

# The Carolina Metrics Project



Ron Strauss  
Lynn Williford  
Jim Dean  
Office of the Provost

# 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

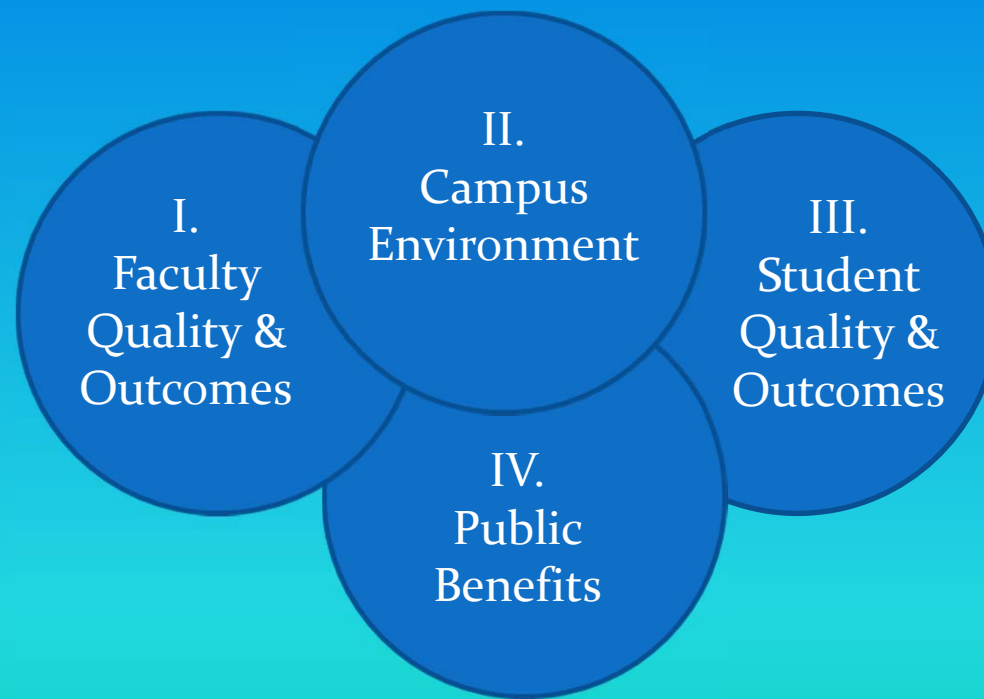
# First Step:

- 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:

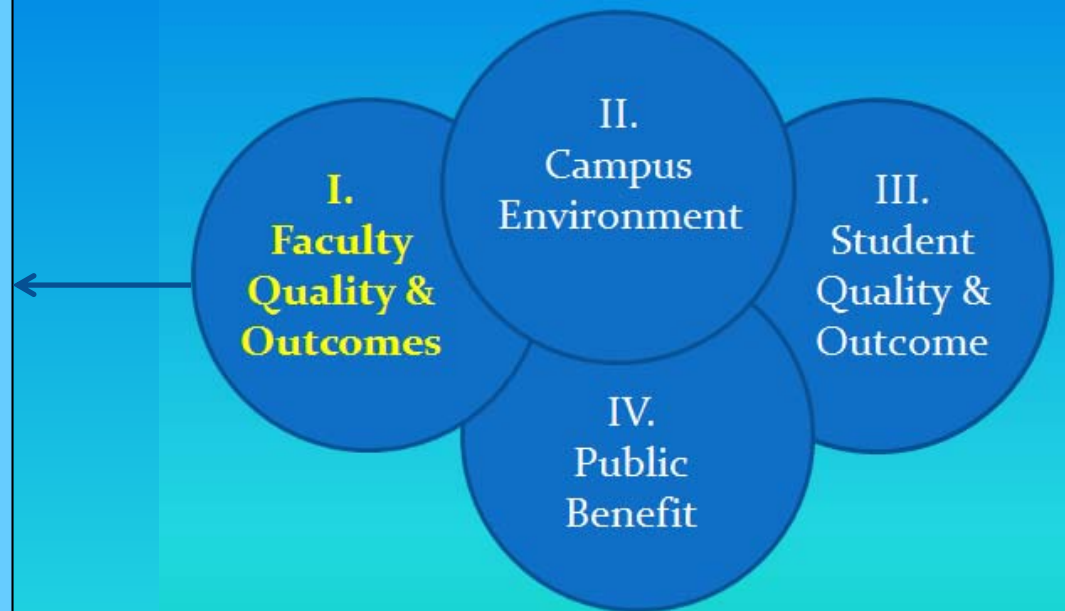
- Build a cognitive map that examines “How good is UNC-Chapel Hill's academic performance?”

# Academic Performance Domains



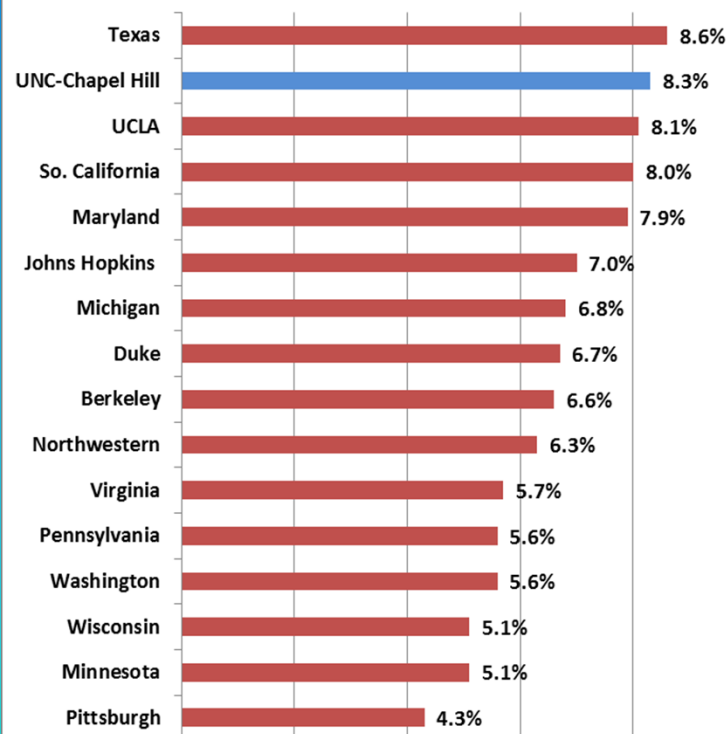
# I. Faculty Quality and Outcomes

- 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



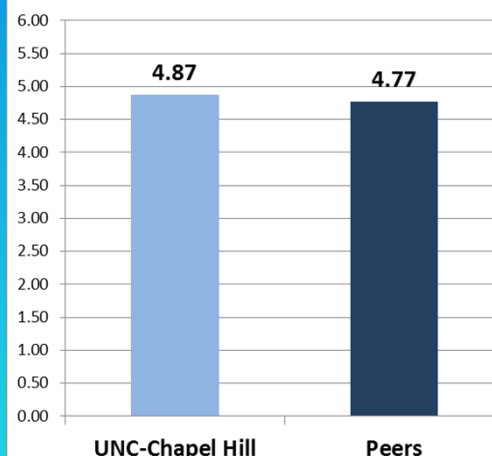
# Examples: Measures of Faculty Quality and Outcomes

## Underrepresented Minority Faculty

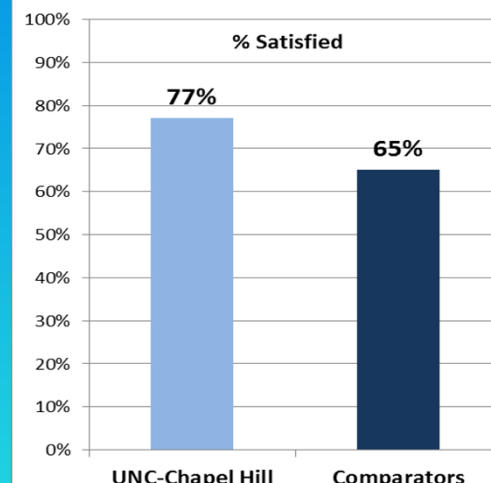


## Student Ratings of Quality of Instruction

Scale: 1=low to 6=high



## Faculty Satisfaction with Institution



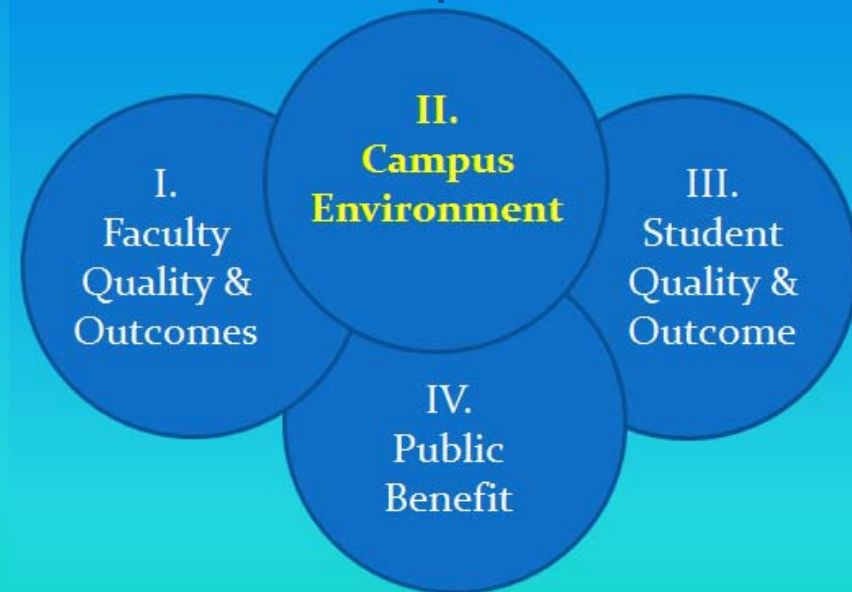
**Sources:** Underrepresented Minority Faculty – IPEDS Employees by Assigned Position Survey, FY 2012.

Student Ratings of Quality of Instruction -- Student Experience in the Research University Survey, 2013.

Faculty Satisfaction with Institution: Collaborative on Academic Careers in Higher Education (COACHE) Survey, 2012.

# II. Campus Environment

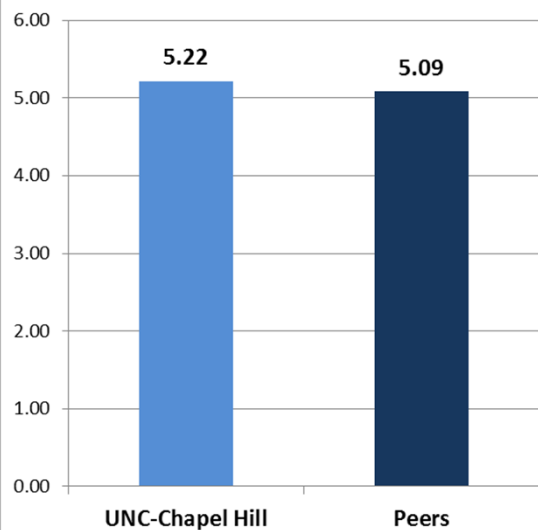
- Intellectual climate and energy
- Experimental, entrepreneurial and risk-taking ethos
- Inviting traditions and landscape
- Welcoming differences, respect for equity and access
- Interdisciplinary collaboration with “low walls” between units and disciplines
- Partnerships with communities in NC, nation 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

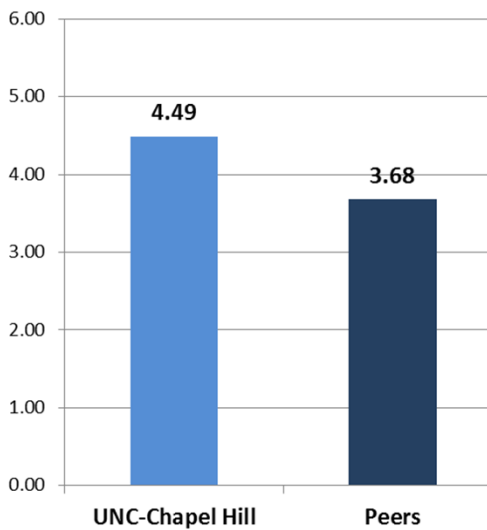
**Student Ratings of the Strength of the Intellectual Climate**

Scale: 1=low to 6=high



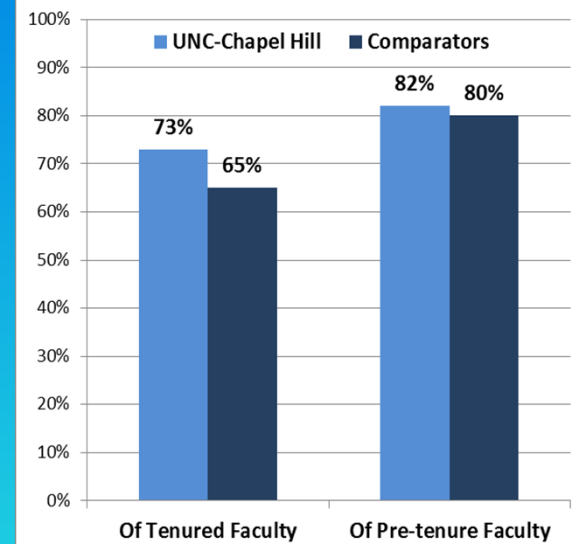
**Student Ratings of Institution's Affordability**

Scale: 1=low to 6=high



**Faculty Satisfaction with Intellectual Vitality of Colleagues**

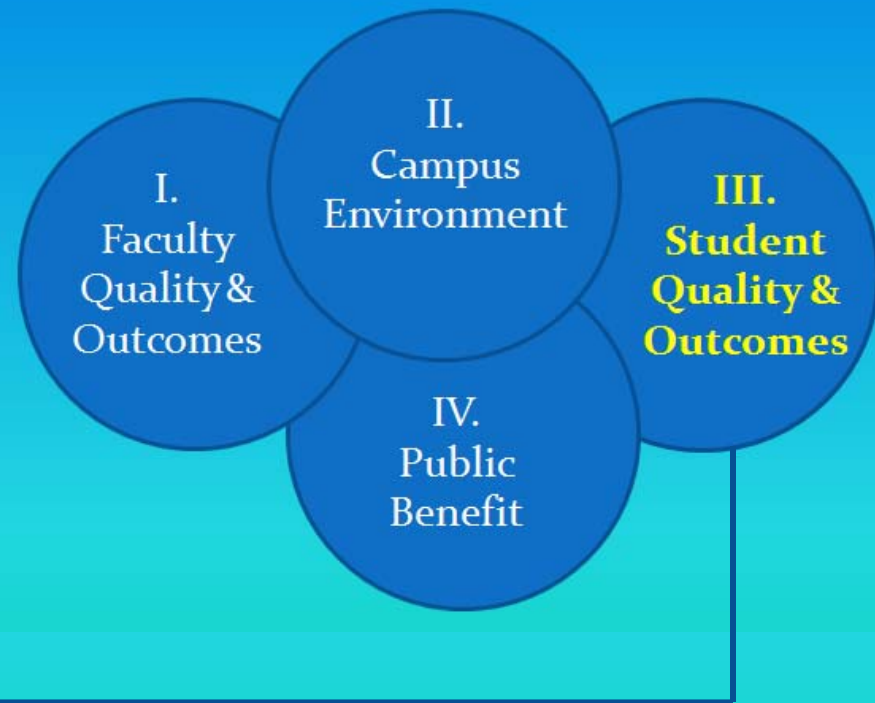
Percentage Satisfied



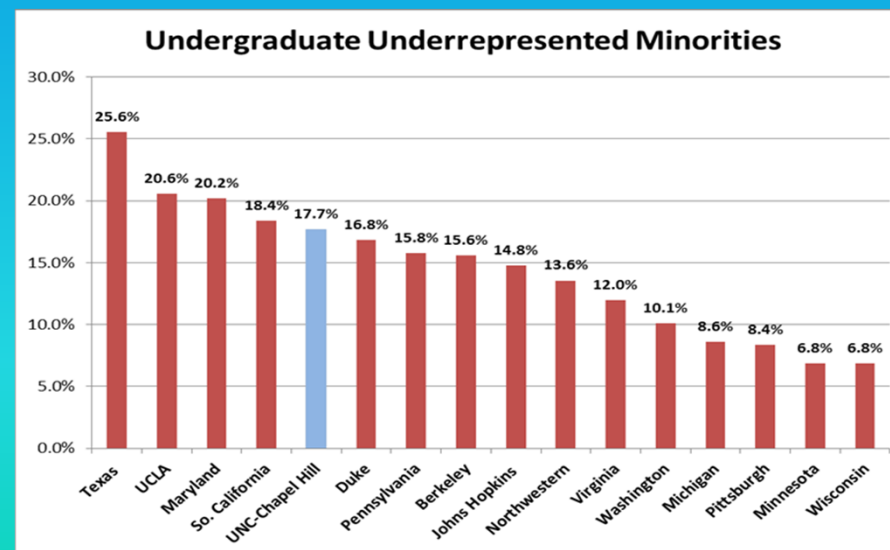
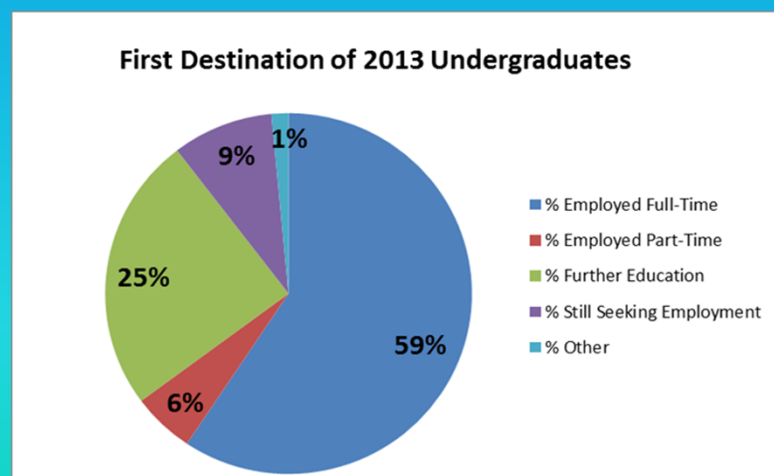
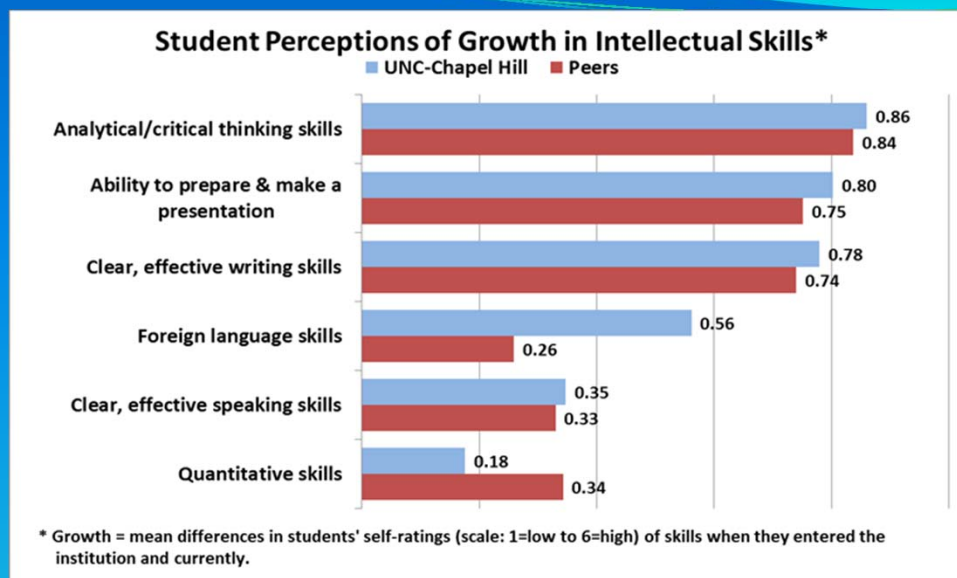
**Sources:** *Student Ratings of Intellectual Climate and Institution's Affordability* -- *Student Experience in the Research University Survey, 2013.* *Faculty Satisfaction with Intellectual Vitality of Colleagues* -- *Collaborative on Academic Careers in Higher Education (COACHE) Survey, 2012.*

# 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



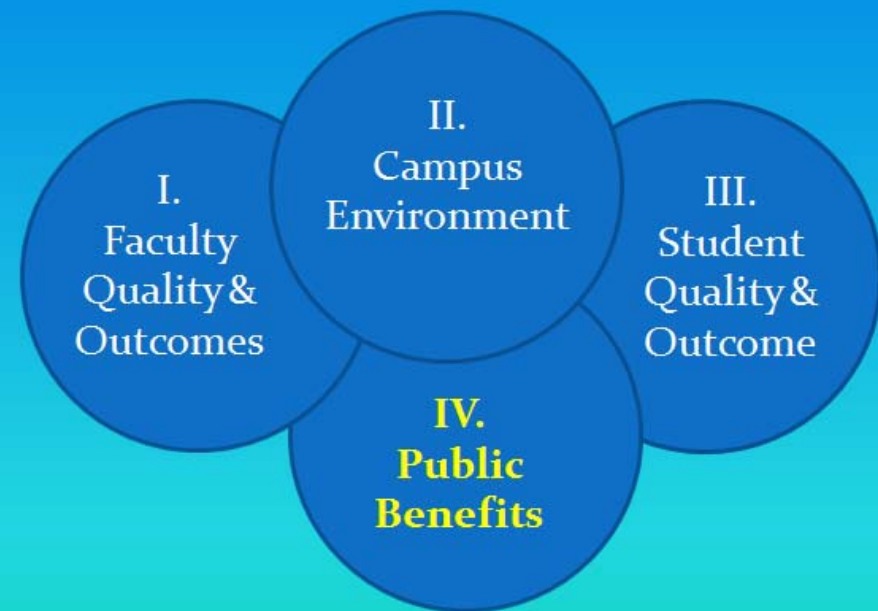
# Examples: Measures of Student Quality and Outcomes



**Sources:** *Student Perceptions of Growth in Intellectual Skills* -- Student Experience in the Research University Survey, 2013. *First Destination of 2013 Undergraduates* – UNC-Chapel Hill University Career Services 2013 First Destination Survey. *Undergraduate Underrepresented Minorities* – IPEDS Institutional Characteristics Report for 2011.

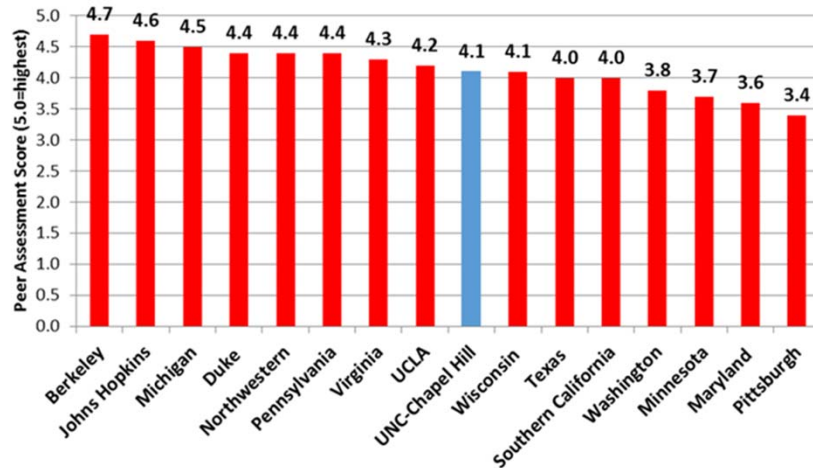
# IV. Public Benefits

- **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**



**State Appropriations as Percentage of Total Revenue**

	Total Revenue	State Appropriations	
Maryland	1,617,320,056	414,752,096	25.6%
<b>UNC-Chapel Hill</b>	<b>2,543,246,909</b>	<b>486,492,294</b>	<b>19.1%</b>
Minnesota	2,734,365,073	515,075,198	18.8%
Wisconsin	2,386,152,185	353,789,156	14.8%
Texas	2,069,155,424	289,350,074	14.0%
Berkeley	2,162,869,000	288,499,000	13.3%
UCLA	5,381,308,000	409,450,000	7.6%
Washington	3,898,940,784	218,342,921	5.6%
Virginia	2,510,801,030	131,581,036	5.2%
Michigan	5,371,508,000	268,804,000	5.0%
Pittsburgh	NA	NA	NA

**Teach For America National Ranking for Most Seniors Hired 2013**

Texas	1
Pennsylvania	2
So. California	2
Berkeley	3
Michigan	4
<b>UNC-Chapel Hill</b>	<b>6</b>
Northwestern	8
Virginia	9
Wisconsin	10
Minnesota	12
Maryland	14
Washington	14
UCLA	17
Pittsburgh	19

**Academic Ranking**

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

Berkeley	3
UCLA	12
Pennsylvania	15
Washington	16
Johns Hopkins	17
Wisconsin	19
Michigan	23
Minnesota	29
Northwestern	30
Duke	31
Texas	36
Maryland	38
<b>UNC-Chapel Hill</b>	<b>43</b>
So. California	47
Pittsburgh	61
Virginia	101-150

Sources: Reputation: Peer Assessment Scores – US News & World Report Best Colleges, 2013. State Appropriations as Percentage of Total Revenue – IPEDS Finance Survey, FY 2012. Teach for America – Teach for America website. Academic Ranking – Shanghai University Academic Ranking of World Universities 2013.

# 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?