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Exploring the Use of a Pilot Anchor Framework to Measure VCU's Impact on the Region

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Exploring the Use of a Pilot Anchor Framework to Measure VCU's Impact on the Region

Abstract

In 2014-2015 the Division of Community Engagement and the Office of Planning and Decision Making undertook an effort to explore Virginia Commonwealth University's (VCU) impact through an anchor framework. Anchor institutions are place-based entities that are, "tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors." As such, they are significant economic drivers in the region. Universities are unique anchors because they can also leverage their knowledge generating capacity and partnerships to improve community well-being.

This effort included a review of the concept of anchor institutions and how that concept has been applied to universities. Of particular interest was identifying best practices for assessment of the impact of academic anchor institutions. Based on the literature review, an assessment framework was applied to VCU as a means to pilot how VCU could use such a framework to describe and assess its role in the region.

Keywords

anchor, virginia commonwealth university, vcu, impact, richmond, anchor framework

Disciplines

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Exploring the Use of a Pilot Anchor Framework to Measure VCU's Impact on the Region

A Working Draft

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VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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Executive Summary

In 2014-2015 the Division of Community Engagement and the Office of Planning and Decision Making undertook an effort to explore Virginia Commonwealth University's (VCU) impact through an anchor framework. Anchor institutions are place-based entities that are, "tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors." As such, they are significant economic drivers in the region. Universities are unique anchors because they can also leverage their knowledge generating capacity and partnerships to improve community well-being.

This effort included a review of the concept of anchor institutions and how that concept has been applied to universities. Of particular interest was identifying best practices for assessment of the impact of academic anchor institutions. Based on the literature review, an assessment framework was applied to VCU as a means to pilot how VCU could use such a framework to describe and assess its role in the region.

Key Findings

Dashboards are, by definition, intended to provide a broad picture of impact. For the purposes of this pilot, indicators were selected based on recommendations by key stakeholders in the university and the availability of university-wide quantitative data. The information provided here is not complete picture of the VCU's activities or their impact. Rather, the information is a starting point for a broader conversation on how we could use an anchor framework to assess our impact. The following is a selection of findings of VCU's impact using a pilot anchor framework.

Economic Development

- **Real Estate Development.** VCU has spent \$265 million on new construction over the past 5 years; \$36 million in 14-15 year alone. Note: real estate figures do not include VCU Health System (VCUHS).
- **Equitable Hiring.** VCU, including VCUHS, is the largest single employer in Richmond City (About VCU, n.d.). Among new hires (i.e., faculty and staff) in 13-14, 31% were underrepresented minorities, 15% were African-American, 59% were women, and 15% were local residents. Note: employment figures do not include VCUHS.
- **Workforce Development.** VCU provides professional development for adults in the workforce and promotes student internships, which increase the capacity of host organizations.
 - In 13-14, 397 professional development off-campus courses were offered to 3,970 adult students; 77% of these courses were for teacher professional development.
 - In 13-14, 4,719 student interns provided over 1 million hours to their host organizations. The value of internships hours to host sites ranges from approximately \$23 million to \$7 million, depending on whether the national value of service (\$22.55) or VA's minimum wage (\$7.25) is used.

Education

- VCU Health Sciences Diversity Division sponsors 15 pipeline programs that serve PK-12 & VCU college students from underserved PK12 education backgrounds.
- In 13-14, 1,285 students (PK12 & college) were enrolled in VCU Health Sciences Diversity pipeline programs.
- In 13-14, 109 VCU Health Sciences Diversity pipeline students had matriculated; 66 were enrolled in VCU college programs.

Health

- In 13-14, VCUHS served 51,579 unique uninsured individuals.
- VCUHS currently sponsors 100 outpatient clinics located in Richmond MSA.
- In 13-14, VCUHS was the leading provider of inpatient care for uninsured or Medicaid patients. Out of the Richmond MSA hospitals, VCUHS provided inpatient care to 31.1% of 34,407 uninsured or Medicaid patients followed by Chippenham Johnston Willis Medical center (22.1%) and Bon Secours St. Mary's Hospital (11.6%).

Green & Safe Neighborhoods

- In 13-14, 8,592 crimes were reported to VCU police; 34% were violent crimes and 66% were property crimes. Only 5% of violent crimes and 9% of property crimes were committed on campus. In addition, there were 186 noise complaints, of which 140 were from off-campus. Stakeholders suggest that higher figures for off-campus indicated that neighborhood residents were aware of and viewed VCU Police as a responsive resource.
- VCU participates in the Sustainability Tracking, Assessment & Rating System (STARS), a self-reporting framework for colleges and universities to measure their sustainability performance. VCU currently has achieved the Silver ranking, the 2nd highest level.

Cultural Vitality

- In 13-14, VCU & VCUHS sponsored 495 events open to the public promoted through TelegRAM; 93% of which were free. TelegRAM events include information about a variety of social and cultural activities, ranging from research symposiums, community health workshops, and educational lectures and seminars. Note: cultural vitality figures do not include VCU Athletic events.

Community Building

- **Engagement.** In 13-14, 283,939 service hours were provided by 18,444 VCU members (leadership, faculty/staff, and students) to the local community. The value of these service hours ranges between \$6 million and \$2 million, depending on whether the national value of service (\$22.55) or VA's minimum wage (\$7.25) is used. Note: these service figures include service-learning and community service.

- **Community-University Partnerships.** Several key units within the provost's office and across the university have collaborated to develop a pilot Partnership Map populated from data obtained through faculty/staff surveys. This map will display the total number of partnerships and allow one to filter to geographic focus (i.e., Richmond MSA, Richmond City, East End neighborhood, etc.) and issue focus (i.e., PK-12 schools, health and wellbeing, economic development, etc.). The Partnership Map is scheduled to launch fall 2015.

Anchor Institutions: Background

Anchor institutions are defined as, “place-based entities such as universities and hospitals that are tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors” (Dubb, McKinley, & Howard, 2013, p. v). In an age of globalization and corporate mobility, the simple virtue of being place-based situates anchor institutions as important and stable entities for economic growth and civic leadership to generate community wealth and well-being (Birch, Perry, & Taylor Jr., 2013; Cantor, Englot, & Higgins, 2013).

Importantly, the relationship between anchors and their communities is mutual. “These local human and economic relationships *link institution well-being to that of the community* in which it is anchored” (Dubb et al., 2013, p. v, emphasis added). For instance, tackling surrounding crime not only improves the safety and quality of life of surrounding residents, but enables universities to attract and retain students and faculty (Axelroth-Hodges & Dubb, 2012).

Universities are unique anchor institutions. Like other anchor institutions, they are significant economic engines (e.g., procurement, hiring, real estate development, etc.). According to the Initiative for a Competitive Inner City (ICIC), inner city anchor institutions¹ spent \$215 billion for goods, services and workforce in 2008 and created 130,000 jobs over the past 10 years (Porter, 2010). Unlike other anchor institutions, they are also knowledge generators (Cantor et al., 2013). However, knowledge for knowledge’s sake is not the end goal for community-engaged institutes. By valuing the knowledge and experience of the wider community, the full use of the university’s intellectual and human capital are transformed into innovative solutions that contribute to the vitality and well-being of the broader community (Cantor et al., 2013).

There is a difference, however, between being an anchor institution simply by definition and one that actively leverages its institutional power to contribute to community well-being. Axelroth-Hodges and Dubb (2012) make the distinction between an anchor institution and an *anchor institution mission*, which is to, “consciously and strategically apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the welfare of the communities in which they reside” (p. xix-xx). It is through the strategic application of their resources that universities become socially, culturally and economically anchored in their communities (Cantor et al., 2013).

Anchoring: Strategic Use of University Resources

There are two kinds of resources that university anchors have available: hard and soft. Strategic use of both is necessary for an anchor institution mission to be effective (Axelroth-Hodges & Dubb, 2012).

- ‘Soft’ resources refer to partnerships and community-building efforts.
- ‘Hard’ resources refer to the ‘bricks and mortar’ of a university, such as real estate development, hiring and procurement, and other practices that can contribute to community economic development.

¹ These figures include colleges, universities and hospitals located in large metropolitan areas.

Soft resources refer to the university-community partnerships that are the vehicles through which community engagement is integrated across the domains of scholarship: teaching/learning, research, and outreach (Cantor et al., 2013). This aspect is a familiar part of the broader concept of engaged scholarship, which can interact with and impact many kinds of communities (Cantor et al., 2013). However, anchor institutions focus on how place-based partnerships, coupled with leveraging the university's corporate or institutional assets, improve community wealth and well-being at the local level (Axelroth-Hodges & Dubb, 2012).

Below are some examples from the *Anchor Institutions Toolkit* (The Netter Center for Community Partnerships, 2008) that illustrates the integration of soft & hard resources.

- Direct % of purchasing power towards local businesses (hard).
- Hire % of workforce from the local community (hard).
- Provide workforce training & incubate new businesses to build local community's capacity in order to accomplish the benchmarks set for points 1 & 2 above (soft).

Measuring Institutional Impact

There is no one way for anchor institutions to leverage their resources to generate community wealth. Each university's context is different – both in terms of the community's needs and assets as well as the university's resources and priorities. In addition, how the 'community' is defined varies across universities (e.g., focus on adjacent neighborhoods or larger metro region). Consequently, when developing a measurement framework, it is recommended that indicators are selected based on the specific context (e.g., community priorities), goals and objectives of the anchor institute (ICIC, 2011).

Measuring institutional impact is important for: (1) accountability, (2) transparency and communication, (3) organizational learning, and (4) when measures involve stakeholder input, it can create a 'community of practice' where partners and the university have a shared vision and a common language (Dubb et al., 2013). Measuring institutional impact is only in the initial stages of development. Primary challenges include: building data infrastructure and sharing data between partners, tracking the various disparate university-community partnerships and community-engaged projects outcomes, and taking the long view – that is, it can take several years before results are seen. Below are approaches to overcome these challenges (Dubb et al., 2013).

Approaches to overcome measurement challenges:

1. Focus on what anchor institutions can control, not what they cannot
2. Set benchmarks (e.g., % of local procurement)
3. Use policy metrics to assess impact in areas where numerical goals won't work (e.g., existence of policies)
4. Establish goals and timelines
5. Include indicators that have a known relationship to improving local economic multipliers (e.g., jobs created)

Anchor Measurement Models

The following is a review of five anchor measurement models. These were selected based on the following criteria:

- Comprehensive (e.g., included both soft & hard resources) with an emphasis on universities leveraging their corporate or institutional resources,
- Indicators that assessed community outcomes or outputs that plausibly lead to community benefit,
- Relevant to VCU's context of being a very high research university and community-engaged, and
- Complete information was readily available.

What follows is not intended to be an exhaustive review, but rather a selection of relevant measurement models in order to pilot using an anchor framework to assess VCU's impact.

The Anchor Dashboard

The Anchor Dashboard was developed through research conducted by The Democracy Collaborative and supported by the Annie E. Casey Foundation. The study consisted of interviewing 75 leaders of anchor institutions, including universities, hospitals and community partners, in order to develop a set of focus areas and indicators that can be used as a framework for measuring impact. A list of potential focus areas and indicators was initially developed from 10 national systems of indicators including Carnegie, Strive, and the Annie E. Casey Foundation. The preliminary list was revised and refined based on interview responses. Table 1 summarizes the 4 impact areas and suggested indicators. (See Appendix A for more information on starred (*) indicators.)

Table 1. Anchor Dashboard Indicators

OUTCOME	INDICATORS	DATA SOURCE
<i>Economic Development</i>		
Equitable Local & Minority Hiring	<ul style="list-style-type: none"> ▪ % of local & minority hires in staff positions ▪ % employed at living wage or above 	Institutional data
Equitable Local & Minority Business Procurement	<ul style="list-style-type: none"> ▪ % of procurement dollars directed to local, minority-owned, & women-owned businesses 	Institutional data
Affordable Housing	<ul style="list-style-type: none"> ▪ \$ invested in creating affordable housing ▪ \$ invested in community land trusts ▪ % of households below 200 percent of poverty line that spend <30 % of income on housing 	Institutional data, official records (census)
Thriving Business Incubation	<ul style="list-style-type: none"> ▪ Jobs & businesses created and retained (1 yr, 5 yr) ▪ % of incubated businesses serving low-income & minority populations ▪ \$ directed toward seed funding for community-owned businesses 	Institutional data
Vibrant Arts & Cultural Development	<ul style="list-style-type: none"> ▪ \$ spent on arts and culture-based economic development ▪ # of arts & cultural jobs and businesses created and retained 	Institutional data
Sound Community Investment	<ul style="list-style-type: none"> ▪ % of endowment and operating \$ directed toward community impact investments (e.g., support of community development financial institutions) 	Institutional data
<i>Education</i>		
Educated Youth	<ul style="list-style-type: none"> ▪ High school graduation rate ▪ % of students advancing to college or apprenticeship programs ▪ Math & Reading proficiency 	Public school reported data
<i>Health, Safety, & Environment</i>		
Safe Streets & Campuses	<ul style="list-style-type: none"> ▪ \$ spent on streetscape improvements ▪ Rates of violent crime ▪ Rates of property crime 	Institutional data, survey data, official records
Healthy Community Residents	<ul style="list-style-type: none"> ▪ \$ spent on public health initiatives (e.g., clinics) ▪ # of grocery stores per zip code 	Institutional records, official records
Healthy Environment	<ul style="list-style-type: none"> ▪ % of carbon emissions ▪ STARS index rating* ▪ Greenhealth index rating* 	Institutional data

OUTCOME	INDICATORS	DATA SOURCE
<i>Community Building</i>		
Stable & Effective Local Partners	<ul style="list-style-type: none"> ▪ Existence of partnership center or community advisory board ▪ Positive feedback from survey of service-learning/capstone partners ▪ Civic health index rating* 	Institutional & survey data
Financially Secure Households	<ul style="list-style-type: none"> ▪ % of households in asset poverty ▪ \$ spent on community financial education ▪ \$ & human resources directed to income tax filing assistance 	Official records; institutional data

Coalition of Urban Serving Universities

In 2009, the Urban Serving Universities (USU), a coalition of 46 public urban research universities, developed a survey to understand the 'anchoring' aspect of their member universities and, "to begin to characterize this work with aggregate data" (Perry & Menendez, 2010, p. 3). Table 3 summarizes the domains and indicators from their Anchor Institutions survey.

Table 2. Coalition of Urban Serving Universities Anchor Indicators

DOMAINS	INDICATORS
Engagement of Leadership, Faculty, & Students	# Undergraduate & graduate service-learning courses
	# Faculty service-learning courses
	# Students participating in service-learning courses
Partnerships that Improve Urban Communities	# & \$ towards Partnerships with nonprofits
	# & \$ towards PK-12 school initiatives & partnerships
	# & \$ towards Public health partnerships
	# & \$ towards Local small business partnerships & programs
	# & \$ towards Environmental sustainability partnerships
Economic Development & Technology Transfer	# of workforce development initiatives (includes # of businesses, students served, & hiring placements).
	# Inventions & disclosures submitted
	# Patents filed
	# Patents issued
	# Active Licensing Agreements
	Net income from royalties
	Amount spent on technology transfer
	# Contract Research Projects
	# Collaborative Research Projects
Physical & Neighborhood Development	Value of real estate & \$ spent on redevelopment
	\$ spent on public safety (i.e., police, safety programs, initiatives, etc); decreases in crime rates
	\$ spent & value of in-kind (i.e., volunteer hours) spent on beautification projects (i.e., clean-ups, tree plantings, etc.).
	\$ spent, & # of partnerships/initiatives to improve public transportation

Initiative for a Competitive Inner City (ICIC): Anchor Institutions & Urban Economic Development

The ICIC is a nonprofit research and strategy organization founded in 1994 by Harvard Business Professor, Michael Porter. The ICIC developed the strategic anchor framework (Figure 1) that outlines 7 ways that anchor institutes generally interact with their communities to promote community revitalization and economic development (ICIC, 2011). Table 4 summarizes the suggested indicators for anchor institutes to measure their performance for each of the 7 domains (Porter, 2010).

Figure 1. The Role of Anchors in Community Revitalization: Strategic Framework



Table 3. Initiative for a Competitive Inner City Anchor Indicators

DOMAINS	INDICATORS
Core Products or Services	# of participants in community health programs
	Changes in targeted health outcome (e.g., smoking quit rate)
Real Estate Developer	Local construction spending as a proportion of total spent
	% of local hires on construction projects
Purchaser	Local spending on procurement as a proportion of total spent
	# of local vendors as a percentage of total vendors
	# and proportion of local vendors that bid for contracts
Employer	% of total employees pursuing further education in training
	# of new local training programs tied to the needs of the cluster
Workforce Developer	# of local graduates hired from training programs
	# of new local training programs tied to the needs of the cluster
Cluster Anchor	# of new businesses that stay in the community
	# of local jobs created in the cluster
Community Infrastructure Builder	# of employees volunteering in primary programs

Netter Center for Community Partnerships

The Netter Center developed *The Anchor Toolkit* based on University of Pennsylvania's (UPenn) work with the West Philadelphia community since 1995. UPenn is a private, 4-year university that is ranked as a "Research University, very high research activity" and has the elective community engagement classification by Carnegie. Table 5 summarizes the 5 anchor initiatives and related strategies and indicators pursued by UPenn.

Table 4. Netter Center for Community Partnerships Anchor Indicators

INITIATIVES	STRATEGIES	INDICATORS
Clean & Safe Initiative	Establish a University City Special District (i.e., builds partnerships for various safety & clean environment programs for specific area)	<ul style="list-style-type: none"> ▪ % funding from non-university sources (partners) ▪ Annual satisfaction survey from various residential stakeholders
	Greening & Streetscape Improvement	<ul style="list-style-type: none"> ▪ # of trees planted & gardens established ▪ # of neighborhood blocks renewed
	Neighborhood Lighting (reimbursed 50% of costs for owners to replace light fixtures)	<ul style="list-style-type: none"> ▪ \$ spent for light fixtures ▪ # of city blocks lit
	Maintain a strong safety presence	<ul style="list-style-type: none"> ▪ Crime rate, # of streets lit at nights, # homes repainted and improved, increase in housing demand
Housing Initiative	Employee Incentive programs for homeownership	<ul style="list-style-type: none"> ▪ # houses rehabbed and re-sold to increase property values for neighborhood ▪ # of houses purchased through UPenn's pre-counseling program (includes financial incentives) for Penn-affiliated families
	Infill Development	<ul style="list-style-type: none"> ▪ # of properties re-developed and value
	Rental Initiative	<ul style="list-style-type: none"> ▪ \$ fundraised to own & manage affordable rental units
Commercial & Real Estate Development Initiative	Investment in retail by Penn Facilities & Real Estate	<ul style="list-style-type: none"> ▪ # of projects, \$ invested and value (i.e., retail center, grocery store, etc.)
	Enhancement of Commercial Corridors	<ul style="list-style-type: none"> ▪ Same as above
Economic Development Initiative	Engage locally	<ul style="list-style-type: none"> ▪ # of local businesses for purchasing & contracting
	Economic Inclusion	<ul style="list-style-type: none"> ▪ 20%-25% of construction contracts awarded to minority & women-owned businesses (benchmark)
	Skills Development Center	<ul style="list-style-type: none"> ▪ # of local businesses served
	Job training/internships for high school students	<ul style="list-style-type: none"> ▪ # of students
	Apprenticeship program for construction trades	<ul style="list-style-type: none"> ▪ # of students, # employed
Education Initiative	Connect Community & University Academic work	<ul style="list-style-type: none"> ▪ # of partnerships, collaborative projects & specific project outcomes (i.e., new curriculum, capacity built, etc.). ▪ # of university faculty/staff involved ▪ # of university students involved ▪ # of PK-12 students served
	University partnerships with local school district	<ul style="list-style-type: none"> ▪ # of education contracts with City Schools & specific deliverables (i.e., new curriculum, trainings, etc.)

University Hospitals, Vision 2010 Program

University Hospitals (UH) is a nonprofit hospital affiliated with Case Western Reserve University's School of Medicine located in Cleveland, OH. In 2005, UH committed to 'Vision 2010', a 5-year strategic growth plan designed to fulfill its anchor mission, which included the following 3 goals:

1. To contract with as many local minority- and female-owned businesses,
2. To achieve an economic multiplier effect by directing spending towards businesses located in the City and region, and
3. To produce lasting changes by pioneering a 'new normal' for how business should be conducted by large institutes.

Table 6 summarizes the results of a case study that outlines how these goals were measured and the results of this effort (Serang, Thompson, & Howard, 2013).

Table 5. University Hospitals Anchor Indicators

GOALS	TARGETS (2005)	RESULTS (2010)
Diversity & Inclusion	5% of contractors hired are female-owned businesses	7% hired were female-owned businesses
	15% of contractors hired are minority-owned businesses	17% hired were minority-owned businesses
Local Economic Multiplier	80% of business contracts are for regionally based companies	92% of goods and services were from regionally based companies
	20% of all construction workers are city residents	18% of construction workers were city residents.
<i>Bottom Line</i>	<i>\$1.2 billion budget; \$750 million for construction</i>	<i>Project completed on time and on budget; 5,000+ jobs were created (\$500 million in salaries)</i>

Creating a 'New Normal' in the business culture (the 3rd goal) was assessed more qualitatively. Multiple stakeholders, including the Mayor of Cleveland, asserted that Vision 2010 set a new standard for how anchor institutions could conduct business in way that is socially conscious and cost effective. However, some concrete examples of policies & practices developed by UH that have impacted the wider community are:

- **Internal Community Change:** All UH procurements over \$20,000 now require at least 1 bid from a local, minority owner.
- **External Community Change:** Historic PLA (Project Labor Agreement) that involved various stakeholders in the negotiation (e.g., government officials, businesses, union groups and non-union workers) has inspired the City of Cleveland's new policy that incorporates Community Workforce Agreements (CWA) and Community Benefits Agreements (CBA). These are formal documents between the City and contractors that include social investments and targeted hiring practices to create community wealth, particularly among low-income populations. A key strategy is for universities to provide workforce development and business trainings for local businesses to build the capacity of the local business community so that the City (or university) can meet the targeted goals for community economic development.

Approach

A pilot VCU anchor measurement framework was developed for this effort as a means of further exploring VCU's impact. This framework was based on the literature review, alignment with *Quest* goals, and discussions with key VCU stakeholders regarding appropriate data and availability.

The Anchor team developed an initial set of potential indicators for the domains listed in Table 7 below. We relied on the Anchor Dashboard as the most comprehensive in selecting initial outcomes and indicators for each domain.

Table 6. Initial VCU Anchor Measurement Framework

DOMAIN	OUTCOME	INDICATORS
Economic Development	Equitable Minority & Women Hiring	<ul style="list-style-type: none"> • % of classified staff & faculty hired that are: (1) under-represented minorities, (2) African-American, (3) women, and (4) local.
	Equitable Local, Minority & Local, Female Business Procurement	<ul style="list-style-type: none"> • % of procurement \$ towards local & minority-owned businesses • % of procurement \$ towards local & female-owned businesses
	Local Business Incubation	<ul style="list-style-type: none"> • # of local business development trainings/programs sponsored by VCU • % of incubated businesses serving low-income & minority populations • \$ directed towards seed funding for locally owned businesses • # of jobs created & retained (1 year, 5 year)
	Real Estate Development	<ul style="list-style-type: none"> • Local construction \$ as proportion of total spent • % of local hires for construction projects • Use of CBAs and/or CWAs
Education	Access to Education	<ul style="list-style-type: none"> • # of education contracts with the City (RPS) and County schools for specific deliverables (i.e., new curriculum, trainings, etc.) • # of students served by above activities
Health	Access to Health	<ul style="list-style-type: none"> • # and \$ for health clinics • # of community members served by above
Green & Safe Neighborhoods	Greening VCU & Richmond	<ul style="list-style-type: none"> • Sustainability Tracking, Assessment & Rating System (STARS) ranking
	Safe Streets & Campuses	<ul style="list-style-type: none"> • Rates of violent crime • Rates of property crime
Cultural Vitality	Social & Cultural Activities and Events	<ul style="list-style-type: none"> • # of VCU sponsored events open to the public • # of VCU sponsored events free to the public
Community Building	Engagement of Leadership, Faculty/Staff, & Students	<ul style="list-style-type: none"> • # of service-learning (SL) courses, # of SL faculty & students • # of student community service hours, # of students involved • \$ value of student community service
	Partnerships that Improve Urban Communities	<ul style="list-style-type: none"> • # of community-university partnerships • # of above partnerships that focus on various geographic regions (i.e., Richmond City, East End neighborhood, etc.) • # of above partnerships that focus on various issues (i.e., PK-12 schools, health and wellness, economic development, etc.)

Using the above table as a guide, the team contacted leaders within units that collected relevant data for each domain and outcomes. For example, the Chief of Police was contacted regarding data related to safe neighborhoods and the vice president for health sciences was contacted regarding data related to health access. Leaders were sent an email from the Director of Office of Planning and Decision that informed them about this pilot effort.

Leaders were then asked to respond to the indicators relevant to their unit suggested by the Anchor Dashboard. Specifically, leaders were asked:

1. Is the data available for this/these indicators?
2. If not, what would be a close approximation or more relevant indicator where data might be available?
3. How easily accessible is this data?

It should be noted that the email stressed that no new data collection efforts were being requested. Rather, the goal was to identify what data was readily available at a university-wide level and how that data may inform the use of this framework.

Based on this process, VCU's Pilot Anchor Measurement Framework was developed. Each domain and relevant data points are discussed in the following section. See Appendix B for the full VCU Pilot Anchor Measurement Framework.

Findings

Economic Development

Based on feedback from various stakeholders, 3 outcomes were selected to assess VCU's impact on economic development for the Richmond area: (1) real estate development, (2) equitable minority & women hiring, and (2) workforce development.

Real Estate Development

VCU already has a large economic impact on the Richmond community. For the last 5 years, VCU has spent approximately \$264 million in new construction. Figure 2 does not include money spent by VCUHS on new construction.

Figure 2. Amount VCU Spent on New Construction (2010-2015)



Equitable Hiring

VCU, including VCUHS, is the top employers for Richmond city - currently employing 21, 704 people (About VCU, n.d.). For the 2013-2014 year, VCU hired 553 new employees (i.e., faculty and classified staff). Among new employees, 31% were under-represented minorities², 15% were African-American, and 59% were women. Fifteen percent (15%) were also local residents prior to being hired (see Table 8). Further breakdown of the data by classified staff and faculty are provided in Appendix C. Local hiring for faculty is not tracked. Note: these figures exclude VCUHS data because it was not easily available at the time of request.

Table 7. VCU Economic Development Indicators: Equitable Hiring

Equitable Hiring Indicators	Data	Time Period
New Hires that are under-represented minorities	171 (31%)	2013-2014
New Hires that are African American	85 (15%)	2013-2014
New Hires that are women	326 (59%)	2013-2014
New Hires that are local	80 (15%)	2013-2014

² Under-represented minorities included all racial/ethnic groups except for White/Caucasian. Individuals that indicated "Unknown", "2 or more racial groups" and "Latino" are included as an under-represented minority in these data.

Workforce Development

Workforce development refers to two activities: professional development courses offered off-campus by VCU for non-degree seeking adults and student internships. With respect to professional development, stakeholders suggested that specifying teacher development would be a useful indicator to also assess how professional development courses indirectly serve or impact PK-12 students. Student internships (e.g. field placements, teacher education practicums, clinical placements) are intended to develop practical workforce skills among students and increase the capacity of host site organizations (i.e., nonprofits, public schools, health clinics, etc.).

In the 13-14 academic year, VCU offered 397 professional development courses to 3,970 students. Of which, 306 courses (77%) were for teacher development courses (2,672 students). Also for the 13-14 academic year, 3,719 students participated in internships for an estimated 842,867 hours. The value of these internship hours ranges from approximately \$7 million to \$23 million, depending on whether VA's minimum wage (\$7.25/hr) or the national value of service (\$22.55/hr) is used. (See table 9 below).

Table 8. VCU Economic Development Indicators: Workforce Development

Workforce Development Indicators	Data	Time Period
<i>Adult Professional Development</i>		
Total # of professional development (PD) courses offered & students enrolled (#)	397 (3,970)	2013-2014
Total # of PD courses to teachers offered & students enrolled (#)	306 (2, 672)	2013-2014
<i>Student Internships</i>		
# of VCU student interns	4,719	2013-2014
# of VCU student internship hours	1,047,763	2013-2014
\$ value of student internship hours using National value of service	\$23,627,055	2013-2014
\$ value of student internship hours using VA minimum wage	\$7,596,281	2013-2014

Education

Data on VCU's Division for Health Sciences Diversity pipeline programs was readily available and used for the purposes of this pilot. VCU is committed to increasing diversity and inclusion within the health professions. To that end, VCU Health Sciences and Health Careers pipeline is the central coordinating resource for initiatives that support this commitment and the Division for Health Sciences Diversity serves as the central office for these pipeline programs (VCU Health Sciences Diversity, n.d).

For the 13-14 academic year, VCU's Health Sciences Diversity division had 11 pipeline programs available that served elementary, middle, and high school PK12 students and 4 pipeline programs that served VCU college students that came from underserved PK12 backgrounds. A total of 1, 285 students participated in these pipeline programs of which, 109 are enrolled in college. (See table 10 below).

Table 9. VCU Education Access Indicators

Education Access Indicators	Data	Time Period
Number of VCU Health Sciences Diversity pipeline programs for PK12 students	11	2013-2014
Number of VCU Health Sciences Diversity pipeline programs for VCU college	4	2013-2014

Education Access Indicators	Data	Time Period
students with underserved PK12 backgrounds		
Number of students (PK12 & college) served by above pipeline programs	1,285	2013-2014
Number of pipeline students who are matriculates (enrolled in college)	109	2013-2014
# of above enrolled at VCU	66	2013-2014
# of above enrolled at other universities	43	2013-2014

Health

Based on stakeholder feedback, the indicators listed in Table 11 below were suggested as the most comprehensive and appropriate for assessing VCU's impact on health access. Currently, VCUHS supports 100 outpatient clinic locations through the Richmond MSA. For the 13-14 academic year, VCUHS provided health care to 51, 579 unique uninsured individuals. In addition, VCUHS was the leading provider of inpatient care for uninsured or Medicaid patients. Out of the Richmond MSA hospitals, VCUHS provided inpatient care to 31.1% of 34,407 uninsured or Medicaid patients followed by Chippenham Johnston Willis Medical center (22.1%) and Bon Secours St. Mary's Hospital (11.6%).

Table 10. VCU Health Access Indicators

Health Access Indicators	Data	Time Period
Total # of outpatient clinics sponsored by VCUHS located in Richmond MSA	100	As of Feb. 2015
Total # of unique uninsured individuals served by VCUHS	51, 579	2013-2014
Total # of VCUHS emergency department visits from uninsured & Medicaid patients that were non-emergent, primary care treatable, or preventable	32,272	2013-2014
% of above that were uninsured or Medicaid patients	73%	2013-2014
% of above that were residents of Richmond, Henrico, or Chesterfield	76%	2013-2014
Total # of uninsured or Medicaid patients who live within the Richmond MSA that received inpatient healthcare	34, 057	2013-2014
Of above, % discharged by VCUHS	31%	2013-2014

Green & Safe Neighborhoods

The Anchor dashboard provides several indicators for a "Health, Safety, & Environment". To reduce redundancy, the team elected to collapse community health indicators with health access. Thus, this section focuses on VCU's impact on two outcome areas: safe streets and campuses, and environmental sustainability or "greening" VCU. The geographic areas of impact were restricted to VCU's campuses and immediate neighborhoods, since these were locations that VCU has the most responsibility for.

Safe Campuses & Streets

Based on stakeholder feedback, the indicators listed in Table 12 below were suggested. On campus includes the Monroe and MCV campuses. Off-campus includes the Richmond City Police 3rd and 4th precincts. VCU police is not solely responsible for the 3rd & 4th precincts; however, they assist city police within these areas as VCU's campuses are geographically located within these precincts (see Appendix B for maps). Violent crime includes murder, robberies, and assault. Property crime includes burglary, larceny and auto theft. The number of noise

complaints was selected as a unique indicator to assess VCU's responsiveness to community members that live near VCU's campuses and its students.

In the 13-14 year, 8,592 crimes were reported; 34% were violent crimes and 66% were property crimes. Only 7% (135) of crimes were committed on campus; 21% of which were violent and 79% were property crimes. 93% of crimes were off campus; 35% of which were violent and 65% were property crimes. There were 46 noise complaints on campus and 140 for off-campus jurisdictions. Stakeholders indicated that the number of noise complaints for off-campus has increased from prior years. Counter-intuitively, this rise may indicate that more community residents are aware of and view VCU police as a responsive resource for managing university-community relations.

Table 11. VCU Safe Campus & Streets Indicators

Safe Campus & Streets Indicators	Data	Time Period
Total Crime	8,592	2013-2014
Total Violent Crime	2,901	2013-2014
Violent Crime On-Campus	135 (5%)	2013-2014
Violent Crime Off-Campus	2766 (95%)	2013-2014
Total Property Crime	5,691	2013-2014
Property Crime On-Campus	503 (9%)	2013-2014
Property Crime Off-Campus	5,188 (91%)	2013-2014
Total Noise Complaints	186	2013-2014
Noise Complaints On-Campus	46	2013-2014
Noise Complains Off-Campus	140	2013-2014

Greening VCU

Aligned with the Anchor Dashboard suggested indicators, VCU also participates in the Sustainability Tracking, Assessment & Rating System (STARS). STARS is a self-report framework for colleges and universities to measure their performance around environmental sustainability or “green” concerns (see Appendix B for more information). As such, STARS provides VCU with a way to measure its own performance and compare across institutions.

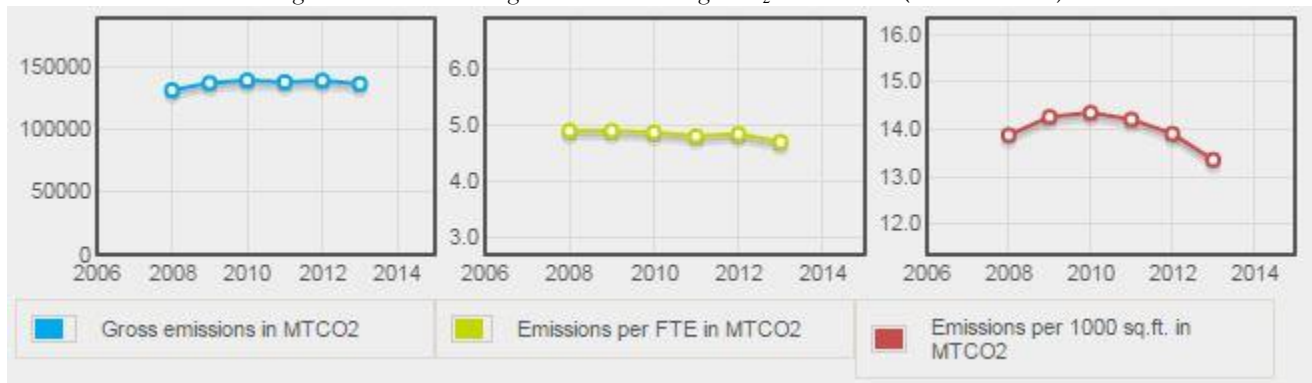
Currently, VCU has achieved the Silver ranking, the 2nd highest level, for 2011-2012 year. As of June 2015³, 47% of 271 STARS rated institutions are “silver”, 29% are “gold” and only 1 institution has achieved “platinum”, the highest ranking. Rated institutions include US and international universities and colleges.

In addition, VCU also participates in the American College & University President's Climate Commitment (ACUPCC). VCU's specific plan is to reduce CO₂ emissions by 30% by 2050. For the 12-13 year (latest report

³ Rankings can be retrieved from STARS dashboard for most up to date figures <https://stars.aashe.org/institutions/data-displays/dashboard/>

available), VCU had 13.4 metric tons of CO₂ emissions per 1000 square feet, representing a -0.52 decrease from the 11-12 year. ⁴ (See Figure 3 below.)

Figure 3. VCU's Progress in Reducing CO₂ Emissions (2008 – 2013)



Cultural Vitality

Cultural vitality is a broad concept that refers to an enriched quality of life due to the arts and social events that facilitate social connections, engagement, and a unique sense of place among community members. Jackson, Kabwasa-Green, and Herranz (2006) define cultural vitality as “evidence of creating, disseminating, validating, and supporting arts and culture as a dimension of everyday life in communities” (p. 4).

At the time of this effort, there was an ongoing conversation about how to best measure VCU’s impact on the cultural vitality of the region. For this pilot, only events that were advertised through VCU’s TelegRAM were included because it was the only known university-wide and readily available data. TelegRAM is used to announce social and cultural events that are relevant to a majority of students, faculty, and staff. Promoted events can also take place on- or off-campus (VCU TelegRAM, n.d.). Events included a variety of activities such as research symposiums, community health workshops, and educational lectures and seminars. For the 13-14 year, an estimated 495 social and cultural events were sponsored by VCU & VCUHS; 93% of which were free to attend. Note: athletic events are not included.

Table 12. VCU Cultural Vitality Indicators

Cultural Vitality Indicators	Data	Time Period
# of VCU & VCUHS sponsored events	495	2013-2014
# of above free to the public	460	2013-2014

Community Building

Based on stakeholder feedback, community-building outcomes were broken into two categories: the engagement of faculty, staff, and students in community activities, and community-university partnerships that improve urban communities. Recommended indicators for these the two outcome areas are listed in Tables 14 and 15 below.

⁴ Data can be retrieved from <http://rs.acupcc.org/progress/459/>

Engagement of Faculty, Staff, and Students

Service-learning and community service are two primary ways that faculty, staff, and students can become involved and engaged within the local community. For the 13-14 academic year, 87 faculty/staff provided 174 service-learning courses, in which 3,388 students were enrolled and provided 67,760 service hours to community partners. Additionally, 13,517 students and 1,452 12-month employees engaged in community service, providing 216,179 community service hours.

In total, 283,939 service hours were provided by 18,444 VCU members (faculty, staff, and students) to the local community, which ranges in value between \$6 million and \$2million depending on whether the national value of service (\$22.55) or VA's minimum wage (\$7.25) is used. (See Table 14.)

Table 13. VCU Community-Building Indicators: Engagement

Engagement of Leadership, Faculty/Staff, & Students Indicators	Data	Time Period
# of Service-Learning courses offered	174	2013-2014
# of faculty/staff who taught Service-Learning courses	87	2013-2014
# of students enrolled in Service-Learning courses	3,388	2013-2014
Total Service-Learning student service hours	67,760	2013-2014
# of students who provided community service (excludes internships & SL)	13,517	2013-2014
Total student community service hours (excludes internships & SL)	200,657	2013-2014
# of Leadership, faculty & staff who provided community service (CSL)	1,452	2013-2014
Total Leadership, faculty & staff community service hours (CSL)	15,522	2013-2014
Total # engaged in Service (leadership, faculty & staff, students)	18,444	2013-2014
Total Service hours provided (leadership, faculty & staff, students)	283,939	2013-2014
Value of all Service hours using national value of service	\$6,402,824	2013-2014
Value of all Service hours using VA minimum wage	\$2,058,557	2013-2014

Partnerships that Improve Urban Communities

Community-university partnerships are critical to support community-building efforts (i.e., service-learning, community-engaged research, etc.) and to meaningfully engage faculty, staff, and students within the community. Identifying and tracking these partnerships are first steps to measuring their impact. The Partnership Map will provide the total number of community-university partnerships. The data will also be able to indicate the geographic areas served by these partnerships (i.e., Richmond MSA, Richmond City, East End neighborhood, etc.) as well as the issue focus (i.e., PK-12 schools, health and wellness, economic development, etc.). The data outline in Table 15 is pending as the Partnership Map is scheduled to launch fall 2015.

Table 14. VCU Community-Building Indicators: Partnerships

Partnerships that Improve Urban Communities Indicators	Data	Time Period
# of Community-University Partnerships	Pending	Pending
# of above that focus on specific geographic areas (i.e., Richmond MSA, Richmond City, East End Neighborhood, etc.)	Pending	Pending
# of above that focus on specific issues (i.e., PK-12 schools, health and wellness, economic development, etc.)	Pending	Pending

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Virginia Commonwealth University

Appendices

Appendix A: Additional Indices from Anchor Dashboard

Civic Health Index

The National Conference on Citizenship (NCoC) sponsors the Civic Health Index. They work with national, state, and city partners to measure how much people trust their neighbors, are active in their communities, and interact with their government. NCoC is recruiting civic health partners representing all 50 states and America's largest cities. For more information on how to become a partner, see <http://www.ncoc.net/CHI>

Greenhealth Index

Practice Greenhealth sponsors the Greenhealth Index. Practice Greenhealth is the nation's leading health care community that empowers its members to increase their efficiencies and environmental stewardship while improving patient safety and care. An available tool is the Greenhealth Sustainability Dashboard, which is only accessible to members. Membership is fee-based. For more information, see <https://practicegreenhealth.org/>

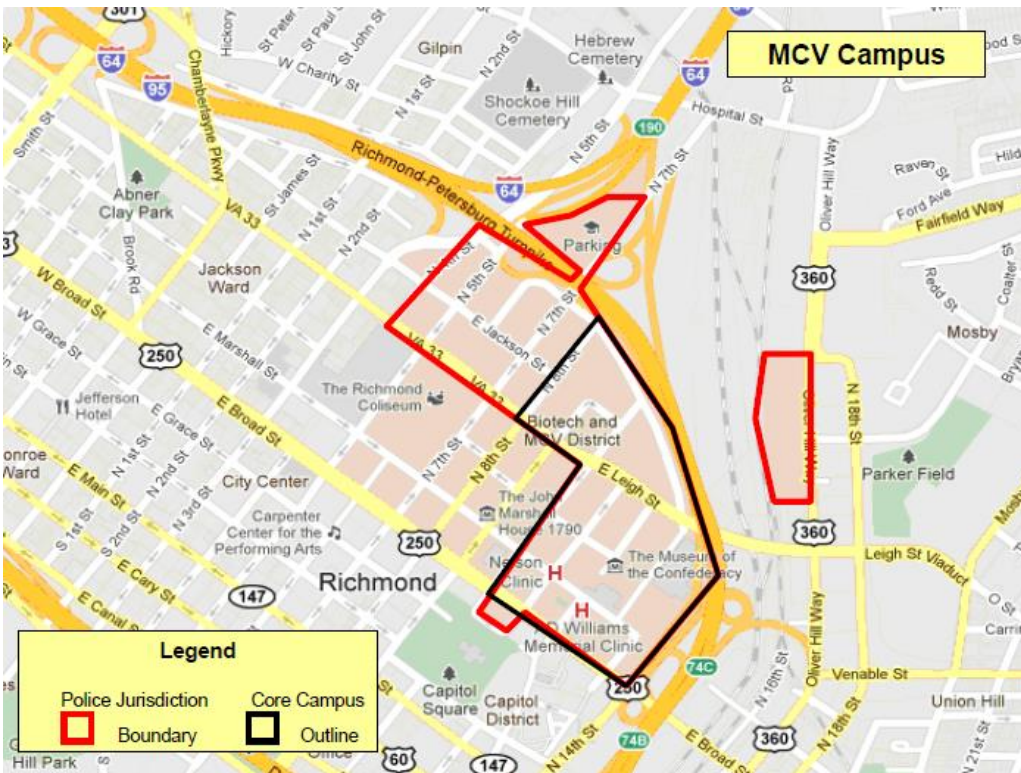
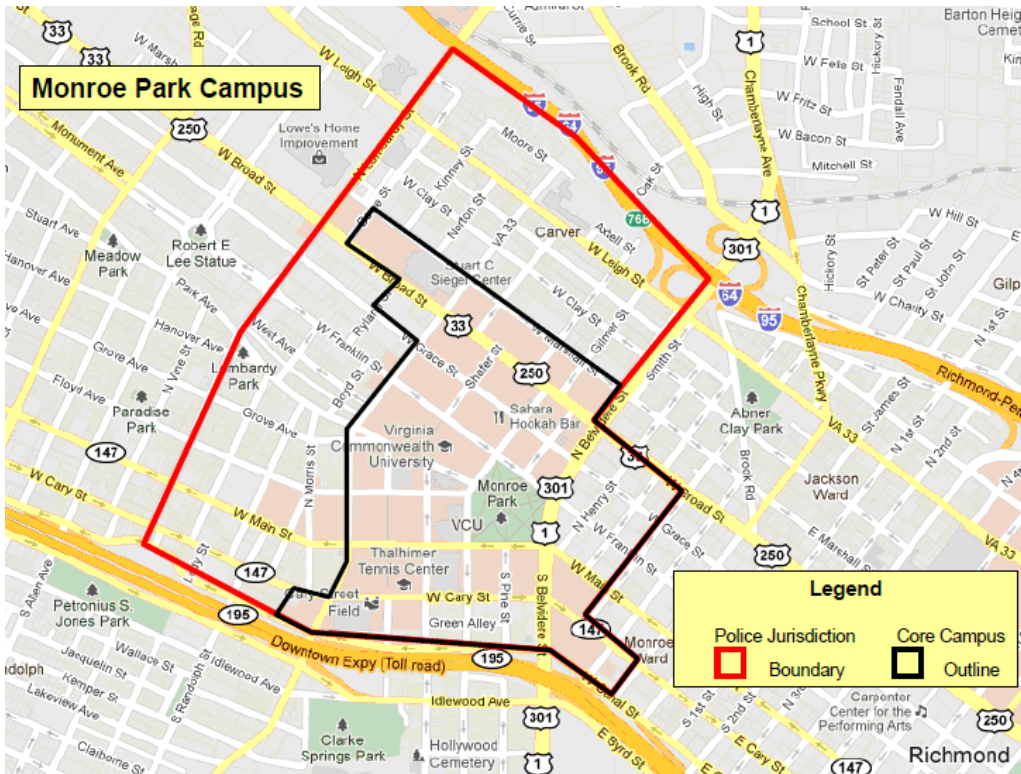
STARs Index

The Sustainability Tracking, Assessment & Rating System (STARs) is a self-reporting framework for colleges and universities to measure their sustainability performance. The system includes environmental, economic, and social indicators, which are divided into 4 main categories related to campus activities:

1. Academics
2. Engagement
3. Operations
4. Planning & Administration

Points are earned in each category and lead to a STARs rating. Any institute that wishes to participate in STARs but does not want to publish its scores may participate as a STARs Report. There are currently 670 institutes registered. For more information, see <https://stars.aashe.org/>

Appendix B: VCU Police Jurisdiction Maps



Appendix C: VCU’s Full Pilot Anchor Measurement Framework

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
ECONOMIC DEVELOPMENT					
Real Estate Development	Local construction spending as proportion of total spent	\$36,554,144	2014-2015	Finance & Administration	Only for new construction; excludes VCUHS data.
		\$24,686,549	2013-2014		
		\$70,800,946	2012-2013		
		\$83,173,744	2011-2012		
		\$48,582,436	2010-2011		
Equitable Minority & Women Hiring	New Hires that are under-represented minorities: # (%)	171 (30.9%)	07/15/13 - 07/14/14	Finance & Administration	Excludes all White/Caucasian; Unknown, 2 or more & Latino included here.
	New Hires that are African-Americans: # (%)	85 (15.4%)			
	New Hires that are women: # (%)	326 (59.0%)			
	New Hires that are local: # (%)	80 (14.5%)			Local here is defined as Richmond City resident at time of hire (by zip code); only includes classified staff.
	Classified staff New Hires that are under-represented minorities: # (%)	78 (38.8%)			Excludes all White/Caucasian; Unknown, 2 or more & Latino included here.
	Classified Staff New Hires that are African-Americans: # (%)	60 (26.0%)			
	Classified staff New Hires that are women: # (%)	167 (72.3%)			
	Classified staff New Hires that are local: # (%)	80 (14.5%)			Local here is defined as Richmond City resident at time of hire (by zip code)

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
	Faculty New Hires that are under-represented minorities: # (%)	93 (28.9%)			Excludes all White/Caucasian; Unknown, 2 or more & Latino included here.
	Faculty New Hires that are African-American: # (%)	25 (7.8%)			
	Faculty New Hires that are women: # (%)	159 (49.4%)			
	Faculty New hires that are local: # (%)	NA	NA	Data point not collected	
Workforce Development (Adult professional development)	Total # of professional development courses offered & (# of students enrolled)	397 (3,970)	8/22/13 - 8/8/14	Office of Continuing & Professional Education	Adult professional development courses are external (off-campus) VCU classes offered for academic credit. External Non-credit courses are not tracked centrally and not included here. Includes classes not associated with degree-seeking, but can offer certificates (i.e., NLP).
	# of teacher professional development courses offered & (# of students enrolled)	306 (2,672)			
Workforce Development (Student Internships)	# of VCU student interns	4,719	07/01/13-06/30/14	Division of Community Engagement (President's Honor Roll)	Assuming that internships are local to Richmond area.
	# of VCU student internship hours	1,047,763			
	\$ value of above using national value of volunteer hours	\$23,627,055			\$22.55/hr nat'l value of volunteer hours in 2013 according to https://www.independentsector.org/volunteer_time
	\$ of above using VA minimum wage	\$7,596,281			VA minimum wage is \$7.25

EDUCATION

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
Access to Education	# of VCU Health Sciences Diversity pipeline programs for PK-12 students	11	2013-2014	Division for Health Sciences Diversity	Based on VCU Health Sciences Diversity website
	# of VCU Health Sciences Diversity pipeline programs for college students with under-served PK-12 backgrounds	4			Based on VCU Health Sciences Diversity website
	# of students (PK-12 & college) served by pipeline programs	1,285	2011-2012		Health Sciences Diversity 10-11 Annual Report
	# of pipeline students who are matriculants (enrolled in college)	109	2012-2013		Health Sciences Diversity 12-13 Annual Report (spans several cohort years from several pipeline programs)
	# above enrolled at VCU	66			
	# above enrolled at other institutes	43			

HEALTH

Access to Healthcare	Total # of outpatient clinics sponsored by VCUHS located in Richmond MSA	100	As of February 2015	Health Policy & Community Relations, VCUHS & VCU Office of Health Innovation	
	Total # of unique uninsured individuals served by VCUHS	51, 579	July 1 2013 - June 31, 2014		
	Total # of VCUHS ED visits from uninsured and Medicaid patients that were non-emergent, primary care treatable, or preventable	32,272			
	% of above that were for uninsured or Medicaid patients	73%			
	% of above that were for residents of Richmond, Henrico, or Chesterfield	76%	July 1 2013 - June 31, 2014		

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
	Total # of uninsured or Medicaid patients who live within the Richmond MSA that received inpatient healthcare	34,057			VCUHS provides the highest % of inpatient care to uninsured & Medicaid patients living in Richmond MSA compared to other health care providers in the area.
	Of above, % discharged by VCUHS	31%			
GREEN & SAFE NEIGHBORHOODS					
Safe Campuses & Streets	Total Crime	8,592	July 15, 2013 - July 14, 2014	VCU Police Department	On-Campus refers to Monroe park and MCV. Off campus refers to 3rd & 4th precincts. See Appendix B.
	Total Violent Crime	2,901			
	Violent Crime On-Campus	135 (5%)			
	Violent Crime Off-Campus	2766 (95%)			
	Total Property Crime	5691			
	Property Crime On-Campus	503 (9%)			Higher numbers for off-campus noise complaints indicate that community residents are aware of and view VCU Police as responsive to their needs.
	Property Crime Off-Campus	5188 (91%)			
	Total Noise Complaints	186			
	Noise Complaints On-Campus	46			
Noise Complaints Off-Campus	140				
Greening VCU & Richmond	STARS (Sustainability Tracking, Assessment & Rating System) Ranking	Silver	2011-2012	Office of Sustainability	Report was submitted July 25, 2012. Assumption is that data is for 11-12 academic year. Data available at https://stars.aashe.org/institutions/virginia-commonwealth-university-va/report/2012-07-25/
	Total Greenhouse Gas Emissions (gross)	136,901.60 MTCO2E	07/01/12-06/30/13	Office of Sustainability	Data available at http://rs.acupcc.org/
	% change in GHG (gross) compared to 2011-2012	-1.90%		Office of Sustainability	
CULTURAL VITALITY					

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
Public Events	# of VCU & VCUHS sponsored events (TelegRAM)	495	July 1 2013 - June 31, 2014	University of Public Affairs	TelegRAM data is archived; has to be retrieved monthly to obtain accurate data. Based on estimates for present 2014 data available: (55 open to public & 51 free to public between 1/1/14-2/11/14; estimates based on 55 for 1 month * 9 months & 93% of total as free to public.) Underestimating since not including summer months. Events include various social & cultural activities: research symposiums, community health workshops, lectures, etc.
	# of above events free to the public	460			
COMMUNITY BUILDING					
Engagement of Leadership, Faculty, & Students	# service-learning courses	174	2013-2014	Division of Community Engagement, Office of Service Learning	
	# Faculty/staff who taught service-learning courses	87			
	# Students enrolled in service-learning courses	3388			
	Total Service-Learning student service hours	67,760			
	# Students who provided community service (excludes internships & SL)	13,517	07/01/13-06/30/14	Division of Community Engagement (President's Honor Roll)	
	Total student community service hours (excludes internships & SL)	200,657			
	# of Leadership, faculty & staff who provided community service (CSL)	1,452	01/10/13 - 01/09/14	Human Resources	
	Total Leadership, faculty & staff community service hours	15,522		Human Resources	
	Total # engaged in Service (leadership, faculty & staff, students)	18,444	2013-2014		
	Total Service hours provided (leadership, faculty & staff, students)	283,939			
Value of student community service using national value of service (excludes internships)	\$6,402,824	2013-2014		\$22.55/hr nat'l value of volunteer hours in 2013 according to https://www.independentsector.org/volunteer_time	

Outcome	Indicator	Data	Time Period	Data Unit	Data Information
	Value of student community service using VA minimum wage	\$2,058,557			VA minimum wage is \$7.25
Partnerships that Improve Urban Communities	# of community-university partnerships	Pending		Division of Community Engagement; Office of Planning & Decision Support; Center on Society & Health; CCTR; & University Relations	Partnership Map is scheduled to launch fall 2015 and can get data from this central source.
	# of above that focus on various geographic regions (i.e., Richmond MSA, Richmond City, East End neighborhood, etc.)	Pending			
	# of above that focus on various issues (i.e., PK-12 schools, health and wellness, economic development, etc.)	Pending			