



CASE STUDY – ACADEMIC UNIT

Your institution wants to ensure that it will meet the new Academic Unit criteria at the conclusion of the 2019-20 academic year. Based on the criteria, you would like to identify which benchmark (NCAA Division I Academic Progress Rates, Graduation Success Rates and Federal Graduation Rates’ difference) provides the institution with the best chances of earning an academic unit.

Question/Scenario	Response
Where should I start?	<p>-The goal of reviewing the data is to determine which benchmark (the NCAA Division I Academic Progress Rates, Graduation Success Rates and Federal Graduation Rates’ difference) provides the institution with the best chances of earning an Academic Unit.</p> <p>Before you begin to examine the data, you can provide yourself with additional information/tools that can enhance your ability to interpret the data.</p> <p>The following information could be helpful to have before beginning your analysis:</p> <ol style="list-style-type: none"> a. Institutional profile (admissions, public/private, federal graduation rate, institutional challenges, student body and student-athlete demographics, Carnegie classification, support services). b. Peer groups (athletics and academics). If you feel your institution has a different profile than the institutions in your conference, create a peer group in the NCAA Division I Institutional Performance Program system before you begin your analysis. c. Make note of any significant changes that took place at your institution that could explain changes in your data (e.g., changes to support services, budget, admissions criteria, coaching, transfers, campus/statewide initiatives, etc.).
How can I determine if my institution is currently meeting one of the three benchmarks in order to earn an academic unit?	<p>-Identify the criteria for earning an Academic Unit. http://www.ncaa.org/academic-based-revenue-distribution</p> <p>-Using the academics section, determine if your institution is currently meeting any of the benchmarks based on the most recently reported and released academic rates.</p>

<p>My institution is currently meeting one of the three benchmarks.</p>	<p>While your institution may be eligible for an Academic Unit based on the most recent academic year’s data, the standards are based on single-year rates. Therefore, you should assess how likely it is that your institution will meet the benchmark in the future.</p> <p>- The following questions could be helpful in your analysis of the data:</p> <ol style="list-style-type: none"> a. How many times over the previous five years has the institution met each benchmark? b. On average, by how many points is the institution meeting the benchmark (e.g., 986 single year APR -- 1 point above benchmark)? c. Are there any factors (finances, campus-wide initiatives, external, coaching changes) that you believe could significantly influence any of the metrics in the future? <p>For example, if your institution has targeted the federal graduate rate difference benchmark, you should make sure to be aware of any campus wide initiatives that could result in an increase in the student-body’s federal graduation rate.</p> <ol style="list-style-type: none"> d. Which benchmark are my peer institutions meeting on a consistent basis? <p>Your analysis of the data should help you identify how likely it is that the institution will continue to meet the benchmark.</p>
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<p>My institution is currently not meeting one of the three benchmarks.</p>	<p>-Through your analysis of the data you can effectively guide your decision making regarding which benchmark to target.</p> <p>The following questions could be helpful in your analysis of the data:</p> <ol style="list-style-type: none"> a. Has the institution met any of the benchmarks in the last five years? If so, is there anything (coaching change, budget, campus initiative) you can identify that explains the change in the data? b. Which benchmark is most attainable based on my current data (how far away from meeting the minimum)? c. Is a specific program or student population skewing my data? d. Which benchmark are my peer institutions meeting on a consistent basis?
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<p>You have identified the benchmark that the institution is going to target.</p>	<p>Once you have identified the benchmark that the institution is going to target, you can use additional data in IPP to better understand why your institution is meeting or not meeting the benchmark.</p> <p>The following data points in IPP could helpful in your analysis of the data:</p> <ul style="list-style-type: none">a. Initial Eligibility: high school entrance exam score, high school core grade-point average.b. Progress toward degree: total credits earned, eligibility and retention rate, grade-point average.
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