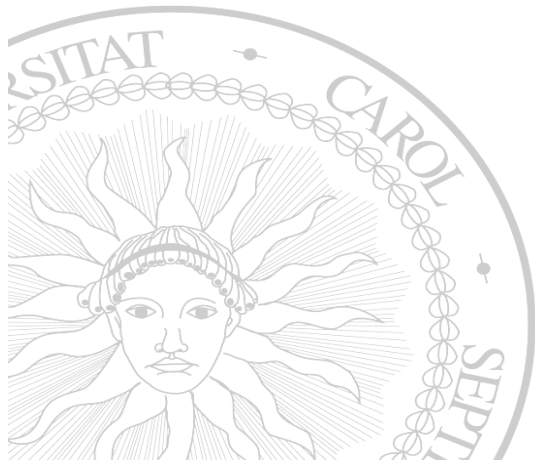# 2014-2015 UNC Economic and Community Engagement Metrics Instructions Manual
Updated: 5/15/15

Indicators for measuring the progress and impact of community and economic engagement by the University of North Carolina System

Background

Following the May 2012 University of North Carolina (UNC) System Engagement Summit at the University of North Carolina at Wilmington (UNCW), UNC President Tom Ross commissioned two multi-campus task forces to develop concise sets of indicators, or metrics, that all UNC campuses could use to assess "progress in community engagement and economic development," two critically important and closely interconnected ways in which UNC students, faculty, staff, and alumni contribute to the quality of life in North Carolina. Next, the BOG recommended in 'Our Time, Our Future' (UNC's strategic plan) that we: Produce an "Annual Engagement Report"; "Support growth in experiential learning opportunities for students"; and "Encourage development of innovative continuing education programs." In response, our first-ever such system-wide report entitled "UNC Engagement Report 2015: Creating Impact in North Carolina Communities and the Economy" was published in April 2015.

Collective Indicators

The development of system-wide indicators was the first step to building the capacity of General Administration and individual campuses to understand and report on the full scope and impact of UNC's engagement in and with North Carolina. The metrics describe how university faculty, staff, student, and alumni community engagement and economic development activities contribute to the tripartite mission of the university system: excellence in teaching and learning, research and creative activities, and outreach and public service. This Metrics Manual describes only the data that individual campuses are expected to report; other key metric areas (e.g., community-engaged and community-funded research) identified by the task forces are collected by UNC General

Administration centrally and are included in the UNC Engagement Report.We have a great story to tell, and we believe that collecting and reporting data on our community and economic engagement activities will help us achieve some key objectives:

- **More effective communication with outside audiences:** These metrics will help UNC demonstrate the pervasiveness and depth of our campus's relationships with and collective impact on the residents of North Carolina and beyond.
- **Build internal awareness of the importance of economic and community engagement on our campuses:** These metrics should provide useful benchmarks that will inform the strategic directions of individual campuses, as well as the System as a whole.

Campus Metric Instructions

- Please refer to these instructions before and during your actual completion of each data collection spreadsheet to minimize errors.
- The data should be collected for activity occurring during FY 2014-2015 (July 1, 2014-June 30, 2015) unless otherwise stated
- Do not simply copy paste data from other reports onto the spreadsheets.
- Campuses should submit all metrics data using the accompanying spreadsheet (except for Metric Area 3, which will be submitted through Qualtrics, and Metric area 5, which should be submitted as individual MS Word documents only).
- Please double-check your math especially totals for each spreadsheet plus any summary section and particularly on the first Metrics Totals Summary page.
- All data reported should also include graduate-level courses, enrollments and graduates where appropriate.
- Please note that data pre-populated in the top gray-shaded rows on tabs 1.1 - 4.4 is provided as *examples* of how your data should be reported. Do not include in your actual totals.

Metric area 1: Connecting to the community and economy

What data campuses are to report for this metric

- Total enrollments in community-based learning courses for academic credit (1.1)
- Total enrollments in community-*engaged* learning courses for academic credit (*Note: Community-engaged courses are a subset of all community-based courses. Campuses report only if applicable) (1.1a)
- Total number of graduates with majors, minors, concentrations, certificates or masters degrees in entrepreneurship programs (if applicable) (1.2)

1.1 Total enrollments in community-based learning courses for academic credit

Criteria for inclusion

- Community-based is defined broadly to include any type of course in which students are asked to work with community partners and/or in a community context. Community-<u>engaged</u> academic learning is a subset of this category.

- Courses should take place in the community with partner(s) external to higher education

- Course must be offered for academic credit

Recommended collection process

- Review the full list of course markers used to identify course types in the registrar's course schedule that align with the above definition of community-based learning. (May include course-types such as internships, field placements, practica, teaching placements, service-learning, clinicals, etc.)
- Once your campus has identified the list of course type markers (e.g., INT, CLN, SVL, etc.), complete the provided Excel worksheet for this measure. This will request the following data:
  - Semester (Categorize the summer session years following the protocol set for Institutional Researchers, as described here: The summer session is assigned to the fiscal year in which the majority of the course was delivered. For example, if the majority of Summer Session 1 was delivered in FY2013-2014, it should be reported as AY2013-2014. If the majority of Summer Session 2 was delivered in FY2014-2015, it should be reported as AY2014-2015).
  - Course Abbreviation as it appears in course catalog or campus data system (e.g., Econ = Economics)
  - Course number
  - Course type/course marker (e.g., SVL, INT, PRC, etc.) <u>If your campus tracks this information, indicate the code, otherwise leave blank.</u> Collecting this information will help increase data consistency over time.
  - Course type description
  - Headcount for the course (use census enrollment data which captures enrollment on 10th day of class)

  Please use the following Instructional Format definitions:

  - **Internship, Field Experience, or Cooperative Education**

    A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.

- o **Student teaching**

    A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program..

- o **Practicum**

    A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.

- o **Clinical Instructional Format**

    A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.

1.1a Student Participation in Community-*Engaged* Academic Learning (Optional)

If your campus has a system for reviewing, approving, and/or tracking community-*engaged* learning, you may report for this section. **Do not complete this section if your campus does not already have such a system in place.** However, campuses that have received (or which are applying for) the Carnegie Foundations' Community Engagement elective classification are likely to have such a system.

Criteria for inclusion

- Community-*engaged* academic learning is a subset of community-*based* academic learning
- Community-*engaged* academic learning uses the Carnegie Foundation's definition for curricular engagement, which *"describes teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution"* (2015 Carnegie Elective Community Engagement Classification: Reclassification Framework, p. 8-9). The most common term *to* denote academically-based community engaged courses is "service learning." Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.
- A course must be offered for academic credit and there must be a system for *reliably* tracking such courses year-to year

MEASURE 1.2. Formal Entrepreneurial Education Efforts (if applicable*)

*Some campuses, but not all, offer degree programs and/or certificates for individuals interested in entrepreneurship.

Criteria for inclusion

- Provide the total number of graduates in AY2014-2015 who received a minor, major, certificate, concentration or masters degree in entrepreneurship:
- Report the following**:**
  - Number of graduates with majors in entrepreneurship
  - Number of graduates with minors in entrepreneurship
  - Number of graduates with concentrations in entrepreneurship
  - Number of graduates with certificates in entrepreneurship
  - Number of graduates with graduate degrees focusing on entrepreneurship (includes masters degrees and concentrations).

Recommended collection process

- Review the course catalog and university website to identify formal entrepreneurial education efforts on your campus.
- Once your campus has identified entrepreneurship offerings, fill in number of graduates on the attached spreadsheet, as well as the title of the program.

Metric Area 3: Community collaboration
What data campuses are to report for this metric

- **Total number of community-university projects (3.1)**
- Name of project
- Brief description of each project
- Website (if available)
- County(ies) in which project takes place
- UNC institution's role in project (research, service, teaching)
- **Number of students involved**
- **Number of faculty and staff involved (summed)**
- Community and economic development impact (if applicable and/or available)
- **Number of community partner organizations or groups involved in the project (3.2)**
- Name of community partner organization
- Sector to which community partner(s) belong(s)

Criteria for inclusion

- In order to simplify the collection and data aggregation process, Qualtrics (an online survey tool) will be the only option for submitting metric area 3 data.
- For GA's purposes, this information may be used anecdotally, or to visualize the geographic scope of campuses' community project involvement. Given campus resource constraints and a desire for meaningful project reporting, we have capped the number of projects at 25, with a minimum reporting requirement of 15 (Note: 15 of these may be used to apply for the Carnegie Foundation's elective classification for Community Engagement).
- If the answer is 'Yes' to all four below, THEN it may be included in this metric. Otherwise, do not include here.

  1. Are there partners from BOTH the university and another non-university sector (but NOT an academic disciplinary society)? [The intention is to identify connections to entities external to higher education]
  2. Are there expressed goals and anticipated and/or achieved outcomes for BOTH the university and community partners?
  3. Is knowledge or expertise being exchanged across the university AND community to meet the goals of the activity?
  4. Does the project address a specific community interest?

Recommended collection process

- Identify the relevant offices to provide data and/or feedback on process of collecting data. Offices are likely to include: academic deans, outreach, continuing education, institutional research, assessment and accreditation, research and economic development, community/civic engagement, service-learning, student affairs, etc.

- Data may already exist in "pockets" throughout each campus as it may be collected annually or episodically for reports such as:
  - UNC System Community Engagement and Economic Development Metrics
  - SACS reaffirmation response to 3.3.1.5 institutional effectiveness related to public/community service
  - Carnegie Foundation's elective classification for community engagement and/or President's Honor Roll for Community Service

- Send the Qualtrics survey link to relevant offices or project leads, or input existing data into Qualtrics. **Spreadsheets, Word documents and Power Points will not be accepted.**

Metric Area 4: Non-credit education and service

What data campuses are to report for this metric

- Total number of offerings of non- credit education (face-to-face, or hybrid) (4.1)
- Total number of enrollments in non- credit education (face-to-face, or hybrid) (4.1a)
- Total number of enrollments in non-credit education in courses or programs where certificates or CEUs were granted (face-to-face, or hybrid) (4.1b)
- Total number of offerings of non- credit distance education (100% online) (4.2)
- Total number of enrollments in non- credit distance education (100% online) (4.2a)
- Total number of enrollments in non-credit distance education in courses or programs where certificates or CEUs were granted (100% online) (4.2b)
- Total attendance of university events, including athletic, performance, lecture series, museum , special events, etc. (4.4)

4.1- 4.2 Enrollments and offerings in non-credit education

Criteria for inclusion

Offerings of non-degree credit education means courses and/or programs provided to individuals outside of academic degree programs. These formal non-credit courses and programs are often offered by divisions or offices of continuing education, but may also be offered within academic units and/or by libraries, museums, gardens, planetariums, and other departments and entities.

Please exempt informal 'courses'/programs that were actually more public service or even educational **events**, and any that were only offered to staff by your Human Resources offices.

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- Enrollment/attendance counts *may* have duplicates in the sense that the same individual may participate in several non-degree credit education opportunities each academic year. This metric will capture the number of opportunities given to individuals, rather than the discrete number (unduplicated count) of individuals who have had such experiences.
- Face-to-face means that students meet with their instructor and fellow students in a traditional classroom setting for the entirety of the course.
- Hybrid means that students meet with instructors and fellow students in a physical classroom setting, as well as online for portions of the course or program.

- CEU and certificates-bearing courses are a **<u>subset</u>** of all non-credit courses.
- For 4.1-4.2, Report the following:
  - Unit providing the program/course (e.g., Business School, Division of Continual Learning, Office of Continuing Education)
  - Program or course title (e.g., Executive Leadership Academy, Emeritus Society)
  - Total enrollments (total number of participants enrolled in AY/FY 2014-2015)
  - Whether the programs/course was offered as a face-to-face/hybrid or 100% online (see above for definition)
  - Whether the course was professional certification, CME/CEU bearing

    <u>Exempt courses from inclusion that are offered through state-serving institutions</u> (Industrial Extension Service, Small Business Technology and Development Center, Area Health Education Centers, Cooperative Extension Services, School of Government) as these data will be counted <u>separately</u> in metric 4.3

Recommended collection process

- Work with offices of Continuing Education to:
  - Identify courses offered where CEUs and certificates were granted, as well as the number of enrollments in these offerings (CEUs and many professional certifications should be tracked centrally through offices of continuing education).
  - Identify departments outside of office of continuing education where other non-credit education is housed.
- The amount of data available through offices of continuing education (relative to data housed in individual academic departments) will vary campus-campus. Identifying such courses will likely be a process that will improve over time.

4.4 Total attendance of university events, including athletic, performance, lecture series, museum attendance, and special events

Criteria for inclusion

- Total attendance for university events should include all individuals (university and non-university) who attend athletic events, cultural performances/exhibitions, educational events, and entertainment events (speakers, performers, etc.).

- Events may be fee-based or free to the public.

- Identify whether number is based on an actual count (e.g., ticket sales, tracking system) or estimate.

- Report the following:

- Event type (athletic, performance, lecture, museum attendance, special event, other: please describe)
- Event name
- Total participant count (total number of participants in AY/FY 2014-2015)
- Whether number represents an estimate or the actual count.

Recommended collection process

- Identify offices, departments, groups, faculty and others that offer athletic, cultural, educational, and entertainment opportunities to the public; data may be tracked in annual reports, ticket sales, etc. (Report these numbers to the extent possible).

Metric area 5: University in action

What data campuses are to report for this metric
- 3-5 individual Word document narrative illustrations of exemplary projects, programs, or initiatives that make a positive and profound impact on the quality of life in North Carolina (and/or awards received for them)
- <u>One</u> story should focus on *economic development*
- <u>One</u> story should address the topic of *student co-curricular engagement.*
- <u>One story can be either (a) profile/s or list/s of any Community Engagement award/s winners from faculty, staff, and /or students.</u>

(Note: links to photos, press releases, websites, videos online, etc. can be a great way to provide additional info!).

- Economic development focused stories should look at ways that campuses are positively supporting the local, regional or state economy through its actions.

- Co-curricular engagement is activity by students **that is unaffiliated with an academic course (metric area 1 captures course-affiliated engagement)** that meets community needs. These projects are often conducted by individual students, residence hall floors, student organizations, or other groups of students.

- These stories will be used to help UNC-GA communicate campus economic and community engagement efforts to external audiences through UNC @ Work and other media. Stories should be ready for outside audiences.

All stories should include the following elements:

1. What's the project (and/or award/s)?

Who, what, where, when, how many, names, organizations associated with the project (and/or award/s)

2. What do people say about it?

Quote from participant/awardee from campus

Quote from participant/awardee off-campus

2. What's happening?

Impacts/outcomes

3. Why does the project/award matter?

How does this fit with community/campus/system/state values/goals?

4. What's next?

Grow, adapt, discontinue?

5. Creative images or photo requirements: 600X800px or 1024X768px (Images do not count towards two-page limit).

Please submit separately only as individual Word documents. Two-page limit each story.