



Strategic Plan Progress Report September 2018

The tables below provide recent data and comments on each goal of the strategic plan as approved by the Regents in May 2018.

Red text: Not making progress

Blue text: Making progress

Green text: Goal met

Goal I: Enhance student participation in, and experience of, high-impact educational practices										
May 2018 Strategic Plan	September 2018 data	Comments								
<p>I.1. Maintain the percentage of graduating seniors who have engaged in a high-impact practice connected to their vocation or career (internship, research, practicum, etc.) at 85% or higher.</p>	<p style="text-align: center;"><i>Percentage of First Destination Survey respondents indicating they had participated in at least one vocation- or career-related experiential learning opportunity</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Class year</th> <th style="text-align: center;">% who participated in career HIP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">85.8%</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">87.1%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">79.5%</td> </tr> </tbody> </table>	Class year	% who participated in career HIP	2018	85.8%	2017	87.1%	2016	79.5%	<p>These results capture student participation in a broad array of vocation- and career-related high-impact programs in multiple sectors of the college, including internships, pre-licensure field experiences (education, nursing, social work), research during the academic year through St. Olaf (DUR, IR, Advanced Lab), summer research at St. Olaf (CURI, McNair), summer research through another institution, Academic Civic Engagement courses, long-term shadowing experiences, and math/physics practica.</p>
Class year	% who participated in career HIP									
2018	85.8%									
2017	87.1%									
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I.2. While maintaining high rates of participation, ensure equity of access to off-campus study, so that by 2020 off-campus study participants are reflective of the St. Olaf student body as a whole.

Overall participation rates in off-campus study

Class year	% who studied off-campus
2018	78%
2017	74%
2016	76%

Subgroup participation rates compared to subgroup percentage of all St. Olaf graduates

Class year	IOS participants	All graduates
<i>% male</i>		
2018	33%	38%
2017	37%	43%
2016	36%	42%
<i>% domestic multicultural</i>		
2018	18%	19%
2017	15%	16%
2016	17%	18%
<i>% high or medium need</i>		
2018	54%	56%
2017	43%	44%
2016	43%	45%
<i>% first generation</i>		
2018	14%	15%
2017	13%	13%
2016	10%	11%

With 531 members of the graduating class of 2018 having participated in one or more off-campus study or international educational experiences, including 16 international credit-bearing internships and independent study, we continue to meet the goal of maintaining the college's high rates of participation. For the ninth year in a row, the November 2017 Institute of International Education *Open Doors Report* ranked St. Olaf #1 among baccalaureate institutions for the total number of study abroad students. The incorporation of an off-campus study component in the 2018 international orchestra tour provided a study abroad opportunity to a group of students who otherwise can find it difficult to participate.

Rates of participation by domestic multicultural, non-resident international, low-income, and first-generation status closely reflect the composition of the student body. Male participation continues to track below overall composition of the class.

<p>I.3. Meet student demand for learning communities, such as St. Olaf's signature Conversation Programs.</p>	<p><i>Total enrolled in a Learning Community</i></p> <table border="1" data-bbox="764 232 1098 394"> <tr> <td>Fall 2018</td> <td>460</td> </tr> <tr> <td>Fall 2017</td> <td>469</td> </tr> <tr> <td>Fall 2016</td> <td>432</td> </tr> <tr> <td>Fall 2015</td> <td>451</td> </tr> <tr> <td>Fall 2014</td> <td>456</td> </tr> </table>	Fall 2018	460	Fall 2017	469	Fall 2016	432	Fall 2015	451	Fall 2014	456	<p>Enrollments remain stable in the American, Asian, Environmental, and Public Affairs Conversations, and are strong but below recent levels in the Great Conversation and Science Conversations, as well in the Chemistry/Biology learning community. Discussions continue regarding establishing a new "Creative Conversation."</p>																				
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<p>I.4. Ensure high-quality academic advising of all students, resulting in student ratings of their advising interactions in the National Survey of Student Engagement that exceed the mean results for other participating baccalaureate colleges and show improvement over previous administrations of the survey.</p>	<p><i>National Survey of Student Engagement advising item results</i></p> <table border="1" data-bbox="728 561 1131 984"> <thead> <tr> <th colspan="3">Quality of interaction with academic advisors, scale of 1-7</th> </tr> <tr> <th></th> <th>St. Olaf students</th> <th>Carnegie comparison</th> </tr> </thead> <tbody> <tr> <td colspan="3"><i>First-years</i></td> </tr> <tr> <td>2018</td> <td>5.1</td> <td>5.4</td> </tr> <tr> <td>2015</td> <td>5.4</td> <td>5.4</td> </tr> <tr> <td>2013</td> <td>5.4</td> <td>5.3</td> </tr> <tr> <td colspan="3"><i>Seniors</i></td> </tr> <tr> <td>2018</td> <td>5.6</td> <td>5.6</td> </tr> <tr> <td>2015</td> <td>5.6</td> <td>5.7</td> </tr> <tr> <td>2013</td> <td>5.6</td> <td>5.7</td> </tr> </tbody> </table>	Quality of interaction with academic advisors, scale of 1-7				St. Olaf students	Carnegie comparison	<i>First-years</i>			2018	5.1	5.4	2015	5.4	5.4	2013	5.4	5.3	<i>Seniors</i>			2018	5.6	5.6	2015	5.6	5.7	2013	5.6	5.7	<p>Results remain essentially unchanged in the most recent NSSE administration. Recent changes in advising may need a few years to show results, especially among the graduating class.</p>
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<p>I.5. Ensure high-quality career advising of all students, resulting in 85% or more of graduating seniors indicating in the First Destination Survey that they feel confident in their ability to pursue meaningful work, education, or service activities following graduation.</p>	<p><i>Percentage of First Destination Survey respondents indicating they feel confident in their ability to pursue meaningful work, education, or service activities following graduation</i></p> <table border="1" data-bbox="737 1219 1131 1284"> <tr> <td>Class of 2018</td> <td>85.8%</td> </tr> <tr> <td>Class of 2017</td> <td>87.1%</td> </tr> </table>	Class of 2018	85.8%	Class of 2017	87.1%	<p>Best practice in current career theory states that the entire college is responsible for vocation and career, with the career center taking the lead in collaborating with departments to achieve this goal. St. Olaf's practices and outcomes reflect this thinking. Overall engagement of students with the Piper Center (events and career advising) is hovering near 80% annually, well above the average of the Liberal Arts Career Network. Overall 1:1 career advising by staff coaches and student Peer Advisors is currently at</p>																										
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		<p>5587 appointments, reaching 53% of students annually. At the same time, additional First Destination Survey results show that students speak to many other campus partners about vocation and career, including faculty, on-campus work supervisors, athletic coaches, other members of staff, and alumni (see detail in Strategic Plan Update Appendix A-1).</p> <p>Going forward, the Piper Center is partnering with Student Employment to pilot a new program ("Iowa Grow") to increase opportunities for on-campus work supervisors to have meaningful conversations about vocation and career with student employees.</p>
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Goal II: Enhance student participation in, and experience of, residential life					
May 2018 Strategic Plan	September 2018 data			Comments	
<p>II.1. Eliminate any institutional barriers to the full participation of students in high-quality co-curricular programs and activities, so that by 2020, the racial, ethnic, and gender composition of these programs and activities is similar to that of the student body as a whole.</p>	<p><i>National Survey of Student Engagement</i> <i>Students' estimates of number of hours/week spent in co-curricular activities</i></p>			<p>We compiled baseline data from a wide variety of sources to examine our performance on this goal. Students' estimates of their time commitments to co-curricular activities by ethnicity and nationality suggest that first-year students of color and international students are less engaged than their domestic white student counterparts, but that by their senior year, the gap in level of engagement between domestic white students and domestic students of color has narrowed, while the engagement of international students outpaces the engagement of all domestic students. Men report more time commitment to co-curricular activities than do women among both first-years and seniors.</p> <p>We also examined the distribution of domestic white students, domestic students of color, international students, men, and women in a variety of co-curricular activities, in order to compare their representation in these activities to their representation in the student body as a whole. The results are encouraging. The composition of the activities and organizations we examined by race/ethnicity/internationality is similar to the composition of the student body for all examined activities except music ensembles. Gender parity is evident across all examined activities with the exception of Hall Council membership, which is an elected position. (See the Strategic Plan Update Appendix A-2)</p>	
		Domestic white students	Domestic students of color		International students
	<i>First-years</i>				
	2018	9.0	7.0		7.6
	2015	7.7	8.2		7.0
	<i>Seniors</i>				
	2018	8.2	7.8		9.7
	2015	9.1	7.8		6.0
		Male students	Female students		
	<i>First-years</i>				
2018	8.9	8.1			
2015	8.4	7.3			
<i>Seniors</i>					
2018	10.1	7.4			
2015	10.6	7.9			
<p><i>Composition of participants in selected co-curricular activities compared to composition of all St. Olaf students Academic Year 2017-18</i></p>					
	Domestic white students	Domestic students of color	International students		
All St Olaf students	71%	19%	10%		
Wellness Center	71%	19%	10%		
Music ensembles	84%	13%	1%		

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<p>II.2. Reduce the incidence of high-risk behaviors associated with alcohol and drug use, resulting in Spring 2018 National College Health Assessment results that exceed the mean results for other participating institutions and show improvement over the previous administration of the survey.</p>	<p><i>Students who consumed 5 or more drinks of alcohol at a sitting at least once in past two weeks:</i></p> <table border="1" data-bbox="737 321 1142 483"> <thead> <tr> <th></th> <th>St. Olaf students</th> <th>All NCHA students</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>28%</td> <td>33%</td> </tr> <tr> <td>2014</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>2010</td> <td>34%</td> <td>35%</td> </tr> </tbody> </table> <p><i>Percentage of students who did something they later regretted when drinking in the past year:</i></p> <table border="1" data-bbox="737 634 1142 797"> <thead> <tr> <th></th> <th>St. Olaf students</th> <th>All NCHA students</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>30%</td> <td>28%</td> </tr> <tr> <td>2014</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>2010</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table> <p><i>Percentage of students who used marijuana at least once in the past 30 days:</i></p> <table border="1" data-bbox="737 911 1142 1073"> <thead> <tr> <th></th> <th>St. Olaf students</th> <th>All NCHA students</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>20%</td> <td>22%</td> </tr> <tr> <td>2014</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>2010</td> <td>11%</td> <td>17%</td> </tr> </tbody> </table>		St. Olaf students	All NCHA students	2017	28%	33%	2014	36%	36%	2010	34%	35%		St. Olaf students	All NCHA students	2017	30%	28%	2014	30%	30%	2010	27%	27%		St. Olaf students	All NCHA students	2017	20%	22%	2014	15%	20%	2010	11%	17%	<p>The college has increased education and training related to alcohol and other drug use during orientation and in Wellness Center events, and elevating security and behavior expectations at campus social events such as dances and concerts. Our approach promotes both risk reduction strategies and policy enforcement strategies.</p>
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<p>II.3. Prevent sexual misconduct among members of the St. Olaf community.</p>	<p>The HEDS Sexual Assault Campus Climate Survey was administered in Spring 2017 and the results are serving as a baseline for our ongoing efforts. St. Olaf's 2017 results were similar to results for other small institutions:</p> <p><i>Students reporting an experience of attempted but not completed sexual assault since enrolling at the institution</i></p>	<p>With the exception of trend reporting that cannot be completed until we have accumulated three years of data in Fall 2019, the recommendations of the Title IX Working Group have now been fully implemented. Work in 2018-19 will continue to focus on education and prevention efforts, including the development of a comprehensive prevention paradigm that aligns key messages for all members of the St.</p>																																				

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St. Olaf	Other small schools									
9%	9%									
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<p data-bbox="233 699 627 865">II.4. Support the first-year experience by renewing Kildahl and Kittelsby residence halls so that they begin new life cycles by 2020.</p>	<p data-bbox="657 699 1163 727">Kildahl's life cycle was renewed in 2016.</p>	<p data-bbox="1241 699 1812 865">We deferred the renewal of Kittelsby Hall so we could utilize the results of the recently-completed Student Housing Market Demand and Analysis report (described in Goal II.5. below) in our plans for Kittelsby renovations.</p>								
<p data-bbox="233 907 627 1174">II.5. By Spring 2018, complete a review of campus housing to determine what changes in our housing stock are needed to achieve the college's goals for student learning and development in residence life for future students.</p>	<p data-bbox="657 907 1209 1174">In Spring 2018, the college engaged the consulting services of WorkShop Architects and Scion Group to conduct a needs analysis for potential new construction and potential renovations to existing residence facilities. The Student Housing Market Demand and Analysis Report will be presented to the Board in October 2018.</p>	<p data-bbox="1241 907 1812 1174">During the remainder of the FY18-19 academic year, facilities and student life staff, in consultation with students, consultants, and Board of Regents, will evaluate the recommendations for student housing and determine which, if any, to bring forward as part of the College's physical development plan.</p>								

Goal III: Increase the racial, ethnic, and geographic diversity of St. Olaf students, faculty, and staff																																						
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<p>III.1. Continue to increase the percentage of domestic students of color enrolling each year, so that by Fall 2023, the percentage of first-year students of color approximates or exceeds the median percentage for first-year students enrolling in our strategic comparison group institutions.</p>	<p><i>Domestic students of color as a percentage of new domestic students with known ethnicity</i></p> <table border="1"> <thead> <tr> <th>Incoming Class</th> <th>St. Olaf</th> <th>Mean Percentage for Strategic Comparison Institutions</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>25%</td> <td>*</td> </tr> <tr> <td>Fall 2017</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>Fall 2016</td> <td>20%</td> <td>29%</td> </tr> <tr> <td>Fall 2015</td> <td>22%</td> <td>26%</td> </tr> <tr> <td>Fall 2014</td> <td>19%</td> <td>26%</td> </tr> </tbody> </table> <p><i>Domestic students of color as a percentage of all new students</i></p> <table border="1"> <thead> <tr> <th>Incoming Class</th> <th>St. Olaf</th> <th>Mean Percentage for Strategic Comparison Institutions</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>22%</td> <td>*</td> </tr> <tr> <td>Fall 2017</td> <td>20%</td> <td>26%</td> </tr> <tr> <td>Fall 2016</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Fall 2015</td> <td>20%</td> <td>24%</td> </tr> <tr> <td>Fall 2014</td> <td>18%</td> <td>23%</td> </tr> </tbody> </table>	Incoming Class	St. Olaf	Mean Percentage for Strategic Comparison Institutions	Fall 2018	25%	*	Fall 2017	23%	28%	Fall 2016	20%	29%	Fall 2015	22%	26%	Fall 2014	19%	26%	Incoming Class	St. Olaf	Mean Percentage for Strategic Comparison Institutions	Fall 2018	22%	*	Fall 2017	20%	26%	Fall 2016	18%	25%	Fall 2015	20%	24%	Fall 2014	18%	23%	<p>* Fall 2018 data for strategic comparison institutions will be available summer 2019</p> <p>We have been more strategic in recruiting second- and third-generation students to college and partnering with community-based organizations that both promote college access and provide college counseling. We have also strengthened ties with our long-term community-based college-access partners, which has yielded a stronger pipeline, particularly in Illinois and California, and has expanded our diverse recruitment territory.</p>
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<p>III.2. Increase sustained engagement among students who are demographically different from one another, so that by Spring 2018, St. Olaf's "Discussions with Diverse Others" engagement indicator in the National Survey of Student Engagement exceeds the mean indicator for other baccalaureate colleges.</p>	<p><i>"Discussions with Diverse Others" Engagement Indicator Results</i></p> <table border="1"> <thead> <tr> <th></th> <th>St. Olaf</th> <th>Carnegie comparison</th> </tr> </thead> <tbody> <tr> <td colspan="3"><i>First-years</i></td> </tr> <tr> <td>2018</td> <td>42.6</td> <td>40.6</td> </tr> <tr> <td>2015</td> <td>43.3</td> <td>43.3</td> </tr> <tr> <td>2013</td> <td>43.6</td> <td>42.3</td> </tr> </tbody> </table>		St. Olaf	Carnegie comparison	<i>First-years</i>			2018	42.6	40.6	2015	43.3	43.3	2013	43.6	42.3	<p>The NSSE "Discussions with Diverse Others" indicator combines results from several questions asking students how often they have discussions with others whose race/ethnicity, economic background, religious beliefs, or political views are different from their own. In 2018, the indicator for St. Olaf first-years was higher than that of students from other baccalaureate institutions, and the difference was likely not attributable to chance. However, the fact that St. Olaf's indicator</p>																					
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2015	40.2	42.2															
2013	41.5	41.3															
<p>III.3. Continue to increase faculty diversity through recruitment, such that at least 30 percent of new tenure-track faculty hires (on a rolling three-year average) will be diverse.</p>	<p style="text-align: center;"><i>Three-year rolling averages for tenure-track appointments</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Starting year</th> <th>International faculty or domestic faculty of color</th> <th>Domestic faculty of color only</th> </tr> </thead> <tbody> <tr> <td>2016-18</td> <td style="color: green;">40%</td> <td style="color: blue;">26%</td> </tr> <tr> <td>2015-17</td> <td style="color: green;">43%</td> <td style="color: blue;">26%</td> </tr> </tbody> </table>	Starting year	International faculty or domestic faculty of color	Domestic faculty of color only	2016-18	40%	26%	2015-17	43%	26%	<p>Of the new tenure-track appointments in 2017-18, 33% self-identified as either “domestic multicultural” (22%) or international (11%).</p> <p>We have expanded our emphasis on diversifying applicant pools to include searches for full-time temporary (“term”) faculty members. In 2017-18, almost 40% of</p>						
Starting year	International faculty or domestic faculty of color	Domestic faculty of color only															
2016-18	40%	26%															
2015-17	43%	26%															

	<table border="1"> <tr> <td>2014-16</td> <td>38%</td> <td>26%</td> </tr> <tr> <td>2013-15</td> <td>24%</td> <td>13%</td> </tr> <tr> <td>2012-14</td> <td>20%</td> <td>11%</td> </tr> </table>	2014-16	38%	26%	2013-15	24%	13%	2012-14	20%	11%	<p>full-time term faculty members contributed to diversity at St. Olaf (27% domestic multicultural and 10% international). In comparison, in 2016-17, diverse appointments comprised 29% of full-time term hires. As is the case with tenure track searches, the number of these kinds of appointments is relatively small, and percentages can swing significantly year to year.</p>						
2014-16	38%	26%															
2013-15	24%	13%															
2012-14	20%	11%															
<p>III.4. Continue to increase staff diversity through recruitment, such that by 2020, the diversity demographics of our staff reflect the diversity demographics of the College’s hiring markets.</p>	<table border="1"> <thead> <tr> <th>Nov. 1 census date</th> <th>New staff hired during previous 12 months</th> <th>All staff</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>18%</td> <td>9%</td> </tr> <tr> <td>2016</td> <td>18%</td> <td>10%</td> </tr> <tr> <td>2015</td> <td>16%</td> <td>9%</td> </tr> <tr> <td>2014</td> <td>12%</td> <td>7%</td> </tr> </tbody> </table>	Nov. 1 census date	New staff hired during previous 12 months	All staff	2017	18%	9%	2016	18%	10%	2015	16%	9%	2014	12%	7%	<p>We have made significant progress over the last four years in increasing our diverse staff hires, despite being in a very tight labor market in a predominantly rural area. With 18% of our new hires over the past two years consisting of diverse individuals, we have exceeded the diversity of our local labor pools (10% diverse for the non-exempt pool and 15.7% for the exempt pool). We are continuing to encourage hiring managers and other staff to utilize their own professional and informal networks to increase the diversity of our application pools.</p> <p>Our success in increasing the diversity of our newest employees is slowly bringing our total staff population in closer alignment with the outside labor pool; our current non-exempt staff population is 8% diverse and the exempt staff population is 13% diverse.</p>
Nov. 1 census date	New staff hired during previous 12 months	All staff															
2017	18%	9%															
2016	18%	10%															
2015	16%	9%															
2014	12%	7%															

Goal IV: Advance retention and graduation rates																
<i>May 2018 Strategic Plan</i>	<i>September 2018 data</i>	<i>Comments</i>														
V.1. By 2020, achieve consistent first-to-second-year retention above 95 percent.	<table border="1"> <thead> <tr> <th>Entering fall cohort</th> <th>First-to-second-year retention</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>90.6%</td> </tr> <tr> <td>2016</td> <td>92.1%</td> </tr> <tr> <td>2015</td> <td>92.3%</td> </tr> <tr> <td>2014</td> <td>93.2%</td> </tr> <tr> <td>2013</td> <td>92.7%</td> </tr> <tr> <td>2012</td> <td>93.5%</td> </tr> </tbody> </table>	Entering fall cohort	First-to-second-year retention	2017	90.6%	2016	92.1%	2015	92.3%	2014	93.2%	2013	92.7%	2012	93.5%	<p>The President appointed a Retention Task Force in Fall 2017 to analyze retention data by demographic subgroup and develop recommendations based on its findings. In its Spring 2018 report, the Task Force identified demographic groups of students who are not retaining at the same level as the overall cohort, summarized areas of concern, and recommended interventions.</p> <p>Based on the work of the Task Force, the following are being implemented for 2018-19:</p> <ul style="list-style-type: none"> • Difference Education Panel during Week One • Probation advising for all students on probation • Restructuring of the Advising position • A pilot mentoring program for first year students with disabilities • A Grow-Student Employment program • An expansion of the mentoring program Connect for Success to include first-generation students • St. Olaf Orientation to Academics and Resources (SOAR) in Athletics • Pathways program for first-generation and low-income sophomores • Embedded tutoring in Math 119 and Writing 107
Entering fall cohort	First-to-second-year retention															
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2012	93.5%															

<p>IV.2. By 2020, achieve a consistent four-year graduation rate above 85% and six-year rate above 90%.</p>	<table border="1"> <thead> <tr> <th data-bbox="674 224 835 313">Entering Fall Cohort</th> <th data-bbox="846 224 1024 313">Percent graduated in four years</th> <th data-bbox="1035 224 1213 313">Percent graduated in six years</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 321 835 345">2014</td> <td data-bbox="846 321 1024 345">81.6%</td> <td data-bbox="1035 321 1213 345">--</td> </tr> <tr> <td data-bbox="674 354 835 378">2013</td> <td data-bbox="846 354 1024 378">80.5%</td> <td data-bbox="1035 354 1213 378">--</td> </tr> <tr> <td data-bbox="674 386 835 410">2012</td> <td data-bbox="846 386 1024 410">81.9%</td> <td data-bbox="1035 386 1213 410">86.2%</td> </tr> <tr> <td data-bbox="674 418 835 443">2011</td> <td data-bbox="846 418 1024 443">84.6%</td> <td data-bbox="1035 418 1213 443">88.2%</td> </tr> <tr> <td data-bbox="674 451 835 475">2010</td> <td data-bbox="846 451 1024 475">85.2%</td> <td data-bbox="1035 451 1213 475">88.0%</td> </tr> <tr> <td data-bbox="674 483 835 508">2009</td> <td data-bbox="846 483 1024 508">83.8%</td> <td data-bbox="1035 483 1213 508">87.3%</td> </tr> </tbody> </table>	Entering Fall Cohort	Percent graduated in four years	Percent graduated in six years	2014	81.6%	--	2013	80.5%	--	2012	81.9%	86.2%	2011	84.6%	88.2%	2010	85.2%	88.0%	2009	83.8%	87.3%	<p>The four-year graduation rate showed modest improvement over that of the 2013 entering cohort. The discussion of initiatives to improve retention in IV.1. applies to this strategic goal as well; because graduation rates are affected by retention, strategies to increase retention also increase graduation rates. The Retention Task Force made additional recommendations focused specifically on improving graduation rates.</p>
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Goal V: Enhance programs and processes for faculty and staff recruitment and development based on the 2012 Institutional Culture Initiative		
<i>May 2018 Strategic Plan</i>	<i>September 2018 data</i>	<i>Comments</i>
V.1. Improve employee opportunities for and satisfaction with professional development programs and resources provided by the college.	For the past several years the development focus has been on supervisory training and senior leadership training. Current work is focused on providing professional development opportunities to non-supervisory staff.	In Fall 2018, a new individual development process is being finalized that includes ready linkage to on-line training modules available through Lynda.com.
V.2. Create recognition programs that support high achievement by faculty and staff.	A President's Award program was established in Summer 2014 to recognize exceptional job performance. To date, 39 employees of the college have received awards totaling \$62,625.	In Fall 2018, the college is implementing a spot bonus program with gift cards for exceptionally meritorious one-time achievement within the employee's own job responsibilities.
V.3. By Fall 2019, complete a review of options that increase differentiation in performance evaluations and compensation systems.	A pilot program begins this Fall in the Library and IT organizations to test a replacement for annual performance reviews that focuses on improving individual performance without creating a system of differentiation. The new approach is centered on frequent discussions throughout the year that include development planning as well as performance updates. Compensation systems continued to be reviewed with the addition this past year of the "spot bonus" award described in relation to Goal V.2.	Current research indicates that more frequent performance discussions are more effective than one-time end-of-year reviews in increasing individual performance.

Goal VI: Enhance fiscal sustainability												
<i>1. Manage costs through careful stewardship of resources.</i>												
May 2018 Strategic Plan	September 2018 data	Comments										
<p>VI.1.1. By Fall 2018, begin implementing recommendations of the Strategic Resource Allocation Project in support of revenue generation, cost reduction, and program investment.</p>	<p>The SRAP target was a minimum of \$5 million to sufficiently re-set our revenue and cost trends. To date, the College has identified approximately \$2.8 million of SRAP recommendations to be implemented over the next two years.</p>	<p>The Steering Committee has reviewed all data gathered to date, and is establishing small teams to gather additional information in areas requiring further investigation. Teams will confer as appropriate with affected units of the college and with faculty committees who have specialized knowledge and/or relevant governance responsibilities.</p>										
<p>VI.1.2. Limit administrative costs to no more than 12% of operating expenditures.</p>	<p><i>Administrative expenses FY15 to FY18</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Fiscal year-end (May 31)</th> <th style="text-align: center;">Admin expense as % of operating budget</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">12.4%</td> </tr> <tr> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">11.9%</td> </tr> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">12.4%</td> </tr> <tr> <td style="text-align: center;">2014-15</td> <td style="text-align: center;">12.5%</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Admin expense as % of operating budget	2017-18	12.4%	2016-17	11.9%	2015-16	12.4%	2014-15	12.5%	<p>Administrative expenses are hovering within 0.5% of the goal. Factors impacting administrative expenses include expenses over which the college has limited discretion, such as legal fees, actuarial adjustments, insurance deductibles, and administrative personnel searches.</p> <p>Administrative costs as a percentage of total expenses among St. Olaf's strategic comparison schools range from a low of 10.5% (Rhodes College) to a high of 23.2% (Franklin and Marshall) for FY2014-15, the most recent year for which comparative data are available. The average among all our comparison schools was 16.9%, well above St. Olaf's percentage.</p>
Fiscal year-end (May 31)	Admin expense as % of operating budget											
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2. Reduce the percentage of the operating budget funded by the comprehensive fee by increasing current, or establishing new, revenue streams.

May 2018 Strategic Plan	September 2018 data	Comments																														
<p>VI.2.1. By 2020, increase grant funding that supports college programs by 10% over grant revenues in 2016, measured as a 3-year rolling average.</p>	<p style="text-align: center;"><i>Grant funding: Annual revenue and percentage change from previous year</i></p> <table border="1" data-bbox="659 459 1224 621"> <thead> <tr> <th>Fiscal year</th> <th>Revenue</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>\$1.88M</td> <td>-46%</td> </tr> <tr> <td>2016-17</td> <td>\$3.48M</td> <td>+28%</td> </tr> <tr> <td>2015-16</td> <td>\$2.73M</td> <td>+133%</td> </tr> <tr> <td>2014-15</td> <td>\$1.17M</td> <td>Baseline</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Grant funding: 3-year rolling average revenue and percentage change from previous year</i></p> <table border="1" data-bbox="659 776 1224 938"> <thead> <tr> <th>Fiscal year</th> <th>Revenue</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>\$2.69M</td> <td>+20%</td> </tr> <tr> <td>2016-17</td> <td>\$2.26M</td> <td>-0.4%</td> </tr> <tr> <td>2015-16</td> <td>\$2.33M</td> <td>-17%</td> </tr> <tr> <td>2014-15</td> <td>\$2.79M</td> <td>Baseline</td> </tr> </tbody> </table>	Fiscal year	Revenue	% change	2017-18	\$1.88M	-46%	2016-17	\$3.48M	+28%	2015-16	\$2.73M	+133%	2014-15	\$1.17M	Baseline	Fiscal year	Revenue	% change	2017-18	\$2.69M	+20%	2016-17	\$2.26M	-0.4%	2015-16	\$2.33M	-17%	2014-15	\$2.79M	Baseline	<p>The strong improvement in grant revenue in FY2015-16 and FY2016-17 declined in FY2017-18, although improvement still shows in the 3-year rolling average. Budgetary debates at the federal level slowed the final approval of a significant NSF grant, which was awarded several months behind schedule in August 2018 (after FY2017-18 had been closed out). The number of grant proposals submitted in 2017-18 fell by roughly 30% from the previous year, perhaps partly as a consequence of major college-wide projects such as “To Include is to Excel,” General Education review, and SRAP.</p> <p>Given the variation from one year to the next in grant applications and awards, we will continue to track our progress using a three-year rolling average as well annual data.</p>
Fiscal year	Revenue	% change																														
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<p>VI.2.2. Increase endowment-market-value-per-student by 5% annually.</p>	<table border="1" data-bbox="659 1040 1224 1263"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Endowment market value/student</th> <th>Annual percentage increase</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>\$178,506</td> <td>7.6%</td> </tr> <tr> <td>2017</td> <td>\$165,850</td> <td>11.8%</td> </tr> <tr> <td>2016</td> <td>\$148,311</td> <td>-2.2%</td> </tr> <tr> <td>2015</td> <td>\$151,633</td> <td>7.7%</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Endowment market value/student	Annual percentage increase	2018	\$178,506	7.6%	2017	\$165,850	11.8%	2016	\$148,311	-2.2%	2015	\$151,633	7.7%	<p>While the endowment market value per student has exceeded 5% for three of the past four fiscal years, this metric does not identify a base year or take into account the impact of variation in enrollment on the endowment’s per-student value. In addition, the metric does not account for anticipated endowment additions, spending, and rates of return. An improved statement of our endowment goal is as follows: <i>By 2020, increase endowment-market-value by 25% or \$113 million from the 2014 base of \$431 million.</i> By this measure we are also making progress; current endowment</p>															
Fiscal year-end (May 31)	Endowment market value/student	Annual percentage increase																														
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2015	\$151,633	7.7%																														

		<p>market value is approximately \$530 million, or 97% of the 2020 goal of \$544 million.</p>																		
<p>VI.2.3. Between 2015 and 2020, increase the funds raised through gifts to the St. Olaf Fund by 28%.</p>	<p style="text-align: center;"><i>St. Olaf Fund attainment</i></p> <table border="1" data-bbox="657 329 1226 586"> <thead> <tr> <th>Fiscal year</th> <th>Fund attainment</th> <th>% increase compared to FY2013-14</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>\$4.85M</td> <td>+11%</td> </tr> <tr> <td>2016-17</td> <td>\$4.94M</td> <td>+14%</td> </tr> <tr> <td>2015-16</td> <td>\$4.63M</td> <td>+6%</td> </tr> <tr> <td>2014-15</td> <td>\$4.71M</td> <td>+8%</td> </tr> <tr> <td>2013-14</td> <td>\$4.35M</td> <td>Baseline</td> </tr> </tbody> </table>	Fiscal year	Fund attainment	% increase compared to FY2013-14	2017-18	\$4.85M	+11%	2016-17	\$4.94M	+14%	2015-16	\$4.63M	+6%	2014-15	\$4.71M	+8%	2013-14	\$4.35M	Baseline	<p>A 28% growth in St. Olaf Fund attainment by 2020 would require fund attainment of \$5.57M in FY2019-20. Growth in the Fund tapered in FY2017-18 but still represented the second highest St. Olaf Fund total in the college's history. In FY2017-18 the St. Olaf Fund reorganized and implemented a strategic plan that prioritized Annual Giving Leadership gifts. Recently implemented Annual Giving analytic processes predict an attainment of \$4.9M for FY2018-19. We will need to exceed this prediction in order to achieve our five-year strategic goal.</p>
Fiscal year	Fund attainment	% increase compared to FY2013-14																		
2017-18	\$4.85M	+11%																		
2016-17	\$4.94M	+14%																		
2015-16	\$4.63M	+6%																		
2014-15	\$4.71M	+8%																		
2013-14	\$4.35M	Baseline																		
<p>VI.2.4. By 2020, increase the amount of funded comprehensive fee discount by 1.5% percent.</p>	<p style="text-align: center;"><i>Changes in funded tuition discount* FY2013-14 to FY2017-18</i></p> <table border="1" data-bbox="657 854 1226 1062"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>% of all tuition discount that is funded</th> <th>Funded tuition discount value</th> <th>Change in funded tuition discount value</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>12.8%</td> <td>\$9.9m</td> <td>+2.5%</td> </tr> <tr> <td>2014</td> <td>10.3%</td> <td>\$6.0m</td> <td>Baseline</td> </tr> </tbody> </table> <p><i>*Discounting, whether funded or unfunded, is applied only to the tuition portion of the comprehensive fee</i></p>	Fiscal year-end (May 31)	% of all tuition discount that is funded	Funded tuition discount value	Change in funded tuition discount value	2018	12.8%	\$9.9m	+2.5%	2014	10.3%	\$6.0m	Baseline	<p>The increase in the value of the college's funded tuition discount represents \$3.9 million additional dollars for student scholarships from sources other than the college's operating budget.</p> <p>While this goal has been met, it needs to be maintained, because the reliance on funded tuition discount remains a critical element of the College's financial aid strategies. The comprehensive campaign's endowed scholarship goal is \$50 million, with \$56.3 million raised to date. The goal will generate potentially \$2.25 million additional in annual scholarship revenue when fully funded. The ability to maintain a 1.5% growth in endowed scholarships will be dependent on</p> <ol style="list-style-type: none"> 1) the ability to constrain unfunded discount; 2) the ability to generate investment returns; and 3) increasing the endowed scholarships. 						
Fiscal year-end (May 31)	% of all tuition discount that is funded	Funded tuition discount value	Change in funded tuition discount value																	
2018	12.8%	\$9.9m	+2.5%																	
2014	10.3%	\$6.0m	Baseline																	

Goal VII: Substantially increase philanthropic support for the College's programs										
<i>May 2018 Strategic Plan</i>	<i>September 2018 data</i>	<i>Comments</i>								
VII.1. Execute a campaign that raises \$200 million by 2020 in support of the College's strategic plan and ongoing critical needs.	As of September 21, 2018, the campaign has raised \$187,925,315.	The plan is for the campaign to continue until the original end date of May 31, 2020. This will enable us to leverage the momentum that we have built with our major gift prospect pool and to make a broad-based appeal for leadership giving to the St Olaf Fund.								
VII.2. By 2020, raise the annual alumni engagement index to 41% of alumni engaged via participation, volunteering or giving.	<p><i>Engagement Index results</i></p> <table border="1"> <thead> <tr> <th>Fiscal year</th> <th>Alumni engagement</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>35%</td> </tr> <tr> <td>2016-17</td> <td>38%</td> </tr> <tr> <td>2015-16</td> <td>33%</td> </tr> </tbody> </table>	Fiscal year	Alumni engagement	2017-18	35%	2016-17	38%	2015-16	33%	The Engagement Index (EI) is a composite measure that includes the percentage of the alumni body who gave, volunteered, attended an event and/or engaged in significant digital contact within the FY. The Advancement Division continues to refine this metric, as some elements may underestimate the actual extent of alumni engagement, particularly with respect to alumni volunteering, event attendance, and digital engagement. For example, we do not have readily available mechanisms for identifying and tracking alumni attendees at many events such as athletic competitions and Christmas Festival.
Fiscal year	Alumni engagement									
2017-18	35%									
2016-17	38%									
2015-16	33%									

STRATEGIC PLAN UPDATE APPENDIX

A-1. First Destination survey results on students' experiences with career advising (Strategic Plan Goal I.5)

<i>Which of the following did you do during your time at St. Olaf (check all that apply)?</i>	<i>Number of respondents</i>	<i>Percentage of respondents</i>
Talked to a faculty member about your vocational and/or career interests	491	78%
Met with a career coach in the Piper Center for Vocation & Career	408	64%

Met with a student Peer Advisor in the Piper Center for Vocation & Career	376	59%
Talked to an on-campus work supervisor, athletic coach, or other St. Olaf staff member (non-Piper Center) about your vocational and/or career interests	267	42%
Connected with an alum as part of a Piper Center sponsored event	240	38%
Conducted one or more informational interviews with an alum	150	24%

A-2. Equity in co-curricular engagement (Strategic Plan Goal II.1)

Wellness Center event participation:

Data were obtained from Wellness Center attendance records, describing the demographics of 1,202 St. Olaf students who attended one or more Wellness Center events.

Music ensemble participation:

Data were obtained from the Student Information System, which records student participation in the following ensembles:

Chapel Ringers	Manitou Singers	St. Olaf Choir
Collegiate Chorale	Norseman Band	St. Olaf Handbell Choir
Collegium Musicum	St. Olaf Band	St. Olaf Orchestra
Jazz I	St. Olaf Cantorei	St. Olaf Philharmonia
Jazz II	St. Olaf Chamber Singers	Viking Chorus
Jazz III	St. Olaf Chapel Choir	

Club sports participation:

Data were obtained from Club Sports registration records for all sports offered:

Men's and Women's Ultimate Frisbee	Men's Volleyball
Men's and Women's Rugby	Ole Dancers
Men's and Women's Lacrosse	Badminton
Rowing	Boxing
Men's Hockey	

Hall Council membership:

Every residence hall elects 5-6 students to serve on a Hall Council, responsible for cultural, social and recreational programming for each residence hall. Hall Councils also serve as a link between individual residence halls and Student Senate.

Work as a JC or RA:

- Junior Counselors (JCs) are students hired by Residence Life to staff the following residence halls, which serve first-years: Ellingson, Hoyme, Kildahl, Kittelsby, portions of Mohn
- Resident Assistants (RAs) are students hired by Residence Life to staff the following residence halls, which serve upper-class students: Hilleboe, Larson, Mellby, portions of Mohn, Rand, Thorson, Ytterboe

Student Government Association participation:

Data were obtained from Student Activities identifying all student members of the organizations that make up the St. Olaf Student Government Association:

- After Dark Committee
- Board of Regents Student Committee
- Diversity Initiatives Support Committee
- Music Entertainment Committee
- Pause
- Political Awareness Committee
- Student Senate
- Student Activities Committee
- Student Orgs Committee
- Volunteer Network

Piper Center participation:

These data describe the demographics of the 2,240 St. Olaf students who attended a Piper Center event and/or received coaching from a Piper Center peer advisor or staff member.