



September 2019 Strategic Plan Update

Green highlight indicates a recommended change in the wording of the goal

The tables below provide recent data and comments on each goal of the strategic plan as approved by the Regents in May 2019. Proposed clarifications or updates to the text of selected goals are indicated in Column 1 (May 2019 Strategic Plan), with rationale for the proposed change in Column 3 (Comments). All proposed changes are included in Resolution E-1-10/19.

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												
<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>										
<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 vocation- or career-related high-impact practice at least once</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;">2019</td> <td style="text-align: center;">91.6%</td> </tr> <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	2019	91.6%	2018	85.8%	2017	87.1%	2016	79.5%	<p>These results capture student participation in a broad array of high-impact programs: 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 practicums.</p>
Class year	% who participated in career HIP											
2019	91.6%											
2018	85.8%											
2017	87.1%											
2016	79.5%											

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 off-campus study participation rates

Class year	% who studied off-campus
2019	73%
2018	78%
2017	74%
2016	76%

Subgroup participation rates compared to subgroup percentage among all graduates

Class year	IOS participants	All graduates
<i>% male</i>		
2019	38%	45%
2018	33%	38%
2017	37%	43%
2016	36%	42%
<i>% domestic multicultural</i>		
2019	18%	19%
2018	18%	19%
2017	15%	16%
2016	17%	18%
<i>% high or medium need</i>		
2019	48%	51%
2018	54%	56%
2017	43%	44%
2016	43%	45%
<i>% first generation</i>		
	16%	16%
	14%	14%
	13%	13%
	10%	10%

With 521 members (73%) of the Class of 2019 having participated in one or more off-campus study or international educational experiences, we continue to meet the goal of maintaining the college's high rates of participation. For the 10th year in a row, the [November 2018 Institute of International Education Open Doors Report](#) ranked St. Olaf #1 among baccalaureate institutions for the total number of study abroad students. Rates of participation by domestic multicultural, non-resident international, low-income, and first-generation status closely reflect the composition of the graduating student body. IOS is actively working on strategies to continue to increase participation of under-represented groups. For example, application fees and deposits were eliminated, to reduce financial barriers to participation. Male participation continues to track well below overall composition of the class, which is a national trend.

See also the discussion of Off-Campus Study in the Report from the President's Leadership Team.

<p>I.3. 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="743 266 1146 659"> <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" style="text-align: center;"><i>First-years</i></td> </tr> <tr> <td>2018</td> <td style="color: red;">5.1</td> <td style="color: red;">5.4</td> </tr> <tr> <td>2015</td> <td style="color: blue;">5.4</td> <td style="color: blue;">5.4</td> </tr> <tr> <td>2013</td> <td>5.4</td> <td>5.3</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Seniors</i></td> </tr> <tr> <td>2018</td> <td style="color: blue;">5.6</td> <td style="color: blue;">5.6</td> </tr> <tr> <td>2015</td> <td style="color: blue;">5.6</td> <td style="color: blue;">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>These are the same findings reported in the September 2018 Strategic Plan Update, because we only administer NSSE once every three years. We continue to work to enhance academic advising. Examples of recent initiatives include the “St. Olaf Orientation to Academics and Resources” (SOAR), which was expanded to serve 274 first-year students in 2019 (compared to 150 in 2018), and enhanced training for advisors of international students.</p>
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<p>I.4. Ensure high-quality opportunities for all students to discern and pursue vocation, 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="747 881 1142 980"> <tbody> <tr> <td>Class of 2019</td> <td style="color: green;">91.7%</td> </tr> <tr> <td>Class of 2018</td> <td style="color: green;">88.6%</td> </tr> <tr> <td>Class of 2017</td> <td style="color: green;">89.6%</td> </tr> </tbody> </table>	Class of 2019	91.7%	Class of 2018	88.6%	Class of 2017	89.6%	<p>The wording of this goal was updated during the May 2019 Corporate Session. We continue to exceed our goal.</p>																								
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Goal II: Enhance student participation in, and experience of, residential life

<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>																																																																	
<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 Students' estimates of number of hours/week spent in co-curricular activities</i></p> <table border="1" data-bbox="674 431 1228 712"> <thead> <tr> <th></th> <th>Domestic white students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align:center"><i>First-years</i></td> </tr> <tr> <td>2018</td> <td>9.0</td> <td>7.0</td> <td>7.6</td> </tr> <tr> <td>2015</td> <td>7.7</td> <td>8.2</td> <td>7.0</td> </tr> <tr> <td colspan="4" style="text-align:center"><i>Seniors</i></td> </tr> <tr> <td>2018</td> <td>8.2</td> <td>7.8</td> <td>9.7</td> </tr> <tr> <td>2015</td> <td>9.1</td> <td>7.8</td> <td>6.0</td> </tr> </tbody> </table> <table border="1" data-bbox="745 748 1157 1003"> <thead> <tr> <th></th> <th>Male students</th> <th>Female students</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align:center"><i>First-years</i></td> </tr> <tr> <td>2018</td> <td>8.9</td> <td>8.1</td> </tr> <tr> <td>2015</td> <td>8.4</td> <td>7.3</td> </tr> <tr> <td colspan="3" style="text-align:center"><i>Seniors</i></td> </tr> <tr> <td>2018</td> <td>10.1</td> <td>7.4</td> </tr> <tr> <td>2015</td> <td>10.6</td> <td>7.9</td> </tr> </tbody> </table> <p><i>Composition of participants in selected co-curricular activities compared to composition of all St. Olaf students Academic Year 2017-18</i></p> <table border="1" data-bbox="674 1193 1228 1448"> <thead> <tr> <th></th> <th>Domestic white students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td><i>All St Olaf students</i></td> <td>71%</td> <td>19%</td> <td>10%</td> </tr> <tr> <td>Wellness Center</td> <td>71%</td> <td>19%</td> <td>10%</td> </tr> <tr> <td>Music ensembles</td> <td>84%</td> <td>13%</td> <td>1%</td> </tr> </tbody> </table>		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		Domestic white students	Domestic students of color	International students	<i>All St Olaf students</i>	71%	19%	10%	Wellness Center	71%	19%	10%	Music ensembles	84%	13%	1%	<p>These are the same findings reported in the September 2018 Strategic Plan Update, because we only administer NSSE once every three years. The next administration of the National Survey of Student Engagement is scheduled for Spring 2021.</p> <p>The Division of Student Life is currently collecting updated data examining the participation of domestic students of color and international students in a variety of co-curricular activities, such as SGA committees, elections, and events, the St. Olaf Volunteer Network, and Lion's Pause staffing.</p>
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Club sports	73%	19%	7%
Res Hall Council	74%	18%	8%
Work as JC or RA	61%	24%	13%
Student Govt Assn	69%	15%	15%
Piper Center	68%	20%	12%

	Male students	Female students
<i>All St Olaf students</i>	42%	58%
Wellness Center	40%	60%
Music ensembles	41%	59%
Club sports	44%	56%
Res Hall Council	29%	71%
Work as JC or RA	42%	58%
Student Govt Assn	40%	60%
Piper Center	40%	60%

II.2. Reduce the incidence of high-risk behaviors associated with alcohol and drug use, resulting in Spring **2018-2021** National College Health Assessment results that exceed the mean results for other participating institutions and show improvement over the

Students who consumed 5 or more drinks of alcohol at a sitting at least once in past two weeks:

	St. Olaf students	All NCHA students
2018	28%	33%
2014	36%	36%
2010	34%	35%

We will not have new data to report until the next administration of the National College Health Assessment in Spring 2021.

Rationale for proposed goal revision:
The metric for the goal is updated to correspond with the next administration of the National College Health Assessment survey.

<p>previous administration of the survey.</p>	<p><i>Percentage of students who did something they later regretted when drinking in the past year:</i></p> <table border="1" data-bbox="751 302 1157 464"> <thead> <tr> <th></th> <th>St. Olaf students</th> <th>All NCHA students</th> </tr> </thead> <tbody> <tr> <td>2018</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="751 578 1157 740"> <thead> <tr> <th></th> <th>St. Olaf students</th> <th>All NCHA students</th> </tr> </thead> <tbody> <tr> <td>2018</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	2018	30%	28%	2014	30%	30%	2010	27%	27%		St. Olaf students	All NCHA students	2018	20%	22%	2014	15%	20%	2010	11%	17%	
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<p>II.3. Prevent and remedy sexual misconduct among involving members of the St. Olaf community by continuing to enhance education, training, reporting and support.</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> <table border="1" data-bbox="762 1149 1136 1247"> <thead> <tr> <th>St. Olaf</th> <th>Other small schools</th> </tr> </thead> <tbody> <tr> <td>9%</td> <td>9%</td> </tr> </tbody> </table> <p><i>Students reporting an experience of sexual assault since enrolling at the institution</i></p>	St. Olaf	Other small schools	9%	9%	<p>We will not have new data to report until the next administration of the HEDS survey in Spring 2020. In the meantime, we have implemented fully the recommendations of the Title IX Working Group. Work in 2019-20 will continue to focus on education and prevention efforts and compliance with Title IX legal changes. New Department of Education regulations are likely to be announced this fall that will significantly alter the scope of our policy and the methods we must use to adjudicate formal complaints involving allegations of sexual and/or interpersonal violence.</p> <p><i>Rationale for proposed goal revision:</i> The goal is expanded to include the</p>																				
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	<table border="1" data-bbox="764 185 1136 282"> <tr> <th data-bbox="764 185 951 245">St. Olaf</th> <th data-bbox="951 185 1136 245">Other small schools</th> </tr> <tr> <td data-bbox="764 245 951 282">4%</td> <td data-bbox="951 245 1136 282">5%</td> </tr> </table> <p data-bbox="674 321 1220 461">Analysis of results by subgroup (gender, class year) also showed significant similarity between St. Olaf students and students at other small institutions.</p>	St. Olaf	Other small schools	4%	5%	<p data-bbox="1257 185 1835 516">college's efforts to support students who have experienced sexual misconduct (whether or not their experience involved another St. Olaf student or employee) and the variety of actions the college is taking to achieve the dual objectives of prevention and support. The revised goal is also more amenable to evaluation and measurement.</p>
St. Olaf	Other small schools					
4%	5%					
<p data-bbox="254 553 646 1105">II. 4.5. Support the first-year experience by renewing Kildahl and Kittelsby residence halls so that they begin new life cycles by 2020. By Spring 2020, develop a plan for continued renovation of existing residence halls, with priorities and timelines that are congruent with the timeline for the new residential housing project and the Spring 2020 six-year physical development plan.</p>	<p data-bbox="674 553 1220 732">The work on Kildahl has been completed; plans for the work on Kittelsby and other existing residence halls will be incorporated into a revised goal.</p>	<p data-bbox="1257 553 1835 922"><i>Rationale for proposed goal revision:</i> The revision aims to establish new objectives for improvements to the college's existing housing stock that dovetail with the Board-approved framework plan and the impending plans for new construction. This goal would also be renumbered so that it follows the goal articulating the intention to develop a plan for new construction.</p>				
<p data-bbox="254 1138 646 1463">II. 5.4. 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</p>	<p data-bbox="674 1138 1220 1463">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 was presented to the Board in 2018-19. The college has hired</p>	<p data-bbox="1257 1138 1835 1430"><i>Rationale for proposed goal revision:</i> The new goal reflects the outcome and implications of the Student Housing Market Demand and Analysis Report. This goal would be renumbered so that it provides context for the goal of planning ongoing renovation of existing residence halls.</p>				

<p>students. By Spring 2020, develop a plan for a new residential housing project including architect, contractor, project scope, schematic design, project budget, project timeline, and financing model.</p>	<p>an Owner's Representative to assist with next phases of project development.</p>	
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Goal III: Increase the racial, ethnic, and geographic diversity of St. Olaf students, faculty, and staff																														
<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>																												
<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 style="text-align: center;"><i>Domestic first-year students of color</i></p> <table border="1" data-bbox="674 764 1245 1101"> <thead> <tr> <th>Incoming Class</th> <th>Number</th> <th>% of all first-year St. Olaf students</th> <th>Median % for all new comparison school students</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>176</td> <td>22%</td> <td>*</td> </tr> <tr> <td>Fall 2018</td> <td>181</td> <td>22%</td> <td>26%</td> </tr> <tr> <td>Fall 2017</td> <td>158</td> <td>20%</td> <td>26%</td> </tr> <tr> <td>Fall 2016</td> <td>150</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Fall 2015</td> <td>145</td> <td>20%</td> <td>24%</td> </tr> <tr> <td>Fall 2014</td> <td>135</td> <td>18%</td> <td>23%</td> </tr> </tbody> </table> <p><i>* Fall 2019 data for strategic comparison institutions will be available summer 2020</i></p>	Incoming Class	Number	% of all first-year St. Olaf students	Median % for all new comparison school students	Fall 2019	176	22%	*	Fall 2018	181	22%	26%	Fall 2017	158	20%	26%	Fall 2016	150	18%	25%	Fall 2015	145	20%	24%	Fall 2014	135	18%	23%	<p>We continue to work strategically in recruiting second- and third-generation students to college and partnering with community-based organizations. A good example is the internationally-based Boys' Hope and Girls' Hope, with a record of accomplishment in providing college access and counseling in many of our key markets, such as Denver, Kansas City, St. Louis, Chicago, and Detroit. We also continue to strengthen 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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III.2. Increase sustained engagement among students who are demographically different from one another, so that by Spring ~~2018~~ 2021, St. Olaf’s “Discussions with Diverse Others” engagement indicator in the National Survey of Student Engagement exceeds the mean indicator for other baccalaureate colleges.

*National Survey of Student Engagement
“Discussions with Diverse Others”
Engagement Indicator Results
Spring 2018 and 2015*

	St. Olaf	Carnegie comparison
<i>First-years</i>		
2018	42.6	40.6
2015	43.3	43.3
<i>Seniors</i>		
2018	40.1	40.3
2015	40.2	42.2

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. Because the results are mixed, we have not color-coded the 2018 data.

We will not have new data to report until the next administration of the National Survey of Student Engagement in Spring 2021. Since the Taylor Center, the Lutheran Center, and the Institute for Freedom and Community are all intended to promote engagement across various types of diversity, we will watch this indicator closely as one potential measure of the success of these initiatives.

Rationale for proposed goal revision:
The metric for the goal is updated to correspond with the next administration of the National Survey of Student Engagement.

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

*Three-year rolling averages
for tenure-track appointments*

Starting year	International faculty or domestic faculty of color	Domestic faculty of color only
2017-19	37%	24%

Of the four new tenure-track appointments in 2018-19, 50% identified themselves as “non-white domestic” faculty of color. (Our three-year rolling averages for diversity are 26% for non-white domestic tenure-

average) will be diverse international faculty or domestic faculty of color.

2016-18	40%	26%
2015-17	43%	26%
2014-16	38%	26%
2013-15	24%	13%
2012-14 <i>(Baseline)</i>	20%	11%

track hires and 40% for international and non-white domestic appointments.

We have expanded our emphasis on diversifying applicant pools to include searches for full-time temporary (“term”) faculty members. In 2018-19, three of our eight new full-time term hires (38%) were domestic faculty of color. In comparison, in 2017-18, of 16 new full-time term hires, three were domestic faculty of color and two were international faculty. 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.

Rationale for proposed goal revision:
The goal is modified to clarify that the diversity we seek takes more than one form, and that both forms are important for the college.

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.

Nov. 1 census date	New staff hired during previous 12 months	All staff
2018	17%	11%
2017	18%	9%
2016	18%	10%
2015	16%	9%
2014	12%	7%

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 17% 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

		<p>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>
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Goal IV: Advance retention and graduation rates																		
<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>																
<p>V.1. By 2020, achieve consistent first-to-second-year retention above 95 percent.</p>	<table border="1"> <thead> <tr> <th data-bbox="724 938 961 1003">Entering fall cohort</th> <th data-bbox="961 938 1188 1003">First-to-second-year retention</th> </tr> </thead> <tbody> <tr> <td data-bbox="724 1003 961 1036">2018</td> <td data-bbox="961 1003 1188 1036">90.7%</td> </tr> <tr> <td data-bbox="724 1036 961 1068">2017</td> <td data-bbox="961 1036 1188 1068">90.6%</td> </tr> <tr> <td data-bbox="724 1068 961 1101">2016</td> <td data-bbox="961 1068 1188 1101">92.1%</td> </tr> <tr> <td data-bbox="724 1101 961 1133">2015</td> <td data-bbox="961 1101 1188 1133">92.3%</td> </tr> <tr> <td data-bbox="724 1133 961 1166">2014</td> <td data-bbox="961 1133 1188 1166">93.2%</td> </tr> <tr> <td data-bbox="724 1166 961 1198">2013</td> <td data-bbox="961 1166 1188 1198">92.7%</td> </tr> <tr> <td data-bbox="724 1198 961 1230">2012</td> <td data-bbox="961 1198 1188 1230">93.5%</td> </tr> </tbody> </table>	Entering fall cohort	First-to-second-year retention	2018	90.7%	2017	90.6%	2016	92.1%	2015	92.3%	2014	93.2%	2013	92.7%	2012	93.5%	<p>The Retention and Student Success group is continuing its efforts to analyze patterns among students who do not continue on at St. Olaf, including the development of improved protocols for exit interviews. In addition to sustaining and in some cases expanding retention-focused programs piloted in 2018-19 (such as the St. Olaf Orientation to Academics and Resources program and a mentoring program for first-year students with disabilities), the group is focusing its efforts this year on the sophomore experience, with data</p>
Entering fall cohort	First-to-second-year retention																	
2018	90.7%																	
2017	90.6%																	
2016	92.1%																	
2015	92.3%																	
2014	93.2%																	
2013	92.7%																	
2012	93.5%																	

		assistance from a sociology course research project.																					
IV.2. By 2020, achieve a consistent four-year graduation rate above 85% and six-year rate above 90%.	<table border="1"> <thead> <tr> <th>Entering Fall Cohort</th> <th>Percent graduated in four years</th> <th>Percent graduated in six years</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>80.6%</td> <td>--</td> </tr> <tr> <td>2014</td> <td>81.6%</td> <td>--</td> </tr> <tr> <td>2013</td> <td>80.5%</td> <td>86.3%</td> </tr> <tr> <td>2012</td> <td>81.9%</td> <td>86.2%</td> </tr> <tr> <td>2011</td> <td>84.6%</td> <td>88.2%</td> </tr> <tr> <td>2010</td> <td>85.2%</td> <td>88.0%</td> </tr> </tbody> </table>	Entering Fall Cohort	Percent graduated in four years	Percent graduated in six years	2015	80.6%	--	2014	81.6%	--	2013	80.5%	86.3%	2012	81.9%	86.2%	2011	84.6%	88.2%	2010	85.2%	88.0%	Actions to improve retention should also positively affect 4- and 6-year graduation rates.
Entering Fall Cohort	Percent graduated in four years	Percent graduated in six years																					
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2011	84.6%	88.2%																					
2010	85.2%	88.0%																					

Goal V: Enhance programs and processes for faculty and staff recruitment and development based on the 2012 Institutional Culture Initiative		
<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>
V.1. Improve employee opportunities for and satisfaction with professional development programs and resources provided by the college.	Lynda.com online training was introduced in January 2019 and in Summer 2019 was upgraded to a new platform called LinkedIn Learning. As of August 31, 2019, all staff supervisors and 75% of staff have been trained on the use of LinkedIn Learning and on a new individual development process. Employees have completed 142 online courses and started another 705 courses.	By the end of September 2019, development discussions and written Individual Development Plans will have been completed for the majority of staff employees.

<p>V.2. Create recognition programs that support high achievement by faculty and staff.</p>	<p>This goal has been achieved through:</p> <ul style="list-style-type: none"> • The establishment of the President’s Award program in 2014 • The roll-out of the ROAR Award program in 2019 • The implementation of market adjustments for high performers below the market • The implementation of special performance bonuses 	<p>Rationale for proposed revision: The recognition programs we have implemented will be sustained into the future, so the goal can be eliminated because it has been accomplished.</p>
<p>V.3. By Fall 2019, complete a review of options that increase differentiation in performance evaluations and compensation systems.</p>	<p>The recognition programs described above provide for performance-based compensation differentiation.</p>	<p>Rationale for proposed revision: Our salary program provides little room for differentiation. However, the recognition programs described in V.2. accomplish Goal V.3. through a different means, so the goal can be eliminated.</p>

<p>Goal VI: Enhance fiscal sustainability</p>		
<p><i>1. Manage costs through careful stewardship of resources such that expenditure growth does not exceed revenue growth.</i></p>		
<p>May 2019 Strategic Plan</p>	<p>September 2019 data</p>	<p>Comments</p>
<p>VI.1.1. By Fall 2018, begin implementing Continue to implement the recommendations of the Strategic Resource Allocation Project in support of revenue generation, cost</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 \$5.5 million of SRAP recommendations, with implementation of these recommendations well underway.</p>	<p>While we’ve reached the minimum SRAP goal of \$5 million, we’ve also identified a number of areas in which conversations will still be continuing. Those areas are expected to incorporate the results of those conversations into the College’s ongoing budget process. We expect that the fiscal impact of initiatives counted</p>

<p>reduction, and program investment.</p>		<p>towards the SRAP goal will continue to grow. While the formal SRAP organizational structure has completed what it was intended to do, the SRAP philosophy and discipline will continue to evolve as part of the College's annual budget development.</p> <p><i>Rationale for proposed goal revision:</i> The research and recommendation phase of the Strategic Resource Allocation Project has been completed and implementation has begun, so the goal is rephrased to reflect the current status of the project.</p>												
<p>VI.1.2. Continue to limit administrative costs to no more than 12% of operating expenditures.</p>	<p><i>Administrative expenses FY2014-15 to FY2018-19</i></p> <table border="1" data-bbox="737 854 1178 1144"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Administrative expense as % of operating budget</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>12%</td> </tr> <tr> <td>2017-18</td> <td>12%</td> </tr> <tr> <td>2016-17</td> <td>12%</td> </tr> <tr> <td>2015-16</td> <td>12%</td> </tr> <tr> <td>2014-15</td> <td>13%</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Administrative expense as % of operating budget	2018-19	12%	2017-18	12%	2016-17	12%	2015-16	12%	2014-15	13%	<p><i>Rationale for proposed goal revision:</i> The rephrasing reflects the fact that the share of operating expenditures comprised by administrative costs has been 12% for the past several years.</p>
Fiscal year-end (May 31)	Administrative expense as % of operating budget													
2018-19	12%													
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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 2019 Strategic Plan	September 2019 data	Comments																																				
<p>VI.2.1. By May 31, 2020, increase grant funding that supports college programs by 10% over grant revenues in as of May 31, 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="674 467 1241 662"> <thead> <tr> <th>Fiscal year</th> <th>Revenue</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>\$3.83M</td> <td>+104%</td> </tr> <tr> <td>2017-18</td> <td>\$1.88M</td> <td>-50%</td> </tr> <tr> <td>2016-17</td> <td>\$3.75M</td> <td>+45%</td> </tr> <tr> <td>2015-16</td> <td>\$2.58M</td> <td>+130%</td> </tr> <tr> <td>2014-15</td> <td>\$1.12M</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="674 818 1241 1013"> <thead> <tr> <th>Date range</th> <th>Revenue</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>FY17-FY19</td> <td>\$3.15M</td> <td>+15%</td> </tr> <tr> <td>FY16-FY18</td> <td>\$2.74M</td> <td>+10%</td> </tr> <tr> <td>FY15-FY17</td> <td>\$2.48M</td> <td>-21%</td> </tr> <tr> <td>FY14-FY16</td> <td>\$3.13M</td> <td>+1%</td> </tr> <tr> <td>FY13-FY15</td> <td>\$3.10M</td> <td>Baseline</td> </tr> </tbody> </table>	Fiscal year	Revenue	% change	2018-19	\$3.83M	+104%	2017-18	\$1.88M	-50%	2016-17	\$3.75M	+45%	2015-16	\$2.58M	+130%	2014-15	\$1.12M	Baseline	Date range	Revenue	% change	FY17-FY19	\$3.15M	+15%	FY16-FY18	\$2.74M	+10%	FY15-FY17	\$2.48M	-21%	FY14-FY16	\$3.13M	+1%	FY13-FY15	\$3.10M	Baseline	<p>Grant revenues in FY2018-19 increased significantly, owing to two major NSF awards and an increase in the number of proposals submitted. 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 as annual data. Revenues in FY2018-19 exceeded the three-year rolling average by 15%.</p> <p>Rationale for proposed goal revision: The revision is intended to specify the timeframe for the goal so that it is in alignment with the data used to track the college's progress in achieving it.</p>
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<p>VI.2.2. Increase endowment-market-value-per-student by 5% annually.</p>	<p style="text-align: center;"><i>Endowment Market Value per Student</i></p> <table border="1" data-bbox="674 1105 1241 1398"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Endowment market value per student</th> <th>Annual percentage change in MV/student</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>\$178,149</td> <td>-0.2%</td> </tr> <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 per student	Annual percentage change in MV/student	2019	\$178,149	-0.2%	2018	\$178,506	7.6%	2017	\$165,850	11.8%	2016	\$148,311	-2.2%	2015	\$151,633	7.7%	<p>The endowment market value per student has increased by at least 5% for three of the past five fiscal years. Another way to measure progress on this goal is in terms of the endowment market value overall (rather than on a per-student basis, which is affected by enrollment fluctuations). An average annual increase of 5% per year in the endowment market value overall from its value of \$431 million at the end of</p>																		
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	<p style="text-align: center;"><i>Endowment Market Value</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal year-end (May 31)</th> <th style="text-align: center;">Endowment market value (in 1000s)</th> <th style="text-align: center;">Market value percentage change from 2014</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">\$528,130</td> <td style="text-align: center;">22.5%</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">\$531,301</td> <td style="text-align: center;">23.2%</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">\$493,255</td> <td style="text-align: center;">14.4%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">\$440,277</td> <td style="text-align: center;">2.1%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">\$448,863</td> <td style="text-align: center;">4.1%</td> </tr> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">\$431,246</td> <td></td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Endowment market value (in 1000s)	Market value percentage change from 2014	2019	\$528,130	22.5%	2018	\$531,301	23.2%	2017	\$493,255	14.4%	2016	\$440,277	2.1%	2015	\$448,863	4.1%	2014	\$431,246		<p>FY2013-14 (the base year for this goal) would yield an endowment market value of \$578 million by May 31, 2020. By this measure we are also making progress; the endowment market value as of August 31, 2019 was approximately \$537 million, or 93% of the 2020 goal of \$578 million.</p>
Fiscal year-end (May 31)	Endowment market value (in 1000s)	Market value percentage change from 2014																					
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<p>VI.2.3. Between 2015 and By May 31, 2020, increase the funds raised through gifts to the St. Olaf Fund by 28% compared to May 31, 2014.</p>	<p style="text-align: center;"><i>St. Olaf Fund attainment</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Fiscal year-end (May 31)</th> <th style="text-align: center;">Fund attainment</th> <th style="text-align: center;">% increase compared to FY2013-14</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">\$5.24M</td> <td style="text-align: center;">+20%</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">\$4.85M</td> <td style="text-align: center;">+11%</td> </tr> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">\$4.94M</td> <td style="text-align: center;">+14%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">\$4.63M</td> <td style="text-align: center;">+6%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">\$4.71M</td> <td style="text-align: center;">+8%</td> </tr> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">\$4.35M</td> <td style="text-align: center;">Baseline</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Fund attainment	% increase compared to FY2013-14	2019	\$5.24M	+20%	2018	\$4.85M	+11%	2017	\$4.94M	+14%	2016	\$4.63M	+6%	2015	\$4.71M	+8%	2014	\$4.35M	Baseline	<p>A 28% growth in St. Olaf Fund attainment by May 31, 2020 would require the St Olaf Fund attaining \$5.57M this fiscal year. Significant progress was made in FY2018-19 with the Fund exceeding the \$5 million mark for the first time in the College's history. Ongoing emphasis on the Annual Fund Leadership Giving program will be necessary for the Fund to exceed \$5 million again this year. Analysis of FY2018-19 results and potential for FY2019-20 predicts that maintaining a \$5 million+ Fund is possible for the current fiscal year. However, to achieve the strategic goal of a 28% increase by May 2020 will require an additional 8% (\$330,000) over FY2018-19 results, an attainment that exceeds current predictions.</p>
Fiscal year-end (May 31)	Fund attainment	% increase compared to FY2013-14																					
2019	\$5.24M	+20%																					
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		<p>Rationale for proposed goal revision: The revision is intended to specify the timeframe for the goal so that it is in alignment with the data used to track the college's progress in achieving it.</p>												
<p>VI.2.4. By May 31, 2020, increase the amount share of funded comprehensive fee tuition discount as a percentage of total tuition discount by 1.5% percent compared to May 31, 2014.</p>	<p><i>Changes in funded tuition discount FY2018-19 compared to FY2013-14</i></p> <table border="1" data-bbox="674 509 1255 802"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Dollar value of funded tuition discount</th> <th>Percentage of total tuition discount that is funded</th> <th>Change in percentage of total discount that is funded, FY14 to FY19</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>\$9.9m</td> <td>12.8%</td> <td>+2.5%</td> </tr> <tr> <td>2014</td> <td>\$6.0m</td> <td>10.3%</td> <td>Baseline</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Dollar value of funded tuition discount	Percentage of total tuition discount that is funded	Change in percentage of total discount that is funded, FY14 to FY19	2019	\$9.9m	12.8%	+2.5%	2014	\$6.0m	10.3%	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 1) the ability to constrain unfunded discount; 2) the ability to generate investment returns; and 3) increasing the endowed scholarships.</p> <p>Rationale for proposed goal revision: The changes are intended to (1) clarify that the financial aid discounts provided to students apply only to tuition, not to the entire comprehensive fee; (2) clarify that the increase the college is seeking refers to</p>
Fiscal year-end (May 31)	Dollar value of funded tuition discount	Percentage of total tuition discount that is funded	Change in percentage of total discount that is funded, FY14 to FY19											
2019	\$9.9m	12.8%	+2.5%											
2014	\$6.0m	10.3%	Baseline											

		the percentage of overall discount that is funded, not to the dollar value of funded discount; and (3) specify the time frame for the goal so that it is in alignment with the data used to track the college's progress in achieving it.
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Goal VII: Substantially increase philanthropic support for the College's programs												
<i>May 2019 Strategic Plan</i>	<i>September 2019 data</i>	<i>Comments</i>										
<p>VII.1. Execute a campaign that raises \$200 million by 2020 in support of the College's strategic plan and ongoing critical needs.</p> <p>Raise an additional \$28 million in the final fiscal year of the campaign, which concludes May 31, 2020.</p>	<p>As of September 18, 2019, the campaign has surpassed its goal by \$30 million with attainment of \$230.2 million.</p>	<p>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.</p> <p>Rationale for proposed revision: The revision clarifies the end date of the campaign and specifies that the campaign is continuing at present even though the college has already achieved the fundraising goal well ahead of this date.</p>										
<p>VII.2. By 2020, raise the annual alumni engagement index to 41% of alumni engaged via participation, volunteering or giving.</p>	<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>2018-19</td> <td>37%</td> </tr> <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	2018-19	37%	2017-18	35%	2016-17	38%	2015-16	33%	<p>The launch of the "Ole Connect" alumni professional network programming and web portal in February 2020 should help maintain and increase the Engagement Index.*</p>
Fiscal year	Alumni engagement											
2018-19	37%											
2017-18	35%											
2016-17	38%											
2015-16	33%											

		<p><i>*The Engagement Index (EI) is a composite measure that includes the percentage of the alumni body that gave, volunteered, attended an event and/or engaged in significant communication/digital contact with the College within the FY. The EI is based on activity that can be verified and tracked by the Advancement Division.</i></p>
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