

Strategic Plan 2020-21 Outcomes Report October 2021

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

| Priority I: Ensure and sustain robust and equitable engagement with high-impact educational practices, both for students overall and for students from underrepresented groups. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------------------|-------------------------|----------------------------|------------------------|----------------------------------|-------------------------|----------------------------|------------------------|--------------------|------|-------|------|-------|------|-------|------|-------|---|-----|------|-----|-----|-----|-----|-----------------|--|--|--|--|------|-----|-----|-----|-----|------|-----|-----|-----|-----|
| Goals | October 2021 Metrics | | | | October 2021 Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>I.1. Maintain robust and equitable participation in vocation- and career-related high-impact learning experiences, such as internships, practicums, and mentored undergraduate research, so that approximately 85% of students complete one or more such experiences, and the participation of students from underrepresented groups is similar to or higher than the participation of St. Olaf students overall.</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="width: 100%; text-align: center;"> <thead> <tr> <th>Class year</th> <th>% who participated in career HIP</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>85.7%</td> </tr> <tr> <td>2020*</td> <td>90.4%</td> </tr> <tr> <td>2019</td> <td>91.6%</td> </tr> <tr> <td>2018</td> <td>85.8%</td> </tr> <tr> <td>2017</td> <td>87.1%</td> </tr> <tr> <td>2016</td> <td>79.5%</td> </tr> </tbody> </table> | | | | Class year | % who participated in career HIP | 2021 | 85.7% | 2020* | 90.4% | 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, research during the academic year through St. Olaf (DUR, IR, Advanced Lab), summer research at St. Olaf (CURI, McNair) or through another institution, Academic Civic Engagement courses, long-term shadowing experiences, and math/physics practicums.</p> <p>In normal years, many of these experiences entail on-site and in-person engagement. However, except for opportunities linked to the Natural Lands and STOGrow—available only to students living on or near campus—summer research in 2020 was limited to projects that could be pursued online. Nevertheless, student engagement in mentored research experiences was stable or increased from 2020, and participation by domestic students of color and international students increased markedly. See the PLT report for information about the Piper Center’s successes in making internships available despite the constraints of COVID.</p> | | | | | | | | | | | | | | | | | | | | | |
| | Class year | % who participated in career HIP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2021 | 85.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2020* | 90.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | 91.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | 85.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2017 | 87.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 79.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p><i>Participation rates in selected vocation/career HIPs, by racial/cultural group</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>All Grads</th> <th>Domestic white students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Internships</i></td> </tr> <tr> <td>2021</td> <td>70%</td> <td>71%</td> <td>66%</td> <td>78%</td> </tr> <tr> <td>2020</td> <td>76%</td> <td>75%</td> <td>75%</td> <td>84%</td> </tr> <tr> <td colspan="5"><i>Research</i></td> </tr> <tr> <td>2021</td> <td>40%</td> <td>37%</td> <td>44%</td> <td>57%</td> </tr> <tr> <td>2020</td> <td>37%</td> <td>37%</td> <td>34%</td> <td>44%</td> </tr> </tbody> </table> | | | | | All Grads | Domestic white students | Domestic students of color | International students | <i>Internships</i> | | | | | 2021 | 70% | 71% | 66% | | 78% | 2020 | 76% | 75% | 75% | 84% | <i>Research</i> | | | | | 2021 | 40% | 37% | 44% | 57% | 2020 | 37% | 37% | 34% | 44% |
| | | All Grads | Domestic white students | Domestic students of color | International students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Internships</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 70% | 71% | 66% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020 | 76% | 75% | 75% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Research</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 40% | 37% | 44% | 57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020 | 37% | 37% | 34% | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

I.2. Maintain robust and equitable participation in off-campus study, so that approximately 70% of students complete one or more off-campus courses or programs, and the participation of students from underrepresented groups is similar to or higher than the participation of St. Olaf students overall.

Overall off-campus study participation rates

| Class year | % who studied off-campus |
|------------|--------------------------|
| 2021 | 65% |
| 2020 | 74% |
| 2019 | 73% |
| 2018 | 78% |
| 2017 | 74% |

Subgroup participation rates compared to subgroup percentage among all graduates

| Class year | All graduates | IOS participants |
|---------------------------------|---------------|------------------|
| <i>% male</i> | | |
| 2021 | 37% | 29% |
| 2020 | 45% | 40% |
| 2019 | 45% | 38% |
| 2018 | 38% | 33% |
| 2017 | 43% | 37% |
| <i>% domestic multicultural</i> | | |
| 2021 | 23% | 22% |
| 2020 | 18% | 18% |
| 2019 | 19% | 18% |
| 2018 | 19% | 18% |
| 2017 | 16% | 15% |
| <i>% high or medium need</i> | | |
| 2021 | 58% | 55% |
| 2020 | 53% | 51% |
| 2019 | 51% | 48% |
| 2018 | 56% | 54% |
| 2017 | 44% | 43% |
| <i>% first generation</i> | | |
| 2021 | 18% | 16% |
| 2020 | 18% | 15% |
| 2019 | 16% | 16% |
| 2018 | 14% | 14% |
| 2017 | 13% | 13% |

St. Olaf continues to rank #1 in the annual [Institute of International Education Open Doors Report](#), achieving this ranking for the 12th year in a row in the November 2020 publication. (The Open Doors Report excludes international student participants and participants in domestic off-campus study programs.) Despite that ranking, very few students were able to study off-campus in AY2020-21. All thirty 2021 interim courses, in addition to the 2020-21 semester-long programs, were canceled on account of the pandemic. Student participation in nearly all third-party programs was canceled as well. Just 29 students studied off-campus in all of 2020-21, participating in 9 programs in England, Greece, New Zealand, Sweden, Taiwan, and the U.S. This compares to 708 students studying in 41 countries in 2019-20.

After incremental improvements in the participation of male students in previous years, participation rates of men graduating in 2021 decreased notably. Rates of participation by graduating domestic students of color, high or medium financial need, and first-generation continue to closely mirror the make-up of the student body.

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, and with ratings by students from underrepresented groups that are similar to or higher than ratings by St. Olaf students overall.

*National Survey of Student Engagement
advising item results*

*Overall results, all St. Olaf students
and students in other institutions*

| Quality of interaction with academic advisors, scale of 1-7 | | |
|--|--------------------------|----------------------------|
| | St. Olaf students | Carnegie comparison |
| <i>First-years</i> | | |
| 2021 | 5.0 | 5.5 |
| 2018 | 5.1 | 5.4 |
| 2015 | 5.4 | 5.4 |
| 2013 | 5.4 | 5.3 |
| <i>Seniors</i> | | |
| 2021 | 5.8 | 5.7 |
| 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 | | | |
|--|---------------------|-----------------------------------|-------------------------------|
| | All students | Domestic students of color | International students |
| <i>First-years</i> | | | |
| 2021 | 5.0 | 5.3 | 4.8 |
| 2018 | 5.1 | 5.2 | 4.7 |
| 2015 | 5.4 | 5.3 | 5.3 |
| 2013 | 5.4 | 5.4 | 4.7 |
| <i>Seniors</i> | | | |
| 2021 | 5.8 | 5.3 | 6.1 |
| 2018 | 5.6 | 5.7 | 5.2 |
| 2015 | 5.6 | 5.5 | 4.9 |
| 2013 | 5.6 | 5.7 | 5.8 |

The results from the National Survey of Student Engagement were mixed. Overall, ratings by 2021 seniors improved slightly in comparison to past administrations of the NSSE and in comparison to all Carnegie institutions. First year responses, however, slipped in both respects. Responses of first-year domestic students of color were stronger than those for all students, but those of senior students of color were lower than both senior responses overall and previous survey administrations. In contrast, international first-year student responses were lower than overall first-year responses, but senior international students showed notable improvement over the last administration of the survey. They were also higher than the overall St. Olaf senior responses and the Carnegie comparison group.

While the disruptions of COVID have not been unique to St. Olaf, they have had different consequences for different cohorts of students. The higher rating by senior international students may reflect the enhanced training provided to their advisors, while the lower ratings by first-year international students may reflect the difficulties of those who were not able to travel to campus and whose advising (and learning) experiences were all virtual, over multiple time zones and often with shaky internet. The lower ratings of first-years overall may reflect the absence of many of the typical New Student Orientation interactions with departments and programs.

We are continuing our efforts to improve advising for first-year students, particularly domestic students of color, as well as to provide additional advising

opportunities for this year’s sophomores (the first-year students reflected in the NSSE 2021 data). The St. Olaf Orientation to Academics and Resources ([SOAR](#)) program, piloted in 2018-19 and expanded in the following two years, is now provided to every first-year as part of the new Ole Core First Year Experience. An in-person and revamped New Student Orientation, combined with summer online registration, allowed for increased advising time for this year’s incoming class. Additional initiatives underway include an examination of the assessment of advising in tenure and promotion reviews, a workshop series for all advisors, and the implementation of the new TRIO Student Support for Students with Disabilities ([SSSD](#)) program, which provides proactive advising to all of its participants.

4. Ensure high-quality, accessible, and equitable opportunities for all students to discern and pursue vocation, resulting in 95% or more of seniors securing employment, pursuing further education, and/or pursuing full-time service within the first six months of graduation, with outcomes for students from underrepresented groups that are similar to or better than outcomes for St. Olaf students overall.

Percentage of graduates who were working, engaged in full-time service, pursuing further education, or pursuing “other adventures” in the first six months after graduation:

| | All students | Domestic students of color | International students |
|---------------|--------------|----------------------------|------------------------|
| Class of 2020 | 95% | 90% | 95% |
| Class of 2019 | 97% | 95% | 96% |

While we continued to meet our goal of 95% of our graduates overall securing employment, pursuing additional education, or pursuing full-time service soon after graduation, not only for students as a whole but for international students, the outcomes for domestic students of color in 2020 lagged behind those of students overall. As we continue to engage higher percentages of domestic students of color in career-related high-impact practices (see Goal I.1), we anticipate closing this gap. The Piper Center has strengthened the capacities of career coaches and peer advisers to work with students of different identities, and in Summer 2021 developed a targeted [identity-based career resources](#) website to support the post-graduation success of domestic graduates of color.

Priority II: Enrich student experiences in co-curricular and residential life, both for students overall and for students from underrepresented groups.

| Goals | October 2021 Metrics | October 2021 Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------------|------------------------|----------------------------|------------------------|--------------------|--|--|--|-------------|-----|-----|-----|-------------|-----|-----|-----|-------------|-----|-----|-----|----------------|--|--|--|-------------|-----|-----|-----|-------------|-----|-----|-----|-------------|-----|-----|-----|--|--------------|---------------|-----------------|--------------------|--|--|--|-------------|-----|-----|-----|-------------|-----|-----|-----|-------------|-----|-----|-----|----------------|--|--|--|-------------|-----|-----|-----|-------------|-----|------|-----|-------------|-----|------|-----|---|
| <p>II.1. Ensure and sustain robust and equitable participation in high-quality co-curricular programs and activities, so that the participation of students from underrepresented groups is similar to or higher than the participation of St. Olaf students overall.</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="619 470 1171 815"> <thead> <tr> <th></th> <th>All 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>2021</td> <td>6.7</td> <td>6.3</td> <td>7.0</td> </tr> <tr> <td>2018</td> <td>8.5</td> <td>7.0</td> <td>7.6</td> </tr> <tr> <td>2015</td> <td>7.8</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>2021</td> <td>8.0</td> <td>7.7</td> <td>8.4</td> </tr> <tr> <td>2018</td> <td>8.4</td> <td>7.8</td> <td>9.7</td> </tr> <tr> <td>2015</td> <td>8.9</td> <td>7.8</td> <td>6.0</td> </tr> </tbody> </table> <table border="1" data-bbox="619 852 1171 1172"> <thead> <tr> <th></th> <th>All students</th> <th>Male students</th> <th>Female students</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align:center"><i>First-years</i></td> </tr> <tr> <td>2021</td> <td>6.7</td> <td>7.7</td> <td>6.0</td> </tr> <tr> <td>2018</td> <td>8.5</td> <td>8.9</td> <td>8.1</td> </tr> <tr> <td>2015</td> <td>7.8</td> <td>8.4</td> <td>7.3</td> </tr> <tr> <td colspan="4" style="text-align:center"><i>Seniors</i></td> </tr> <tr> <td>2021</td> <td>8.0</td> <td>7.8</td> <td>8.2</td> </tr> <tr> <td>2018</td> <td>8.4</td> <td>10.1</td> <td>7.4</td> </tr> <tr> <td>2015</td> <td>8.9</td> <td>10.6</td> <td>7.9</td> </tr> </tbody> </table> | | All students | Domestic students of color | International students | <i>First-years</i> | | | | 2021 | 6.7 | 6.3 | 7.0 | 2018 | 8.5 | 7.0 | 7.6 | 2015 | 7.8 | 8.2 | 7.0 | <i>Seniors</i> | | | | 2021 | 8.0 | 7.7 | 8.4 | 2018 | 8.4 | 7.8 | 9.7 | 2015 | 8.9 | 7.8 | 6.0 | | All students | Male students | Female students | <i>First-years</i> | | | | 2021 | 6.7 | 7.7 | 6.0 | 2018 | 8.5 | 8.9 | 8.1 | 2015 | 7.8 | 8.4 | 7.3 | <i>Seniors</i> | | | | 2021 | 8.0 | 7.8 | 8.2 | 2018 | 8.4 | 10.1 | 7.4 | 2015 | 8.9 | 10.6 | 7.9 | <p>The reduction in the number of hours per week spent in co-curricular activities for both first-years and seniors in 2020-21 compared to previous years in unsurprising, given the context of COVID. However, there is an “engagement gap” for both classes between domestic students of color and students overall, although the gap in 2021 was smaller than in 2018. In contrast, international students report higher rates of co-curricular engagement. This may be attributable in part to the high percentage of our international students who are Davis United World College Scholars, selected in part on the basis of their leadership experiences and potential.</p> <p>In previous years, we have compared the representation of domestic students of color and international students in a variety of co-curricular 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 has been similar to, or exceeded, their representation in the student body as a whole. Because participation in all co-curricular activities was curtailed by COVID in 2020-21, we will resume collecting these data in 2021-22.</p> |
| | All students | Domestic students of color | International students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>First-years</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 6.7 | 6.3 | 7.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 8.5 | 7.0 | 7.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 7.8 | 8.2 | 7.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Seniors</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 8.0 | 7.7 | 8.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 8.4 | 7.8 | 9.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 8.9 | 7.8 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All students | Male students | Female students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>First-years</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 6.7 | 7.7 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 8.5 | 8.9 | 8.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 7.8 | 8.4 | 7.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Seniors</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 8.0 | 7.8 | 8.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 8.4 | 10.1 | 7.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 8.9 | 10.6 | 7.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>II.2. Reduce the incidence of high-risk behaviors associated with alcohol and drug use, resulting in-National College Health Assessment results that are lower than the mean results for other participating institutions and lower than results from previous administrations of the survey at St. Olaf, and with outcomes for students from underrepresented groups that are similar to or lower than outcomes for St. Olaf students overall.</p> | <p><i>NCHA respondents using substances in past three months who felt it led to health, social, legal, or financial problems at least once:</i></p> <table border="1" data-bbox="632 293 1150 488"> <thead> <tr> <th><i>Among those using alcohol:</i></th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>All St. Olaf students <i>n = 308</i></td> <td>11%</td> </tr> <tr> <td>St. Olaf students of color</td> <td>12%</td> </tr> <tr> <td>St. Olaf international students</td> <td>7%</td> </tr> <tr> <td>All NCHA students</td> <td>10%</td> </tr> </tbody> </table> <table border="1" data-bbox="632 521 1150 716"> <thead> <tr> <th><i>Among those using cannabis:</i></th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>All St. Olaf students <i>n = 133</i></td> <td>7%</td> </tr> <tr> <td>St. Olaf students of color</td> <td>0%</td> </tr> <tr> <td>St. Olaf international students</td> <td>0%</td> </tr> <tr> <td>All NCHA students</td> <td>12%</td> </tr> </tbody> </table> | <i>Among those using alcohol:</i> | Spring 2021 | All St. Olaf students <i>n = 308</i> | 11% | St. Olaf students of color | 12% | St. Olaf international students | 7% | All NCHA students | 10% | <i>Among those using cannabis:</i> | Spring 2021 | All St. Olaf students <i>n = 133</i> | 7% | St. Olaf students of color | 0% | St. Olaf international students | 0% | All NCHA students | 12% | <p>The National College Health Assessment instrument was substantially changed in Fall 2019, so we cannot compare many of the Spring 2021 results to those of 2018, including the items about alcohol and cannabis use. Our results must be interpreted with caution, as the response rate for St. Olaf students was approximately 17%, making it difficult to ascertain how generalizable the results might be. In general, among the sample of students who responded to the survey, St. Olaf students were similar to students at other institutions with respect to higher-risk alcohol use, but were less likely to report higher-risk outcomes for cannabis use.</p> |
|---|---|-----------------------------------|--------------------|---|-------------|-----------------------------------|-----|--|----|--------------------------|-----|------------------------------------|----------------------|---|----|-----------------------------------|-------------|--|----|--|-----|--|
| <i>Among those using alcohol:</i> | Spring 2021 | | | | | | | | | | | | | | | | | | | | | |
| All St. Olaf students <i>n = 308</i> | 11% | | | | | | | | | | | | | | | | | | | | | |
| St. Olaf students of color | 12% | | | | | | | | | | | | | | | | | | | | | |
| St. Olaf international students | 7% | | | | | | | | | | | | | | | | | | | | | |
| All NCHA students | 10% | | | | | | | | | | | | | | | | | | | | | |
| <i>Among those using cannabis:</i> | Spring 2021 | | | | | | | | | | | | | | | | | | | | | |
| All St. Olaf students <i>n = 133</i> | 7% | | | | | | | | | | | | | | | | | | | | | |
| St. Olaf students of color | 0% | | | | | | | | | | | | | | | | | | | | | |
| St. Olaf international students | 0% | | | | | | | | | | | | | | | | | | | | | |
| All NCHA students | 12% | | | | | | | | | | | | | | | | | | | | | |
| <p>II.3. Prevent and remedy sexual misconduct 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 for the second time in Spring 2020. St. Olaf’s 2020 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="617 1130 1171 1227"> <thead> <tr> <th></th> <th>St. Olaf</th> <th>Other schools</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>9%</td> <td>10%</td> </tr> <tr> <td>2017</td> <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> <table border="1" data-bbox="617 1328 1171 1425"> <thead> <tr> <th></th> <th>St. Olaf</th> <th>Other schools</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>2017</td> <td>4%</td> <td>5%</td> </tr> </tbody> </table> | | St. Olaf | Other schools | 2020 | 9% | 10% | 2017 | 9% | 9% | | St. Olaf | Other schools | 2020 | 5% | 5% | 2017 | 4% | 5% | <p>This survey is administered at St. Olaf every three years, so there are no new results since our last Strategic Plan Outcomes report. As noted in relation to 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. The 2020 results 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. These results showed 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</p> | | |
| | St. Olaf | Other schools | | | | | | | | | | | | | | | | | | | | |
| 2020 | 9% | 10% | | | | | | | | | | | | | | | | | | | | |
| 2017 | 9% | 9% | | | | | | | | | | | | | | | | | | | | |
| | St. Olaf | Other schools | | | | | | | | | | | | | | | | | | | | |
| 2020 | 5% | 5% | | | | | | | | | | | | | | | | | | | | |
| 2017 | 4% | 5% | | | | | | | | | | | | | | | | | | | | |

| | | |
|---|--|---|
| | <p>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%).</p> | <p>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> |
| <p>II.4. By Spring 2021, 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 2020¹ six-year physical development plan.</p> | <p>This goal has been achieved.</p> | <p>The Buildings & Grounds Committee received the existing building renovation plan at their April 2021 meeting. WorkShop, ICS, Kevin Larson, Director of Facilities, and Pamela McDowell, Associate Dean of Students for Residence Life, conducted a comprehensive review of the residence halls, examining architectural renovations, mechanical, plumbing, life safety and electrical/lighting systems, and building envelopes. The renovation plan restores lounge and study spaces that have been utilized as residence rooms, upgrades laundry and kitchen facilities, upgrades restrooms, and addresses elevator needs. These are all priorities that were articulated in the student and staff surveys conducted as part of the 2018 student housing analysis.</p> <p>The plan includes a 15-year sequence of priorities. Several of the buildings will be multi-summer projects over two years; two of the buildings will require being taken off-line for an academic year; and others will be completed as a summer project. The first priority is the Hilleboe/Kittelsby renovation, which will begin in June 2022 after the Ole Avenue Project is completed.</p> |

Priority III: Continue to increase the racial and cultural diversity of St. Olaf students, faculty, and staff

| Goals | October 2021 Metrics | October 2021 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 St. Olaf first-year students of color is similar to or higher than 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="617 363 1190 732"> <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 2021</td> <td>172</td> <td>23%</td> <td>*</td> </tr> <tr> <td>Fall 2020</td> <td>177</td> <td>24%</td> <td>29%</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> <p><i>* Fall 2021 data for comparison institutions will not be available until Summer 2022</i></p> | Incoming Class | Number | % of all first-year St. Olaf students | Median % for all new comparison school students | Fall 2021 | 172 | 23% | * | Fall 2020 | 177 | 24% | 29% | 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% | <p>We continue to have a strategic focus on both large urban centers (Chicago and the Bay Area) and smaller markets such as St. Louis, Houston, and Denver, with sustained emphasis on recruiting second- and third-generation students through collaborations with community-based college-access partners. We will add to our Bay Area Posse program with a national Posse cohort beginning in Fall 2022. We are also continuing our engagement with Boys Hope Girls Hope. Our Associate Dean for Multicultural Recruitment, Dr. Reginald Miles, has provided additional staff training and strategic planning to further increase both our overall student diversity and our population of African American and Black students.</p> |
| Incoming Class | Number | % of all first-year St. Olaf students | Median % for all new comparison school students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021 | 172 | 23% | * | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2020 | 177 | 24% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>III.2. Increase sustained engagement among students who are racially and culturally different from one another, so that St. Olaf’s “Discussions with Diverse Others” engagement indicator in the National Survey of Student Engagement exceeds the mean indicator for other baccalaureate colleges and shows improvement over previous administrations of the survey.</p> | <p style="text-align: center;"><i>National Survey of Student Engagement “Discussions with Diverse Others” Engagement Indicator Results Spring 2021, 2018, and 2015</i></p> <table border="1" data-bbox="695 1073 1100 1398"> <thead> <tr> <th></th> <th>St. Olaf</th> <th>Carnegie comparison</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><i>First-years</i></td> </tr> <tr> <td>2021</td> <td>38.4</td> <td>40.3</td> </tr> <tr> <td>2018</td> <td>42.6</td> <td>40.6</td> </tr> <tr> <td>2015</td> <td>43.3</td> <td>43.3</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Seniors</i></td> </tr> <tr> <td>2021</td> <td>38.5</td> <td>39.8</td> </tr> <tr> <td>2018</td> <td>40.1</td> <td>40.3</td> </tr> <tr> <td>2015</td> <td>40.2</td> <td>42.2</td> </tr> </tbody> </table> | | St. Olaf | Carnegie comparison | <i>First-years</i> | | | 2021 | 38.4 | 40.3 | 2018 | 42.6 | 40.6 | 2015 | 43.3 | 43.3 | <i>Seniors</i> | | | 2021 | 38.5 | 39.8 | 2018 | 40.1 | 40.3 | 2015 | 40.2 | 42.2 | <p>The NSSE “Discussions with Diverse Others” indicator combines results from several questions asking students how often they have discussions with others whose race/ethnicity, economic background, religious beliefs, or political views are different from their own. As in previous administrations, St. Olaf students are more likely than their peers at other institutions to engage across religious difference, but less likely to engage across racial, economic, or political difference. And while engagement across difference declined for all St. Olaf’s comparison institutions, the decline was steeper at St. Olaf.</p> <p>These results fall short of our goals, but they also serve as a valuable baseline for the impact of a</p> | | | | | |
| | St. Olaf | Carnegie comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>First-years</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 38.4 | 40.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 42.6 | 40.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 43.3 | 43.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Seniors</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 38.5 | 39.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 40.1 | 40.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 40.2 | 42.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p style="text-align: center;"><i>Spring 2021 NSSE Results by Type of Engagement</i></p> <p><i>% of students reporting "often" or "very often" having discussions with students who are different from them with respect to:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">St. Olaf</th> <th style="width: 15%;">Other schools, selective liberal arts</th> <th style="width: 15%;">Other schools, same Carnegie class</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;"><i>First-years</i></td> </tr> <tr> <td>Race</td> <td>71%</td> <td>76%</td> <td>73%</td> </tr> <tr> <td>Income</td> <td>70%</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>Religion</td> <td>74%</td> <td>72%</td> <td>70%</td> </tr> <tr> <td>Political views</td> <td>43%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Seniors</i></td> </tr> <tr> <td>Race</td> <td>68%</td> <td>73%</td> <td>71%</td> </tr> <tr> <td>Income</td> <td>74%</td> <td>76%</td> <td>75%</td> </tr> <tr> <td>Religion</td> <td>73%</td> <td>70%</td> <td>68%</td> </tr> <tr> <td>Political views</td> <td>41%</td> <td>52%</td> <td>58%</td> </tr> </tbody> </table> | | St. Olaf | Other schools, selective liberal arts | Other schools, same Carnegie class | <i>First-years</i> | | | | Race | 71% | 76% | 73% | Income | 70% | 77% | 75% | Religion | 74% | 72% | 70% | Political views | 43% | 56% | 60% | <i>Seniors</i> | | | | Race | 68% | 73% | 71% | Income | 74% | 76% | 75% | Religion | 73% | 70% | 68% | Political views | 41% | 52% | 58% | <p>variety of initiatives that were launched after the administration of the NSSE instrument, including the <i>Co-Creating an Inclusive Community</i> project, the implementation of the new OLE Core general education curriculum and its increased emphasis on racial and religious diversity, and enhanced DEI communications with the St. Olaf community under the leadership of the new Vice President for Equity and Inclusion.</p> |
|--|--|---------------------------------------|--|---------------------------------------|------------------------------------|--------------------|-----|----------------|-----|-------------|----------------|-----|-----|----------------|-----|-----|----------------|-----------------|-----|----------------|-----|------------------------|----------------|-----|-----|-------------------------------------|-----|-----|---|-------------|-----|-----|-----|---------------|-----|-----|-----|-----------------|-----|-----|-----|------------------------|-----|-----|-----|---|
| | St. Olaf | Other schools, selective liberal arts | Other schools, same Carnegie class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>First-years</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race | 71% | 76% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Income | 70% | 77% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religion | 74% | 72% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Political views | 43% | 56% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Seniors</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race | 68% | 73% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Income | 74% | 76% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religion | 73% | 70% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Political views | 41% | 52% | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>III.3. Continue to increase faculty diversity through recruitment, such that at least 25% of new tenure-track faculty hires (on a rolling three-year average) will be domestic persons of color.</p> | <p style="text-align: center;"><i>Three-year rolling averages for tenure-track appointments</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Starting year</th> <th style="width: 30%;">International faculty or domestic faculty of color</th> <th style="width: 15%;">Domestic faculty of color only</th> </tr> </thead> <tbody> <tr> <td>2019-21</td> <td style="color: green;">62%</td> <td style="color: green;">45%</td> </tr> <tr> <td>2018-20</td> <td style="color: green;">48%</td> <td style="color: green;">44%</td> </tr> <tr> <td>2017-19</td> <td style="color: green;">37%</td> <td style="color: green;">24%</td> </tr> <tr> <td>2016-18</td> <td style="color: green;">40%</td> <td style="color: green;">26%</td> </tr> <tr> <td>2015-17</td> <td style="color: green;">43%</td> <td style="color: green;">26%</td> </tr> <tr> <td>2014-16</td> <td style="color: green;">38%</td> <td style="color: green;">26%</td> </tr> <tr> <td>2013-15</td> <td style="color: blue;">24%</td> <td style="color: green;">13%</td> </tr> <tr> <td>2012-14 <i>(Baseline)</i></td> <td>20%</td> <td>11%</td> </tr> </tbody> </table> | Starting year | International faculty or domestic faculty of color | Domestic faculty of color only | 2019-21 | 62% | 45% | 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 <i>(Baseline)</i> | 20% | 11% | <p>Since 2014-16, we have exceeded the strategic goal of diversity among the professoriate, measured on a 3-year rolling average. Of the four tenure-track appointments made in 2020-21, one is a domestic person of color and two are international. The number of appointments is relatively small and percentages can swing significantly year to year.</p> <p>We continue to educate the chairs of faculty search committees in strategies for recruiting and retaining BIPOC faculty. The Vice President for Equity and Inclusion meets with them regularly to ensure that the work is being integrated at every step of the search process.</p> | | | | | | | | | | | | | | | | | |
| Starting year | International faculty or domestic faculty of color | Domestic faculty of color only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-21 | 62% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 <i>(Baseline)</i> | 20% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>III.4. Continue to increase staff diversity through recruitment, such that the percentage of domestic persons of color among our staff is similar to or higher than the percentage of domestic persons of color in the College’s hiring markets.</p> | <table border="1"> <thead> <tr> <th>Nov. 1 census date</th> <th>New staff hired during previous 12 months</th> <th>All staff</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>22%</td> <td>11%</td> </tr> <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 | 2020 | 22% | 11% | 2019 | 23% | 12% | 2018 | 17% | 11% | 2017 | 18% | 9% | 2016 | 18% | 10% | 2015 | 16% | 9% | 2014 | 12% | 7% | <p>Our new staff hires continue to exceed the diversity of our local labor pools (10% diverse for the non-exempt pool and 15.7% for the exempt pool).</p> <p>The newly-appointed Vice Presidents for Equity and Inclusion and for Human Resources will be collaborating in the coming year to develop new strategies for recruiting and retaining BIPOC staff.</p> |
|--|--|---|---|-----------|------|-----|-----|------|-----|-----|------|-----|-----|------|-----|----|------|-----|-----|------|-----|----|------|-----|----|--|
| | Nov. 1 census date | New staff hired during previous 12 months | All staff | | | | | | | | | | | | | | | | | | | | | | | |
| | 2020 | 22% | 11% | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | 23% | 12% | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | 17% | 11% | | | | | | | | | | | | | | | | | | | | | | | |
| | 2017 | 18% | 9% | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 18% | 10% | | | | | | | | | | | | | | | | | | | | | | | |
| | 2015 | 16% | 9% | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 12% | 7% | | | | | | | | | | | | | | | | | | | | | | | | |

| Priority IV: Advance retention and graduation rates | | | | | |
|---|---------------------------------------|---------------------|-----------------------------------|-------------------------------|--|
| Goals | October 2021 Metrics | | | | October 2021 Comments |
| <p>V.1. By 2020, achieve consistent first-to-second-year retention above 95%, with rates for students from underrepresented groups that are similar to or higher than rates for St. Olaf students overall.</p> | <i>First-to-second-year retention</i> | | | | <p>The College is devoting new resources and new programming to make up some of the retention ground lost during the pandemic. In Summer 2021, the College added a new staff position focused on retention in the Center for Advising and Academic Success, hiring Jillian Rowan as Assistant Director of Student Retention and Success. The new TRIO Student Support Services for Students with Disabilities (SSSD) program led by Chang Dao Vang '11, supported by a \$1.3m grant from the US Department of Education awarded in September 2020, is expected to enhance our retention rates. As noted in the comment to Goal I.3, all first-years now participate in the St. Olaf Orientation to Academics and Resources (SOAR) program as part of their Ole Core First Year Experience. Institutional Effectiveness and Assessment has expanded its data support for the college’s retention efforts, including a</p> |
| | Entering fall cohort | All students | Domestic students of color | International students | |
| | 2020 | 90.7% | 86.9% | 100.0% | |
| | 2019 | 90.9% | 93.8% | 90.9% | |
| | 2018 | 90.8% | 93.3% | 94.7% | |
| | 2017 | 90.6% | 88.6% | 95.6% | |
| | 2016 | 92.3% | 90.1% | 94.6% | |
| | 2015 | 92.3% | 90.6% | 95.2% | |
| | 2014 | 93.3% | 94.1% | 91.5% | |
| | 2013 | 92.8% | 89.2% | 92.0% | |
| 2012 | 93.5% | 94.2% | 96.4% | | |

new interactive [retention dashboard](#) that enables examination of retention rates not only for first-years but also sophomores and juniors by race, income, first-generation status, and sex, and an interactive dashboard of departing students' responses to an exit survey administered by the Retention working group.

IV.2. By 2020, achieve a consistent four-year graduation rate above 85% and six-year rate above 90%, with rates for students from underrepresented groups that are similar to or higher than rates for St. Olaf students overall.

Percent graduated in four years

| Entering Fall Cohort | All students | Domestic students of color | International students |
|----------------------|--------------|----------------------------|------------------------|
| 2017 | 78.5% | 75.9% | 85.2% |
| 2016 | 80.9% | 75.5% | 83.8% |
| 2015 | 80.8% | 72.5% | 82.5% |
| 2014 | 81.8% | 76.3% | 86.4% |
| 2013 | 80.6% | 75.8% | 88.0% |
| 2012 | 81.9% | 80.3% | 85.5% |
| 2011 | 84.7% | 80.9% | 81.4% |
| 2010 | 85.2% | 80.8% | 85.2% |

Percent graduated in six years

| Entering Fall Cohort | All Students | Domestic students of color | International students |
|----------------------|--------------|----------------------------|------------------------|
| 2015 | 85.0% | 77.9% | 85.7% |
| 2014 | 84.8% | 82.2% | 86.4% |
| 2013 | 86.4% | 85.8% | 90.0% |
| 2012 | 86.3% | 84.7% | 89.1% |
| 2011 | 88.2% | 85.5% | 86.0% |
| 2010 | 88.0% | 84.0% | 85.2% |

Our graduation rates show very mixed results. While the four-year graduation rate for the class that entered in Fall 2017 declined compared to the rate for the previous class, the six-year graduation rate for the Class of 2015 improved compared to the previous class. The four-year graduation rate for domestic students of color improved, while the six-year rate declined, compared to the year prior. The four-year graduation rate for the most recent cohort of international students improved and met our strategic goal, but the six-year rate declined.

Persistence data among current St. Olaf students is promising. The 2018 entering fall cohort saw a number of students return after taking a leave in 2020, so their 3rd-year retention rate (returning to the college for their senior year) is higher than their 2nd-year rate. 2nd-year rates (returning for junior year) are also on the upswing.

The actions we are taking to improve retention as described above should also positively affect 4- and 6-year graduation rates.

| Priority V: Enhance programs and processes for faculty and staff development | | |
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| Goals | October 2021 Metrics | October 2021 Comments |
| V.1. Improve employee opportunities for professional development programs and resources provided by the college. | LinkedIn Learning continues to be the primary on-demand virtual resource for professional development at the College, available any time at no cost to employees. In addition to the website providing access to these learning resources, the program provides customized weekly emails to employees with suggestions for new courses, based on those they have previously completed. | Expansion of in-house professional development opportunities is a priority for the new VP for Human Resources. Her goals for the 2021-22 academic year include the hiring of an HR Specialist in Professional Development. The Total Compensation philosophy and strategy to be designed under her leadership (College Goal VI) will include systematic attention to employee development as part of the college's structure of rewards and compensation. |
| V.2. Expand employee professional development opportunities that advance anti-racism, equity, and inclusion. | <p>In support of Goal 5 of the College's goals for 2020-21, nearly 3000 faculty, staff, students, and Regents participated in the January/February 2021 "Building an Anti-Racist Campus Community" training led by the Washington Consulting Group. Evaluation results showed that, consistent with project goals, the training enhanced or reinforced participants' understanding of racism and anti-racism, prompted self-reflection, and served as a model for inclusive group learning. In addition, departments and offices all over campus engaged in DEIA reading and discussion groups and training opportunities throughout the year.</p> <p>In anticipation of the current academic year, faculty and staff participated in two DEIA professional development</p> | <p>The St. Olaf community is eager for more DEIA professional development, as indicated by the results of both the evaluations of the campus-wide anti-racism training and the recommendations emerging from the spring Co-Creating groups. 100% of the respondents to the Cultural Humility workshop evaluations indicated that they expect to apply what they learned and that they wanted a second workshop.</p> <p>College Goal V.4. for the 2021-22 academic year is to "increase opportunities for personal and professional development focused on diversity, equity, inclusion, and anti-racism for students, staff and faculty." To accomplish this, the VP for Equity and Inclusion has included the goal of developing and implementing a plan for DEI professional development and continuous education in her individual goals for the year. Her biweekly Equity and Inclusion Updates to the community regularly feature opportunities for</p> |

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| | <p>opportunities. In early August, a cohort of colleagues with student-facing responsibilities participated in a “train-the-trainer” day-long workshop on Restorative Justice, rooted in the practices of Indigenous and other communities of color, offered by the Minnesota Peacebuilding Leadership Institute. In late August, the VP for Equity and Inclusion facilitated a virtual workshop on cultural humility, with 35 faculty and staff participants.</p> | <p>ongoing professional development, such as a link to the Minnesota Peacebuilding Leadership Institute’s online “Introduction to Restorative Justice” monthly trainings.</p> <p>The role of the HR Specialist in Professional Development to be hired by Human Resources as indicated above includes support for DEI professional development in collaboration with the Vice President for Equity and Inclusion. The 2021-22 goals for the VP for Human Resources also include plans to supporting the incorporation of DEI training in the Leadership to Legacy program for emerging leaders; and sponsoring DEI training for supervisors and student employees.</p> |
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| Priority VI: Enhance fiscal sustainability | | |
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| <i>Goals</i> | <i>October 2021 Metrics</i> | <i>October 2021 Comments</i> |
| <p>VI.1. Continue to manage costs through careful stewardship of resources such that expenditure growth does not exceed revenue growth.</p> | <p>For the fiscal year ending May 31, 2021, the College’s operating revenues of \$128.7m exceeded its operating expenditures of \$117.7m, resulting in net revenue of \$11.0m. Of this amount, \$6.7m was from unrestricted funding sources with \$3.1m set aside to fund capital investments to meet the 2.5% of total unrestricted revenue strategic goal, plus an additional \$3.55m remaining for quasi-endowment, as allocated by the Executive Committee of the Board at the May meeting.</p> | <p>The FY2021-22 proposed final budget includes revenue and expense growth of 6% each over FY2020-21 budget projections. These figures include the 2.5% allocation for capital enhancements and a \$300K contingency amount. Projections for subsequent years are still being developed and will come in with revenue growth equal to or more than expense growth. This past year, Moody’s affirmed the College’s A1 Stable rating, noting that “the College’s sound fiscal management has underpinned very strong operating surpluses and cash flow margins” which bolster our financial flexibility.</p> |

| | The College generated \$4.3m in temporarily restricted net revenue. These funds are held to satisfy donor obligations for specific purposes. Corresponding expenses will be reflected in a future year. | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------------------|--|------|-----------|-------|------|-----------|-------|------|-----------|-------|------|-----------|-------|------|-----------|-------|------|-----------|------|--|
| VI.2. Continue to prepare and execute balanced annual operating budgets. | The preliminary FY21-22 budget presented to the Board in May was a balanced budget but did not contain a contingency amount or an allocation for the capital enhancement goal. The proposed final FY21-22 budget for consideration at the October meeting is a balanced budget with \$3.4 million for capital enhancements and a \$300K contingency amount. | This goal will be sustained in subsequent years. | | | | | | | | | | | | | | | | | | | | | |
| VI.3. Reduce the percentage of the operating budget funded by the comprehensive fee by increasing current, or establishing new, revenue streams. <i>[This goal was divided into sub-goals, so the metrics and comments are attached to the sub-goals below rather than to the over-arching goal.]</i> | | | | | | | | | | | | | | | | | | | | | | | |
| VI.3.1. Preserve the purchasing power of the Endowment by achieving long-term returns that exceed expenditures on spending policy allocations, inflation, and endowment management fees. | <table border="1"> <thead> <tr> <th>Fiscal year-end (May 31)</th> <th>Endowment market value (in 1000s)</th> <th>Market value percentage change from 2014</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>\$695,078</td> <td>61.2%</td> </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 (in 1000s) | Market value percentage change from 2014 | 2021 | \$695,078 | 61.2% | 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% | The College realized a 35.74% return on its endowment assets for the fiscal year ending May 31, 2021. The net investment return after fees for the year was \$181.6 million. As of May 31, 2020 the value of the endowment had increased by over 61% from its 2014 baseline value of \$431million. |
| Fiscal year-end (May 31) | Endowment market value (in 1000s) | Market value percentage change from 2014 | | | | | | | | | | | | | | | | | | | | | |
| 2021 | \$695,078 | 61.2% | | | | | | | | | | | | | | | | | | | | | |
| 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% | | | | | | | | | | | | | | | | | | | | | |
| VI.3.2. Examine programs and resources that have the capacity to generate additional | Work on this goal is in progress. | Staff has developed an in-depth model which can test the impact of a variety of factors on predicted program growth or compression, enabling evaluation | | | | | | | | | | | | | | | | | | | | | |

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| revenue, and develop and execute plans for revenue generation as appropriate to the findings. | | of the financial implications of those assumptions. |
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