Poor.”

- Women generally rated their *athletic* experience ($M = 4.33$) higher than men ($M = 3.72$), $p < .01$.
- Caucasian students also showed significantly higher average rating for their *athletic* experience while at UW ($M = 4.18$) than students from other ethnic groups ($M = 3.68$), $p < .05$. There was a somewhat smaller (trending to significant) difference in *social* experience, with Caucasian students giving a higher average rating ($M = 4.27$) than non-Caucasian students ($M = 3.95$), $p < .10$.
- Across sports, Crew stood out as having a significantly higher average rating for *athletic* experience ($M = 4.63$) than the average of all other sports, and football students provided a lower average rating ($M = 3.22$) than the average among other sports. One possible explanation (not confirmed) for these differences is the relative win-loss records of these teams.

Student development: When asked about whether participation in UW athletics contributed to growth in various domains on a scale of 1 (“Not at all”) to 5 (“A lot”), average ratings for all but academic growth were above 4.00 (physical growth, $M = 4.28$; social growth, $M = 4.30$; and emotional growth, $M = 4.26$). The mean rating for academic growth was somewhat lower ($M = 3.53$), although over half (55.4%) indicated that athletics contributed more than “Somewhat.”

- Women gave somewhat higher average ratings (trending to significance) than men for emotional growth ($M = 4.50$ vs. $M = 4.07$), $p < .10$.
- Caucasian students were somewhat more positive about UW athletics’ contribution to their social growth ($M = 4.48$) than students from other ethnicity groups ($M = 4.03$), $p < .05$.
- Crew athletes were particularly positive about UW athletics’ contribution to their physical growth ($M = 4.68$), with a higher average rating than that of all other students combined, $p < .01$.
- Students in the football program gave significantly lower average ratings for contributions to physical growth ($M = 3.44$), $p < .01$ and social growth ($M = 3.50$), $p < .05$, than students from other sports combined.

Goals: Students’ responses to questions about whether they had met various types of goals (athletic, academic, and career) while at UW were generally somewhat lower than those about their growth while at UW, ranging from $M = 3.45$ for career goals to $M = 3.70$ for academic goals.

- The strongest difference on these items was across sports for meeting athletic goals, with crew standing out as giving a significantly higher average rating ($M = 4.11$) than other sports combined and football players giving a significantly lower average ratings ($M = 2.78$) than other athletes.

Community: In one question, participants were asked the extent to which they felt part of the University as a whole as well as the community of student athletes on a scale of 1 “I often have felt isolated from this community.” to 5 “I have felt very much a part of this community.”

In general, participants showed a strong affiliation with the community of student athletes, with the majority (83.1%) indicating they felt “very much a part of this community” or “more a part of this community than not.” In contrast, athletes did not feel strongly affiliated with the University community, with the majority indicating they were neutral (36.1%) or that they sometimes (12.0%) or often (10.8%) felt isolated from this community.

General Satisfaction: For the most part, students were fairly positive in their overall assessment of their UW experience. On a scale of 1 “Definitely not” to 5 “Definitely yes,” mean ratings for two items were very high: “If you could make the decision to attend college at UW again, would you make the same decision,” ($\underline{M} = 4.07$) and “Would you encourage other student athletes to attend UW?” ($\underline{M} = 4.30$).

- Women showed higher satisfaction than men, with higher mean ratings about whether they would make the same decision ($\underline{M} = 4.48$ vs. $\underline{M} = 3.76$), $p < .01$ and whether they would recommend the program to other athletes ($\underline{M} = 4.65$ vs. $\underline{M} = 4.04$), $p < .01$.
- Caucasian students gave significantly higher ratings about whether they would recommend the program to other athletes than students from other ethnic groups ($\underline{M} = 4.48$ vs. $\underline{M} = 4.03$), $p < .05$.
- In rating whether they would make the decision to attend UW again, both crew ($\underline{M} = 4.58$) and soccer ($\underline{M} = 4.63$) gave significantly higher average ratings than athletes from other sports, $p < .05$; whereas football players had a significantly lower ratings ($\underline{M} = 3.28$) than the average of students from other sports, $p < .001$.
- In regards to recommending UW to other athletes, students in crew gave a remarkably high average rating ($\underline{M} = 4.79$), significantly higher than the average of non-crew athletes, $p < .001$; and football players had a significantly lower rating than students in other sports ($\underline{M} = 3.56$), $p < .05$.

Use a No. 2 pencil

Fill bubbles darkly and completely

Do not make stray marks

Erase completely

This survey is confidential. In order to take less of your time, your student number will be used to gather demographic data about you from the UW Student Database.

Your Student Number:

--	--	--	--	--	--	--	--

ABOUT YOU

1. Mark the current quarter and year:
- | | | | | | | |
|----------|----------------|--------|--------|--|-------------|--|
| | Quarter | | | | Year | |
| ① winter | ② spring | ① 2008 | ② 2009 | | | |
| ③ summer | ④ fall | | | | | |
2. When did you begin participation in the athletics program?
- | | | | | | | |
|----------|----------|--------|--------|--------|--------|--------|
| ① winter | ② spring | ① 1998 | ② 1999 | ③ 2000 | ④ 2001 | ⑤ 2002 |
| ③ summer | ④ fall | ⑥ 2003 | ⑦ 2004 | ⑧ 2005 | ⑨ 2006 | ⑩ 2007 |
3. Do you expect to graduate from UW?
- | | | | | | | | | |
|-------|---------------|----------|----------|--------|--------|--------|--------|--------|
| ① Yes | If yes, when? | ① winter | ② spring | ① 2006 | ② 2007 | ③ 2008 | ④ 2009 | ⑤ 2010 |
| ② No | | ③ summer | ④ fall | | | | | |

4. Prior to coming to the UW, how well-informed were you about the academic requirements (difficulty, course loads, etc.)?
- | | | | | | |
|--|-------------------|---|-----------------|---|------------------|
| | Not at all | | Somewhat | | Very Well |
| | ① | ② | ③ | ④ | ⑤ |
5. How well did your high school prepare you for the academic requirements of the UW?
- | | | | | | |
|--|---|---|---|---|---|
| | ① | ② | ③ | ④ | ⑤ |
|--|---|---|---|---|---|

6. Where was your high school located?
- | | | | |
|---|-------|-------|---------|
| ① Washington State, Puget Sound area | _____ | _____ | _____ |
| ② Washington State, <u>not</u> Puget Sound area | City | State | Country |
| ③ Out of state | | | |

7. How did each of the following influence your decision to attend UW?
- | | | | | | |
|---|-----------------|---|----------------|---|-----------------|
| | Negative | | Neutral | | Positive |
| a) UW coach(es) | ① | ② | ③ | ④ | ⑤ |
| b) UW campus | ① | ② | ③ | ④ | ⑤ |
| c) Overall athletics program in your sport | ① | ② | ③ | ④ | ⑤ |
| d) Academic program/educational opportunity | ① | ② | ③ | ④ | ⑤ |
| e) Financial considerations (including scholarship offers) | ① | ② | ③ | ④ | ⑤ |
| f) Academic support programs (within the Athletic Department) | ① | ② | ③ | ④ | ⑤ |
| g) Other (specify): _____ | ① | ② | ③ | ④ | ⑤ |
8. Did your recruiting coach and/or the UW administration satisfactorily answer all your recruiting questions about ...
- | | | | | | |
|-------------------------------|-----------|---|-----------------|---|------------|
| | No | | Somewhat | | Yes |
| a) unofficial visits? | ① | ② | ③ | ④ | ⑤ |
| b) official visits? | ① | ② | ③ | ④ | ⑤ |
| c) National Letter of Intent? | ① | ② | ③ | ④ | ⑤ |
| d) NCAA recruiting rules? | ① | ② | ③ | ④ | ⑤ |
| e) enrollment? | ① | ② | ③ | ④ | ⑤ |
| f) graduation rates? | ① | ② | ③ | ④ | ⑤ |
| g) academic support at UW? | ① | ② | ③ | ④ | ⑤ |

ABOUT YOUR SPORT

9. Which of the following was your primary sport? (Mark only one.)
- | | | |
|-----------------|--------------|---------------|
| ① Baseball | ⑥ Golf | ①① Tennis |
| ② Basketball | ⑦ Gymnastics | ①② Track |
| ③ Crew | ⑧ Soccer | ①③ Volleyball |
| ④ Cross-country | ⑨ Softball | |
| ⑤ Football | ⑩ Swimming | |
10. How many seasons did you participate in your primary sport at the UW?
- | | | | | | |
|--|---|---|---|---|---|
| | ① | ② | ③ | ④ | ⑤ |
|--|---|---|---|---|---|
11. Did you complete your eligibility?
- | | | |
|--|-----------|------------|
| | No | Yes |
| | ① | ② |
12. Did the coaching staff of your sport change during your enrollment at UW?
- | | | |
|--|---|---|
| | ① | ② |
|--|---|---|

Please answer each of the following questions with respect to your PRIMARY sport.

13. If you were on scholarship, did your stipend checks adequately cover your basic expenses (room and board, tuition and fees, clothing, transportation, entertainment, etc.)? **Not on scholarship** **No** **Yes**
 0 ① ②
- If not, what additional monthly amount would be necessary to cover basic expenses? → \$
- | | | | |
|---|---|---|---|
| ① | ② | ③ | ④ |
| ⑤ | ⑥ | ⑦ | ⑧ |
| ⑨ | ⑩ | ⑪ | ⑫ |
| ⑬ | ⑭ | ⑮ | ⑯ |
| ⑰ | ⑱ | ⑲ | ⑳ |
| ㉑ | ㉒ | ㉓ | ㉔ |
| ㉕ | ㉖ | ㉗ | ㉘ |
| ㉙ | ㉚ | ㉛ | ㉜ |
| ㉝ | ㉞ | ㉟ | ㊱ |
| ㊲ | ㊳ | ㊴ | ㊵ |
14. What impact did missing each of the following have on your overall experience as a student-athlete?
- | | | | | | |
|------------------------------------|------------|-------------|--------------------------|---|----------------------|
| | N/A | None | Slightly Negative | | Very Negative |
| a) Scheduled classes | ① | ① | ② | ③ | ④ |
| b) Scheduled midterms or finals | ① | ① | ② | ③ | ④ |
| c) Scheduled labs or quiz sections | ① | ① | ② | ③ | ④ |
15. How would you describe the effect practice and competition schedules had on ...
- | | | | | | |
|---|----------------------|---|-------------|---|----------------------|
| | Very Negative | | None | | Very Positive |
| a) ... your academic performance? | ① | ② | ③ | ④ | ⑤ |
| b) ... classes/majors available to you? | ① | ② | ③ | ④ | ⑤ |
| c) ... your social life? | ① | ② | ③ | ④ | ⑤ |
| d) ... participation in extracurricular activities? | ① | ② | ③ | ④ | ⑤ |
| e) ... career opportunities (internships/employment)? | ① | ② | ③ | ④ | ⑤ |
16. How would you describe the degree to which each of the following affected members of your team's performance athletically or academically?
- | | | | | | |
|-------------------------|-------------------|---|-----------------|---|------------------|
| | Not At All | | Somewhat | | Very Much |
| a) alcohol/drug use | ① | ② | ③ | ④ | ⑤ |
| b) eating disorder | ① | ② | ③ | ④ | ⑤ |
| c) mental health issues | ① | ② | ③ | ④ | ⑤ |
17. Within your sport have you seen or experienced interactions or activities that you would describe as
- | | | | | | |
|----------------------|-------------------|---|---|---|-------------------|
| | Not At All | | | | Frequently |
| a) racist | ① | ② | ③ | ④ | ⑤ |
| b) sexist | ① | ② | ③ | ④ | ⑤ |
| c) homophobic | ① | ② | ③ | ④ | ⑤ |
| d) hazing/initiation | ① | ② | ③ | ④ | ⑤ |
| e) gambling | ① | ② | ③ | ④ | ⑤ |
18. In general, did your coach(es) treat you honestly and fairly?
- | | | | | | |
|--|-----------|---|-----------------|---|------------|
| | No | | Somewhat | | Yes |
| | ① | ② | ③ | ④ | ⑤ |
19. Were your coaches available to you when you needed them?
- | | | | | | |
|--|---|---|---|---|---|
| | ① | ② | ③ | ④ | ⑤ |
|--|---|---|---|---|---|

NCAA, PAC10 CONFERENCE, AND UW REGULATIONS

20. How familiar were you with ...
- | | | | | | |
|---|-------------------|---|-----------------|---|------------------|
| | Not At All | | Somewhat | | Very Much |
| a) the team rules for your sport? | ① | ② | ③ | ④ | ⑤ |
| b) UW Intercollegiate Athletic codes of conduct for student-athletes? | ① | ② | ③ | ④ | ⑤ |
| c) NCAA and PAC10 Conference regulations? | ① | ② | ③ | ④ | ⑤ |
| d) UW student codes of conduct? | ① | ② | ③ | ④ | ⑤ |
21. Do you believe the UW Athletic Department complies with NCAA rules?
- | | | | | | |
|--|-----------|---|-----------------|---|------------|
| | No | | Somewhat | | Yes |
| | ① | ② | ③ | ④ | ⑤ |
22. Who was your primary contact when you had questions about NCAA, PAC-10 Conference, or UW regulations? (Mark one.)
- | | | | | | |
|-----------|----------------------|-----------|------------------|------------|------------------|
| ① | ② | ③ | ④ | ⑤ | ⑥ |
| Coach(es) | Sport administrators | Teammates | Compliance staff | SAAS staff | Other (specify): |

GENERAL ATHLETICS

23. Why are you leaving the athletics program? (Mark all that apply.)

- I am graduating from the UW.
- I have exhausted my eligibility.
- I want to spend more time on my studies.
- I can no longer afford the cost.
- I am not playing enough in my sport.
- I am tired of the demands of my sport.
- I have an opportunity to play professionally.
- I prefer to play at another institution.
- I have lost my athletic scholarship.
- other (describe): _____

24. In leaving the athletics program, are you ... (Mark only one.)

- ① graduating from the UW?
- ② staying at the UW?
- ③ transferring to another institution?
- ④ withdrawing from the UW but not transferring?
- ⑤ other (describe):

25. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics?

	Didn't Use	Very Poor	Poor	OK	Good	Very Good
a) athletic trainers	<input type="radio"/>	①	②	③	④	⑤
b) team doctors	<input type="radio"/>	①	②	③	④	⑤
c) strength/conditioning	<input type="radio"/>	①	②	③	④	⑤
d) nutritional counseling	<input type="radio"/>	①	②	③	④	⑤
e) athletic department sports psychologists	<input type="radio"/>	①	②	③	④	⑤
f) equipment	<input type="radio"/>	①	②	③	④	⑤
g) facilities/operations	<input type="radio"/>	①	②	③	④	⑤
h) promotions/marketing	<input type="radio"/>	①	②	③	④	⑤
i) sports information	<input type="radio"/>	①	②	③	④	⑤
j) travel/lodging/meals	<input type="radio"/>	①	②	③	④	⑤
k) training table (Conibear dining)	<input type="radio"/>	①	②	③	④	⑤

26. How would you rate your personal experience with regards to the following services or programs within Student-Athlete Academic Services?

	Didn't Use	Very Poor	Poor	OK	Good	Very Good
a) financial aid (athletic)	<input type="radio"/>	①	②	③	④	⑤
b) eligibility/other NCAA compliance issues	<input type="radio"/>	①	②	③	④	⑤
c) SAAS academic counseling (e.g., registration)	<input type="radio"/>	①	②	③	④	⑤
d) academic coordination (weekly meetings, time management, monitoring tutoring)	<input type="radio"/>	①	②	③	④	⑤
e) tutorial support	<input type="radio"/>	①	②	③	④	⑤
f) learning specialist(s) (learning disabilities, study skills)	<input type="radio"/>	①	②	③	④	⑤
g) career development programs (e.g., networking events)	<input type="radio"/>	①	②	③	④	⑤
h) community service programs	<input type="radio"/>	①	②	③	④	⑤
i) personal development programs (e.g., etiquette ed.)	<input type="radio"/>	①	②	③	④	⑤

27. Overall, how do you feel the athletic department supported your sport?

- ① ② ③ ④ ⑤

28. Do you feel the following areas are equitable for men's and women's sports at UW?

	No	Yes		No	Yes
a) Facilities	①	②	f) Budgets	①	②
b) Competition scheduling	①	②	g) Publicity/Promotional activities	①	②
c) Practice scheduling	①	②	h) Medical services	①	②
d) Team travel	①	②	i) Equipment	①	②
e) Coaching staffs	①	②	j) Academics/tutoring	①	②

YOUR UW EXPERIENCES

	Didn't Use	Very Poor	Poor	OK	Good	Very Good
29. How would you describe the quality of academic advising in your academic department (major)?	<input type="radio"/>	①	②	③	④	⑤
30. How would you describe the support you received from professors and teaching assistants (TAs) as a student-athlete?	<input type="radio"/>	①	②	③	④	⑤

31. How often did you feel you needed academic support services such as tutoring?	Not at all				Frequently
	Freshman year	①	②	③	④ ⑤
	Sophomore year	①	②	③	④ ⑤
	Junior year	①	②	③	④ ⑤
	Senior year	①	②	③	④ ⑤
32. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)?	Not at all				Frequently
	Freshman year	①	②	③	④ ⑤
	Sophomore year	①	②	③	④ ⑤
	Junior year	①	②	③	④ ⑤
	Senior year	①	②	③	④ ⑤
33. In general, how many of your academic responsibilities (such as attending class, completing assignments and studying for tests) were you able to meet?					
	①	②	③	④	⑤
	A few (0-25%)	Some (25-50%)	Many (50-75%)	Most (75-90%)	Nearly all (90-100%)
34. How would you describe your ...	Very Poor	Poor	OK	Good	Very Good
a) <u>overall</u> experience at UW?	①	②	③	④	⑤
b) <u>athletic</u> experience at UW?	①	②	③	④	⑤
c) <u>academic</u> experience at UW?	①	②	③	④	⑤
d) <u>social</u> experience at UW?	①	②	③	④	⑤
35. Do you believe that participation in UW athletics enhanced your personal ...	Not At All		Somewhat		A Lot
a) <u>academic</u> growth?	①	②	③	④	⑤
b) <u>physical</u> growth?	①	②	③	④	⑤
c) <u>social</u> growth?	①	②	③	④	⑤
d) <u>emotional</u> growth?	①	②	③	④	⑤
36. To what extent did you achieve your ...	Not At All		Somewhat		All
a) <u>athletic</u> goals while at UW?	①	②	③	④	⑤
b) <u>academic</u> goals while at UW?	①	②	③	④	⑤
c) <u>career</u> goals while at UW?	①	②	③	④	⑤
d) other (specify): _____	①	②	③	④	⑤
37. To what extent do you feel you have been a part of the ...					
... University student community?	⑤	I have felt very much a part of this community.		⑤	
	④	I have felt more a part of this community than not.		④	
	③	I feel neutral or unsure.		③	
	②	I sometimes have felt isolated from this community.		②	
	①	I often have felt isolated from this community.		①	
38. If you could make the decision to attend college at UW again, would you make the same decision?	Definitely Not		Don't know		Definitely Yes
	①	②	③	④	⑤
39. Would you encourage other student athletes to attend UW?	①	②	③	④	⑤
Is there anything else you would like us to know about your experience as a student athlete?					

THANK YOU!

APPENDIX B: DETAILED OVERALL FINDINGS

In the following appendix, descriptive statistics for all relevant extracted variables and all survey items are included for the entire sample.

EXTRACTED VARIABLES

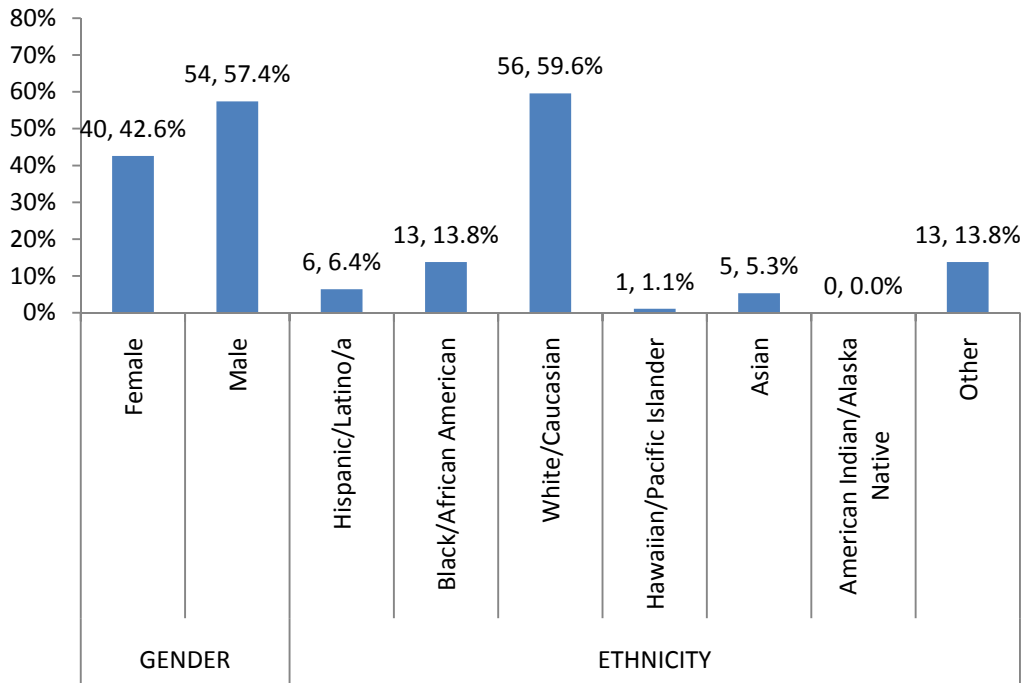


Figure B1. Gender and ethnicity of survey respondents

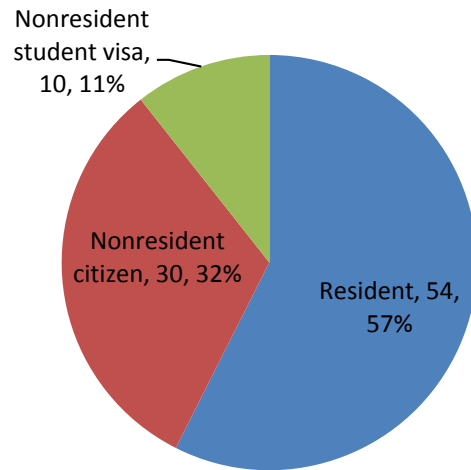


Figure B2. Residency status of survey respondents

Table B1. Last school types and special programs of survey respondents

Last School Types	Frequency
High school	65 (69.1%)
2-year college	8 (8.5)
4-year college or university	21 (22.3)
Special Programs⁸	Frequency
13: EOP 3	1 (1.1%)
30: Athletics	39 (41.5)
31: Athletics EOP 1	1 (1.1)
34: Athletics SP	44 (46.8)

Table B2. GPA's of survey respondents

GPA	Frequency	
4.0-3.9 (A)	0 (0.0%)	Mean = 2.92
3.8-3.5 (A-)	17 (18.7)	Median = 2.93
3.4-3.2 (B+)	12 (13.2)	SD = .51
3.1-2.9 (B)	22 (24.2)	
2.8-2.5 (B-)	22 (24.2)	
2.4-2.2 (C+)	12 (13.2)	
2.1-1.9 (C)	5 (5.5)	
1.8-1.5 (C-)	1 (1.1)	
1.4-1.2 (D+)	0 (0.0)	
1.1-0.9 (D-)	0 (0.0)	
0.8-0.7 (D-)	0 (0.0)	

⁸ Nine students had no special program codes.

Table B3. Majors of survey respondents

Majors	# Exiting Athletes	% Exiting Athletes	% UW Seniors ⁹	Majors	# Exiting Athletes	% Exiting Athletes	% UW Seniors
Accounting	1	1.1%	2.7%	Graduate Entry Program Nursing	1	1.1%	*
Aerospace Engineering	1	1.1	0.6	History	1	1.1	2.0
American Ethnic Studies	5	5.3	0.8	Individualized Studies	4	4.3	0.9
Anthropology	1	1.1	1.4	Intercollegiate Athletics Leadership	3	3.2	0.0
Art	2	2.1	2.7	Interdisciplinary Arts & Sciences Global Studies	1	1.1	*
Bioengineering	1	1.1	0.7	Interdisciplinary Engineering	1	1.1	0.01
Biology	4	4.3	6.3	Law, Societies, and Justice	1	1.1	0.8
Business Admin. (Finance)	3	3.2	3.4	Linguistics	2	2.1	0.5
Communications	1	1.1	3.1	Marketing	1	1.1	1.8
Community, Environment and Planning	1	1.1	0.4	Materials Science & Engineering	2	2.1	0.5
Comparative History of Ideas	1	1.1	1.1	Mathematics	2	2.1	1.8
Computer Science	1	1.1	1.6	Philosophy	1	1.1	1.1
Computer Science and Engineering	1	1.1	*	Political Science	8	8.5	4.1
Earth and Space Sciences	2	2.1	0.5	Pre Major	1	1.1	0.1
Economics	5	5.3	4.8	Psychology	2	2.1	4.3
English	3	3.2	3.6	Rehabilitation Med (Physical Therapy)	1	1.1	0.0
Environmental Science and Resource Mgt	2	2.1	0.8	Sociology	15	16.0	2.6
Extended Pre Major	6	6.4	1.8	Speech and Hearing Sciences	1	1.1	0.5
General Studies	1	1.1	0.1	Undeclared 5th Year	1	1.1	**
Geography	3	3.2	1.2				

* Not included in the OIS report

**Only 5th year seniors are enrolled under this major

⁹ These percentages are derived from the number of 4th-year seniors who have declared each major during the 2008-2009 year, as reported in the Office of Institutional Statistics' report: University of Washington Average Annual Majors Count.

SURVEY SECTION 1: ABOUT YOU

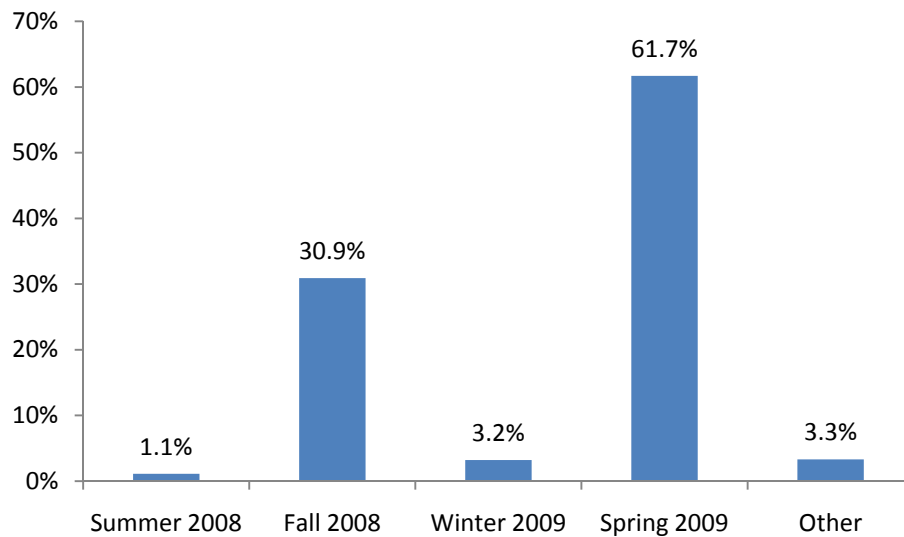


Figure B3. Current quarter and year reported by survey respondents¹⁰

Table B4. Year and quarter in which survey participants began to take part in the athletics program

Quarter/Year	Frequency
Fall 2003	1 (1.1%)
Winter 2004	2 (2.1)
Summer 2004	5 (5.3)
Fall 2004	15 (16.0)
Spring 2005	1 (1.1)
Summer 2005	4 (4.3)
Fall 2005	44 (46.8)
Winter 2006	2 (2.1)
Spring 2006	1 (1.1)
Fall 2006	5 (5.3)
Winter 2007	1 (1.1)
Spring 2007	2 (2.1)
Summer 2007	1 (1.1)
Fall 2007	5 (5.3)
Fall 2008	3 (3.2)
Winter 2009	1 (1.1)
Other ¹¹	1 (1.1)
Total	94 (100.0)

¹⁰ Two students chose only a quarter with one choosing "Spring" and the other choosing "Winter." The remaining student chose "2009" only.

¹¹ One student did not report a year, indicating only that she/he began to take part in the athletics program in "Fall."

Table B5. Year and quarter in which survey participants expect to graduate from UW

Quarter/Year	Frequency
Spring 2008	2 (2.1%)
Fall 2008	6 (6.4)
Winter 2009	9 (9.6)
Spring 2009	45 (47.9)
Summer 2009	1 (1.1)
Fall 2009	10 (10.6)
Winter 2010	7 (7.4)
Spring 2010	8 (8.5)
Fall 2010	1 (1.1)
Spring 2011	1 (1.1)
Other	4 ¹² (4.2)
Total	92 (100.0)

Table B6. Knowledge of academic requirements

	Not at all		Somewhat		Very Well	Mean	SD
	1	2	3	4	5		
Prior to coming to the UW, how well-informed were you about the academic requirements (difficulty, course loads, etc.)?	8 (8.5%)	12 (12.8%)	40 (42.6%)	19 (20.2%)	15 (16.0%)	3.22	1.13
How well did your high school prepare you for the academic requirements of the UW?	5 (5.3)	14 (14.9)	26 (27.7)	28 (29.8)	21 (22.3)	3.49	1.15

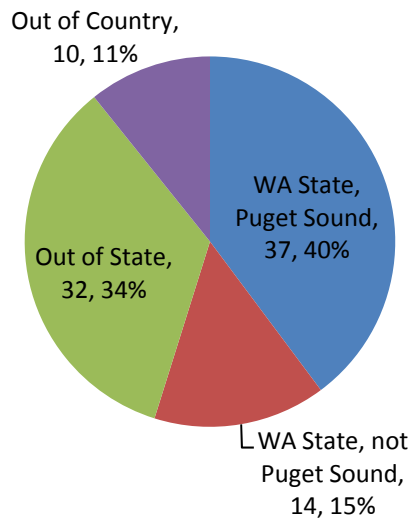


Figure B4. Where was your high school located?

¹² Two participants failed to offer a response. One participant reported only the year, "2007," and another only indicated the quarter, "Winter."

Table B7. Where was your high school located? (Additional details)

Out of country (n = 10, 10.8%)	Out-of-state Other states (n = 10, 10.8%)	Out of state, Pacific states¹³ (n =22, 23.7%)	WA State: Other (n = 14, 15.1%)	WA State: Seattle – Tacoma Metro¹⁴ (n = 37, 39.8%)
Kingston, ON, Canada (2)	Mesa, AZ	Beaverton, OR (2)	Richland (2)	Seattle (7)
Shawriga Lake, BC, Canada (2)	Cancun City, CO	Los Angeles, CA (2)	Vancouver (2)	Kirkland (4)
Biel, Switzerland	Winter Park, FL	Portland, OR (2)	Chehalis	Olympia (3)
Calgary, AB, Canada	Carbondale, IL	Capostrano, CA	Deming	Tacoma (3)
Neuchatel, Switzerland	Chicago, IL	Clackamas, OR	Pasco	Bothell (2)
Rishon-Lezion, Israel	Boston, MA	Eugene, OR	Snohomish	Mercer Island (2)
Setagaya-ku, Japan	Ann Arbor, MI	Fair Oaks, CA	Spokane	Mill Creek (2)
Zagreb, Croatia	Los Alamos, NM	Fresno, CA	Sumner	Bellevue
	Clifton Park, NY	Garden Grove, CA	Walla Walla	Buckley
	Orem, UT	Honolulu, HI	Wenatchee	Centralia
		Livermore, CA	Yakima	Covington
		Long Beach, CA	Yelm	Everett
		Manhattan Beach, CA		Federal Way
		Mojave, CA		Issaquah
		Moraga, CA		Lake Stevens
		Orinda, CA		Lynwood
		Rocklin, CA		N. Lakewood
		San Clemente, CA		Oak Harbor
		San Diego, CA		Renton
				Shoreline
				Snohomish

¹³ Including Oregon, California, Hawaii, and Alaska

¹⁴ Includes cities and towns in King, Pierce, and Snohomish counties

Table B8. How did each of the following influence your decision to attend UW?

	Negative		Neutral		Positive	n (mean)	Mean	SD
	1	2	3	4	5			
a) UW coach(es)	1 (1.1%)	1 (1.1%)	19 (20.2%)	33 (35.5%)	39 (41.5%)	93	4.16	.86
b) UW campus	4 (4.3)	0 (0.0)	24 (25.5)	18 (19.1)	48 (51.1)	94	4.13	1.07
c) Overall athletics program in your sport	0 (0.0)	0 (0.0)	21 (22.6)	26 (28.0)	46 (49.5)	93	4.27	.81
d) Academic program/educational opportunity	1 (1.1)	3 (3.2)	21 (22.6)	28 (30.1)	40 (43.0)	93	4.11	.94
e) Financial considerations (including scholarship offers)	4 (4.3)	3 (3.2)	27 (28.7)	20 (21.3)	40 (42.6)	94	3.95	1.11
f) Academic support programs (within the Athletic Department)	4 (4.3)	4 (4.3)	43 (46.7)	22 (23.9)	19 (20.7)	92	3.52	1.01
g) Other (specify) ¹⁵	1 (5.6)	0 (0.0)	8 (44.4)	1 (5.6)	8 (44.4)	18	3.83	1.20

Table B9. Did your recruiting coach and/or the UW administration satisfactorily answer all your recruiting questions about...

	No		Somewhat		Yes	n (mean)	Mean	SD
	1	2	3	4	5			
a) unofficial visits?	9 (10.7%)	3 (3.6%)	14 (16.7%)	17 (20.2%)	41 (48.8%)	84	3.93	1.33
b) official visits?	4 (4.7)	2 (2.3)	10 (11.6)	22 (25.6)	48 (55.8)	86	4.26	1.07
c) National Letter of Intent?	6 (7.0)	2 (2.3)	14 (16.3)	21 (24.4)	43 (50.0)	86	4.08	1.18
d) NCAA recruiting rules?	1 (1.2)	3 (3.5)	13 (15.1)	25 (29.1)	44 (51.2)	86	4.26	.92
e) enrollment?	0 (0.0)	3 (3.5)	15 (17.6)	26 (30.6)	41 (48.2)	85	4.24	.87
f) graduation rates?	3 (3.5)	6 (7.0)	18 (20.9)	23 (26.7)	36 (41.9)	86	3.97	1.11
g) academic support at UW?	1 (1.2)	5 (5.8)	17 (19.8)	24 (27.9)	39 (45.3)	86	4.10	.99

¹⁵ Eighteen students cited "other" factors and eleven chose to include an open-ended response. Two students noted that the location of the school influenced their decision and two students noted friends and/or relatives. One student mentioned the athletic department and another the "character of the program." One student each cited the following factors: Girls, location of boathouse, playing time, staff in crewhouse, team chemistry, and one student said, "I'm a husky."

Survey Section II: About Your Sport

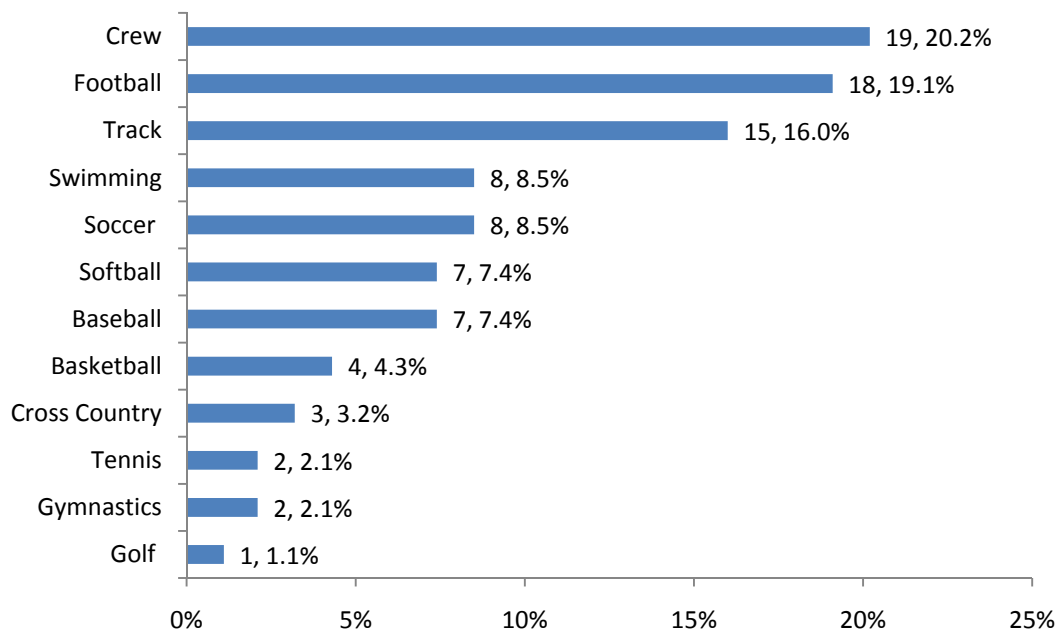


Figure B5. Which of the following was your primary sport?

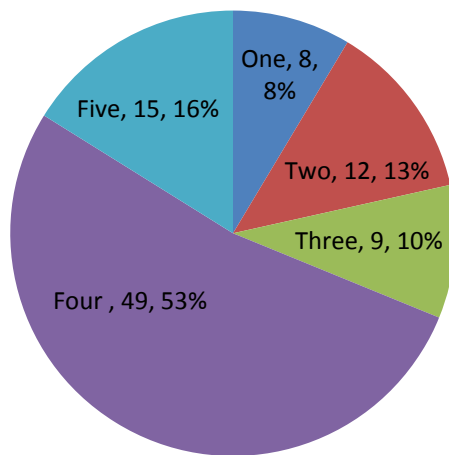


Figure B6. How many seasons did you participate in your primary sport at the UW?

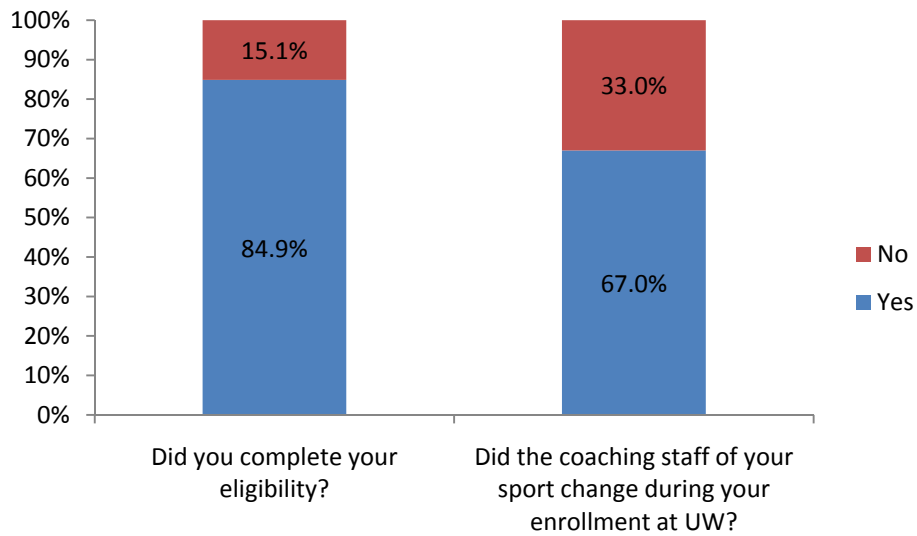


Figure B7. Did you complete your eligibility?
Did the coaching staff of your sport change during your enrollment at UW?

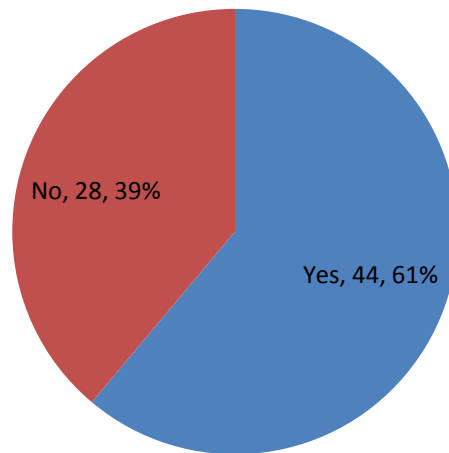


Figure B8. If you were on scholarship, did your stipend checks adequately cover your basic expenses?¹⁶

¹⁶ No respondents chose "Not on scholarship," however, twenty-two respondents left the question blank.

Table B10. If not, what additional monthly amount would be necessary to cover basic expenses?

Amount	Frequency ¹⁷
\$100-\$299	8 (23.5%)
\$300-\$499	11(32.4)
\$500-\$999	2 (5.9)
\$1000-\$1399	5 (14.7)
\$1400-1599	4 (11.8)
\$2000+	4 (11.8)
Minimum	\$100
Maximum	\$8000
Mean	\$945
Median	\$338
Mode	\$300

Table B11. What impact did missing each of the following have on your overall experience as a student-athlete?

	N/A or no response	None 1	Slightly Negative 2	3	Very Negative 4	n (mean) ¹⁸	Mean	SD
a) Scheduled classes	1 (1.1%)	35 (38.0%)	41 (44.6%)	14 (15.2%)	1 (1.1%)	91	1.79	.74
b) Scheduled midterms or finals	7 (7.7)	32 (35.2)	36 (39.6)	15 (16.5)	1 (1.1)	84	1.82	.76
c) Scheduled labs or quiz sections	6 (6.6)	31 (34.1)	41 (45.1)	12 (13.2)	1 (1.1)	85	1.80	.72

Table B12. How would you describe the effect practice and competition schedules had on...

	Very Negative 1	2	None 3	4	Very Positive 5	n (mean)	Mean	SD
a) ... your academic performance?	7 (7.4%)	45 (47.9%)	29 (30.9%)	9 (9.6%)	4 (4.3%)	94	2.55	.92
b) ... classes/majors available to you?	7 (7.4)	41 (43.6)	36 (38.3)	7 (7.4)	3 (3.2)	94	2.55	.86
c) ... your social life?	6 (6.4)	22 (23.4)	44 (46.8)	13 (13.8)	9 (9.6)	94	2.97	1.01
d) ... participation in extracurricular activities?	18 (19.1)	36 (38.3)	26 (27.7)	10 (10.6)	4 (4.3)	94	2.43	1.05
e) ...career opportunities (internships/employment)?	15 (16.0)	26 (27.7)	25 (26.6)	14 (14.9)	14 (14.9)	94	2.85	1.29

¹⁷ Percentages represent the proportion of the respondents who provided an additional monthly amount (n = 34).

¹⁸ N/A and non-responses are not included in calculation of mean or standard deviation.

Table B13. How would you describe the degree to which each of the following affected members of your team's performance athletically or academically?

	Not At All		Somewhat		Very Much	n (mean)	Mean	SD
	1	2	3	4	5			
a) alcohol/drug use	36 (38.3%)	19 (20.2%)	29 (30.9%)	5 (5.3%)	5 (5.3%)	94	2.19	1.17
b) eating disorder	59 (62.8)	13 (13.8)	13 (13.8)	7 (7.4)	2 (2.1)	94	1.72	1.09
c) mental health issues	46 (48.9)	17 (18.1)	22 (23.4)	7 (7.4)	2 (2.1)	94	1.96	1.11

Table B14. Within your sport have you seen or experienced interactions or activities that you would describe as...

	Not At All		Somewhat		Frequently	n (mean)	Mean	SD
	1	2	3	4	5			
a) racist	61 (64.9%)	15 (16.0%)	16 (17.0%)	1 (1.1%)	1 (1.1%)	94	1.57	.89
b) sexist	62 (66.0)	16 (17.0)	10 (10.6)	4 (4.3)	2 (2.1)	94	1.60	.99
c) homophobic	71 (76.3)	12 (12.9)	5 (5.4)	3 (3.2)	2 (2.2)	93	1.42	.90
d) hazing/initiation	60 (63.8)	22 (23.4)	9 (9.6)	3 (3.2)	0 (0.0)	94	1.52	.80
e) gambling	70 (74.5)	13 (13.8)	10 (10.6)	1 (1.1)	0 (0.0)	94	1.38	.72

Table B15. Responses to questions regarding coach support

	No		Somewhat		Yes	n (mean)	Mean	SD
	1	2	3	4	5			
18. In general, did your coach(es) treat you honestly and fairly?	6 (6.4%)	8 (8.5%)	18 (19.1%)	23 (24.5%)	39 (41.5%)	94	3.86	1.23
19. Were your coaches available to you when you needed them?	2 (2.2)	1 (1.1)	19 (20.4)	25 (26.9)	46 (49.5)	93	4.20	.95

Survey Section III: NCAA, PAC10 Conference, and UW Regulations

Table B16. How familiar are you with...

	Not At All	Somewhat			Very Much	n (mean)	Mean	SD
	1	2	3	4	5			
a) the team rules for your sport?	2 (2.2%)	0 (0.0%)	10 (10.8%)	27 (29.0%)	54 (58.1%)	93	4.41	.85
b) UW Intercollegiate Athletic codes of conduct for student-athletes?	4 (4.3)	1 (1.1)	18 (19.1)	32 (34.0)	39 (41.5)	94	4.07	1.02
c) NCAA and PAC10 Conference regulations?	2 (2.1)	3 (3.2)	23 (24.5)	36 (38.3)	30 (31.9)	94	3.95	.94
d) UW student codes of conduct?	4 (4.3)	4 (4.3)	26 (27.7)	25 (26.6)	35 (37.2)	94	3.88	1.10

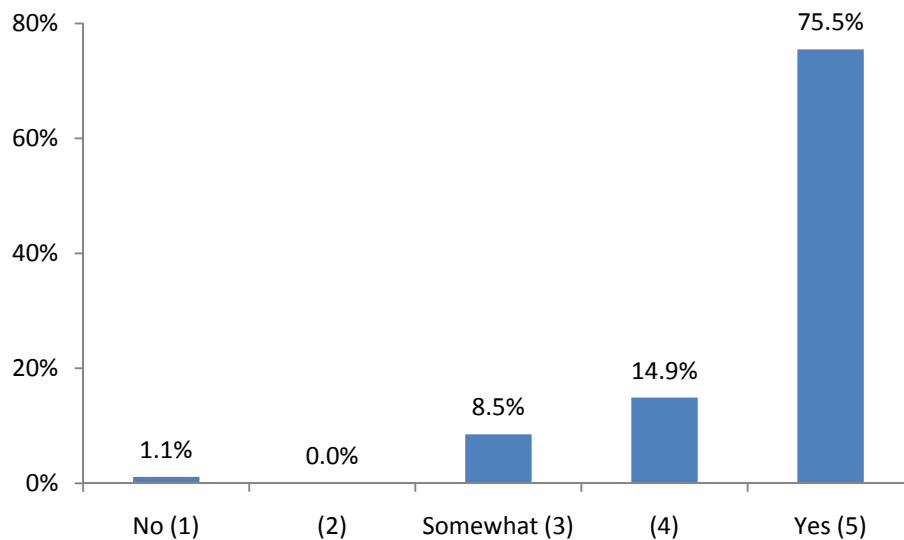


Figure B9. Do you believe the UW Athletic Department complies with NCAA rules?

Table B17. Who was your primary contact when you had questions about NCAA, PAC-10 Conference, or UW regulations?

Contact	Frequency
Coach(es)	38 (40.4%)
Compliance staff	27 (28.7)
SAAS staff	10 (10.6)
Sport administrators	9 (9.6)
Teammates	5 (5.3)
Other ¹⁹	5 (5.3)

¹⁹ Five participants noted "Other." One participant said coaches and teammates, another listed coaches, teammates, compliance staff and SAAS staff, another listed compliance staff and SAAS staff and another indicated teammates and SAAS staff. Finally, one participant said "no questions," and another said, "I did not ask."

Survey Section IV: General Athletics

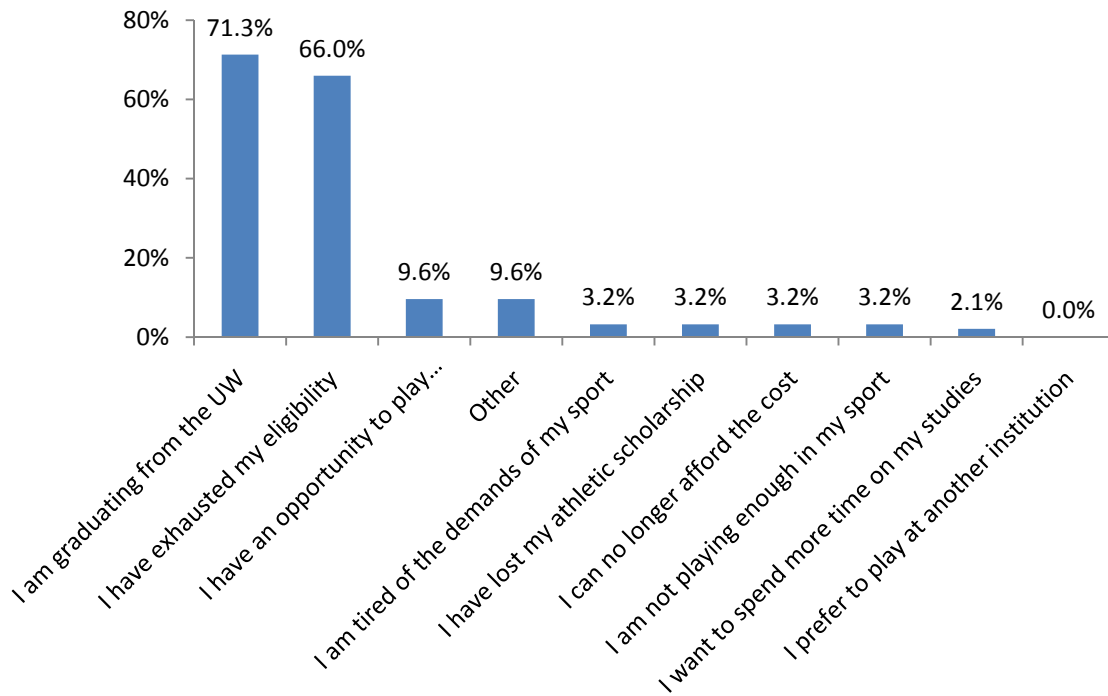


Figure B10. Why are you leaving the athletics program? (Mark all that apply)²⁰

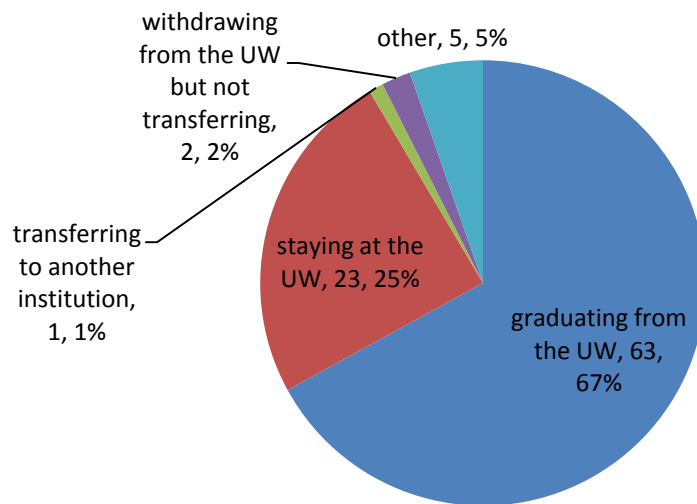


Figure B11. In leaving the athletics program, are you...²¹

²⁰ Nine students chose "other." Two noted that their program had been cut and two said that injury had forced them to leave the athletics program. One student said that she/he might not leave and another said "no 5th year." The remaining reasons were cited by one student each: "Graduating in spring from transfer school," "I actually finish next winter," and "I want to move back home."

²¹ Four students chose "other." One student said that she/he would be graduating in spring from transfer school, another said that she/he planed to graduate in the next couple of years since she/he only needs 30 credits to graduate. Another

Table B18. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics?

	Didn't Use or No Response	Very Poor 1	Poor 2	OK 3	Good 4	Very Good 5	n (mean) ²²	Mean	SD
a) athletic trainers	1 (1.1%)	1 (1.1%)	2 (2.1%)	16 (17.0%)	33 (35.1%)	41 (43.6%)	93	4.19	.88
b) team doctors	7 (7.4)	0 (0.0)	6 (6.4)	21 (22.3)	32 (34.0)	28 (29.8)	87	3.94	.92
c) strength/conditioning	5 (5.3)	10 (10.6)	9 (9.6)	14 (14.9)	25 (26.6)	31 (33.0)	89	3.65	1.35
d) nutritional counseling	21 (22.3)	6 (6.4)	8 (8.5)	23 (24.5)	22 (23.4)	14 (14.9)	73	3.41	1.17
e) athletic department sports psychologists	65 (69.1)	3 (3.2)	6 (6.4)	8 (8.5)	7 (7.4)	5 (5.3)	29	3.17	1.26
f) equipment	0 (0.0)	3 (3.2)	3 (3.2)	16 (17.0)	27 (28.7)	45 (47.9)	94	4.15	1.03
g) facilities/operations	4 (4.3)	2 (2.1)	6 (6.4)	13 (13.8)	32 (34.0)	37 (39.4)	90	4.07	1.02
h) promotions/marketing	37 (39.4)	3 (3.2)	8 (8.5)	19 (20.2)	18 (19.1)	9 (9.6)	57	3.39	1.08
i) sports information	26 (28.0)	2 (2.2)	3 (3.2)	23 (24.7)	24 (25.8)	15 (16.1)	67	3.70	.97
j) travel/lodging/meals	1 (1.1)	2 (2.1)	2 (2.1)	14 (14.9)	31 (33.0)	44 (46.8)	93	4.22	.93
k) training table (Conibear dining)	25 (26.6)	7 (7.4)	3 (3.2)	15 (16.0)	24 (25.5)	20 (21.3)	69	3.68	1.23

student said that she/he hoped to get drafted and another was deciding whether or not to use a 6th year waiver for another year of sports participation.

²² Those who indicated they did not use this service and non-responses are not included in calculations of mean or standard deviation.

Table B19. How would you rate your personal experience with regards to the following services or programs within Student-Athlete Academic Services?

	Didn't Use or No Response	Very Poor 1	Poor 2	OK 3	Good 4	Very Good	n (mean) ²³	Mean	SD
a) financial aid (athletic)	19 (20.2%)	0 (0.0%)	5 (5.3%)	18 (19.1%)	26 (27.7%)	26 (27.7%)	75	3.97	.93
b) eligibility/other NCAA compliance issues	11 (11.7)	2 (2.1)	1 (1.1)	16 (17.0)	34 (36.2)	30 (31.9)	83	4.07	.91
c) SAAS academic counseling (e.g., registration)	13 (13.8)	2 (2.1)	4 (4.3)	23 (24.5)	24 (25.5)	28 (29.8)	81	3.89	1.03
d) academic coordination (weekly meetings, time mgmt., monitoring tutoring)	29 (30.9)	1 (1.1)	3 (3.2)	26 (27.7)	19 (20.2)	16 (24.6)	65	3.71	.95
e) tutorial support	22 (23.4)	2 (2.1)	3 (3.2)	23 (24.5)	21 (22.3)	23 (24.5)	72	3.83	1.02
f) learning specialist(s) (learning disabilities, study skills)	69 (73.4)	0 (0.0)	1 (1.1)	12 (12.8)	5 (5.3)	7 (7.4)	25	3.72	.94
g) career development programs (e.g., networking events)	42 (44.7)	1 (1.1)	2 (2.1)	24 (25.5)	15 (16.0)	10 (10.6)	52	3.60	.91
h) community service programs	36 (38.3)	0 (0.0)	4 (4.3)	26 (27.7)	21 (22.3)	7 (7.4)	58	3.53	.80
i) personal development programs (e.g., etiquette ed.)	49 (52.1)	1 (1.1)	3 (3.2)	18 (19.4)	13 (14.0)	9 (9.7)	44	3.59	.97

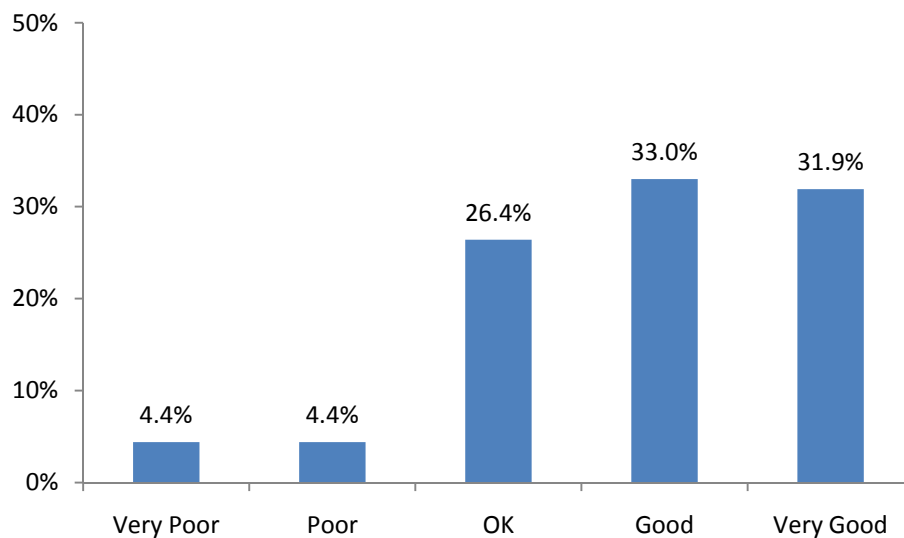


Figure B12. Overall, how do you feel the athletic department supported your sport?

²³ Those who indicated they did not use this service and non-responses are not included in calculations of mean or standard deviation.

Table B20. Do you feel the following areas are equitable for men's and women's sports at UW?

Area	No	Yes	No Response
a) Facilities	12 (12.8%)	82 (87.2%)	0 (0.0%)
b) Competition scheduling	4 (4.3)	89 (94.7)	1 (1.1)
c) Practice scheduling	6 (6.4)	87 (92.6)	1 (1.1)
d) Team travel	6 (6.4)	88 (93.6)	0 (0.0)
e) Coaching staffs	5 (5.3)	87 (92.6)	2 (2.1)
f) Budgets	35 (37.2)	59 (62.8)	0 (0.0)
g) Publicity/Promotional activities	28 (29.8)	66 (70.2)	0 (0.0)
h) Medical services	4 (4.3)	90 (95.7)	0 (0.0)
i) Equipment	19 (20.2)	75 (79.8)	0 (0.0)
j) Academics/tutoring	3 (3.2)	91 (96.8)	0 (0.0)

Survey Section V: Your UW Experiences

Table B21. Quality of academic services

	Didn't Use/NR	Very Poor 1	Poor 2	OK 3	Good 4	Very Good	n (mean) ²⁴	Mean	SD
29. How would you describe the quality of academic advising in your academic department (major)?	6 (6.4%)	3 (3.2%)	6 (6.4%)	23 (24.5%)	27 (28.7%)	29 (30.9)	88	3.83	1.07
30. How would you describe the support you received from professors and (TAs) as a student-athlete?	1 (1.1)	3 (3.2)	7 (7.4)	40 (42.6)	27 (28.7)	16 (17.0)	93	3.49	.97

Table B22. How often did you feel you needed academic support services such as tutoring?

	Not At All 1	2	3	4	Frequently 5	n (mean)	Mean	SD
Freshman year	16 (18.6%)	5 (5.8%)	18 (20.9%)	21 (24.4%)	26 (30.2%)	86	3.42	1.45
Sophomore year	17 (19.5)	8 (9.2)	25 (28.7)	20 (23.0)	17 (19.5)	87	3.14	1.37
Junior year	29 (31.9)	18 (19.8)	18 (19.8)	18 (19.8)	8 (8.8)	91	2.54	1.35
Senior year	53 (57.0)	11 (11.8)	13 (14.0)	9 (9.7)	7 (7.5)	93	1.99	1.34

²⁴ Those who indicated they did not use this service and non-responses are not included in calculations of mean or standard deviation.

Table B23. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)?

	Not At All		Frequently			n (mean)	Mean	SD
	1	2	3	4	5			
Freshman year	44 (51.2%)	12 (14.0%)	18 (20.9%)	6 (7.0%)	6 (7.0)	86	2.05	1.28
Sophomore year	43 (50.6)	12 (14.1)	18 (21.2)	9 (10.6)	3 (3.5)	85	2.02	1.22
Junior year	39 (45.3)	12 (14.0)	21 (24.4)	10 (11.6)	4 (4.7)	86	2.16	1.25
Senior year	42 (47.2)	11 (12.4)	18 (20.2)	12 (13.5)	6 (6.7)	89	2.20	1.34

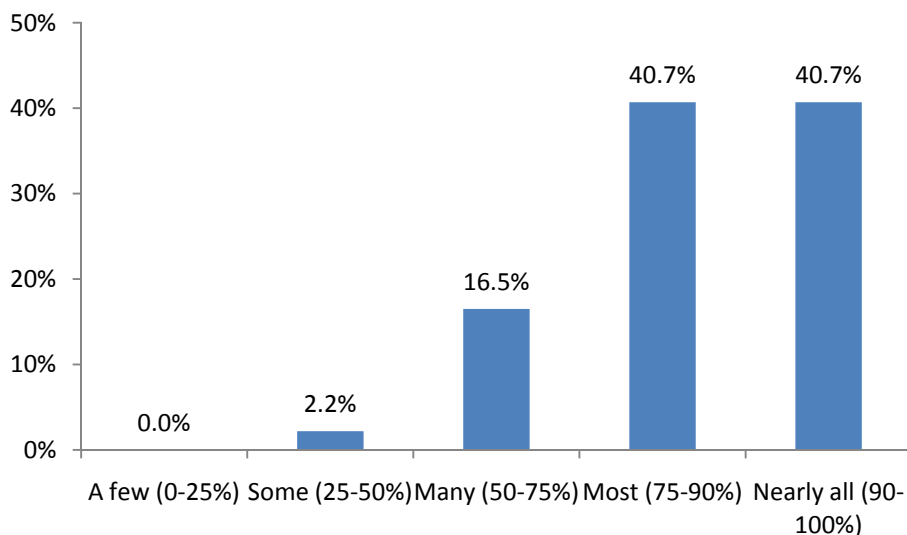


Figure B13. How many of your academic responsibilities were you able to meet?

Table B24. How would you describe your...

	Very Poor	Poor	OK	Good	Very Good	n (mean)	Mean	SD
	1	2	3	4	5			
a) overall experience at UW?	1 (1.1%)	0 (0.0%)	15 (16.0%)	37 (39.4%)	41 (43.6%)	94	4.24	.80
b) athletic experience at UW?	3 (3.2)	6 (6.4)	13 (13.8)	40 (42.6)	32 (34.0)	94	3.98	1.02
c) academic experience at UW?	0 (0.0)	5 (5.3)	26 (27.7)	38 (40.4)	25 (26.6)	94	3.88	.87
d) social experience at UW?	1 (1.1)	3 (3.2)	16 (17.2)	35 (37.6)	38 (40.9)	93	4.14	.89

Table B25. Do you believe that participation in UW athletics enhanced your personal...

	Not At All		Somewhat		A Lot	n (mean)	Mean	SD
	1	2	3	4	5			
a) academic growth?	7 (7.4%)	11 (11.7%)	24 (25.5%)	29 (30.9%)	23 (24.5%)	94	3.53	1.20
b) physical growth?	4 (4.3)	1 (1.1)	10 (10.6)	29 (30.9)	50 (53.2)	94	4.28	1.00
c) social growth?	3 (3.2)	0 (0.0)	12 (12.8)	30 (31.9)	49 (52.1)	94	4.30	.93
d) emotional growth?	5 (5.3)	2 (2.1)	8 (8.5)	28 (29.8)	51 (54.3)	94	4.26	1.07

Table B26. To what extent did you achieve your...

	Not At All		Somewhat		A Lot	n (mean)	Mean	SD
	1	2	3	4	5			
a) athletic goals while at UW?	11 (11.8%)	7 (7.5%)	19 (20.4%)	39 (41.9%)	17 (18.3%)	93	3.47	1.22
b) academic goals while at UW?	2 (2.2)	10 (10.8)	27 (29.0)	29 (31.2)	25 (26.9)	93	3.70	1.05
c) career goals while at UW?	4 (4.3)	12 (12.9)	31 (33.3)	30 (32.3)	16 (17.2)	93	3.45	1.06
d) other ²⁵	0 (0.0)	0 (0.0)	0 (0.0)	2 (66.7)	1 (33.3)	3	4.33	.58

²⁵ One students who chose "other" specified, "life goals."

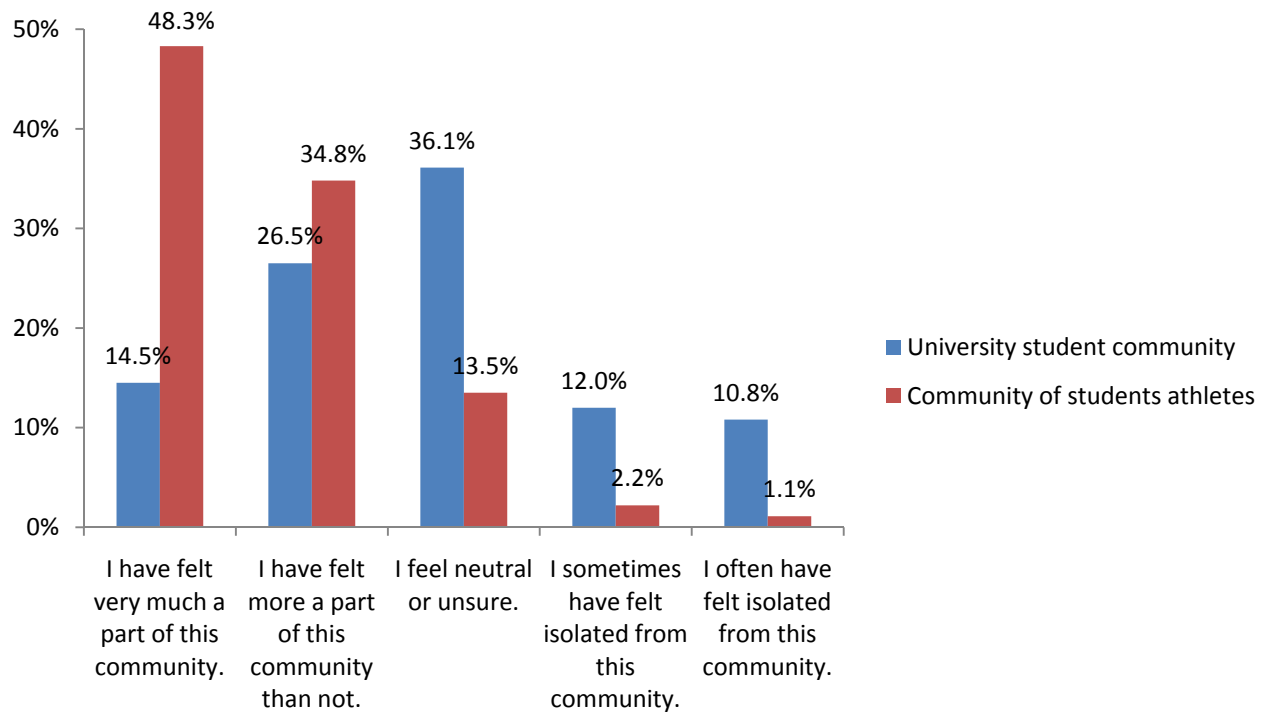


Figure 11. To what extent do you feel you have been a part of the University student community/community of student athletes?

Table B27. To what extent did you achieve your...

	Definitely Not		Don't Know		Definitely Yes		n (mean)	Mean	SD
	1	2	3	4	5				
38. If you could make the decision to attend college at UW again, would you make the same decision?	4 (4.3)	6 (6.4)	14 (14.9)	25 (26.6)	45 (47.9)	94	4.07	1.13	
39. Would you encourage other student athletes to attend UW?	2 (2.1)	3 (3.2)	10 (10.6)	29 (30.9)	50 (53.2)	94	4.30	.94	

Open-ended responses

Most players felt like there were times when the coaches took the fun out of the game. Things need to be done to ensure the sport we came here to play is being coached with effort and positive energy.

As a whole, I had a blast, but a lot of the downside came as poor communication within the team, poor facilities, and a terrible equipment manager.

Equipment being taken out of personal locker. Coaches sarcasm is a negative for helping the team.

Go Huskies!

Awesome. I know I made the best choice I could have to row here.

More sports should mandate/provide study tables

It would be nice to have more recognition for the sports that do well! Even if crew doesn't bring in the revenue, there should be more celebration for the national championship we win!

Winning makes the experience better, I really liked the UW rowing community.

The year before the coach change my sophomore year was the worst year ever the coach made me feel awful and the coaching change couldn't have been better.

The bar is set really low for student athletes' academics. You can't get any academic support if you don't want a liberal arts degree.

Huskies!

Our custodians work really hard and should be recognized. And people with obvious eating disorders should be treated. Make mental health a bigger priority!!!

I had fun being a student-athlete. Best time of my life so far.

Wasn't too fun

New [position within ICA]!

I have changed as a person more than I would have ever expected. If we had more game wins it would have changed my whole experience!

The [unit within ICA] program is terrible much due to [name] being the [position]. I believe he has about 65% due to the failure of the [sport]. Because we are not strong and not getting faster.

Enjoyed my time at UW

Medical, SAAs, and coaching was idyllic/very good. Strength staff needs to be improved.

We need a new [position within ICA]. Please help these kids win!! Please!!

[Name] is horrible and needs to be let go, because we are not any stronger.

Loved it, was too short

The changes in staff was difficult but just something to think about, not sure if there was anything that can be done about this.

It was difficult w/ the coach changes and scheduling my classes, b/c I am in 2 small majors, but the coaches did work around this. I really appreciate the supporting staff that made this gymnastics program truly special.

Too much SAAS services are focused on the football players. I know they are important but sometimes other students are neglected because of them. I personally quit going to Athletic Academic Services because it seemed like no one really gave a damn if I was struggling in class or not.

Overall I had an amazing experience here, although I have been injured most of my time here I have never wished I went somewhere else.

The school academically and surroundings are amazing. Sport specific...not a good experience.

Nothing ruins your overall experience like your program getting cut.

I overall had a great time @UW but my experiences w/ the athletic department/school over the past month has changed my opinions a bit since the UW swim team was cut.

You ruined the lives of 32 student-athletes and you should feel ashamed of yourself. I will never support UW Athletics because of your actions.

It was terrible to cut the swimming program. We were excellent swimmers and even better students and people!!

Build a track.

Not that people need the help, but it'd be nice to know there is some kind of tutor from the college of Built Environments.

The janitors are very good.

More trainers/doctors

APPENDIX C: COMPARISONS

Below are results from comparisons based on gender, ethnicity, and sport. Note that, in general, only statistically significant differences are reported in detail, with different criteria for reporting included in each section. In addition, methods for comparison differed according to variable, such that interpretation of differences will vary depending on the variable in question.

Tables C1 through C3 show the breakdown of these variables with each other.

Table C1. Number of respondents according to ethnicity and gender

	Male	Female	TOTAL
Caucasian	26	30	56
Other Groups	28	10	38
TOTAL	54	40	94

Table C2. Number of respondents according to gender and sport

	Male	Female	TOTAL
Crew	9	10	19
Baseball/Softball	7	7	14
Football	18	0	18
Soccer	4	4	8
Swimming	4	4	8
Track/Cross Country	8	10	18
Other Sports	4	5	9
TOTAL	54	40	94

Table C3. Number of respondents according to ethnicity and sport

	Caucasian	Other Groups	TOTAL
Crew	12	7	19
Baseball/Softball	11	3	14
Football	5	13	18
Soccer	5	3	8
Swimming	6	2	8
Track/Cross Country	14	4	18
All others	3	6	9
TOTAL	56	38	94

1. Gender

For all gender analyses, comparisons of means were made using an independent samples t-test, and categorical comparisons were performed using Pearson's chi-square analysis.

† $p < .10$ (TREND)

* $p < .05$

** $p < .01$

*** $p < .001$

Table C4. GPA differences

Gender***	Mean	SD	n
Male	2.74	.54	52
Female	3.16	.36	39

Table C5.

Question 4. Prior to coming to the UW, how well-informed were you about the academic requirements (difficulty, course loads, etc.)?

Gender*	Mean	SD	n
Male	3.02	1.22	54
Female	3.50	.93	40

Table C6.

Question 5. How well did your high school prepare you for the academic requirements of the UW?

Gender***	Mean	SD	n
Male	3.13	1.08	54
Female	3.98	1.07	40

Table C7.

Question 7. How did each of the following influence your decision to attend UW? Answer, b) UW Campus

Gender**	Mean	SD	n
Male	3.87	1.20	54
Female	4.48	.75	40

Table C8.

Question 7. How did each of the following influence your decision to attend UW? Answer, d) Academic program/educational opportunity

Gender†	Mean	SD	n
Male	3.94	.99	53
Female	4.33	.83	40

Table C9.

Question 8. Did your recruiting coach and/or the UW administration satisfactorily answer all your recruiting questions about..., b) Official visits

Gender*	Mean	SD	n
Male	4.10	1.14	51
Female	4.49	.92	35

Table C10.

Question 8. Did your recruiting coach and/or the UW administration satisfactorily answer all your recruiting questions about..., d) NCAA recruiting rules

Gender*	Mean	SD	n
Male	4.08	1.04	51
Female	4.51	.66	35

Table C11.

Question 8. Did your recruiting coach and/or the UW administration satisfactorily answer all your recruiting questions about..., f) graduation rates

Gender*	Mean	SD	n
Male	3.76	1.24	51
Female	4.26	.82	35

Table C12.

Question 15. How would you describe the effect practice and competition had on..., a) ...your academic performance?

Gender [†]	Mean	SD	n
Male	2.41	.94	54
Female	2.75	.87	40

Table C13.

Question 16. How would you describe the degree to which each of the following affected members of your team's performance athletically or academically?, a) alcohol/drug use

Gender*	Mean	SD	n
Male	2.41	1.24	54
Female	1.90	1.01	40

Table C14.

Question 16. How would you describe the degree to which each of the following affected members of your team's performance athletically or academically?, b) eating disorder

Gender***	Mean	SD	n
Male	1.39	.83	54
Female	2.18	1.24	40

Table C15.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as, a) racist

Gender*	Mean	SD	n
Male	1.76	.97	54
Female	1.33	.69	40

Table C16.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as, c) homophobic

Gender**	Mean	SD	n
Male	1.64	1.09	53
Female	1.13	.40	40

Table C17.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as, e) gambling

Gender***	Mean	SD	n
Male	1.59	.86	54
Female	1.10	.30	40

Table C18.

Question 20. How familiar were you with..., b) UW Intercollegiate Athletic codes of conduct for student-athletes

Gender†	Mean	SD	n
Male	3.91	1.05	54
Female	4.30	.94	40

Table C19.

Question 20. How familiar were you with..., d) UW student codes of conduct

Gender**	Mean	SD	n
Male	3.59	1.16	54
Female	4.28	.88	40

Table C20.

Question 21. Do you believe the UW Athletic Department complies with NCAA rules?

Gender**	Mean	SD	n
Male	4.43	.88	54
Female	4.93	.27	40

23. Why are you leaving the athletics program?

A chi square test of significance was conducted on nine possible response options. Results revealed that females were significantly more likely ($p < .05$) than males to report that they were leaving the athletics program because they were graduating from the UW. Furthermore, males were significantly more likely ($p < .05$) than females to report that they were leaving the athletics program because they have an opportunity to play professionally (only one female chose this option compared with eight males). Finally, females were marginally more likely than males to report that they were leaving the athletics program to spend more time on their studies (no males chose this response as compared with two females).

Table C21.

Question 25. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics?, b) team doctors

Gender*	Mean	SD	n
Male	3.76	1.01	49
Female	4.18	.73	38

Table C22.

Question 25. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics?, c) strength/conditioning

Gender**	Mean	SD	n
Male	3.31	1.45	54
Female	4.17	.99	35

Table C23.

Question 25. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics?, d) nutritional counseling

Gender†	Mean	SD	n
Male	3.18	1.23	39
Female	3.68	1.04	34

Table C24.

Question 26. How would you rate your personal experience with regards to the following services or programs within Student-Athlete Academic Services?, a) financial aid (athletic)

Gender*	Mean	SD	n
Male	3.78	.99	45
Female	4.27	.74	30

Table C25.

Question 26. How would you rate your personal experience with regards to the following services or programs within Student-Athlete Academic Services?, e) tutorial support

Gender [†]	Mean	SD	n
Male	3.65	1.02	43
Female	4.10	.98	29

Table C26.

Question 26. How would you rate your personal experience with regards to the following services or programs within Student-Athlete Academic Services?, h) community service programs

Gender [*]	Mean	SD	n
Male	3.33	.85	33
Female	3.80	.65	25

29. Do you feel the following areas are equitable for men’s and women’s sports at UW?

A chi square test of significance was conducted to determine whether there were differences between males and females responses (“Yes” or “No”) as to whether or not they felt a series of ten areas were equitable for men’s and women’s sports. Results revealed a significant difference regarding practice scheduling, team travel, and academics/tutoring ($p < .05$) with more males than females reporting that these aspects are equitable.

Table C27.

Question 31. How often did you feel you needed academic support services such as tutoring? Junior year

Gender [†]	Mean	SD	n
Male	2.75	1.40	53
Female	2.24	1.24	38

Table C28.

Question 31. How often did you feel you needed academic support services such as tutoring? Senior year

Gender [†]	Mean	SD	n
Male	2.19	1.43	54
Female	1.72	1.17	39

Table C29.

Question 32. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)? Freshman Year

Gender [†]	Mean	SD	n
Male	1.82	1.11	51
Female	2.37	1.46	35

Table C30.

Question 32. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)? Sophomore Year

Gender [†]	Mean	SD	n
Male	1.84	1.03	51
Female	2.29	1.43	34

Table C31.

Question 33. In general, how many of your academic responsibilities (such as attending class, completing assignments and studying for tests) were you able to meet?

Gender*	Mean	SD	n
Male	4.02	.85	52
Female	4.44	.64	39

Table C32.

Question 34. How would you describe your... a) overall experience at UW?

Gender**	Mean	SD	n
Male	4.04	.87	54
Female	4.53	.60	40

Table C33.

Question 34. How would you describe your... b) athletic experience at UW?

Gender**	Mean	SD	n
Male	3.72	1.14	54
Female	4.33	.69	40

Table C34.

Question 35. Do you believe that participation in UW athletics enhanced your personal... d) emotional growth?

Gender [†]	Mean	SD	n
Male	4.07	1.20	54
Female	4.50	.82	40

Table C35.

Question 36. To what extent did you achieve your... b) academic goals while at UW

Gender [†]	Mean	SD	N
Male	3.52	1.09	54
Female	3.95	.94	39

Table C36.

Question 38. If you could make the decision to attend college at UW again, would you make the same decision?

Gender**	Mean	SD	N
Male	3.78	1.25	54
Female	4.48	.78	40

Table C37.

Question 39. Would you encourage other student athletes to attend UW?

Gender**	Mean	SD	N
Male	4.04	1.06	54
Female	4.65	.58	40

2. Ethnicity

For all ethnicity analyses, comparisons of means were made using an independent samples t-test, and categorical comparisons were performed using Pearson’s chi-square analysis. All comparisons presented reached at least a trend to statistical significance, with levels of significance presented within each table as follows:

† $p < .10$ (TREND)

* $p < .05$

** $p < .01$

*** $p < .001$

Table C38.

Question 5. How well did your high school prepare you for the academic requirements of UW?

Ethnicity†	Mean	SD	n
Caucasian	3.68	1.11	56
Other Groups	3.21	1.17	38

Table C39.

Question 15. How would you describe the effect practice and competition schedules had on... b) classes/majors available to you?

Ethnicity†	Mean	SD	n
Caucasian	2.43	.78	56
Other Groups	2.74	.95	38

Table C40.

Question 15. How would you describe the effect practice and competition schedules had on... d) participation in extracurricular activities?

Ethnicity†	Mean	SD	n
Caucasian	2.20	.88	56
Other Groups	2.76	1.20	38

Table C41.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as a) racist

Ethnicity**	Mean	SD	n
Caucasian	1.38	.65	56
Other Groups	1.87	1.10	38

Table C42.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as c) homophobic

Ethnicity*	Mean	SD	N
Caucasian	1.23	.54	56
Other Groups	1.70	1.22	37

Table C43.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as d) hazing/initiation

Ethnicity[†]	Mean	SD	n
Caucasian	1.39	.62	56
Other Groups	1.71	.98	38

Table C44.

Question 17. Within your sport have you seen or experienced interactions or activities that you would describe as e) gambling

Ethnicity***	Mean	SD	N
Caucasian	1.20	.52	56
Other Groups	1.66	.88	38

Table C45.

Question 18. In general, did your coach(es) treat you honestly and fairly?

Ethnicity*	Mean	SD	N
Caucasian	4.09	1.10	56
Other Groups	3.53	1.35	38

23. Why are you leaving the athletics program?

A chi square test of significance was conducted on nine possible response options. Results revealed that Caucasian students were significantly more likely ($p < .05$) to report that they were leaving the athletics program because they were graduating, as compared with all other ethnic groups.

Table C46.

Question 25. How would you rate your personal experience with regards to the following services within Intercollegiate Athletics? c) strength/conditioning

Ethnicity[†]	Mean	SD	N
Caucasian	3.87	1.22	52
Other Groups	3.35	1.48	37

Table C47.

Question 31. How often did you feel you needed academic support services such as tutoring? Sophomore year

Ethnicity*	Mean	SD	N
Caucasian	2.82	1.42	51
Other Groups	3.58	1.18	36

Table C48.

Question 31. How often did you feel you needed academic support services such as tutoring? Junior year

Ethnicity*	Mean	SD	N
Caucasian	2.28	1.28	53
Other Groups	2.89	1.39	38

Table C49.

Question 31. How often did you feel you needed academic support services such as tutoring? Senior year

Ethnicity*	Mean	SD	N
Caucasian	1.75	1.19	55
Other Groups	2.34	1.48	38

Table C50.

Question 32. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)? Sophomore year

Ethnicity[†]	Mean	SD	N
Caucasian	1.84	1.23	49
Other Groups	2.28	1.16	36

Table C51.

Question 32. How much have you sought out and used UW academic support services OUTSIDE the athletic department (e.g., departmental academic counseling, tutoring, writing centers, and career counseling)? Junior year

Ethnicity*	Mean	SD	N
Caucasian	1.90	1.12	49
Other Groups	2.51	1.35	37

Table C52.

Question 34. How would you describe your... b) athletic experience at UW

Ethnicity[†]	Mean	SD	N
Caucasian	4.18	1.01	56
Other Groups	3.68	.96	38

Table C53.

Question 34. How would you describe your... d) social experience at UW

Ethnicity[†]	Mean	SD	N
Caucasian	4.27	.73	55
Other Groups	3.95	1.06	38

Table C54.

Question 35. Do you believe that participation in UW athletics enhanced your personal... c) social growth

Ethnicity[†]	Mean	SD	N
Caucasian	4.48	.63	56
Other Groups	4.03	1.20	38

Table C55.

Question 39. Would you encourage other student athletes to attend UW?

Ethnicity[†]	Mean	SD	N
Caucasian	4.48	.81	56
Other Groups	4.03	1.05	38

3. Sport

Sports comparisons were made using the following categories. The initial sport break-down was as follows:²⁶

- Crew (n = 19)
- Football (n = 18)
- Track & Field, including cross-country (n = 18)
- Baseball & Softball (n = 14)
- Soccer (n = 8)
- Swimming (n = 8)
- All other sports (n = 9), includes basketball, golf, gymnastics, and tennis.

The evaluator selectively analyzed items relevant to potential inter-sport differences.

The analysis occurred in two phases. First, a test of overall differences²⁷ across sport was run, which indicated whether, in general, differences across the categories above were more than what would be expected by chance.

²⁶ Additional break-downs by sport are available from OEA upon request.

²⁷ A one-way Analysis of Variance (ANOVA) that yielded a significance level of $p < .05$ was analyzed further using contrasts.

If an overall difference was detected for any item, follow-up analyses were performed. In general, there were no existing hypotheses about how these sports would differ; however, the general purpose was to determine whether any one sport was remarkably different in comparison to other sports. Hence, if the initial analysis for any item was significant, the average rating for each specific sport (excluding the category of “all other sports”) was compared to the overall average rating for all other participants.²⁸ In this way, if a particular sport seemed to have a particularly high or low rating, it was possible to determine whether this difference was something that might be expected by chance or perhaps indicated a significant difference in the data.

It should be noted that there might be additional comparisons that would be statistically significant, including those related to the category of “all other sports,” but for the purpose of this initial analysis, comparisons were limited to the five sports with a critical mass of respondents. **Hence, in the figures, there might be striking differences between the category of “all other sports” and the rest of respondents that are not noted as statistically significant.**

For categorically-based questions (e.g., “yes” or “no”), data were analyzed for the item overall with a slightly different method²⁹, which did not allow for specific comparisons.

Extracted variables

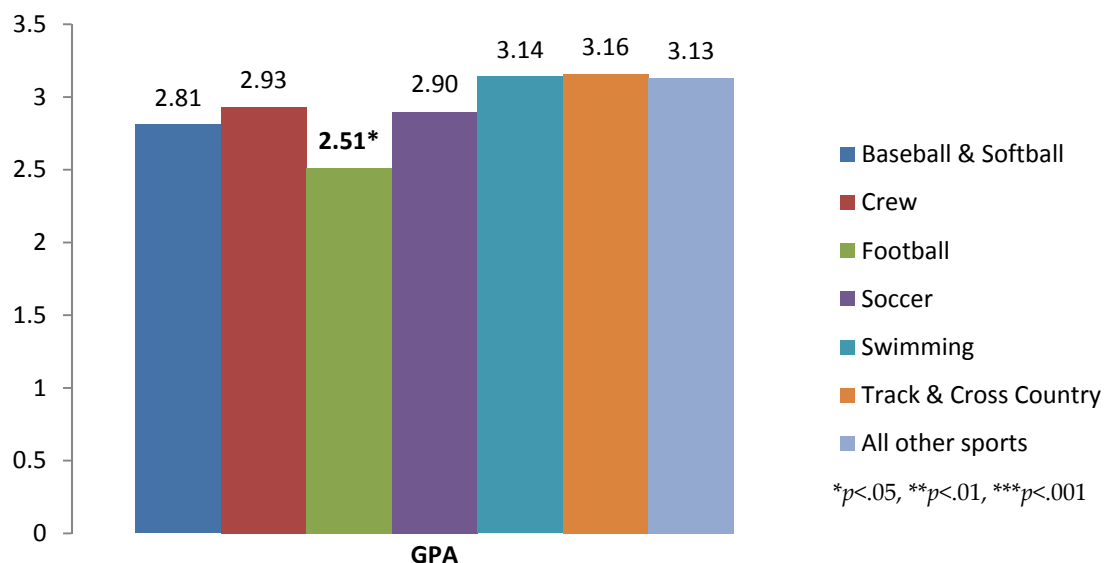


Figure C1. Mean GPA according to sport

²⁸ Using five, non-orthogonal contrasts with specified weighting coefficients (i.e., the sport of interest was given a weight of “5” and each other category was assigned a weighting coefficient of “-1.” Due to sample size, equal variances were not assumed.

²⁹ Pearson’s chi-square test of association, with differences reported when $p < .05$.

Survey Section 2: About You

The first comparisons were for Question 7, “How did each of the following influence your decision to attend UW?” with a scale of 1 “Negative” to 5 “Positive.” There were **no significant differences** among sports for the following items:

- UW coach(es)
- Overall athletics program in your sport
- Academic program/educational opportunity
- Financial considerations (including scholarship offers)
- Academic support programs (within the Athletic Department)

Figure C2 shows differences among sport for item b, UW campus.

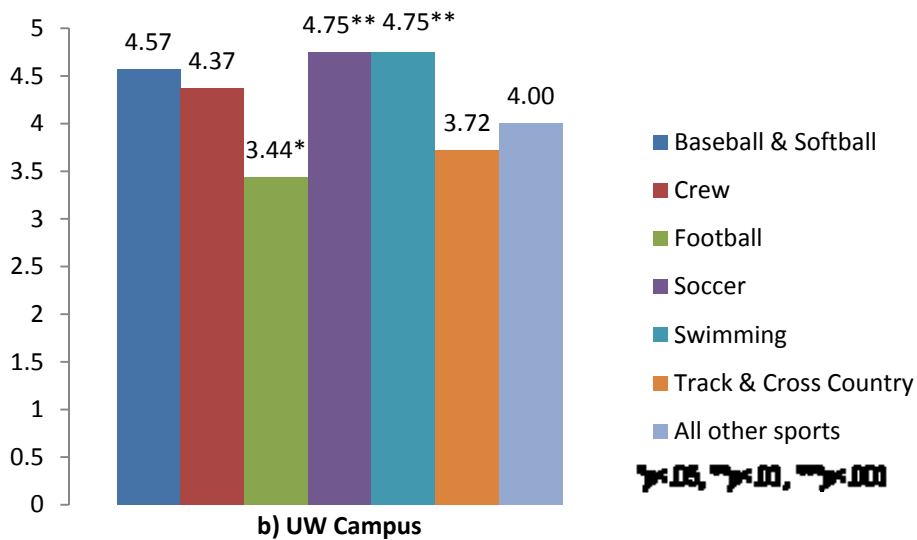


Figure C2. Mean responses to the question of how much UW campus influenced their decision to attend UW by sport

Results indicate that soccer and swimming athletes were significantly more swayed by the UW campus whereas football players were significantly less influenced.

Survey Section II: About your Sport

Participants were asked to indicate “yes” or “no” if they considered their stipend checks to cover their basic expenses. Figure C3 shows the proportion of students within each sport who responded “Yes” and “No” to this item. Analyses did not reveal a significant difference in proportion across sports.

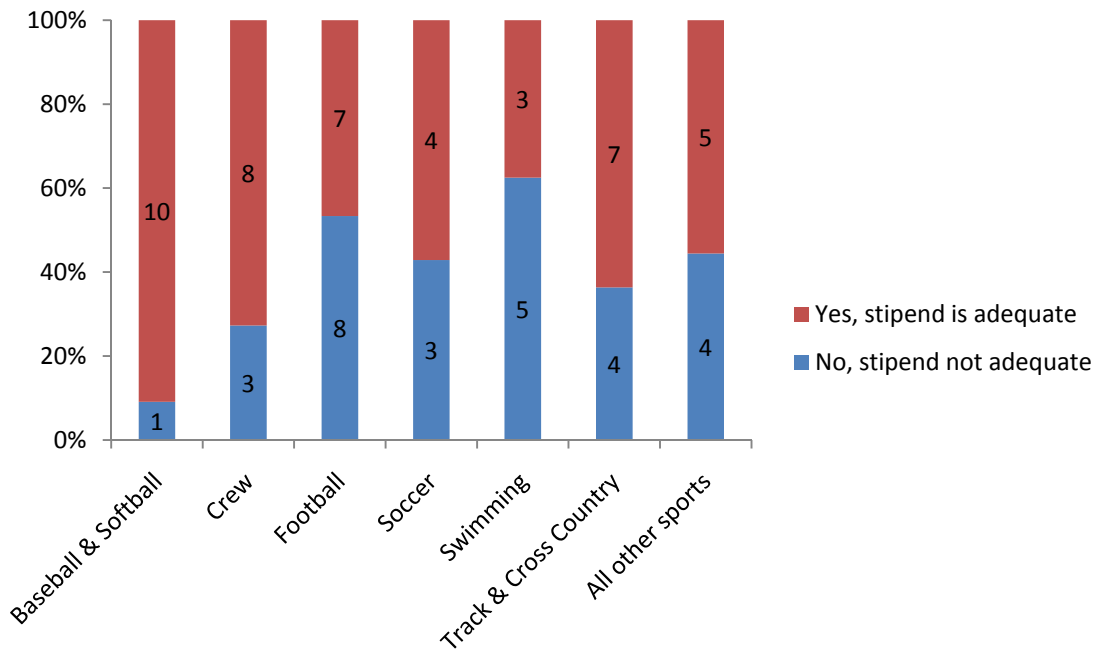


Figure C3. Number of students within each sport who are on scholarship and do or do not believe their stipend check is adequate to cover basic expenses

As illustrated in Figure C3, football students were most likely to indicate that their stipends were inadequate, followed by swimming students. Baseball and softball students were most likely to report that their stipend was adequate followed by crew students. No students chose “Not on scholarship”; however, twenty-students did not offer a response.

There were no significant differences across sport for the impact of missing scheduled classes, scheduled midterms or finals, or scheduled labs or quiz sections on their overall experience as a student athlete. Moreover, there were no significant differences across sport for how practice and competition affected different aspects of students’ experiences, as presented in Question 15:

- your academic performance?
- classes/majors available to you?
- your social life?
- participation in extracurricular activities?
- career opportunities (internships/employment)?

In a series of three questions, participants were asked to indicate the extent that alcohol/drug use, eating disorders, and mental health issues affected members of their teams. There were significant differences across sport for all three questions. Figure C4 shows breakdowns for all three items.

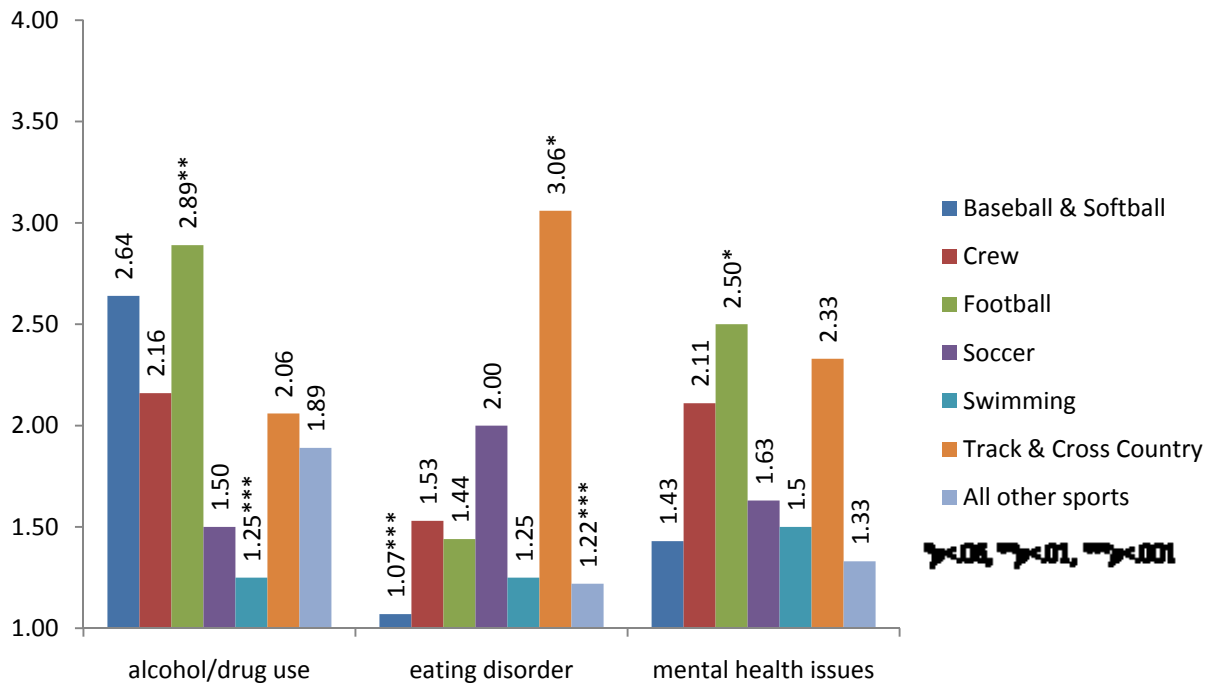


Figure C4. Mean ratings for items about the extent to which athletes have seen alcohol/drug use, eating disorders and mental health issues affect others in their sport, according to sport, from 1 “Not at all” to 5 “Very much”

As illustrated in Figure C5, football players were significantly more likely to report that alcohol/drug use affected others in their sport whereas swimmers were significantly less likely to indicate that alcohol/drug use was a problem in their sport.

For eating disorders, baseball and softball athletes stood out for having significantly lower average ratings for this item as compared with other respondents. Track and cross country athletes had significantly higher average ratings in comparison to other respondents. Finally, football players were significantly more likely to report that mental health issues were a problem in their sport.

In Question 17, participants indicated from 1 “Not at all” to 5 “Frequently” how often they had experienced different types of negative interactions or activities. There were no significant differences across sport for “sexist,” and “hazing/initiation” interactions. Figure C5 shows mean ratings across sport for items that did show significant differences.

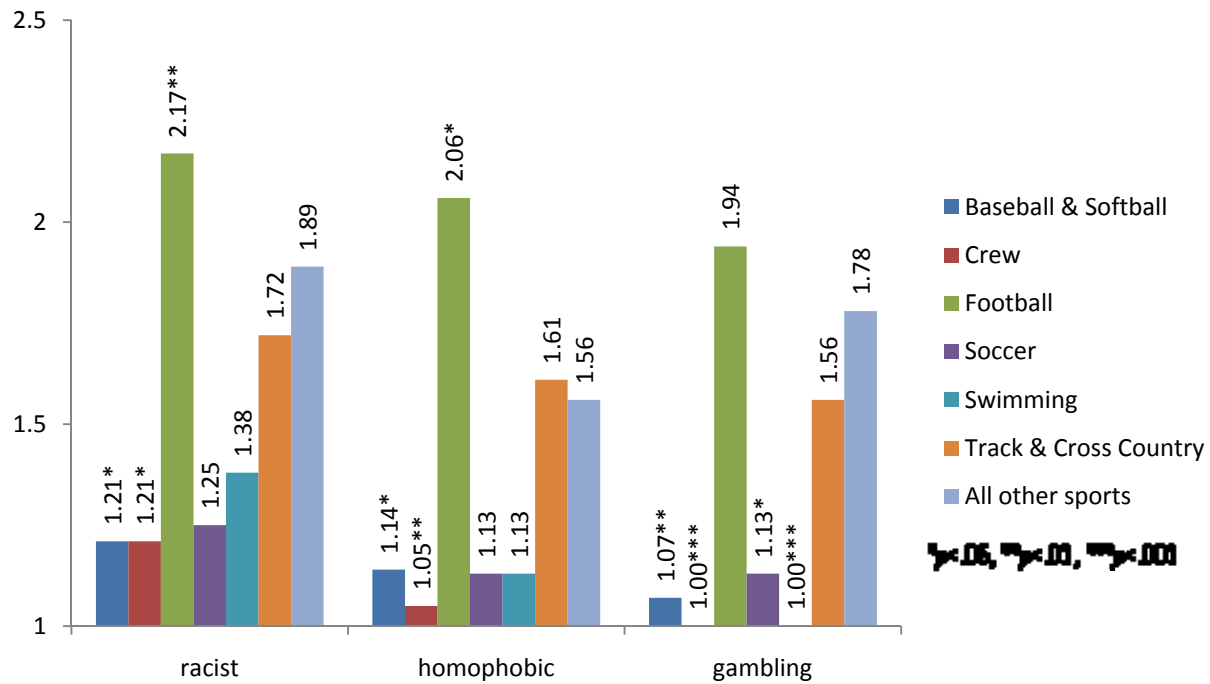


Figure C5. Mean ratings about how frequently students experienced different types of interactions or activities, according to sport from 1 “Not at all” to 5 “Frequently”

As shown in Figure C5, football players had significantly higher mean ratings on items about both racist s and homophobic interactions. It is important to note, however, that even means on football were not extremely high (only 2.17 and 2.06 on a scale of 1 to 5).In regard to gambling interactions, members of baseball and softball, crew and swimming were significantly less likely to report issues, with means very close to 1, indicating that most or even all students answered “Not at all.”

There were no significant differences across sport for the items, “In general, did your coaches treat you honestly and fairly?” (Question 18) and “Were your coaches available to you when you needed them?” (Question 19)

Survey Section III: NCAA, PAC 10 Conference, and UW regulations

Only one item yielded significantly different responses according to sport, as shown in Figure C6. The question asked participants to indicate the extent to which they were familiar with UW student codes of conduct from 1 “Not at all” to 5 “Very much.”

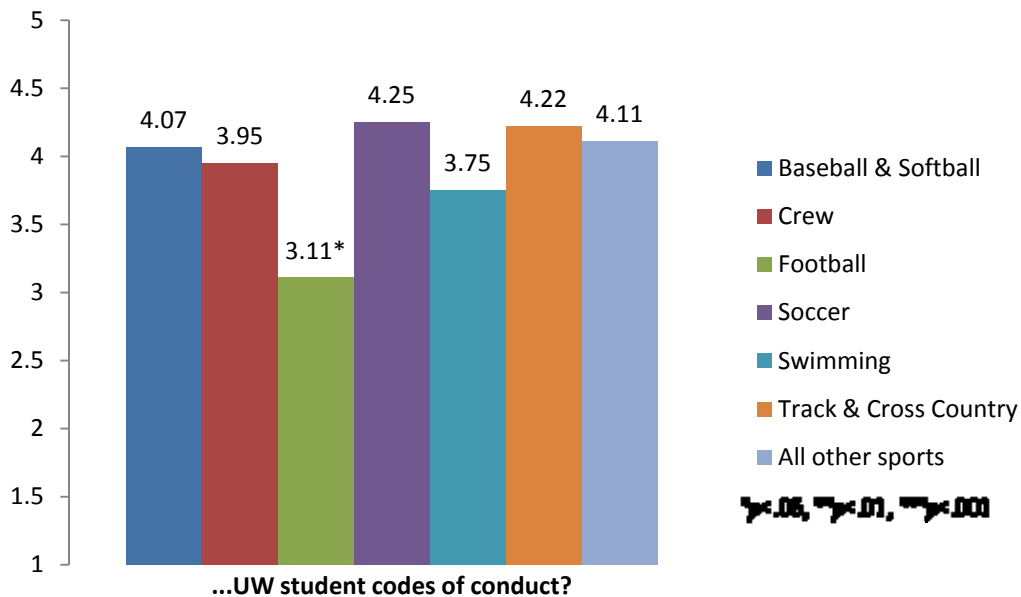


Figure C6. Mean ratings about how familiar students are with UW student codes of conduct from 1 “Not at all” to 5 “Very much”

As shown in Figure C6, football players had significantly lower ratings on average in regards to their familiarity with UW student codes of conduct.

Survey Section IV: General Athletics

There were a large number of differences in sport in regards to services offered by UW Intercollegiate Athletics (Question 25), as shown in Figures C7 and C8. Participants rated their own experience from 1 “Very Poor” to 5 “Very Good.” Note that there were no significant differences across sport in ratings of:

- Athletic department sports psychologists
- Promotions/marketing
- Sports information

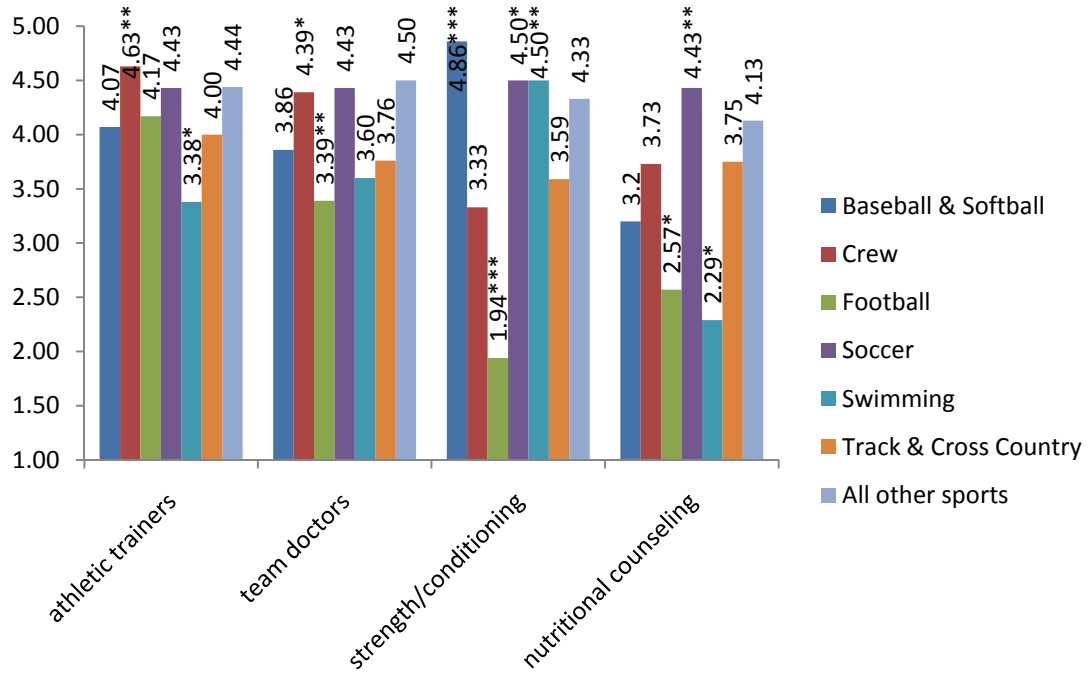


Figure C7. Mean ratings of various Intercollegiate Athletics services, according to sport from 1 "Very poor" to 5 "Very good"

Figure C7 suggests the following:

- Members of the crew team were particularly satisfied with athletic trainers and team doctors. Members of the swim team were more neutral regarding athletic trainers and football players were more neutral regarding team doctors.
- Baseball and softball, soccer, and swim team members were very pleased with the strength and conditioning services whereas football players, on average, rated this service around 2 "Poor."
- Soccer team members reported being particularly satisfied with nutritional counseling as compared with swim and football team members whose mean ratings fell below 3 "OK."

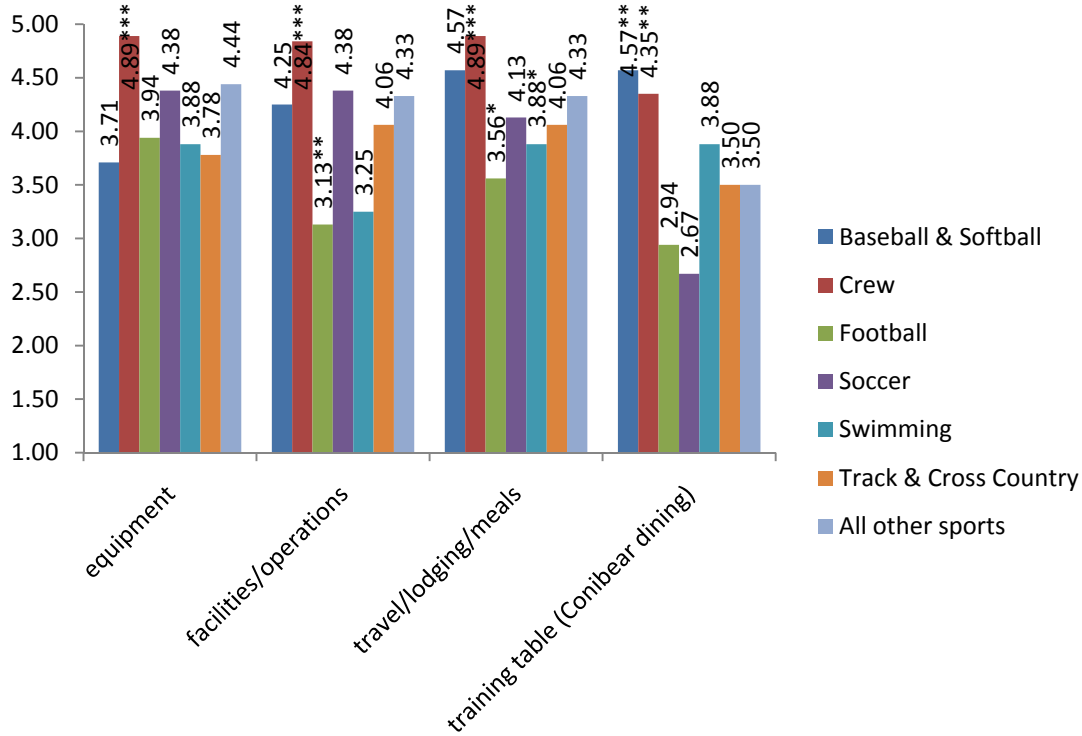


Figure C8. Mean ratings of various Intercollegiate Athletics services, according to sport from 1 “Very poor” to 5 “Very good”

Figure C7 suggests the following:

- In comparison to other sports, crew team members were very satisfied with equipment, facilities/operations, and travel/lodging/meals. Football players were more neutral regarding facilities and operations and travel/lodging/meals.
- Baseball/softball and crew team members were very happy with the training table (Conibear dining) whereas football players and soccer players were more neutral (the latter mean falling between 2 “Poor” and 3 “OK.”)

The next set of questions asked about services offered through Student-Athlete Academic Services (Question 26). The following questions differed significantly by sport as shown in Figure C9:

- Financial aid (athletic)
- Eligibility/other NCAA compliance issues

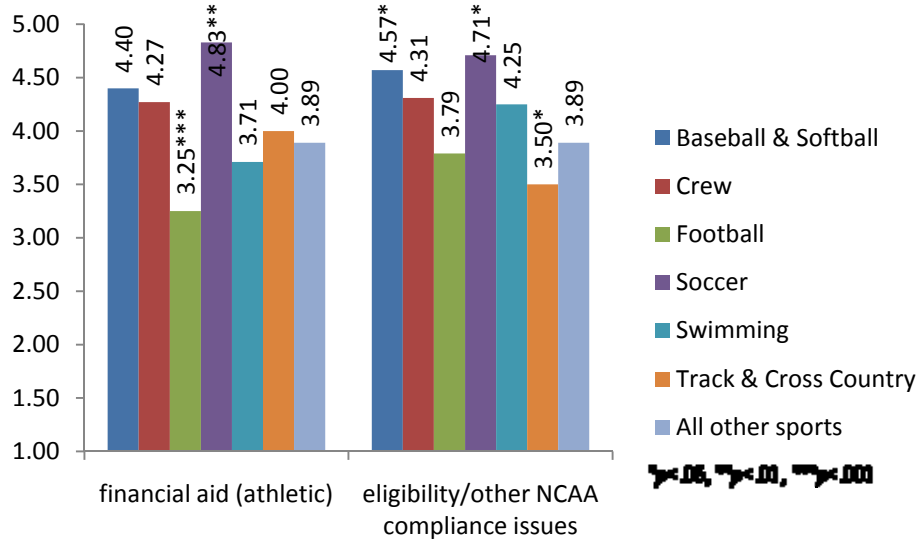


Figure C9. Mean ratings of Student-Athlete Academic Services, according to sport from 1 “Very poor” to 5 “Very good”

As shown in Figure C9, soccer students had significantly higher mean ratings regarding their personal experience with athletic financial aid and football students had significantly lower mean ratings. Regarding eligibility/other NCAA compliance issues, baseball and softball students and soccer students had the highest mean ratings while track and cross country students had the lowest mean ratings.

One overall question (Question 27) revealed significant differences across sport as shown in Figure C10.

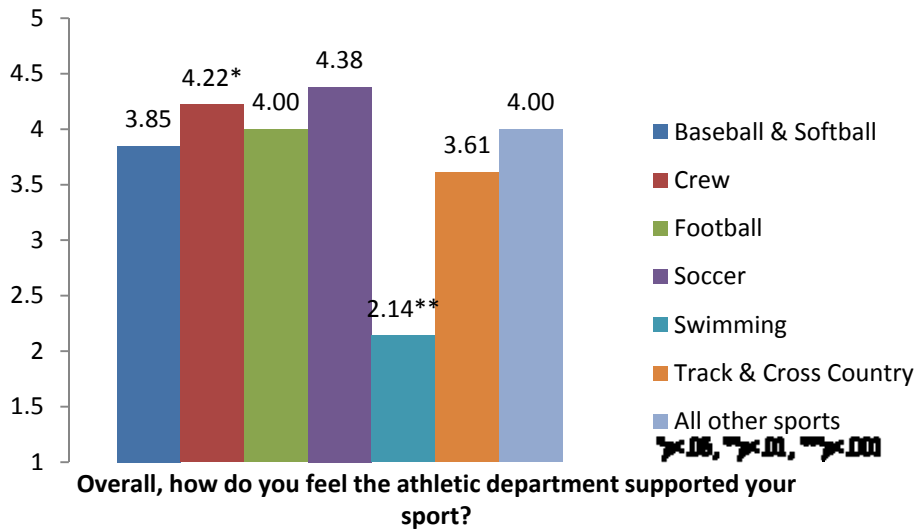


Figure C9. Mean ratings of overall support, according to sport from 1 "Very poor" to 5 "Very good"

As shown in Figure C9, swimming students felt least supported by the athletic department; this finding is not surprising given that the swim program was cut in Spring of 2009.

Chi-square analyses revealed significant differences across sport in perceived gender equity for Budgeting, and Publicity/Promotional activities (see Figure C10), with track/cross-country and swimming suggesting most strongly that there was inequity in these areas.

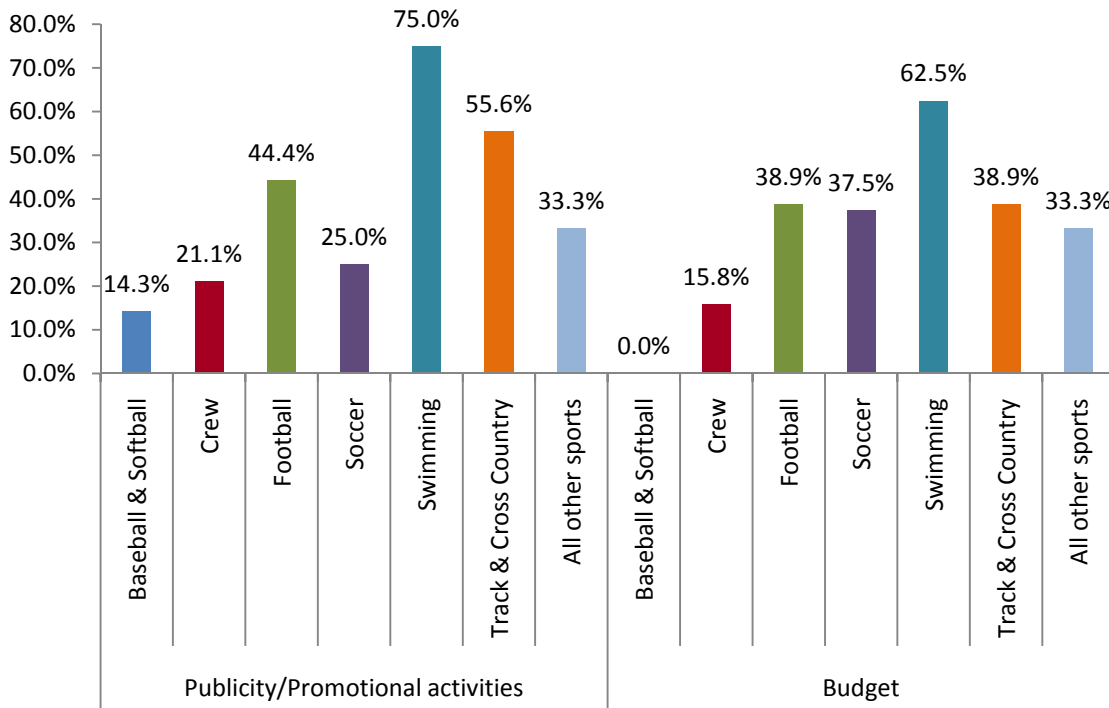


Figure C10. Percent of "No" responses when asked "Do you feel the following areas are equitable for men's and women's sports at UW?" by sport

Survey Section V: Your UW Experiences

Questions about support from academic departments (Q29) and professors (Q30), and need for services in different years of study (Q31 and Q32) were not included in this analysis.

There were no significant differences across sport in students' assessment of their ability to meet academic responsibilities (Q33).

Among a set of items (Q34) about students overall, athletic, academic, and social experience at UW, (rated from 1 "Very poor" to 5 "Very good"), there was only one significant difference as shown in Figure C11.

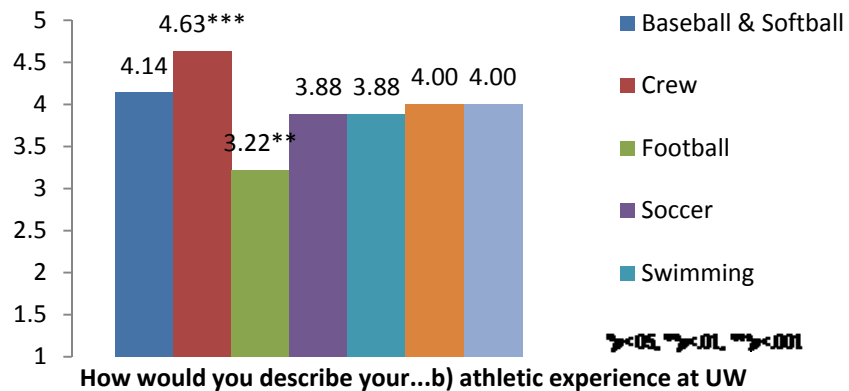


Figure C11. Mean ratings of students' athletic experience from 1 "Very poor" to 5 "Very good," according to sport

As shown in Figure C10, the Crew team had significantly higher mean ratings regarding their athletic experience at UW whereas football students had significantly lower mean ratings of their athletic experience at UW (perhaps associated with that team's win-loss record in 2008-2009).

Question 35 asked how participation in UW athletics affected different aspects of student development (rated from 1 "Not at all" to 5 "A lot"). There were two significant differences as illustrated in Figure C12.

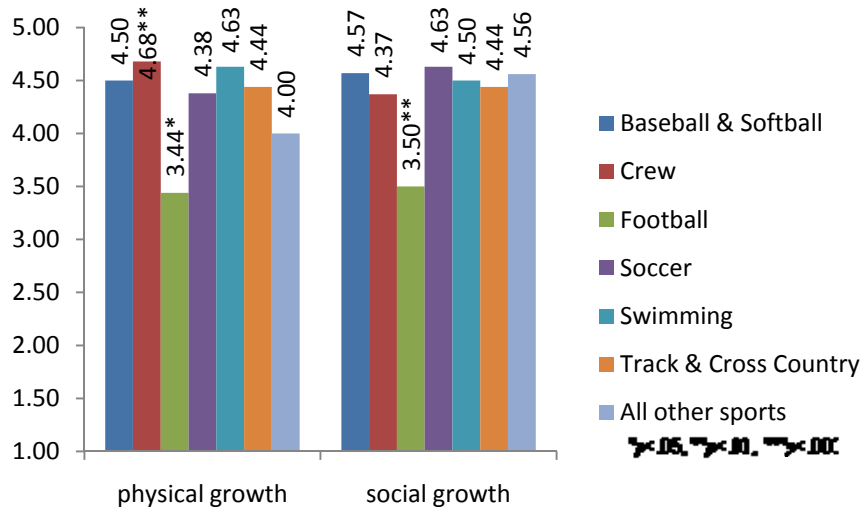


Figure C12. Mean ratings of how the UW athletics experience affected physical and social growth from 1 "Not at all" to 5 "A lot," according to sport

As shown in Figure C11, the Crew team reported significantly higher mean ratings regarding their physical growth whereas football players reported significantly lower mean ratings. Regarding social growth, football players had significantly lower means as compared with other sports.

Question 36 asked whether students felt they had met various goals while at UW. There was a significant difference across sports for athletic goals as illustrated in Figure C13.

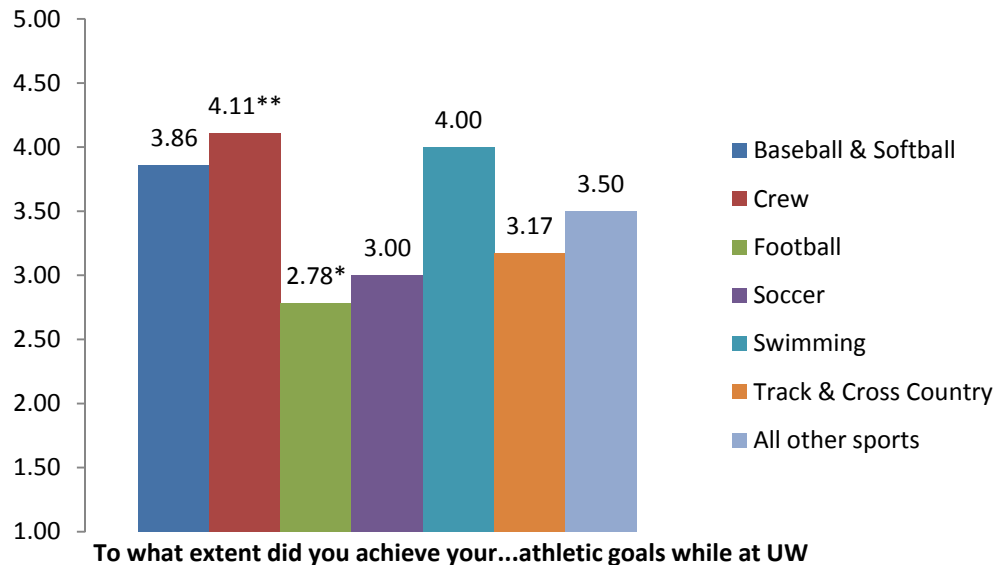


Figure C13. Mean ratings about the extent to which students had met their athletic goals while at UW from 1 "Not at all" to 5 "All," according to sport

As shown in Figure C13, crew students had significantly higher mean ratings regarding whether they had achieved their athletic goals whereas football students had significantly lower means.

Question 37 asked students to indicate how much they felt part of the University community and the community of student athletes. There were no significant differences across sports to either of these items.

The last two questions (Q38 and Q39) asked participants to indicate whether they would make the same decision to attend UW again and whether they would encourage other student athletes to attend UW. There were significant differences across sports on both of these questions. As shown in Figure C14, football players were most likely to question their decision to attend UW again with a mean between 2 and 3 "Don't Know." Furthermore, football players and swim team members were least likely to report that they would encourage other student athletes to attend UW whereas crew team members were most likely.

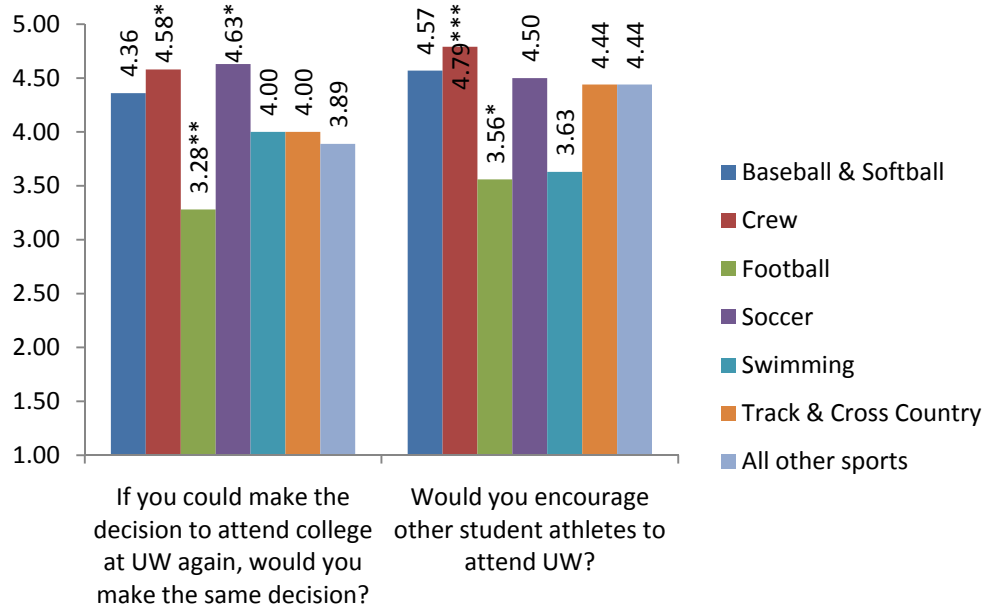


Figure C14. Mean ratings about whether students would attend UW again and encourage other student athletes to attend UW on a scale from 1 "Definitely Not" to 5 "Definitely Yes"