Division I Initial-Eligibility Waivers

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Academic Review - Eligibility Center

SESSION OUTCOMES

Provide best practices to submit thorough initial-eligibility waivers (IEWs) that enable efficient processing and put the SA in the best position to receive relief.

OVERVIEW

• Proactive advisement.
• IEW process.
• Best practices.
  o Deficiency/case type.
• Resources.
PROACTIVE ADVISEMENT

• Preliminary evaluations/advising.
• Review official transcripts for all high schools attended.
• Identify failed courses, repeated courses and transcript designations (e.g., CR [credit recovery]).

PROACTIVE ADVISEMENT

• Ask the PSA or high school administrators to identify nontraditional courses or programs.
• Identify grade increases in repeated courses and/or summer school.
• Create a plan to rectify the deficiency.
• Call customer service with questions.

IEW PROCESS

• Potentially provides relief from normal application of initial-eligibility standards.
  o SAs remain final nonqualifiers.
  o Submit a two-year college transfer waiver (not an IEW) for SAs who have enrolled full time at a two-year college.
• Focuses on mitigating circumstances and the SA’s overall academic record prior to initial full-time collegiate enrollment.
CASE SUBMISSION

- Complete waiver application via Requests/Self-Reports Online (RSRO).
- SA statement addressing the facts and circumstances, including the impact of mitigation on academic performance.
- Letter from the institution explaining the facts and circumstances, including a detailed timeline (e.g., high schools attended, academic performance, recruitment, advising and mitigation).
- Evidence of mitigation, e.g., education-impacting disability (EID) documentation.

ANALYSIS – Academic Record

- Likelihood of academic success.
  - Data-based analysis:

<table>
<thead>
<tr>
<th>High School Core GPA</th>
<th>SAT Combined Score</th>
<th>ACT Sum Score</th>
<th>PREDICTED 1st Year GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.950</td>
<td>900</td>
<td>71</td>
<td>2.13273</td>
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<tr>
<td>2.200</td>
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<td>2.433</td>
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<td>2.725</td>
<td>760</td>
<td>61</td>
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<td>820</td>
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<tr>
<td>3.300</td>
<td>1050</td>
<td>86</td>
<td>2.90487</td>
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</tbody>
</table>

ANALYSIS – Academic Record

Pre-enrollment academic criteria considered:

- Core GPA, ACT/SAT scores, core courses.
- College courses.
- Postgraduate courses (e.g., prep school).
- History, timing and progression of courses.
- Trending of academic performance.
- Courses before high school (e.g., Algebra I).
ANALYSIS – Academic Record

Pre-enrollment academic criteria NOT considered:

• Academic performance in courses that do not meet legislated core-course or nontraditional-course requirements.
• Courses invalidated via the PSA review process.
• Courses and ACT/SAT exams completed after initial full-time collegiate enrollment.

ANALYSIS – Mitigation

• Personal hardship.
• Lost academic opportunity.
• Reclassification/repeated grades.
• International SAs.
  o Focus on mitigation for performance on leaving exams but consider year-to-year performance on official transcripts.
  o Academic track.

ANALYSIS – Mitigation

Education-impacting disabilities:

• Identify timing of diagnosis (e.g., before high school, during or after grade 12).
• Analyze trending of academic performance prior to and after diagnosis/accommodations.
• Late-diagnosed EIDs are less persuasive due to speculative nature of determining the impact accommodations may have had on prior academic performance.
ANALYSIS – Mitigation

Lack of Advisement:

• Does not impact academic performance.
• Recruitment = responsibility for advisement.
  o Official visit? Preliminary evaluation(s)? NLI?
• Misadvisement Plan.
  o Identify current process, breakdown and solutions moving forward.
  o Signed by senior compliance administrator and director of athletics.

Mitigation NOT persuasive:

• High school grading scales, policies or rigor.
• Size of the deficiency.
• Mitigation asserted for SAs who have a reasonable opportunity to rectify the deficiency prior to full-time enrollment.
• High school misadvisement for recruited SAs.

Mitigation NOT persuasive:

• EID for SAs who received and/or had accommodations available throughout high school.
• International SAs taking ACT/SAT in English.
• Delayed graduation for athletics purpose.
• Failure to follow misadvisement plan.
ANALYSIS - Approach

• What's the deficiency?
• What's the mitigation?
• Do they tie together?
• Is the mitigation supported by documentation?

DECISIONS

• Approval – athletics aid, practice and competition.
• Partial approval – athletics aid and practice.
• Partial approval – athletics aid only.
  o Opportunity to earn practice in next semester or quarter.
• Denial.

SLIDING-SCALE (GPA) DEFICIENCIES

• Reflection of the entire academic record; analyzed most stringently.
• Conduct year-to-year GPA breakdown.
• Identify mitigating circumstances (year-to-year GPA and ACT/SAT scores).
SLIDING-SCALE (GPA) DEFICIENCIES

Year-to-Year GPA Breakdowns:
- Examine trending.
  - Total core courses vs. core courses in certification.
  - Note significant GPA drops.
- Analyze whether asserted mitigation ties to academic trending.
  - Consider follow-up questions.

SA presents:
- 16 core-course units.
- 2.250 core-course GPA.
- 870 SAT score (three attempts).
- Predicts a 2.260 first-year GPA.
- Deficient: 0.125 GPA points.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Core</th>
<th>Total Quality Points</th>
<th>Total Core GPA</th>
<th>Core in Certification</th>
<th>Quality Points in Certification</th>
<th>Core GPA in Certification</th>
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<tr>
<td>09</td>
<td>4.50</td>
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<td>3.50</td>
<td>6.00</td>
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<td>6.00</td>
<td>1.100</td>
<td>3.00</td>
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<td>2.625</td>
<td>4.00</td>
<td>10.50</td>
<td>2.625</td>
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<tr>
<td>12</td>
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<td>15.00</td>
<td>2.727</td>
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<td>15.00</td>
<td>2.727</td>
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<tr>
<td>Years 9-10</td>
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<td>6.50</td>
<td>10.50</td>
<td>1.615</td>
</tr>
<tr>
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<td>1.638</td>
<td>10.50</td>
<td>21.00</td>
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<tr>
<td>Years 11-12</td>
<td>5.50</td>
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<td>9.50</td>
<td>25.50</td>
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<td>1.947</td>
<td>16.00</td>
<td>36.00</td>
<td>2.250</td>
</tr>
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</table>
Carson (MFB)  
- SA’s mom (single parent) received cancer treatment during grades nine and 10.  
- SA assumed guardian role of younger siblings, transported mom to treatment and worked part time to help with finances.  
- Mom fully recovered in grades 11 and 12.  
- Parents separated and divorced in grade 12.  
- No mitigation for grades nine and 10.  

Katelyn (WSO)  
- Parents separated and divorced in grade 12.  
- No mitigation for grades nine and 10.  

Madelyn (WFH)  
- EID diagnosed summer after grade 10.  
- Received accommodations in grades 11 and 12.  

George (MBA)  
- EID diagnosed in elementary school.  
- Received accommodations in grades nine through 12 and on SAT attempts.  

Julia (WBB)  
- Nonrecruited.  
- Earned three D’s in grades nine and 10 and repeated courses via denied nontraditional program.  
- No mitigation for D’s, SAT scores or other grades.  
- SA did not assert herself early in high school.  

Henry (MCC)  
- Recruited in January 2014.  
- Graduated May 2014; final certification released in June 2014.  
- SA needed one additional unit (A grade) to be a qualifier. SA did not have any As in high school.  
- Institution did not advise SA to take an additional core course.  
- No mitigation for academic performance.
# ANALYSIS – Core-Course Deficiencies

- Does the SA have a reasonable opportunity to rectify the deficiency?

- Why is the SA deficient?
  - Did the SA fail any core courses?
  - Did the SA enroll in denied nontraditional courses or programs due to prior failed core courses?
  - Did the SA attempt 16 core courses?

- Recruitment history/timeline? Preliminary evaluation(s)? Advising? NLI?

## Mike, MBB SA, Recruited Spring 2014
- Due to Individualized Education Program (IEP), SA took courses in grade nine that were not core.
- SA progressed into college-prep courses in grades 10, 11 and 12.
- No failed core courses.
- SA took three additional core courses after on-time graduation.

## Richard (MIH) and Debbie (WLA)
**Deficiency: one unit in additional academic courses**

### Richard (MIH)
- Recruited fall 2013.
- Failed Algebra I in grade 9.
- Institution conducted preliminary evaluation in February 2014 but let the high school create a plan to rectify the deficiency.
- Repeated Algebra I via denied credit-recovery program.
- Final certification released in early August, no time to rectify the deficiency.

### Debbie (WLA)
- Recruited fall 2013.
- No failures.
- Institution conducted preliminary evaluation on official visit (fall 2013) and miscalculated core courses.
- Final certification mid-July.
- Due to staff turnover in summer, institution failed to advise SA to rectify.
**Dan (MSO)**
- Nonrecruited.
- Failed Geometry, English II and English III; repeated via denied nontraditional program.
- No mitigation for failures.

**Jason (MTE)**
- Nonrecruited.
- No failures.
- SA took technical courses and did not plan to attend college.
- A/B student in English, math and science.

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**Ann, WGO SA, recruited fall 2013.**
- SA attended HS No. 1 for grades nine and 10.
- For grades 11 and 12, attended HS No. 2 (under extended evaluation at time of enrollment).
  - Status was noted on list of NCAA courses.
- All courses from HS No. 2 were individually reviewed and denied by high school review (not used in the final academic certification).

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**RESOURCES**
- IEW Best Practices.
- IEW Directive.
- Data Tool.
- Academic Review Team.
- Customer Service (877/544-2950).
Questions?