

Strategic Plan 2019-20 Outcomes Report September 2020

The tables below provide recent data and comments on each goal of the strategic plan as approved by the Regents in May 2019.

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 2019 Strategic Plan	September 2020 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><i>Percentage of Senior Survey respondents indicating they had participated in a 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>Class year</th> <th>% who participated in career HIP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2020</td> <td style="text-align: center;">[90.4%]*</td> </tr> <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> <p><i>*See note in Comments</i></p> <p><i>Participation rates in specific vocation/career HIPs, by racial/cultural group, Class of 2020*</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Domestic white students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Internship</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td style="text-align: center;">Research</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">44%</td> </tr> </tbody> </table> <p><i>*See note in Comments</i></p>			Class year	% who participated in career HIP	2020	[90.4%]*	2019	91.6%	2018	85.8%	2017	87.1%	2016	79.5%		Domestic white students	Domestic students of color	International students	Internship	75%	75%	84%	Research	37%	34%	44%	<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. For data on equity of participation in selected high-impact practices, see Appendix A and Appendix B.</p> <p>2020 data note: <i>We typically achieve a 90%+ response to the Senior Survey by the end of May, because the survey is administered while students are on campus preparing for commencement, including during GradFest. For the Class of 2020, with the shift to online learning and the cancellation of activities associated with commencement, even with a second effort to contact graduates in September, we were only able to achieve a 57% response rate. This may not be a representative group of our graduates, and these results should be interpreted with caution.</i></p>
Class year	% who participated in career HIP																											
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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 off-campus study participation rates

Class year	% who studied off-campus
2020	74%
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>		
2020	40%	45%
2019	38%	45%
2018	33%	38%
2017	37%	43%
2016	36%	42%
<i>% domestic multicultural</i>		
2020	18%	18%
2019	18%	19%
2018	18%	19%
2017	15%	16%
2016	17%	18%
<i>% high or medium need</i>		
2020	51%	53%
2019	48%	51%
2018	54%	56%
2017	43%	44%
2016	43%	45%
<i>% first generation</i>		
2020	15%	18%
2019	16%	16%
2018	14%	14%
2017	13%	13%
2016	10%	10%

St. Olaf continues to rank #1 in the annual [Institute of International Education Open Doors Report](#), achieving this ranking for the 11th year in a row in the November 2019 publication. (The Open Doors Report excludes international student participants and participants in domestic off-campus study programs.) In 2019-20, 708 unique students engaged in 716 off-campus experiences (8 students went twice!).

Reduction in faculty availability to teach off-campus in Interim 2020 (from 31 courses in January 2019 to 23 courses in January 2020) led to a reduction in the number of students studying off-campus in 2019-20. This may have had an effect on the representation of first-generation and low-income students among off-campus participants in 2019-20. Male students continue to be under-represented in off-campus study, though we continue to see incremental improvement in their participation overall by the time of graduation. See Appendix C.

The 30 interim courses planned for 2021 were canceled earlier this semester on account of the pandemic.

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.

*National Survey of Student Engagement
advising item results*

Overall results, all St. Olaf students and students in other institutions in the same Carnegie classification

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

St. Olaf results by racial/cultural group

Quality of interaction with academic advisors, scale of 1-7			
	Domestic white students	Domestic students of color	International students
<i>First-years</i>			
2018	5.1	5.2	4.7
2015	5.4	5.3	5.3
2013	5.4	5.4	4.7
<i>Seniors</i>			
2018	5.6	5.7	5.2
2015	5.7	5.5	4.9
2013	5.6	5.7	5.8

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) program, which was expanded to serve 285 first-year students in 2020 (compared to 274 in 2019 and 150 in 2018), and enhanced training for advisors of international students.

We have added analysis of the 2018 results by racial/cultural subgroup so we can examine equity in outcomes.

<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 Senior 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="625 332 1150 467"> <tr> <td>Class of 2020</td> <td>[89.9%]*</td> </tr> <tr> <td>Class of 2019</td> <td>91.7%</td> </tr> <tr> <td>Class of 2018</td> <td>88.6%</td> </tr> <tr> <td>Class of 2017</td> <td>89.6%</td> </tr> </table> <p>2020 data note: We typically achieve a 90%+ response to the Senior Survey by the end of May, because the survey is administered while students are on campus preparing for commencement, including during GradFest. For the Class of 2020, with the shift to online learning and the cancellation of activities associated with commencement, even with a second effort to contact graduates in September, we were only able to achieve a 57% response rate. This may not be a representative group of our graduates, and these results should be interpreted with caution.</p>	Class of 2020	[89.9%]*	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 current metric for this goal.</p> <p>An alternative metric involves examining behavior rather than perceptions, i.e. whether recent graduates actually <i>are</i> pursuing work, education, or service upon graduation, and whether there are differences by racial/cultural subgroup. Results indicate both overall success and equitable success.</p> <p><i>Among First Destination respondents from the Class of 2019 (89% of the class as a whole), percentage who were working, engaged in full-time service, pursuing further education, or pursuing "other adventures" in the first six months after graduation:</i></p> <table border="1" data-bbox="1241 800 1902 919"> <thead> <tr> <th>All Class of 2019 students</th> <th>Domestic white students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td>97%</td> <td>97%</td> <td>95%</td> <td>96%</td> </tr> </tbody> </table>	All Class of 2019 students	Domestic white students	Domestic students of color	International students	97%	97%	95%	96%
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Goal II: Enhance student participation in, and experience of, residential life																				
May 2019 Strategic Plan	September 2020 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</p>	<p><i>National Survey of Student Engagement Students' estimates of number of hours per week spent in co-curricular activities</i></p> <table border="1" data-bbox="617 1271 1167 1456"> <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> </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	<p>The NSSE findings are the same as those 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>We also examined the distribution of domestic white students, domestic students of color, international</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																	

and activities is similar to that of the student body as a whole.

<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

*Composition of participants in selected co-curricular activities compared to composition of all St. Olaf students
Academic Year 2019-20*

	Domestic white students	Domestic students of color	International students
All St Olaf students	69%	20%	11%
Wellness Center	67%	22%	11%
Music ensembles	84%	13%	3%
Club sports	70%	20%	10%
Res Hall Council	60%	29%	10%
Work as JC or RA	41%	21%	38%
Student Govt Assn	53%	28%	19%
Piper Center	66%	21%	12%

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. With the exception of music ensembles, participation by domestic students of color and international students is similar to, or exceeds, their representation in the student body as a whole. Similarly, with the exception of club sports, participation by women is similar to, or exceeds, their representation in the student body as a whole.

	Male students	Female students
<i>All St Olaf students</i>	42%	58%
Wellness Center	39%	61%
Music ensembles	41%	59%
Club sports	54%	46%
Res Hall Council	35%	65%
Work as JC or RA	43%	57%
Student Govt Assn	25%	75%
Piper Center	39%	61%

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

Students who consumed ≥5 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%

Students who, in the past year, did something when drinking they later regretted:

	St. Olaf students	All NCHA students
2018	30%	28%
2014	30%	30%
2010	27%	27%

Students who used marijuana at least once in the past 30 days:

	St. Olaf students	All NCHA students
2018	20%	22%
2014	15%	20%
2010	11%	17%

These are the same overall findings reported in the September 2018 Strategic Plan Update, because we only administer the National College Health Assessment once every three years. We have added analysis of the 2018 results by racial/cultural subgroup so we can examine equity in outcomes. We will have new data to report in October 2021, following the NCHA administration scheduled for Spring 2021.

2018 results by racial/cultural group:

	Domestic white students	Domestic students of color	International students
≥5 drinks	29%	24%	24%
Marijuana	20%	20%	15%
Regrets	29%	35%	24%

II.3. Prevent and remedy sexual misconduct involving members of the St. Olaf community by continuing to enhance education, training, reporting and support.

The HEDS Sexual Assault Campus Climate Survey was administered for the second time in Spring 2020. St. Olaf's 2020 results were similar to results for other small institutions:

Students reporting an experience of attempted but not completed sexual assault since enrolling at the institution

	St. Olaf	Other schools
2020	9%	10%
2017	9%	9%

Students reporting an experience of sexual assault since enrolling at the institution

	St. Olaf	Other schools
2020	5%	5%
2017	4%	5%

Inter-institutional results by gender and class year were also similar. The exception was that St. Olaf students who were juniors reported higher rates of sexual assault than their counterparts at other small schools (16% vs. 12%).

The 2020 results also showed a substantial increase in St. Olaf student satisfaction with the college's reporting process. 75% of the St. Olaf survey participants who had filed a formal report with the college said they were satisfied with the college's process, compared to 31% of St. Olaf respondents in 2017, and 43% of respondents at other small colleges.

As reflected in the 2020 HEDs survey results, St. Olaf has made great strides in building trust in the College's processes for responding to incidents of sexual and interpersonal violence. These results show not only an increase in the St. Olaf's community's level of satisfaction with the College's response to incidents of sexual violence, but at a level that is significantly higher than other institutions. While this is essential foundational work, in order to address the goal of reducing or eliminating sexual misconduct, we will focus more attention and invest further resources in education and prevention efforts.

<p>II.4. 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>This goal has been achieved. The college presented the Ole Avenue Project at the February 2020 Board of Regents meeting and staff were given approval to move forward with design.</p>	<p>In May 2020 the Board asked that the project be paused in anticipation of potential cash needs due to the COVID pandemic. At that time, the Board authorized design work to continue such that construction could begin when the College's liquidity position was more clearly defined. The project will be presented for consideration at the October 2020 Board meeting.</p>
<p>II. 5. 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>This goal was not completed because of the Board's decision to pause all non-health/safety capital projects until the College's liquidity position in light of the COVID-19 pandemic was more clearly defined.</p>	<p>The proposed revisions to the text of the strategic plan for 2020 include a recommendation to retain this goal but with a modified timeline.</p>

Goal III: Increase the racial, ethnic, and geographic diversity of St. Olaf students, faculty, and staff																																
May 2019 Strategic Plan	September 2020 data			Comments																												
<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 first-year students of color</i></p>			<p>We continue to hone our strategic focus on both large urban centers (Chicago and Los Angeles) and smaller markets such as St. Louis, Denver, and Detroit, with sustained emphasis on recruiting second- and third-generation students, and collaborating with community-based college-access partners. Going forward, under the leadership of our new Associate Dean for Multicultural Recruitment, Dr. Reginald Miles, we are undertaking additional staff training and strategic planning to further</p>																												
	<table border="1"> <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 2020</td> <td>177</td> <td>24%</td> <td>*</td> </tr> <tr> <td>Fall 2019</td> <td>176</td> <td>22%</td> <td>27%</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> </tbody> </table>	Incoming Class	Number	% of all first-year St. Olaf students	Median % for all new comparison school students	Fall 2020	177	24%	*	Fall 2019	176	22%	27%	Fall 2018	181	22%	26%	Fall 2017	158	20%	26%	Fall 2016	150	18%	25%	Fall 2015	145	20%	24%			
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* Fall 2020 data for strategic comparison institutions will be available summer 2021

increase both our overall student diversity and our population of African American and Black students.

III.2. Increase sustained engagement among students who are demographically different from one another, so that by Spring 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

*Spring 2018 NSSE Results by
Type of Engagement*

*% of students reporting “often” or “very often”
having discussions with students who are different
from them with respect to:*

	St. Olaf	Other schools, selective liberal arts	Other schools, same Carnegie class
<i>First-years</i>			
Race	80%	75%	73%
Income	83%	76%	76%
Religion	84%	71%	70%
Political views	56%	63%	62%
<i>Seniors</i>			
Race	76%	75%	71%
Income	80%	76%	76%
Religion	76%	63%	69%
Political views	40%	59%	60%

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 have added results by question item to the 2018 results.

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.

<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 international faculty or domestic faculty of color.</p>	<p style="text-align: center;"><i>Three-year rolling averages for tenure-track appointments</i></p> <table border="1" data-bbox="617 272 1182 656"> <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>2018-20</td> <td>48%</td> <td>44%</td> </tr> <tr> <td>2017-19</td> <td>37%</td> <td>24%</td> </tr> <tr> <td>2016-18</td> <td>40%</td> <td>26%</td> </tr> <tr> <td>2015-17</td> <td>43%</td> <td>26%</td> </tr> <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 (Baseline)</td> <td>20%</td> <td>11%</td> </tr> </tbody> </table>	Starting year	International faculty or domestic faculty of color	Domestic faculty of color only	2018-20	48%	44%	2017-19	37%	24%	2016-18	40%	26%	2015-17	43%	26%	2014-16	38%	26%	2013-15	24%	13%	2012-14 (Baseline)	20%	11%	<p>We continue to meet the strategic goal of diversity among the professoriate, with at least 30% of tenure track hires being diverse, measured on a 3-year rolling average. Of the ten tenure-track appointments made in 2019-20, 60% identified themselves as faculty of color. Four of the nine new full-time temporary ("term") hires (44%) were domestic faculty of color. In comparison, in 2018-19, of 8 new full-time term hires, 38% (8) were domestic faculty of color. In the case of both tenure-track and term faculty hires, the number of appointments is relatively small and percentages can swing significantly year to year.</p>
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<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" data-bbox="665 737 1134 1078"> <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>2019</td> <td>23%</td> <td>12%</td> </tr> <tr> <td>2018</td> <td>17%</td> <td>11%</td> </tr> <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	2019	23%	12%	2018	17%	11%	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 23% of our new hires over the past year 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). 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.</p>			
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Goal IV: Advance retention and graduation rates																										
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<p>V.1. By 2020, achieve consistent first-to-second-year retention above 95%.</p>	<table border="1"> <thead> <tr> <th>Entering fall cohort</th> <th>First-to-second-year retention</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>90.9%</td> </tr> <tr> <td>2018</td> <td>90.8%</td> </tr> <tr> <td>2017</td> <td>90.6%</td> </tr> <tr> <td>2016</td> <td>92.3%</td> </tr> <tr> <td>2015</td> <td>92.3%</td> </tr> <tr> <td>2014</td> <td>93.3%</td> </tr> <tr> <td>2013</td> <td>92.8%</td> </tr> <tr> <td>2012</td> <td>93.5%</td> </tr> </tbody> </table>	Entering fall cohort	First-to-second-year retention	2019	90.9%	2018	90.8%	2017	90.6%	2016	92.3%	2015	92.3%	2014	93.3%	2013	92.8%	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. The group is also examining several years of student survey results, comparing the responses of students of color, white students, and international students to identify key areas of difference and their significance for retention outcomes. 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 the Connect for Success mentoring program), the group is continuing to focus on the sophomore experience.</p>						
Entering fall cohort	First-to-second-year retention																									
2019	90.9%																									
2018	90.8%																									
2017	90.6%																									
2016	92.3%																									
2015	92.3%																									
2014	93.3%																									
2013	92.8%																									
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>Entering Fall Cohort</th> <th>Percent graduated in four years</th> <th>Percent graduated in six years</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>80.8% <i>(prelim)</i></td> <td>--</td> </tr> <tr> <td>2015</td> <td>80.6%</td> <td>--</td> </tr> <tr> <td>2014</td> <td>81.6%</td> <td>84.8%</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	2016	80.8% <i>(prelim)</i>	--	2015	80.6%	--	2014	81.6%	84.8%	2013	80.5%	86.3%	2012	81.9%	86.2%	2011	84.6%	88.2%	2010	85.2%	88.0%	<p>Actions to improve retention should also positively affect 4- and 6-year graduation rates.</p>
Entering Fall Cohort	Percent graduated in four years	Percent graduated in six years																								
2016	80.8% <i>(prelim)</i>	--																								
2015	80.6%	--																								
2014	81.6%	84.8%																								
2013	80.5%	86.3%																								
2012	81.9%	86.2%																								
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 2020 data</i>	<i>Comments</i>
V.1. Improve employee opportunities for and satisfaction with professional development programs and resources provided by the college.	As of Fall 2020, 91% of all staff have completed training on the use of the college's online professional development platform, LinkedIn Learning . From January 1 – September 15, 2020, employees completed all or part of more than 1000 LinkedIn learning modules.	A newly designed LinkedIn Learning Diversity, Equity and Inclusion Pathway was introduced in September 2020.

Goal VI: Enhance fiscal sustainability		
<i>1. Manage costs through careful stewardship of resources such that expenditure growth does not exceed revenue growth.</i>		
<i>May 2019 Strategic Plan</i>	<i>September 2020 data</i>	<i>Comments</i>
VI.1.1. Continue to implement the recommendations of the Strategic Resource Allocation Project in support of revenue generation, cost reduction, and program investment.	The SRAP recommendations that were scheduled for implementation in FY2019-20 were included in the FY2019-20 budget.	Last year we reported that, while we had reached the minimum SRAP goal of \$5 million, we had also identified a number of areas in which conversations would still be continuing. Those conversations were halted as a result of the COVID-19 pandemic. The SRAP philosophy and discipline will continue to evolve as part of the College's annual budget development. The fiscal realities experienced with development and preparation of the FY2020-21 budget will require college staff to re-examine our <i>strategic</i> priorities going forward.

<p>VI.1.2. Continue to limit administrative costs to no more than 12% of operating expenditures.</p>	<p style="text-align: center;"><i>Administrative expenses FY2015-16 to FY2019-20</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;">Administrative expense as % of operating budget</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019-20</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">12%</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Administrative expense as % of operating budget	2019-20	12%	2018-19	12%	2017-18	12%	2016-17	12%	2015-16	12%	<p>This goal has been achieved and will be sustained.</p>
Fiscal year-end (May 31)	Administrative expense as % of operating budget													
2019-20	12%													
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2017-18	12%													
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2015-16	12%													

2. Reduce the percentage of the operating budget funded by the comprehensive fee by increasing current, or establishing new, revenue streams.

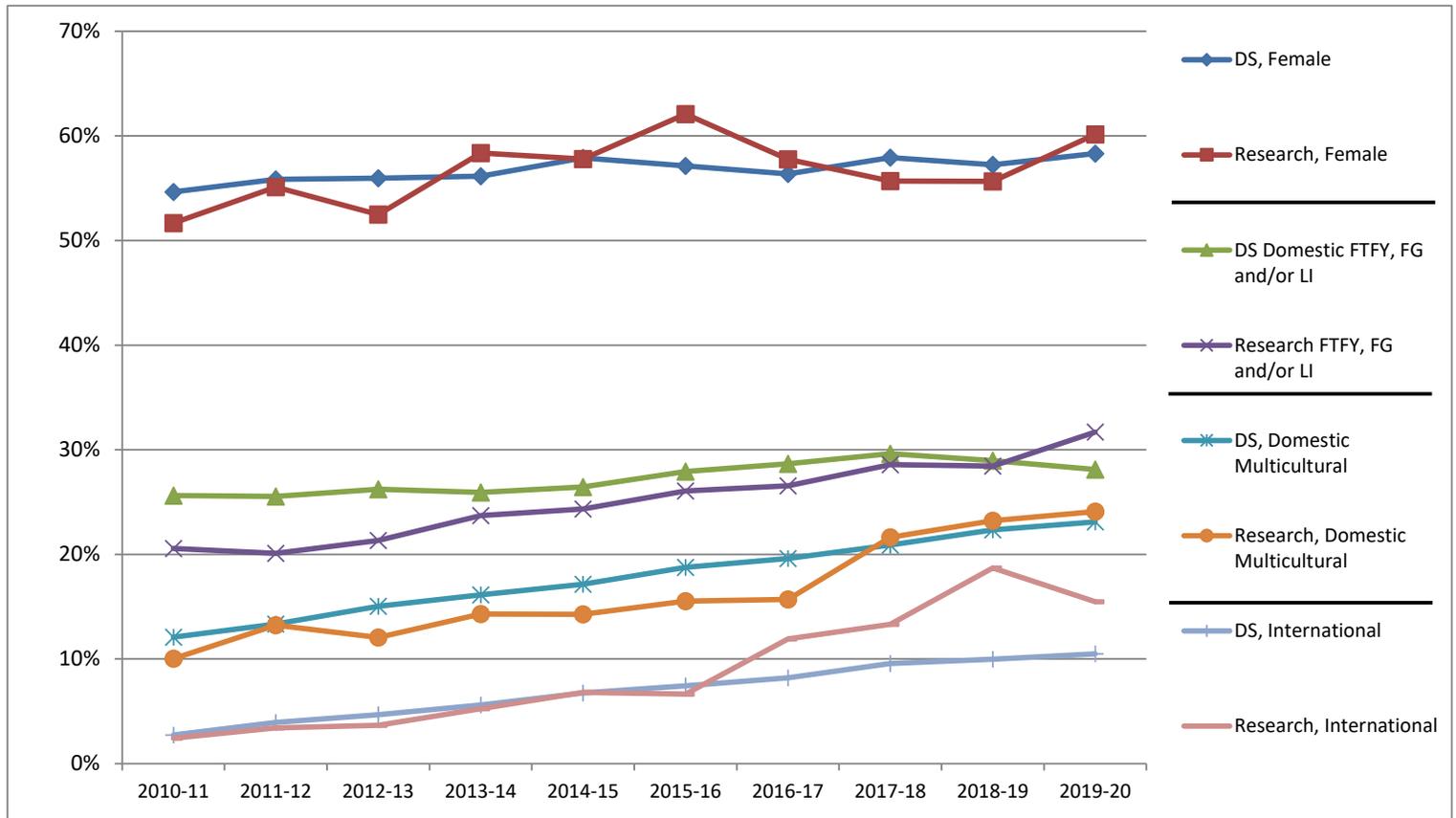
<i>May 2019 Strategic Plan</i>	<i>September 2020 data</i>	<i>Comments</i>																																										
<p>VI.2.1. By May 31, 2020, increase grant funding that supports college programs by 10% over grant revenues as of May 31, 2016, measured as a 3-year rolling average.</p>	<p style="text-align: center;"><i>Grant funding: 3-year rolling average revenue</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Date range</th> <th style="text-align: center;">Revenue</th> <th style="text-align: center;">% change</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FY19-FY20</td> <td style="text-align: center;">\$3.54M</td> <td style="text-align: center;">+12</td> </tr> <tr> <td style="text-align: center;">FY17-FY19</td> <td style="text-align: center;">\$3.15M</td> <td style="text-align: center;">+15%</td> </tr> <tr> <td style="text-align: center;">FY16-FY18</td> <td style="text-align: center;">\$2.74M</td> <td style="text-align: center;">+10%</td> </tr> <tr> <td style="text-align: center;">FY15-FY17</td> <td style="text-align: center;">\$2.48M</td> <td style="text-align: center;">-21%</td> </tr> <tr> <td style="text-align: center;">FY14-FY16</td> <td style="text-align: center;">\$3.13M</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td style="text-align: center;">FY13-FY15</td> <td style="text-align: center;">\$3.10M</td> <td style="text-align: center;">Baseline</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Grant funding: Annual revenue</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Fiscal year</th> <th style="text-align: center;">Revenue</th> <th style="text-align: center;">% change</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019-20</td> <td style="text-align: center;">\$4.93M</td> <td style="text-align: center;">+29%</td> </tr> <tr> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">\$3.83M</td> <td style="text-align: center;">+104%</td> </tr> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">\$1.88M</td> <td style="text-align: center;">-50%</td> </tr> <tr> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">\$3.75M</td> <td style="text-align: center;">+45%</td> </tr> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">\$2.58M</td> <td style="text-align: center;">+130%</td> </tr> <tr> <td style="text-align: center;">2014-15</td> <td style="text-align: center;">\$1.12M</td> <td style="text-align: center;">Baseline</td> </tr> </tbody> </table>	Date range	Revenue	% change	FY19-FY20	\$3.54M	+12	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	Fiscal year	Revenue	% change	2019-20	\$4.93M	+29%	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	<p>Grant revenues in FY2019-20 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 FY2019-20 exceeded the three-year rolling average by 12%. Grant total does not include the \$2,167,062 in grant funds received through the U.S. Department of Education’s Higher Education Emergency Relief Fund (HEERF) as part of the CARES Act.</p>
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<p>VI.2.2. Increase endowment-market-value-per-student by 5% annually.</p>	<table border="1"> <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>2020</td> <td>\$166,176</td> <td>-7.2%</td> </tr> <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> <th>Fiscal year-end (May 31)</th> <th>Endowment market value (in 1000s)</th> <th>Market value percentage change from 2014</th> </tr> <tr> <td>2020</td> <td>\$508,001</td> <td>17.9%</td> </tr> <tr> <td>2019</td> <td>\$528,130</td> <td>22.5%</td> </tr> <tr> <td>2018</td> <td>\$531,301</td> <td>23.2%</td> </tr> <tr> <td>2017</td> <td>\$493,255</td> <td>14.4%</td> </tr> <tr> <td>2016</td> <td>\$440,277</td> <td>2.1%</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Endowment market value per student	Annual percentage change in MV/student	2020	\$166,176	-7.2%	2019	\$178,149	-0.2%	2018	\$178,506	7.6%	2017	\$165,850	11.8%	2016	\$148,311	-2.2%	Fiscal year-end (May 31)	Endowment market value (in 1000s)	Market value percentage change from 2014	2020	\$508,001	17.9%	2019	\$528,130	22.5%	2018	\$531,301	23.2%	2017	\$493,255	14.4%	2016	\$440,277	2.1%	<p>The endowment market value per student has increased by at least 5% for two 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). While this metric is also subject to fluctuations in response to market conditions, as of May 31, 2020 the value of the endowment had increased by nearly 18% from its 2014 baseline value of \$431m.</p>
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<p>VI.2.3. 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"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Fund attainment</th> <th>% increase compared to FY2013-14</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>\$5.02M</td> <td>+15%</td> </tr> <tr> <td>2019</td> <td>\$5.24M</td> <td>+20%</td> </tr> <tr> <td>2018</td> <td>\$4.85M</td> <td>+11%</td> </tr> <tr> <td>2017</td> <td>\$4.94M</td> <td>+14%</td> </tr> <tr> <td>2016</td> <td>\$4.63M</td> <td>+6%</td> </tr> <tr> <td>2015</td> <td>\$4.71M</td> <td>+8%</td> </tr> <tr> <td>2014</td> <td>\$4.35M</td> <td>Baseline</td> </tr> </tbody> </table>	Fiscal year-end (May 31)	Fund attainment	% increase compared to FY2013-14	2020	\$5.02M	+15%	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 have required the St Olaf Fund to have attained \$5.57M during FY2019-20. Although we did not achieve this outcome, the Fund attainment – for the second year – exceeded \$5M. This was a significant accomplishment because of the pandemic’s effect on the last quarter of the fiscal year.</p>												
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<p>VI.2.4. By May 31, 2020, increase the share of funded 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>			<p>The increase in the value of the college’s funded tuition discount represents \$6.9 million additional dollars for student scholarships from sources other than the college’s operating budget.</p> <p>While both our strategic plan goal and our campaign goal have been met, fundraising for endowed scholarships remains an Advancement priority, because the reliance on funded tuition discount remains a critical element of the College's financial aid strategies.</p>	
	<p>Fiscal year-end (May 31)</p>	<p>Dollar value of funded tuition discount</p>	<p>Percentage of total tuition discount that is funded</p>		<p>Change in percentage of total discount that is funded, FY14 to FY19</p>
	<p>2020</p>	<p>\$12.9m</p>	<p>13.8%</p>		<p>+3.5%</p>
	<p>2014</p>	<p>\$6.0m</p>	<p>10.3%</p>		<p>Baseline</p>

<p>Goal VII: Substantially increase philanthropic support for the College’s programs</p>														
<p><i>May 2019 Strategic Plan</i></p>	<p><i>September 2020 data</i></p>	<p><i>Comments</i></p>												
<p>VII.1. Raise an additional \$28 million in the final fiscal year of the campaign, which concludes May 31, 2020.</p>	<p>The attainment for FY2019-20 was \$24M.</p>	<p>While short of the stretch goal of \$28M, the year’s attainment enabled the campaign to raise a total of \$252M. This is 26% above the original campaign goal of \$200M.</p>												
<p>VII.2. By 2020, raise the annual alumni engagement index to 41% of alumni engaged via participation, volunteering or giving.</p>	<p style="text-align: center;"><i>Engagement Index results</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Fiscal year</th> <th style="text-align: center;">Alumni engagement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019-20</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">35%</td> </tr> <tr> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">33%</td> </tr> </tbody> </table>	Fiscal year	Alumni engagement	2019-20	33%	2018-19	37%	2017-18	35%	2016-17	38%	2015-16	33%	<p>Since the Engagement Index* includes in-person events and volunteering, this outcome was affected by the pandemic.</p> <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>
Fiscal year	Alumni engagement													
2019-20	33%													
2018-19	37%													
2017-18	35%													
2016-17	38%													
2015-16	33%													

Access and Equity in St. Olaf Research: IS, IR, DUR, summer research



Definitions:

DS: all full-time degree-seeking students enrolled fall semester each year

Research: students completing at least one experience in IS, IR, DUR, or summer research (unduplicated) each year

FG and/or LI: % of domestic students who entered the college as full-time first-time students who self-reported as first-generation and/or were designated as low-income by federal TRiO program guidelines upon entry to the college (usually full-time first-year students FTFY)

Domestic Multicultural: % of domestic students of known race/ethnicity that are multicultural

International: % of all students documented as non-resident aliens

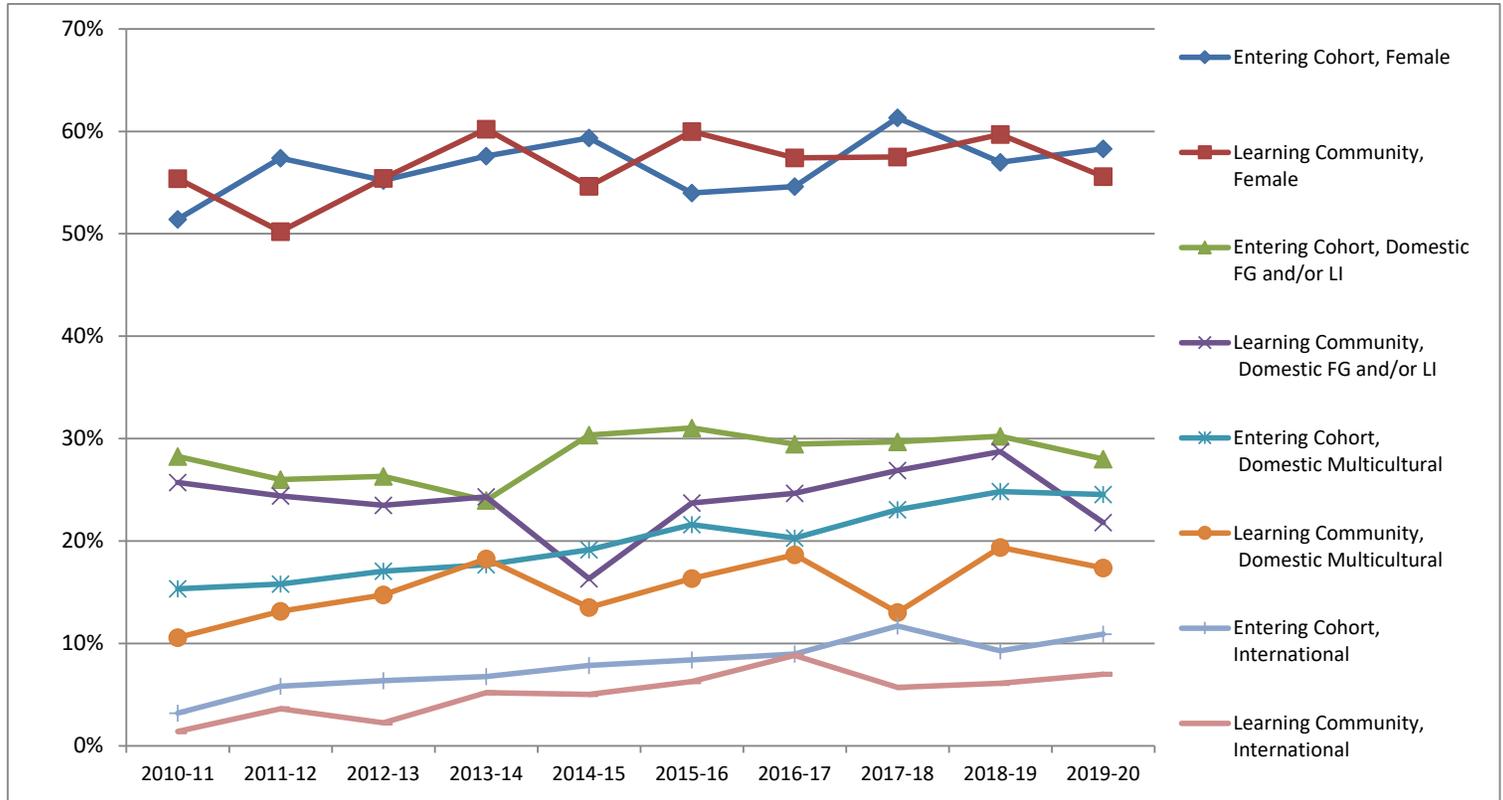
2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DS, Female	54.7%	55.9%	55.9%	56.2%	57.9%	57.1%	56.4%	57.9%	57.2%	58.3%
Research, Female	51.7%	55.1%	52.5%	58.4%	57.8%	62.1%	57.8%	55.7%	55.7%	60.2%
DS Domestic FTFY, FG and/or LI	25.6%	25.5%	26.2%	25.9%	26.4%	27.9%	28.7%	29.6%	29.0%	28.1%
Research FTFY, FG and/or LI	20.6%	20.1%	21.3%	23.7%	24.3%	26.1%	26.6%	28.6%	28.4%	31.7%
DS, Domestic Multicultural	12.1%	13.4%	15.0%	16.2%	17.2%	18.8%	19.6%	20.9%	22.3%	23.1%
Research, Domestic Multicultural	10.0%	13.2%	12.1%	14.3%	14.3%	15.6%	15.7%	21.6%	23.2%	24.1%
DS, International	2.7%	3.9%	4.7%	5.6%	6.8%	7.4%	8.2%	9.6%	10.0%	10.5%
Research, International	2.4%	3.4%	3.7%	5.3%	6.8%	6.7%	11.9%	13.3%	18.7%	15.5%

summer 2011 not included, includes McNair scholars beginning 2012

2016-17 added CHEM 375 and BIO 375 to all years

Access and Equity in St. Olaf Learning Communities: All Programs, by year completed



Definitions:

Entering Cohort: Full-time First-time enrolled, fall semester

Learning Community: students completing a learning community series, academic year completed.

Students completing more than one community are double-counted.

Students in Public Affairs Conversation, new in 2015-16, are also required to complete a paid internship, which is not tracked in this system. Included in this data is completion of the second course.

FG and/or LI: % of domestic students who entered the college as full-time first-time students who self-reported as first-generation and/or were designated as low-income by federal TRiO program guidelines upon entry to the college (usually full-time first-year students FTFY)

Domestic Multicultural: % of domestic students of known race/ethnicity that are multicultural

International: % of all students documented as non-resident aliens

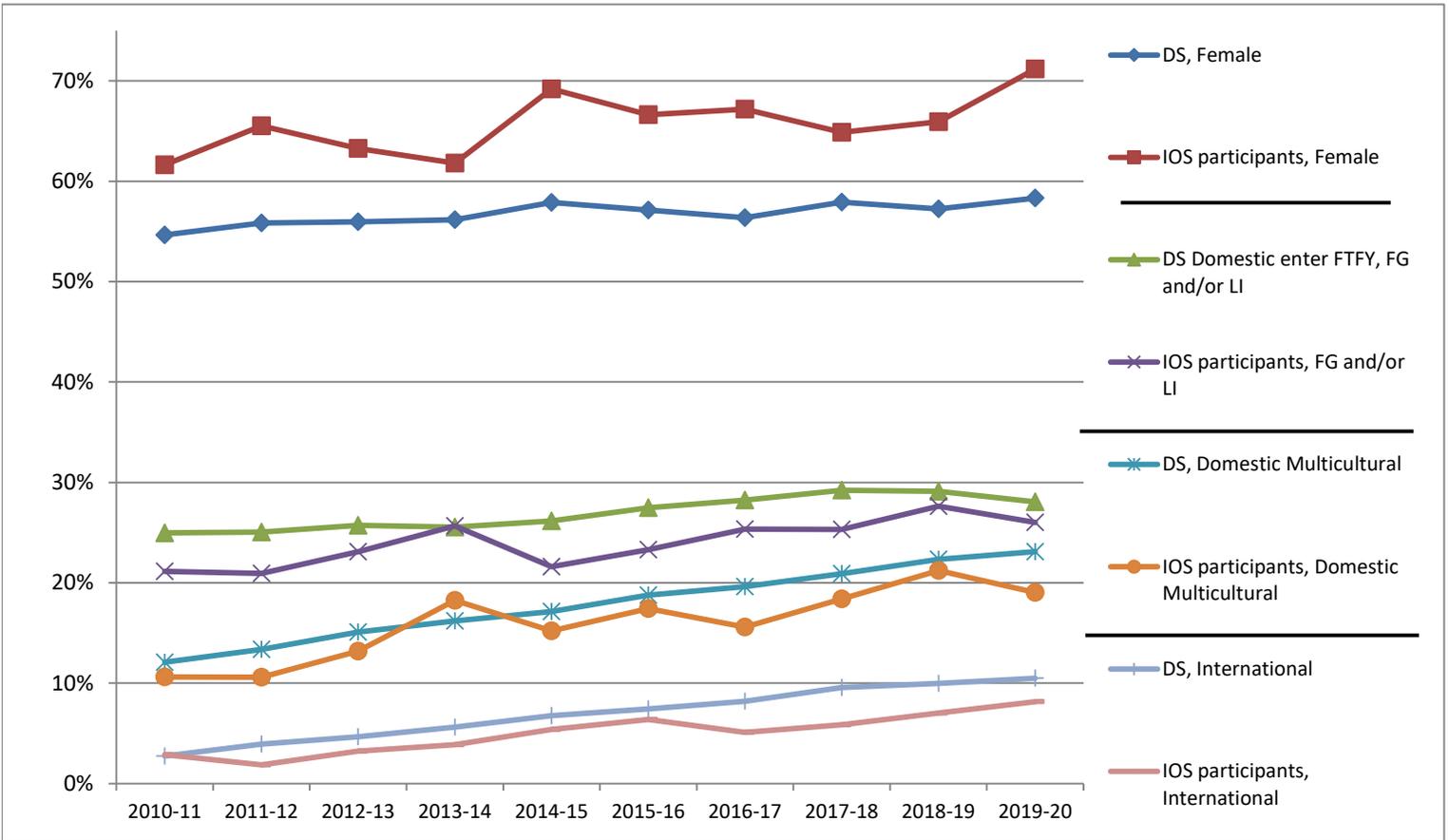
Note that many learning communities are completed in the sophomore year, so appropriate cohort comparison would be the previous year. However, Environmental Conversation and CH/BI are completed in the first year, and Public Affairs Conversation is completed in either the junior or senior year. Cohort comparisons become less relevant for these groups.

Double-counts students who complete more than one program.

2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Entering Cohort, Female	51.4%	57.4%	55.2%	57.6%	59.3%	54.0%	54.6%	61.3%	57.0%	58.3%
Learning Community, Female	55.4%	50.2%	55.4%	60.2%	54.7%	60.0%	57.4%	57.5%	59.7%	55.6%
Entering Cohort, Domestic FG and/or LI	28.3%	26.0%	26.3%	24.0%	30.4%	31.0%	29.5%	29.7%	30.2%	28.0%
Learning Community, Domestic FG and/or LI	25.7%	24.4%	23.5%	24.3%	16.3%	23.7%	24.7%	26.9%	28.7%	21.8%
Entering Cohort, Domestic Multicultural	15.3%	15.8%	17.1%	17.7%	19.1%	21.6%	20.3%	23.1%	24.8%	24.5%
Learning Community, Domestic Multicultural	10.6%	13.1%	14.7%	18.3%	13.5%	16.3%	18.7%	13.0%	19.4%	17.4%
Entering Cohort, International	3.2%	5.8%	6.4%	6.8%	7.8%	8.4%	9.0%	11.7%	9.3%	10.9%
Learning Community, International	1.4%	3.6%	2.3%	5.2%	5.0%	6.3%	8.8%	5.7%	6.1%	7.0%

Access and Equity in St. Olaf International and Off-campus Studies



Definitions:

DS: all full-time degree-seeking students enrolled fall semester each year

IOS participants: students participating at least one off-campus experience for academic credit each year

Includes international IS, IR, internships, summer, and transfer credits (unduplicated each year)

FG and/or LI: % of domestic students who entered the college as full-time first-time students who self-reported as first-generation and/or were designated as low-income by federal TRiO program guidelines upon entry to the college (usually full-time first-year students FTFY)

Domestic Multicultural: % of domestic students of known race/ethnicity that are multicultural

International: % of all students documented as non-resident aliens

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DS, Female	54.7%	55.9%	55.9%	56.2%	57.9%	57.1%	56.4%	57.9%	57.2%	58.3%
IOS participants, Female	61.6%	65.5%	63.3%	61.8%	69.2%	66.6%	67.2%	64.9%	65.9%	71.2%
DS Domestic enter FTFY, FG and/or LI	25.0%	25.0%	25.7%	25.6%	26.2%	27.5%	28.2%	29.2%	29.1%	28.1%
IOS participants, FG and/or LI	21.2%	20.9%	23.1%	25.7%	21.6%	23.3%	25.4%	25.3%	27.6%	26.0%
DS, Domestic Multicultural	12.1%	13.4%	15.1%	16.2%	17.2%	18.8%	19.6%	20.9%	22.3%	23.1%
IOS participants, Domestic Multicultural	10.6%	10.6%	13.2%	18.3%	15.2%	17.4%	15.6%	18.4%	21.2%	19.0%
DS, International	2.7%	3.9%	4.7%	5.6%	6.8%	7.4%	8.2%	9.6%	10.0%	10.5%
IOS participants, International	2.9%	1.9%	3.2%	3.9%	5.4%	6.4%	5.1%	5.9%	7.0%	8.2%