

University of Idaho

A LEGACY OF LEADING



Year One Self-Evaluation Report Standard One: Mission and Core Themes

**Submitted to the Northwest Commission on Colleges and Universities
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INSTITUTIONAL OVERVIEW

The University of Idaho is the state's land-grant research university. The University was established 1889 by a statute of the Fifteenth Territorial legislature, a year before Idaho became a state. The University is governed by the State Board of Education which also serves as the University of Idaho, Board of Regents. The Board establishes the role and mission for each institution, provides direction through its strategic plan, implements legislative initiatives, and adopts policies and procedures for general operations.

As we prepare for the future, President Staben provided this direction for the university (August 17, 2015):

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.

Four primary goals resulted from this work.

The focus of Goal 1: Innovate – Scholarly and creative work with impact, reflects the diversity of the disciplinary and interdisciplinary research of university faculty, staff, and students. Contributions to the arts and humanities, social sciences, and natural sciences create new knowledge, cross disciplines for the development of integrated solutions to complex problems, and enrich communities throughout Idaho and the world. Scholarly work is disseminated professionally, through publications and presentations, creative works, patents, and technology transfer. Sponsored project expenditures in FY2015 were approximately \$100 million.

Goal 2: Engage – Outreach that inspires innovation and culture focuses on the commitment of the University to outreach and engagement evidenced through the strong connections faculty and staff maintain with Idaho communities, P-12 education,

businesses, industry, agencies, and stakeholders. These connections provide the foundation for outreach in support of identified needs and interests in Idaho, connecting faculty, staff, and students with partners in the state to invest in Idaho and provide venues for hands on teaching, research, and creative activity. This work extends outside of Idaho to address national and international problems as well and has been recognized in our selection to the President's Higher Education Community Service Honor Roll for 2014 (the ninth consecutive year of this recognition).

Goal 3: Transform – Educational experiences that improve lives – provides the context for the educational opportunities for our students. The University of Idaho serves a student body of 11,372 undergraduate, graduate, and professional students from Idaho, 38 other states and more than 70 countries. Most undergraduate students are served in the residential atmosphere provided in Moscow through comprehensive disciplinary and interdisciplinary degrees building on a strong general education. General education and degree programs help students achieve the five university learning outcomes; program assessment supports the continuous improvement of programs and services. Student engagement is emphasized in curricular, co-curricular, and extra-curricular activities. Graduate and professional students are served in Moscow and at the three regional centers in master's, specialist, and doctoral degrees. An increasing number of courses and programs are available to students at a distance.

Goal 4: Cultivate – A valued and diverse community – supports the university commitment to a climate and culture that welcomes and cares about students, staff, faculty, and administrators statewide to align with the mission and core themes. University leadership works with and invites participation of student leadership, Staff Council, and Faculty Senate in the development and implementation of policies and procedures. Our focus on the recruitment and retention of diverse students, staff, faculty, and administrators and the attention we pay to University climate reflects the commitment to our values and the environment we are developing to meet society's challenges.

Consistent with its land-grant mission, the University of Idaho serves the State through its main campus with ten colleges; three centers located at Boise, Northern Idaho, and Idaho Falls; and through its network of extension offices in 42 of 44 counties and seven research and extension centers. The work of the University is also supported through resources such as Taylor Ranch, McCall Outdoor Science School, the University of Idaho Experimental Forest, Idaho Geological Survey, Washington-Idaho Veterinary Program, and the Washington-Wyoming-Alaska-Montana-Idaho (WWAMI) medical education program. The University of Idaho main campus is located in Moscow, a community with a population of 23,800 located in the Palouse region of northern Idaho. A strong relationship exists between the University and the city. A distinctive characteristic of the region is the proximity to Washington State University's main campus eight miles away in Pullman, allowing for shared programming, departments, and initiatives.

PREFACE

Institutional Changes since the Institution's Last Report

The following changes have occurred since the spring 2015 Seven Year Report and Visit:

- President Chuck Staben began his presidency March 1, 2014. Since that time, the University has made the following key hires in leadership roles:
 - John Wiencek, Provost and Executive Vice President, June 1, 2015
 - Dan Ewart, Vice President for Infrastructure, June, 2015
 - Brian Foisy, Vice President of the Division of Finance, September 1, 2015
 - Jean Kim, Vice Provost for Student Affairs, January 4, 2015
 - Mary Kay McFadden, Vice President for Advancement, September 1, 2015
 - Jerry McMurtry, Interim Dean, College of Graduate Studies, July 5, 2015
 - Michael Parella, Dean, College of Agricultural and Life Sciences, January 1, 2016
 - Dale Pietrzak, Director of Institutional Research and Assessment, June, 2015
 - Barbara Beatty, Ombuds, April 4, 2016
- In addition a search was conducted for a new Executive Director of HR and the successful candidate, Wesley Matthews, will start on May 23, 2016.
- The Division of Finance and Administration was reorganized: 1) the Division of Infrastructure was created and includes Facilities, Information Technology Services, Public Safety and Security, Environmental Health & Safety, University Support Services, Administrative Operations, Parking and Transportation Services and Real Estate, 2) the Division of Finance includes Auxiliary Services, Budget Office, Controller, and Human Resources, 3) Enrollment Management and Student Services were merged under one Vice Provost in January 2015.
- The University has engaged in a significant comprehensive strategic planning process; the proposed plan and metrics were presented at the April 2016 University of Idaho Board of Regents/State Board of Education meeting. The plan provides overarching guidance for the University of Idaho for the next ten years.
- Increasing the GO-ON rate of Idaho students is a priority of the university. New initiatives were implemented state-wide through the Extension network to connect with families statewide through a new application process.
- Structural and process reviews are underway to improve and streamline processes (e.g., hiring processes, facilities inventory, and unit efficiencies).
- We continue to monitor and refine the general education curriculum including participating in the statewide GEMS program.

- Changes in degrees offered, both new and discontinuations, have occurred as reported to the Commission.
- A second -year program for College of Law students was added in Boise in 2014 and anticipate adding the first year in the near future.
- We continue to make facilities improvements. Two buildings are coming online: the renovated College of Education Building will be completed in summer 2016, and the new Integrated Research and Innovation Center (IRIC) will come online in 2017.

Response to Topics Previously Requested by the Commission

The last Northwest Commission on Colleges and Universities comprehensive visit was hosted in spring 2015. The comprehensive visit yielded four recommendations; this Year One Report includes the response to Recommendation 1 of the spring 2015 visit.

Recommendation 1 (Spring 2015 Seven Year Report):

The articulation of an acceptable degree of mission fulfillment is stated in terms of peer benchmarks and national norms. If that articulation is retained, the evaluation committee recommends that the benchmarks or norms used must be clearly identified and used in the assessment of mission fulfillment. This is particularly a concern for Core Themes 1, 3, and 4 (Standard 1.A).

The University of Idaho has developed a new strategic plan that clearly defines metrics and benchmarks for each goal. We have been intentional in aligning the strategic plan goals and the core theme actions, assessments, analyses and potential improvements to optimize our time and effort. As a result of this process, the university has modified the core theme titles and objectives and clearly specified metrics and benchmarks for each core theme. The focus of the core themes continues to reflect the role and mission of the University of Idaho: research and scholarly activity, outreach and extension, and student learning and success. (The focus of the previous fourth core theme has been defined as structural and is addressed through the strategic plan.)

Institutional Research and Assessment (IRA) provides data from established reports and assists with the analysis and application of the findings. Metrics, based on national, state, and other external criteria (when available) are identified for each of the three core themes, typically drawing from data gathered institutionally (e.g., IPEDS, NSSE, Graduating Session Survey, and so forth). Data sets have been developed to measure specific student outcomes. Benchmarks have been established for each of the core themes and are used to assess and analyze progress on a regular basis.

Metrics identified for each of the core theme are included in the descriptions in the following sections. Data will be reported and analyzed regularly for each core theme; the data will be aggregated and form the basis for determining mission fulfillment.

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

2. AUTHORITY *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

The University of Idaho was created by an Act of the Territorial Legislature on January 30, 1889. The Territorial Act was incorporated into the Constitution of the State of Idaho in Article IX Section 10. The University's authority to operate and award degrees stems from the Territorial Act, as incorporated into the constitution.

The University is governed by its Board of Regents (established under section 2 of the Territorial Act) which also serves as the governing board for the other state public higher education institutions.

3. MISSION AND CORE THEMES *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students, and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

Consistent with Board policy, the strategic plans for the four-year public institutions in Idaho are reviewed and/or approved by the University of Idaho, Board of Regents/State Board of Education. Mission statements for all four institutions were approved in 2011. The approved mission continues in effect with minor working changes which will be discussed by the Board in April, 2016 and acted on at the June 16, 2016 meeting.

The mission statement provides direction for the University of Idaho in the scholarly and creative activity of faculty, staff, and students; outreach to and engagement with its communities and partners in business, industry, and agencies; in the design and delivery of degree programs; and its commitment to a diverse, efficient, and vibrant university community statewide. The strategic plan goals and core themes are aligned with the mission. University resources are allocated with programs and services through a coordinated resource allocation and assessment process. An annual process for assessment, analysis, and continuous improvement provides the mechanism to evaluate mission fulfillment and to address university strengths and areas for improvement.

Standard 1.A Mission

Standard 1.A.1: *The institution has a widely published mission statement – approved by its governing body – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

The University of Idaho mission was approved by the Board of Regents/State Board of Education in April 2011. The mission provides the context for the vision, principles and values, goals, and measures of performance for the university. Minor revisions have been made to the mission statement as a result of the 2016-2015 strategic plan development. The mission will be formally considered at the June 16, 2016 Board meeting; modifications will be made if/as needed at that time. The mission, as refined, reads as follows:

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 2025: 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.

The university community has been fully engaged in the development of the 2016-2025 strategic plan and the articulation of the core themes. The strategic plan and the core themes are aligned, an intentional outcome of the strategic plan and accreditation processes. Faculty, staff, students and external constituents had access to the strategic plan process through various input mechanisms (e.g., meetings, web and electronic submissions, leadership breakfasts, town hall meetings, and alumni survey). The close alignment between the four strategic plan goals and the three core themes maximizes community engagement with the core themes and mission fulfillment.

Standard 1.A.2: *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional*

accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The mission and vision statements provide the direction for the three core themes. Each core theme has three objectives and overarching metrics to assess to assess mission fulfillment. Unit cascading plans add definition to the core themes, and three waypoints scheduled in 2019, 2022, and 2025 create the opportunity to reflect on mission fulfillment. This ongoing cycle provides the mechanism to identify the effectiveness of current directions and the development of next initiatives.

Mission fulfillment is assessed using these metrics (primary proxy measures): number of terminal degrees (reflecting research, scholarly activity, and graduate program productivity), societal impact (go-on rates [students participating in post high school education]) education and equity (student success in the first semester). Each core theme has one or two key metric(s) that support the assessment of mission fulfillment, represented in Table 1. Mission Fulfillment Metrics below. University measures of performance are based on national, state, and university data; reported annually by units; and examined systemically at each three-year way-point. (See Standard 1.B for specific core theme measures).

Table 1. Mission Fulfillment Metrics

Performance Measures	Baseline	July 2017	July 2018	July 2019	Waypoint 2 July 2022	Final Goal
Terminal Degrees (PhD, MFA etc.)	275	285	300	325	380	425
Societal Impact (Go On)	In Processes					+50%
Enrollment (Heads)	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits	75%	80%	85%	90%	95.0%	100%

Analyses associated with the core theme objectives and assessment include the processes, resources, and infrastructure support needed to achieve the mission of the university (the Division of Finance, Division of Infrastructure, Office of Research and Economic Development, and University Advancement). Faculty and staff provide recommendations through the newly formed Institutional Planning and Effectiveness Committee (IPE), the University Budget and Planning Committee, and similar established committees. Recommendations are transmitted to the vice presidents (convened by the provost and executive vice president), and President’s Cabinet to determine mission fulfillment and, if needed, changes to better meet mission fulfillment.

Standard 1.B Core Themes

Standard 1.B – Core Themes: *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

The University of Idaho has three core themes that describe the essential elements and characteristics of the mission: research, scholarly, and creative activity; outreach and engagement; and teaching and learning. These core themes individually and collectively define mission fulfillment for the university and provide the foundation for assessment and continuous improvement. The three core themes are introduced here:

- Core Theme One: Innovate – Scholarly and creative work with impact
- Core Theme Two: Engage – Outreach that inspires innovation and culture
- Core Theme Three: Transform – Increase our educational impact

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The core themes and the articulation of mission fulfillment follow.

Core Theme 1: Innovate **Scholarly and creative work with impact**

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

Overview

As the public research institution, dedicated to our statewide land-grant mission, the University of Idaho engages in research, scholarly, and creative activities to enhance the quality of life and build cultural awareness and understanding, economic vitality and the sustainability of human, natural and technology systems within the state, nationally, and internationally. Our endeavors range from developing best practices in agriculture, engineering, architecture, business, education, and natural resources, to artistic creativity in the humanities and arts. They also range from discoveries in the biophysical, ecological, social, and earth sciences, helping people understand and adapt to an ever changing global environment, to using policy, sciences, and law to enhance social justice and civil society.

We foster an organizational culture that supports research, scholarly, and creative activity, pursued by teams of faculty, students, staff, and external collaborators seeking to develop solutions to complex societal problems significant to the state, nation, and

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/>).

world. We have a networked infrastructure of statewide centers and extension locations, research and outreach entities, libraries, electronic databases, laboratories and classrooms, performance venues, field stations, sensing arrays, and collaborating communities. This infrastructure is complemented by active collaboration with national laboratories; governmental organizations; tribal governments; corporate and private sector enterprises; not-for-profits; land and water management agencies; agricultural commissions; arts and service organizations; P-12 schools; and partners in higher education throughout the world. Our approaches to creativity, discovery, and application are diverse, but directed by strategic choices, the active involvement of stakeholders, and our desire to advance the sciences, humanities, arts, and the professions.

Objectives and Indicators

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).

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.

Measuring Mission Fulfillment

The leading indicator (proxy) 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 and 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. Undergraduate and graduate student research provides students with opportunities to work in programs and laboratories with nationally and internationally known researchers while they develop their own research interests, skills, and future agendas. 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 provided in Table 2, Metrics for Core Theme One.

Table 2: Metrics for Core Theme One

Metric	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal
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

Each of these measures adds further definition to the metrics on Table 1, Mission Fulfillment Metrics.

Data will be gathered annually, and the information resulting from these metrics will be integrated in the analyses on mission fulfillment.

Additionally, the undergraduate research metric is integrated in Core Theme Three, Transform – Educational Experiences that Transform Lives.

Core Theme 2: Engage

Outreach that inspires innovation and culture

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

Overview

Our outreach vision is to serve Idaho with an interconnected system of people, programs, and facilities. Through this integrated system, we form active partnerships to address critical issues in Idaho and beyond. Our partners include industry, public agencies, tribes, communities, and individuals. Engagement at the University of Idaho includes integrating outreach, teaching and learning, and research, scholarly, and creative activity, partnering with constituents for the mutually beneficial exchange of knowledge and resources, and working across disciplines. As a result, our research is useful and applied beyond the academic community, enables learning to occur outside the classroom, encourages the creation and dissemination of knowledge, and directly benefits our students and the public.

University faculty, staff, and students collaborate locally, regionally, nationally, and internationally to identify emerging issues and to apply knowledge to address these issues. The partnerships across programs and disciplines foster new ways of thinking, address complex challenges, promote new ways of thinking, and result in unique solutions. Innovative processes and results help support engagement and outreach, a significant component of the university's mission.

Engagement extends through our various constituents. Academic and student support units, through curricular, co-curricular, and extra-curricular initiatives, serve the university, state, nation, and internal locations. Alumni and friends of the university support university initiatives through programs, service on advisory boards, and advancement. And, as noted above, extension and outreach connect the university with communities in Idaho and beyond. The outcomes of these relationships and partnerships provide hands-on learning for students, new knowledge with and for partners, and service to our stakeholders

Objectives and Indicators

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: 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, UI Extension.

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. Additionally, an unbiased measure of the impact of the response/programs will be 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 contributions of time, treasure and talent.

Measuring Mission Fulfillment

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. Meeting the goal of 60% of Idahoans with postsecondary education is critical for the future of Idaho. In support of this overarching goal and metric, additional measures include data on extension programs and services, faculty and staff collaboration with communities; student co- and extra-curricular and/or local, regional, national, and international service and service learning, and partnerships with alumni and friends of the university. We measure the overall impact of the university through its impact locally and in Idaho. The lead and other measures follow in Table 3, Metrics for Core Theme Three.

Table 3: Metrics for Core Theme Two

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	52%	56%	58%	60%	66%	72%

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.

Placement or Study Abroad**						
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

*Survey administered every three years

**Survey administered every two years

***Survey completed every three years

Each of these measures adds further definition to the metrics on Table 1, Mission Fulfillment Metrics.

Data will be gathered annually, and the information resulting from these metrics will be integrated in the analyses on mission fulfillment.

Additionally, the NSSE service learning field placement, or study abroad, the dual credit, and increasing Idaho Go-On rates while maintaining or increasing graduation rates metrics are integrated in Core Theme Three, Transform – Educational Experiences that Transform Lives.

D³ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

Core Theme 3: Transform

Educational experiences that improve lives

Aim: Increase our educational impact.

Description

The University of Idaho is a distinctive intellectual community that values and supports diversity, creativity, and the academic and professional development of its students. Our university learning outcomes challenge students to: 1) learn and integrate; 2) think and create; 3) communicate; 4) clarify purpose and perspective; and 5) practice citizenship through rich and diverse curricular, co-curricular, and extracurricular opportunities. Students' lives are transformed through engagement with caring faculty and staff and substantive opportunities for service, leadership, and cultural enrichment. They develop intellectual capacity and social responsibility through service and engagement opportunities that extend beyond the classroom into organizations, industries, agencies, and communities.

We encourage curricular design and course delivery that embraces high impact practices, supports and stimulates interdisciplinary programs and collaborations, and results in scholarly and creative activity among students, faculty, and stakeholders. Our faculty members are dedicated to advancing their fields and their continuous professional development in both content and pedagogy, and many of them are recognized regionally, nationally, and internationally for their expertise. Our programs of study help students develop new knowledge, skills, and techniques and prepare them to meet the changing needs of society. We are committed to student success, retention, and degree completion.

We are committed to a culture of continuous improvement, one that recognizes assessment as a tool to improve the teaching and learning processes. Our processes engage students, staff, faculty, and administrators in continuous, data driven, and effective assessment that forms the basis for celebration of accomplishments and strengthens areas identified for improvement. Internal assessments are coupled with external input offered through accreditation agencies, professional organizations, external program reviews, advisory boards, alumni, and other stakeholders.

Objectives and Indicators

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: Foster educational excellence via 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. National Survey of Student Engagement).

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

Indicators: Measures of student engagement, performance and educational parity, reflecting such things as extracurricular activities, academic performance, undergraduate research, progression and graduation outcomes across major demographic groups.

Measuring Mission Fulfillment

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 initially, 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 in and out of the classroom.

Table 4: Metrics for Core Theme Three

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%		80%	85%

*Survey administered every two to three years

Additional Measures of Student Success and Program Quality

The performance measures presented in Table 4, Metrics for Core Theme Three are further extended to include information sources that support direct and indirect measures regarding the student experience and degree completion. These will include student input on quality of instruction, experiences in and out of the classroom, academic progress, and overall program quality.

Overall quality of program will be assessed annually at the department level. Departments will articulate measures (e.g., retention, graduation rates, DFW(I) grades)

to determine the effectiveness of program assessment and improvement. This will be in effect beginning with the 2016-2017 academic year.

Data will be gathered annually, and the information resulting from these metrics will be integrated in the analyses on mission fulfillment.

As noted in Core Theme One and Two, metrics used to assess student learning and experiences are also assessed in Core Theme Three, Transform – Educational Experiences that Transform Lives.

CONCLUSION

The University of Idaho has a well-defined mission and role, articulated through its strategic plan and core themes. Using the recently approved mission statement and working at the intersection of the university strategic plan and core themes, we have articulated meaningful and consistent measures to assess core themes and to address mission fulfillment. This coordinated approach engages the university community, increases our effectiveness, and streamlines our processes.

We have been working at the confluence of several changes the past two years that have resulted in planning opportunities, resource allocations, focused assessment, and continuous improvement. The university strategic plan expired, and a new plan was approved by the University of Idaho, Board of Regents/State Board of Education. In the past two years, the university experienced turn-over in all but one central administrative positions and the remaining position was reconfigured. A new annual budgeting process was initiated. A university committee, Institutional Planning and Effectiveness (IPE), was formed to oversee and provide input on planning and the continuing implementation of the strategic plan. These and other changes have provided an opportunity to assess current goals and develop bold outcomes for the future.

We are using the data identified in the strategic plan, complemented by additional data identified in Core theme Three, to assess our progress and continuously improve our performance as the state land-grant research university. This process is supplemented by cascading unit plans and relevant information gathered through annual reporting and the third year way-points. Internal committees and procedures are in place to actively review our progress towards mission fulfillment and to provide the information for the Northwest Commission on colleges and Universities and our constituents.