University of Idaho
Strategic Plan and Process

FY23 – FY27

**Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2022 for FY23 – FY27**

MISSION STATEMENT

The University of Idaho will shape 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, we will enhance the scientific, economic, social, legal, and cultural assets of our state and develop solutions for complex problems facing our society. We will continue to 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, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.

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

VISION STATEMENT

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

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.*

Performance Measures:
   I.   *Research Expenditures ($ thousand)*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
109,000	111,590	113,107	112,810	Available Later	**114[2]**	**116[3]**

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

Performance Measures:

I.   *Terminal degrees in given field (PhD, MFA, etc.)*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
231	251	242	322	Available Later	325[2]	345[2]

II.   *Number of Postdocs, and Non-faculty Research Staff with Doctorates*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
92	83	103	106	Available Later	110[2]	120[2]

III. *Number of undergraduate and graduate students paid from sponsored projects (System wide metric)*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
765 (UG) & 500(GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	Available Later	675 (UG) & 425 (GR) 1,100 Total[2]	700 (UG) & 500 (GR) 1,200 Total[2]

IV.   *Percentage of students involved in undergraduate research (System wide metric)*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
61%	58%	60%	56%	Available Later	60%[2]	65%[2]

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

Performance Measures
    I.   **Invention Disclosures**

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
24	26	35	29	Available Later	**30[2]**	**33[2]**

GOAL 2: Engage
Outreach that inspires innovation and culture

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.*

Performance Measures:
    I.   ***Go-On Impact[4]***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
40.6%	41.4%	41.4%	41.4%	Available Later	**42%**[Error! Bookmark not defined.]	**43%**[Error! Bookmark not defined.]

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.*

Performance Measures:
    I.   ***Percentage Faculty Collaboration with Communities (HERI)***

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)

					60%Error! Bookmark not defined.	65%Error! Bookmark not defined.
57%	57%	57%	57%	Available Later		

II. Economic Impact ($ Billion)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
1.10	1.10	1.10	1.01	Available Periodically	1.1Error! Bookmark not defined.	1.2Error! Bookmark not defined.

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.*

Performance Measures:

I. Number of Direct UI Extension Contacts

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
405,739	425,128	440,793	220,402	Available Later	350,000[5]	430,000[5]

II. NSSE Mean Service Learning, Field Placement or Study Abroad

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
52%	52%	53%	53%	Available Later	55%Error! Bookmark not defined.	60%Error! Bookmark not defined.

III. Alumni Participation Rate[6]

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
10.3%	9.4%	8.0%	7.4%	Available Later	8.5%Error! Bookmark not defined.	10%Error! Bookmark not defined.

IV.   Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27** (2026-2027)
12,004 /2,755	11,606 /2,450	11,504 / 2,371	8,996 / 1,886	Available Later	**11,500/2,370**[Error! Bookmark not defined.]	**12,500/2,660**[Error! Bookmark not defined.]

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:
I.   Enrollment

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27** (2026-2027)
12,072	11,841	11,926	10,791	11,303	**11,750**[2]	**13,000**[2]

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

Performance Measures:
I.   Retention – New Students (System wide metric)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27** (2026-2027)
80.8% Cohort 2017-18	76.7% Cohort 2018-19	76.7% Cohort 2019-20	74.3% Cohort 2020-21	Available Census Date	**80%**[7]	**84%**[7]

II. Retention – Transfer Students (System wide metric)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
81.3% Cohort 2017-18	82.6% Cohort 2018-19	82.9% Cohort 2019-20	79.7% Cohort 2020-21	Available Census Date	**80%**[Error! Bookmark not defined.]	**84%**[Error! Bookmark not defined.]

III. Graduates (All Degrees:IPEDS)[8], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
2,487 1,570 543/143 Retired by SBOE Retired by SBOE	2,561 1,639 538/134 Retired by SBOE Retired by SBOE	2,646 1,675 592/132 Retired by SBOE Retired by SBOE	2,474 1,568 526/171 Retired by SBOE Retired by SBOE	Available Later	**2,500**[2] **1,600**[2] **600/150**[Error! Bookmark not defined.] **20%**[Error! Bookmark not defined.] **31%**[Error! Bookmark not defined.]	**3,000**[2] **1,850**[2] **800/150**[Error! Bookmark not defined.] **20%**[Error! Bookmark not defined.] **31%**[Error! Bookmark not defined.]

IV. NSSE High Impact Practices

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
73%	73%	77%	77%	Available Later	**77%**[Error! Bookmark not defined.]	**80%**[Error! Bookmark not defined.]

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)

203/1,082 19%	203/970 21%	220/1,005 22%	351/1,054 33%	Avail Later	250/ 25%[Error! Bookmark not defined.]	142/ 12%[Error! Bookmark not defined.]

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Bachelors: 1,798	Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	Available Later	1,800[4]	2,000[4]

VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69.0%	Available Later	Math 54%[4] ENGL 70%[4]	Math 56%[4] ENGL 77%[4]

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
56.6%	59.0%	59.1%	60.7%	Available Later	62%[4]	74%[4]

* Course meeting the Math general education requirement.

IX. Percentage of students completing 30 or more credits per academic year.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
7,284 3,089	7,022 3,068	6,641 2,787	6,288 2,631	Available Later	42%[4]	44%[4]

42.4%	43.7%	42%	41.8%			

X. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
37.1% Cohort 2014-15	38.2% Cohort 2015-16	40.7% Cohort 2016-17	41.1% Cohort 2017-18	Available Later	**42%[4]**	**44%[4]**

XI. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
59.3% Cohort 2012-13	56.1% Cohort 2013-14	59.5% Cohort 2014-15	59.1% Cohort 2015-16	Available Later	**60%[4]**	**62%[4]**

XII. *Number of UG programs offering structured schedules.**

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	**155/155[4]**	**155/155[4]**

*The definition of this metric was unclear, but all programs have an approved plan of study.

XIII. *Number of UG unduplicated degree/certificate graduates.*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Bachelors: 1,570	Bachelors: 1,639	Bachelors: 1,675	Bachelors: 1,568	Available Later	**1,650[4]**	**2,000[4]**

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

Performance Measures:
   I.   ***Equity Metric: First term GPA & Credits (% equivalent)***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27 (2026-2027)**
75%/75%	62.5%/50%	62.5%/62.5%	75%/75%	Available Later	**90%/90%**[Error! Bookmark not defined.]	**90%/90%**[Error! Bookmark not defined.]

GOAL 4: Cultivate
A valued and diverse community

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.*

Performance Measures:
   I.   ***Multicultural Student Enrollment (head count)***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27 (2026-2027)**
2,799	2,764	2,613	2,406	Available Later	**2,750**[9]	**3,305**[9]

   II.   ***International Student Enrollment (heads)***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**	
					FY23 (2022-2023)	**FY27 (2026-2027)**
717	755	662	475	Available Later	**500**[Error! Bookmark not defined.]	**750**[Error! Bookmark not defined.]

III. Percentage Multicultural a) Faculty and b) Staff

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
22.1% / 12.5%	20.6% / 12.1%	21.3% / 13.2%	20.6% / 13.4%	Available Later	22% / 14%[Error! Bookmark not defined.]	23% / 15%[Error! Bookmark not defined.]

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

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
Survey avg in the 3rd group of 5	Survey avg in the 2nd group of 5	Survey avg in the 2nd group of 5	Survey avg in the 3rd group of 5	Available Later	Survey avg in the 4th group of 5[10]	Survey avg in the 4th group of 5[10]

II. Full-time Staff Turnover Rate

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
17.0%	15.8%	23.5%	19.7%	Available Later	17%[11]	15%[11]

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

Performance Measures:

I. Cost per credit hour (System wide metric)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
$383	$412	$423	$507	Available Later	$500[12]	$400[12]

II. Efficiency (graduates per $100K) (System wide metric)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark	
					FY23 (2022-2023)	FY27 (2026-2027)
0.97	0.96	0.97	0.88	Available Later	1.00[Error! Bookmark not defined.]	1.25[Error! Bookmark not defined.]

Key External Factors

Factors beyond our control that affect achievement of goals

- *The COVID pandemic, and its impact on enrollment, retention, and the go-on rate.*
- *The general economy, tax funding and allocations to higher education.*
- *The overall number of students graduating from high school in Idaho and the region.*
- *Federal guidelines for eligibility for financial aid.*
- *Increased administrative burden increasing the cost of delivery of education, outreach and research activities.*

Evaluation Process
A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

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[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/).

[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

[3] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

[4] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

[5] Internally set standard to assure program quality.

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

[7] Based on a review of our SBOE peer institutions

[8] 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.

[9] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

[10] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

[11] Based on HR's examination of turnover rates of institutions nationally.

[12] Established by SBOE.

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate Scholarly and creative work with impact Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world				
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.			✓	
GOAL 2: Engage Outreach that inspires innovation and culture 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 .		✓	✓	
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.		✓	✓	

✔	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
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.	✔	✔		
GOAL 3: Transform Educational experiences that improve lives *Increase our educational impact.*				
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.		✔		
GOAL 4: Cultivate A valued and diverse community *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.		✔	✔	
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.	✔			

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 Mangers 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.) **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. (https://www.case.org/resources/voluntary-support-education-survey). 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:** 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 all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups is 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. 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 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 https://greatcollegesprogram.com/participation-reports.

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 updated annually.