



Strategic Directions 2015

College of Saint Benedict
Summary of Accomplishments and Achievements



College of Saint Benedict Strategic Directions 2015 Planning Vision

Our history is characterized by a fierce belief in the power of liberal education, an engagement with the world around us, responsiveness to the needs of society, an enduring commitment to our Catholic and Benedictine Heritage, and an unwavering focus on women's development as leaders, professionals, and scholars. We envision our future as grounded in these same commitments, and we embrace the changes and challenges impacting the world with the same courage, strength, and boldness of our foremothers.

CSB Strategic Directions 2015



Unparalleled and Distinctive Opportunities for Women

The College of Saint Benedict will offer to women unparalleled opportunities linking the liberal arts and sciences with professional preparation, civic engagement, leadership, and global competence.

Academic Affairs

- **Empower women to take advantage of the full range of academic opportunities available to them:**
 - **Increase the number of women in under-represented fields, such as physics, computer science, chemistry, economics, and mathematics.**
 - The total number of degrees conferred to women in physics, computer science, chemistry, economics, and mathematics have been mostly stable since 2008-09.
 - **Increase the number of graduates who enter professional programs within five years of graduation.**
 - **Make application for and achievement of international competitive fellowships a CSB trademark.**
 - CSB was recognized among the top bachelor's institutions for producing Fulbright scholars in 2014-15. In 2014, four CSB students or graduates were awarded Fulbright fellowships. CSB ranked 29th among all bachelor's institutions nationally in the number of Fulbright students.
 - In 2012, CSB and SJU together received the Paul Simon Award for Comprehensive Internationalization, two of just six institutions recognized that year. The Simon Award recognizes outstanding and innovative achievements in campus internationalization.
- **Engage more women in an integrated liberal arts experience:**
 - **Increase the number of women majoring in liberal arts disciplines.**
 - The proportion of students who earn degrees in liberal arts disciplines has remained stable over the last five years.
 - **Among women majoring in non-liberal arts disciplines, increase the percentage who minor in a liberal arts discipline.**
 - **Increase the number of women participating in for-credit experiential learning activities.**
 - We created the Office of Experiential Learning and Community Engagement (ELCE) in 2012. The program supports programs that allow students to integrate and apply knowledge and theory they gain in the classroom to real-world,

hands-on learning environments. The office brings students, faculty, businesses, government partners, and non-profit organizations together to create learning partnerships. In 2014, 2,170 CSB and SJU students participated in ELCE programming that included 210 CSB/SJU faculty and 213 community partners.

- The proportion of CSB seniors who have participated in semester-long research or creative activity increased from 32% in 2010 to 40% in 2014. The proportion completing a culminating senior experience (e.g. capstone course or senior thesis) has risen from 79% in 2010 to 89% in 2014. The percentage of senior completing an internship, practicum, clinical assignment or field experience has remained stable at 70%.
 - Participation in service learning courses rose from 58% among seniors in 2010 to 67% among seniors in 2014.
- **Develop and strengthen the internationalization and globalization of student learning:**
 - **Achieve 100% participation in a global learning experience or at least two week duration**
 - We did not reach the 100% participation goal. However, since 2010, 66% of all CSB students have participated in an international study experience. The study abroad participation rate at CSB remains among the highest in the country and is significantly higher than rates at both peer (45%) and aspirant (57%) liberal arts colleges. Over one-third of all CSB/SJU faculty have led study abroad programs, and the colleges offer more than 200 courses with global or intercultural content. Since 2010, CSB and SJU consistently have been ranked among the top three liberal arts colleges nationally in the number of students who study abroad in semester-long programs.

Unparalleled and Distinctive Opportunities for Women

Student Development

- **Enhance the four-year residential experience to provide opportunities for CSB students that support academic success and encourage holistic student development.**
 - We implemented a four-year residency requirement beginning with the new student cohort entering in 2010. We assess the four-year residential curriculum annually.
- **Finish first in the MIAC, Division III All-Sports Competition.**
 - We have consistently finished in the top three in the all-sports competition since 2010.
- **Create inclusive communities that value the expression of differences while bonding to our Benedictine heritage through traditional and innovative programs.**
 - The Intercultural Directions Council (IDC), comprised of students, staff, and faculty, provides leadership to shift campus culture toward a more just and inclusive community experience. IDC-sponsored activities include faculty and staff development programs, community conversations, and speakers. In 2014, the IDC completed a comprehensive assessment of campus climate, which will be used to not only to assess and better understand the cultural climate on campus, but also to design and shape intercultural and inclusivity programming.
- **Provide top quality women's health care and health education.**
 - We opened a full-service student health center in fall 2009, the first in the college's history, and vastly expanding our students' access to health services.
- **Provide opportunities for women to be formed as future lay leaders for faith communities.**
 - In 2011, we hired a new director of Campus Ministry who has provided tremendous leadership creating a robust program for students in all areas faith and spiritual development, including liturgy, service and social justice programming, Hispanic ministries, reflection, and intentional living.
- **Honor Catholic women who embody the prophetic tradition of ethical leadership modeled by Mother Benedicta Riepp.**

- Implement a Women's Leadership Cohort designed to empower young women to become civically engaged in their local and global communities.
 - In 2012, we created the Hynes Scholars Leadership program. Sponsored by the Institute for Women's Leadership, the Hynes Scholar program provides between 12 and 18 sophomore women with an opportunity to participate in a yearlong cohort-based program exploring gender and leadership. Scholars engage in personal exploration and reflection, scholarship and dialogue concerning the topics of gender and leadership, social justice, self-awareness and self-actualization as well as the opportunities and challenges of being women in today's society. The program seeks to help students develop a clear vision about how they wish to shape their own life experience and claim their own gender identity.

**College of Saint Benedict
Strategic Directions 2015**

Exemplary undergraduate education in partnership with Saint John's University

The College of Saint Benedict will partner with Saint John's University to provide an exemplary liberal arts education with a strategic focus on scholarship and creativity, mentorship, global citizenship, values-based leadership, and spiritual development.

Scholarship and Creativity

- Prepare graduates who are active learners, capable of independent learning, discover, and creativity and able to relate knowledge to daily life.
- Prepare graduates who are intellectual risk-takers pursuing bold ideas with self-confidence, rigor, and creativity.
 - In 2014, we developed a survey of young graduates to learn how well their CSB/SJU experiences contributed to their personal and professional development. Among 2009 and 2011 graduates,
 - 85% indicated that their experiences at CSB and SJU contributed significantly to their ability to learn effectively on their own.
 - 72% said that their experiences here prepared them well to contribute to creativity and innovation in their workplace.
 - 83% reported that their CSB/SJU experience prepared them well to take initiative in their professional life. 88% said they were well prepared to acquire and apply information to solve problems.
 - 78% indicted that their experiences here prepared them well to embrace challenge and accept risk in their careers and professions.
- Build a faculty of teacher/scholar/mentors who are actively engaged in cutting-edge scholarship and creative work.
- Build a professional staff actively engaged in cutting-edge scholarship and creative work.

Mentorship

- Prepare graduates who are self-confident and independent thinkers, who have been supported by close-working relationships with faculty and staff.

- Among 2009 and 2011 graduates:
 - 87% said that faculty and staff at CSB and SJU recognized and appreciated their talents and helped to develop them.
 - 89% reported that the liberal arts education at CSB/SJU contributed significantly to their personal and professional development. A similar percentage (85%) said that as undergraduate students they developed an ability to distinguish unique perspectives others might not consider.
 - 85% described significant contributions to their intellectual self-confidence as undergraduate students.
- **Prepare graduates who are academically and personally equipped for careers and/or graduate school.**
 - Among 2009 and 2011 graduates:
 - 88% indicated that their experiences at CSB and SJU prepared them well for their career. 79% said that their academic major prepared them well for their profession.
 - 87% reported that their experiences here prepared them well to perform their work ethically and with integrity.
 - 90% indicated that their CSB and SJU experience prepared them well to think critically about complex issues.
 - 79% said they were well prepared to function successfully in a changing environment.
 - 66% of those who have already earned a graduate degree, are currently enrolled in a graduate program, or who planned to eventually obtain an advanced degree, indicated that that their experiences at CSB and SJU prepared them well for graduate or professional school.
- **Provide our students with opportunities for interpersonal and intrapersonal growth in ways characterized by realistic self-appraisal, self-esteem, ethics and integrity, relationships, independence and interdependence, and understanding of self as a gendered person.**
 - We implemented an orientation program for new entering students that examines ethics and integrity around alcohol use and sexual activity.
 - Though only 25% of all 2014-15 CSB seniors indicated that they frequently participated in gender-specific programs and activities, 71% said that their experiences at CSB contributed significantly to their understanding of themselves as women (up from 61% in 2010)
 - The proportion of CSB seniors who indicated that the opportunity to attend a college for women was “very valuable” rose from 27% in 2010 to 50% in 2014.
 - The proportion of CSB seniors indicating that their experiences here contributed significantly to their understanding of issues related to gender rose increased from 62% in 2010 to 77% in 2014.

Global Citizenship

- **Graduates will demonstrate local and global intercultural competence.**
 - 65% of CSB seniors in 2014 indicated that their experiences at CSB contributed significantly to their understanding of people whose race or ethnicity was different than their own, up from 48% in 2010.
 - In 2014, 56% of CSB seniors indicated that CSB and SJU significantly encouraged interaction among students of different economic, social, and racial or ethnic backgrounds, up from 46% in 2010.
 - Much work remains however. The 2014 campus climate survey indicated that significant gaps exist between students of color and majority students in their experience of community and inclusivity at CSB and SJU. In addition, only half of all 2009 and 2011 graduates indicated that their experiences here prepared them well to work in a culturally diverse environment.
- **Students, faculty, and staff will represent diverse races, cultures, and socioeconomic backgrounds.**
- **Our students will seek opportunities to engage with others who have differing religious, political or personal views.**
 - In 2014, 41% of CSB seniors indicated that they frequently had serious conversations with students whose race or ethnicity was different than their own, up from 28% in 2010. The proportion who indicated that they frequently engaged in serious conversations with others whose religious beliefs, political opinions or personal values were different than theirs remained stable at 44% between 2010 and 2014.
- **Develop and strengthen the internationalization and globalization of student learning.**

Values-based Leadership

- **Our graduates will lead with integrity, exhibit stewardship, and seek a socially-just world.**
- **Our graduates will be ethically responsible, committed and engaged citizens.**
 - 87% of 2009 and 2011 graduates reported that their experiences here prepared them well to perform their work ethically and with integrity.
 - 76% of CSB seniors in 2014 indicated that engaging in community service was a very important or essential life objective (unchanged over the 2010 to 2014 period). 8 in 10 seniors in 2014 described promotion of social justice issues as key life objectives (up from 76% in 2010).
 - 78% of 2014 seniors said that becoming a community leader was a very important or essential life objective, compared to just 44% in 2010.

- Our graduates will actively pursue the common good through engagement with civic, religious, non-profit, and professional organizations.

Spiritual Development

- Our faculty, staff, and graduates will seek personal and spiritual growth throughout their lives.
 - The proportion of CSB seniors who indicate that integrating spirituality into lives is an essential or very important life objective declined between 2010 and 2014, falling from 60% to 52%. However, the proportion indicating that they frequently reflect on their lives through lens of their faith did not change (43% in 2010 and 41% in 2014).
 - 60% of 2009 and 2011 graduates said that their experiences here contributed significantly to the understanding and practice of their spirituality.
- Our graduates will have the knowledge and skills to make career and life-style choices that lead to healthy, purposeful, and satisfying lives.
 - The vast majority of our young graduates land in professions for which they are well prepared and which provide them with meaningful work and professional opportunity. 82% of 2009 and 2011 graduates described their current occupation as work they find meaningful. 87% said that their current work provides them with opportunities to continue to grow and learn.

Financial Sustainability and Growth

The College of Saint Benedict will insure its financial health and independence through endowment growth, sustained annual giving, enhanced alumnae participation, and contributions to reserves.

- **Meet Capitol Campaign goals.**
 - The campaign timeline and goals have been adjusted since 2010. Through December 31, 2014, fundraising toward the campaign goal totals \$29.2 million.
- **Sustain or increase Annual Giving to reduce dependence on net tuition.**
 - Over the period of the plan, Annual Giving has twice fallen below the prior year (FY 2011 and FY 2014). However, over the five-year planning period, Annual Giving has increased by a cumulative total of 13% (rising from \$1.9 million in FY 2010 to 2.2 million in FY 2014).
- **Increase endowment.**
 - Between FY 2010 and FY 2014, endowment value rose by 54%, rising from \$37 million to \$57 million.
- **Increase alumnae giving participation rates.**
 - Alumnae participation rates have not increased over the life of the plan – similar to the experience at colleges and universities around the country.
- **Enhance the College's debt capacity.**
 - The goal was to achieve a Moody's rating in the A category. While we did not achieve that goal, we have maintained a stable rating of Baa1 in a very challenging economic environment. Our stable Baa1 rating has been shaped by the following factors, all of which improve the college's debt capacity for the future:
 - Reserve balances increased by 35%, rising from \$12.1 million in FY 2010 to \$16.3 million in FY 2014.
 - Endowment value rose by 54%, increasing from \$37.3 million in FY 2010 to \$57.3 million in FY 2014.
 - Total outstanding debt fell from \$28 million in FY 2010 to \$25.1 million in FY 2014 (in spite of new borrowing of \$9.1 million for Centennial Commons). The college currently has \$25 million in debt capacity, a total that will rise to \$50 million in the next five years to just over \$50 million (assuming our current debt rating of Baa1).

- **Appropriately fund capital to insure that facilities effectively support the mission.**
 - The college planned to increase the amount budgeted for capital to \$1.5 million. While that goal was not achieved, the FY 2015 budget included \$1,150,000, up from \$300,000 in FY 2010.
- **Increase net tuition revenue annually to provide adequate operating funds.**
 - The plan sought to increase net tuition revenue by 3-5% for first-year students. We have achieved net tuition increases over 3% in two of the last five years. In the two most recent fiscal years, net tuition has increased by just under 1% and we are projecting almost no increase for FY 2016.

Facilities for Learning, Living, and Wellness

The College of Saint Benedict will create model environments for student learning, faculty and student scholarship, co-curricular activity, residential life, wellness, and sustainable community.

- **Construct new academic building.**
 - The college engaged HGA to plan and design the new academic building which would house the departments of Economics, Computer Science, Mathematics, and Psychology. The Capital Campaign includes raising \$50 million for this project. The building project has not yet begun, though fundraising continues.
- **Complete Phase I of Haehn Athletic center renewal and renovation.**
 - The college engaged Hastings and Chivetta to plan and design an addition and renovation of the HCC. This design work was completed and the Capital Campaign includes a \$20 million renovation and expansion of the HCC.
- **Construct new residence hall in support of residential learning goals.**
 - Centennial Commons, which houses 124 upper-class students, was completed and opened in fall 2012.

**College of Saint Benedict
Strategic Directions 2015**

Sustaining Our Community

The College of Saint Benedict will recruit and retain a multi-talented and richly diverse community of students, faculty, and staff.

Students

- **Stabilize the size of the new entering first-year class at 525 annually.**
 - The new entering class averaged 526 over the fall 2010 to fall 2014 period. The largest class enrolled totaled 542 in fall 2014; the smallest totaled 490 in fall 2012. Over the last 20 years, no private college in Minnesota has had more stable new entering student enrollment than CSB.
- **Increase the size of the applicant pool.**
 - Between fall 2010 and fall 2014, the number of applications for admission to CSB rose by 3.6%. Over that time period, we developed new recruitment strategies (e.g. new partnerships with athletic coaches and expanded counselor fly-in programs) and targeted new recruitment markets (e.g. Portland, Seattle, and the mountain west).
- **Achieve a lower yield limit.**
 - The plan identified a yield rate target of 30% or greater. We have significantly exceeded that goal every year over the planning period. In fall 2014, that yield rate at the College of Saint Benedict exceeded the average for new entering women at Minnesota's private college by 12 percentage points.
- **Increase selectivity via the acceptance rate and the academic profile.**
 - From fall 2010 to fall 2013, the acceptance rate decreased from 81% to 75.7%. It rose to 82.2% in fall 2014. We continue to work toward this goal, balancing the desire to increase selectivity against the imperative of meeting enrollment and budget goals.
 - We have maintained the academic profile of the new entering class. The average ACT entrance exam score for new CSB students in fall 2014 totaled 25.7, a score that placed our new students in the top 20% of all test-takers nationally. Fully 1 in 5 new CSB students reported ACT scores in the top 5% nationally. More than 20% of new CSB students report high school grade averages of 4.0.

- **Ensure a diverse national and regional student population.**
 - We continue to expand our national recruitment activity (particularly activity outside of the Midwest). In fall 2014, 15% of new entering students were from outside of Minnesota (excluding international students). In fall 2014, CSB enrolled students from 20 states.
- **Ensure a diverse racial and ethnic student population.**
 - We have successfully met and surpassed the plan's 12% goal. The number of new entering students of color rose by 27% between fall 2010 and fall 2014. New entering students of color represented 15% of all new CSB students in fall 2014. CSB enrolled 288 first-year-to-senior enrollment of students of color in fall 2014 who in total comprised 14.5% of all students, the highest percentage in the college's history.
- **Maintain the international student population.**
 - Enrollment of international students declined between 2010 and 2014, falling from 4.1% to 2.8%. The plan goal was 5%. The reduction occurred as we re-evaluated our international recruitment strategy and navigated an international recruitment transition in the Admission Office. We expect the number and percentage to rise in the coming years.
- **Annually increase net tuition revenue per student.**
 - The plan targeted average annual increases of 3-5% in net tuition revenue per student. The average increase across all students, first-year-to-senior, totaled 3% between FY 2010 and FY 2014, though the average masks significantly variability from year to year.
- **Market and promote reconfigured merit-based scholarship awards.**
 - We evaluate our merit-based scholarship practice annually, continually adapting it to changing market conditions and the characteristics and demands of our particular pool of prospective students.

Faculty

The College of Saint Benedict and Saint John's University will appropriately recruit, hire, retain, develop and shape the faculty talent pool.

- **Shape the faculty talent pool in order to optimally serve our students.**
- **Ensure a competitive and sustainable faculty salary plan.**
 - We have consistently met our commitment to the faculty salary market basket goal throughout the planning period.
- **Sustain a culture that supports professional development for faculty.**
- **Reward excellence.**

Staff

The College of Saint Benedict and Saint John's University will appropriately recruit, hire, retain, develop and shape their staff talent pool.

- **Ensure the college is optimally staffed with the necessary talent to achieve its mission and strategic goals.**
 - We completed a staff composition design in 2014 that reviewed position FTE, gender/age/diversity demographics, student-to-staff ratios, and turnover. Key leadership considerations from the study and design included continued analysis of student-to-staff ratios, succession planning within each division, and on-going assessment of benefits.
 - Human Resources has improved the training and support it provides to search committees to insure more effective hiring processes and to improve hiring success.
- **Sustain a culture that supports professional development for all administrative and support staff.**
 - Key focus areas in the past five years have included both leadership development and institutional risk management. Leadership develop programs for administrators and support staff were expanded to include advanced administrative courses focused on emotional intelligence and support staff courses focused on personal leadership, change and transition, and business writing basics.
 - We completed a comprehensive review of institutional risk management policies in 2014. Following the development or revision of multiple policies, administrative and support staff received specialized training on workplace development, Title IX/sexual misconduct policy, elimination of campus sexual violence, child protection policies, reporting of suspected child abuse, and protection of minors on campus.
- **Ensure a competitive and sustainable total compensation plan for administrative and support staff.**
 - In 2012 and 2013, we engaged Sibson Consulting to conduct a comprehensive review of our staff compensation program. The review was comprised of three phases: an assessment of market pricing, redesign of salary structure, and program implementation and training. We implemented a new compensation program on July 1, 2013. The compensation strategy includes a commitment to a sustainable program providing competitive salaries based on relevant markets and industries. It promotes internal equity and aspires to reward strong performance. As part of the new program, we added an automated market compensation tool to more effectively administer salary survey benchmarks. In 2014, we also completed a review of our employee benefits program to ensure it remains competitive.

- Recruit and retain a richly diverse administrative and support staff that contributes to preparing students for work and service globally.
 - Staff at CSB and SJU remain predominantly white, non-Hispanic. With the implementation of an automated recruitment/applicant tracking system, we have improved collection and tracking of the ethnicity of job applicants. The addition of new recruitment advertising sources as well as enhanced community outreach has positively impacted the diversity of our job applicant pools. We have experienced a small (two percentage point) increase in administrative and support staff from underrepresented staff over the past five years. Diversity recruitment remains a key focus area and priority.

**College of Saint Benedict
Strategic Directions 2015**

Building Community Partnerships

The College of Saint Benedict will be a partner in an effective and sustainable collaboration with the City of St. Joseph and the broader local community.

- **Position the college as a valuable member so the St. Joseph community.**
 - The college intentionally uses local contractors/businesses when possible to support the local community.
 - A Master Plan update was provided for local residents and the City Council.
 - The CFO periodically attends City Council meetings to provide updates on college planning and activities.
- **Identify and create opportunities for students to be good citizens in the St. Joseph community.**
- **Create opportunities for the CSB campus to be viewed as a community resource.**
 - Fine Arts Programming today serves as an important local and regional cultural resource. The summer Sunset Stages concert series, as well as sponsored artist residencies in local schools and organizations expand the college's reach to broad and diverse local audiences, providing access to cultural programs and activities not otherwise available in Central Minnesota.
- **Establish positive working relationships with key leaders in the St. Joseph community.**
 - The Joint Planning Advisory Committee (JPAC), which includes Sue Palmer, Brad Sinn, and Jon McGee as well as 3 members for the Monastery now meets at least once annually with the Mayor of St. Joseph to discuss college and city plans and priorities as well as opportunities for partnerships and improved town-gown relations.
- **Enhance the visibility of the college in the St. Cloud metropolitan area.**
 - The college was a founding investor in the Greater St. Cloud Development Corporation (an organization comprised of key local business leaders). The president of the college sits on the GSCD Board of Advisors.

**College of Saint Benedict
Strategic Directions 2015**

Model Leadership

The College of Saint Benedict will model best practices in shared governance and administrative leadership.

- Create and sustain a culture of leadership development for administration, faculty, staff, and future higher education leadership.
- Understand local and national best practices of shared governance.
- Serve the national higher education community through leadership.
 - The national reputation of the college has been enhanced since 2010 through increased presidential and staff participation on national boards and initiatives, active leadership in professional associations, and leadership on a number of key issues in higher education.
- Highlight administrative leadership as integral to institutional success.
 - The CSB cabinet was repurposed to model effective leadership practice.
 - The Board of Trustees models effective governance practice.

**College of Saint Benedict
Strategic Directions 2015**

Visible Excellence

The College of Saint Benedict will enhance earned visibility for the strengths and accomplishments of its community members, including students, faculty, staff, alumnae, and Board members.

- Increase national and state award nominations for students, faculty, and staff.
 - CSB today, together with SJU, today is ranked among the most prestigious liberal arts colleges in the country in the number of Fulbright award winners and Truman scholar nominees.
- Increase national visibility of students, faculty, staff, and alumnae.
- Create synergy in institutional marketing and visibility.