



Combined Report of the Community Engagement and Economic Development Metrics Task Forces

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

January 7, 2013

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” (Item 6.b., Summary of 2012 Institutional Goals and Priorities, Tom Ross). Community engagement and economic development are two critically important and closely interconnected strategies through which UNC students, faculty, staff, and alumni contribute to the promotion of vibrant, healthy, sustainable, and safe communities in North Carolina. Some key terms and definitions can be found in Appendix A.

Collective Indicators

The development of system-wide indicators are the first step to building the capacity of General Administration, as well as campuses individually, to understand the full scope and impact of UNC’s engagement in and with the state of North Carolina. Awareness of the types of and extent of activities serves as the first step towards being better able to [1] convey and strengthen the UNC’s reputation as a collaborative, inclusive, responsible, and effective member of North Carolina communities, and [2] strengthen and support UNC’s capacity to be strategic, proactive, and responsive in developing, maintaining, and celebrating mutually beneficial community-university connections and partnerships.

The metric areas were chosen because they align with the core educational and institutional priorities common across UNC campuses, specifically commitments to excellence in teaching and learning, research and creative activities, and outreach and public service. Indeed, many campuses are now expected to identify, assess, and improve outcomes related to community/public service as one of the five elements of institutional effectiveness in reaffirmation reports submitted to the Southern Association of Colleges and Schools (SACS) (Standard 3.3.1.5). Systems established to centrally collect and report the data on an annual basis to General Administration will serve as the basis of campus responses to SACS standards.

Beyond accreditation, the collection of the trial measures will encourage and allow individual campuses to:

- ✓ convene an institutional-level conversation with key constituents to embed into existing, and where necessary, establish new, systems for tracking and assessing the broad range of community-engaged activities, programs, and initiatives across the institution;
- ✓ understand the full range and scope of community engagement purposes, activities, impact areas, and constituents;
- ✓ clarify goals for community engagement as a teaching pedagogy, as well as approach to research, creative activities, and public service, that serves to achieve key, institutional strategic goals;
- ✓ develop research agendas to assess the outcomes of various types of community and economic engagement activities on students’ academic, personal, professional, and civic development and success;
- ✓ craft plans to support activities based on best practices and informed by campus-level data and key constituents;
- ✓ assess the outcomes and impacts of community engagement on university and community constituents; and
- ✓ strengthen the institution’s reputation as a proactive, as well as responsive, member of the greater North Carolina and global communities.

Much of the data identified in this collection effort will allow campuses to strengthen their own efforts to provide institution-level data about important and significant outcomes. For example, national research reported in *A Crucible Moment: College Learning & Democracy’s Future* (National Task Force on Civic Learning and Democratic Engagement, 2012) and *How College Affects Students: A Third Decade of Research* (Pascarella & Terenzini, 2005) demonstrates that service-learning (i.e., community-engaged courses) yields positive student outcomes related to academic, personal, professional, and civic development and success including: retention, degree completion, GPA, career clarification, connections to faculty, civic-mindedness, participation in community service after graduation, self-confidence, social responsibility, social justice, personal efficacy, and the development of accepting attitudes towards cultural differences. (See Appendix B for references.)

Trial Phase

As indicators, the trial metrics are not expected to capture the full depth and scope of campus’s individual or collective engagement, nor will they replace other metrics traditionally collected to demonstrate the economic impact of campuses and the System as a whole. Indicators are meant to provide understanding about scope and trends, not to fully capture and describe all related activities. The trial metrics proposed in this initiative focus primarily on inputs and activities as a first step to greater understanding of UNC’s commitments to, relationships with, and impacts on citizens, communities, and businesses of North Carolina. While it is desirable to collect data on outputs and outcomes to assess the impact of the UNC institutions’ efforts, the current state of data (and importantly, the capacity of campuses to collect and compile data in a common manner across all UNC campuses) suggests that reporting outcomes is neither feasible nor desirable in this initial trial phase. Once the relative type and scope of engagement is known, further refinements to the metrics and mechanisms may be developed to support a more robust and efficient system for collecting, reporting, and using data. Metrics for academic year (AY) 2011-2012 will be due April 12, 2013 to Leslie Boney (lboney@northcarolina.edu) at General Administration.

Feedback and Refinements

It is important to recognize that the current capacity to assess progress in community engagement and economic development varies across institutions as each has its own distinct mission, strategic goals and priorities, and resources that connect differentially to community engagement and economic development. To assist campuses to develop and implement strategic processes to collect data in the trial phase, the task forces will offer a series of videoconferences and meetings between December 2012 and March 2013. Campuses are asked to use the provided Excel template to report campus data for metrics for Metrics 1, 3, and 4. Please submit a pdf or doc/docx file for Metric 5. (Metric 2 data will be collected by General Administration and does not require campus reporting.) An online Qualtrics form has also been developed to assist campuses to collect and report measures on community-university partnerships and projects (Metric Area 3), if they do not already have a system in place to collect such data. It is anticipated that campuses may elect to supplement these indicators with additional information as they communicate their own stories of engagement. Additional or alternative metrics and measures may be recommended to the task force throughout the trial phase. All recommendations should address how the criteria for inclusion are met as outlined in the section below. In April 2013 the task forces will review the trial phase metrics and processes to suggest modifications, adjustments, and/or abandonments of the recommended measures may be implemented to continue the refinement of the process.

Criteria for Metrics

- [1] Provides useful indicators of community engagement and/or economic development across key university and community constituents, including students, faculty, staff, alumni, residents and leaders.
- [2] Meaningfully demonstrates the pervasiveness and depth of UNC campus's interconnectedness to, relationships with, and collective impact on the residents of North Carolina and beyond.
- [3] Provides useful information to inform the strategic directions of individual campuses, as well as the System as a whole.
- [4] Data that are commonly asked by accrediting and awards-granting agencies (e.g., SACS institutional effectiveness standard 3.1.1.5; Carnegie Foundation's elective classification for community engagement).
- [5] Recognized as indicators of community engagement or economic impacts resulting from university activities by national associations involved in monitoring and measuring community engagement and economic development.
- [6] Collected annually to identify trends in community and economic engagement with adequate systems in place.

Timeline and Process

- May 29, 2012 - Engagement Summit at UNCW
- June-September 2012 – Community engagement and economic development task forces develop recommended trial metrics based on extensive review of literature, best practices, and unique campus experiences of members.
- October 4 – 19, 2012 – Presentation and discussion of trial metrics by UNC campuses on videoconference followed by request to campuses to provide further feedback.
- October 23 – November 13, 2012 – Trial metrics reviewed by President Tom Ross, UNC Faculty Assembly, and UNC Chancellors, then finalized by task forces.
- Late November, 2012 – Final trial metrics delivered to campuses to plan and begin data collection.
- December 6, 1-4pm 2012 – Videoconference to help campuses develop strategies to collect and use data.
- February 14, 1-3pm 2013 – Videoconference to answer questions as campuses get deeper into collection.
- April 12, 2013 – Trial metrics and feedback due from campuses to Leslie Boney at General Administration.
- May 2013 – June 2013 – Task forces to reconvene to review trial data and processes, and make modifications.
- July 1, 2013 – Trial phase ends. Campuses will receive request from General Administration to begin data collection of metrics of AY2012-2013.

Appointed Task Force Members

Emily Janke (Chair, Community Engagement Metrics, UNCG), Jerry McGuire (Chair, Economic Development Metrics, UNCG), Deborah Bailey (NCCU), Lynn Blanchard (UNC-CH), Angela Brenton (WCU), Leslie Boney (GA), Scott Daugherty (SBTDC), Terri Helmlinger Ratcliff (NCSU), Rocky Lane (ECSU), Zagros Madjd-Sadjadi (WSSU), Notis Pagiavlas (WSSU), Mario Papparozi (UNCP), Wayne Szafranski (NCAT), Ted Morris (ECU), Erin Schuettpelz (UNC-CH), Courtney Thornton (GA), Beth Velde (ECU), Kay Zimmerman (NCSU)

Thank you to Individuals, Groups, and Campuses that Provided Additional Assistance and Input

National and international literatures, conversations, models, and colleagues have informed and shaped these metrics. Input and feedback have been provided by a variety of people and groups, including the following: Barbara Holland (consultant), Zachary Smith (Economic development and Innovation Fellow, GA), Fiona Baxter (ECU), Alice Warren and colleagues (NCSU), Kristin Medlin UNCG), UNC Faculty Assembly, Institutional Research Directors, Economic Transformation Council, UNC Chancellors; Attendees on the October 4, 2012 videoconference, Andy Furco and colleagues from the University of Minnesota Public Engagement Metrics Committee, and all contributing UNC campus representatives.

METRIC AREA 1: Student Curricular Engagement – *Through community-based, community-engaged, and entrepreneurship-focused learning experiences, students will develop and expand critical thinking skills, gain the ability to apply discipline-based theory to resolve challenges and problems faced by North Carolina residents across academic disciplines, and be prepared to enter jobs in high growth and priority areas for North Carolina.*

MEASURE 1.1: Student Participation in Community-Based Academic Learning

1.1a: Student Participation in Community-Engaged Academic Learning (if applicable)

1.2: Formal Entrepreneurial Education Efforts (if applicable)

1.3: Education Pipelines Focused on Health and Wellness

1.4: Education Pipelines Focused on PreK-12 Education

1.5: Job Placement, Earning Rates, and Residency

What data campuses are to report for this metric*

- Total number and proportion of students participating in community-based learning courses for academic credit [1.1]
- Total number and proportion of all students participating in community-engaged learning courses for academic credit [1.1a] (if applicable)
- Total number of graduates with majors, minors, certificates or masters degrees in entrepreneurship programs [1.2] (if applicable)
- Total number of courses offered within majors, minors, or certificates in entrepreneurship programs [1.2] (OPTIONAL and if applicable)

General Administration will collect data below. Campuses do not need to provide any of the data below.

- Total number of graduates who have been educated health and wellness professions [1.3]
- Total number of graduates who have been educated for preK-12 education professions [1.4]
- Total number of graduates who have been successfully certified and licensed for health & wellness professions [1.3]
- Total number of graduates who have been successfully certified and licensed for preK-12 education professions [1.4]
- Total number of graduates in jobs related to providing health and wellness services in NC [1.5]
- Total number of graduates in jobs related to providing preK-12 education in NC [1.5]
- Total number of students placed in jobs in NC within one year of graduation, includes all graduates at all levels [1.5]
- Earning rates of students placed in jobs in NC [1.5]

*All metrics include undergraduate and graduate students, if applicable

MEASURE 1.1. Student Participation in Community-Based Academic Learning

Definitions and criteria for inclusion as a community-based course

- Community is broadly defined to include any sector outside of higher education and professional disciplinary associations (the intention is to identify connections to entities external to higher education)
- Course must be offered for academic credit and tracked through the Registrar's office (Note: The intention of these two criteria is to be able to draw data from existing systems that are common across campuses – all campuses submit student enrollment census survey each year.)
- Please provide data for AY2011-2012 (this follows FY2011-2012)
- Student participation *will* likely have duplicates in the sense that the same student may participate in several community-based courses each year. This metric will capture the number of opportunities given to students to engage through courses, rather than the discrete number (unduplicated count) of students who have had such experiences.

Suggested processes to campuses for providing data:

- Review the full list of course markers used to identify course types (such as internships, field placements, practicas, teaching placements, service-learning, etc.) in the Registrar's course schedule.
- 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:
 1. 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 FY2010-2011, it should be reported as AY2010-2011. If the majority of Summer Session 2 was delivered in FY2011-2012, it should be reported as AY2011-2012.)

2. Course number (e.g., FSM101)
3. Course type (e.g., SVL, INT, PRC, etc.) – please provide key of abbreviations at top of Excel File (e.g., INT = internship; SVL = service-learning; PRC = practicum)
4. Headcount for the course (use census enrollment data which captures enrollment on 10th day of class)

MEASURE 1.1a. Student Participation in Community-Engaged Academic Learning (if applicable*)

*Some campuses, but not all, have a system for reviewing, approving, and/or tracking community-engaged learning through reciprocal partnerships and for mutual benefit (such as service-learning) as a subset of community-based academic learning. **This section is only applicable to campuses that have this system in place for designating and tracking such courses.** See Appendix C for more discussion of why this (1.1a) is separate from (i.e., a subset of) Measure 1.1.

Definitions and criteria for inclusion as a community-engaged course

- Community-engaged academic learning is a subset of community-based academic learning
 - Community-engaged is defined as involving “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation). Community-based is defined more broadly as taking place in the community or with a community partner.
- Community is broadly defined to include any sector outside of higher education and professional disciplinary associations (the intention is to identify connections to entities external to higher education)
- Course must be offered for academic credit and there must be a system for *reliably* tracking such courses year-to-year.

NOTE: In the future, GA *may* modify its census enrollment data form to include a field that would allow for the collection of Measures 1.1 and 1.1a in its annual request for enrollment data. (Campus Institutional Research Offices typically oversee this.)

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. **This measure is only applicable to campuses that offer formal entrepreneurial education in the form of majors, minors, certificate programs, and/or masters programs.**

Definitions and criteria for inclusion

- Provide the total number of graduates in AY2011-2012 who received a minor, major, certificate or masters degree in entrepreneurship. It is not necessary to separate the count of graduate and undergraduate students; please report the total combined number.
- **OPTIONAL***: Campuses may elect to report the number of courses offered for academic credit at the undergraduate or graduate level in which entrepreneurship content was embedded (AY2011-2012) and approved by the university curriculum committee as part of a major, minor, concentration, certificate, or master's program in Entrepreneurship. Learning objectives for the course must include specific entrepreneurship learning objectives to be counted. (Note: This optional metric area has been included upon request and is OPTIONAL, if the institution offers ENT courses. This metric allows campuses to report a spectrum of entrepreneurship activities beyond the ENT academic programs, such as in cross-disciplinary courses. Responses will help to inform whether this metric should be included in the final metrics, and if so, the definitions, criteria for inclusion, and strategies to allow for common collection across UNC system campuses.)

****Definitions and criteria for inclusion of ENT courses***

Campuses that elect to report the number of *courses* should submit responses to the items below, in addition to the chosen data/measures:

1. Definition of the measure and criteria for inclusion
2. Description of how the data is tracked to ensure accuracy and consistency of data (also, if duplicate counts)
3. Description of how the data is used (e.g., evaluation, assessment, reporting, applications, accreditation, etc.)
4. Description of audiences that receive or benefit from the collection of this data
5. Any additional information to assist in the consideration (value, feasibility, etc.) of this metric for UNC system

MEASURES 1.3. Education Pipeline Focused on Health and Wellness

GA will collect and report this data. Your assistance may requested at a later time to help inform this trial phase.

MEASURE 1.4. Education Pipeline Focused on PreK-12 Education

GA will collect and report this data. Your assistance may requested at a later time to help inform this trial phase.

MEASURE 1.5. Job Placement, Earning Rates, and Residency

GA will collect and report this data. Your assistance may requested at a later time to help inform this trial phase

METRIC AREA 2: Cutting-Edge Research, Inquiry, and Creative Activity through Community Engagement and Economic Development - *UNC faculty, staff, and students generate cutting edge research, inquiry, and creative activities that build the capacities of communities to address pressing issues and build healthy and productive futures*

MEASURE 2.1: Total Sponsored Research Investments by Any Sponsor

MEASURE 2.2: Total Sponsored Research Investments by North Carolina Organizations

MEASURE 2.3: North Carolina Community Involvement in Sponsored Projects

What data campuses are to report for this metric

General Administration will collect data. Campuses do not need to provide any additional data.

** See Appendix C for further details.*

METRIC AREA 3: Transformative Community-University Projects and Partnerships for Mutual Benefit* - *UNC faculty, staff, and students connect their intellectual capital and resources in a way that build the capacities of communities to address pressing issues and build healthy and productive futures*

MEASURE 3.1 Community-University Projects

MEASURE 3.2 Community Partners

*What data campuses are to report for this metric**

- Total number of community-university projects
- Name of each project
- Brief description of each project
- UNC institution's role in project
- Form of activity
- If students are involved, type of involvement
- Primary focus/impact area
- Number of community partner organizations or groups involved in the project [3.2]
- Sector to which community partner(s) belong(s)
- County (if NC), State, Country/Nation (if outside USA) in which project activities take place, primarily
- Community and economic development impact (if applicable and/or available)

** See Appendix D for further definitions/fields.*

**Some campuses already centrally collect information about community-university projects and partnerships. In this trial phase, campuses are asked to assess their ability to collect the measures provided here. Some campuses do not collect this data centrally or currently. In these cases, campuses are asked to consider collecting these metrics. To assist campuses, an online form will be provided to campuses. This data will also be useful for campuses applying or re-applying for Carnegie community engagement classification next year, as well as for SACS reaffirmation (institutional effectiveness 3.1.1.5). While it is not expected that 100% of all partnerships can or will be represented, it is useful to learn of as many as possible to get a sense of scope. If it is decided that a campus does not have the capacity to collect this data in the first quarter of the calendar year 2013, please send a response detailing the resources required to complete data collection and reporting process to Leslie Boney at General Administration. Please remember, this is a trial phase – campus responses will inform future iterations of these metrics and measures. Your feedback is invaluable.*

Criteria for inclusion as a community-university project or partner involved in a project (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 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?

Four options for providing data:

- In all cases, 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 campus as it may be collected annual or episodically for reports such as:

- SACS reaffirmation response to 3.3.1.5 institutional effectiveness related to public/community service
 - Carnegie Foundation's elective classification for community engagement
 - President's Honor Roll for Community Service
 - Option Two (Complete the Excel spreadsheet provided) is the preferred option.
- OPTION ONE: Submit a campus-developed report of community-university projects.** Some campuses already centrally collect campus-wide data on community-university projects for accreditation, assessment, and awards applications, as well as for strategic planning purposes. In such cases, we ask campuses to send an electronic copy of this database/report. Excel format is preferred. Summary data (i.e., total number of projects and partners) should be reported on the Metrics Summary page of the Excel spreadsheet provided.
- *OPTION TWO:** Complete the Excel spreadsheet provided. To the extent possible, fill in the relevant columns and rows in the spreadsheet labeled "Metric Area 3". It is likely that each of the cells may not be collected on every project. This is fine, but please leave the template as is (do not modify). In this trial round, campuses are to report what is feasible given each campus's unique missions, activities, reporting capacities, and data. Summary data (i.e., total number of projects and partners) should be reported on the Metrics Summary page of the Excel spreadsheet provided. (**Preferred option, but not required*)
- OPTION THREE: Use the Qualtrics Online Form provided.** If a campus does NOT have a current list of such activities, it may choose to administer a survey to capture the data from relevant offices and individuals. If so desired, a common survey instrument could be provided to campuses. The survey data can be exported into an Excel file. Here is a link to an example of what can be provided upon request:
https://uncg.qualtrics.com/SE/?SID=SV_1XJ9Bo8vPmuwLRj. Slight modifications may be made available. Please contact Emily Janke (emjanke@uncg.edu) no later than January 18, 2013 to pursue this option.
- OPTION FOUR: Submit a campus response addressing [1] why it is not currently possible to collect this data, and [2] what resources would need to be provided to allow for such data collection to be possible.** Please submit this as a pdf or doc/docx document along with the Excel workbook and stories for Metric Area 5. Campuses are encouraged to submit this response to contact Leslie Boney at General Administration prior to the April 12, 2012 due date.

METRIC AREA 4: Transformative Continuing Education and Outreach to Enhance the Quality of Life in North Carolina— *UNC provides important areas for continual learning to improve the potential for personal and professional development. UNC also delivers various events, venues, broadcasts, and performances that produce community development and economic impacts through ticket sales, concessions, and industries and businesses related to these services.*

MEASURE 4.1 Continuing Education and/or Professional Development Experiences

MEASURE 4.2 Community Participation in UNC-Sponsored Events and Media Presentations

What data campuses are to report for this metric

- Total number of participants in non-degree credit education (face-to-face, or hybrid) [4.1]
- Total number of offerings of non-degree credit education (face-to-face, or hybrid) [4.1]
- Total number of participants in non-degree credit distance education(100% online) [4.1]
- Total number of offerings of non-degree credit distance education (100% online) [4.1]
- Total attendance of university events, including athletic, performance, lecture series, museum attendance, and special events [4.2]

Data below will be collected by General Administration. Campuses do not need to provide any of the data below.

- Television ratings, both UNC-TV and other providers [4.2]

MEASURE 4.1. Continuing Education and/or Professional Development Experiences

Definitions and criteria for inclusion

- Participation counts *will* likely 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.
- Offerings of non-degree credit education means course and/or programs provided to individuals outside of academic degree programs. These non-credit courses and programs are often offered by divisions or offices of continual learning, but may also be offered within academic units.
- 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.
- Report the following:

- unit providing the program/course (e.g., Business School, Division of Continual Learning)
- program or course title (e.g., Executive Leadership Academy, Emeritus Society)
- total participant count (total number of participants in AY/FY 2011-2012)
- whether the programs/course was offered as a face-to-face/hybrid or 100% online (see above for definition)

Suggested processes to campuses for providing data:

- It is important to recognize that non-credit courses and programs are often offered by divisions or offices of continual learning, but may also be offered within academic units. A comprehensive report will identify all such offerings.

MEASURE 4.2. Community Participation in UNC-Sponsored Events and Media Presentations

Definitions and criteria for inclusion

- Total attendance of 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.).
- If possible, provide university-affiliated attendees (e.g., students, faculty, staff) as a separate sub-category.
- 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.

Suggested processes to campuses for providing data:

- 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: Success Stories of Community Engagement and Economic Development

MEASURE 5.1 Collection of Community Engagement and Economic Development Success Stories

What data campuses are to report for this metric

- 3-5 narrative illustrations of exemplary projects, programs, or initiatives that make a positive and profound impact on the quality of life in North Carolina.

Suggested data and items to include in success stories

- At least one of the stories must showcase an exemplary project, program, or initiative *focused on economic development*. Economic development stories, efforts, and outcomes will vary according to institutional mission, strategic goals and priorities, and resources. This is an opportunity for each institution to share its best efforts based on its unique character and community context.
- Each illustration should be no longer than 2 pages. (Hint: links to photos, press releases, websites, videos online, etc. can be a great way to provide additional info!).
- Inclusion of the following items will build a compelling and comprehensive story:
 - Name of the project, program, or initiative
 - The intended outcomes/goals of the project, program, or initiative
 - Whether the project's activity involves research, teaching, and/or service (may involve all three)
 - If students are involved, type of involvement (e.g., internship, practicum, teacher placement, service-learning, co-curricular service, learning community, other)
 - Primary focus/impact area (See Appendix D for examples of definitions)
 - Names of university and community partner organizations or groups involved in the project
 - Sector to which community partner(s) belong(s) (See Appendix D for examples of definitions)
 - County in which project activities took place, primarily
 - Description and evidence of impact/outcome
 - Links to photos, press releases, videos, etc.
- Send a pdf or doc/docx file of these stories to Leslie Boney, along with the Excel workbook provided.

METRIC AREA 6: Student Co-Curricular Community and Economic Engagement (OPTIONAL)

What data campuses are to report for this metric

- campus choice* (*given the criteria for inclusion below)

This optional metric area has been included upon request. It allows campuses to report student *co-curricular* engagement (metric area 1 is *curricular* only). Responses will help to inform whether this metric should be included in the final metrics, and if so, the definitions, criteria for inclusion, and strategies to allow for common collection across UNC system campuses.

Definitions and criteria for inclusion

Campuses that elect to report this metric area should submit responses to the items below, in addition to the chosen data/measures:

1. Definition of the measure and criteria for inclusion
2. Description of how the data is tracked to ensure accuracy and consistency of data (also, if duplicates are removed)
3. Description of how the data is used (e.g., evaluation, assessment, reporting, applications, accreditation, etc.)
4. Description of audiences that receive or benefit from the collection of this data
5. Any additional information to assist in the consideration (value, feasibility, etc.) of this metric for other campuses

Appendix A

Definitions of Key Terms

Community

Community is broadly defined to include any group or organizational sector outside of higher education and professional disciplinary associations. (The intention is to identify connections to and assets of groups and organizations external to higher education and affiliated groups/associations.)

Community Engagement

Community engagement is the “collaboration (among) institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” ([Carnegie Foundation](#)).

If the answer is yes to all four below, THEN it may be considered community engagement

1. Are there partners from BOTH the university and the community?
2. Are there expressed goals and anticipated and/or achieved outcomes for 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?

Community-Based Academic Learning

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-engaged academic learning is a subset of this category.

Community-Engaged Academic Learning

Community-engaged academic learning describes course-based and faculty-led activities that 1) honor principles of community engagement (reciprocal and mutually beneficial partnerships, public purpose), and 2) provide opportunities for students to collaborate with faculty and community members for the dual—and integrated—purposes of learning and service. Community-engaged academic learning may be enacted through a variety of practices, including, but not limited to: service-learning experiences, on-site courses, clinical experiences, professional internships, community-based research or creative activities, collaborative programs, study-abroad courses and experiences, international instruction, and distance education courses--*when these practices involve mutually beneficial and reciprocal partnerships with community members, groups, or organizations* (definition adapted from Janke & Clayton, 2012). Community-engaged academic learning is a subset of community-based academic learning.

Community-University Project

Community-university projects are those that engage partners from the community and university for mutual and public benefit in a context of reciprocity. (The intention is to identify the ongoing activities (rather than single events)

(If the answer is yes to all four below, THEN it may be considered a community-university project.

5. Are there partners from BOTH the university and the community?
6. Are there expressed goals and anticipated and/or achieved outcomes for the university and community partners?
7. Is knowledge or expertise being exchanged across the university and community to meet the goals of the activity?
8. Does the project address a specific community interest?

Economic Development

“Economic development in the higher duration context is the practice and philosophy of generating measurable economic returns in communities through college and university engagement.” (Wittman & Crews, 2012). Some economic indicators have been developed by NACIE (National Advisory Council on Innovation and Entrepreneurship), APLU (Association of Public and Land-Grant Universities), UEDA (University Economic Development Association), and others involved in measuring economic development produced by academic institutions.

Mutual benefit

Mutual beneficial outcomes are identified by, and ultimately achieved for, all partners in the project and/or partnership.

Reciprocity

Reciprocity is the recognition, respect, and valuing of the knowledge, perspectives, and resources that each partner (community and university) contributes to the collaboration (Janke & Clayton, 2012).

Note: Full citations of references can be found in Appendix B.

Appendix B

References Cited

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Appendix C

Rationales and Why Specific Measures are Useful

Measures 1.1 (Student Participation in Community-Based Academic Learning), 1.1a (Student Participation in Community-Engaged Academic Learning – if applicable)

Using the Registrar's data, one can track the number and proportion of students participating in community-based courses and entrepreneurship-focused courses thereby demonstrating the pervasiveness of these types of learning experience.

Tracking participation is useful because it:

1. provides a specific data measure that can provide reliably accurate numbers and remove duplicates if the participation numbers are connected to enrollment in courses (track students through the registrar's office);
2. indicates the extent to which students are exposed to this type of experience – and can allow for comparable data across years to see whether more or fewer students are participating, thereby enabling the development of well-informed target measures;
3. indicates, to some extent, the extent to which faculty and staff are teaching through community-based experiences and;
4. uses enrollment data to analyze trends, answer meaningful questions, dispel “myths” about who is and who is not involved in these types of courses, and address gaps with regards to enrollment in such high impact pedagogies.

Using student identification numbers pulled from the census enrollment data, it is possible to also pull other helpful data for frequencies and cross-tabs analyses, including the following:

1. Gender
2. Ethnicity/Race
3. Major
4. Class (based on credit hours)
5. Birthdate
6. Course descriptor (SVL, INT, CLN, etc.) – if SVL is tracked, then we can pull this out separately
7. Faculty member teaching course
8. Department in which course is offered

Measure 1.1a is a subset of 1.1. While there is great value, short- and long-term, to university and community collaborators for student involvement in and with the community, it is important to begin to understand the qualitative differences between these experiences as the learning goals and outcomes vary. For example, developing civic attitudes and habits is an expressed outcome of the majority of service-learning courses, but is not necessarily an expressed value of all internships. Internships frequently have a greater emphasis on and explicit goals for career clarification, readiness, and post-graduation placement. Each engages students in the community but for different purposes. While UNC does not currently have a system to demonstrate the outcomes achieved by UNC students as a result of their community-based course activities, one can rely on national research that demonstrates that academic community-engaged learning is a high impact practice that, *when implemented in ways that uphold the key attributes of the practice* (duration, reflection, connecting academic concepts to service, direct service, and others), yield student outcomes related to degree completion, career exploration, and citizenship (specifically, academic engagement, higher retention, higher GPA, career clarification, more likely to complete degrees, deepening connections to faculty, civic values and participation after graduation). In the future, research may be done at individual campuses or across the system to demonstrate the connection between types of engaged experiences and specific student outcomes.

Collecting data on community-engaged and community-based experiences across campuses encourages research to determine (1) the value of academic community-engaged service based on best practices, and (2) the value of academic community-based and community-engaged service to the community partner. This second area of research is important to understanding the impact of academic-based student service to communities across North Carolina. This work is under-represented in the literature.

The Carnegie 2010 Documentation Framework, and the 2015 edition, asks for data on curricular engagement. In addition to the items below, in 2015, Carnegie will be asking for campuses to report (1) the mechanisms for collecting data, and (2) how often it is collected. The following is copied directly from the Documentation Framework (in italics).

Curricular Engagement describes the 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.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service-learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

Yes No

Describe requirements:

b. How many formal for-credit Service Learning courses were offered in the most recent academic year? _____

What percentage of total courses? _____

c. How many departments are represented by those courses? _____

What percentage of total departments? _____

d. How many faculty taught Service Learning courses in the most recent academic year? _____

What percentage of faculty? _____

e. How many students participated in Service Learning courses in the most recent academic year? _____

What percentage of students? _____

Measure 1.2 (Formal Entrepreneurial Education Efforts)

- Students increasingly look to create their own jobs rather than to work for an existing company. Trends will be used to demonstrate students' progressive mindset towards entrepreneurship, and the university's response to filling this need.

Measures 1.3 (Education Pipelines Focused on Health and Wellness), 1.4 (Education Pipelines Focused on preK-12)

- Demonstrates the importance that a trained workforce has on influencing and enhancing the recruitment and development of a strong health and wellness system and industry in NC.
- Reinforces the impact that an effective and recognized preK-12 education system has in defining the amplifying status of NC as a place to live and do business.

Measure 1.5. (Job Placement, Earning Rates, and Retention in North Carolina)

- This measure indicates the successful contribution of university graduates to the state of North Carolina. North Carolina Department of Revenue data can demonstrate the extent to which students get jobs, receive salaries, and pay taxes in North Carolina after they graduate from a UNC institution. This measure can also provide an indication of the State's return on investment in the UNC system, specifically, in the form of graduate involvement and contributions to the economic well-being of communities and the state.

Measures 2.1 (Total Sponsored Research Invested In by Any Sector), 2.2 (Total Sponsored Research Invested In by North Carolina Organizations), 2.3 (North Carolina Community Involvement in Sponsored Projects)

How data will be collected:

- For Measure 2.1, GA will use RAMSeS and accept all sponsor categories
- For Measure 2.2, GA will use RAMSeS and accept all NC sponsor categories.
- For Measure 2.3, GA will use RAMSeS and accept NC sponsor categories as proxies for community participation – State and Local Government (NC), Non-Profit Organizations (NC); Foundation (NC)

NOTE: In the future, GA may request that the RAMSeS council consider increasing the functionality of this tool to identify all community-engaged sponsored projects, beyond those captured by the two sponsor categories by adding the following fields to RAMSeS:

1. Add Carnegie definition of community engagement on general IPF screen with checkbox (Y/N) option. ECU adapted the Carnegie definition for SEDONA box.
2. Ask users to estimate what percent of budget supports community engagement (provide number).

This data could be used in conjunction with REACH NC to analyze community engagement activity by concept, instead of including separate questions about K-12, adult education, etc.

Why these measures are useful:

- Demonstrate trends from NC local government funding sources – show local investment in our universities as the research and development and implementation arm of the government and nonprofits
- Demonstrate cost share by UNC institutions on sponsored projects conducted with Local NC Government, NC Non-Profit Organizations as subcontracts on UNC sponsored projects
- Understand trends such as changes in geographic distribution and concentration of funded research/projects across NC counties; changes in or diversification of funding sources for NC-based or focused research/programs; and changes in activity types or community benefits.

Using this measure, one could also capture data on:

- Activity type (CHESS code) – research, instruction, public service, physical plant, student services, etc. (Note: only one activity type can be selected)
- Sponsor (funding agency) – over 15,000 funding agencies currently listed in database, all are categorized as either Federal, State, Local Gov., Non-Profit, Foundation, Industry, etc., and whether sponsor is NC or international (is national also an option?)
- Investigators/Units – names, units of lead PI, PI, co-PI, other investigators; for UNC investigators only
- Budget: parsed by activity/location (county, state, country) but not by activity type because only one CHESS code selected. Can report on amount of cost share by an internal unit(s)
- Subcontractors – uses same list as Sponsor (funding agency)
- Community Benefits – does the work promote economic development, health, K-12, adult ed, UNC Tomorrow themes

Measures 3.1 (Community-University Projects), 3.2 (Community Partners)

Why these measures are useful:

- SACS reaffirmation requires campuses that have service in their academic mission to demonstrate evidence of meeting that mission through intentional efforts, evidence of the evaluation of those efforts, and evidence that those evaluations are used to improve effectiveness in achieving the stated mission. This is a new area – and it is an area in which most campuses are weak.
- Additionally, Carnegie Foundation classification for community engagement requires this campus-wide comprehensive information about partnerships and projects. Eleven of the 17 campuses have this designation as of 2012 and many will need to re-apply in 2014.
- Few campuses have a full understanding of the portrait of community engagement on their campuses. Once we have the portrait, then we can begin to strategically plan, using data to identify current strengths, as well as potential areas for growth. This information can serve efforts by individual institutions, as well as UNC GA to strategically plan and support community-university partnerships using a robust data set rather relying solely on anecdotes.
- The information above would allow campuses to respond quickly and efficiently to external requests for projects according to focus, activity type, or even county. Currently, these requests require an extraordinary number of personnel involvement and collective time, detracting from core activities.

Measure 4.1 (Continuing Education and/or Professional Development Experiences)

- UNC system campuses offer opportunities for continuing education and lifelong learning through courses and programs outside of degree-granting programs. These are essential for individuals and organizations wishing to improve the skillsets needed for a 21st Century workforce. Opportunities for lifelong learning are essential for quality of life for residents who may not be focused on gaining professional or career skills, but rather, on developing and/or advancing personal interests and passions.

Measure 4.2 (Community Participation in UNC-Sponsored Events and Media Presentations)

- Particularly in rural areas with smaller populations and fewer industries and employers, university-sponsored events provide an important aspect of quality of life. This measure provides an indication of the impact that campuses have in attracting and retaining graduates and attracting businesses to a community. While certainly not the sole provider of community events, universities provide important opportunities for entertainment and cultural appreciation that would not otherwise be available.
- Indicates potential for economic growth generation, either directly or indirectly, through events and venues
- Indicates the generation of commercial non-university entities to support events.

Measure 5.1 (Collection of Community Engagement and Economic Development Success Stories)

- While other metrics (1-4) provide impressive numbers and a general indication of progress towards community engagement and economic development across UNC campuses and North Carolina community, success stories provide a richer illustration of the true integrity and importance of community and economic engagement efforts. Publicizing these types of endeavors and their outcomes can generate a profound appreciation and recognition for the UNC System's contribution to the community and also its economic welfare. These exemplary projects, programs, and initiatives bring a value-added to the community that would not likely be available otherwise.
- Exemplary projects, programs, and initiatives will be used by GA to share the success of campuses in various ways. These stories, for example, will be shared in [UNC@Work](#), an e-newsletter hosted by UNC General Administration dedicated to sharing the ways in which UNC campuses are contributing to the community and economic development of North Carolina.

Appendix D

Definitions and Additional Data that May be Collected and Reported for Community-University Projects (Measure 3.1) and Community Partners (Measure 3.2)

Brief Description of the Project

- Provide a brief abstract or “elevator” speech about the aims, activities, and populations/partners involved in the project.

UNC Institution’s Role in Project

- Research or creative activity; teaching or learning; public service/outreach

Form of Activity (projects may include a combination of or all types of activities listed)

- Advocacy; afterschool program; business and industrial development; business or nonprofit resource; clinic or service; commercialization process; credit-bearing courses; economic development; education; educational resource or program; evaluation; experiential/service-learning; fundraising; guest speaker/presentation; instruction/professional development; non-credit courses; program evaluation; public events; recurring event; research/creative activity; service project; summer camp or program; technical or expert assistance/consultation; web- or tele-based services; other (please specify)

If Students are Involved, Type of Involvement (projects may include a combination of or all types of student involvement listed)

- Internships; practicum, teacher placement; service-learning; co-curricular service; learning community; other (please describe)

Primary Focus/Impact Areas (projects may have multiple foci/areas):

- public understanding and adult learning; arts and culture; business or industrial development; product or service creation and development; career and professional competencies; children, youth, and family (non-school related); cultural issues, institutions, and programs; community economic development; diversity/inclusion; education, pre-kindergarten through 12th grade; environment and sustainability; food supply; gerontology; government or urban planning; health, health care, and wellness; history or community traditions; homelessness/housing insecurity; housing and community development; human rights; immigration; indigenous topics; information technology and computer literacy; intellectual property protections; interdisciplinary scholarship; literacy and language; labor relations, training, and workplace safety; nanoscience/nanotechnology; public policy; public safety, security, crime, violence, law, corrections; science and technology; STEM education; student success; innovation and creative works; social issues; sport; the nonprofit sector; transportation, other (please specify)

Number of Community Partner Organizations or Groups

- indicate actual number (#)

Sector to Which Community Partner Organizations or Groups Belong

- business/industry; community group; educational body; federal government; local government body; non-government organization; nonprofit organizations; research body; state government body; other (please specify)

County (if NC), State, Country/Nation (if outside USA) in which project activities take place, primarily

- If primary location is in North Carolina, indicate County. Otherwise, do not list county.
- List State (e.g., NC, OH, TX, etc.)
- If primary location is outside of the United States, indicate country/nation only.

Community and Economic Development Impact (if applicable and/or available)

- Submit or link to any data/evidence regarding outcomes/impacts of this project on the external partner or target audience/issue (e.g., concerns ameliorated, capacities developed; individuals served; value of services; savings to community; revenue generated; job creation; etc.).
- This data is being collected in the trial phase to learn more about whether this data is collected, and if so, what kind of data is reported. If reported, projects may be contacted for further information to develop this metric, or UNC system understanding, further. Your contributions to this effort are greatly appreciated.

Some campuses currently collect or may elect to begin collection of the following data. IF collected, these may be included

in the report.

1. Names of community partner organizations
2. Numbers of participants by constituent group
 - a. UNC students
 - b. faculty/staff
 - c. community partner collaborators
 - d. residents served
 - e. other (please describe)
3. When the partnership was initiated (month, year) and closed (if closed) – partnership does not have had to be continuously active
4. Project outcomes/impacts – short- and/or long-term, university and/or community
5. Assessment/evaluation report of project – submit or link to any data/evidence regarding outcomes/impacts of this project on the external partner or target audience/issue