High School Review and Customer Service

Changing the Initial-Eligibility Model

- Reactive to proactive.
- What drove this change?
  - Desire to change the paradigm - Summer can be a happy time!
  - More efficient use of resources and "down time."
  - The changing secondary education landscape.
  - Nontraditional is the new normal.
  - Budgetary issues = reduction in "brick and mortar" model.

A Different Perspective: Identifying the Outliers Early

- Phase 1: Student registration coupled with activated Institutional Request List (IRL) drives action.
  - Does the registration include schools with no list of NCAA Courses?
    - List of schools sent to customer service daily.
    - Customer service identifies contacts and makes an outbound call.
    - Is the school interested in participating?
    - New School Registration form sent. Approximately 520 schools contacted this cycle.
    - "Universal" school entry.
      - Is this a feeder school?
        - Yes = problem solved.
        - Do we already have the correct transcript?
          - Yes = problem solved.
          - Approximately 500 accounts corrected this cycle.
      - Home schooled students with missing information.
        - Approximately 300 students = 150 contacts made thus far.
A Different Perspective: Identifying the Outliers Early

- **Phase 2:** Preliminary academic evaluation results drive action.
  - Courses taken but not on the List of NCAA Courses? Course needed for certification?
    - Yes = Contact school to update list.
    - Approximately 2,300 accounts = 900 Lists of NCAA Courses updated this cycle.
  - Unknown or additional schools identified?
    - Contact student to identify correct school name.
    - Update registration and request transcript.
  - Designation task assigned?
    - Contact high school or student.
  - Missing term task assigned?
    - Contact school to identify school, update registration, request transcript.
    - Missing information requiring response?
    - Contact student or high school.
  - Approximately 1,800 outbound calls = 1,000 resolved issues.

The Squeaky Wheel Gets the Grease...Maybe

- **Phase 3:** Unresponsive schools = follow up after non-response.
  - Approximately 30 days.
  - Still want to participate?
  - Having trouble?
  - Need more time?
  - Positive persuasion for the benefit of the student.
  - Moving the timeline forward = a more peaceful August.

How the Process Works: It’s a “Macro, Macro” World

- What is a macro?
  - A method of intra-team communication.
  - A method of documenting common issues.
  - A mechanism for reporting.
  - A process for routing cases.
  - A roadmap for case processing.
- What is a sweep?
  - A proactive mechanism for reviewing cases.
  - An opportunity to take another look at a case which is not technically “ready.”
  - A process for assignment.
Key Factors: How Can You Help?

- Actuate early.
- Early submission of documents leads to a preliminary evaluation.
- Do your own evaluations using transcripts from each school attended.
  - Do not rely on the most recent transcript.
- Check for "issues."
- Contact the NCAA Eligibility Center with concerns.
- Ask for our help with high school engagement.
- Remind students to maintain the accuracy of the registration record.
  - Notify the NCAA Eligibility Center when a new school is in the picture.
- Remind students to respond to tasks promptly.
- Understand that it is not an overnight process.

Other Outreach and Proactive Efforts

- Unmatched test scores - 2,500 matched year-to-date.
- Email blast to high schools that have not updated their list of NCAA Courses in the past 18 months.
- 10,000 high schools contacted in March.
- 7,000+ high schools contacted by phone to inform them about the new NCAA Division I legislation.
  - Survey completed in mid-March supports 78 percent awareness among high school administrators.
- Dozens of outreach and education projects.
  - See the "Intersession" presentation for additional details and campaign information.

Questions?
High School Review

High School Review Processes
- High School Review
  - Case review
  - Review process
  - Outcomes
- Core-Course Review
  - Establishing a List of NCAA Courses
  - Submission of courses
- Portal Updates
  - Archived course titles
  - Grading scales

Case Review
- High School Review reviews cases initiated in three manners.
  - School call to customer service staff.
  - Academic certification notifies high school review staff.
  - School with a prospective student-athlete on an Institutional Request List (IRL) with no List of NCAA Courses.
- Importance of placing prospective student-athletes on an IRL as early as possible!
Review Process

• School/program sent registration link to academic review questionnaire.
  ○ School collects documentation and completes questionnaire (In Progress).
  ○ Once submitted, determine if documentation is complete. (Pending Review).
    ▪ If documentation is complete, assigned for review (Ready to Review).
    ▪ If documentation is incomplete, withdrawn from the process (Inactive).

Review Process: Account Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/3/2014</td>
<td>School/program</td>
<td>Sent registration link to academic review questionnaire.</td>
</tr>
<tr>
<td>6/3/2014</td>
<td>High School</td>
<td>Accepted 563 terms and conditions</td>
</tr>
<tr>
<td>6/3/2014</td>
<td>High School</td>
<td>Sent routing email to academic review questionnaire.</td>
</tr>
<tr>
<td>6/3/2014</td>
<td>High School</td>
<td>Sent routing email to academic review questionnaire.</td>
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Review Process

• If additional information is needed, high school review will request for information (Request for Info).
• After completion of review, school/program receives status.
• School review numbers.
  o 813 registration links sent.
  o 563 accepted terms and conditions.
  o 370 submitted docs.
• Timeframe for reviews.
Review Process: Account Log

- Approved.
- Not Approved.
- Extended Evaluation.
- Not Applicable.
- Check account log and “Additional Information” box for school status.

School Status

- Approved.
- Not Approved.
- Extended Evaluation.
- Not Applicable.
- Check account log and “Additional Information” box for school status.

School Status: Account Log and Additional Information Box
Status: Extended Evaluation

- Coursework taken through your school/program may be reviewed on a case-by-case basis. An independent review will require the production of student-specific and complete course-specific materials (course descriptions, course outlines, lesson plans, grade books, and extensive examples of student work, including assignments and assessments, etc.).

- If irregularities are observed at any time during this extended evaluation, further review of your school/program may be conducted.

- Schools/programs placed under extended evaluation are identified as such on the NCAA Eligibility Center website.

- At the conclusion of two academic certification cycles, if no academic irregularities are identified, your school/program may be re-evaluated for transition to a cleared status or for continued extended evaluation status.

Extended Evaluation

- What the public sees: www.eligibilitycenter.org

- What the student sees: A task is sent to account.

  - For grade nine coursework completed at XYZ Academy (English I, Algebra I, American Government, Earth/Space Science, and Spanish I), you have the school send the following information: 1) student-specific course description; 2) unit-by-unit or week-by-week course outline (including a thorough description of student-specific assignments and assessments); 3) teacher grade book with explanation key; 4) daily or weekly teacher lesson plans; 5) specific start/completion dates of attendance; and 6) extensive examples of work completed by this specific student.

- As of 2014 task is also visible to IRL member institutions.

Extended Evaluation: Nontraditional

- Task Language: Computer Based

  - For online Span 1, please have the credit-awarding school send a transcript, as well as computer printouts for: 1) specific assignments/modules; 2) grades earned per assignment/module; 3) time spent on each assignment/module (specific log-in time); and 4) dates of completion for each assignment/module.
Core-Course Overview

- Graduation credit in English, math, science, social science, foreign language, comparative religion/philosophy;
- Academic, four-year college preparatory;
- At or above the high school’s regular academic level; and
- Math courses Algebra I or higher level.

Life of a Core Course

- High school submits electronically through High School Portal.
- Courses reviewed by high school review staff within 24-48 hours and decision is communicated via email. Staff may make one of four decisions:
  - Approve;
  - Deny;
  - Ignore; or
  - Ask for more information.

High School Review Staff Uses These Tools...

- The context of the school’s current list of NCAA Courses.
- Curriculum trends nationally.
- Curriculum trends by state.
- Online information (e.g., a school’s course catalog).
- 80+ years of combined experience in the secondary school community and in core-course review.
- Staff gives benefit of the doubt to the school.
Nontraditional Courses

- Internet, correspondence, independent study, individualized instruction, credit recovery.
- Must meet core-course definition.
- Defined timeframe for completion (minimum/maximum).
- Coursework made available for review.
  - Suggests learning management system.

Nontraditional Courses

- Must have access and interaction between student and teacher for teaching, evaluating and providing assistance.
  - "Help Desk" model, where students only interact when they have questions does not meet this definition.
  - Think about role of teacher.
    - The teacher provides instruction, such as setting context, explaining, noting important ideas or concepts.
    - The teacher does not wait for students to ask questions.
    - The teacher takes an active role, not a passive one.

Nontraditional Courses

- Important Notes:
  - Courses must academically prepare students to be successful in credit-bearing, four-year college or university level courses without the need for remediation.
  - Comparable in rigor and content.
  - Combination of rigorous assessments.
  - Courses must include instruction; cannot be students simply working on their own.
  - Be as transparent as possible on transcripts.
    - Helps our certification staff process cases efficiently.
    - Better for your students.
March 24-25, 2009: The SRRC identified and discussed trends arising in the initial-eligibility process from the presentation of nontraditional courses by PSAs (largely focusing on correspondence courses). Specifically, the SRRC discussed problems related to: the pacing of courses, the lack of teaching by a qualified instructor, the lack of student interaction with a qualified instructor, the inability to produce coursework, completion of a significant number of core courses late in secondary school, and credit-recovery programs. In addition, the staff began noting trends of PSAs completing a significant volume of nontraditional courses in a condensed timeframe (e.g., 10 core courses in two weeks) to meet initial-eligibility requirements prior to graduation.

March 2010: Division I adopted Proposal No. 2009-64, sponsored by the Academic Cabinet as a result of its June 2009 meeting. This amended the nontraditional course legislation to specify that nontraditional courses may be used to satisfy NCAA core-course requirements, provided the instructor and student have ongoing access to one another and regular interaction with one another for purposes of teaching, evaluating, and providing assistance to the student throughout the duration of the course. Further, the legislation required the student's work (e.g., exams, papers, assignments) to be available for evaluation and validation and a defined time period for completion of the course.

Committee Determination: Interaction between student and instructor is so important to the educational experience and to the very nature of core courses. Interaction helps to ensure that the course is taught at the appropriate academic level and helps prepare a student academically to enter a collegiate institution, as required by the definition of a core course. This recommendation also addresses concerns about the time to complete some courses since required interaction will not typically permit a course to be completed in a matter of hours or days.

## Additional Educational Experience

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<tr>
<th>Course name</th>
<th>GPA</th>
<th></th>
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<tbody>
<tr>
<td>Reason for taking course (check all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a core course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a summer school course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an online or correspondence course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a college course</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course start date</th>
<th>Course end date</th>
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</thead>
<tbody>
<tr>
<td>September 2010</td>
<td>December 2010</td>
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</table>

<table>
<thead>
<tr>
<th>Name of school or provider</th>
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</thead>
<tbody>
<tr>
<td>Virtual school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County where school is located</th>
<th>State/Province</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITED STATES OF AMERICA</td>
<td>FL - FLORIDA</td>
<td>ORLANDO</td>
</tr>
</tbody>
</table>

Save  Cancel  Save and add another

## Access to Archived Course Titles

- After login and selection of "PSA Details," access to a student’s approved, denied, and archived list of NCAA courses is available by clicking on the highlighted high school name.

- When looking at a school's list of NCAA courses, there are three categories of courses: approved courses, denied courses, and archived courses.

- As with all categories, you may search by a specific curricular area or you may view all courses at once.
Access to Archived Course Titles

- The archived category contains previously-approved courses that are now no longer taught at the high school. These courses could be used in a student’s certification if listed on the official transcript.

**IMPORTANT NOTE:** Some courses that were previously listed under the approved category may now have a “sunset” date. Such “sunset” courses may be listed under the archive category, but may also be listed under the denied category, depending on how they were submitted or audited. Please see the explanation of the “OK Through” column for more details.

Archived Courses Continued

**IMPORTANT NOTE:** In some cases, courses are listed as OK Through in the denied category of a school’s list rather than the archived category. For example, in the snip of the denied math list, “Basic Geometry” has an OK Through date of 2013-14. That means “Basic Geometry” will be used if taken by the prospective student-athlete in 2013-14 academic year and prior. If “Basic Geometry” is taken 2014-15 or after, it will not be used, as indicated by the “Beginning 2014-15” note in the Notes column.

Archived Courses

- **Submission Date:** This date corresponds to the date the high school submitted the course to be archived. In the snip of the archive English list example below, the high school submitted most of their courses to be archived on 6-16-2008.

- **Decision Date:** This date corresponds to the date the NCAA Eligibility Center staff processed the submission. In this case, the NCAA Eligibility Center staff processed the high school’s archive request on 6-17-2008.
Archived Courses

- Archive English example: note the "OK Through" in the parenthetical as well as the OK Through column. Note also, the "One unit max with all Debate" in the Notes column.

Grading Scales

- View from Member Institution Portal:

Grading Scales

- What the NCAA Eligibility Center has on file: