

# University of Idaho

## Strategic Plan and Process

### (V 6.1)

### 2016-2025

*"I believe that research universities prepare their students not just with today's knowledge, but with the ability to discover new knowledge, to solve novel problems, to lead and thereby to construct the future. The University of Idaho 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 enabling 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 not simply the transmission of knowledge, but the preparation to become a problem solver and lifelong learner.*

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

*President Chuck Staben*

*Charge to Provost to Lead Strategic Planning Efforts*

*August 17, 2015*

# Plan Summary

## Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a longer view of our future with an extended timeline. This plan has many interesting parallels with the “Plan for Tomorrow” developed by the University of Idaho under the direction of President D.R. Theophilus for the time period of 1960-70. 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 plan.

The philosophy of this strategic plan can be metaphorically compared to a journey: as we move from here to there, can we walk only on the ground? Or can we swim oceans and fly through the air as well?

Our university’s *mission statement* defines the space in which we move and the landscape in which we thrive and grow:

[To be finalized via poll]

***The University of Idaho shapes the future through education, discovery and engagement with communities.***

Within that landscape and our ability to transverse it, our *vision* describes where we plan to arrive in the next decade:

[To be finalized via poll]

***The University of Idaho will expand enrollment by 5,000 students, yield an economic impact for the state in excess of \$2 billion, and increase research excellence and productivity to become a Carnegie R1 institution.***

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 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.

# Our Mission

[To be finalized via poll ... placeholder below]

***The University of Idaho shapes the future through education, discovery and engagement with communities.***

The University of Idaho is the state's only 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 on this commitment through 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 the state. Consistent with the land-grant ideal, our outreach activities serve the state. At the same time they strengthen our teaching as well as scholarly and creative capacities.

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 are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, engineering, social sciences, arts, humanities, and the professions.

# UI Vision/2025

[To be finalized via poll ... placeholder below]

***The University of Idaho will expand enrollment by over 5,000 students, yield an economic impact for the state in excess of \$2 billion, and increase research excellence and productivity to become a Carnegie R1 institution.***

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

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 continued growth in the creation and the execution of 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 select programs of impact and excellence, and recognized for interdisciplinary research.

UI will serve any qualified student, providing access to education at a research university. The University will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will be a cross-section of Idaho in ethnic, socioeconomic, and demographic terms. Education at UI is not simply the transmission of knowledge, but the preparation to become a problem solver and lifelong learner.

The University will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes, as well as in readily quantifiable measures such as higher-than-predicted retention and graduation rates for the students UI admits; employment/career outcomes for its students; other measures of student engagement and learning, including NSSE and internal measures. The University will lead in helping Idaho achieve its goal of 60 percent postsecondary attainment. To achieve this goal, undergraduate enrollment and graduates will increase 150 percent. The University will engage across the state to enhance postsecondary attainment.

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

# Priority Institutional Metrics

We will use metrics to guide our efforts and prioritization of tasks. 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. These key metrics are shown in the following table:

<b>Metric</b>	<b>Baseline</b>	<b>July 2017</b>	<b>July 2018</b>	<b>July 2019</b>	<b>Waypoint 2 July 2022</b>	<b>Final Goal</b>
<b>Terminal Degrees (PhD, MFA etc.)</b>	<b>275</b>	<b>285</b>	<b>299</b>	<b>307</b>	<b>331</b>	<b>350</b>
<b>Societal Impact (Go On)</b>	<b>In Process</b>					<b>+50%</b>
<b>Enrollment (Heads)</b>	<b>11372</b>	<b>12500</b>	<b>13100</b>	<b>13600</b>	<b>15400</b>	<b>17100</b>
<b>Equity Metric: Term 1 GPA /Credits (% equivalent)</b>	<b>87.5%/ 87.5%</b>	<b>90.0%/ 90.0%</b>	<b>92.0%/ 92.0%</b>	<b>93.0%/ 93.0%</b>	<b>98.0%/ 98.0%</b>	<b>100%/ 100%</b>
<b>“Great Colleges to Work For” Survey</b>	<b>In Process</b>					<b>Survey Avg in 4<sup>th</sup> Group (of 5)</b>

# 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 a long-term discipline to achieve our goals.

# Goal 1: Innovate

## Scholarly and creative work with impact

**Aim:** Scholarly and creative productivity at the highest level, resulting in designation as a Carnegie Highest Research Activity (R1) Institution.<sup>1</sup>

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

Indicators: Increases in above R1 measures driven by partnerships.

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

Indicators: Increase number of terminal degrees in each disciplinary class to R1 levels.

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

Indicators: Increase in above measures to R1 levels.

---

<sup>1</sup> Definition: Measures include doctorates in all fields, research expenditures in all fields, Science & Engineering research staff (postdoctoral appointees and other non-faculty research staff with doctorates). See methodology as described on the Carnegie Foundation website (<http://carnegieclassifications.iu.edu/>). For all other units, accepted measures of scholarly / creative work will conform to disciplinary norms and the terminal degree used in lieu of the PhD degree. All units will be benchmarked on these measures against R1 public institutions.

## First Waypoint 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, since funding is required to support advanced graduate student work. Our mission is knowledge production and dissemination which is most appropriately enforced through terminal degree measures as opposed to research expenditures. We also highly value the contribution of applied research generated through Master’s degrees and creative activity generated through MFA and professional degrees. The lead and other measures follow in the table below:

<b>Metric</b>	<b>Baseline (2014-15)</b>	<b>July 2017</b>	<b>July 2018</b>	<b>July 2019</b>	<b>Waypt 2 2022</b>	<b>Final Goal</b>
<b>Terminal degrees in given field (PhD, MFA, etc.)</b>	<b>275</b>	<b>285</b>	<b>299</b>	<b>307</b>	<b>331</b>	<b>350</b>
Humanities Doctorates						
Social Science Doctorates						
STEM Doctorates						
Other Doctorates						
Other terminal degrees (MFA, etc.)						
S&E Research/ Support Staff (e.g. Postdocs, Lab Directors)						
Science and Engineering (S&E) Research Expenditures per faculty						
Non-S&E Research Expenditures per faculty						

## Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Foster the participation of UI practitioners as leaders and participants in regional, national and international collaborative scholarly and research activities.
- Support increased numbers of undergraduate and graduate students in research and creative activities; this includes representation at professional meetings and formal inclusion in research/creative activity programs.
- Promote the formation of interdisciplinary scholarly and creative activity teams to include 3-4 different disciplines and 2-5 new partners annually.
- Encourage student and faculty participation in industry and other external constituents’ research, creative activity and internships.



# Goal 2: Engage

Outreach that inspires innovation and culture

**Aim:** Suggest and influence change that impacts societal needs, global issues, economic development and advancement of 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 or promote the advancement of culture.*

Indicators: Effective programs and requests for new involvement and assistance. Issues to be addressed will be determined through a variety of statewide assessments of needs and opportunities across multiple dimensions of the University of Idaho including, but not limited to, Extension.

*Objective B: Develop community, regional, national and/or international collaborations which promote innovation and utilize University of Idaho research 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. Finally, some unbiased measure of impact of the response/programs put in place (e.g. client surveys before/after response).

*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: Service learning opportunities, donor and benefactor's contributions of time, treasure and talent.

## First Waypoint 2016/17-2018/19

The Go-On initiative of the State Board of Education and Idaho's Governor will be the first societal issue we will address and will frame the leading indicator for this goal. In parallel, we seek input on other critical issues facing the citizens of Idaho with the aim of defining the second societal issue prior to the end of this first waypoint. The lead and other measures follow in the table below:

Metric	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal
<b>Go-On Impact<sup>2</sup></b>	<b>In process</b>					<b>+50%</b>
Number of Direct Contacts						
Impact as measured by Scholarly Publications and Awards						
Programs addressing Grand Challenges or National Initiatives						
NSSE Mean Service Learning, field placement or Study Aboard	52%	56%	58%	60%	66%	72%
Alumni Giving Participation Rate	9%	9%	10%	11%	13%	15%
Economic Impact (\$Billion)	\$1.1	\$1.1	\$1.2	\$1.3	\$1.7	\$2.0

## Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Strengthen communities through domestic and global service learning and internship opportunities.
- Increase the Idaho Go-On rate while maintaining or increasing graduation rates.
- Address challenges from the Grand Challenges lists established by national organizations (e.g. DOE, Global, NAE, NIH, NSF) that are aligned with UI's strengths.
- Participation on advisory boards (cascading).
- Increase the number of new donors.
- Increase the number of employee partnerships.
- Increase the number of gifts greater than \$25,000.
- Number of individuals, businesses, and communities incorporating best management practices.

---

<sup>2</sup> 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.

# Goal 3: Transform

Educational experiences that improve lives

**Aim:** Advance 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 number of students by desired categories (e.g., residential, non-traditional, transfer, graduate, international).

*Objective B: Develop systems to promote curricular innovation and evolution.*

Indicators: Availability and use of innovation-enabling services, number of offerings of fully on-line and hybrid courses, offerings for distance learners, and student satisfaction scores (e.g., NSSE).

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

Indicators: Measures of student involvement (e.g., NSSE HIP Metric), performance and educational parity, reflecting such things as extracurricular activities, academic performance, undergraduate research, progression, graduation and career placement outcomes across major demographics (all students vs focal group).

## First Waypoint 2016/17-2018/19

Improving educational impact ultimately rests on increasing the number, quality and relevance of conferred degrees. To accomplish this goal, we must grow enrollment, improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint with the intention of shifting our focus to increasing the number of graduates as the primary measure by the final waypoint. The quality of life after college is greatly enhanced when graduates have sufficient exposure to enriching experiences in college. Thus, secondary goals will include the number of high impact practices our students secure before graduation as well as the total number of degrees awarded. The lead and other measures follow in the table below:

Metric	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal
Enrollment	11,372	12,500	13,100	13,600		17,100
Equity Metric: Term 1 GPA / Credits (% equivalent)	87.5%/ 87.5%	90.0%/ 90.0%	92.0%/ 92.0%	93.0%/ 93.0%		100%/ 100%
Retention	80.1%	82%	83%	84%	87%	90%
Graduates (All Degrees)	2861	3110	3300	3360		4000
NSSE HIP Metric	67%	72%	72%	76%		85%
Career Outcome	UI 93% US 95% ID 96%	Ratio of UI/US				

### Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Support academic departments and faculty to develop unique and collaborative curricula that combine multiple fields of study not offered by our peers/competitors.
- Disseminate the successes of our unique, blended, collaborative curricula.
- Invest in capital programs that renovate, update and create academic learning environments (e.g. TEAL Classrooms, DOCEO Center, etc.);
- Provide more opportunities for faculty and students to participate in educational experiences beyond the classroom.
- Invest in infrastructures that provides safe, comfortable, efficient environments conducive to learning and collaboration.
- Continuously improve the technology and data environment on campus and at the extension sites and centers.
- Support research activities with clear connections to classroom teaching and learning.
- Expand affordable educational and academic opportunities that reflect diverse perspectives.
- Increase student financial support to make UI attractive to the broader Idaho and world community.
- Modify curriculum and instruction as needed to increase enrollment and graduation success across all demographics while providing a solid liberal arts foundation.

# Goal 4: Cultivate

## A valued and diverse community

**Aim:** 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: Recruit and retain a diverse faculty, staff and student body.

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

Indicators: Competitive compensation and benefits including career development opportunities to promote continuous skills improvement and augmentation.

*Objective C: Improve efficiency, transparency and communication.*

Indicators: Invest resources wisely to enhance end user experiences (i.e. more customer service oriented) and improve morale.

## First Waypoint 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:

Metric	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal
Chronicle Survey Score	In process					Survey Avg in 4 <sup>th</sup> Group (of 5)
Multicultural Student enrollment (heads)	2605	2922	3130	3305		4300
International Student enrollment (heads)	766					~1800
Faculty turnover rate	17% ?					12%
Multicultural Faculty turnover rate	17% ?					12%
Staff turnover rate	17% ?					12%

## Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Develop a career ladder/promotion system for staff.
- Retention programs aimed at decreasing turnover.
- Integrate professional development into UI's operations by creating responsive programs and recognition of success, including opportunities for growth and promotion of employees.
- Seek opportunities to improve the user experience, especially in terms of administration and student services (excellence in service).
- Improve/promote recruiting and hiring practices that support diversity.
- Increased cultural competency for all employees.
- Bring employee compensation to market standards by 2025.
- Energize the community and foster commitment to university-wide endeavors by communicating our successes while increasing systemic, productive responses.
- Continued diligence to complete exit interviews and periodically review the supplied feedback.

# 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 this plan's success. The strategic plan must be connected to our budget process, our enrollment planning, our accreditation process, our mandated program prioritization process, our hiring process, our capital construction planning and our fundraising goals. The resources to meet our goals will come from multiple sources, including targeted investments from our donors and from the State of Idaho. The bulk of the new resources will come from tuition revenue generated from enrollment growth, which fundamentally underpins this strategic plan. Growing our enrollment from our current 12,000 students to over 18,000 in the next nine years will yield several tens of millions of dollars which will be an important contribution to resourcing the strategic plan.

The University of Idaho values 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 need to harmonize the numerous processes outlined above via an institutional planning and effectiveness committee. This committee will advise the President and the Board on a variety of matters and will coordinate the 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, via cascaded plans, will be provided by units across the University of Idaho. The cascaded plans will detail the utilization of current resources in support of the strategic plan as well as propose new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The duration of the first phase of planning, or first waypoint, will be three years. The Institutional Planning and Effectiveness (IPE) committee will be formed and launched in late spring 2016 and will provide a structure for the collection, implementation and monitoring of cascaded plans. In addition, the IPE committee will start interfacing with the various subcommittees handling other key processes such as enrollment management, budget, and capital planning and fundraising.

Mapping of University of Idaho Plan to the State Board of Education Plan  
(Forthcoming)

DRAFT



## 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 was 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 was 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 was, 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 was the construction of unique institution metrics undertaken.

### Metrics for Goal 1: Innovate:

- 1.) **Highest Degrees** in give Field is the number of D.A.T., Ed.D., M.Arch., M.F.A., M.L.A., M.N.R., P.S.M., Ph.D. and J.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.) The majority of the other metrics used for Goal 1 are drawn from Carnegie Foundation definitions. Measures include doctorates in all fields, research expenditures in all fields, Science & Engineering research staff (postdoctoral appointees and other non-faculty research staff with doctorates). See methodology as described on the Carnegie Foundation website (<http://carnegieclassifications.iu.edu/>). These data are reported by the Carnegie Foundation and is monitored by the Research and Economic Development, Office of UI. The data will be updated as the Carnegie Foundation updates the data.
- 3.) For the **“other terminal degrees”** the number of P.S.M., M.L.A, M.Arch., M.N.R., J.D., D.A.T, Ed.D., and M.F.A. 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.

### Metrics for Goal 2: Innovate:

- 1.) **Impact (UI Enrollment that increases the “Go On rate”).** The metric for this will be one or 2 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 the baseline and reporting of the results will be updated.
- 2.) **Economic Impact** is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and these data will updated as it becomes available.
- 3.) **NSSE Mean Service Learning, field placement or Study Aboard** 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.

### Metrics for Goal 3: Transform:

- 1.) The **enrollment numbers** used for this metric will be derived from the data set used to report to the SBOE at fall census date (PSR-1) which is the same data set used to report to IPEDS and the Common Data Set. There are, however, variations in how the subgroups from this base data set are reported to each entity as they have somewhat different definitions for the subgroups. However, these variations do not impact the metric for this Strategic Plan goal. The IR Census Data file is updated regularly and the data will be reported as the data have been updated.
- 2.) The **educational parity measure** is based in data set used for reporting retention and graduation rate and uses new full-time and part-time students (IR New Frosh Retention). This data set is updated regularly and the metric reported will be updated as the new data is available. The metric consists of two elements: Term 1 GPA and Institutional Credits Term 1. A merge of the students in the IR New Frosh Retention cohort with the First Term GPA from the Student Information Table and term 1 institutional credits defines the base of the metric. Applying the use of “effect size” principles (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>) and using the mean Term 1 GPA for all students to calculate the parity range. A lower Term 1 GPA is defined as .3 of standard deviation (between the 2 for low and 5 for moderate effect size) below the overall mean from the total cohort Term 1’s GPA (using full cohort standard deviation units). A lower Term 1 Institutional Credits is defined as .3 of standard deviation (between the 2 for low and 5 for moderate effect size) below the overall mean from the total cohort Term 1’s Institutional Credits (using full cohort standard deviation units). The percentage of the groups: 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 being in the equivalent parity range is provided ( $n=8$ ). The goal is to have try and reach 100% parity.
- 3.) **Retention** is reported as first-time fulltime student retention at year 1 using the IR New Frosh Retention data set. This is updated annually. The reference group is the mean first year retention reported in the Common Data Set for UI aspirational peers, which includes Virginia Tech, Michigan State University and Iowa State University. The mean for this group in 2015-16 data set is used as the benchmark.
- 4.) **Degrees awarded** (all degrees) is reported from the IR DEGREES MULT data for the most recent year. This matches the Common Data Set and IPEDS. This includes the certificates counts.
- 5.) The **NSSE HIP metric** for overall participation of seniors in 2 or more High Impact Practices (HIP) is used here. 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 percent (67%) well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) had 85% for a percentage. The goal it is reach at least this level by 2025.
- 6.) **Career outcomes** is collected using the IRA using the 1 Year Post Graduation Survey. The item the students respond to is, “What is your primary employment/occupation status?” The percentage that indicate: a.) Employed (including self-employed), b.) Full-Time member of the Armed Forces, c.) Enrolled in further higher education or d.) Participating in a volunteer or service program is totaled for UI overall. The goal of this metric is to exceed the employment rate in the US (<http://data.bls.gov/timeseries/LNS14000000>) of 95% or Idaho ([http://data.bls.gov/timeseries/LASST1600000000000003?data\\_tool=XGtable](http://data.bls.gov/timeseries/LASST1600000000000003?data_tool=XGtable)) of 96%. The employment rate is for US and ID comes from US BLS and is the calculated using the average of

the monthly unemployment rate for the previous calendar year. So, for example as of Jan 1, 2016 the 2015 yearly average would be used. This is updated as the data become available.

Metrics for Goal 4: Cultivate:

- 1.) **Multicultural Students enrollment** (heads) used for this metric will be derived from the data set used to report to the SBOE at fall census date (PSR-1) which is the same data set used to report to IPEDS and the Common Data Set (IR Census). There are, however, variations in how the subgroups from this base data set are extracted so for this metric the data is defined as enrollments listed at the fall Census data using the IPEDS Race variable (no other filters). The IR Census Data file is updated regularly and the data will be reported as the data have been updated.