THE CREATION OF "HOW TO GET RECRUITED: A SELF-HELP INTERNET VIDEO FOR PROSPECTIVE THUNDERBIRDS"

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The Creation of

“How to Get Recruited:
A self-help Internet video for prospective Thunderbirds”

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This project by Gitana L. Gotay is accepted in its present form by the Department of Communication of Southern Utah University as satisfying the project requirement for the degree of Master of Arts in Professional Communication.

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First and foremost, I would like to acknowledge the Athletic Department of Southern Utah University for allowing me to create this project for their website. Without their help and support none of this would have been possible. While I extend my gratitude to my entire graduate committee, I would like to give particular thanks to my chairman, Dr. Jon M. Smith. Thank you Dr. Smith for helping me, as well as my project, reach its and mine potential. I especially want to give thanks to my dad, mom, brother, and Erin. I love you all dearly, and know together we can achieve anything and everything. Last but not least, I want to acknowledge anyone who has ever been told “no,” but that did it anyway.
In fulfillment of Comm 6910, Graduate Project, I created an Internet video that will teach potential college-bound student-athletes about the recruiting process while bringing added traffic to Southern Utah University’s Athletic Website. This video is the first of its type due to its ability to serve both as an informational tool as well as a means for marketing Southern Utah University’s unique setting and friendly staff.

Background

In the 1980s secondary institutions began receiving criticism for admitting student-athletes that excelled in sports, but not in the classroom. In response to this criticism, in 1995 the National Collegiate Athletic Association (NCAA) established the NCAA Initial-Eligibility Clearinghouse. The purpose of the NCAA Initial-Eligibility Clearinghouse is “to ensure that all institutions use the same minimum academic standards to consider prospective student-athletes” (Covell & Barr as cited in Heck, 2001, p. 588), ensuring that secondary institutions maintain their integrity.

Today, the minimum standards for prospective student-athletes, PSAs, set by the Initial-Eligibility Clearinghouse are more stringent than every before. All PSAs must graduate from high school, complete a minimum of 14 core courses, earn a minimum required grade-point average in their core courses, and earn a combined SAT or ACT sum score that matches their core-course grade-point average on the NCAA’s sliding scale. In addition to these academic standards, the Clearinghouse also requires that all

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1 The Clearinghouse requires PSAs to complete these 14 core courses: 4 years of English, 2 years of math (algebra 1 or higher), 2 years of natural or physical science (including one year of lab science if offered by the high school), 1 extra year of English, math or natural or physical science, 2 years of social science, 3 years of extra core courses (from any category above or foreign language, non方向al religion or philosophy).

2 See the NCAA’s Guide for the College-Bound Student-Athlete for the Division I Core GPA and Test Score Sliding Scale.
PSAs prove their status as an amateur in their sport. The failure to meet any one of these requirements can result in a PSA being ineligible for Division I athletics.

While these additional requirements have helped to raise the graduation rates of college student-athletes above that of the national average for all college students (Christianson, 2006), there have been some negative side effects. In the NCAA’s attempt to raise the minimum standards for PSAs, the NCAA has made the recruiting process more complex for PSAs and their families to understand. While in the past the recruiting process required PSAs to contact college coaches, create player profiles, send game footage, and apply to universities, PSAs today must also register and comply with the NCAA Clearinghouse. This added step is not only eliminating those PSAs that are unable to meet the minimum standards, but also those PSAs that just fail to understand this step in the recruiting process.

As a result of PSAs failing to understand and comply with this added step, the pool of eligible potential Division I student-athletes is shrinking. With fewer elite players to select from, college coaches are faced with more recruiting competition than ever before. This increased competition has resulted in coaches traveling farther and more often to see players, recruiting players earlier in their playing careers, and the need to constantly fundraise in order to increase scholarship budgets. Because all of these changes in coaches’ behaviors require more money and time, the disparities between wealthy and less endowed athletic programs are growing (Coyne, 2007).

Research has shown recruiting has a symbiotic relationship with team performance; “recruiting significantly affects team performance and team performance significantly contribut[es] to recruiting results” (Langlett, 2003, p. 240). Because
coaches of less endowed programs have fewer resources to recruit with, they are locked into a cycle in which they cannot win because they do not have the necessary players, and they cannot recruit the necessary players because they do not win.

Adding to this cyclical problem is the fact that just as team performance and recruiting are interconnected, so is team performance and name recognition. The more success a program experiences the more publicity it receives in the media, thereby, increasing its name recognition with the public. Because name recognition is associated with prestige, name recognition makes it easier for winning programs to recruit the elite players that are necessary to continue building winning traditions. Those programs that are unable to achieve name recognition solely based on their playing records must create their own unique niches in order to appeal to PSAs. While this special niche can range from a specific major to a beautiful university setting, the success of less endowed athletic programs rests on a school’s ability to market its special niche.

While coaches are working hard to market their programs, potential student-athletes are stumbling their way through the recruiting process. With the high stakes of scholarships on the line and the recruiting process being more complex than ever before, parents of PSAs are turning to recruiting services for help. Professional recruiting services charge anywhere from $125 to $5000 to help put PSAs in contact with college coaches, and to ensure that PSAs meet the initial eligibility standards implemented by the NCAA.

Although professional recruiting services can be helpful, they are unnecessary. Everything a professional recruiter can do for a PSA, an informed PSA can actually do better on his or her own. College coaches know that because professional recruiting
services are paid to find PSAs colleges, professional recruiters give little or no concern as to whether or not PSAs actually fit the needs of college programs. Sharing the same sentiment as many collegiate coaches, Tom Donnelly, the head track coach at Haverford College, said he is more likely to read those e-mails sent by PSAs themselves rather than those sent by recruiting services that don’t know the individual needs of his track program (Pennington, 2006).

Because potential student-athletes are better to undergo the recruiting process without enlisting the help of professional recruiting services, it is important that PSAs understand the process for themselves. While several books, websites, and even professional speakers attempt to inform PSAs and their families about the process, these services can be expensive, make the recruiting process more complex than necessary, and even neglect to capture the attention of PSAs.

Today’s younger generations have been found to favor visual media that allow them “to watch rather than read or skim an article” (Souter, 2007, p. 2). The college-bound student of the future watches an average of 14 hours of TV each week— a number that can only be surpassed by the 17 hours they spend on the Internet (Reuters, 2003). Taking into account teens draw to visual media and pairing it with their heavy usage of the Internet, Internet videos are a logical means of reaching today’s PSAs.

Recognizing the appeal of Internet videos to younger generations, marketers are starting to use “how to videos” to draw new traffic to their websites. Not only does the use of such videos make websites more appealing to today’s youths, but they also help make websites more available via search engines. For example: Kraft has started to make a series of Internet videos teaching people how to prepare various foods
(www.kraftfoods.com). In doing so, the Kraft website not only pops up under searches for Kraft and its products, but also those searches concerning food preparation.

Not only are “how to videos” helping websites get listed under more key phrases, but they are even helping websites get listed higher up on search engines’ result lists. Search engines such as “Google” give priority listing to websites with videos.

A unique benefit for public, non-profit organizations using Internet videos is most search engines will list their videos for free (Mentz, 2003). Universities have been slow to take advantage of this benefit; however, they have started to put other Internet capabilities to work.

Universities have started to take advantage of the Internet as a visual medium by posting a wide variety of campus pictures, commercials, and virtual tours on their websites. This new use of the Internet is allowing universities the opportunity to showcase their institutions’ facilities. Institutions’ facilities have been found to play an important role in the decision-making process for student-athletes (Davis, 2006; Matzdorf, 2003; Mazzarol, 1998; Discenza, 1985). Although the NCAA prohibits under bylaw 13.4.2.1 the creation of videos for the sole purpose of showcasing facilities to PSAs, the NCAA does not restrict universities from making such videos for the general public or using facilities as backdrops for informational videos intended just for PSAs.

The potential benefits of Internet videos for universities are not just limited to showcasing campuses’ facilities, but are also extended to showcasing universities’ staff members. Coaches have been found to be another integral part in the decision-making process for student-athletes (Davis, 2006). Through the use of Internet videos, PSAs have the opportunity to see coaches without actually visiting schools’ campuses. While
just seeing coaches and other staff members is not enough to establish an immediate relationship between individuals, it can help PSAs establish a sense of familiarity with the coaches.

In order to maximize the potential benefits of using Internet videos as a recruitment tool there are some special considerations to take into account. The most important thing to remember when making an online video is there is a difference between broadcasting for television versus the Internet. One major difference is the size of the screens. Because computer screens are generally smaller, it is important that shots fill up the frame, subjects are not off in the distance, and that images are simple and uncluttered (McCombs, 2005). Another important consideration unique to broadcasting on the net is the need for shots to remain steady. Because images on the net fall prey to pixellation, the less movement in the shots the better. In addition to the special considerations, it is also important to remember the basics of any good video production: videos must actually have something to show, must have a strong script as their foundation, and video production personnel must be aware of lighting during filming.

**The Solution**

Understanding PSAs’ struggle to make their way through the recruiting process while college coaches locked into small budgets scramble to capture the attention of elite student-athletes, I chose to create a self-help Internet video for PSAs that will not only help PSAs better understand the recruitment process, but that will also drive new traffic to Southern Utah University's Athletic Website. In doing so, it is my intention that the video will give SUU's coaches the opportunity to showcase the university's beautiful setting and friendly staff to elite players that may have otherwise overlooked Southern
Utah University. As the first of its type, it is my hope that this video will serve as encouragement for other universities to create similar videos for recruitment purposes.

**Method**

In order for me to best serve PSAs through the creation of an Internet video, I deemed it necessary to first understand the current trends among PSAs undergoing the recruiting process. Due to limited access to current PSAs, I chose to ask current collegiate student-athletes to reflect on their experiences as PSAs. As a means of doing such, I surveyed 197 student-athletes currently attending Southern Utah University (see Appendix A for the full study). The survey was constructed to focus on the student-athletes’ recruiting process experiences in three main areas: 1) which resources they used during the recruiting process, 2) which areas of understanding of the recruiting process as PSAs they needed the most guidance, and 3) if, as PSAs, they would have used a self-help video of the recruiting process (see Appendix L for a copy of the questionnaire).

After reviewing the results of the survey, I found that 61% of the student-athletes rated their understanding of the recruiting process as PSAs on the lower end of the scale, poor to fair, and that 63% of the student-athletes would have used a self-help video of the recruiting process had it been made available to them. In addition, the survey highlighted that the student-athletes during their recruiting process experiences needed the most help in the following areas: how to register with the Clearinghouse, how to get seen by college coaches, how to contact college coaches, and how to create player profiles.

Once the study confirmed the need for a self-help video of the recruiting process and which areas such a video should emphasize, I began to undergo the long process of creating my production. Long before I could start the actual making of the video, I first
had to get the permission of Southern Utah University's Athletic Staff, the Summit League, the conference in which SUU is a member of, and the NCAA. Because my video was the first of its type, the NCAA was concerned that such a video would be in violation of the operating bylaws of the NCAA. My request was of such concern to the NCAA, that the association released an interpretation of NCAA bylaw 13.4.2, a bylaw concerning the video and audio materials permissible to prospective student-athletes (Appendix I), that was sent via e-mail to the 1,200 member institutions of the NCAA (see Appendix B for the interpretation). After reassuring SUU’s Athletic Department, the Summit League, and the NCAA that the video would be constructed as merely an informational tool rather than as a highlight tape of Southern Utah University Athletics, I was granted permission to begin production of my video (see Appendix C for the approval of SUU’s Athletic Department to create the video).

Upon receiving approval from the NCAA as well as SUU, I began the planning stages of the video. Because I hoped to use my video to not only help PSAs through the recruiting process, but also to showcase Southern Utah University’s beautiful facilities and friendly staff, a great deal of preparation went into the creation of the video itself. The preparation stages of the video consisted of the following: the writing of a script (Appendix D), the development of a treatment (Appendix E), and the scheduling of filming dates. Once the preparation stages were complete, it was finally time to begin filming.

Because it was my first intention to have the video completed by the end of April, the delay in receiving permission to create the film left me less than a month to film, edit, and upload the video to the Internet. In order to prevent further delays with filming, I
chose to make myself the only member of the film crew. In the end, my failure to ask for outside help and the rushing of the film’s making, lead to the video being plagued with over and under exposed shots, interference of the sound by wind, and a lack in coherency of the overall look of the production. After careful review of the video by my committee chair, Jon Smith, it was determined that my first production did not meet the quality standards necessary to represent Southern Utah University’s Athletic and Communications Departments.

Using my first attempt as a teaching tool, I determined the following things would be necessary in order to improve the overall quality of my production: 1) a stronger development of the overall look I wanted to achieve, 2) more hands to help at the filming sites, and 3) more knowledge of the Pro Tools editing system. In order to ensure I carried out these lessons I learned from my first attempt, I allowed myself an additional 7 months to complete my second production.

In order to give my production more coherency and an overall look, I determined the film would benefit from the following two things: 1) a revamping of the script, and 2) a way to interconnect the separate pieces of information as one. After a great deal of brainstorming, I conceptualized the idea of using the throwing and catching of a football as a means of transitioning the shots. With this concept in mind, I began to rewrite the script (Appendix F), draw up a storyboard (Appendix G), and create a new treatment (Appendix H).

In order to ensure I could properly carry out my new ideas, I made arrangements to have additional volunteers at each filming site. While I acted solely as the producer at each site, Professor Jon Smith served as the photographer, and two additional volunteers
helped with various filming needs such as the holding of cue cards, blocking of the wind for sound purposes, and the throwing of the football onto the screen. While these individuals provided help in filming the main speakers, I filmed all B-roll footage on my own.

Once filming was complete, I was responsible for editing the production. Although my background experience is in broadcast journalism, I have solely worked on linear editing systems. Because this production required video graphics, the use of a linear system was not possible, and I was forced to use Pro Tools. With the help of *A Guide to Pro Tools 6.0*, I was able to successfully edit the video by myself.

Upon the completion of editing the film, my committee members-Jon Smith, Lionel Grady, and Kevin Stein- previewed the video to ensure it was ready to be uploaded to the Internet. The committee unanimously agreed the film was Internet ready.

In order to ensure my film was properly uploaded to SUU’s Website, I enlisted the help of Jill Whitaker, a webmaster at Southern Utah University, and Lee Byers, a professor and film producer at SUU. Thanks to their help, on November 12, 2007 the video was successfully uploaded to SUU’s Athletic Website (see Appendix L for a visual overview of the video).

As the final piece of my project, I wanted feedback concerning the overall quality and utility of my video. Although I acknowledge the best means of doing so would have been to survey current PSAs, due to time constraints, this was not a viable option for this project. In place of seeking the feedback of current PSAs, I chose to solicit the feedback of Southern Utah University’s Coaching Staff. Working with PSAs on a daily basis, the coaches understand the needs and wants of PSAs. In addition, because the video is
intended to help market SUU’s Athletic Programs, it was important that the staff be given the opportunity to give their inputs on the video as a potential marketing tool.

After viewing the video at an SUU Coaching Staff Meeting, all 18 staff members in attendance were asked to fill-out a questionnaire regarding the quality and utility of the video (Appendix K). The survey found that 100% of the participants believed the film would not only help PSAs through the recruiting process, but that it would also help showcase some of SUU’s facilities and staff (see Appendix J for the full study).

**Conclusion and Recommendations**

After extensive research, several months of hard work, two surveys, and one failed attempt, I successfully created an Internet video that will help PSAs through the recruiting process while showcasing SUU’s beautiful campus and friendly staff.

In order to maximize the capabilities of my video, I recommend that SUU have the video listed on Google Search Engine. By listing the video with Google, the video will not only attract SUU’s normal website visitors, but also those PSAs searching for answers about the recruiting process. By bringing added traffic to SUU’s website, the video will provide SUU’s coaches the opportunity to reach a shrinking pool of PSAs at a time when competition for recruits is fiercer than ever before.

As the first of its kind, it is my hope that this video will prove to be a truly unique marketing tool for SUU while providing PSAs with the answers they so desperately seek.
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APPENDICES
APPENDIX A

A Study of Division I Student-Athletes on the Availability of Recruiting Process Information

"The best colleges and universities in the US have rejected a record number of aspiring matriculates in what has turned out to be the most competitive year ever for young people seeking entrance to top-tier schools" (Knight, 2007, p. 1).

While this quote is indicative of the challenge of being admitted into college, the challenge is even more complex for those applicants not only interested in attending an institution for academic pursuits but also for athletic. "The National Federation of State High School Associations reported there are just over 7 million high-school athletes, and that roughly [only] 1.2 percent will receive athletic scholarships to NCAA Division I or Division II colleges" (Collings, 2007, p. 2). This statistic illustrates just how difficult it is for aspiring student-athletes to reach their goal of playing at the elite college level.

Because the world of college athletics is so competitive, an understanding of the recruiting process is imperative to the success for those prospective student-athletes, PSAs, interested in continuing their playing careers at the collegiate level. The recruiting process allows college coaches and PSAs to determine concurrently whether or not a PSA is right for their program. In recent years, the recruiting process has become highly regulated by the National Collegiate Athletics Association (NCAA) to ensure student-athletes’ best interests as well as the integrity of higher education (Heck and Takahashi, 2006).

Because winning teams can generate prestige for universities, before the NCAA began regulating the process, many universities were recruiting skilled players who lacked the “interest or the abilities pertaining to academic pursuits” (Heck and Takahashi,
2006, 591). Such recruiting resulted in student athletes’ graduation rates dropping below the national average. In order to raise programs’ graduation rates and relieve some of the criticism directed at institutions for recruiting individuals that were more interested in achieving athletic success verses academic, during the late 1980s and early 1990s the NCAA increased the academic standards for student-athletes interested in participating in higher education sports (Heck and Takahashi, 2006). While the implementation by the NCAA of more stringent academic criteria resulted in higher graduation rates among college student-athletes, it also resulted in a smaller pool of recruitable players.

For institutions seeking prestige through athletics, winning is essential to their university’s success. Recruiting is considered vital to winning; therefore, “significant amounts of resources are spent annually on recruiting” (Langelett, 2003, p. 241). “In 1996, schools in the Big 10 conference spent an average of $500,000 on recruiting” (Langelett, 2003, p. 241). With so much money on the line, universities are putting a great deal of pressure on coaches to recruit players that will create winning programs.

This increased pressure on coaches to recruit the best players in an ever-so shrinking pool of talent has resulted in coaches recruiting earlier than ever before. While in the past it was juniors and seniors that were receiving scholarship offers, today’s coaches are extending such offers to even sophomores in high school (Fiebennitz, 2007). With coaches recruiting players at such an early age, a trend is forming; many potential student-athletes are finding themselves ill-prepared to enter into the recruiting process (Jamieson, 2005).

Earlier recruiting is not only catching young PSAs unprepared, but also their parents/guardians. Parents/guardians can be a “key resource [for PSAs] in the pursuit of
academic and athletic goals;” however, many parents do not understand the recruiting process any more so than their children (Jamieson, 2005, p. 138). “The recruiting process has become so complex and parents have so little free time to learn it” many student-athletes are being forced to stumble through the process alone (Pennington, 2007, p. 2).

For student-athletes with parents who don’t have the proper knowledge about the recruiting process but that have more financial resources, professional recruiting services have become a viable option. Thousands of families each year pay professional recruiting services anywhere from $125 to $5,000 to help student-athletes through the recruiting process (Pennington, 2006). Professional recruiting services help advise student-athletes on everything from “what courses to take, what tutors to see, [to] what camps to attend” (Pennington, 2006, p. 4).

Those student-athletes lacking in knowledge and funding to help guide them through the recruiting process must find alternative resources. Research has shown that outside aids such as books, lists, and computer programs can be effective resources in the college decision making process for high school students (Kmett et al., 1999); however, these findings have yet to be applied to student-athletes and the recruiting process.

Operating under the acknowledgement of the research gap that exists on what outside resources are available for student-athletes entering into the recruiting process and understanding the potential importance of such aids to PSAs, the purpose of this study is to determine what aids are not only available for PSAs, but which are considered most useful. This study also examines which areas of the recruiting process PSAs lack the most knowledge.
Method

In order to better understand what resources are most useful and which areas are least understood by student-athletes undergoing the recruiting process, a written questionnaire (Appendix L) was administered to 197 student-athletes that are currently attending Southern Utah University, a Division I university.

The questionnaire was administered to all but one of the varsity sports offered by the university. Due to a coaching change at the time of this study, the men’s basketball team was unavailable to take part. Of the nine sports that did participate, three of the sports were all-male teams (baseball, golf, and football), five of the sports were all-female teams (gymnastics, soccer, softball, tennis, and women’s basketball), and one sport had both male and female participants (track and field).

The questionnaire was comprised of ten questions, and was administered to each team by the respective team’s head coach. There was a 100% return rate of the questionnaires that were distributed, and although some participants opted not to answer one or two questions, all questionnaires were successfully completed. Appendix H is a copy of the questionnaire that was administered to the student-athletes.

In order to ensure the participants were operating under the same definition of the recruiting process as the researcher, the recruiting process was defined on the questionnaire. The researcher defined the recruiting process as “any formal attempt taken by [the student-athlete] to become a collegiate athlete or any initiative by a college coach to get [the student-athlete] to join their roster.”

Findings

Of the 197 student-athletes that participated in the study, 53 (27%) said they were
walk-ons, and 144 (73%) said they were recruited players (figure 1). At the university in which this study was performed, 75% of the student-athletes received some sort of athletic scholarship (figure 2).

**Figure 1: Recruited vs. Walk-On**

- Recruited 73%
- Walk-On 27%

**Figure 2: Scholarship vs. Non-Scholarship**

- Scholarship 75%
- Non-Scholarship 27%

While a large percentage of the student-athletes (44%) said they had decided they wanted to play a collegiate sport before the ninth grade (figure 3), an overwhelming number of participants (82%) did not begin the recruiting process until the 11th or 12th
grade (figure 4).

![Figure 3: Grade Decided to Play in College](image)

Although 38% of the student-athletes surveyed rated their understanding of the recruiting process as good to excellent, 61% of the participants rated their understanding of the process on the lower end of the scale, which ranged from poor to fair (figure 5).

![Figure 4: Grade Began Process](image)

![Figure 5: Understanding of Process](image)
In response to what the participants did as their first step in the recruiting process the following responses were found: 31% contacted college coaches, 24% filled out recruiting questionnaires, 16% registered with the NCAA Clearinghouse, 12% talked with a school advisor, 3% contacted a recruiting service, and less than 1% first read a book about the process (figure 6). Of the total participants, 2% did not answer this question, and 12% used a first step ‘other’ than the ones listed by the questionnaire. ‘Other’ first steps cited by participants were: talking with high school or club coaches, attending special college meets, sending out film, college coaches contacting them, talking with peers, and talking with older siblings. Of the ‘other’ first steps cited, talking with high school or club coaches was most common.

![Figure 6: First Step in Process](image)

The most common resources used by the participants during their recruiting process experiences were coaches (42%) and families (24%) (figure 7). Of the participants that said they used a coach as a resource, males were more likely to use their high school coaches (84%), and females were more likely to use their club coaches (60%). High school coaches (38%), families (24%), and club coaches (13%) were also noted as the three ‘most useful’ resources to the student-athletes during the recruiting process (figure 8).
In response to which area of the recruiting process the survey respondents felt they had the least amount of knowledge, 32% responded ‘how to register with the NCAA Clearinghouse,’ 22% said understanding ‘what it took to be seen,’ 16% said ‘how to create a player profile,’ 8% responded ‘contacting coaches,’ and 8% did not answer this question (figure 9). The female athletes were more likely than their male counterparts to respond ‘how to create a player profile’ (26% to 14%), while the male athletes were more likely to respond ‘what it took to be seen by college coaches’ (30% to 7%).
At the university in which this study was conducted, 64% of the student-athletes said they would have used ‘a free step-by-step video of the recruiting process’ had it been made available to them, while 29% said they would not have used such a video. Of those participating in this survey, 7% did not answer this question (figure 10).

**Discussion**

Nearly 75% of the student-athletes at the Division I university studied were recruited to play for their respective sport, and received some sort of athletic scholarship. These findings are consistent with the national trend that the majority of Division I student-athletes are recruited players versus walk-ons. With the understanding that recruited players are more likely not only to be rostered on Division I teams, but also to
receive athletic scholarships, it is important that PSAs be encouraged to enter into the recruiting process while they are still in high school. Although entering into the recruiting process does not ensure PSAs an athletic scholarship, it does increase their chances.

This study found that the majority of student-athletes (47%) did not begin the recruiting process until their junior year of high school, and nearly 39% did not start the process until their senior year. This finding is of concern to this study due to Fiebennitz’s (2007) assertion that some PSAs are nearly finished with the recruiting process by their sophomore year. Due to the limited number of scholarships coaches have to offer, those PSAs that fail to start the recruiting process before their junior or senior year are at risk for missing potential scholarship opportunities to those PSAs that get an earlier start.

Although the majority of participants surveyed did not enter the recruiting process until their junior or senior year of high school, 44% of the respondents said they knew they wanted to play a collegiate sport before they entered the ninth grade. With the understanding that the average student-athlete surveyed acknowledged his or her desire to play at the collegiate level three years before he or she actually entered into the recruiting process, this study suggests resources concerning the recruiting process be made available to PSAs by the ninth grade. It is the hope of this study that earlier availability of such resources will ultimately result in a closing of the time gap between the points in which young athletes acknowledge their desire to play at the collegiate level and actually act on that desire.

Based on this study, it is not only important that resources be made available earlier, but also more readily. The majority of the student-athletes (61%) rated their
understanding of the recruiting process on the lower end of the scale, 'poor to fair.' Only 38% said before they underwent the process they had a 'good to excellent' understanding. While these findings are only that of one university, such findings support the need for more information to be made available to PSAs before they enter into the recruiting process. Again this study asserts that in order for PSAs to maximize that information it is important that they receive it at an earlier age, i.e. the ninth grade, to prevent the time lapse between when they acknowledge their dream and actually act on it. Jameison (2005) affirms early messages and information availability is important to children's success in both academics and athletics; therefore, more information earlier will help better guide PSAs through the recruiting process.

Based on the finding that 32% of the student-athletes at the studied university felt they did not have a good understanding of how to register with the NCAA Clearinghouse, an essential step to becoming a Division I collegiate athlete, it is a recommendation of this study that resources regarding the recruiting process emphasize and clarify how to go about this step. Although the NCAA has a website designated to help student-athletes through the Clearinghouse (www.ncaaclearinghouse.net) it is a concern of this study that student-athletes are not aware of this website and the fact that the Clearinghouse is a mandatory step for all Division I athletes.

The participants of this study most commonly cited their families and coaches as their most used and useful resources. A study conducted by Jameison (2005) also found families and coaches were important resources to help guide PSAs through the recruiting process, but also noted that although these resources are well intentioned, they may not have all the answers. Because coaches and families are so heavily relied on by future
student-athletes, this study suggests that information regarding the recruiting process not only be made available to PSAs but also to the families and coaches of PSAs.

The most significant finding of this study is that 68% of the participants said they would have used a ‘free step-by-step video of the recruiting process’ had it been made available during their own college search experiences. This number encourages the making of such a video. Due to NCAA rules that do not permit universities or colleges to give ‘recruiting videos’ to PSAs, this study suggests the use of the Internet for distributing such a video. A recent interpretation released by the NCAA (Appendix B) clarified that universities are permitted to provide videos for PSAs via the Internet as long as they adhere to NCAA bylaw 13.4.2 (Appendix I). Based on the recent clarification by the NCAA and the fact that over 340 million Americans use the Internet (Internetworldstats.com, 2007), this study sees Internet videos as a viable means for reaching not only PSAs, but also their parents and coaches.

While this study has important implications concerning the need for more information to be made available earlier to not only PSAs but also PSAs’ families and coaches, it is important to acknowledge this study as merely an exploratory survey. Although the questionnaire served its purpose, the survey consisted of only ten questions and was administered at just one university.

In order to have a better understanding of the resources concerning the recruiting process and the use of such resources, future studies should ask current Division I student-athletes more questions in the following areas: 1) What would they do differently if they were to go through the recruiting process again, 2) How did the resources they use
ultimately influence the outcome, and 3) What advice would they give to PSAs undergoing the recruiting process now?

This study also suggests that although questioning current Division I student-athletes was essential to the understanding of which resources are most used and useful during the recruiting process, future researchers should also consider interviewing and questioning PSAs currently undergoing the process, as well as their coaches and parents. The questioning of such individuals will not only give more incite in the understanding of what areas PSAs lack the most knowledge, but also those areas in which their parents and coaches need/want information.

It is also a suggestion of this exploratory study that future researchers use a multi-faceted method for collecting data. In addition to using the research method of a questionnaire, interviews and more open-ended questions will help give future researchers’ a more in-depth understanding of PSAs’ needs.

**Conclusion**

With the acknowledgement that this study was limited in its findings due to the fact it was conducted at only one university, this study still served as a foundation for future researchers and their understanding of the needs of PSAs. It is the belief of this study that future research in this area will not only help parents, high school officials, the NCAA, and representatives of universities better understand how to assist PSAs through the recruiting process, but it also may give reason to reevaluate the current structure of recruiting.
REFERENCES


APPENDIX B

An interpretation of NCAA bylaw 13.4.2 as provided by the NCAA:

Content of Athletics Department Staff
Members' Personal Web Sites and
Nonathletics Institutional Web Sites (I)

The committee confirmed that it is permissible for an institution's Web site or an athletics department staff member's personal Web site (or personal page on any site) to include information related to the institution's athletics programs, subject to the restrictions applicable to an institution's athletics Web site. For example, in order to include any recruiting material, highlight videos or information related to prospects on an athletics department staff member's personal site, it must be permissible to include such material and information on the institution's athletics Web site. Further, it is not permissible for an institution's Web site or an athletics department staff member's personal Web site (or personal page on any site) to include a hyperlink to the Web site of a recruiting/scouting service or a noninstitutional publication that reports primarily on the institution's athletics program. Finally, it is permissible for general informational video content related to an institution's athletics programs to appear on institutional Web sites (athletics and nonathletics) and personal Web sites of athletics department staff members, provided such content is generally accessible to the general public (e.g., not included in a separate recruiting section) and is not created for recruiting purposes.
Southern Utah University Athletic Department Consent Form

This form is to express formally that Gitana Gotay has made the Athletic Department of Southern Utah University aware of her intentions to create a video detailing the recruiting process. Upon approval from the Mid-Continent Conference, and the examination of the quality of the video, we, Southern Utah University's Athletic Department, intend on uploading the video to our athletic website.

[Signature]
Athletic Director

[Signature]
Assistant Athletic Director

3/20/07
Date

3/20/07
Date
APPENDIX D

Original Video Script

Introduction- Ken Beazer
So you want to be a Division I student athlete? That’s a great goal, and hopefully this video will show you how you can reach it.

My name is Ken Beazer, and I am the athletic director at Southern Utah University. Being the athletic director of a Division I university has taught me it takes more than being just a great athlete to get recruited. There are steps you must take academically, with the NCAA, and with college coaches that will ensure you are eligible to play at the Division I collegiate level.

Stay tuned because we are about to take you step by step through the recruiting process. You might want to grab a pencil so you can write some of this down.

Academics- Chenee Williams
So you want to be a Division I student athlete? Well do you have what it takes academically?

My name is Chenee Williams and I am the Athletic Academic Coordinator at Southern Utah University. A big part of my job is checking whether or not potential student-athletes are going to be academically eligible to play in college.

In order to be academically eligible there are two things to keep in mind as you go through high school. The first is, make sure you are taking enough core classes and the second is, the lower your grades are in your core classes, the better you have to do on either the SAT or the ACT. I will explain more about these two points in just a minute, but first I have to introduce you to an important website.

If you log on to NCAA.org and click on Prospective Student Athletes, you can download The Guide for College Bound Student Athletes. This book will help explain more in detail everything I will be talking about.

Let’s first talk about core classes. The NCAA requires all potential Division I student-athletes to take 16 core classes in high school. Here is a list of what core classes are required:

- 4 years of English
- 3 year of math (algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)

To check out which courses qualify as core courses at your high school go to www.ncaaclearinghouse.net, and click on Prospective Student Athletes. Click on the “list of approved core-courses” in the purple side column, and you can do a search to see which courses qualify as core classes at your high school.

Here is the second important point to remember about becoming academically eligible: the GPA you need in your core classes in order to be eligible to play at a
Division I university is based on your SAT or Act score. Division I uses what is known as a sliding scale- the lower your GPA is in your core classes, the higher the score you must achieve on either the SAT or ACT. On page 9 of The Guide for College Bound Student-Athletes you can check out the Division I Core GPA and Test Score Sliding Scale.

Now that you know what it takes academically to be eligible for Division I athletics, I am going to send you over to SUU’s Associate Athletic Director so you can find out how to register with the NCAA Clearinghouse.

**NCAA Clearinghouse-Susan Vollmerhausen**

Hey guys. My name is Susan Vollmerhausen and I am the Associate Athletic Director for Southern Utah University. Part of my job is to ensure all student athletes register with the NCAA clearinghouse. If you want to play at the Division I level, registering with the NCAA clearinghouse is a must, and it is recommended you do so at the end of your junior year of high school.

To register go online to www.ncaaclearinghouse.net. Select Prospective Student-Athletes, and click on ‘Domestic Student Release Form’ or ‘Foreign Student Release Form.’

The student release form will ask you for your name, date of birth and social security number, as well as the name, address, and code of your high school. In order to attain your high school code you can ask your school counselor or look it up at www.ncaaclearinghouse.net. Just click on ‘Prospective Student-Athletes’ again, ‘List of Approved Core Courses,’ and enter your high school’s name.

A new section has been added to the clearinghouse form- Amateurism Eligibility. In this section you will be asked about benefits and activities that might impact your status as an amateur. In order to play Division I athletics you must qualify as an amateur in your sport.

To register with the NCAA there is an application fee of $50 for domestic students, and $75 for international students. You must pay by debit or credit card at the time you are submitting the form online. If, and only if, you qualified for a fee waiver for the SAT or ACT do you qualify for a fee waiver for clearinghouse registration.

When you are finished filling out the form, print a copy of your completed registration, and both Copy 1, and Copy 2, of the transcript release form. Sign the transcript release forms, and give both to your high school counselor.

You can check your file status online or by calling customer service. In order to do so you will need your personal identification number you created at the time you filled out your registration form, so don’t loose it!

As part of the clearinghouse process, it is also important that when you register to take the SAT or ACT you must mark code 9999 so that the testing agency will send your scores to the clearinghouse. Test scores must be reported to the clearinghouse directly from the testing agencies.

One last thing before I send you off to some friends of mine to learn more about the recruiting process. Initial-eligibility certification from the clearinghouse does not guarantee your admission to any Division I college. You must apply for college.
admissions separately, so make sure to check the admissions’ requirements for each school.
Appendix A- continued

**On-Line Questionnaires- Jodi Jackson**
Now that you know what it takes in the classroom and with the NCAA in order to be eligible, it is time to find out how to get noticed by Division I coaches. Hi, my name is Jodi Jackson and I am the Softball Coach at Southern Utah University. Beginning your sophomore year, you should start filling out on-line questionnaires for schools you are interested in. Team websites generally have a link for recruitment forms, so check them out!

**Player Profiles-Brian Stock**
My name is Brian Stock and I am the Coach of the Women’s Soccer Team at Southern Utah University. After you have submitted an on-line questionnaire, you should follow-up by sending your player profile by either snail mail or e-mail. Here is an example of a player profile and what to include:
- your contact information
- academic information
- both high school and club experience
- special awards received
- and two coaches that would be willing and able to talk about you as both a player and a person

Don’t forget to attach a cover letter to your profile. In the cover letter give some brief background information about yourself, why you are interested in the school, and why you want to be a Division I student athlete? Good luck!

**Game Film-Steve Hodson**
One way to get coaches’ attention is to send game film. My name is Steve Hodson and I am the Women’s Basketball Coach at Southern Utah University. Coaches can’t always see you play in person, so game film can be the next best thing. You can include highlights, but make sure to include one game in its entirety. Be sure to include a copy of your player profile and cover letter with your game film.

**Tournaments and Camps-Scott Bauman**
The best thing you can do to help yourself get seen is to get out there. My name is Scott Bauman and I am the Women’s Gymnastics Coach at Southern Utah University. By going to college showcases, tournaments, and summer camps you are more likely to get noticed by college coaches. Be sure to e-mail coaches at least two weeks in advance to let them know you are attending an event. Attach your event schedule and player profile to the e-mail.

**Conclusion- Ken Beazer**
I hope my staff helped you to better understand what it takes academically, NCAA wise, and athletically to get recruited to be a Division I student athlete. If you have further questions about your core classes or NCAA eligibility speak with your high
school counselor. The most important thing about the recruiting process is start early, and don’t be afraid to ask questions. From all of us at Southern Utah University, good luck!
APPENDIX E

Original Treatment

Producer: Gitana Gotay
Date: 4/12/2007
Locations: Southern Utah University- studio, soccer team room, gymnastics' gym, softball office, academic center, and Centrum Arena

Proposed Title: So You Want to be a Division I Student Athlete?
Proposed Length: 10-15 minutes
Proposed Shooting Date: 4/13/2007
4/18/2007
Proposed Completion Date: 5/1/2007

Production Statement
This production is to serve as the frontier of university athletic department produced information aimed at educating potential student athletes about the complex recruiting process.

Communication Objectives of the Video Project
The objective of this project is to simplify the recruiting process in order to help middle and high school student athletes better understand the steps they must undertake in order to get recruited.

Video Description
Because this project must abide by the strict rules of the National Collegiate Athletics Association and is one of the first of its kind, the video must imitate the style of a conservative educational video. Viewers will be taken step-by-step through the recruiting process by Southern Utah University experts who will not only talk about the steps, but actually demonstrate how to do them.

Video Outline
Introduction
Academic Eligibility
NCAA Clearinghouse Registration
On-Line Questionnaires
Player Profiles
Game Film
Tournaments and Camps
Conclusion

Video Shot Chart

<table>
<thead>
<tr>
<th>Script</th>
<th>Shot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction- Ken Beazer</td>
<td>Title Page-“So You Want to be...”</td>
</tr>
<tr>
<td>So you want to be a Division I</td>
<td>HS- Ken Beazer</td>
</tr>
</tbody>
</table>
student athlete? That’s a great goal, and hopefully this video will show you how you can reach it.

My name is Ken Beazer, and I am the athletic director at Southern Utah University. Being the athletic director of a Division I university has taught me it takes more than being just a great athlete to get recruited. There are steps you must take academically, with the NCAA, and with college coaches that will ensure you are eligible to play at the Division I collegiate level.

Stay tuned because we are about to take you step by step through the recruiting process. You might want to grab a pencil so you can write some of this down.

*Academics- Cheneé Williams*

So you want to be a Division I student athlete? Well do you have what it takes academically?

My name is Cheneé Williams and I am the Athletic Academic Coordinator at Southern Utah University. A big part of my job is checking whether or not potential student-athletes are going to be academically eligible to play in college.

In order to be academically eligible there are two things to keep in mind as you go through high school. The first is, make sure you are taking enough core classes and the second is, the lower your grades are in your core classes, the better you have to do on either the SAT or the ACT. I will explain more about these two points in just a minute, but first I have to introduce you to an important website.

If you log on to NCAA.org, click on Academics and Athletics, and select Eligibility and Recruiting, you can download *The Guide for College Bound Student Athletes*. This book will help explain more in detail everything I will be talking about.

Let’s first talk about core classes.

*The NCAA requires all potential Division I*
student-athletes to take 16 core classes in high school. Here is a list of what core classes are required:

- 4 years of English
- 3 year of math (algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy)

To check out which courses qualify as core courses at your high school go to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net), and click on Prospective Student Athletes. Click on the “list of approved core-courses” in the purple side column, and you can do a search to see which courses qualify as core classes at your high school.

Here is the second important point to remember about becoming academically eligible: the GPA you need in your core classes in order to be eligible to play at a Division I university is based on your SAT or Act score. Division I uses what is known as a sliding scale - the lower your GPA is in your core classes, the higher the score you must achieve on either the SAT or ACT. On page 9 of *The Guide for College Bound Student-Athletes* you can check out the Division I Core GPA and Test Score Sliding Scale.

Now that you know what it takes academically to be eligible for Division 1 athletics, I am going to send you over to SUU’s Associate Athletic Director so you can find out how to register with the NCAA Clearinghouse.
NCAA Clearinghouse-Susan Vollmerhausen

Hey guys. My name is Susan Vollmerhausen and I am the Associate Athletic Director for Southern Utah University. Part of my job is to ensure all student athletes register with the NCAA clearinghouse. If you want to play at the Division I level, registering with the NCAA clearinghouse is a must, and it is recommended you do so at the end of your junior year of high school.

To register go online to www.ncaaclearinghouse.net. Select Prospective Student-Athletes, and click on 'Registration form for U.S. or International Student.'

The student release form will ask you for your personal information as well as the code of your high school. In order to attain your high school code you can ask your school counselor or look it up at www.ncaaclearinghouse.net. Just click on 'Prospective Student-Athletes' again, 'List of Approved Core Courses,' and select the purple box in the middle of the page that says "Lookup Code."

A new section has been added to the clearinghouse form- Amateurs Eligibility. In this section you will be asked about benefits and activities that might impact your status as an amateur. In order to play Division I athletics you must qualify as an amateur in your sport.

To register with the NCAA there is an application fee of $50 for domestic students, and $75 for international students. You must pay by debit or credit card at the time you are submitting the form online. If, and only if, you qualified for a fee waiver for the SAT or ACT do you qualify for a fee waiver for clearinghouse registration.

When you are finished filling out the form, print a copy of your completed registration, and both Copy 1, and Copy 2.
of the transcript release form. Sign the transcript release forms, and give both to your high school counselor.

You can check your file status online or by calling customer service. In order to do so you will need your personal identification number you created at the time you filled out your registration form, so don’t lose it!

As part of the clearinghouse process, it is also important that when you register to take the SAT or ACT you must mark code 9999 so that the testing agency will send your scores to the clearinghouse. Test scores must be reported to the clearinghouse directly from the testing agencies.

One last thing before I send you off to some friends of mine to learn more about the recruiting process. Initial-eligibility certification from the clearinghouse does not guarantee your admission to any Division I college. You must apply for college admissions separately, so make sure to check the admissions’ requirements for each school.

On-Line Questionnaires- Jodi Jackson
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Player Profiles-Brian Stock
My name is Brian Stock and I am the Coach of the Women’s Soccer Team at Southern Utah University. After you have submitted an on-line questionnaire, you should follow-up by sending your player profile by either snail mail or e-mail. Here
is an example of a player profile and what to include:
- your contact information
- academic information
- both high school and club experience
- special awards received
- and two coaches that would be willing and able to talk about you as both a player and a person

Don’t forget to attach a cover letter to your profile. In the cover letter give some brief background information about yourself, why you are interested in the school, and why you want to be a Division I student athlete? Good luck!

Game Film-Steve Hodson
One way to get coaches’ attention is to send game film. My name is Steve Hodson and I am the Women’s Basketball Coach at Southern Utah University. Coaches can’t always see you play in person, so game film can be the next best thing. You can include highlights, but make sure to include one game in its entirety. Be sure to include a copy of your player profile and cover letter with your game film.

Tournaments and Camps-Scott Bauman
The best thing you can do to help yourself get seen is to get out there. My name is Scott Bauman and I am the Women’s Gymnastics Coach at Southern Utah University. By going to college showcases, tournaments, and summer camps you are more likely to get noticed by college coaches. Be sure to e-mail coaches at least two weeks in advance to let them know you are attending an event. Attach your event schedule and player profile to the e-mail.

Conclusion- Ken Beazer
I hope my staff helped you to better understand what it takes academically, NCAA wise, and athletically to get recruited to be a Division I student athlete. If you have further questions about your

CU- Player Profile Example
Freeze screen 7- player profile info.

HS- Brian Stock

Title Page 7- Game Film
HS- Steve Hodson

Title Page 8- Get Out There!
HS- Scott Bauman

HS- Ken Beazer
core classes or NCAA eligibility speak with your high school counselor. The most important thing about the recruiting process is start early, and don’t be afraid to ask questions. From all of us at Southern Utah University, good luck!
APPENDIX F

Rewrite of Video Script Time Coded for Closed Captioning

00:00:00.00, 00:00:12.22
Band, crowd cheering

00:00:03.12, 00:00:10.12
Announcer
Good afternoon sports fans. We are here live at Eccles Coliseum, and boy can we feel
the excitement. And here’s the kick-off!

00:00:13.11, 00:00:43.06
Ken Beazer
Do you dream of being a Division I student-athlete? Well for the next few minutes we
are going to teach you how to make that dream a reality.
Hi my name is Ken Beazer and I am the Athletic Director of Southern Utah University.
Working with student-athletes and coaches I understand that the recruiting process can
seem complicated, but we are going to break it down for you into three easy steps:
- Registering with the NCAA clearinghouse
- Contacting coaches
- And applying to schools
Grab a pen and paper, because we are about to get this ball moving!

00:00:46.21, 00:01:23.01
Susan Vollmerhausen
Thanks Ken. In order to be a Division I student-athlete you must first register with the
NCAA clearinghouse. You can register with the clearinghouse at the beginning of your
junior year in high school, and here is how:
- Go to www.ncaaclearinghouse.net
- Click on ‘Prospective Student-Athletes’
- And in the purple side column select ‘Registration Form’
In order to complete the form there is a $50 fee for domestic students, and a $75 fee for
international students, so be sure to have a debit or credit card ready. You will also need
your high school code, which you can attain by asking your high school counselor or
looking it up on the clearinghouse website. Heads up!

00:01:26.01, 00:01:57.01
Jodi Jackson
Thanks to the Internet contacting coaches is easy. Your first step is to go online and fill-
out team questionnaires. By filling out a school’s online recruiting form, you are telling a
coach you may be interested in their program. Online recruiting forms will ask you for
some general contact information about you, as well as for one or two of your current
coaches. You will also be asked to give some basic background information about your
academic standing, as well as your previous athletic experiences. Here it comes!
00:02:00.09, 00:02:38.02
Steve Hodson
Once you have filled out a school’s online questionnaire, you should follow up by sending bio e-mail or snail mail your player profile. Be sure to include the following information in your player profile:
- your contact information
- your G.P.A. and test scores
- both your high school and club experience
- special awards you have received
- and two coaches that would be willing and able to talk about you as both a player and a person
Along with your resume be sure to also attach a schedule of all tournaments, showcases, and camps you will be attending. You may also choose to send game footage. Catch this!

00:02:39.16, 00:02:50.18
Jared Wilkins
Don’t forget, everyone, including student-athletes, must submit an application before being admitted to a university. You can apply to most schools online, and you should do so before Christmas break of your senior year of high school. Good luck!

00:02:51.01, 00:02:52.17
Glass breaking

00:02:53.00, 00:02:54.23
Announcer
And that’s the game folks!
APPENDIX G

STORYBOARD

Producer: Grande Gotay
Package Title: [Redacted]
Page 1 of 2

[Storyboard images and annotations]

SOFT NEWS VIDEO PRODUCTION

[Additional text and annotations]

Gotay 43
APPENDIX H

Rewrite of Treatment

Producer: Gitana Gotay
Date: 7/29/2007
Locations: Southern Utah University- Ken Beazer’s office, Susan Vollmerhausen’s office, Coliseum, Softball Stadium, Admissions Office

Proposed Title: The Recruiting Process Made Easy for College Bound Student-Athletes

Proposed Length: 5 minutes
Proposed Shooting Date: 8/7/2007
8/8/2007
Proposed Completion Date: 9/3/2007

Production Statement
This production is to serve as the frontier of university athletic department produced information aimed at educating potential student athletes about the complex recruiting process while serving as a traffic producer for Southern Utah University’s athletic website.

Communication Objectives of the Video Project
The objective of this project is to simplify the recruiting process for potential student athletes while also drawing attention to Southern Utah University’s athletic website.

Video Description
This production will be a simple ‘how-to’ get recruited video that introduces audience members to some of Southern Utah University’s Staff. The backdrop of the video should reveal to the audience some of the beautiful facilities and scenery Southern Utah University has to offer. In order to help capture the audience’s attention music will play at the beginning and the end of the video. Characters in the video will toss and catch a football as a means of transitioning scenes.

Video Outline
Introduction
Video Overview
NCAA Clearinghouse Registration
Contacting Coaches-Part I
Contacting Coaches-Part II
Application Process

Game day footage
Ken Beazer, Athletic Director
Susan Vollmerhausen Associate Athletic Director
Eric Houle, Track/Cross Country Coach
Jodi Jackson, Softball Coach
Admissions Councilor
<table>
<thead>
<tr>
<th>Script</th>
<th>Shot</th>
</tr>
</thead>
</table>
| **Music**<br>Announcer<br>Good afternoon sports fans. We are here live at Eccles Coliseum, and boy can we feel the excitement. Here is the kick-off! | Graphic 1: [www.su.edu/athletes](http://www.su.edu/athletes)<br>B-Roll 1: Fade in game-day footage<br>B-Roll 2: Ball being kicked<br>Graphic 2: Smoke screen<br>MD: Ken catches ball from kick off<br>MD: Ken Beazer<br>Title Screen 1: Ken Beazer, SUU Athletic Director<br>B-Roll 3: MD of Ken talking with coaches |}

**Ken Beazer**<br>Do you dream of being a Division I student-athlete? Well for the next few minutes we are going to teach you how to make that dream a reality.<br>Hi my name is Ken Beazer and I am the Athletic Director of Southern Utah University. Working with student-athletes and coaches I understand that the recruiting process can seem complicated, but we are going to break it down for you into three easy steps:<br>-Registering with the NCAA clearinghouse<br>-Contacting coaches<br>-And applying to schools<br>Grab a pen and paper, because we are about to get this ball moving!<br>

**Susan Vollmerhausen**<br>Thanks Ken. In order to be a Division I student-athlete you must first register with the NCAA clearinghouse. You can register with the clearinghouse at the beginning of your junior year in high school, and here is how:<br>-Go to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)<br>-Click on ‘Prospective Student-Athletes’<br>-And in the purple side column select ‘Registration Form’<br>In order to complete the form there is a $50 fee for domestic students, and a $75 fee for international students, so be sure to have a debit or credit card ready. You will also need your high school code, which you can attain by asking your high school counselor or looking it up on the clearinghouse.
Your first step is to go online and fill-out team questionnaires. By filling out a school's online recruiting form, you are telling a coach you may be interested in their program. Online recruiting forms will ask you for some general contact information about you, as well as for one or two of your current coaches. You will also be asked to give some basic background information about your academic standing, as well as your previous athletic experiences. Here it comes!

Once you have filled out a school's online questionnaire, you should follow up by sending via e-mail or snail mail your player profile. Be sure to include the following information in your player profile:
- your contact information
- your G.P.A and test scores
- both your high school and club experience
- special awards you have received
- and two coaches that would be willing and able to talk about you as both a player and a person.

Along with your resume be sure to also attach a schedule of all tournaments, showcases, and camps you will be attending. You may also choose to send game footage. Catch this!

Don't forget, everyone, including student-athletes, must submit an application before being admitted to a university. You can apply to most schools online, and you should do so before Christmas break of your senior year of high school. Good
<table>
<thead>
<tr>
<th>Sound effect</th>
<th>MD: Jared Wilkins throwing ball directly at camera</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shattering of screen</td>
<td>Graphic 5: Screen breaking in half and <a href="http://www.sun.edu/athletics">www.sun.edu/athletics</a> appears</td>
</tr>
<tr>
<td>Announcer: And that's the game folks.</td>
<td></td>
</tr>
<tr>
<td>Sound Effect</td>
<td></td>
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<tr>
<td>Crowd cheering.</td>
<td></td>
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</tbody>
</table>
APPENDIX I

NCAA Bylaw 13.4.2

13.4.2 Video/Audio Materials. A member institution may not produce video/audio materials to show or send to a prospective student-athlete except as specified in Bylaws 13.4.2.1, 13.4.2.2 and 13.4.2.3. Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, they shall not affect the prospective student-athlete’s eligibility. (Adopted: 1/11/94 effective 8/1/94; Revised: 1/9/96 effective 8/1/96)

13.4.2.1 Highlight Film/Videotape/Audio Tape. An institution may show a highlight film/videotape/audio tape to a prospective student-athlete or the prospective student-athlete’s coach but may not send it to or leave it with the prospective student-athlete or coach. Highlight films/videotapes/audio tapes are “game clips” that contain informational material that is related to a particular event or sports season. Any narration on the highlight film/videotape/audio tape must relate specifically to the event or sports season. Highlight films/videotapes/audio tapes may include only clips of actual athletics contests and activities that occur on the day of the contest that are directly related to the contest (e.g., pre-game player introductions, half-time band and cheerleader performances, locker-room talks, crowd reactions, sideline coaching staff activities, post-game on-field award presentations). The highlight film may not include clips of other activities that are only indirectly related to the contests (e.g., team travel, team meals, entertainment activities, practice activities, institutional facilities). (Adopted: 1/11/94 effective 8/1/94; Revised 2/22/01)

13.4.2.2 Videotapes/Audio Tapes/Electronically Produced Information (Nonathletics) Available to All Students. Official academic admissions and student-services videotapes/audio tapes/electronically produced information produced by the institution and available to all students may be provided to prospective student-athletes.

13.4.2.3 Hall of Fame/Museum Videotape/Audio Tape. A prospective student-athlete may tour an institution’s athletics hall of fame or museum during a recruiting trip and view videotapes/films or listen to audio tapes related to the institution’s athletics programs (even if such videotapes/films/audio tapes do not meet the definition of a highlight film), provided the facility is open to the general public on a year-round basis and the videotape/film/audio tape has been developed for the purpose of showing to the general public (as opposed to the recruitment of prospective student-athletes). (Adopted: 2/11/98)
APPENDIX J

An Evaluation of “How to Get Recruited: A self-help Internet video for prospective Thunderbirds”

As the final step in my project I deemed it necessary to solicit feedback about the video, and its ability to fulfill its dual purpose as both an informational resource and marketing tool. In order to determine the success of the video as such, I chose to examine the video based on the following three areas: 1) the overall quality of the video, 2) the utility of the video as a helpful resource for PSAs, and 3) the utility of the video as a marketing tool for Southern Utah University’s Athletic Department.

As the researcher of this study, I acknowledge the best means for receiving such feedback would have been to survey PSAs that accessed the video via the Internet; however, due to time constraints, this was not a viable option for this study. In proxy of soliciting feedback from PSAs, I chose to survey the coaches of Southern Utah University. As coaches at a Division I university, SUU’s coaches work with PSAs on a daily basis, thereby, giving them incites into the most common questions and concerns of PSAs. In addition, the coaches of Southern Utah University are the intended primary beneficiaries of the video as a marketing tool; therefore, they should have an inherent interest in trying to improve the video.

Method

In order to receive the coaches’ feedback, the video was shown at a meeting for SUU’s Coaching Staff. In attendance of the meeting were 14 coaches, the athletic director, the associate athletic director, the assistant athletic director, and the academic athletic coordinator; all of whom work with PSAs on a daily basis.
Based on the coaches that were present at the meeting, ten sports in total were represented in the survey (football, baseball, men’s basketball, women’s basketball, tennis, softball, gymnastics, soccer, track and field, and cross country). Of the ten sports represented at the meeting, three were men’s teams (football, baseball, and men’s basketball), five were women’s teams (women’s basketball, tennis, gymnastics, softball, and soccer), and two were coed teams (track and field, and cross country). Of the 18 people in attendance of the meeting, the majority of the participants (11) have worked with Division I student-athletes for more than three years, and only one of the participants has worked with Division I student-athletes for less than one year. All 18 members in attendance of the meeting agreed to take part in the survey.

Immediately preceding watching the video, the attendees of the meeting were asked to fill-out a questionnaire regarding the video. The questionnaire was comprised of 11 questions concerning the three main areas of interest: 1) the overall quality of the video, 2) the utility of the video as a helpful resource for PSAs, and 3) the utility of the video as a marketing tool for SUU’s Athletic Department.

**Findings**

The 18 participants all deemed the video to be of either ‘good’ or ‘excellent’ quality. None of the participants rated the video as ‘average,’ ‘poor,’ or ‘unsatisfactory’ in quality.

While the majority of the participants (15) felt the video would serve as a means for prospective student-athletes to meet members of Southern Utah University’s Athletic Staff, three participants said the video would only ‘maybe’ serve this cause. None of the
participants said the video would in ‘no way’ help PSAs meet members of SUU’s Athletic Staff.

In concern to the video’s ability to showcase SUU’s athletic facilities, 27% felt the video did such ‘very much so,’ 61% said ‘somewhat,’ one person responded ‘not so much,’ and one participant did not answer this question.

In response to the question, “Do you believe the video would help a prospective student-athlete better understand how to go about the recruiting process?” 78% responded ‘very much so,’ and 22% said ‘somewhat.’ No one marked the options of ‘no answer,’ ‘not so much,’ or ‘not at all.’

In a follow-up question regarding the utility of the video as a helpful tool for PSAs, all 18 participants said they would recommend the video to prospective student-athletes as a resource for understanding the recruiting process.

In regards to the amount and type of information provided by the video, 4 of the participants felt the information provided by the video was ‘good as is,’ 5 participants said they would like to see the video give more information about ‘how to become academically eligible,’ 5 responded they thought the video should give more information about the ‘NCAA clearinghouse,’ 4 wanted the video to include more information on ‘how to apply to universities,’ 2 said the video could use more details about how to create ‘player profiles,’ 2 thought more information on sending ‘game footage’ would be helpful, and one person marked ‘other’ information should be added. The participant that marked ‘other’ suggested the video should provide information concerning campus visits, as well as the NCAA’s rules concerning coaches’ ability to contact and evaluate PSAs.
The Creation of a Self-Help Internet Video for PSAs

After reviewing the video in its entirety, 83% of the participants said the video did not need more improvement, while 1% suggested the video would be improved if it showcased more of SUU’s facilities. One person also suggested the overall video could be improved if the information in the video was given slower.

At the end of the survey, additional space was given for comments. All additional comments were positive feedback, i.e. ‘excellent’ and ‘well done video.’

**Discussion**

Overall, the feedback from the survey was very positive. The most important finding of the survey was a testament to the video’s utility as a helpful resource for PSAs; all 18 participants felt the video would be a helpful resource for potential student-athletes, and said they would recommend the video as such. In order to increase the utility of future videos serving as resources for PSAs, I believe addressing even more topics concerning the recruiting process may be necessary. The respondents’ biggest critique of the video as a helpful tool for PSAs was that the video should include more information.

Based on the comments by SUU’s Athletic Staff, I recommend the following topics be added to future videos intended to help PSAs through the recruiting process: how to become academically eligible, official versus unofficial visits, and the NCAA’s rules concerning coaches’ ability to contact and evaluate PSAs. Although I believe the addition of such topics will add to the utility of the video as a resource for PSAs, I warn that Internet videos should be kept as short as possible. In my first attempt at this project I discovered shorter videos are better for retaining viewers’ attention due to the smaller size of computer screens.
Recent studies have found athletic facilities and staff play an integral role in the decision making process for student-athletes (Davis, 2006; Matzdorf, 2003; Mazzarol, 1998; Discenza, 1985); therefore, the ability to market such is beneficial for influencing PSAs. Based on this recent finding, I chose to determine the success of the video as a marketing tool by focusing on the video’s ability to showcase SUU’s facilities and staff. According to my survey, 94% of the respondents felt the video successfully showcased both SUU’s facilities and staff. While this finding supports that the video has the potential to market SUU, a limitation of this survey is it cannot determine if the video is actually doing so. In order to market what SUU has to offer, the video must generate traffic to SUU’s website. Because SUU’s Athletic Website does not track the number of its visitors, there is no way to determine if the video is helping to generate new traffic for SUU to market to.

Although the actual numbers cannot be determined at this time, one way SUU’s Athletic Department can maximize the video as a traffic generator is by listing it on Google Search Engine. By listing the video on such, SUU will broaden its potential website visitors from not only those student-athletes searching for a college but also those searching for information regarding the recruiting process. One advantage to listing the video with Google is Google gives priority listing to videos, and currently there are no other videos listed on Google concerning the recruiting process. In addition, because SUU is a public university, Google is likely to list the video for free.

A third purpose of this survey was to determine whether or not the overall quality of the production supported the video as both an informational resource and marketing tool. Based on all 18 participants rating the quality of the video as either ‘good’ or
The Creation of a Self-Help Internet Video for PSAs

"excellent," I am confident that the quality of the production will only help the video to serve its purposes and in no way hinder its utility. One recommendation made by a survey respondent in regards to the quality of the video was that the "informational points should be made slower." Keeping this critique in mind, future productions of this genre may want to include a review box of the key points at the end of the video.

One final critique I have of this study is that the video was shown to the respondents via a DVD player due to the fact that the video had not yet been uploaded to the Internet at the time of this study. Because research has shown that broadcasting for television is different than broadcasting for the Internet, the set-up of this study failed to allow the respondents to accurately assess the video as an Internet production. While the quality of the video as an Internet production was not determined by this survey, I would like to note as the producer of this video that I went to great lengths to avoid those errors most common to Internet productions, i.e. pixellation, cluttered shots, and too small of subjects within the shot frames.

**Conclusion**

Overall, I found this study supported my project as a helpful resource for PSAs, and showed that the video has great potential as a marketing tool for SUU's Athletic Department. Because my video is the first of its kind, it is my hope that my video will spur other universities to produce their own Internet videos designed to not only serve as informational resources but also as savvy marketing tools.
APPENDIX K

Questionnaire for Southern Utah University's Athletic Staff

Instructions: Please answer the following questions as truthfully as possible. Your inputs will help us better serve Southern Utah University's prospective student-athletes.

1. Please mark which best describes your position at Southern Utah University:
   _____Coach     _____Athletic Staff Member

2. How long have you been working with Division I student-athletes as part of your profession?
   _____6 months or less   _____about 1-2 years   _____about 3-4 years
   _____more than 4 years

3. Overall how would you rate the quality of the video:
   1    2    3    4    5
   Excellent  Good  Average  Poor  Unsatisfactory

4. Would you recommend this video to prospective student-athletes?
   Yes     Maybe     No

5. If you answered "no" to question #4, please explain why.

6. Do you feel the video serves as a means for prospective student-athletes to see/meet some of the members of the SUU athletic staff?
   Yes     Maybe     No

7. Do you feel the video showcases the unique setting of Southern Utah University's athletic facilities?
   1    2    3    4    5
   Very Much So   Somewhat   N/A   Not so much   Not at all

8. Do you believe the video would help a prospective student-athlete better understand how to go about the recruiting process?
   1    2    3    4    5
   Very Much So   Somewhat   N/A   Not so much   Not at all

9. Circle which areas the video should give MORE information about (you may circle more than one answer):
   _____None- the video is good as is
   _____NCAA clearinghouse
   _____Player profiles
   _____Game footage
   _____Applying to universities
   _____How to become academically eligible- e.g. grades, test scores, course load, etc.
   _____Other

10. Please mark the areas that you believe the video needs MORE improvement (you may mark more than one answer):
The Creation of a Self-Help Internet Video for PSAs

___ None-the video is good as is
___ Quality of the production
___ Showcasing SUU facilities
___ Showcasing SUU coaches and staff
___ Other __________________

11. Additional comments:

***Thank you for your time and inputs!***
APPENDIX L

Questionnaire for Student-Athletes

Please circle the answer that best applies to you.

1. How would you best describe your athletic status at SUU?
   Walk-On
   Recruited Player

2. Do you receive any sort of athletic scholarship (not including academic scholarships)?
   Yes    No

3. When did you decide you wanted to play a sport at the collegiate level?
   Before 9th Grade
   9th Grade
   10th Grade
   11th Grade
   12th Grade

For the following questions the recruiting process is defined as any formal attempt taken by you to become a collegiate athlete or any initiative by a college coach to get you to join their roster.

4. When did you start the recruiting process?
   9th Grade
   10th Grade
   11th Grade
   12th Grade

5. How would you rate your understanding of the recruiting process before you began?
   Excellent
   Good
   Fair
   Poor

6. What was the first step you took in the recruiting process?
   Read a book about the process
   Contacted a recruiting service
   Filled out recruiting questionnaires
   Contacted college coaches
   Talked with a school advisor about how to become eligible for college athletics
   Filled out the NCAA Clearing House Form
   Other _______________________

7. Circle ALL of the resources you used to help you through the recruiting process.
   Book (title)________________
   Recruiting service (company)________________
   Internet (please describe how it was used)________________
   High school counselor
   High school coach
   Club or non-high school affiliated coach
   Parent(s)/Guardian/Family Member
   Other _____________________
8. Which of the following was your MOST helpful resource during the recruiting process? *(Please only circle one answer)*

Book (title)__________________________
Recruiting service (company)__________________________
Internet (website(s))__________________________
High school counselor
High school coach
Club or non-high school affiliated coach
Parent(s)/Guardian/Family Member
Other _______________________

*PLEASE CONTINUE TO BACK PAGE*

9. What area of the recruiting process did you understand the LEAST?
How to register with the NCAA clearing house
How to check if you were academically eligible
How to contact coaches
How to create a player profile
What it took to be seen by college coaches
Other__________________________

10. If a free step-by-step video of the recruiting process was made available for you during the recruiting process would you have used it?
Yes No

Thank you for your time.
APPENDIX M

A Visual Overview of “How to Get Recruited: A self-help Internet video for prospective Thunderbirds”

Scene 1:
At a SUU football game, the crowd is cheering and the band is playing SUU’s school fight song as a kicker for SUU punts the opening kick-off.

Scene 2:
Ken Beazer, SUU’s Director of Athletics, catches the punt from the kick-off, and gives an overview of what the video is going to talk about.

Scene 3:
Susan Vollmerhausen, SUU’s Associate Athletic Director, catches a pass from Ken Beazer, and highlights how to register with the NCAA Initial-Eligibility Clearancehouse.
Scene 4:
Jodi Jackson, SUU’s Head Softball Coach, catches a pass from Susan Vollmerhausen, and talks about how PSAs can contact college coaches by filling-out online questionnaires.

Scene 5:
Steve Hodson, SUU’s Women’s Head Basketball Coach, catches a pass from Jodi Jackson, and teaches PSAs how to create a player profile that they can send to college coaches.

Scene 6:
Jared Wilcken, SUU’s Associate Director of Admissions, catches a pass from Steve Hodson, and reminds all potential college-bound student-athletes that before being accepted to any university they must first fill-out an application.