



The University of Idaho

Strategic Plan

2017-2020

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.

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.

Goal 1: Innovate

Scholarly and creative work with impact

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

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

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 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

Goal 2: Engage

Outreach that inspires innovation 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.

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.

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.

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 Impact¹	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 ²	9%	9%	10%	11%	13%	15%
Economic Impact (\$ Billion)	1.1	1.1	1.2	1.3	1.7	2.0

¹ 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.

² Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Goal 3: Transform

Educational experiences that improve lives

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

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

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

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	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First Term GPA & Credits (% equivalent)	75%	80.0%	85%	90%	95%	100%
Retention	80.1%	82%	83%	84%	87%	90%
Graduates (All Degrees)	2,861	2,900	2,950	3,000	3,500	4,000
NSSE High Impact Practices	67%	70%	70%	75%	80%	85%

Goal 4: Cultivate

A valued and diverse community

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

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

Objective C: Improve efficiency, transparency and communication.

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 Survey Score: Job Satisfaction	In process					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%

Universal Measures

State Board of Education 2017 Performance Measures & Benchmarks

In addition to University of Idaho-selected metrics, the below measures are currently collected from all of the public institutions of higher education and aggregated by the State Board of Education.

Performance Measures	Reported 2015	Benchmark 2017
Graduation Rate		
Total Undergraduate Degree Production (headcount) ³	1,767	1970
Total Graduate Degree Production (headcount) and Professional ⁴	741 / 123	750 / 126
Undergraduate unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ⁵	20%	18%
Graduate unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ⁶	51%	49%
Retention Rate		
Total Full-time new students retained or graduate to the following year ⁷	80%	84%
Total new transfer students retained or graduate to the following year ⁸	77%	76%
Cost of College		
Cost Per Credit Hour (Financials/total weighted UG credit hours from EWA report) ⁹	\$334.80	\$350
Efficiency (Graduates UG w/ Certificates or degree completion per \$100k) ¹⁰	1.199	1.20
Remediation of First-Time Freshman Graduating from Idaho High Schools		
Number ¹¹	150	155
Percentage of Total First Time Freshman ¹²	14%	15%
Dual Credit		
Total Credit Hours ¹³	6,002	7,200
Unduplicated Headcount of Participating Students ¹⁴	1,178	1,200

³ PMR page 3: Graduates Unduplicated Headcount.

⁴ PMR page 3: Graduates Unduplicated Headcount.

⁵ PMR page 3: In previous years this was reported in the PMR as “unduplicated FTE of Graduating Undergraduates/Total Unduplicated Undergraduate FTE” but last year was updated by SBOE to this degree production calculation.

⁶ PMR page 3: In previous years this was reported in the PMR as “unduplicated FTE of Graduating Graduates/Total Unduplicated Graduate FTE” but last year was updated by SBOE to this degree production calculation.

⁷ PMR page 4: This was initially reported in the PMR as 77% and was updated as of Census data 10/15/2015.

⁸ PMR page 4: This was initially reported in the PMR as 81% and was updated as of Census data 10/15/2015.

⁹ PMR page 3: Undergraduate Cost per credit.

¹⁰ PMR page 3: Undergraduate Graduates Cost per credit (efficiency section).

¹¹ PMR page 3: Remediation.

¹² PMR page 3: Remediation.

¹³ PMR page 3: Dual Credit hours taught.

¹⁴ PMR page 3: Dual Credit hours taught.

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 and 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 Mangers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).

Metrics for Goal 2: Engage

- 1.) **Impact (UI Enrollment that increases the Go-On rate)**: 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.

Metrics for Goal 3: Transform

- 1.) **Enrollment:** 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.) **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.

Metrics for Goal 4: Cultivate

- 1.) **Chronicle Survey Score: Survey Average:** 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 Turn Over 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.