The Carolina Metrics Project

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Goals:

• Build a set of visible and accessible metrics to measure UNC-Chapel Hill’s academic status
• Develop an on-line dashboard visible to stakeholders
• Assess performance towards mission and strategic priorities
• Benchmark against peers
• Set targets for improvement
• Support decision-making and resource use
First Step:

• Engage academic stakeholders in focus groups regarding relevant academic domains and measures
  • Vice Provosts
  • Deans and Vice Chancellors
  • Faculty Executive Committee
  • UNC-Chapel Hill Center Directors
  • Student input – TBD with Chancellor’s Advisory Committee

Second Step:

• Build a cognitive map that examines “How good is UNC-Chapel Hill’s academic performance?”
Academic Performance Domains

I. Faculty Quality & Outcomes

II. Campus Environment

III. Student Quality & Outcomes

IV. Public Benefits
I. Faculty Quality and Outcomes

- Faculty recruitment
- Faculty satisfaction and excitement
- Faculty retention
- Faculty diversity
- Faculty global origins and expertise
- Interdisciplinarity of colleagues
- Faculty productivity
  - Reputation
  - Involved and effective teaching
  - Educational innovation (e.g., e-learning)
  - Grants – sustaining and growing external support
  - Publications and citations
  - Awards and Peer Recognition
- Faculty engagement with the community, state, and world
Examples: Measures of Faculty Quality and Outcomes

II. Campus Environment

- Intellectual climate and energy
- Experimental, entrepreneurial and risk-taking ethos
- Inviting traditions and landscape
- Welcoming differences, respect for equity and access
- Interdisciplinary collaboration with “low walls” between units and disciplines
- Partnerships with communities in NC, nation and the world
- Visible arts presence
- Positive public relations and news
- Vibrant curriculum
- Experiential learning availability
- Athletic participation
- Access to information-library & information technology
- Development, fundraising, endowment
- Positive and engaged staff
- Strong administration, supportive and facilitating leadership
Examples: Measures of Campus Environment

**Sources:**  
Student Ratings of Intellectual Climate and Institution’s Affordability -- Student Experience in the Research University Survey, 2013.  
III. Student Quality and Outcomes

- Student qualifications
- Student satisfaction and excitement
- Student retention
- Student diversity
- Global students
- Access to higher education/affordability
- Co-curricular engagement with the campus community
- Public engagement with the town and state
- Student research & creative projects
- Graduate/professional student and post-doc completion and placement
- International study and engagement
- Student learning outcomes (e.g., critical thinking)
- Students’ own sense of intellectual growth
- Alumni satisfaction
- Alumni engagement
Examples: Measures of Student Quality and Outcomes

**Student Perceptions of Growth in Intellectual Skills***

- **Analytical/critical thinking skills**
  - UNC-Chapel Hill: 0.86
  - Peers: 0.84
- **Ability to prepare & make a presentation**
  - UNC-Chapel Hill: 0.75
  - Peers: 0.80
- **Clear, effective writing skills**
  - UNC-Chapel Hill: 0.78
  - Peers: 0.74
- **Foreign language skills**
  - UNC-Chapel Hill: 0.26
  - Peers: 0.56
- **Clear, effective speaking skills**
  - UNC-Chapel Hill: 0.35
  - Peers: 0.33
- **Quantitative skills**
  - UNC-Chapel Hill: 0.18
  - Peers: 0.34

*Growth = mean differences in students' self-ratings (scale: 1=low to 6=high) of skills when they entered the institution and currently.

**First Destination of 2013 Undergraduates**

- 59% Employed Full-Time
- 25% Employed Part-Time
- 9% Further Education
- 6% Still Seeking Employment
- 1% Other
- 1% Other

**Undergraduate Underrepresented Minorities**

IV. Public Benefits

- Community engagement
- Give-back ethos and service culture
- Creating responsible citizens
- Employment of graduates
- Economic impact and development
- Preparation for advanced training in graduates
- National reputation, global stature, and peer comparisons
- Partnerships with NGOs, government and other universities; Global partnerships
- Informing public policy
- Political support and relation to the state
- Raising quality of life, health, and other indicators
- Answering questions of pressing concern to society and the world
Examples: Measures of Public Benefit

**Reputation: Peer Assessment Scores, US News**
- Berkeley: 4.7
- John Hopkins: 4.6
- Michigan: 4.5
- Duke: 4.4
- Northwestern: 4.4
- Virginia: 4.4
- UCLA: 4.4
- UNC-Chapel Hill: 4.2
- Texas: 4.1
- Southern California: 4.1
- Washington: 4.0
- Minnesota: 3.8
- Maryland: 3.7
- Pittsburgh: 3.6

**Teach For America National Ranking for Most Seniors Hired 2013**
- Texas: 1
- Pennsylvania: 2
- So. California: 2
- Berkeley: 3
- Michigan: 4
- UNC-Chapel Hill: 6
- Northwestern: 8
- Virginia: 9
- Wisconsin: 10
- Minnesota: 12
- Maryland: 14
- Washington: 14
- UCLA: 17
- Pittsburgh: 19

**State Appropriations as Percentage of Total Revenue**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Revenue</th>
<th>State Appropriations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>1,617,320,056</td>
<td>414,752,096</td>
<td>25.6%</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>2,543,246,909</td>
<td>486,492,284</td>
<td>19.1%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2,734,365,073</td>
<td>515,075,198</td>
<td>18.8%</td>
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<tr>
<td>Wisconsin</td>
<td>2,386,152,185</td>
<td>353,789,156</td>
<td>14.8%</td>
</tr>
<tr>
<td>Texas</td>
<td>2,069,155,424</td>
<td>289,350,074</td>
<td>14.0%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>2,162,869,000</td>
<td>288,499,000</td>
<td>13.3%</td>
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<tr>
<td>UCLA</td>
<td>5,381,308,000</td>
<td>409,450,000</td>
<td>7.6%</td>
</tr>
<tr>
<td>Washington</td>
<td>3,898,940,784</td>
<td>218,342,921</td>
<td>5.6%</td>
</tr>
<tr>
<td>Virginia</td>
<td>2,510,801,030</td>
<td>131,581,036</td>
<td>5.2%</td>
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<tr>
<td>Michigan</td>
<td>5,371,508,000</td>
<td>268,804,000</td>
<td>5.0%</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>

**Academic Ranking**
- Shanghai University Academic Ranking of World Universities 2013

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ranking</th>
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</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>3</td>
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<tr>
<td>UCLA</td>
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<td>Pennsylvania</td>
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<td>Washington</td>
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<td>Johns Hopkins</td>
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<td>Michigan</td>
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<td>Maryland</td>
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<td>UNC-Chapel Hill</td>
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<td>So. California</td>
<td>47</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>61</td>
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Criteria for Selecting Metrics

1. Reliability of data sources
2. Availability of data on an ongoing basis
3. Validity of measures chosen
4. Clear and understandable to constituents
5. Can benchmark against existing peer group
6. Aligned with university priorities and goals
7. Suggest inter-institutional variation exists
8. Actionable results that lead to improvement
Examples of Data Sources for Metrics

- Federal databases – Integrated Postsecondary Education Data System (IPEDS), National Science Foundation (NSF), etc.
- Association of American Universities (AAU) Data Exchange
- The Common Data Set
- Databases of media outlets and other organizations that collect data and publish rankings -- Princeton Review, US News and World Report, Kiplinger’s, etc.
- Publication and citation databases
- Surveys of faculty and students conducted by UNC-Chapel Hill and peer universities
Steps to Select and Implement Metrics

1. Consult campus experts
2. Assure data is most recent and appropriate
3. Share with BOT and administration
4. Develop a process for ongoing data collection and review
5. Design a dashboard display
Academic Performance: The Carolina Metrics Project

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Questions / Comments?