



CASE STUDY – ADMISSIONS/RECRUITING

Your head coach recently inquired about the possibility of admission for a prospective student-athlete who does not meet your institution’s typical admission’s standards and would require special admission.

Question/Scenario	Response
Where should I start?	<p>-Your goal is to assess the probability of the prospective student-athlete achieving academic success at your institution, as well as assessing the risk in admitting a prospective student-athlete with an academic profile below admission standards.</p> <p>Before you begin to compile the data, you can make note of information that may can help to explain data in the NCAA Institutional Performance Program system.</p> <p>The following information could be helpful to have before beginning your analysis:</p> <ol style="list-style-type: none"> a. Current admission standards for your institution and how far the PSA is away from meeting standards. b. Institution’s special admissions policy/procedures. c. Make note of academic support services available for at-risk student-athletes, both in athletics and outside of athletics. d. Number of at-risk student-athletes already on current team. Number of at-risk student-athletes currently enrolled.
Which indicators should I include in my report?	<p>-Identify which indicators can help you assess the probability of the PSA achieving academic success and the associated risk.</p> <p>The following indicators could be helpful to include in your report:</p> <ol style="list-style-type: none"> a. NCAA Division I Academic Progress Rate (postseason ramifications). If your program has a strong APR score, you may be able to afford risk of admitting prospective student-athlete. On the contrary, if your program’s APR score is close to being subject to postseason penalty, you may not be able to risk losing potential APR points. b. Initial-Eligibility: HSGPA, SAT/ACT score. How do this prospective student-athlete’s initial-eligibility indicators compare to indicators for your institution’s student-athletes? Further, how do this prospective student-athlete’s

	<p>initial-eligibility indicators compare to indicators for student-athletes in his/her sport?</p> <p>c. Outcomes: APR, retention rate, eligibility rate, grade-point average and Federal Graduation Rates.</p> <p>Using the initial-eligibility tab, identify any years when the institution admitted multiple student-athletes with initial-eligibility indicators similar to the prospective student-athlete. After identifying cohort(s) with similar initial-eligibility indicators as the prospective student-athlete, examine outcome data to determine how the cohorts performed academically at the institution. Identify any trends. How is the prospective student-athlete similar or different than the student-athletes with similar indicators?</p>
<p>Which comparisons should I include in my report?</p>	<p>-Once you have identified which indicators to include in your report, you can provide an overview of how student-athletes with similar academic profiles perform at your institution and peer institutions.</p> <p>The following comparison groups could be useful to include in your report:</p> <ul style="list-style-type: none"> a. Other sport programs at institution. b. Institutions in your conference. c. Academic peer groups manually generated in IPP system.
<p>Should I include data from outside the IPP system?</p>	<p>-After compiling the data to include in your report, you can review to determine if additional information is needed to better explain the data.</p> <p>The following questions could be helpful in determining if additional information is needed to explain the data:</p> <ul style="list-style-type: none"> a. Are there any outliers in the data that cannot being explained without additional context? If so, additional information from outside IPP can help to provide context to your data. b. Does your department/institution collect data that is not included in IPP that you feel is worthy of reporting? <p>Sources of additional information may include NCAA Academic Portal, institutional research, academic support staff, recruiting records, etc.</p>