Formative Evaluation of the College Advisory Program at Total Vision Soccer Club

Evaluator(s): Stacey Olachea, Colleen Olson and Ben Davis
OPWL 530 - Evaluation
Boise State University
Fall 2013
Table of Contents

Executive Summary .............................................................................................................................................. 4
  Background ................................................................................................................................................... 4
  Evaluation Focus .......................................................................................................................................... 4
  Data Collection Methods ............................................................................................................................ 5
  Dimensions and Weightings ......................................................................................................................... 5
  Evaluation Findings .................................................................................................................................... 5
  Audience(s) .................................................................................................................................................. 6

Foundations .................................................................................................................................................... 7
  Background and Context .............................................................................................................................. 7
  Descriptions ............................................................................................................................................... 7
  Stakeholders ............................................................................................................................................... 11
  Resources .................................................................................................................................................. 11
  Dimensions and Importance Weightings ..................................................................................................... 12
  Methodology .............................................................................................................................................. 14
    Evaluation Approach ................................................................................................................................. 14
    Data Collections Methods ......................................................................................................................... 14

Results ............................................................................................................................................................. 19
  Process Evaluation .................................................................................................................................... 19
    Program Design ...................................................................................................................................... 19
    Marketing Design .................................................................................................................................. 21
  Outcome Evaluation ................................................................................................................................... 23
    Staff Knowledge ..................................................................................................................................... 23
    Player/Parent Knowledge, Skills and Abilities ......................................................................................... 25
    College Placement Rates ......................................................................................................................... 27

Conclusions and Results ............................................................................................................................... 29

Recommendations and Explanations ............................................................................................................... 31
  Primary Recommendations ....................................................................................................................... 31
    Program Design and Player/Parent Skills, Knowledge and Ability Recommendations and
    Explanations .......................................................................................................................................... 31

  Secondary Recommendations .................................................................................................................. 33
    Staff Knowledge Recommendations and Explanations ......................................................................... 33
    Marketing Design and College Placement Rates Recommendations and Explanations .................... 34
Executive Summary

Background
Youth soccer is a sport whose popularity continues to explode within the United States. Soccer clubs and fields are prevalent in most cities. A mid-size city in the Western United States has 18 clubs that offer programs such as youth recreational, competitive and traveling teams, providing adolescents a means to gain technical and tactical training. Given the increasing number of clubs and the competition between them, collegiate preparation/placement programs are viewed as providing each a distinct competitive advantage. Total Vision Soccer Club (TVSC) (pseudonym) is one such club, offering a variety of programs for youth players, ages 2-19, with a focus on having fun, developing skills and providing opportunity to their players. TVSC’s College Advisory Program (CAP) gives players the opportunity to learn how to navigate the collegiate recruiting process, market themselves to college coaches and increase their exposure to potential colleges and universities. The program focuses on finding the right collegiate placement for each individual with a focus on academics, social interactions and athletics.

Evaluation Focus
TVSC recently shifted leadership of the program. With this shift, TVSC Director of Girls Coaching and TVSC Director of Boys Coaching agreed to work with a team, comprised of graduate students from Boise State’s Organization Performance and Workplace Learning program, to evaluate the CAP. TVSC Director of Girls Coaching requested the evaluation to verify if the program aids players in finding the right college and to determine key areas of improvement in the program. Based on his request, the overall evaluation question is:

Does the TVSC College Advisory Program aid players in college placement and are there areas for improvement?

In order to respond to this question, the evaluation team conducted a formative evaluation to determine if the existing program not only achieved the intended outcome, but also sought out critical areas of improvement for the program. In order to evaluate the overall evaluation question, the evaluation team focused on five dimensions:

1. **Program design:** How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process?
2. **Marketing design:** How well is the program marketed to eligible players/parents?
3. **Staff Knowledge:** How accurately are the TVSC coaches presenting the CAP and services to players/parents?
4. **Player/parent knowledge, skills and abilities:** How prepared are the players/parents to navigate the collegiate recruitment process?
5. **College placement rates:** To what extent do the players using CAP have a higher success rate in obtaining college opportunities?

---

1 During the course of the evaluation it was determined that college placement rates could not be linked as an indicator of the quality of the CAP because of insufficient data to determine outcomes.
Data Collection Methods
Data collection included a variety of collection methods and sources to ensure unbiased results through triangulation. To support triangulation, the team used the following data collection methods and sources:

- Review of existing data, including all program materials, processes, procedures, website and existing player collegiate placement and scholarship awards
- Survey of players/parents, upstream stakeholders and downstream impactees to investigate awareness, knowledge and reactions to the CAP
- Interviews of player/parents, upstream stakeholders and downstream impactees to further analyze the program's structure, marketing techniques, knowledge of CAP processes and services, use of knowledge and skills in the recruiting process and obtainment of collegiate opportunities

Dimensions and Weightings
Table 1 highlights the dimensions and weightings used to evaluate the process. These elements helped the team evaluate the importance of each dimension against one another, prioritize final conclusions and recommendations for improvement, and assess the overall performance. According to Davidson (2005), “Knowing which criteria and/or components are more important is essential for being able to (a) prioritize improvements, (b) identify whether identified strengths or weaknesses are serious or minor and/or (c) work out whether an evaluand with mixed results is doing fairly well, quite poorly or somewhere in between” (p.101).

Evaluation Findings
The program received an overall rating of Mediocre to Poor. This rating was based on the evaluation of four dimensions according to their level of importance (see Table 1).

Table 1. TVSC CAP Dimensions, Merit Determination and Weighting

<table>
<thead>
<tr>
<th>Dimension</th>
<th>College Advisory Program</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Design</td>
<td>✓</td>
<td>Extremely Important</td>
</tr>
<tr>
<td>2. Marketing Design</td>
<td>✓</td>
<td>Important</td>
</tr>
<tr>
<td>3. Staff Knowledge</td>
<td>✓</td>
<td>Very Important</td>
</tr>
<tr>
<td>4. Player/Parent Knowledge, Skills and Abilities</td>
<td>✓</td>
<td>Extremely Important</td>
</tr>
</tbody>
</table>

As an overarching recommendation, the evaluation team concluded it would be beneficial for TVSC to review the objectives and purpose of this program against TVSC’s overall mission and goals. While specific recommendations are included within this report (see Recommendations and Explanations), conducting a high-level review of this nature would further assist TVSC on prioritizing recommendations.
Along with the areas of improvement, the evaluation team also identified several strengths within the program, which could be better leveraged to increase the overall effectiveness of the CAP. The highest priority recommendations focus on enhancing the program’s design and repositioning and expanding information, tools and services to enhance players/parents knowledge, skills and abilities in order to navigate the college process successfully. Secondary recommendations focus on attracting and executing the program through enhanced marketing efforts, training for coaches on CAP’s goals, objectives and resources and tracking of college placement rates.

**Audience(s)**
The primary audience for this evaluation was TVSC Director of Girls Coaching and TVSC Director of Boys Coaching. Both will present the final evaluation results and recommendations to the Board of Directors and the club’s President and Technical Director.
Foundations

Background and Context
Youth Soccer has become one of the most popular sports in America. According to an ESPN Sports Poll, “Soccer is America’s second-most popular sport for those ages 12-24, outstripping the NBA, MLB and college football” (Bennett, 2012). High school soccer players have more than doubled since 1990 and the number of women’s collegiate teams has increased by 115% (Belson, 2010). This huge growth has spurred the need for youth soccer clubs around the nation. Youth soccer provides youth ages 2–19 the skills and knowledge of the game and exposure to college coaches. Many soccer clubs provide recruiting resources to their players; however, the benefits of these resources vary greatly.

TVSC is one of 39 clubs that combine into four districts within their state. District III, in which TVSC is located includes 18 clubs. TVSC was founded in 1986 as a boy’s only club; they have since added girls to their club and are now the oldest club in the state. The club remains highly competitive, winning more State Cup events than any other of the clubs combined. In 2012, TVSC partnered with Nike to become a Nike premier club. This partnership allows TVSC the use of SPARQ training curriculum methodology to assess, analyze, improve and output, to ensure their players are constantly learning and improving on the field. In addition, this partnership allows for special consideration for entry into many tournaments. These tournaments are a necessary resource in the college recruitment process.

TVSC offers a youth academy for ages 3–10 and a competitive program for ages 10–19. Their competitive training program develops the four areas of the game – technical, tactical, physical and psychological. They believe that by doing this training, regardless of drive and ability; they will be able to develop every individual to his/her fullest potential. In addition to field training, TVSC offers college recruitment skills through their College Advisory Program (CAP).

CAP provides a valuable resource to players/parents. Due to the tremendous growth in high school soccer programs, high school coaches were only able to provide collegiate services to a marginal number of players. The college recruitment process is often a four-year process that begins and ends by players marketing themselves to college coaches. By teaching players/parents how to effectively market themselves to college coaches, providing them a means to increase their exposure to college coaches and aiding them in realistic goal setting, the TVSC CAP meets a void present in the high school setting. Since 1986, TVSC has successfully aided in the placement of 300 players on college teams, approximately 7% of eligible registered players. CAP advisor (TVSC Director of Girls Coaching) requested this evaluation to determine if the program aids players in finding the right college and to determine areas of improvement. CAP advisor (TVSC Director of Boys Coaching) requested this evaluation to determine what areas of the program are failing to find more players a collegiate placement. They felt there might be several reasons more players were not being placed in college settings, including unrealistic player/parent expectations, lack of player/parent motivation to market themselves to college coaches, lack of college and division requirements and/or players/parents not realizing CAP exists.

Descriptions
TVSC offers the CAP to all players from 9th to 12th grade or age 19. This voluntary program assists club soccer players/parents navigate the path to collegiate soccer programs. The CAP works with all players

Copyright 2013 S. Olachea, C. Olson & B. Davis p.7
who have a desire to play soccer at the collegiate level or simply want to go to college to further their education. Their program emphasizes finding colleges with the right academics, social interaction and if desired, athletic fit for individuals. TVSC does this through requested one-on-one advisory sessions and through an annual information seminar. The seminar provides players/parents an overview of the recruitment process, explains various requirements of division schools and provides each player with various written tools that include:

- General college admission requirements
- NCAA Division I, II and III requirements
- NAIA, NJCAA and NCCAA division requirements
- Roles and responsibilities of the CAs, club coaches, player/parent and college coaches
- Four-year timeline resource, starting in 9th grade that increases player exposure to college coaches
- Tips and suggestions to aid in a positive outcome

Furthermore, the CAP commits to training the TVSC coaching staff in college recruitment processes and strategies, and emphasizing the differences between the various requirements found in each of the divisions within collegiate sports, marketing TVSC club and players to college soccer programs and researching potential tournament play to increase player exposure opportunities. CAP advisors are coaches as well; they value the importance of developing the player both on and off the field. Their goal is to build the character of players to shape the future. The Program Logic Model (Table 2), based on W. K. Kellogg Foundation's guidelines (2004, p. 12), outlines the resources and activities used by TVSC and the outputs, outcomes and impacts they should achieve.
Table 2. *College Advisory Program Logic Model*

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>General college admission requirements</td>
<td>Delegate roles and responsibilities to the CAs</td>
<td>CAs will know their roles and responsibilities within the program and seminar</td>
<td>Short-term</td>
<td>Players have graduated with college degrees and are contributing to society in a healthy, educated and informed manner</td>
</tr>
<tr>
<td>Soccer players ages 14-19</td>
<td>Train coaching staff to be knowledgeable in</td>
<td>Coaching staff will be knowledgeable in the college recruitment process and will understand the difference of requirements in process between NCAA Div I, II and III, NAIA, NJCAA and NCCAA</td>
<td>Increased collegiate exposure and placement of TVSC players</td>
<td>Players/parents have made informed club play choices based on track record of college placement, knowledgeable coaching staff and club support in meeting long-term goals</td>
</tr>
<tr>
<td>Parents of soccer players</td>
<td>Knowledgeable in college recruitment processes and strategies</td>
<td>College coaches know of TVSC and will look for their players during tournament play</td>
<td>Increased player GPA’s</td>
<td></td>
</tr>
<tr>
<td>Certified coaching staff</td>
<td>Knowledgeable in requirements of NCAA Div I, II and III, NAIA, NJCAA and NCCAA</td>
<td>TVSC will markets its program to colleges, eligible players, upcoming eligible players and potential players</td>
<td>Reduced finger pointing and hurt feelings</td>
<td></td>
</tr>
<tr>
<td>College coaches</td>
<td>Roles and responsibilities of the CAs, club coaches, player/parent and college coach</td>
<td>Players will have varied opportunities to increase their exposure to college coaches</td>
<td>Increased player GPA’s</td>
<td></td>
</tr>
<tr>
<td>College Advisory staff (CAs)</td>
<td>Timeline of 4-year recruitment process</td>
<td>Players/parents will have the tools needed to follow a systematic collegiate recruiting process.</td>
<td>TVSC achieved a united vision of what the program can offer to their players</td>
<td></td>
</tr>
<tr>
<td>College Advisory Program services and recruiting processes to the CAs in their roles of collegiate advising</td>
<td>Tips and suggestions to aid in a positive outcome</td>
<td>o Players/parents will have a “how to” guide to market themselves to prospective college coaches</td>
<td>TVSC marketed the CAP to potential players as a competitive advantage to other clubs</td>
<td></td>
</tr>
<tr>
<td>Facility and facilitators for program and meetings</td>
<td>PowerPoint seminar training aid</td>
<td>Players/parents will gain the knowledge and skills needed to navigate the collegiate recruitment process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>Provide a yearly seminar to players/parents to learn about</td>
<td>o Players/parents understand their role,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o to accomplish informative/training meetings</td>
<td>o CAP Services and goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of CAs to complete one-on-one sessions with players/parents</td>
<td>o Roles of the CAs, players and parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Self navigation of the college recruiting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.9
<table>
<thead>
<tr>
<th>Process</th>
<th>CAs' role and coaching staffs role in the recruitment process</th>
<th>Players/Parents will understand the general admission requirements for various colleges</th>
<th>Players/Parents will understand the differences between NCAA Div I, II and III, NAIA, NJCAA and NCCAA and their various requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network with college coaches to market the TVSC program and players</td>
<td>o Research recruiting tournament opportunities to increase player exposure</td>
<td>o Market the program to eligible participants</td>
<td>o Market the program to eligible participants</td>
</tr>
<tr>
<td>Research recruiting tournament opportunities to increase player exposure</td>
<td>o Develop a flyer with program information (tool)</td>
<td>o Players/Parents will understand the general admission requirements for various colleges</td>
<td>o Players/Parents will understand the differences between NCAA Div I, II and III, NAIA, NJCAA and NCCAA and their various requirements</td>
</tr>
<tr>
<td>Market the program to eligible participants</td>
<td>o Contact and follow up with eligible participants interested in collegiate experiences</td>
<td>o Players/Parents will understand the general admission requirements for various colleges</td>
<td>o Players/Parents will understand the differences between NCAA Div I, II and III, NAIA, NJCAA and NCCAA and their various requirements</td>
</tr>
<tr>
<td></td>
<td>o Discuss their goals (set realistic goals using a developing your pool worksheet)</td>
<td>o Players/Parents will be active in the recruitment process</td>
<td>o Players/Parents will be active in the recruitment process</td>
</tr>
<tr>
<td></td>
<td>• Education</td>
<td>o Players/Parents will feel confident in the process and supported when appropriate</td>
<td>o Players/Parents will feel confident in the process and supported when appropriate</td>
</tr>
<tr>
<td></td>
<td>• Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Both</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Recommend colleges that meet goals and satisfy eligibility requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stakeholders
There were three groups of stakeholders: upstream stakeholders, immediate recipients and downstream impactees. Table 3 lists the stakeholder groups.

Table 3. College Advisory Program Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder Category</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upstream Stakeholders</td>
<td>• TVSC President and Technical Director (1)</td>
</tr>
<tr>
<td></td>
<td>• TVSC College Advisors (2)</td>
</tr>
<tr>
<td></td>
<td>• TVSC Board of Directors (10)</td>
</tr>
<tr>
<td></td>
<td>• TVSC Coaches (3-4)</td>
</tr>
<tr>
<td>Immediate Recipients</td>
<td>• 9th thru 12th grade TVSC soccer players who intend to play soccer at the collegiate level (297)</td>
</tr>
<tr>
<td></td>
<td>• TVSC player parents (297-550)</td>
</tr>
<tr>
<td>Downstream Impactees</td>
<td>• TVSC player parents (297-550)</td>
</tr>
<tr>
<td></td>
<td>• TVSC Coaches (42)</td>
</tr>
<tr>
<td></td>
<td>• College Soccer Coaches (infinite)</td>
</tr>
<tr>
<td></td>
<td>• TVSC siblings (275-700) (using the census of an average of 2.5 children per family)</td>
</tr>
<tr>
<td></td>
<td>• High School Soccer Coaches (approximately 23)</td>
</tr>
<tr>
<td></td>
<td>• Other club players/parents (infinite)</td>
</tr>
</tbody>
</table>

Resources
TVSC is a non-profit organization; but in order to provide their services they require a budget that is sizable enough to meet program needs. Monies available to TVSC come through club assessment fees, fundraising opportunities, sponsorships and donations. TVSC relies heavily on parent volunteers’ experience and expertise to ensure successful outcomes for their players. The following is a list of resources required to ensure the program succeeds:

- Funds (assessments, donations and fundraising)
- Volunteer support (team manager, tournament coordinators, travel coordinators, treasurer, fundraising coordinator, administration support)
- Expertise and experience of the CAP staff and Coaching Staff
- Instructional materials
- Player/parent participation
- Team tournament participation
- Support from TVSC’s Board of Directors
- Practice field facilities
- Tournament facilities
- College coaches
- Camps
Player personal affects (i.e., cleats, NOCSAE approved shin guards, soccer balls, uniforms)

Collegiate recruiting relies heavily on the player following a multitude of steps. If they are not motivated to participate and be diligent in following the process, they will not achieve their desired outcomes.

**Dimensions and Importance Weightings**

Davidson (2005) writes, “One of the most important activities in putting together a solid evaluation is identifying the evaluative criteria or dimensions of merit” (p. 23). To do this the team sought to understand the true need(s) of the primary consumer. The consumers’ goal is to go to college on a soccer scholarship. Therefore, their true need is to have the tools and knowledge needed to navigate the college recruiting process to ensure a successful outcome. While this is the need of the players, for most it is not realistic. Only about 4% of all high school girl soccer players receive college scholarships (‘Soccer scholarships for girls,’’ 2013). In order to address a realistic need for the consumers while meeting the needs of the client, the evaluation team used the following overall question to drive the evaluation.

<table>
<thead>
<tr>
<th>Does the TVSC College Advisory Program aid players in college placement and are there areas for improvement?</th>
</tr>
</thead>
</table>

To answer this question, the team needed to understand the various dimensions of the program. To do this, the team worked with selected upstream stakeholders to draw on their knowledge of the program. TVSC Director of Girls Coaching and TVSC Director of Boys Coaching helped the team develop a program logic model (Table 2) to identify and understand the various if/then relationships between means and outcomes. Focusing on the activities, outputs and outcomes of the logic model, the team defined the significant dimensions of the program. After confirming the teams’ understanding of the dimensions with the client, the team and client collaboratively determined that the evaluation should focus on two areas of process and three areas of outcomes for five dimensions of merit:

1. **Program design:** How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process?
2. **Marketing design:** How well is the program marketed to eligible players/parents?
3. **Staff Knowledge:** How accurately are the TVSC coaches presenting the CAP and services to players/parents?
4. **Player/parent knowledge, skills and abilities:** How prepared are the players/parents to navigate the collegiate recruitment process?
5. **College placement rates**: To what extent do the players using CAP have a higher success rate in obtaining college opportunities?

The team applied Davidson’s dimension and importance weighting strategies of “drawing on the knowledge of selected stakeholders” and “using evidence from literature” (2005, p. 105) to identify the relevant weightings for each dimension. Team members conducted a literature review of recruiting techniques prior to the client meeting. The literature on the college recruiting process is vast; therefore,

---

2 During the course of the evaluation it was determined that college placement rates could not be linked as an indicator of the quality of the CAP because of insufficient data to determine outcomes.

Copyright 2013 S. Olachea, C. Olson & B. Davis p.12
the team focused on other clubs with successful College Advisory Programs and who were governed by an affiliate of the US Soccer Association. The Richmond Strikers Soccer Club in Glen Allen, Virginia has a high rate of college placement for their players. Their program uses realistic goal setting for players/parents and provides convenient resources and reference materials to guide players through the college recruiting process (“Welcome to college advising,” n.d.). The team also reviewed various articles to confirm successful methods of college recruitment strategy. This review provided important insights to the team about what successful soccer clubs emphasize in their college placement programs, as well as how that aligns evidence regarding successful recruitment strategies. In particular, the Richmond Strikers collegiate program emphasizes the importance of offering a program that supports the players/parents abilities to self navigate the process. Their program also focuses extensively on providing tools, information and services that provide the parents/players with knowledge and abilities to achieve success. For example, “As you review the information there are three things to keep in mind: 1.) The process is very similar to looking for a job; 2.) The process operates on two parallel tracks: soccer and academic; 3.) Approach the process with a team mentality: player, parents, coach and school guidance counselor. Everyone has certain responsibilities, but the player, your child needs to lead the team.” (“Welcome to college advising,” n.d.). Additionally, according to Sports Scholarships, “NCAA guidelines also want the players to make first contact, so your first move is to send out an effective introductory letter that demonstrates your attributes” (“Women’s sports scholarship,” 2013). These examples from the literature review supported an extremely important emphasis on the design of the program, as well as the focus on providing targeted knowledge and abilities to enable the parents/players to execute the process. This review also provided the team with an understanding of the degrees of importance for each dimension, allowing the team to make informed suggestions to the client. To solidify the importance weightings, the team recognized the importance of gaining client input given their extensive knowledge of the evaluand. Both TVSC Director of Girls Coaching and TVSC Director of Boys Coaching worked together to provide a consensus on the importance weighting of dimensions. Table 4 identifies the results of the clients’ discussion and the rationale for their decisions.

Table 4. TVSC Dimensions of Merit and Weightings

<table>
<thead>
<tr>
<th>Category</th>
<th>Dimension</th>
<th>Importance Weighting</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Program Design</td>
<td>Extremely Important</td>
<td>Stakeholders believe that the program design is extremely important to the success of the program. They feel that the design represents the foundation in which all efforts begin.</td>
</tr>
<tr>
<td></td>
<td>Marketing Design</td>
<td>Important</td>
<td>This dimension was determined to be important because players/parents need to know the program is available, and how this program can benefit them as they strive to achieve their college placement goals.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Staff Knowledge</td>
<td>Very Important</td>
<td>Stakeholders determined staff knowledge to be very important given the staff’s role and their abilities to influence positive or negative outcomes. They also felt that failure in this area could be easily remedied.</td>
</tr>
</tbody>
</table>
### Methodology

#### Evaluation Approach
This was a Goal Based Evaluation (GBE) because the organization already has a specific program goal of assisting aspiring student-athletes to find the correct college fit in the following three key areas: Academics, Social interaction and Athletics. The process and methodology of this evaluation followed Scriven’s (KEC) Key Evaluation Checklist (2007) to conduct the evaluation in a systematic manner that provided systemic results for the organization. A formative evaluation was most appropriate based on the client’s desire to determine improvements for the existing program.

The evaluation focused on two process-based and three outcome-based dimensions. To evaluate the process-based dimensions, the evaluation team concentrated on how well the activities (or means) supported the program design and marketing of the program. For the outcome-based dimensions, the team focused on evaluating the means and end-results or the activities, outputs, outcomes and impacts.

Following Kirkpatrick’s (1996) evaluation model, the team incorporated three of Kirkpatrick’s levels including Level 1 Reaction, Level 2 Learning and Level 3 Behavior into the evaluation design. Specifically, Level 1 survey questions and interviews identified the players/parents reactions to the program design and program marketing. Level 2 learning survey questions explored the players/parents knowledge of the self-navigation techniques provided through the program, and Level 2 Learning and Level 3 Behavior survey questions gauged the coaching staff’s ability to accurately present their CAP knowledge.

#### Data Collections Methods
The evaluating team used various research collection methods and sources for data collection. The priority on triangulation helped ensure unbiased results, having followed Scriven’s advice on subjectivity. Furthermore, Mathison (1988) states, “Good research practice obligates the researcher to triangulate, that is to use multiple methods, data sources and researchers to enhance the validity of research findings” (p. 13). Therefore, the evaluation team used the following data collection methods and sources to ensure triangulation:

---

3 During the course of the evaluation it was determined that college placement rates could not be linked as an indicator of the quality of the CAP because of insufficient data to determine outcomes based on this dimension.
- Reviews of existing data, including all program materials, processes, policies and guides, website materials and literature review of relevant recruiting methods and other college advisory programs
- Surveys of immediate recipients, downstream impactees and upstream stakeholders to investigate awareness, knowledge and reactions to the CAP
- Interviews of upstream stakeholders and downstream impactees to further analyze the program's structure, marketing techniques, knowledge of CAP policies and procedures, use of knowledge and skills in the recruiting process and collegiate opportunities

In support of the data collection process, the team developed interview procedures, checklists, and electronic surveys. Specific data collection methods and sources that were used for each dimension of merit are identified in Table 5, specifically highlighting data collection methods and tools for each dimension. All data collection tools are included in Appendices G-K.

It is important to note that the timeframe for data collection was short, requiring the simultaneous collection of data through various methods. Additionally, existing internal data was identified to be insufficient for two dimensions, preventing the completion of a thorough data review. This pertained to data review for the staff knowledge and college placement dimensions, affecting the ability to triangulate information for the college placement dimension. Given that, the evaluation team removed college placement rates as a qualifying indicator of the quality of the CAP, and did not include it in the overall evaluation synthesis.
<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluative dimension</th>
<th>Category in Program Logic Model</th>
<th>Data collection method</th>
<th>Instrument used</th>
<th>Kirkpatrick Level</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td></td>
<td></td>
<td>1. Program design – How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process?</td>
<td>Activities/Outputs</td>
<td>1-1. Existing data review of all program materials/processes and procedures used by the CAP staff</td>
<td>1-1. Document Review Checklist (see Appendix G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-2. Web-based Survey (297 households invited and 28 completed)</td>
<td>1-2. Electronic Survey Questions 4-10, 14 (see Appendices H and I)</td>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-3. Interviews • Protocol 1 (downstream impactees) • Protocol 2 (downstream impactees) • Protocol 3 (upstream stakeholders)</td>
<td>1-3. Interview Protocols 1, 2 and 3 (see Appendix K)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Marketing design – How well is the program marketed to eligible players/parents?</td>
<td>Activities</td>
<td>2-1. Existing data review of website and extant materials to extrapolate the current marketing practices and tools</td>
<td>2-1. Data Review Checklist (see Appendix G)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2-2. Web-based Survey (297 households invited and 28 completed)</td>
<td>2-3. Electronic Survey Questions 1-3 (see Appendices H and I)</td>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities/Outcomes</th>
<th>Outputs/Outcomes</th>
<th>Evaluators</th>
</tr>
</thead>
</table>
| **3. Staff Knowledge**<br>– How accurately are the TVSC coaches presenting the CAP and services to players/parents? | 3-1. Existing data review of written documentation regarding CAP’s recruiting process and services<sup>4</sup> 3-2. Web-based Survey (13 U15-U19 coaching staff invited; 4 completed) 3-3. Interviews<br>• Protocol 1 (downstream impactees)<br>• Protocol 2 (downstream impactees)<br>• Protocol 3 (upstream stakeholders) | 4-1. Web-based Survey (134 U16-U19 players/parents invited; 19 completed) | A survey was conducted with the downstream impactees to identify their knowledge of the college recruiting process and how they supported the process. Individual and group interviews were also conducted to further explore their understanding of the program and how they are sharing the information.  

**4** The evaluation team was unable to complete the data review for this dimension due to a lack of written or electronic materials provided to staff members. |

| **4. Player/parent knowledge, skills and abilities** - How prepared | 4-1. Electronic Survey Questions 15-24 (see Appendix I) | Level 2 | Evaluators gathered insights through a survey regarding immediate recipients’ knowledge of CAP. Key themes identified from the survey were explored further | N/A |

---

<sup>4</sup> The evaluation team was unable to complete the data review for this dimension due to a lack of written or electronic materials provided to staff members.

Copyright 2013 S. Olachea, C. Olson & B. Davis p.17
### Outcomes

<table>
<thead>
<tr>
<th>5. <strong>College placement rates</strong>&lt;sup&gt;5&lt;/sup&gt; – To what extent do the players using CAP have a higher success rate in obtaining college opportunities?</th>
<th>Outputs/Outcomes/Impacts</th>
<th>5-1. Existing data review of client information regarding collegiate placement and scholarship awards</th>
<th>5-1. Data Review Checklist (see Appendix G)</th>
<th>N/A</th>
<th>Evaluators reviewed club data to identify the percentage and types of the college placement. Follow-up interviews with upstream stakeholders, immediate recipients and direct impactees further explored how CAP assisted in the identification and obtainment of college opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-2. Interviews&lt;br&gt;• Protocol 1 (downstream impactees)&lt;br&gt;• Protocol 2 (downstream impactees)&lt;br&gt;• Protocol 3 (upstream stakeholders)</td>
<td>4-2. Interview Protocols 1, 2 and 3 (see Appendix K)</td>
<td>N/A</td>
<td>through interviews.</td>
<td></td>
</tr>
</tbody>
</table>

---

<sup>5</sup> During the course of the evaluation it was determined that college placement rates could not be linked as an indicator of the quality of the CAP because there lacked adequate data to determine outcomes based on this dimension.

---

Copyright 2013 S. Olachea, C. Olson & B. Davis p.18
Results

Process Evaluation
This evaluation focused on two process-focused dimensions of merit, including program design and marketing design.

Program Design

**Dimensional Question:** How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process?

**Importance Weighting:** Extremely Important

**Quality Rating:** Mediocre

**Data Sources:**
- Review of existing data, including all program materials/processes and procedures used by CAP (primary data)
- Anonymous web-based survey that was distributed to 297 TVSC households (primary data)
- Interviews with 3 downstream impactees (secondary data)
- Interviews with 2 upstream stakeholders (secondary data)

As primary data, the team reviewed internal documents in order to evaluate the program’s content and tools as it supports the program design. Surveys of players/parents were also used as primary data sources to gather additional insights from players/parents regarding their satisfaction with the CAP knowledge, tools and services, as well as explore how well the information and knowledge supports their abilities to navigate the college search process. Finally, interviews were conducted, as secondary data, with a variety of TVSC personnel and players/parents to gather additional insights about the CAP design.

Analysis of the collected data identified the quality of this dimension as Mediocre. This rating was based on analysis of the primary data sources using the following rubric (see Table 6).

Table 6. Program Design Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Mediocre</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data review achieves a score of 18 or greater, and 90% or more of players/parents are satisfied or very satisfied that the design of the CAP supports the college recruitment process.</td>
<td>The data review achieves a score of 15 to 17, and 75-89% of players/parents are satisfied or very satisfied that the design of the CAP supports the college recruitment process.</td>
<td>The data review achieves a score of 12 to 14, and 60-74% of players/parents are satisfied or very satisfied that the design of the CAP supports the college recruitment process.</td>
<td>The data review achieves a score of less than 11, and &lt;60% of players/parents are satisfied or very satisfied that the design of the CAP supports the college recruitment process.</td>
</tr>
</tbody>
</table>
More specifically, the primary and secondary sources revealed the following information and results.

Data Review
Data review of TVSC documents focused on seven elements (see Appendix B), including:

- Accuracy
- Timeliness (i.e., are they current?)
- Identification of roles/responsibilities for players, parents, coaches and College Advisory (CA) staff
- Identification of college requirements
- Identification of eligibility requirements for student athletes
- Support for services’ and tools’ objectives
- Usefulness in a self-navigation process

The evaluation team scored each document on the seven elements, applying a rating from 1-3 with 1 being not at all, 2 being somewhat and 3 being mostly. For this dimension, 11 documents were reviewed (see Appendices B and G), and received a combined rating of Good, with an overall score of 15.

Of significance, the data review identified:

- Of those documents that were current, the information was accurate.
- The documents were aligned with the TVSC services and tools.
- The documents supported a self-navigation process, supporting the players/parents’ abilities to navigate the college process with minimal support from TVSC.

Opportunities for improvement were also identified, including:

- While the documents highlighted players/parents’ roles and responsibilities, there was little mention of the coaches and/or TVSC staff’s roles and responsibilities.
- The documents inconsistently identified the college and/or student-athlete eligibility requirements. Some documents included the information, while others did not.

Surveys
Anonymous, web-based surveys were distributed to those households (players/players) that are the target audience for CAP. This included a population of boy and girl players ranging in age from 14 – 19 or on teams with the designations of U14 – U18. A total of 297 surveys were distributed, achieving a 9% response rate. Based on the responses, the survey identified a rating of Poor, with only 49% of the population surveyed being either satisfied or very satisfied with the CAP design.

Of significance, the survey results identified the following strengths and opportunities for improvement:

- For self navigation, 83% of respondents understood the self-navigation techniques identified in CAP. Additionally, 42% of respondents identified the navigation techniques as satisfactory.
- While 42% of the respondents indicated they were satisfied with CAP, none were very satisfied and a combined total of 34% were dissatisfied or very dissatisfied.
- For support, 58% of respondents did not feel adequately supported through CAP.
- For recommendations, 56% indicated they would not recommend the program to others.
Interviews

Finally, individual interviews were conducted with a small population of downstream impactees and upstream stakeholders who have used or are currently using CAP. Insights gained from these interviews were used as secondary data to confirm or deny the data review and survey data, and to help identify improvements to the program (see Appendices B and K). Insights were mixed with some interviewees satisfied with the program and some dissatisfied.

Of significance, the interviews identified the following strengths and opportunities for improvement:

- The program clearly explains the responsibilities of the players/parents to identify and seek out college opportunities.
- The use of a variety of materials and communication approaches was very helpful to comprehend the amount of information.
- Overall, the program could provide more support from coaches and TVSC. Accessing other experienced parents/players would be helpful.
- More individual attention rather than group session would be extremely valuable.

These interview insights were also used to support an adjustment to the overall dimensional rating. With a gap in the rating between Good (Data Review score) and Poor (Survey score), the interviews provided support for an overall rating of Mediocre. While the current information provided in the design is accurate and supports self navigation, survey data and interviews confirmed the design of the program could be significantly enhanced to better align with the players/parents needs. This includes an increased focus on individual advising sessions and providing more information about how to navigate the process, rather than just including academic/eligibility requirements. Interviewees noted that much of the provided information was common knowledge to those seeking college opportunities. Additional information is included in the Recommendation and Explanations section.

Marketing Design

**Dimensional Question:** How well is the program marketed to eligible players/parents?

**Importance Weighting:** Important

**Quality Rating:** Mediocre

**Data Sources:**

- Review of existing data, including website and extant materials to extrapolate the current marketing practices and tools (primary data)
- Anonymous web-based survey that was distributed to 297 TVSC households (primary data)
- Interviews with 3 downstream impactees (secondary data)
- Interviews with 2 upstream stakeholders (secondary data)

The primary data for this dimension consisted of several years of past and present marketing flyers. Surveys were also used as primary data to determine the effectiveness of the current marketing tools (e.g., email flyers, website and word of mouth). Interview data was compiled as a secondary data source to gather additional insights about the CAP marketing techniques and strategies and/or confirm or deny data review results. Specific analysis information is available in Appendix C.
Analysis of the data collection identified the quality of this dimension as **Mediocre**. This rating was based on analysis of the primary data sources using the following rubric (see Table 7).

**Table 7. Marketing Design Rubric**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Mediocre</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data review achieves a score of 18 or greater, and 90% or more of players/parents have heard of the program through 3 sources and are using all services provided through the CAP.</td>
<td>The data review achieves a score of 15 to 17, and 75%-89% of players/parents have heard of the program through at least 2 sources and are using at least 2 services provided through the CAP.</td>
<td>The data review achieves a score of 12 to 14, and 60%-74% of players/parents have heard of CAP through at least 1 source, are using at least 1 of service.</td>
<td>The data review achieves a score of less than 11, and &lt;59% of players/parents have not heard of the CAP or used any CAP services.</td>
</tr>
</tbody>
</table>

More specifically the primary and secondary sources revealed the following information and results.

**Data Review**

Data review of internal documents focused on seven elements (see Appendices C and G), including:

- Accuracy
- Timeliness (i.e., are they current?)
- Appropriate for the target audience
- Appropriate for the delivery medium
- Identification of program benefits and features
- Identification of available CAP services
- Identification of contact and follow up information

The evaluation team scored each document on the seven elements, applying a rating from 1-3 with 1 being not at all, 2 being somewhat and 3 being mostly. For this dimension, seven documents were reviewed (see Appendix C), and received a combined rating of **Mediocre**, with an overall score of 14.

Of significance, the data review identified:

- The information provided was accurate and appropriate for the delivery medium (email).
- The documents were appropriate for the marketing technique being used (email flyer).

Opportunities for improvement were also identified, including:

- The documentation failed to identify specific CAP services and specific contact information.
- The website needs to be updated to reflect accurate (as of 2013) information, including college placement rates.

**Surveys**

Anonymous, web-based surveys were distributed to the households (see Appendices C, H and I) of all boy and girl players ranging in age from 14-18 or on teams with the designations of U14-U18. 297 surveys were distributed, achieving a 9% response rate. 67% of players/parents that responded to the
survey were aware of the program, 60% of those players had heard of the program through one or more source and 42% had used one or more services. While these numbers do not achieve the criteria for a Mediocre rating, they weighted more towards the Mediocre rating than that of the Poor rating. Based on this rationale the survey responses identified a rating of Mediocre.

Of significance, the survey results identified the following strengths and opportunities for improvement:

- More than 50% of players/parents surveyed were aware of the program.
- 76% of players/parents indicated that they heard of the program through their team coach, indicating an active role by the coaching staff.
- 92% of survey respondents indicated they had used the annual seminar; however, less than half utilized the written materials or individual advising sessions.

**Interviews**

Individual interviews consisted of a small population of downstream impactees and upstream stakeholders who have used or are currently using CAP. Insights gained from these interviews were used as secondary data to confirm or deny the survey results and data review, and to help identify improvement to the program. The data gathered from these interviews suggested the coaching staff needs to take a more significant role in ensuring players/parents are using the program to its full potential.

Of significance, the interviews identified the following:

- Coaching staff needs to play a more proactive role in ensuring player attendance the annual seminar and participate in CAP services.
- Word of mouth seems to be the most useful marketing method.

Although the surveys indicated that most players/parents had heard about the program through coaching staff (word of mouth), the interviews revealed why players/parents may not be using the program to their full advantage. The coaching staff is not currently reinforcing CAP strategies to ensure players are engaged in the CAP.

**Outcome Evaluation**

This evaluation focused on three outcome-focused dimensions of merit, including staff knowledge, player/parent knowledge, skills and abilities and college placement rates.

**Staff Knowledge**

**Dimensional Question:** How accurately are the TVSC coaches presenting the CAP and services to players/parents?

**Importance Weighting:** Very Important

**Quality Rating:** Mediocre

**Data Sources:**
- Anonymous survey distributed to 13 U15-U18 coaching staff members *(primary data)*
- Interviews with 3 downstream impactees *(secondary data)*

---

6 During the course of the evaluation it was determined that college placement rates could not be linked as an indicator of the quality of the CAP because of insufficient data to determine outcomes.
Interviews with 2 upstream stakeholders (secondary data)

As primary data, the team conducted an anonymous, web-based survey with the coaching staff to explore the coaches’ knowledge of CAP, as their knowledge of the program is directly linked to their ability to accurately present the program to their players. The target audience included those coaches with responsibilities for coaching the target audience – players ranging in ages from 14-19. Additional data was also gathered through interviews with several downstream impactees and upstream stakeholders. These interviews were used as secondary data to help confirm or deny the results of the survey. While a review of existing data was considered for this dimension, research into TVSC’s documents concluded there was insufficient data that related to the staff knowledge of CAP. Therefore, a data review was not considered a viable data collection method and not considered in the quality rating.

Analysis of the collected data identified the quality of this dimension as Mediocre. This rating was based on analysis of the primary data source using the following rubric (see Table 8).

Table 8. Staff Knowledge Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Mediocre</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The combined group average score for the U16-U19 Staff Knowledge Survey is 90% or higher.</td>
<td>The combined group average score for the U16-U19 Staff Knowledge Survey is 75%-89%.</td>
<td>The combined group average score for the U16-U19 Staff Knowledge Survey is 60%-74%.</td>
<td>The combined group average score for the U16-U19 Staff Knowledge Survey is less than 60%.</td>
</tr>
</tbody>
</table>

Note: Answer key to Survey Q1 – Q11 was provided to team through TVSC SME

More specifically the primary and secondary sources revealed the following information and results.

Surveys
Thirteen surveys were distributed to the coaching staff, achieving a 31% response rate (see Appendices D and J). This surveys focused on assessing the coaches’ level of knowledge about CAP, as well as the actions or behaviors they exhibit to execute elements of CAP. Based on the responses, the survey received a rating of Mediocre, with a combined group average of 62%. A summary of results is included in Appendix D.

Of significance in the survey results:

- Respondents indicated an understanding of their roles in the CAP process and what resources/tools are available, this includes their levels of involvement; the most commonly used resources; what they should not do for a prospect; when players are most likely to commit.
- Only 35% of the respondents were clear about the types of advice they should provide their players in order to secure college athletic opportunities.
- Only 55% of the respondents were clear about the academic requirements for each division.
- Respondents also indicated a lack of understanding in how to direct players to use supplemental player marketing opportunities, including the use of the internet and video.

Interviews
To further explore the staff’s knowledge of CAP, interviews were conducted with a small population of downstream impactees and upstream stakeholders. Used as secondary data, analysis of the data
gathered through the interviews (see Appendices D and K) supported an overall quality rating of Mediocre.

Of significance, the interviews identified the following strengths and opportunities for improvement:

- Coaches have knowledge of the collegiate recruiting process and eligibility requirements; however, the knowledge is inconsistently shared. Additionally, minimal attention is currently placed on individual advising sessions.
- Coaches have access to resources to support the process that they can use to guide the process; however, players are inconsistently directed to these resources.
- Coaches view their roles as guides rather than directors, being resources for questions and advice and conducting follow-ups with college coaches as requested. In some cases, given this viewpoint, coaches are being more reactive than proactive in supporting the process.
- Coach knowledge levels and actions vary across the club – with some coaches offering more support, guidance and information than others.

**Player/Parent Knowledge, Skills and Abilities**

**Dimensional Question:** How prepared are the players/parents to navigate the collegiate recruitment process?

**Importance Weighting:** Extremely Important

**Quality Rating:** Poor

**Data Sources:**
- Review of existing data, including all program materials/processes and procedures used by CAP (primary data)
- Anonymous, web-based survey that was distributed to 134 TVSC households (primary data)
- Interviews with 3 downstream impactees (secondary data)
- Interviews with 2 upstream stakeholders (secondary data)

As primary data, the team reviewed internal documents to evaluate the resources provided to players/parents in order to increase their knowledge, skills and abilities in navigating the college process. A survey of players/parents was also used as primary data to provide a clear and thorough understanding of the players’/parents’ knowledge of the self-navigation techniques that aid in successful recruitment outcomes. Interviews were also conducted, as secondary data, with a variety of TVSC personnel and players/parents to gather additional insights about the players/parents’ knowledge of CAP.

Analysis of the data collection identified the quality of this dimension as Poor. This rating was based on analysis of the primary data sources using the following rubric (see Table 9).

**Table 9. Player/Parent Knowledge, Skills and Abilities Rubric**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Mediocre</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data review achieves a score of 16 or greater, and the combined group</td>
<td>The data review achieves a score of 13 to 15, and the combined group</td>
<td>The data review achieves a score of 10 to 12, and the combined group</td>
<td>The data review achieves a score of 9 or less, and the combined group average score for</td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.25
More specifically the primary and secondary sources revealed the following information and results.

### Data Review

Data review of internal documents focused on six elements (see Appendices E and G), including:

- Accuracy
- Timeliness (i.e., are they current?)
- Support the self navigation process
- Material organization and ease of use
- Information prioritization
- Add value to the process

The evaluation team scored each document on the six elements, applying a rating from 1-3 with 1 being not at all, 2 being somewhat and 3 being mostly. For this dimension, 21 documents were reviewed (see Appendix E), and received a combined rating of **Good**, with an overall score of 15.

Of significance, the data review identified:

- The information provided was appropriate for the delivery medium.

Opportunities for improvement were also identified, including:

- The documentation in some cases was not current.
- The material was not succinct and gave too much information.
- Navigation of information was often cumbersome or difficult.
- Materials were branded inconsistently leading to confusion and fragmentation in their intended message.

### Surveys

An anonymous, web-based survey focused on exploring the players’/parents’ knowledge of the college recruiting process and the CAP elements that support successful self navigation (see Appendix E). The survey was distributed to the households of all boy and girl players ranging in age from 16-19 or on teams with the designations of U16-U19. A total of 134 surveys were distributed, achieving a 14% response rate. Based on the responses, the survey received a rating of **Poor**, with a combined group average of 38%.

Of significance in the survey results:

- Comments and free form answers given by parents/players within the survey indicated widespread confusion regarding the requirements and documentation needed during the college recruitment process.
- Almost half of survey respondents indicated confusion or wrote that they did not know what was required to navigate the process.
• Minimal information regarding strengths was uncovered through the administration of the survey, indicating that program is inadequately preparing and supporting players/parents for the college recruitment process.

Interviews
Interviews involved downstream impactees and upstream stakeholders. Insights gained from these interviews (see Appendices E and K) were used as secondary data to confirm or deny the quality rating identified through the data review and survey results. While the evaluation team found that the data review received a good rating, with the materials identified as informative, the interviews were more aligned with the survey rating of poor. Primarily, the interview results revealed a significant cognitive load being placed on parents and players via the materials. Due to this strong alignment between the interview and survey results, it is the determination of the evaluation team that the player/parent knowledge dimension reflects an overall rating of Poor.

Additional Information
One of the significant challenges encountered by players and parents, as revealed through the surveys and interviews, is assimilating the knowledge necessary for navigating the college recruiting process. The team encountered several reports of “information overload” during the course of player and parent interviews, which was further manifested by the number of incorrect answers provided on the surveys. According to Clark in “Building Expertise,” this condition is referred to as cognitive load, which is defined as, “the amount of work imposed on working memory” (2008, p. 86). In the case of the CAP materials, the amount of information presented is creating an overwhelming amount of work on the working memory.

Recommendations to lessen the information overload effect can be found in the Recommendation and Explanations section.

College Placement Rates

<table>
<thead>
<tr>
<th>Dimensional Question:</th>
<th>To what extent do the players using CAP have a higher success rate in obtaining college opportunities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance Weighting:</td>
<td>Important</td>
</tr>
<tr>
<td>Quality Rating:</td>
<td>N/A</td>
</tr>
<tr>
<td>Data Sources:</td>
<td>• Interviews with 3 downstream impactees (primary data)</td>
</tr>
<tr>
<td></td>
<td>• Interviews with 2 upstream stakeholders (primary data)</td>
</tr>
<tr>
<td></td>
<td>• Review of existing data, college reference database and player collegiate placement rates database (secondary data)</td>
</tr>
</tbody>
</table>

Overall, our primary data -- interview data -- revealed that downstream impactees and upstream stakeholders felt that CAP was Mediocre at supporting and guiding player opportunities to those individuals that were actively using the CAP services.

For the data review process, the evaluation team determined that the current data available was inadequate to support any determination of merit because the recording of successful placement opportunities had stopped after 2009. However, analysis of available documentation was included in
Appendix F. Lack of data did affect analysis and the ability to triangulate the results. Therefore, it was determined that college placement results should be removed from the overall synthesis due to insufficient data.

Of significance, the dimensional analysis identified:

- TVSC has a robust college database to refer to, but that database is not current – potentially hindering college coach contact opportunities for the player.
- TVSC needs to update and begin recording college placements. This information will be a good asset in determining program outcomes.
Conclusions and Results

This evaluation focused on answering the question, “Does the TVSC College Advisory Program aid players in college placement and are there areas for improvement?” Using multiple data collection methods from various sources associated with TVSC, the evaluation team rated the quality of four dimensions of the CAP. The following summarizes the ratings for each dimension:

Process-related dimensions:

- The program design dimension was rated as Mediocre based on review of existing TVSC data, survey results from players/parents, with initial findings adjusted based on interview insights. While the program offers a variety of resources and information, they are not necessarily well designed to “aid” players in the college recruitment process.

- The marketing design dimension was rated as Mediocre based on review of existing TVSC data and analyzed survey results, and supported by interviews. The Mediocre score is aligned with data that identifies only 67% of players have heard of CAP. Additionally, the data review received a score of 14. Enhanced marketing techniques and resources will help ensure all eligible players have heard of the program, enabling them to making informed choices about using the program.

Outcome-related dimensions:

- The staff knowledge dimension was rated as Mediocre based on surveys completed by TVSC coaches, and supported by interviews. The Mediocre score is aligned with the limited accuracy and consistency that the program is presented to the players.

- The player/parent knowledge, skills and abilities dimension was rated as Poor based on the review of existing TVSC data, survey results from players/parents, with initial findings adjusted by interview insights. Despite there being an immense amount of relevant information provided to players and parents via the TVSC documents, there is a clear lack of assimilated player/parent knowledge, which manifested through surveys and feedback from interviews. This is too significant to ignore.

The results from these individual dimensions were used to identify the overall quality of the CAP as ranging from Mediocre to Poor. This score is consistent with dimensional ratings for the extremely important dimensions (i.e., program design and player/parent knowledge, skills and abilities), which received ratings ranging from Mediocre to Poor. Regardless of the overall rating, the evaluation team identified several strengths for the program, as shown in Table 10:

Table 10. CAP Strengths and Reasoning Summary

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Importance</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design: Accurate materials that were presented in varied formats (i.e., written materials, annual meetings and some individual advisory sessions) to meet the audiences’ varied needs.</td>
<td>Extremely Important</td>
<td>Players/parents expect the information they are receiving is accurate. Inaccurate information would diminish the program’s validity. Using varied formats helps parents/players receive the information in various ways and at various times in the recruitment process.</td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.29
### Evaluation of the College Advisory Program at TVSC

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Importance</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Design:</strong> The tools and information identified the players/parents responsibilities in the recruiting process.</td>
<td>Extremely Important</td>
<td>This process needs to be driven by the players/parents with support provided by TVSC, so players/parents need to understand what and how to navigate the process.</td>
</tr>
<tr>
<td><strong>Program Design:</strong> The tools and information were designed to support a self-navigation approach.</td>
<td>Extremely Important</td>
<td>Given TVSC’s role is to support the players/parents; the provided tools should be designed to enable individual navigation.</td>
</tr>
<tr>
<td><strong>Player/Parent Knowledge, Skills and Abilities:</strong> Significant quantity of relevant information is provided through the materials.</td>
<td>Extremely Important</td>
<td>Information is essential to the program, and the documentation and presentation materials are full of a variety of information. These materials represent significant value, making them an asset to the program.</td>
</tr>
<tr>
<td><strong>Staff Knowledge:</strong> Coaches exhibited a fair amount of knowledge regarding the recruiting process.</td>
<td>Very Important</td>
<td>Parents/players expect the delivery of accurate information about the college process. The delivery of inaccurate information diminishes the program.</td>
</tr>
<tr>
<td><strong>Marketing Design:</strong> The program is using various means to disseminate information about the CAP services.</td>
<td>Important</td>
<td>TVSC currently uses email, their website, word of mouth and flyers to notify players/parents of upcoming CAP events. Using various forms of outreach increases participation rates.</td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.30
Recommendations and Explanations

While the evaluation revealed several strengths, the evaluation team also identified several opportunities to improve the program. Collected data revealed an eagerness by TVSC and its staff to help players achieve their collegiate goals. In contrast the collected data also identified frustration amongst the immediate recipients/downstream impactees or the club’s audience in successfully supporting their players in their pursuits. In part, data identified frustrations stemming from a misalignment in the club’s goals for CAP and the actual provided services. For example, the TVSC website identifies CAP as a, comprehensive support program and suggest that they will walk you through the college process. The website suggests a personal and individualized service for each player that currently the CAP cannot provide.

From a high-level, business outcome perspective, the team recommends a review of CAP goals against TVSC’s goals and desired outcomes. This review will help ensure tight alignment between what TVSC offers for a collegiate advisory program and how it implements the program to support long-term success. This could include limiting the focus of the program to players seeking collegiate soccer playing opportunities, rather than all players preparing to go to college. This review might be further enhanced by the development of a long-term plan, identifying 5-, 10-, and 15- year goals. A long-term plan would help the club further prioritize improvement opportunities and budget allocations from a variety of perspectives.

In addition, the collected data revealed that TVSC’s CAP offers players/parents with significant information about the process or rather focuses on “what” players/parents need to know about the college recruitment process. On the other hand, the evaluation team identified insufficient information that supported “how” to navigate that process. Additionally, respondents indicated a high value in receiving expert advice on how to navigate this complex process. In response, the evaluation team identified several improvement opportunities based on the evaluation’s dimensions. These dimensional recommendations for improvement are prioritized according to the dimension’s level of importance to the club, as well as the overall potential impact (see Tables 11, 12 and 13). Primary priorities were aligned with the dimensions that were identified as being “extremely important,” while secondary improvements are focused on the dimensions identified as being “very important” and “important.”

Primary Recommendations

Program Design and Player/Parent Skills, Knowledge and Ability Recommendations and Explanations

Based on the client’s input and literature review, it was determined that the extremely important dimensions were program design and player/parent skills, knowledge and abilities. It is the opinion of the evaluation team that focusing improvements on these two dimensions yields the greatest opportunities to strengthen the evaluand (see Table 11).
Table 11. *Recommendation for Extremely Important CAP Dimensions*

<table>
<thead>
<tr>
<th>Improvement Opportunities</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refocus design to emphasize individual advising sessions</td>
<td>Increasing the emphasis and resources on providing individual advising sessions will provide a stronger foundation for support and guidance throughout the process. Interview data demonstrated players/parents need and desire more one-on-one aid throughout the recruiting process. The personalized attention will provide additional opportunities for players/parents to leverage the expertise of the coaching staff.</td>
</tr>
<tr>
<td>Align program content and materials with age-specific information</td>
<td>Given the long time horizon for the college recruiting process, program content and materials should be age-focused and extended to include U-12/13 players. By distinguishing the materials by age, players/parents will enable families to focus on the highest priority actions for their age group. This will also help minimize information overload. Additionally, providing age-specific content, services and tools aligns with the club’s commitment to players/parents. While the data confirmed the delivery of age-specific seminars, further review of the content revealed the majority of the information/tools were the same in each age group.</td>
</tr>
<tr>
<td>Develop “how to” learning tools and materials</td>
<td>Data review revealed a desire for knowledge and tools that identifies how players/parents can/should navigate the process. TVSC coaches and staff have experience, knowledge and advice that players/parents value and would like to have better access. Additionally, experienced parents indicated their willingness to share tips and advice for how they achieved success. Currently TVSC provides a wealth of information to players/parents; however, many viewed the content as common knowledge or information that they could easily access on their own. Recommendations (based on interviews and surveys) for “how to” tips could focus on:</td>
</tr>
<tr>
<td></td>
<td>- Resume writing</td>
</tr>
<tr>
<td></td>
<td>- Player profile development</td>
</tr>
<tr>
<td></td>
<td>- Camp selection to strengthen marketable skills</td>
</tr>
<tr>
<td></td>
<td>- Communicating and following up with coaches</td>
</tr>
<tr>
<td></td>
<td>- Video development</td>
</tr>
<tr>
<td></td>
<td>- Others</td>
</tr>
<tr>
<td>Brand all materials presented through CAP</td>
<td>Branding of materials is necessary to ensure players and parents can easily identify their TVSC resources. Interview data suggested that players/parents do not often reach out to the CAP staff. By branding all materials with the TVSC logo and contact information, players/parents will know that TVSC is a knowledgeable soccer club that is a reliable resource.</td>
</tr>
<tr>
<td>Create a workbook tool</td>
<td>Players/parents suggested through surveys and interview data that the amount of information and tools was helpful, but overwhelming. Additionally, players/parents indicated they did use written materials (in some cases) as an on-going reference guide. By creating a workbook tool,</td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.32
Program Design and Player/Parent Skills, knowledge and Ability Recommendations and Explanations

<table>
<thead>
<tr>
<th>Improvement Opportunities</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>players/parents will have a consolidated reference guide that supports their long-term recruiting process. To support self navigation, this workbook tool should be designed to support ease of use and clarity of content. This includes factors such as:</td>
</tr>
<tr>
<td></td>
<td>• Graphically appealing – with graphical icons to highlight extremely important content</td>
</tr>
<tr>
<td></td>
<td>• Quick reference guides – to support easy navigation and summaries of extremely important tips</td>
</tr>
<tr>
<td></td>
<td>• Prioritization knowledge/information – to highlight the most relevant information players/parents need to know</td>
</tr>
<tr>
<td></td>
<td>• Focus on “how to” tips from TVSC experts – to leverage experience and advice from TVSC coaches, staff and parent alumni</td>
</tr>
</tbody>
</table>

Secondary Recommendations

Staff Knowledge Recommendations and Explanations

The following table (Table 12) identifies recommendations addressing performance gaps in the important dimension of staff knowledge.
Table 12. Recommendations for Very Important CAP Dimensions

<table>
<thead>
<tr>
<th>Improvement Opportunities</th>
<th>Explanations</th>
</tr>
</thead>
</table>
| Provide CAP workshop to coaching staff | Evaluation data revealed inconsistencies in how coaches delivered services to players/parents. Additionally, no data was available to identify how coaches should provide the services or what knowledge, tools or abilities they should enhance. Developing a CAP workshop for the coaches would help ensure all coaches are providing consistent support that aligns with TVSC objectives. Specifically, this workshop should:  
  - Provide instruction on “how to”-based learning tools and materials.  
  - Provide lists of resources and phone numbers so that the players of newer coaches have the same advantages as players with a more seasoned coaching staff. |

Marketing Design and College Placement Rates Recommendations and Explanations

Table 13 provides additional recommendations addressing performance gaps in the important dimensions, marketing design and college placement rates.

Table 13. Recommendation for Important CAP Dimensions

<table>
<thead>
<tr>
<th>Improvement Opportunities</th>
<th>Explanations</th>
</tr>
</thead>
</table>
| Update and leverage website | Review of the TVSC website confirmed the data listed on the site is not current, and is not aligned to support the players/parents through the recruiting process. Additionally, based on external review of other soccer clubs, websites are an effective venue to promote players. This includes sharing player profiles, team stats and communicating player viewing opportunities (i.e., tournament schedules). This type of information is limited on the TVSC site, and would be an excellent resource for interested college coaches. Finally, the website provides an excellent opportunity to communicate the club’s accomplishments through player college placement. Current data suggests that TVSC has only placed 5%-7% of their players since 1986 (“College advisory TVSC,” n.d.) The website also provides pictures of former TVSC college players of the year from 2008. Using out-of-date content potentially diminishes the message about the success of the program.  
As long-range opportunities, the club should consider using the site to host reference tools and templates for the players/parents. Sharing this information on a secured site (for player/parent only access) provides “just in time” access to resources and tools. |
<p>| Brand all CAP materials for name recognition | Review of materials identified a lack of consistency in the presentation, content, formatting and style of the TVSC written and annual seminar |</p>
<table>
<thead>
<tr>
<th>Improvement Opportunities</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>tracks and share college placement results.</td>
<td>The data review identified insufficient data on the college placement of TVSC players. Tracking and sharing these results will help confirm the club's ability to achieve success. This information could also be viewed as a benefit, helping attract potential players. This type of data will help the club measure future success against its goals.</td>
</tr>
<tr>
<td>redesign of the materials to align with the TVSC brand.</td>
<td>A redesign of the materials to align with the TVSC brand will provide a professional appearance that reinforces the brand's identity.</td>
</tr>
</tbody>
</table>
Reporting and Follow-up

The primary audience for this evaluation is TVSC Director of Girls Coaching and TVSC Director of Boys Coaching. Both will present the final evaluation results and recommendations to the Board of Directors and the club’s President and Technical Director.
References


Appendix A: Definitions

**Activities** – the processes, tools, events, technology and actions that are an intentional part of the program implementation

**TVSC** - Total Vision Soccer Club

**CAP** - College Advisory Program

**CAs** - College Advisory Staff

**Competitive program** - A development program that is more intense in play and requires increased cost, time commitment and skill level

**Dimensions of Merit** - the aspects of an evaluand that are used to determine its value and/or worth

**DOC** – Director of Coaching

**Downstream Impactees** - consumers who are not immediate users or recipients of the evaluand, but are indirectly impacted through the primary consumers

**Formative evaluation** - evaluation that is used while a program is in process to determine either merit or worth of the program and to make recommendations for program improvement and future planning

**Goal Based Evaluation (GBE)** - An evaluation based on a project's specific objectives, or goals

**Immediate Recipients** - people who actually bought a product, signed up for a program, or received services directly from the evaluand

**Impacts** - the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years

**Inputs** - human, financial, organizational and community resources a program has available to direct toward doing the work

**KEC - Key Evaluation Checklist** - an evaluation tool developed by Michael Scriven to guide the evaluation process and aid in its planning

**MLB** - Major League Baseball

**NAIA** - The National Association of Intercollegiate Athletics (NAIA) is an athletic association that organizes college and university-level athletic programs

**NCAA Div I** - highest level of intercollegiate athletics sanctioned by the National Collegiate Athletic Association (NCAA) in the United States
**NCAA Div II** - intermediate-level of intercollegiate athletics sanctioned by the National Collegiate Athletic Association (NCAA) in the United States

**NCAA Div III** - consists of colleges and universities that choose not to offer athletically related financial aid (athletic scholarships) to their student-athletes

**NCCAA** - The National Christian College Athletic Association (NCCAA) is an association of Christian universities, colleges and Bible colleges in the United States and Canada

**NJCAA** - The National Junior College Athletic Association is the national governing body for two-year college athletics, covering junior college and community colleges nationwide

**NOCSAE** - The National Operating Committee on Standards for Athletic Equipment (NOCSAE) is a non-profit organization whose mission is to reduce athletic injuries and death through standards and certification for athletic equipment

**ODP** – Olympic Development Program

**Outcomes** - the specific changes in program participants’ behavior, knowledge, skills, status and level of functioning

**Outputs** - the direct products of program activities and may include types, levels and targets of services to be delivered by the program

**Primary consumer** - people who actually bought a product, signed up for a program, or received services directly from the evaluand

**Program Logic Model** - systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan and the changes or results you hope to achieve

**Separation of Skills** – A point in a youth players career when their skill level begins to progress past their peers

**SPARQ** - Speed, Power, Agility, Reaction and Quickness – A Nike training Curriculum

**Upstream Stakeholders** - the people who worked on the design, implementation and/or management
## Appendix B: Data Collection Results for Dimension 1 - Program Design

### Data Review

<table>
<thead>
<tr>
<th>TVSC provided documents</th>
<th>PK</th>
<th>PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-20.Timeline.doc</td>
<td>PK</td>
<td>PD</td>
</tr>
<tr>
<td>D-21.Timeline.pdf</td>
<td>PK</td>
<td>PD</td>
</tr>
<tr>
<td>D-22.TVSC College Advisory Program Proposal.doc</td>
<td>PD</td>
<td>n/a</td>
</tr>
<tr>
<td>D-23.Communicating with the college coach.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-24.Junior-Senior presentation.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-25.Misc Slides.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-26.Preparing for College.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-27.Setting a positive foundation.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-29.Sport Source College tips.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
<tr>
<td>D-30.The Pool &amp; Selection Process.ppt</td>
<td>PD</td>
<td>PK</td>
</tr>
</tbody>
</table>

*Legend: CP(College placement), PK(player/parent knowledge), SK(Staff knowledge), PD(program design), MT(marketing design)*
## Program Design

<table>
<thead>
<tr>
<th>Question</th>
<th>Mostly: 3</th>
<th>Somewhat: 2</th>
<th>Not at all: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. Do the materials clearly identify roles and responsibilities of the players, parents, coaches, and CAP staff?</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Do the materials clearly identify the college requirements?</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Do the materials include the correct test scores, GPA and additional acceptance requirements?</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Does the content support the services or tools’ objectives?</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7. Does the information/resources support a self-navigation process?</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>15</strong></td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
Survey Data
The following results are based on responses to the U14-U15 CAP Design and Marketing Survey and the U16-U19 Players/Parents CAP Design, Marketing and Knowledge Survey, questions 4-10 and 14. Respondents were asked to identify their overall satisfaction levels with the CAP’s Program Design. Quality ratings are based on the average percentage of respondents who were satisfied or very satisfied. For yes/no survey questions, yes responses were calculated as satisfied.

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of Satisfied</th>
<th>Percentage of Very Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>42%</td>
<td>0%</td>
<td>42%</td>
</tr>
<tr>
<td>Q5</td>
<td>36%</td>
<td>18%</td>
<td>54%</td>
</tr>
<tr>
<td>Q6</td>
<td>27%</td>
<td>9%</td>
<td>36%</td>
</tr>
<tr>
<td>Q7</td>
<td>83%</td>
<td>0%</td>
<td>83%</td>
</tr>
<tr>
<td>Q8</td>
<td>42%</td>
<td>0%</td>
<td>42%</td>
</tr>
<tr>
<td>Q9</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Q10</td>
<td>42%</td>
<td>0%</td>
<td>42%</td>
</tr>
<tr>
<td>Q14</td>
<td>44%</td>
<td>0%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Mean Percentage of Satisfied and Very Satisfied Respondents | 49%

Interview Data
Method: Individual interviews with downstream impactees and interview with two upstream stakeholders

Protocol 1: Questions and Responses

P1-1. What are/were your (parent or child’s) college goals?

Interview Participant #1 Summary:
Interviewee has two children who play for TVSC. They have always had college as a goal, and known that they would be responsible for paying a portion of their tuition/expenses. While both have a goal of obtaining a college degree, they have viewed college scholarship opportunities as a potential method to pay tuition.

Interview Participant #2 Summary:
Interviewee has one child that has a goal of playing soccer for a DI or DII school. They came into the program with no prior ideas which schools they were going to be targeting.

P1-2. When did you begin seeking college opportunities? What methods did you use in addition to CAP?
**Interview Participant #1 Summary:**
They started the program during their Freshmen years. The program emphasized the need to get good grades. Encouraged players to pick a college that is the best fit for them. Younger child was seeking out opportunities.

**Interview Participant #2 Summary:**
Family had experience with another club who offered college advisory support. While with another club, during their child’s Freshman and Sophomore years, s/he began to be noticed by several DII and DIII schools. The family wanted to keep the momentum going when they transitioned to TVSC. In addition to the CAP, they did their own research and school visits.

**P1-3. How would you describe TVSC’s College Advisory Program (CAP)?**

**Interview Participant #1 Summary:**
CAP is a program developed for kids who want to go to college (and possibly play soccer), supporting them in identifying the best collegiate fits for their personal college and/or soccer playing goals.

Their family has sat through the program several teams. S/he’s heard the message over and over – believes achieving good grades is one of the most important elements.

**Interview Participant #2 Summary:**
The interviewee has few kind words for the program. They described the program as horrible, explaining that they received tremendous support from their prior club, and came to TVSC and found very little support and encouragement. There was no help in getting their child to the next level of the college recruiting process. There was no individual support or coach’s follow through on assigned tasks.

**P1-4. What aspects of CAP did/have you used during the process? (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)**

**Interview Participant #1 Summary:**
Family has used many of the program’s offerings including attending the annual meetings, reviewed/referred to the written materials, and engaged in the individual advisory sessions. Their younger child used more of the individual advisory sessions – believing this has become a more “offered” service this past year. The oldest child received individual advising, but these services were based on the circumstances and sought it out, rather seeing it as a direct “offering” of the program.

S/he also believes the “showcase” tournaments are important and has attended many of the informational sessions.

Believes all of the components that are currently used are important, because it is so much information that is important to hear/receive it from multiple sources. They attended the meetings and then reviewed the written materials, and then talked to coaches, etc. Just one source of information would have been inadequate.

For written materials... “It’s hard to remember all the dates and information...hearing it, and then receiving it written format. “

**Interview Participant #2 Summary:**
The family used the annual meetings, written materials and individual advisory sessions.
P1-5. What were the most beneficial aspects of CAP?

*Interview Participant #1 Summary:*

TVSC was successful in encouraging them to seek out opportunities, setting goals, etc. The most beneficial information was what and how to contact coaches, including what to email, when to contact them, how to follow up, etc. The minimum requirements to get into college are similar or less than the information you receive from high schools. It’s more important to learn about going after the coaches and how to present yourself.

College coaches want to see information coming from the player – that they are emailing the coach. TVSC has shared tips about this. They don’t want to think that this is coming from Mom and Dad.

*Interview Participant #2 Summary:*

The team and annual meetings with the PowerPoint presentations

P1-6. Based on your experience so far, is/was there any important or helpful information missing from the CAP? If so, what was it?

*Interview Participant #1 Summary:*

Learning from other parents’ experiences would have been really helpful. This is a lot of work. While the participant feels TVSC was clear from the beginning that this is a lot of work, it would have been helpful to have the opportunity to talk with more parents who have been through the process. This could possibly be a panel discussion at one of the meetings.

Also, girls and boys programs are different – Girls programs are done by the end of their Junior year. Where DI spots are already filled. Then they quickly move on filling DII spots. Basically, there are more opportunities for girls, so the DI spots go quicker. Sophomore year and Junior year are really important. TVSC seems to do a good job of identifying showcase tournaments to get the teams in front of coaches during these important years. “The CAP is well aligned to support the recruiting – including the travel tournaments are heavy during the Sophomore and Junior levels. It’s more important.”

The time frame for boys is just different. That was something they were not aware of at the start of the program.

*Interview Participant #2 Summary:*

The program needs more support from coaches and greater level of experience from those running the program. Coaches seemed overwhelmed and frequently did not follow through on tasks or requests made by players and parents. There seemed to be very little initiative on the part of the coaches and CAP staff to see that players were succeeding in their quest for college placement. Additionally, more emphasis needed to given to each player individually. The individual sessions frequently became group sessions, which created an uncomfortable environment to ask questions and get individually tailored advice for their children.

P1-7. Overall, how well do you think the CAP is designed?

*Interview Participant #1 Summary:*

Overall it’s good, but there are things that could make it better. It takes a lot of work to identify opportunities. It’s much more work than you think and that could be better explained with how to break it down into manageable parts. Also, while I think it’s improved, there could be more timely emails and communications about what to do.
**Interview Participant #2 Summary:**

The interviewee felt that the program was designed “horribly.” The program was lacking in every way, in the way it was presented to parents and what the overall agenda was for participation in the program. It felt like the program was rushed and forced, did not feel like it was being lead well. Many of the materials that were distributed were confusing and/or never made it into their hands. There needed to more one-on-one support.

**Protocol 2: Questions and Responses**

**P2-4. What aspects of CAP are most beneficial to the parents/players (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)**

**Interview Participant #3 Summary:**

The interviewee ranked the beneficial aspect of the program in the following order

#1 - Individual advisory sessions  
#2 - General meeting  
#3 - Written materials (unless it was a workbook that the player could use throughout the process, then that would be more important than the general meeting)  
- Timeline, workbook so that they are not missing an opportunity  
S/he felt that rather than what delivery method was most important it would be better to focus on what outcome was most important. In his opinion, s/he felt that properly matching players to programs would be the most beneficial.

**P2-5. Based on your experience so far, was there any important or helpful information missing from the CAP? If so, what was it?**

**Interview Participant #3 Summary:**

The interviewee remarked that the education material were limited and that they should offer a workbook and have a once a year interview to determine progress, check off pending items and determine if needs have changed. S/he also felt that it should be mandatory that each player is spoken to in regards to collegiate goals for at least 2 years (9th and 10th grade) and that for premier teams the program should be mandatory. S/he felt these steps would ensure they aren’t missing players who are on the fence.

**P2-6. What do the parents/players expect from the coaches in the process? What do the coaches do well? What could the coaches improve upon?**

**Interview Participant #3 Summary:**

S/he felt that players/parents expect the coaches to interact with the college coaches regarding follow up, expect to be able to utilize them as a guide. S/he also remarked that s/he felt for the most part players/parent understand that it is their responsibility to make the initial contact with college coaches.

The interviewee remarked that s/he wasn’t really sure what a lot of the other coaches were doing for their players but that s/he felt that some were aggressive in helping their players meet their collegiate goals. S/he felt s/he had really communicated with the players to ask for help if they have any question so they can get they help they need. S/he really felt that each team was its own community within itself and often struggled to reach outside of their own team when they needed help or advice.
S/he felt that coaches could improve by a) being truthful to their players even though it might hurt their feelings, assess the player and if needed help them to be realistic about their college plans, b) use their resources. S/he stated that often coaches are inexperienced in player assessment and/or don't know how to direct a player when they ask questions about videos. S/he felt that often resources such as the Technical Director and more experienced coaches would be valuable in helping in player assessment and understanding their role in the CAP process. (S/he also stated that this area was a club deficiency due to availability issues of more experience coaching staff members), c) s/he felt it was imperative that the coaching staff was on the same page as the CAP and that currently that is not always the case.

P2-7. **How well do you think the CAP is designed overall?**

*Interview Participant #3 Summary:*

S/he stated, “I think the program is 60-70% of what we could be.” S/he felt that if they added more meetings and developed a resource then the program would be closer 80%-90%. S/he thought one way to improve the design would be to look at a program that is the best at placing their players and determine what they are doing from a club perspective to promote their players and then try it.

Protocol 3: Questions and Responses

P3-3. **What aspects of CAP are most beneficial to the parents/players (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)**

*Interview Participants #4 & 5 Summary:*

They thought that the most beneficial aspects of CAP were providing players experience in resume writing, job applications, college applications and essays.

Both participants remarked that the CAP should focus on their seminars and written materials.

They should continue to provide resources and support to players/parents.

P3-4. **Based on your experience so far, is/was there any important or helpful information missing from the CAP? If so, what was it?**

*Interview Participants #4 & 5 Summary:*

The interviewees felt that the information needed to be successful in the recruiting process was there but the distribution, promotion and marketing of what was offered was lacking. Both suggested that the materials need to be more centralized and user friendly through a workbook or online app.

P3-5. **What CAP services are the most beneficial in supporting the players/parents and coaches? Why?**

*Interview Participants #4 & 5 Summary:*

Unanimously they both felt that individual advising and individual support were the most beneficial to players/parents because that is where player advocating through talking to college coaches and gaining face time at events is happening.

P3-6. **How well do you think the CAP is designed?**

*Interview Participant #4 Summary:*

The interviewee felt that the program was currently so-so but could easily be developed.
Interview Participant #5 Summary:
This interviewee felt that the program was adequately designed and with a few tweaks here and there, it would be a good program.
Appendix C: Data Collection Results for Dimension 2 - Marketing Design

Data Review

<table>
<thead>
<tr>
<th>TVSC provided documents</th>
<th>Legend: CP(College placement), PK(player/parent knowledge), SK(Staff knowledge), PD(program design), MT(marketing design)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-2.2009 TVSC Fall CAP Seminars.doc</td>
<td>MD</td>
</tr>
<tr>
<td>D-3.TVSC 2010-11 College Advisory.doc</td>
<td>MD</td>
</tr>
<tr>
<td>D-4.TVSC 2011-12 College Advisory.doc</td>
<td>MD</td>
</tr>
<tr>
<td>D-5.TVSC 2011-12 College Advisory.pdf</td>
<td>MD</td>
</tr>
<tr>
<td>D-6.TVSC 2012-13 College Advisory.doc</td>
<td>MD</td>
</tr>
<tr>
<td>D-7.Website</td>
<td>MD</td>
</tr>
<tr>
<td>D-8.College Database.xls</td>
<td>MD</td>
</tr>
</tbody>
</table>

Marketing Design

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>D-2</th>
<th>D-3</th>
<th>D-4</th>
<th>D-5</th>
<th>D-6</th>
<th>D-7</th>
<th>D-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3. Are the materials appropriate for the targeted audience?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4. Are the materials appropriate for the delivery medium?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Do the materials identify the CAP benefits and features?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Do the materials identify all the available CAP services?</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. Do the materials provide accurate/relevant contact and/or follow-up information?</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>14</strong></td>
<td><strong>12</strong></td>
<td><strong>14</strong></td>
<td><strong>14</strong></td>
<td><strong>16</strong></td>
<td><strong>11</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

Survey Data
The following results are based on responses to the U14-U15 CAP Design and Marketing Survey and the U16-U19 Players/Parents CAP Design, Marketing and Knowledge Survey, questions 1-3. Respondents
were asked to identify whether or not they had heard of the CAP, from what source and what services they had used. Quality ratings are based on the average percentage of respondents who had heard of the program and used at least one of the services.

<table>
<thead>
<tr>
<th>Marketing Design Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Players aware of the program</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>40%</td>
</tr>
</tbody>
</table>

**Interview Data**

**Protocol 2: Questions and Responses**

**P2-8. How did you learn about CAP? What do you feel are the most effective methods and/or sources to promote the CAP? Are there any methods/sources that are not currently used, but should be considered?**

*Interview Participant #3 Summary:*

Interviewee felt that s/he usually heard about the meetings through The Technical Director (i.e. word of mouth).

This interviewee remarked that emails and general website announcement were nice but felt they were somewhat ineffective because often players/parents don’t check their emails. S/he felt that the communication between the coaches and the head staff needs increased to ensure participation.

Interviewee also felt that currently the coaches aren’t being utilized strongly enough. Coaches have to enforce the meetings with their players and that the coaches should be at the CAP seminars. When a coach tells a player they replacing a practice with a CAP seminar and that they will be there to verify attendance then most players will be sure to come to the meetings.

**P2-9. What elements of the program do you promote or identify as effective resources for players/parents?**

*Interview Participant #3 Summary:*

The interviewee remarked that everything they are doing is effective; however, they are deficient in the fact that they don’t or can’t offer more individual advisement or services to the players. S/he felt that more needs to be done.
Protocol 3: Questions and Responses

P3-7. What do you feel are the most effective methods and/or sources to promote the CAP? Are there any methods/sources that are not currently used, but should be considered?

*Interview Participants #4 & 5 Summary:*

Both participants remarked that Social Medias such as emails, website, Facebook needs to continue to be used but networking through the coaches would be essential. Getting the word of mouth pipeline working and coach’s reinforcement would ensure a successful participation rate.

P3-8. How do you feel the program is marketed to the players/parents? What benefits/features should be highlighted? Are they included in the marketing? Is there anything missing that should be included?

*Interview Participants #4 & 5 Summary:*

Neither participant felt that the program was marketed to players/parents very well, they felt that often players/parents didn’t read their emails. They felt that the CAP needed to increase marketing strategies and consistency to ensure maximum player and parent participation.
Appendix D: Data Collection Results for Dimension 3 – Staff Knowledge

Data Review
Note: Due to lack of extant data, the data review was not completed for the Staff Knowledge dimension.

Survey Data
The following results are based on responses to the U14-U18 Coaching Staff CAP Knowledge and Skills Survey, questions 1-11. Respondents were asked several questions to identify level of knowledge regarding various recruiting practices, regulations or benefits of the CAP. Quality ratings were based on the combined group average score.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 - What is a coach’s role in a player’s college recruitment process? Slide the scale to match the level of participation in the following activities.</td>
<td></td>
</tr>
<tr>
<td>Q2 - What is the appropriate College Division for each of the following academic requirements?</td>
<td></td>
</tr>
<tr>
<td>Q3 - Briefly explain how you promote your players to College Coaches.</td>
<td></td>
</tr>
<tr>
<td>Q4 - What information resources do you use the most regarding recruitment?</td>
<td></td>
</tr>
<tr>
<td>Q5 - How involved should a coach be in a player’s recruitment?</td>
<td></td>
</tr>
<tr>
<td>Q6 - What shouldn’t a coach do for a prospective college athlete?</td>
<td></td>
</tr>
<tr>
<td>Q7 - Internet services/recruiting services are legitimate and good to use.</td>
<td></td>
</tr>
<tr>
<td>Q8 - Briefly describe the communication rules between a player and college coaches during the recruitment process/period.</td>
<td></td>
</tr>
<tr>
<td>Q9 - When should players look to commit?</td>
<td></td>
</tr>
<tr>
<td>Q10. How do you help your players in their development of appropriate, and up-to-date videos?</td>
<td></td>
</tr>
<tr>
<td>Q11 - Below is a list of typical college recruitment advice given to players. Rank advice in order of importance (1 being most important)</td>
<td>62%</td>
</tr>
</tbody>
</table>

Interview Data
Method: Individual Telephone interview with downstream impactees and group interview with 2 upstream stakeholders

Protocol 1: Questions and Responses
P1-12. Describe how the coaches supported the college recruitment process? What did they do well? What were you hoping to receive, but did not?

Interview Participant #1 Summary:
Children’s coaches were knowledgeable about showcase opportunities and how to contact
coaches. S/he understood their levels of play and how to balance their skills with the potential opportunities. S/he would encourage the players to reach out first.

Interview Participant #2 Summary:
The interviewee explained that they got no real support from the coaches. There was no type of one-on-one support or conversations between the CAP staff, coaches, and parents/players. There needed to be more individual analysis of where each player is at, and then tailor the program to their needs, rather.

Protocol 2: Questions and Responses
P2-1. **What is the purpose of the CAP? What are the described outcomes of the program? (follow-up probing questions should further explore the coaches’ knowledge of the program.)**

*Interview Participant #3 Summary:*
CAP is to educate players/parents regarding various types of college divisions, rules and requirements and support them to self-navigate through the college recruitment process. S/he felt that the CAP was doing a decent job educating but felt the outcomes could be so much greater. S/he felt that placement outcomes were only average, but that was subjective based on the players’ roles in the process. S/he felt that the CAP should have provided information to set realistic expectations of the complexities of college placement. S/he felt that one-on-one advising would increase overall outcomes, simply by determining player commitment levels, uncertainties, motivation, educational goals, etc.

P2-2. **Describe coaches’ roles in CAP?**

*Interview Participant #3 Summary:*
Interviewee remarked that it is important for the coaches to know what the CAP is saying to the players so that they are providing the same information. S/he felt coaches should attend the CAP seminars so that they can understand the process. Coaches should be able to accurately provide guidance to players on what to say to college coaches and know when they should personally get involved. S/he felt it would be helpful for the coaches to have a separate advisory session so they can be educated as coaches (something simple) and they can understand how aggressive they should be in the process. Understand their role and resources in the process.

P2-3. **When should players enroll in the CAP?**

*Interview Participant #3 Summary:*
This interviewee remarked that CAP sessions should begin when the player is 12-13 to provide parents with very general information and to help the players see what they are working towards (bring in a mentorship program of successful 17-18 that could come in and talk to the players/parents). This seminar could set better expectations with the parents and is at a time when you are really beginning to see player’s separation of skills.

P2-15. **What is your understanding of the process? Eligibility requirements (by division)? Timeline? Communicating with the colleges?**

*Interview Participant #3 Summary:*
This interviewee felt that s/he had a great understanding of the process.
P2-16. How would you describe the coaches’ roles throughout this process? Are these expectations aligned with the parents/players expectations? If not, what do you think is causing this gap?

Interview Participant #3 Summary:
The interviewee described the coaches’ roles as that of a resource in which players can utilize to ask questions or guidance, to follow up with college coaches, to promote his players through many forms of media (telephone, email, face to face). S/he also felt that the players/parents expectations were aligned due to their open communication about roles.

P2-17. How prepared or confident are coaches in presenting the CAP and services to the players/parents? Is coach training made available (both formal and informal)?

Interview Participant #3 Summary:
S/he said that with the slides the presentation could easily be presented.

Protocol 3: Questions and Responses
P3-2. How would you describe the coaches’ roles in CAP? Staff’s roles?

Interview Participants #4 & 5 Summary:
They remarked that the coaches role was to be active to help facilitate the player and guide them through the process by contacting coaches, acting as a monitoring service and using or reaching out to resources (DOC’s etc.).
Appendix E: Data Collection Results for Dimension 4 - Player/Parent Knowledge, Skills and Abilities

Data Review

<table>
<thead>
<tr>
<th>TVSC provided documents</th>
<th>Legend: CP(College placement), PK(player/parent knowledge), SK(Staff knowledge), PD(program design), MT(marketing design)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-9.College Pool.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-10.College Pool.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-11.Developing Your Pool Worksheet.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-12.Developing Your Pool Worksheet.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-13.Freshman Eligibility Standards.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-14.General Letter Template.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-15.General Letter Template.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-16.Player Profile Template.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-17.Player Profile Template.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-18.Test Information.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-19.Test Information.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-20.Timeline.doc</td>
<td>PK</td>
</tr>
<tr>
<td>D-21.Timeline.pdf</td>
<td>PK</td>
</tr>
<tr>
<td>D-23.Communicating with the college coach.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-24.Junior-Senior presentation.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-25.Misc Slides.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-26.Preparing for College.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-27.Setting a positive foundation.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-29.Sport Source College tips.ppt</td>
<td>PD</td>
</tr>
<tr>
<td>D-30.The Pool &amp; Selection Process.ppt</td>
<td>PD</td>
</tr>
</tbody>
</table>
### Player/Parent Knowledge, Skills and Abilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do the materials support the players/parents ability to self-navigate the college recruitment process (i.e., instructions, responsibilities, cues, clear labels)?</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the materials organized and easy to reference?</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the materials prioritize information and resources from most important to least important?</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the materials include relevant/insightful recommendations or tips that add value to the process?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>15</strong></td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.55
Survey Data
The following results are based on responses to the U16-U19 Players/Parents CAP Design, Marketing and Knowledge Survey, questions 15-24. Respondents were asked several questions to identify their levels of knowledge regarding various recruiting practices, regulations or benefits. Quality ratings were based on the combined group average score.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15 - What is the minimum high school GPA players can have from which college coaches&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Q16 - What is the appropriate College Division for each of the following academic requirements? Select one from the drop-down menu.</td>
<td></td>
</tr>
<tr>
<td>Q17 - What standardized testing is appropriate for the school of interest?</td>
<td></td>
</tr>
<tr>
<td>Q18 - When should the college recruitment process start?</td>
<td></td>
</tr>
<tr>
<td>Q19 - How many schools should players contact/reach out to?</td>
<td></td>
</tr>
<tr>
<td>Q20. Briefly explain the basic steps players/parents need to take during the recruitment process.</td>
<td></td>
</tr>
<tr>
<td>Q21. What criteria should be considered when identifying the most appropriate college choice? Choose all that apply.&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Q22. Briefly explain what documentation will be needed during the recruiting process.</td>
<td></td>
</tr>
<tr>
<td>Q23 - What does an annual calendar year look like while participating in college athletics?&lt;sup&gt;3&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Q24 - What are the rules surrounding campus visits? Select the most appropriate answer from the drop-down menu.</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> The correct answer to this question is either 2.7 GPA or 3.0 GPA
<sup>2</sup> There are only 2 wrong answers on this list:
* Number of Parties
* Wins to Loss ration
any other combination is a correct answer
<sup>3</sup> The correct answer to this question is either Mid July - Mid November or Year round

Interview Data
Protocol 1: Questions and Responses

P1-8. What information/knowledge did you gain from CAP about the college recruitment process?

*Interview Participant #1 Summary:*
How to communicate with coaches was the most valuable. The other requirements, etc. are available on the NCAA website. The school requirements are usually covered in school, but it was learning what and how to communicate with the coaches.
Interview Participant #2 Summary:
The interviewee was very adamant that they did not gain anything from the program in terms of new information or knowledge.

P1-9. What information/knowledge did you gain from CAP about college’s expectations? What you would say were/are the most important aspects? Least valuable aspects?

Interview Participant #1 Summary:
That you have to market yourself. “Coaches or scouts are not going to walk by field and say you’re the best player ever. You have to go out and promote yourself.” S/he thought TVSC was clear about this (but not sure if others would agree. Also, s/he thought TVSC did a great job of directing players to identify what schools they want to go or defining their college goals – major, size of school, type of soccer program, how long do you want to take, etc. They encourage players to find the best fit for them so that they make it throughout the program.

Coaches also want to see the player’s initiative. They know when this is coming from the Parent – and want to see the players making the effort. TVSC coaches are good about encouraging players to take the initiative – offering support if needed and asked.

Interview Participant #2 Summary:
The interviewee remarked that s/he could have learned everything that CAP presented from the NCAA’s own website, and by web searching college expectations.

P1-10. What information/knowledge did you gain from CAP about your roles and responsibilities throughout the process?

Interview Participant #1 Summary:
Understood this a self-navigation process... while some were frustrated that TVSC didn’t reach out – s/he felt this was clear from the beginning. Players make their own profiles and as team manager, s/he helped produce the team’s profile and have it ready for distribution at the showcase tournaments.

S/he knew going in that most of the work was for the player/parent – and while they would assist – the responsibility lies with the parents/players.

Interview Participant #2 Summary:
While the interviewee understood the self-navigating nature of the process, s/he was frustrated that the club and CAP did not do more to help during the process.

P1-11. With the information and knowledge you gained from CAP, how prepared do you feel to navigate the collegiate recruitment process?

Interview Participant #1 Summary:
Overall, seemed well prepared for the process – but put in a lot of work on their own.

Interview Participant #2 Summary:
Interviewee remarked that they felt prepared to navigate the college recruiting process but that is in no way because of their participation in the CAP.

Protocol 2: Questions and Responses

P2-10. What is your understanding of the players/parents roles and/or responsibilities throughout the college recruitment process?
Interview Participant #3 Summary:

Interviewee's basic understanding was that players needed to make the initial contacts to reach out to college coaches, and that players needed to keep their grades up and continually work on their on the field skills and IQ.

P2-11. What information/knowledge is most important for parents/players to understand as they navigate the college recruitment process? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participant #3 Summary:

S/he stated, “Grades matter from Freshman year on.” S/he then remarked that the second most important thing is the pool process in which players choose the colleges they want to attend. Players need to do a realistic self-assessment of where the wants to be, parents need to be realistic in their communication with their kids.

S/he felt that the grades were definitely emphasized to players/parents but that the pool process was not stressed enough. Interviewee thought each kid needed to be asked where they want to live because often that was the biggest mistake when developing their pool.

P2-12. What information/knowledge is most important for parents/players to know about college’s/college coaches’ expectations? What you would say were/are the most important aspects? Least important aspects? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participant #3 Summary:

S/he thought that grades were the college coach’s highest expectation. S/he said money is often a college coach’s bottom line, good grades can ensure that a coach gets a good player without having to spend money (i.e. athletic scholarship vs. academic scholarship)

Most important for a player/parent to know was that players need to keep reaching out to coaches regardless of feedback because often college coaches are simply watching to see who is really committed to going to their school. Continued attempts at communication by a player displays desire to go to their school.

S/he felt that the least important expectation of a college coach was win/loss ratio. He felt that college coaches didn’t care who won but were more concerned with on the field ability, such as playing through adversity, game IQ etc.

It was this interviewee’s opinion that the CAP is doing a very good job educating the players/parents regarding the grade requirements but that they were failing to ensure players are continuing to follow up even if they coaches were not responding.

P2-13. What navigation tools do you feel provide the best sources of information for players/parents? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participant #3 Summary:

The interviewee remarked that s/he felt individual advising and a workbook would be the best source of information for players/parents but felt CAP could provide more.

P2-14. What are the most common mistakes parents/players make in the college identification/selection process? Are these tips/recommendations shared in CAP?
Interview Participant #3 Summary:
Self-evaluation regarding their actual skill level (what level of soccer are they at i.e. NAIA or DI), whether or not they really want to live where they are looking to go to school. He didn’t feel that the CAP was addressing either of these issues well enough.

Protocol 3: Questions and Responses
P3-9. What information/knowledge is most important for parents/players to understand as they navigate the college recruitment process? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participants #4 & 5 Summary:
They both felt that the most important information would be understanding that a lot of recruitment work starts with the player through their consistent and repetitive communication with college coaches and CAP advisors. The parents, coaches and CAP advisors are there to act as guides through the process.

They felt that about 75% of players/parents understand the importance of the players’ roles in initiating contact with college coaches but because they aren’t walking out the door with a checklist or workbook in their hand they are forgetting. The lack of streamlined information affects the ability to ensure players/parents are receiving what they need.

P3-10. What information/knowledge is most important for parents/players to know about college’s/college coaches’ expectations? What you would say were/are the most important aspects? Least important aspects? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participants #4 & 5 Summary:
When asked what was most important the interview participants stated college coaches wanted and/or expected a good academic student that will represent their school well.

What were least important to a college coaches was awards, accolades, ODP, 5A all state teams, regional teams, or even national teams etc.

In their opinion, they didn’t feel that players/parents were really getting this information because too much info and not enough notes were being given to them during the meetings.

P3-11. What navigation tools do you feel provide the best sources of information for players/parents? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Interview Participants #4 & 5 Summary:
They both felt that a workbook tool or an online tool would be the best source of information for the players/parents but they don’t feel that currently workbooks are being utilized.

P3-12. What are the most common mistakes parents/players make in the college identification/selection process? Are these tips/recommendations shared in CAP?

Interview Participants #4 & 5 Summary:
They felt that most often players start their college search too narrowly. In general they should start with 60-70 schools, defining realistic playing expectations, thinking about what life would be like and narrow it down from there.
Appendix F: Data Collection Results for Dimension 5 – College Placement Rates

Data Review

| TVSC provided documents |  |  
|-------------------------|---|---|

Legend: CP(College placement), PK(player/parent knowledge), SK(Staff knowledge), PD(program design), MT(marketing design)

<table>
<thead>
<tr>
<th></th>
<th>CP</th>
<th>MD</th>
<th>PD</th>
<th>SK</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1.TVSC grads - College List.xls</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-8.College Database.xls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Placement Rates</th>
<th>Average Score</th>
<th>Mostly: 3</th>
<th>Somewhat: 2</th>
<th>Not at all: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the data accurate?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1. Is the data current?</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Interview Data

Protocol 1: Questions and Responses

P1-14. What CAP information is/was most helpful in understanding the college placement rates and potential? Was there any information that was missing? If so, what?

Interview Participant #1 Summary:
TVSC didn’t promise college placement or scholarships. Their goal is about helping players find the best college fit for the players needs. S/he’s seen clubs promise opportunities and in reality they only have contacts with a few schools. Those schools might not be the right fit for the player.
Overall, the program was valuable.

Interview Participant #2 Summary:
The interviewee felt like the PowerPoint presentations at the meetings were the most valuable part in understanding the college placement rates and potential.

Protocol 2: Questions and Responses

P2-18. What elements of the program or resources are the most effective in supporting players’ abilities to obtain college opportunities? Are there any elements/sources that are missing that would be beneficial?

Copyright 2013 S. Olachea, C. Olson & B. Davis p.60
Interview Participant #3 Summary:
The interviewee felt that providing the players the opportunity to be seen by college coaches via tournaments, camps etc is one of the best resources CAP provides. S/he also felt that their emphasis on grades was invaluable to the player in the long run.
The interviewee listed four elements/sources that s/he felt were missing and would like to see implemented

- Add a 5th year (12-13 year olds) to the recruitment timeline
- Create an active timeline workbook
- Provide a CAP seminar to the coaching staff
- Provide coaches with the tools or resources to properly evaluate players

P2-19. How prepared or confident are coaches in aligning placement opportunities with players’ needs/desires?

Interview Participant #3 Summary:
The interviewee felt very confident in the coaches’ abilities to align placement opportunities for players and has several resources to utilize in doing so. S/he stated that having a network of college coaches was the number one asset for players and that it eased in the process of speaking on behalf of them.

P2-20. What should TVSC’s CAPs continue doing to support the college placement process? Do more of? Do less of?

Interview Participant #3 Summary:
S/he felt that TVSC should continue and increase their Individual advising sessions, continue to further develop their materials, handouts and player/parent resources and provide more coaching education of the CAP.

When asked if there was anything they should do less of s/he replied that there was nothing that they should decrease because it is slim now as it is.

Protocol 3: Questions and Responses
P3-15. What elements of the program or resources are the most effective in supporting players’ abilities to obtain college opportunities? Are there any elements/sources that are missing that would be beneficial?

Interview Participants #4 & 5 Summary:
They both felt that the network of CAP advisors, team coaches and individual support such as resume writing, letter writing, emailing, phoning of college coaches was the most effective element in obtaining opportunities.

They also felt that it would be nice to have a booklet or online tool that would create a written step-by-step recruitment process for the players/parents.

P3-16. How effective is TVSC in supporting/guiding placement opportunities with players’ needs/desires? Are there elements/resources that would help support college placement?

Interview Participants #4 & 5 Summary:
They both felt that the CAP is doing a good job at supporting and guiding player opportunities especially for players using all services of the CAP but they still feel they need to expand their success.

P3-17. What should TVSC CAP continue doing to support the college placement process? Do more of? Do less of?

*Interview Participants #4 & 5 Summary:*

They felt that the CAP advisors should redesign the seminars to be more age appropriate to ensure effectiveness, tie in a workbook tool and offer more individual advising opportunities.
# Appendix G: Data Review Checklist

## Data Review Checklist

### Dimensions:

- **Program Design**: How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process? (Importance Weighting: Extremely Important)
- **Marketing Design**: How well is the program marketed to eligible players/parents? (Importance Weighting: Important)
- **Player/Parent Knowledge, Skills and Abilities**: How prepared are the players/parents to navigate the collegiate recruitment process? (Importance Weighting: Extremely Important)
- **Staff Knowledge**: How accurately are the TVSC coaches presenting the CAP and services to players/parents? (Importance Weighting: Very Important)
- **College Placement Rates**: To what extent do the players using CAP have a higher success rate in obtaining college opportunities? (Importance Weighting: Important)

### Program Design

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do the materials clearly identify roles and responsibilities of the players, parents, coaches, CAP staff?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do the materials clearly identify the college requirements?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the materials include the correct test scores, GPA and additional acceptance requirements?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the content support the services’ or tools’ objectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

7 Initial reviews of TVSC documents concluded insufficient data available for a comprehensive data review for this dimension.

8 Initial reviews of TVSC documents concluded insufficient data available for a comprehensive data review for this dimension.

---

Copyright 2013 S. Olachea, C. Olson & B. Davis p.63
### Marketing Design

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are the materials appropriate for the targeted audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the materials appropriate for the delivery medium?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the materials identify the CAP benefits and features?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the materials identify all the available CAP services?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do the materials provide accurate/relevant contact and/or follow-up information?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Player/Parent Knowledge, Skills and Abilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do the materials support the players/parents ability to self-navigate the college recruitment process (i.e., instructions, responsibilities, cues, clear labels)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the materials organized and easy to reference?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the materials prioritize information and resources from most important to least</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Staff Knowledge

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the materials accurate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Are the materials current?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are the materials relevant and support the coaches'/staff's ability to disseminate information and resources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the materials organized and easy to reference?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the materials prioritize information and resources from most important to least important?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the materials include relevant/insightful recommendations or tips that add value to the process?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### College Placement Rates

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the data accurate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Is the data current?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

9 Initial reviews of TVSC documents concluded insufficient data available for a comprehensive data review for this dimension.

10 Initial reviews of TVSC documents concluded insufficient data available for a comprehensive data review for this dimension.
Appendix H: U14-U15 Player/Parent CAP Design and Marketing Survey

TVSC is sponsoring a team of graduate students from Boise State University to conduct an anonymous survey regarding the College Advisory Program. The purpose of the survey is to determine the effectiveness of the program and if there are areas for improvement. We would like to thank you in advance for your participation and remind you that all responses to this survey will remain anonymous.

Have you heard of the TVSC College Advisory Program?
- Yes
- No

How did you hear about the College Advisory Program? Choose all that apply.
- TVSC email flyer
- TVSC Coaching staff
- Word of mouth

Have you used the College Advisory Program services? Choose all that apply.
- Yearly Seminar
- Individual Advising
- Handout materials

<table>
<thead>
<tr>
<th>How satisfied are you with the services of the College Advisory Program (e.g. Yearly seminar, written materials, and individual advising)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
</tr>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How satisfied are you with the information the College Advisory Program provides?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
</tr>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How satisfied are you with the knowledge of the College Advisory Program advisers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
</tr>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

Do you understand self-navigation techniques used in the college recruitment process (e.g. marketing yourself to college coaches, determining your pool etc.)?
- Yes
- No
Briefly explain what concepts of the self-navigation techniques you do not understand.

How satisfied are you with the self-navigation techniques the program provides (e.g. Ease of use, result in positive outcomes etc.)?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Do you feel that the roles and responsibilities of the College Advisory Program advisers, TVSC coaching staff and the players in the recruiting process are clearly explained?

○ Yes ○ No

Do you feel supported through the recruiting process?

○ Yes ○ No

If you answered No to the question, "Do you feel supported through the recruiting process?", please explain:

What do you like most about the College Advisory Program?

What do you like least about the College Advisory Program?

In what ways could the College Advisory Program be improved?
Would you recommend TVSC College Advisory Program to others?

☐ Yes  ☐ No
Appendix I: U16-U19 Player/Parent CAP Design, Marketing and Knowledge Survey

TVSC is sponsoring a team of graduate students from Boise State University to conduct an anonymous survey regarding the College Advisory Program. The purpose of the survey is to determine the effectiveness of the College Advisory program and if there are areas for improvement. The first portion of this survey will specifically address marketing and program design while the second half of the survey is to determine your skills and knowledge regarding the college recruitment process. We would like to thank you in advance for your participation and remind you that all responses to this survey will remain anonymous.

Have you heard of the TVSC College Advisory Program?
- Yes
- No

How did you hear about the College Advisory Program? Choose all that apply.
- TVSC email flyer
- TVSC Coaching staff
- Word of mouth

Have you used the College Advisory Program services? Choose all that apply.
- Yearly Seminar
- Individual Advising
- Handout materials

How satisfied are you with the services of the College Advisory Program (e.g. Yearly seminar, written materials, and individual advising)?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How satisfied are you with the information the College Advisory Program provides?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How satisfied are you with the knowledge of the College Advisory Program advisers?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright 2013 S. Olachea, C. Olson & B. Davis p.69
Do you understand self-navigation techniques used in the college recruitment process (e.g. marketing yourself to college coaches, determining your pool etc.)?

- Yes  - No

Briefly explain what concepts of the self-navigation techniques you do not understand.

How satisfied are you with the self-navigation techniques the program provides (e.g. Ease of use, result in positive outcomes etc.)?

- Very Dissatisfied  - Dissatisfied  - Neutral  - Satisfied  - Very Satisfied

Do you feel that the roles and responsibilities of the College Advisory Program advisers, TVSC coaching staff and the players in the recruiting process are clearly explained?

- Yes  - No

Do you feel supported through the recruiting process?

- Yes  - No

If you answered No to the question, "Do you feel supported through the recruiting process?", please explain:

What do you like most about the College Advisory Program?
What do you like least about the College Advisory Program?

In what ways could the College Advisory Program be improved?

Would you recommend TVSC College Advisory Program to others?

Have you participated in the TVSC College Advisory program?

What is the minimum high school GPA players can have from which college coaches will recruit?

What is the appropriate College Division for each of the following academic requirements? Select one from the drop-down menu.

- Complete a minimum of 16 core academic required classes with a minimum GPA of 2.0 and achieve a minimum SAT score of 820 or an ACT sum score of 68
- Eligibility requirements are not set by the governing body rather individual colleges determine standards
- Meet 2 out of 3 of the following eligibility requirements 1) Graduate in the top half of your high school class, 2) Graduate with a minimum overall GPA of 2.0, 3) Achieve a minimum SAT score of 860 or a minimum ACT score of 18
- Graduate from high school or receive a GED equivalent, or complete 12 college credits with a minimum of a 1.75 GPA and meet college admission requirements
- Complete a minimum of 16 core academic required classes with a minimum GPA of 2.0 and achieve a minimum SAT score of 1010 or a minimum ACT sum score of 86
What standardized testing is appropriate for the school of interest? Choose all that apply.

- ACT
- GRE
- SAT

When should the college recruitment process start?

- Freshman Year
- Sophomore Year
- Junior Year
- Senior Year

How many schools should players contact/reach out to? Slide the scale to an number that represents your thoughts.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>4</th>
<th>7</th>
<th>11</th>
<th>14</th>
<th>18</th>
<th>21</th>
<th>25</th>
<th>28</th>
<th>32</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Briefly explain the basic steps players/parents need to take during the recruitment process.

What criteria should be considered when identifying the most appropriate college choice? Choose all that apply.

- Public School
- Class size
- Number of Parties hosted each year
- Soccer program
- In/Out of State
- Male to Female ratio
- Cost
- Urban or Rural
- Extra Curricular Activities
- Area of Study
- Wins and loss ratio
Briefly explain what documentation will be needed during the recruiting process.

What does an annual calendar year look like while participating in college athletics?
- Mid July - Mid November
- September - November
- Year round

What are the rules surrounding campus visits? Select the most appropriate answer from the drop-down menu.

Institution pays for part of all of the costs of an official visit.
How many times can you officially visit a school?
Can you play with the team at a Junior College?
How many times can I make unofficial visits to colleges in all?
## Appendix J: U14-U18 Coaching Staff CAP Knowledge and Skills Survey

TVSC is sponsoring a team of graduate students from Boise State University to conduct an anonymous survey regarding the College Advisory Program. The purpose of the survey is to test your skills and knowledge regarding the college recruitment process. We would like to thank you in advance for your participation and remind you that all responses to this survey will remain anonymous.

What is a coach’s role in a players college recruitment process? Slide the scale to match the level of participation in the following activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Somewhat active</th>
<th>Active</th>
<th>Very Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email college coaches regarding the player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support the player through the recruiting process by providing tips and guidance when dealing with college coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personally meet college coaches regarding the player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop film and video for the player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone college coaches regarding the player</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation of the College Advisory Program at TVSC

What is the appropriate College Division for each of the following academic requirements? Select one from the drop-down menu.

Complete a minimum of 16 core academic required classes with a minimum GPA of 2.0 and achieve a minimum SAT score of 820 or an ACT sum score of 68.

Eligibility requirements are not set by the governing body rather individual colleges determine standards.

Meet 2 out of 3 of the following eligibility requirements 1) Graduate in the top half of your high school class, 2) Graduate with a minimum overall GPA of 2.0, 3) Achieve a minimum SAT score of 860 or a minimum ACT score of 18.

Graduate from high school or receive a GED equivalent, or complete 12 college credits with a minimum of a 1.75 GPA and meet college admission requirements

Complete a minimum of 16 core academic required classes with a minimum GPA of 2.0 and achieve a minimum SAT score of 1010 or a minimum ACT sum score of 86.

Briefly explain how you promote your players to College Coaches.

What information resources do you use the most regarding recruitment? Choose all that apply.

- TVSC College Advisory Program advisors
- Internet resources
- State Association resources
- Olympic Development Program resources
- If resource is not listed in the above list please fill in below

How involved should a coach be in a player’s recruitment?

Not At All | Occasionally | Frequently
---|---|---
○ | ○ | ○

What shouldn’t a coach do for a prospective college athlete? Choose all that apply.

- Sign a letter of intent on behalf of a student
- Verbally commit a student to a college
- Provide a player recommendation letter for college admissions
- Promote one player over another
- Review player’s college admittance essay
Internet services/recruiting services are legitimate and good to use.

- True
- False

Briefly describe the communication rules between a player and college coaches during the recruitment process/period.

When should players look to commit? Choose all that apply.

- Freshman year
- Sophomore/Junior year
- Junior/Senior year
- Senior Year

How do you help your players in their development of appropriate, and up-to-date videos? Please specify within your answer what methods you suggest your players use to share their videos.

Below is a list of typical college recruitment advice given to players. Rank the following recruiting advice for players in order of importance. Most important piece of advice at the top.

- Go on school visits
- Work on their speed and ability on the field
- Reach out to college coaches through letters, emails and online questionnaires
- Keep their GPA up
- Develop their college pool

Copyright 2013 S. Olachea, C. Olson & B. Davis p.76
Appendix K: Interview Protocol

Interview Protocol #1 for downstream impactees:

Dimensions:
- Program Design: How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process? (Importance Weighting: Extremely Important)
- Player/Parent Knowledge, Skills and Abilities: How prepared are the players/parents to navigate the collegiate recruitment process? (Importance Weighting: Extremely Important)
- Staff Knowledge: How accurately are the TVSC coaches presenting the CAP and services to players/parents? (Importance Weighting: Very Important)
- College Placement Rates: To what extent do the players using CAP have a higher success rate in obtaining college opportunities? (Importance Weighting: Important)

Background
P1-1. What are/were your (parent or child’s) college goals?
P1-2. When did you begin seeking college opportunities? What methods did you use in addition to CAP?
P1-3. How would you describe TVSC’s College Advisory Program (CAP)?

Program Design
P1-4. What aspects of CAP did/have you used during the process? (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)
P1-5. What were the most beneficial aspects of CAP?
P1-6. Based on your experience so far, is/was there any important or helpful information missing from the CAP? If so, what was it?
P1-7. Overall, how well do you think the CAP is designed?

Knowledge/Skills/Abilities
P1-8. What information/knowledge did you gain from CAP about the college recruitment process?
P1-9. What information/knowledge did you gain from CAP about college’s expectations? What you would say were/are the most important aspects? Least valuable aspects?
P1-10. What information/knowledge did you gain from CAP about your roles and responsibilities throughout the process?
P1-11. With the information and knowledge you gained from CAP, how prepared do you feel to navigate the collegiate recruitment process?

Staff Knowledge
P1-12. Describe how the coaches supported the college recruitment process? What did they do well? What were you hoping to receive, but did not?
P1-13. Describe how the CAP staff supported the college recruitment process? What did they do well? What were you hoping to receive, but did not?

**College Placement**

P1-14. What CAP information is/was most helpful in understanding the college placement rates and potential? Was there any information that was missing? If so, what?

**Other**

P1-15. What should TVSC CAP’s continue doing to support the college placement process? Do more of? Do less of?
Interview Protocol #2 for downstream impactees:

Dimensions

- Program Design: How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process? (Importance Weighting: Extremely Important)
- Marketing Design: How well is the program marketed to eligible players/parents? (Importance Weighting: Important)
- Player/Parent Knowledge, Skills and Abilities: How prepared are the players/parents to navigate the collegiate recruitment process?
- Staff Knowledge: How accurately are the TVSC coaches presenting the CAP and services to players/parents?
- College Placement Rates: To what extent do the players using CAP have a higher success rate in obtaining college opportunities? (Importance Weighting: Important)

Background

P2-1. What is the purpose of the CAP? What are the described outcomes of the program? (follow-up probing questions should further explore the coaches’ knowledge of the program.)
P2-2. Describe coaches’ roles in CAP?
P2-3. When should players enroll in the CAP?

Program Design

P2-4. What aspects of CAP are most beneficial to the parents/players (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)
P2-5. Based on your experience so far, was there any important or helpful information missing from the CAP? If so, what was it?
P2-6. What do the parents/players expect from the coaches in the process? What do the coaches do well? What could the coaches improve upon?
P2-7. How well do you think the CAP is designed overall?

Marketing

P2-8. How did you learn about CAP? What do you feel are the most effective methods and/or sources to promote the CAP? Are there any methods/sources that are not currently used, but should be considered?
P2-9. What elements of the program do you promote or identify as effective resources for players/parents?

Players/Parents Knowledge, Skills and Abilities

P2-10. What is your understanding of the players/parents roles and/or responsibilities throughout the college recruitment process?
P2-11. What information/knowledge is most important for parents/players to understand as they navigate the college recruitment process? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?
P2-12. What information/knowledge is most important for parents/players to know about college’s/college coaches’ expectations? What you would say were/are the most important aspects? Least important aspects? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

P2-13. What navigation tools provide the best sources of information for players/parents? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

P2-14. What are the most common mistakes parents/players make in the college identification/selection process? Are these tips/recommendations shared in CAP?

**Staff Knowledge**

P2-15. What is your understanding of the process? Eligibility requirements (by division)? Timeline? Communicating with the colleges?

P2-16. How would you describe the coaches’ roles throughout this process? Are these expectations aligned with the parents/players expectations? If not, what do you think is causing this gap?

P2-17. How prepared or confident are coaches in presenting the CAP and services to the players/parents? Is coach training made available (both formal and informal)?

**College Placement**

P2-18. What elements of the program or resources are the most effective in supporting players’ abilities to obtain college opportunities? Are there any elements/sources that are missing that would be beneficial?

P2-19. How prepared or confident are coaches in aligning placement opportunities with players’ needs/desires?

**Other**

P2-20. What should TVSC’s CAPs continue doing to support the college placement process? Do more of? Do less of?
Interview Protocol #3 for upstream stakeholders:

Dimensions:
- Program Design: How well is the CAP designed (to provide services and tools) to aid players/parents in the college recruitment process? (Importance Weighting: Extremely Important)
- Marketing Design: How well is the program marketed to eligible players/parents? (Importance Weighting: Important)
- Player/Parent Knowledge, Skills and Abilities: How prepared are the players/parents to navigate the collegiate recruitment process? (Importance Weighting: Extremely Important)
- Staff Knowledge: How accurately are the TVSC coaches presenting the CAP and services to players/parents? (Importance Weighting: Very Important)
- College Placement Rates: To what extent do the players using CAP have a higher success rate in obtaining college opportunities? (Importance Weighting: Important)

Background
P3-1. What is the purpose of the CAP? What are the described outcomes of the program?
P3-2. How would you describe the coaches’ roles in CAP? Staff’s roles?

Program Design
P3-3. What aspects of CAP are most beneficial to the parents/players (follow-up probing questions should focus on annual meeting, written materials, individual advisory sessions, etc.)
P3-4. Based on your experience so far, is/was there any important or helpful information missing from the CAP? If so, what was it?
P3-5. What CAP services are the most beneficial in supporting the players/parents and coaches? Why?
P3-6. How well do you think the CAP is designed?

Marketing
P3-7. What do you feel are the most effective methods and/or sources to promote the CAP? Are there any methods/sources that are not currently used, but should be considered?
P3-8. How you feel the program is marketed to the players/parents? What benefits/features should be highlighted? Are they included in the marketing? Is there anything missing that should be included?

Players/Parents Knowledge, Skills and Abilities
P3-9. What information/knowledge is most important for parents/players to understand as they navigate the college recruitment process? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?
P3-10. What information/knowledge is most important for parents/players to know about college’s/college coaches’ expectations? What you would say were/are the most important aspects? Least important aspects? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

Copyright 2013 S. Olachea, C. Olson & B. Davis p.81
P3-11. What navigation tools do you feel provide the best sources of information for players/parents? Do you think the players/parents receive that information/knowledge as a result of participating in CAP?

P3-12. What are the most common mistakes parents/players make in the college identification/selection process? Are these tips/recommendations shared in CAP?

Staff Knowledge

P3-13. What role should/does the staff play in the process? How knowledgeable is the staff about their roles/responsibilities? Are there gaps in the knowledge about the program? If so, where? What type of training is used to prepare the staff?

P3-14. Based on your experiences to date, what else could the staff be doing to support the program?

College Placement

P3-15. What elements of the program or resources are the most effective in supporting players’ abilities to obtain college opportunities? Are there any elements/sources that are missing that would be beneficial?

P3-16. How effective is TVSC in supporting/guiding placement opportunities with players’ needs/desires? Are there elements/resources that would help support college placement?

Other

P3-17. What should TVSC CAP continue doing to support the college placement process? Do more of? Do less of?