

## Strategic Plan 2021-22 Outcomes Report October 2022

The tables below provide recent data and comments on each goal of the strategic plan as approved by the Regents in October 2020.

*Red text: Not making progress*

*Blue text: Making progress*

*Green text: Goal met*

<b>Priority I: Ensure and sustain robust and equitable engagement with high impact educational practices, both for students overall and for students from underrepresented groups.</b>														
<i>Goals</i>	<i>October 2022 Metrics</i>	<i>October 2022 Comments</i>												
<p><b>I.1.</b> 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="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Class year</th> <th style="text-align: center;">% who participated in career HIP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2022</b></td> <td style="text-align: center;">86.5%</td> </tr> <tr> <td style="text-align: center;"><b>2021</b></td> <td style="text-align: center;">85.7%</td> </tr> <tr> <td style="text-align: center;"><b>2020*</b></td> <td style="text-align: center;">90.4%</td> </tr> <tr> <td style="text-align: center;"><b>2019</b></td> <td style="text-align: center;">91.6%</td> </tr> <tr> <td style="text-align: center;"><b>2018</b></td> <td style="text-align: center;">85.8%</td> </tr> </tbody> </table>	Class year	% who participated in career HIP	<b>2022</b>	86.5%	<b>2021</b>	85.7%	<b>2020*</b>	90.4%	<b>2019</b>	91.6%	<b>2018</b>	85.8%	<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>Internship participation decreased slightly for Class of 2022 compared to the Class of 2021. This is likely attributed to the fact that many members of the Class of 2022 had their internship plans disrupted during their last two years at St. Olaf. In response to the challenges that students faced during the COVID disruption, the Piper Center sourced over 500 internships from alumni and parents during the past three years.</p> <p>During the summer of 2020 in the midst of the pandemic, the St. Olaf summer CURI program was at a 10-year low for participation with 73 students. These numbers rebounded in 2021 with an all-time high of</p>
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*Participation rates in selected vocation/career HIPs, by racial/cultural group*

	All Grads	Domestic white students	Domestic students of color	International students
<i>Internships</i>				
2022	67%	67%	66%	78%
2021	70%	71%	66%	78%
2020	76%	75%	75%	84%
<i>Research</i>				
2022	45%	44%	42%	58%
2021	40%	37%	44%	57%
2020	37%	37%	34%	44%

113 participants and remained high at 103 participants in 2022. This renewed vigor in the program was the result of programs adapting to Covid protocols, a dramatic increase in grant funding, and pent-up faculty demand. The number of diverse students participating in CURI has remained relatively stable through these years.

Academic Civic Engagement courses involve students in applied, community-based activities. In 2021-22, forty courses (seven percent of all courses offered last year) carried the ACE designation. ACE courses appeared in all academic faculties with Social Science carrying the most courses (21) and Fine Arts carrying the least (5). These courses enrolled a total of 743 unique degree-seeking students with a total enrollment 931 students.

The Ole Experience in Practice requirement, which is part of the new OLE Core, will eventually result in all students engaging in one or more curricular or co-curricular experiences that are High Impact Practice.

**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

*Overall off-campus study participation rates*

Class year	% who studied off-campus
2022	41%
2021	65%
2020	74%
2019	73%
2018	78%

Among the 709 graduates in the class of 2022, 295 (41.6%) participated in at least one off-campus study program during their four years on campus. 74 students (10.4%) participated in two or more experiences.

COVID-19 continued to affect off-campus study participation in 2021-22, although there was a marked improvement (counting those on summer programs, 286 students studied off-campus in 2021-22, compared to 29 in 2020-21). In 2021-22, only three

participation of St. Olaf students overall.

*Subgroup participation rates compared to subgroup percentage among all graduates*

<b>Class year</b>	<b>All graduates</b>	<b>IOS participants</b>
<i>% male</i>		
<b>2022</b>	40%	28%
<b>2021</b>	37%	29%
<b>2020</b>	45%	40%
<b>2019</b>	45%	38%
<b>2018</b>	38%	33%
<i>% domestic multicultural</i>		
<b>2022</b>	22%	22%
<b>2021</b>	23%	22%
<b>2020</b>	18%	18%
<b>2019</b>	19%	18%
<b>2018</b>	19%	18%
<i>% high or medium need</i>		
<b>2022</b>	51%	52%
<b>2021</b>	58%	55%
<b>2020</b>	53%	51%
<b>2019</b>	51%	48%
<b>2018</b>	56%	54%
<i>% first generation</i>		
<b>2022</b>	18%	15%
<b>2021</b>	18%	16%
<b>2020</b>	18%	15%
<b>2019</b>	16%	16%
<b>2018</b>	14%	14%

U.S. Interim programs were ultimately offered due to a late wave of cancellations after the Omicron variant emerged just weeks prior to intended January departures. In total, 191 students participated in semester/year programs, 75 students completed Interim off-campus courses, and 20 students studied off-campus this summer.

After incremental improvements in the participation of male students in previous years, participation rates of men graduating continues to be low. Rates of participation by graduating domestic students of color, high or medium financial need, and first-generation continue to closely mirror the makeup 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*

<b>Quality of interaction with academic advisors, scale of 1-7</b>		
	<b>St. Olaf students</b>	<b>Carnegie comparison</b>
<i>First-years</i>		
<b>2021</b>	5.0	5.5
<b>2018</b>	5.1	5.4
<b>2015</b>	5.4	5.4
<b>2013</b>	5.4	5.3
<i>Seniors</i>		
<b>2021</b>	5.8	5.7
<b>2018</b>	5.6	5.6
<b>2015</b>	5.6	5.7
<b>2013</b>	5.6	5.7

*St. Olaf results by racial/cultural group*

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

There are no new data to report. since we have not administered NSSE since Spring 2021. In support of For Every Ole, initial steps taken this summer include appointing the new Assistant Dean for Academic Advising, the appointment of four Student Success Coaches to guide the First-Year SOAR program and work with students on probation, and two additional Disability and Access Services professionals. Also launched this fall as part of For Every Ole are two advising pilots. 2021-22 marked the first year of the new OLE Core with the enhanced First-Year Experience, which includes the St. Olaf Orientation to Academic Resources (SOAR). 2022 Summer Registration for incoming first-year students was enhanced with the addition of six Faculty Summer Registration Advisors.

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 2022	96%	93%	96%
Class of 2021	95%	90%	95%
Class of 2020	97%	95%	96%

We continued to meet our goal for students as a whole, with 96% of our graduates overall securing employment, pursuing additional education, or engaging in full-time service soon after graduation. While outcomes for domestic students of color in the Class of 2022 increased compared to the previous year, those outcomes are still lower than those for students as a whole. We know that domestic students of color engage with the Piper Center at similar levels as other students. 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.

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

<b>Goals</b>	<b>October 2022 Metrics</b>	<b>October 2022 Comments</b>																																																																				
<p><b>II.1.</b> 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>Participation rates in co-curricular activities (student activities leadership positions, music ensembles, or varsity athletics)</i></p> <table border="1"> <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>Overall</i></td> </tr> <tr> <td><b>2021-22</b></td> <td>56%</td> <td>46%</td> <td>43%</td> </tr> <tr> <td><b>2020-21</b></td> <td>52%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td><b>2019-20</b></td> <td>56%</td> <td>46%</td> <td>35%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Student Activities Leadership</i></td> </tr> <tr> <td><b>2021-22</b></td> <td>23%</td> <td>23%</td> <td>31%</td> </tr> <tr> <td><b>2020-21</b></td> <td>21%</td> <td>23%</td> <td>28%</td> </tr> <tr> <td><b>2019-20</b></td> <td>21%</td> <td>22%</td> <td>24%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Music Ensembles</i></td> </tr> <tr> <td><b>2021-22</b></td> <td>23%</td> <td>15%</td> <td>5%</td> </tr> <tr> <td><b>2020-21</b></td> <td>22%</td> <td>15%</td> <td>4%</td> </tr> <tr> <td><b>2019-20</b></td> <td>26%</td> <td>17%</td> <td>6%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Varsity Athletics</i></td> </tr> <tr> <td><b>2021-22</b></td> <td>19%</td> <td>15%</td> <td>8%</td> </tr> <tr> <td><b>2020-21</b></td> <td>16%</td> <td>11%</td> <td>6%</td> </tr> <tr> <td><b>2019-20</b></td> <td>17%</td> <td>11%</td> <td>7%</td> </tr> </tbody> </table>		All students	Domestic students of color	International students	<i>Overall</i>				<b>2021-22</b>	56%	46%	43%	<b>2020-21</b>	52%	45%	36%	<b>2019-20</b>	56%	46%	35%	<i>Student Activities Leadership</i>				<b>2021-22</b>	23%	23%	31%	<b>2020-21</b>	21%	23%	28%	<b>2019-20</b>	21%	22%	24%	<i>Music Ensembles</i>				<b>2021-22</b>	23%	15%	5%	<b>2020-21</b>	22%	15%	4%	<b>2019-20</b>	26%	17%	6%	<i>Varsity Athletics</i>				<b>2021-22</b>	19%	15%	8%	<b>2020-21</b>	16%	11%	6%	<b>2019-20</b>	17%	11%	7%	<p>Overall participation among international students in 2021-22 increased from previous years. The participation of domestic students of color in student activities leadership has remained stable over the last few years.</p>
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<p><b>I.2.</b> 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 1146 618"> <thead> <tr> <th><b><i>Among those using alcohol:</i></b></th> <th><b>Spring 2021</b></th> </tr> </thead> <tbody> <tr> <td>All St. Olaf students <i>n</i> = 308</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="632 654 1146 979"> <thead> <tr> <th><b><i>Among those using cannabis:</i></b></th> <th><b>Spring 2021</b></th> </tr> </thead> <tbody> <tr> <td>All St. Olaf students <i>n</i> = 133</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>	<b><i>Among those using alcohol:</i></b>	<b>Spring 2021</b>	All St. Olaf students <i>n</i> = 308	11%	St. Olaf students of color	12%	St. Olaf international students	7%	All NCHA students	10%	<b><i>Among those using cannabis:</i></b>	<b>Spring 2021</b>	All St. Olaf students <i>n</i> = 133	7%	St. Olaf students of color	0%	St. Olaf international students	0%	All NCHA students	12%	<p>The NCHA has not been re-administered since Spring 2021. Though the data represents a small sample of the overall student population, student behavior around alcohol and drug use remains an area of importance.</p> <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>
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<p><b>II.3.</b> Prevent and remedy sexual misconduct involving members of the St. Olaf community by continuing to enhance education, training, reporting and support.</p>	<p>Pursuant to the Minnesota Office of Higher Education’s Campus Sexual Violence Prevention and Response program, St. Olaf submits data annually regarding reports of sexual assault. Below is a summary of some of the data collected since 2017 (i.e., the years following St. Olaf’s Title IX Working Group and revised case management process).</p>	<p>St. Olaf continues to make strides in educating students about the College’s processes for responding to incidents of sexual and interpersonal violence. We believe the number of reports received at St. Olaf compared to those received by other institutions confirms a higher level of awareness of the College’s resources and trust in accessing them. We suspect the decline in the number of reports is due in part to restrictions that were put in place due to COVID, and concerns about reporting under new Title IX regulations imposed by the Trump administration.</p>																				

Year	Reports	Investigations	Found Responsible	Referred to Police
2017	37	6	3	2
2018	42	8	3	5
2019	28	5	4	0
2020	28	1	0	2
2021	25	1	0	1

Compared with sexual assault reporting [statistics from other Minnesota institutions](#), St. Olaf consistently receives a higher number of reports than other colleges and universities in the state. For example, in 2020 (the most recent year that data is available from other institutions), St. Olaf ranked second (28 reports) to the University of Minnesota Twin Cities (124). The vast majority of institutions indicate less than 10 reports received.

Also, while reports of sexual assault have declined, we have seen concerning increases in reports of stalking and dating violence.

**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 2021 six-year physical development plan.

**This goal has been achieved.**

The Executive Committee will recommend a resolution updating Priority II.4 to read “**Begin to implement the** plan for continued renovation of existing residence halls, with priorities and timelines that are congruent with the Spring **2022** six-year physical development plan.”

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

Goals	October 2022 Metrics	October 2022 Comments																											
<p><b>III.1.</b> 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><i>Domestic first-year students of color</i></p> <table border="1" data-bbox="615 363 1184 735"> <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 2022</td> <td>191</td> <td>22%</td> <td>*</td> </tr> <tr> <td>Fall 2021</td> <td>172</td> <td>23%</td> <td>25%</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> </tbody> </table> <p><i>* Fall 2022 data for comparison institutions will not be available until Summer 2023</i></p>	Incoming Class	Number	% of all first-year St. Olaf students	Median % for all new comparison school students	Fall 2022	191	22%	*	Fall 2021	172	23%	25%	Fall 2020	177	24%	29%	Fall 2019	176	22%	27%	Fall 2018	181	22%	26%	<p>We continue to have a strategic focus on both large urban centers (Chicago and the Bay Area) and tertiary markets (St. Louis, Houston, and Denver), with sustained emphasis on recruiting second- and third-generation students through collaborations with community-based, college-access partners. We have welcomed our second cohort of Bay Area Posse students, as well as a cohort of ten students who participated in a “virtual Posse” program prior to their matriculation at St. Olaf this fall. In addition, we participated for the first time in the College Horizons summer program, virtually promoting the St. Olaf experience to 155 Native American high school students from around the country.</p>			
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<p><b>III.2.</b> 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><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="693 1037 1098 1362"> <thead> <tr> <th></th> <th>St. Olaf</th> <th>Carnegie comparison</th> </tr> </thead> <tbody> <tr> <td colspan="3"><i>First-years</i></td> </tr> <tr> <td>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"><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> <p><i>Spring 2021 NSSE Results by Type of Engagement</i></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>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. St. Olaf administers NSSE every 2-3 years, so the 2021 results are the most recent available. In 2021, as in previous administrations, St. Olaf students were more likely than their peers at other institutions to engage across religious differences, but less likely to engage across racial, economic, or political differences. And while engagement across difference declined for all St. Olaf’s comparison institutions, the decline was steeper at St. Olaf.</p>
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*% of students reporting "often" or "very often" having discussions with students who are different from them with respect to:*

	St. Olaf	Other selective liberal arts	Same Carnegie class
<i>First-years</i>			
<b>Race</b>	71%	76%	73%
<b>Income</b>	70%	77%	75%
<b>Religion</b>	74%	72%	70%
<b>Political views</b>	43%	56%	60%
<i>Seniors</i>			
<b>Race</b>	68%	73%	71%
<b>Income</b>	74%	76%	75%
<b>Religion</b>	73%	70%	68%
<b>Political views</b>	41%	52%	58%

These results fell short of our goals, but they also serve as a valuable baseline for the impact of a variety of initiatives that were launched after the administration of the NSSE instrument, including the *Co-Creating an Inclusive Community* 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 by the Interim Vice President for Equity and Inclusion. We also expect to re-examine these NSSE results in light of the recently-received results from the LACRELA National Assessment of Collegiate Campus Climates student survey administered in Fall 2021.

**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.

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

Starting year	International or domestic faculty of color	Domestic faculty of color only
<b>2020-22</b>	58%	32%
<b>2019-21</b>	62%	45%
<b>2018-20</b>	48%	44%
<b>2017-19</b>	37%	24%
<b>2016-18</b>	40%	26%
<b>2015-17</b>	43%	26%
<b>2014-16</b>	38%	26%
<b>2013-15</b>	24%	13%
<b>2012-14</b> <i>(Baseline)</i>	20%	11%

Since 2014-16, we have exceeded the strategic goal of diversity among the professoriate, measured on a 3-year rolling average. Of the 10 individuals joining the college in tenure track lines in 2022-23, 40% represent diversity (international and/or BIPOC); of these individuals, one (10%) is a domestic person of color. The number of appointments is relatively small and percentages can swing significantly year to year.

We continue to educate the chairs of faculty search committees in strategies for recruiting and retaining BIPOC faculty. The Interim Vice President for Equity and Inclusion will continue to meet with them regularly to ensure that the work is being integrated at every step of the search process.

<p><b>III.4.</b> 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>2021</td> <td>24%</td> <td>14%</td> </tr> <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 <i>(Baseline)</i></td> <td>12%</td> <td>7%</td> </tr> </tbody> </table>	Nov. 1 census date	New staff hired during previous 12 months	All staff	2021	24%	14%	2020	22%	11%	2019	23%	12%	2018	17%	11%	2017	18%	9%	2016	18%	10%	2015	16%	9%	2014 <i>(Baseline)</i>	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). Because of our successes in increasing the diversity of our newly-hired staff, since 2014 we have doubled the percentage of both new staff and all staff who are BIPOC.</p> <p>The Interim Vice President for Equity and Inclusion and Vice President for Human Resources will be collaborating in the coming year to continue to develop strategies for recruiting and retaining BIPOC staff.</p>
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<b>Priority IV: Advance retention and graduation rates</b>																												
<b>Goals</b>	<b>October 2022 Metrics</b>			<b>October 2022 Comments</b>																								
<p><b>V.1.</b> 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>	<p style="text-align: center;"><i>First-to-second-year retention</i></p> <table border="1"> <thead> <tr> <th>Entering fall cohort</th> <th>All students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>90.2%</td> <td>88.4%</td> <td>96.1%</td> </tr> <tr> <td>2020</td> <td>90.7%</td> <td>86.9%</td> <td>100.0%</td> </tr> <tr> <td>2019</td> <td>90.9%</td> <td>93.8%</td> <td>90.9%</td> </tr> <tr> <td>2018</td> <td>90.8%</td> <td>93.3%</td> <td>94.7%</td> </tr> <tr> <td>2017</td> <td>90.6%</td> <td>88.6%</td> <td>95.6%</td> </tr> </tbody> </table>			Entering fall cohort	All students	Domestic students of color	International students	2021	90.2%	88.4%	96.1%	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%	<p>The College is devoting new resources and new programming to make up some of the retention ground lost during the pandemic. The new TRIO Student Support Services for Students with Disabilities (<a href="#">SSSD</a>) 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.</p> <p>New Student Orientation is currently searching for an Orientation and Transitions position. Four Student</p>
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		<p>Success Coaches in the Center for Advising and Academic Support meet with student cohorts. The college originally had four Class Deans, but currently we have two; once the Class Dean infrastructure is restored, we expect to continue to improve retention.</p>																																																
<p><b>IV.2.</b> 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.</p>	<p style="text-align: center;"><i>Percent graduated in four years</i></p> <table border="1" data-bbox="615 448 1184 773"> <thead> <tr> <th>Entering Fall Cohort</th> <th>All students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>76.6%</td> <td>77.2%</td> <td>76.0%</td> </tr> <tr> <td>2017</td> <td>78.5%</td> <td>75.9%</td> <td>85.2%</td> </tr> <tr> <td>2016</td> <td>80.9%</td> <td>75.5%</td> <td>83.8%</td> </tr> <tr> <td>2015</td> <td>80.8%</td> <td>72.5%</td> <td>82.5%</td> </tr> <tr> <td>2014</td> <td>81.8%</td> <td>76.3%</td> <td>86.4%</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Percent graduated in six years</i></p> <table border="1" data-bbox="615 873 1184 1198"> <thead> <tr> <th>Entering Fall Cohort</th> <th>All Students</th> <th>Domestic students of color</th> <th>International students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>84.5%</td> <td>79.5%</td> <td>85.1%</td> </tr> <tr> <td>2015</td> <td>85.0%</td> <td>77.9%</td> <td>85.7%</td> </tr> <tr> <td>2014</td> <td>84.8%</td> <td>82.2%</td> <td>86.4%</td> </tr> <tr> <td>2013</td> <td>86.4%</td> <td>85.8%</td> <td>90.0%</td> </tr> <tr> <td>2012</td> <td>86.3%</td> <td>84.7%</td> <td>89.1%</td> </tr> </tbody> </table>	Entering Fall Cohort	All students	Domestic students of color	International students	2018	76.6%	77.2%	76.0%	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%	Entering Fall Cohort	All Students	Domestic students of color	International students	2016	84.5%	79.5%	85.1%	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%	<p>Our graduation rates show very mixed results. The four-year graduation rate for domestic students of color in the 2018 cohort improved compared to those in the 2017 cohort. 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 the most recent cohort of international students improved and met our strategic goal, but the six-year rate declined.</p> <p>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.</p> <p>The actions we are taking to improve retention as described above should also positively affect 4- and 6-year graduation rates.</p> <p>As noted with respect to retention rates, once we have four Class Deans rather than two, we will continue to improve graduation rates..</p>
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<b>Priority V: Enhance programs and processes for faculty and staff development</b>		
<i>Goals</i>	<i>October 2022 Metrics</i>	<i>October 2022 Comments</i>
<p><b>V.1.</b> Improve employee opportunities for-professional development programs and resources provided by the college.</p>	<p>LinkedIn Learning was 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.</p> <p>The VP for Human Resources and the Chief Information Officer reviewed usage of LinkedIn Learning, and agreed that usage was not high enough to justify the cost of the program. The college discontinued its membership in August 2022. However, faculty, staff, and students continue to have access to LinkedIn Learning through the Northfield Public Library.</p>	<p>The Office of Human Resources is developing more in-house, interactive, real-time opportunities for professional development, supported by a new Employee Engagement and Experience Specialist, Amarin Chanthorn, hired in January 2022.</p> <p>The VP for Human Resources and the General Counsel will co-deliver a series of workshops during Fall 2022 for supervisors on leading teams and managing employees.</p>
<p><b>V.2.</b> Expand employee professional development opportunities that advance anti-racism, equity, and inclusion.</p>	<p>2021-22 provided several new opportunities for employee professional development enhancing capacity for equity, inclusion, and anti-racism. In response to the faculty/staff Co-Creating group conversations, the Vice President for Equity and Inclusion offered sessions on a wide variety of DEI topics during 2021-22, including restorative justice;</p>	<p>Among the goals of the Vice President for Human Resources and the Interim VP for Equity and Inclusion for 2022-23 is to collaborate with the Piper Center and the Taylor Center to provide DEI workshops for supervisors, student employee supervisors, and student employees in January 2023.</p> <p>During the past 8 months, HR's new Employee Engagement and Experience Specialist has focused on</p>

	<p>cultural humility; outward inclusion; departmental engagement in DEI discussions; inclusive recruitment, hiring, and retention; and the mentoring of women of color. Every session enrolled the maximum number of 25 participants. In addition, the Lutheran Center for Faith, Values, and Community offered a four-session faculty/staff professional development series on “Can St. Olaf be Lutheran and Inclusive?” in January and June 2022. The inaugural St. Olaf <a href="#">Diversity, Equity, and Inclusion Symposium</a> May 6-7 engaged more than 300 students, faculty, and staff in one or more symposium sessions.</p>	<p>two projects advancing DEI: a) re-envisioning the college’s student employment program to provide a more transparent, equitable and inclusive experience for student employees. The first step – an increase in student employee wages and a restructuring of rules – was implemented during September 2022; (b) re-envisioning the onboarding of our staff to provide a more welcoming, comprehensive and inclusive introduction to working at St. Olaf. The new program will be piloted in late fall 2022.</p> <p>The monthly Equity and Inclusion Updates to the community (faculty, staff, and students) from the Interim VP for Equity and Inclusion will continue to feature information about internal and external opportunities for ongoing professional development.</p>
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<b>Priority VI: Enhance fiscal sustainability</b>		
<b>Goals</b>	<b>October 2022 Metrics</b>	<b>October 2022 Comments</b>
<p><b>VI.1.</b> 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, 2022, the College’s operating revenues of \$131.9m exceeded its operating expenditures of \$126.2m, resulting in net revenue of \$5.7m. Of this amount, \$3.2m was from unrestricted funding sources with \$1.0m set aside to fund capital investments, plus an additional \$2.2m to be used to balance the FY22-23 operating budget as needed as approved by the Board at the May meeting.</p>	<p>The FY2022-23 proposed final budget includes revenue of 3.0% and expense growth of 7.9% over FY2021-22 budget projections. The planned expenditures include investments for the For Every Ole Program and Task Force recommendations. Inflation increases associated with utilities, insurance, food costs, and athletic travel are factored in. Funding for the additional expenditures is made from the prior year end revenues. The proposed final budget also includes \$500K for capital enhancements and a \$264K contingency amount.</p>

	<p>The College generated \$2.5m 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.</p>	<p>Projections for subsequent years are still being developed and will come in with revenue growth equal to or more than expense growth.</p>																					
<p><b>VI.2.</b> Continue to prepare and execute balanced annual operating budgets.</p>	<p>The preliminary FY22-23 budget presented to the Board in May was balanced using anticipated prior year income of \$2.4 million. This budget contained a \$500K allocation for the capital enhancement goal, and a contingency of \$106K. The proposed final FY22-23 budget for consideration at the October meeting is balanced using \$2.2M of prior year income, and contains \$500K for capital enhancements and \$264K as possible contingency.</p>	<p>The \$60m Ole Avenue Project came online in Fall 2022, generating an additional \$1.5m in depreciation. Therefore, the annual amount for capital enhancements from year-end revenue is being adjusted accordingly.</p> <p>Preparing and executing a balanced annual budget goal will be sustained in subsequent years.</p>																					
<p><b>VI.3.</b> Reduce the percentage of the operating budget funded by the comprehensive fee by increasing current, or establishing new, revenue streams.</p>																							
<p><b>VI.3.1.</b> Preserve the purchasing power of the Endowment by achieving long-term returns that exceed expenditures on spending policy allocations, inflation, and endowment management fees.</p>	<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>2022</td> <td>\$688,794</td> <td>59.7%</td> </tr> <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> </tbody> </table>	Fiscal year-end (May 31)	Endowment market value (in 1000s)	Market value percentage change from 2014	2022	\$688,794	59.7%	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%	<p>The College realized a -0.68% return on its endowment assets for the fiscal year ending May 31, 2022. The net investment return after fees for the year was -\$4,737 million. As of May 31, 2022, the value of the endowment had increased by over 59% from its 2014 baseline value of \$431million.</p>
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<p><b>VI.3.2.</b> Examine programs and resources that have the capacity to generate additional revenue, and develop and execute plans for revenue generation as appropriate to the findings.</p>	<p>Staff executed the sale of 62 acres west of the hospital for a mixed housing development, and are currently selling four properties along Forest Avenue and Walden Place and six parcels of farmland north of the hospital. Offers exceeded appraised values in all cases. Total proceeds generated were \$7.2 M. \$1M of the proceeds of these sales will be added to the endowment (assets that were accounted for as endowment assets) and the remainder will be used to fund the St. Olaf House to the extent needed.</p>	<p>The opening of the Ole Avenue Project coupled with new leadership in the College's Camps/Conferences office presents new opportunities to expand the summer conference use of this new residence hall and townhouses.</p> <p>The College will continue exploring expansion of the Benedictine care facility. This is currently under a land lease arrangement. Benedictines have indicated a desire to purchase and/or expand to a second phase.</p>
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