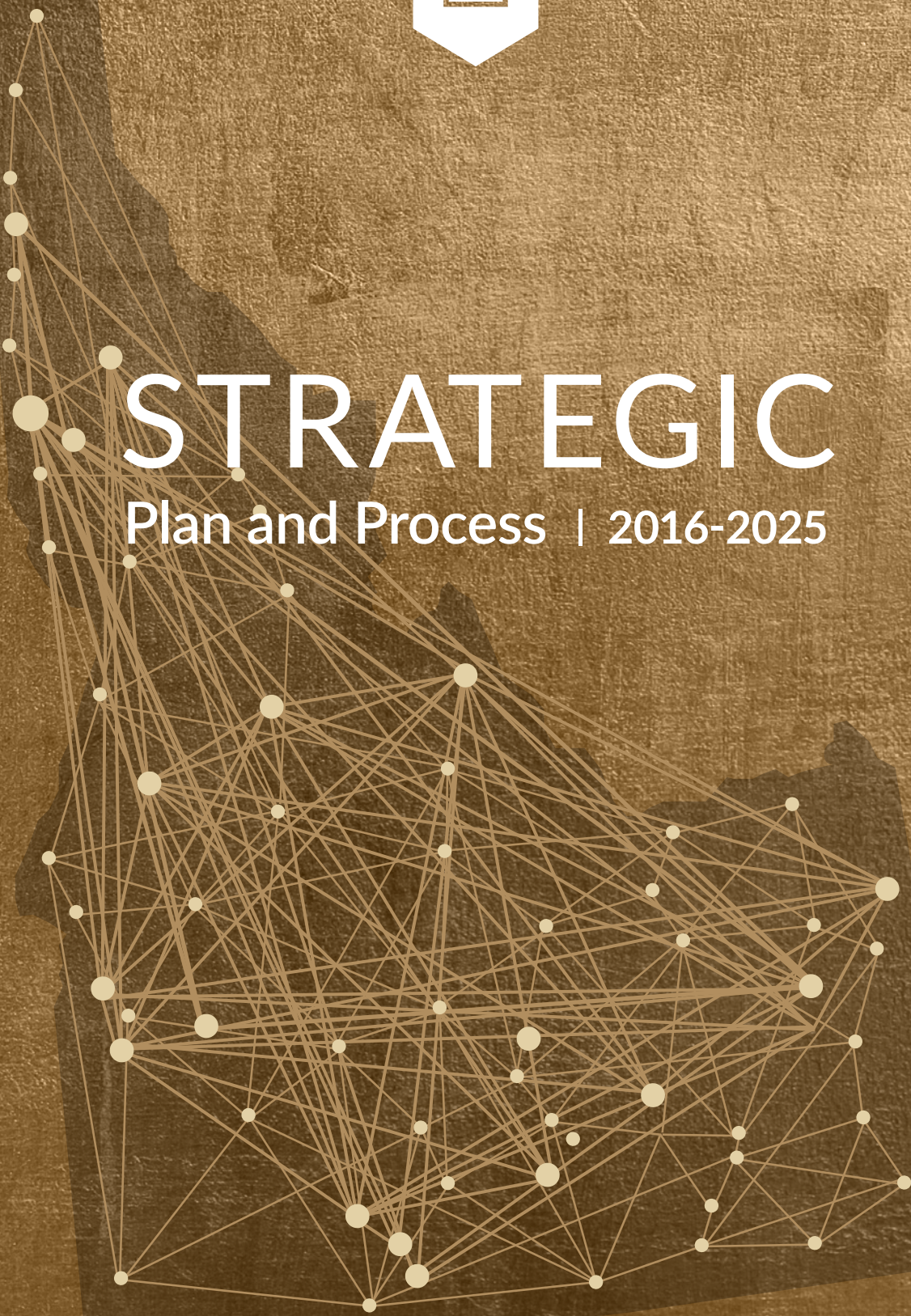




STRATEGIC

Plan and Process | 2016-2025



University of Idaho



Research universities prepare their students not just with today's knowledge, but with the ability to discover new knowledge, solve novel problems, lead and thereby construct the future. The University of Idaho (UI) is Idaho's major public research university, serving a land-grant mission in support of Idaho's economy and society by educating students at the undergraduate, graduate and professional levels to meet the needs of Idaho and our region; by conducting research, scholarship and creative activity of impact and purpose (basic and applied); and by engaging statewide to improve the lives of Idahoans.

UI will serve any qualified student, with a focus on giving all qualified Idaho students access to education at a research university. Our students will be a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at the University of Idaho is dedicated not simply to the transmission of knowledge but also to preparing students to become problem solvers and lifelong learners.

The university will also be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

**President Chuck Staben,
Charge to Provost to Lead Strategic
Planning Efforts (August 17, 2015)**

STRATEGIC PLAN SUMMARY

Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a long view of our future with an extended timeline. This plan has many interesting parallels with the “Plan for Tomorrow, 1960-70” developed by the University of Idaho (UI) under the direction of President D.R. Theophilus. Both plans allude to goals of a 50 percent increase in enrollment with appropriate increases in research and graduate programs, increases in staff and faculty retention and improved efficiency. The pace of change in our modern world and especially in higher education continues to accelerate which makes the implementation process a vital ingredient that will ensure the success of this new plan for UI.

The philosophy of this strategic plan can be metaphorically compared to a journey. Our university’s **mission summary statement** defines the space in which we move and the landscape in which we thrive and grow:

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

Within that landscape and our ability to traverse it, the university’s vision describes where we plan to arrive within the next decade:

The University of Idaho will expand the institution’s intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

The successful completion of our journey requires organizing our activities along overarching goals and objectives. We will move through our journey in phases, seeking arrival to key landmarks or waypoints along the way. These waypoints will be three-year tactical plans that seek to make headway in specific areas. The tactical plans, or cascaded plans, will be developed and implemented in all units throughout the university and will become embedded within our annual budget process. Given the diversity of the many units within our university, the cascaded plan from any given college or unit will likely focus on a few of the goals rather than attempting to spread effort across all four goals. Our institutional “navigation” will be provided by an inclusive implementation committee that will overlay this current plan with ongoing budgeting, resource allocation, planning and prioritization processes that are vital to the university’s continued evolution toward excellence.

Approved by the University of
Idaho Board of Regents and State
Board of Education June 2016



OUR MISSION

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal and cultural assets of our state and to develop solutions for complex problems facing our society. We deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state as well as strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

OUR VISION

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Exceptional research universities such as the University of Idaho prepare their students not just with today's knowledge but also with the ability to discover new knowledge, solve novel problems, lead and construct the future. We educate students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and the world. We improve lives by creating knowledge and impact through our research, scholarship and creative activity.

As Idaho's land-grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action requires persistent growth in creating and executing ideas that matter. We will continue to provide leading graduate and professional education including enhanced production of doctoral, masters and professional degrees. The University of Idaho will become a Carnegie R1 (Highest Research Activity) institution known for excellence in our areas of strength and recognized for interdisciplinary research.

UI will serve any qualified student by providing access to the unique educational experience that a research university affords. The university will enroll a mix of resident and non-resident (including international) students at the graduate

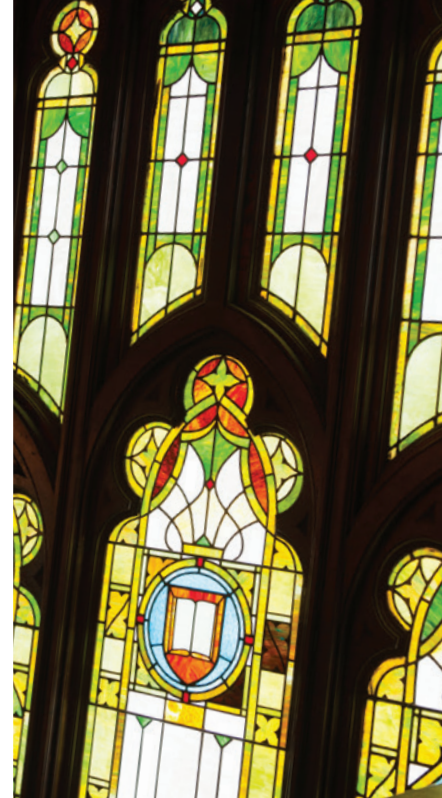
and undergraduate levels. Our resident students will represent a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at UI is not simply the transmission of knowledge, but is also the preparation for students to become problem solvers and lifelong learners. This is why we augment discipline-specific learning with a strong foundation in the liberal arts.

The university will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes; and by readily quantifiable measures such as high retention and graduation rates, employment/career outcomes for students, other measures of student engagement and learning to include the National Survey of Student Engagement (NSSE) and internal measures. The university will engage and lead across the state in an effort to help Idaho achieve its goal of 60 percent postsecondary education attainment. To achieve this goal, UI undergraduate enrollment and graduates will increase 50 percent over current levels. The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this outcome by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

PRIORITY INSTITUTIONAL METRICS

We will use metrics to guide our efforts and task prioritization. Each metric is carefully defined in the attached appendix. Each of the major goals that follow has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics include:

| Performance Measures | Baseline | July 2017 | July 2018 | July 2019 | Waypoint 2 July 2022 | Final Goal |
|--|--|--|--|--|--|--|
| Terminal degrees in a given field (PhD, MFA, etc.) | 275 | 285 | 300 | 325 | 380 | 425 |
| Go-On impact | In Process | | | | | +50% |
| Enrollment (Heads) | 11,372 | 12,000 | 12,500 | 13,000 | 15,000 | 17,000 |
| Equity Metric: First term GPA & Credits (% equivalent - see appendix for definition) | 75% | 80% | 85% | 90% | 95.0% | 100% |
| Chronicle "Great Colleges to Work For" Survey Score | Survey Avg in 3 rd Group (of 5) | Survey Avg in 3 rd Group (of 5) | Survey Avg in 3 rd Group (of 5) | Survey Avg in 4 th Group (of 5) | Survey Avg in 4 th Group (of 5) | Survey Avg in 4 th Group (of 5) |



UI'S PRINCIPLES AND VALUES

Excellence

Individual commitment to excellence is central to the values we promote. We value the purposeful pursuit of knowledge that improves our communities and prepares us for a lifetime of service. We believe in a culture of leadership and promotion of excellence that passionately educates those seeking knowledge and celebrates success when that knowledge is applied to address societal challenges.

Respect

Central to our productivity and morale is a climate that is considerate and respectful. The University of Idaho is an extensive and diverse community of people from varied backgrounds and beliefs. We welcome the viewpoints and contributions of everyone in our community. We believe that an institution is only as strong as its ability to include diverse perspectives that critically contribute to the University of Idaho's mission.

Integrity

We believe that adherence to and a shared understanding of ethical principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to internal congruence as well as openness and transparency in decision-making and leadership.

Perseverance

The University of Idaho is a community that is brave and bold in our pursuit of higher aspirations, always pushing to offer the best opportunities and environment for our students, faculty, staff and community. We are confident in our ability to succeed and have demonstrated long-term discipline to achieve our goals.

Sustainability

We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being.

INNOVATE

Scholarly and creative work with impact

Goal 1:

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.¹

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

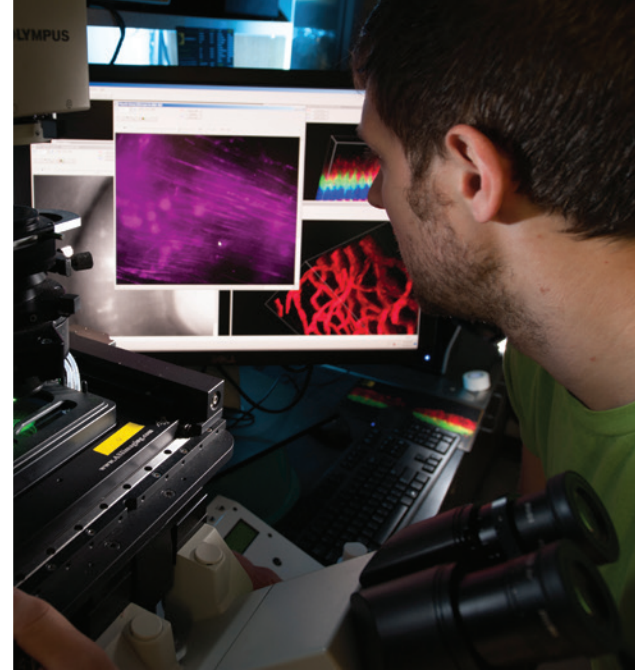
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds, and increased percentage of undergraduates participating in research.

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

¹ Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (<http://carnegieclassifications.iu.edu/>).



First Waypoint Metrics 2016/17-2018/19

The leading indicator for this goal is the number of conferred “highest degrees in field” or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master’s degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

| Performance Measures | Baseline (2014-15) | July 2017 | July 2018 | July 2019 | Waypt 2 2022 | Final Goal 2025 |
|---|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| Terminal degrees in a given field (PhD, MFA, etc.) | 275 | 285 | 300 | 325 | 380 | 425 |
| Number of Postdocs, and Non-faculty Research Staff with Doctorates | 66 | 70 | 75 | 80 | 100 | 120 |
| Research Expenditures (\$ million) | 95 | 100 | 105 | 115 | 135 | 160 |
| Invention Disclosures | 17 | 20 | 25 | 30 | 40 | 50 |
| Number of undergraduate and graduate students paid from sponsored projects (System wide metric) | 575(UG) & 574 (GR) 1149 Total | 598 (UG) & 597 (GR) 1195 Total | 610 (UG) & 609 (GR) 1237 Total | 622 (UG) & 621 (GR) 1268 Total | 660 UG) & 659 (GR) 1320 Total | 687 (UG) & 686 (GR) 1373 Total |
| % of students involved in undergraduate research (System wide metric) | 66% | 68% | 69% | 71% | 74% | 75% |



ENGAGE

Outreach that inspires innovation and culture

Goal 2:

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI).

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement.



First Waypoint Metrics 2016/17-2018/19

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

| Performance Measures | Baseline (2014-15) | July 2017 | July 2018 | July 2019 | Waypt 2 2022 | Final Goal 2025 |
|---|--------------------|-----------|-----------|-----------|--------------|-----------------|
| Go-On Impact² | In process | | | | | +50% |
| Number of Direct UI Extension Contacts | 338,261 | 348,000 | 359,000 | 370,000 | 375,000 | 380,000 |
| % Faculty Collaboration with Communities (HERI) | 57% | 61% | 63% | 65% | 68% | 70% |
| NSSE Mean Service Learning, Field Placement or Study Abroad | 52% | 56% | 58% | 60% | 66% | 72% |
| Alumni Participation Rate ³ | 9% | 9% | 10% | 11% | 13% | 15% |
| Economic Impact (\$ Billion) | 1.1 | 1.1 | 1.2 | 1.3 | 1.7 | 2.0 |
| Dual credit (System wide metric) | | | | | | |
| a) Total Credit Hours | 6,002 | 6,500 | 6,700 | 6,700 | 6,700 | 6,700 |
| b) Unduplicated Headcount | 1,178 | 1,200 | 1,250 | 1,250 | 1,250 | 1,250 |

² Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.

³ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.



TRANSFORM

Educational experiences that improve lives

Goal 3:

Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B: Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, NSSE High Impact Practices score and reductions in remediation via curricular innovation.

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students).



First Waypoint Metrics 2016/17-2018/19

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

| Performance Measures | Baseline (2014-15) | July 2017 | July 2018 | July 2019 | Waypt 2 2022 | Final Goal 2025 |
|---|--------------------|---------------|---------------|---------------|---------------|-----------------|
| Enrollment (Heads) | 11,372 | 12,000 | 12,500 | 13,000 | 15,000 | 17,000 |
| Equity Metric: First term GPA & Credits (% equivalent – see appendix for definition) | 75% | 80.0% | 85% | 90% | 95% | 100% |
| Retention – New Students (System wide metric) | 80.1% | 82% | 83% | 84% | 87% | 90% |
| Retention – Transfer Students (System wide metric) | 77% | 77% | 78% | 79% | 82% | 85% |
| Graduates (All Degrees: IPEDS) ⁴ | | | | | | |
| a) Undergraduate Degree (PMR) | 2,861 | 2,900 | 2,950 | 3,000 | 3,500 | 4,000 |
| b) Graduate / Prof Degree (PMR) | 1,767 | 1,800 | 1,800 | 1,850 | 2,200 | 2,500 |
| c) % of enrolled UG that graduate (System wide metric) | 741/123 | 700/130 | 750/130 | 800/150 | 850/170 | 1000/200 |
| d) % of enrolled Grad students that graduate (System wide metric) | 20% | 20% | 20% | 20% | 20% | 20% |
| | 29% | 29% | 30% | 31% | 33% | 35% |
| NSSE High Impact Practices | 67% | 70% | 70% | 75% | 80% | 85% |
| Remediation (System wide metric) | | | | | | |
| a) Number | 150 | 153 | 158 | 142 | 124 | 103 |
| b) % of first time freshman | 14% | 14% | 14% | 12% | 10% | 8% |

⁴ The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.



CULTIVATE

A valued and diverse community

Goal 4:

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C: Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end user experiences (e.g. more customer service oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).



First Waypoint Metrics 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

| Performance Measures | Baseline (2014-15) | July 2017 | July 2018 | July 2019 | Waypt 2 2022 | Final Goal 2025 |
|--|--|--|--|--|--|--|
| Chronicle “Great Colleges to Work For” Survey Score | Survey Avg in 3 rd Group (of 5) | Survey Avg in 3 rd Group (of 5) | Survey Avg in 3 rd Group (of 5) | Survey Avg in 4 th Group (of 5) | Survey Avg in 4 th Group (of 5) | Survey Avg in 4 th Group (of 5) |
| Multicultural Student Enrollment (heads) | 2,605 | 2,922 | 3,130 | 3,305 | 4,000 | 4,300 |
| International Student Enrollment (heads) | 766 | 800 | 950 | 1,100 | 1,500 | 2,000 |
| Full-time Staff Turnover Rate | 17.6% | 17% | 16% | 15% | 12% | 10% |
| % Multicultural Faculty and Staff | 19% & 12% | 20% & 13% | 21% & 14% | 22% & 15% | 23% & 17% | 25% & 18% |
| Cost per credit hour (System wide metric) | \$335 | \$355 | \$366 | \$377 | \$412 | \$450 |
| Efficiency (graduates per \$100K) (System wide metric) | 1.20 | 1.26 | 1.32 | 1.37 | 1.54 | 1.70 |



PLAN IMPLEMENTATION

Resourcing the Strategic Plan via Integrated Planning

The strategic plan presented here is just one piece of a larger puzzle and cannot be pursued as an independent undertaking. Indeed, the incorporation of the strategic plan into other important university functions is vital to its success. The strategic plan will be connected to several key components of UI operations – budgeting, enrollment planning, accreditation, program prioritization, hiring, capital construction planning and fundraising.

The financial resources needed to meet the goals outlined in the strategic plan will come from multiple sources, including targeted investments from donors and the State of Idaho. The bulk of the new resources needed, however, will come from tuition revenue generated from enrollment growth, which fundamentally underpins the plan. Growing enrollment from roughly 11,400 students to over 17,000 over the next nine years will yield revenue that will enable the achievement of the goals outlined in this strategic plan.

The University of Idaho recognizes the role faculty, staff, students and university leadership share in the growth and nurturing of our mission, vision and enterprise. As we move

forward together, we will harmonize the numerous processes outlined in this plan via an Institutional Planning and Effectiveness (IPE) committee. This committee will advise the President and the State Board of Education on a variety of matters and will coordinate multiple processes in a way that ensures progress toward meeting the goals and aspirations of the overarching strategic plan.

The strategic plan itself will require additional detail. This detail, which will be defined within the cascaded plans, will be provided by colleges and units across the university. The cascaded plans will address how current resources will be used in support of meeting strategic plan goals. They will also include new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The first phase of planning, or first waypoint, will take three years. The IPE committee will provide a structure to collect, implement and monitor cascaded plans. In addition, the IPE committee will start working with the various subcommittees handling other key university operations such as enrollment management, budget and capital planning and fundraising.

EXTERNAL FACTORS

Factors beyond our control that affect achievement of goals

1. The general economy, tax funding and allocations to higher education.
2. The overall number of students graduating from high school in Idaho and the region.
3. Federal guidelines for eligibility for financial aid.
4. Increased administrative burden increasing the cost of delivery of education, outreach and research activities.



Appendix: Metric and Data Definitions

Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

- 1.) **Terminal degrees in given field** is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D. degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- 2.) **Postdocs and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- 3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (<http://www.nsf.gov/statistics/srvyherd/>).
- 4.) **Invention Disclosures** as reported annually in the Association of University Technology Managers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).
- 5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
- 6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

- 1.) **Go-On Impact:** The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.
- 2.) **Extension Contacts:** Outreach to offices in relevant Colleges (CALs, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) **Collaboration with Communities:** HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- 4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) **Alumni Participation Rate:** This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (<http://cae.org/fundraising-in-education/>). It is updated annually.
- 6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.
- 7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

**Metrics for Goal 3
(Transform):**

- 1.) **Enrollment (Heads):** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDS and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
- 5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDS as they are aggregated differently and so the numbers do not sum to the IPEDS total.
- 6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

**Metrics for Goal 4
(Cultivate):**

- 1.) **Chronicle "Great Colleges to Work For" Survey Score:** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here <http://chroniclegreatcolleges.com/reports-services/>.
- 2.) **Multicultural Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) **International Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
- 5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
- 7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.



University of Idaho