



Shaping a Distinctive Faith  
and Learning Community

A Strategic Plan for Luther College

Final Report: November 2006

**LUTHER  
COLLEGE**

## From the President

Launched in 2000, Shaping a Distinctive Faith and Learning Community is a strategic plan that has guided Luther College for six years. It has helped us focus our energies, commitments, and resources, and has provided valuable benchmarks for the college and Board of Regents.

Thanks to the work of many, significant progress has been made in all but four of the strategic plan recommendations. This plan also shaped the college's current fund-raising campaign, A Higher Calling: The Campaign for Luther College. To date we have reached over \$75 million toward the \$90 million campaign goal.

In 2007, we will seek to complete the Higher Calling campaign, and we will launch the next round of strategic planning that will culminate in 2011, Luther College's sesquicentennial. We are positioned well given the work that has been accomplished in the past six years.

As you read through this final report I think you will be proud of the momentum and focus at Luther. Thank you for your ongoing dedication to our mission of helping students connect faith with learning, freedom with responsibility, and life's work with service.



Richard L. Torgerson, Ph.D.  
President

### Revised College Mission Statement

Adopted by Luther College Board of Regents, October 2006

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we embrace diversity and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a college of the church, Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek truth, examine our faith, and care for all God's people.

As a liberal arts college, Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where river, woodland, and prairie meet, we practice joyful stewardship of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

## Background

In September 1999 the Luther College Board of Regents laid the groundwork for a collegewide strategic planning process. It was launched in April 2000 in conjunction with President Torgerson's inauguration as Luther's ninth president. The planning model, developed by the president, was constituent-based; it engaged stakeholders both on and off campus in the most comprehensive planning effort in Luther's history.

Several principles guided the process, including the desire to achieve a strategic vision for Luther which had broad consensus and support, to hold on to the core essentials which have defined the college since its founding, to create a shared sense of purpose and identity, and to capture the spirit of Luther. Nine planning task groups were established involving 125 alumni, friends, faculty, staff, and students:

1. Sustaining Excellence in the Liberal Arts
2. Visibility Through Effective Marketing and Communication
3. Learning and Development Beyond the Classroom
4. Enrollment: Demographics, Diversity, and Economics
5. Embracing Technology to Support Campuswide Learning
6. Developing a 21st Century Master Plan
7. Building Strategic Alliances and Identifying New Stakeholders
8. Lutheran Identity, Leadership, and Service
9. Selecting, Developing, Rewarding, and Celebrating Luther's Human Resources

Each group began their deliberations by focusing on a series of framing questions. After a year of meetings, the task groups developed a list of 43 planning recommendations that were then grouped under five different themes or strategic imperatives:

1. Engagement in Learning
2. Faith and Values
3. Image and Visibility
4. Enriching the Spirit of Community
5. Grow and Steward College Resources

This report outlines the status of each of those 43 recommendations.

## I. Strategic Imperative: Engagement in Learning

1. Create an Office of Institutional Assessment and Research to provide more thorough and intentional institutional self-knowledge to enhance Luther's competitive position.

Status: A Teagle Foundation grant in 2002 provided the first three years of funding for institutional research/assessment and academic program review. The continuation of the program is now incorporated into the college's budget. Jon Christy began work as director of assessment and institutional research in 2003. With his guidance, all academic departments completed a formal program review, and the college's Assessment Committee is revising student learning goals to provide for more useful assessment and to incorporate learning outside the classroom. In June 2005 Luther was awarded another Teagle grant, this one as part of a six-member collaborative of Midwestern liberal arts colleges seeking to find ways to assess student growth in writing ability, critical thinking, and civic engagement.

2. Clarify the purpose of scholarship among faculty in order to promote lives of inquiry that enlighten the classroom, campus, and larger community.

Status: Expectations for scholarship in each department have been newly defined, and faculty handbook changes were adopted in May 2002.

3. Study faculty/student workload to increase time for faculty engagement with students and to support scholarship that will contribute to good teaching.

Status: A new format for January Term beginning in 2007-08 will assist in this goal (see below). In addition, the adoption of a new daily class schedule last year was

designed to allow greater time for reading, writing, practice, reflection, and faculty-student interaction between classes. The new curriculum will provide the faculty and administration the opportunity to rethink and reconfigure faculty load in order to build on Luther's commitment to active student learning and to ongoing faculty development. By Fall 2006 all departments are to present a plan to the academic dean that would enable them to move from a six-and-two-thirds course load to a six course load. Meanwhile, work is being done to help students plan their time in balanced ways. The Campus Life Committee developed orientation materials as well as a presentation about this topic that is now shared with new students.

4. Make January Term a distinct term consisting of rigorous, elective courses on and off campus that stimulate creative, experimental, and experiential learning to foster study abroad, internships, and independent study.

Status: Having a J-term is distinctive already, since only 57 colleges in the country still offer this one-month term. In February 2004, the Luther faculty adopted a new structure for J-term to begin in 2007-08. This format will require a first-year seminar and one experience that involves off-campus engagement, directed readings/research, or student-designed study. Students will be encouraged to spend remaining J-terms in off-campus experiences, vocational exploration, community service, and/or the senior project. In the meantime, J-term seminars for first-year students were piloted in January 2006 and will again be offered in January 2007.

5. Enrich the general education program by supporting various forms of learning innovation and collaboration.  
Status: In Fall 2005 faculty adopted a curriculum model that sets forth revised "all college requirements" and establishes a four-credit standard for all full courses (rather than a mix of three- and four-credit courses). The new curriculum will

be implemented with the class entering in Fall 2007 and assumes 30 fall/spring course equivalents and two J-terms for degree completion. The model emphasizes the complementary nature of the major and general education, the importance of interdisciplinary learning, and the need for students to develop the perspectives and skills necessary for success in college and beyond. The structure includes: (1) common ground (foundational courses: Paideia I, religion, language, wellness); (2) inquiry across the liberal arts (in one's major and in the study of the natural world, human behavior, and human expression); and (3) integrative understanding (Paideia II and a senior project in one's major). Across the curriculum, the model emphasizes ongoing development in writing, speaking, and research, and learning from multiple perspectives (historical, ethical, and quantitative).

6. Devise an effective student orientation and advising framework, enabling students to discover how their gifts can be used to live a life with a full understanding of vocation.  
Status: A new student orientation, merging the start of Paideia I with introductions to residential life, has been in place since Fall 2001. A major portion of the Lilly Sense of Vocation grant provides opportunity for advising initiatives, since student advising is central to achieving persistence and retention goals. A Sense of Vocation Advising Handbook has been completed and a successful summer faculty workshop focused on vocational advising has been held the past three years. In addition, a three-year pilot program focused specifically on first-year student advising was launched this fall. It consists of faculty and staff advisers and is designed to develop better connections with first-year students and better processes to identify and assist high-risk students. The program involves frequent advising meetings that go beyond merely preparing students for the course registration process.

7. Create new space for the sciences and renovate existing space in Valders.  
 Status: In January 2004 Opus Northwest was asked to develop alternative plans to concentrate lab-intensive space for biology and chemistry in a freestanding facility of 64,000-square-feet adjacent to Valders. A conceptual design for a Science Laboratories and Research Center was presented in May 2004 and received broad support. Valders will be renovated for physics, psychology, nursing, and general-use classrooms and offices. Fifty-five percent of the \$20 million project cost has been secured. The college is currently in the design-development stage for the new space and the planning stage for the Valders renovation. This work is proceeding with the assumption that construction will begin in 2007.
8. Achieve a position as a “fast follower” in technology initiatives while creating and maintaining a stable, reliable, relevant technology infrastructure that supports the work of students, faculty, and staff.  
 Status: The college converted to a vendor-supported, campuswide information system (Datatel), a major achievement that is now providing many benefits. Other accomplishments: all administrative, faculty, and lab desktop systems are now on a three or four-year refresh cycle; a reliable data signaling plant and network infrastructure is in place; significant work has been done in implementing web infrastructure for greater public access; discipline-based initiatives for academic application and learning have been completed; 350 Katie (Moodle) websites support college courses and academic processes; and wireless networks have been installed across campus. A campaign endowment goal of \$3 million will support technology initiatives in the future. Including planned gifts, 44 percent of this goal has been secured.
9. Support interdisciplinary programs central to the college’s mission.  
 Status: Luther now has many firmly established cross-departmental programs, including Environmental Studies, International Studies, Russian Studies, Museum Studies, and Women’s and Gender Studies. Joint appointments have been made in Philosophy/Environmental Studies, Anthropology/Women’s and Gender Studies, and Environmental Science to bolster these programs through tenure-line positions. The new all-college curriculum plan increases interdisciplinary learning in general requirements.
10. Build on the Senior Paper requirement by establishing the expectation that students in all majors develop more intensive and innovative research projects that will be their culminating academic experience.  
 Status: The new curriculum plan includes a senior project as an “integration” component—a capstone experience that enables students to pull together learning in their chosen major and that requires students to make some kind of public presentation or defense of their work. Because the senior project will be more substantial, a student might work on it over multiple semesters and during J-term of the senior year.
11. Establish nontraditional, new options for learning beyond the classroom.  
 Status: Inbound sabbaticals and residencies of various lengths will be more fully developed when funding is available. Residencies (e.g., Woodrow Wilson scholars) and “Vocation visitors” through the Sense of Vocation program have provided a start. To date, nearly 60 visitors have come to Luther. The Center for Ethics and Public Life will also provide ways to draw students, faculty, and staff together in the public intellectual life of the college. In addition, external professionals have begun to teach J-term courses. The college has established funding for four of these January residencies each year. A related initiative is that the Career Center and Student Employment Office will begin a pilot project in 2006-07 to review the learning aspects and potential of Luther’s work-study program in selected areas.

## II. Strategic Imperative: Faith and Values

12. Articulate and enhance opportunities for students to develop lives of leadership and service to church and society.

Status: Luther's strong College Ministries program provides numerous opportunities for leadership development among students. Dozens work in church camps during the summer, participate in church internships, and play an active role in the worship life at Luther. Luther is currently the lead ELCA college in sending students who are under age 30 to seminary. There are also 10-15 graduates each year who pursued some other church-related service. This recommendation is also being supported through the Lilly Sense of Vocation program. Since the original Lilly grant was due to expire in 2007, a sustaining grant was submitted and awarded. This latest grant requires matching funds, so an endowment of \$2 million is being sought in the Higher Calling campaign.

13. Develop ways to uphold and project the college's Lutheran identity.

Status: This recommendation is addressed in an ongoing manner. Examples: (1) A booklet by Professor Wilfred Bunge, *Luther College: Who We Are*, provides a helpful overview of the college's Lutheran identity to internal and external constituents. This booklet is given to all new employees and to finalists for faculty positions. It is also used as the basis of a "Luther 101" session for new staff. (2) An annual faith and learning workshop has been implemented for rising second-year faculty to help them better understand Lutheran higher education. (3) A review of the college's mission statement is underway and seeks to articulate what it means to be a college of the Lutheran church. (4) A new admissions brochure that explains the college's Lutheran identity will be produced this fall. (5) College Ministries and the Sense of Vocation program provide programming for those beyond the campus, for example in offering renewal opportunities for ELCA

clergy. (6) President Torgerson continues to play an active role in churchwide conversations about the role of higher education in the ELCA.

14. Maintain a student body that reflects Luther's heritage as a college of the Lutheran church.

Status: Of those who reported their religious affiliation for 2006-07, 51% of all enrolled students are Lutheran (up from 49.5% three years ago). Collaborative projects with LECNA, aimed at capturing more Lutheran students, are ongoing. The admissions team does targeted mailings to Lutheran parents of 9th- and 10th-grade students, and admissions counselors now make it a point to stop at Lutheran churches when they are on the road to visit pastors and youth directors and leave materials. During the past few years, hundreds of church visits have been made. Packets are also being mailed to churches in targeted secondary markets in California and Colorado. Hosting Lutheran Summer Music for three of the past four years also helps attract Lutheran students. And this year, College Ministries is planning to initiate a pilot project aimed at equipping alumni to be "Luther ambassadors" in some key congregations.

15. Establish a center that builds on existing faculty interest and expertise.

Status: A \$2.9 million endowment gift has been secured to fund a Center for Ethics and Public Life, and John Moeller has been appointed its first director. The gift will support the director, a faculty research professor, and four student research fellowships. Luther is also seeking funds to establish a Center for Environmental Stewardship.

### III. Strategic Imperative: Enriching the Spirit of Community

16. Improve collaboration between academic and student life functions, focusing on developing a residential, relationship-driven, lifelong learning experience.

Status: A redesigned new student orientation program is completed. Collaborative diversity initiatives are also underway.

The new J-term format and requirements, revisions in general education, first-year advising, and daily schedule changes are requiring much collaboration across the two functions. In addition, the new Center for Ethics and Public Life and the growth in various efforts associated with environmental studies present new opportunities for collaboration between academic and student life areas.

17. Create an expectation and structure where all employees receive annual feedback on their performance, participate in establishing goals, and are recognized for exemplary performance.

Status: A new process for employee performance review was initiated three years ago. All employees now do a self-assessment and list goals for the upcoming year prior to meeting with their supervisors for their annual performance review. Two years ago, Staff Excellence Awards were inaugurated as a way to recognize exemplary performance and allow staff to more fully experience the educational mission of the college, since the award consists of an educational experience—such as a J-term abroad—that the college funds.

18. Strive to maintain a student body that is balanced with respect to the number of women and men.

Status: For the past five years, the Admissions Office has employed some new strategies for the incoming classes, resulting in a slight increase in the number of male students. Effective recruiting by new coaches has also increased the number of male students. Forty-two percent of the

enrolled students in the 2006 first-year class were male.

19. Increase the percentage of U.S. students of color to 5 percent of the student body.

Status: The admissions team continues to work on attracting U.S. students of color. A staff position with this specific portfolio was added in 2000. Continued focus on developing relationships with “influencers” will, over time, lead to positive results. The total number of U.S. students of color at Luther in 2006-07 is 122, or 4.9 percent of the student body. Retaining these students is an ongoing challenge.

20. Maintain the percentage of international students whose global perspectives enrich the community.

Status: Over the past five years, visa and currency issues have made it challenging to matriculate students from different parts of the world, but the college is slowly making progress. The total number of international students at Luther in 2006-07 is 73, or 2.9 percent of the student body. This compares to 2.5 percent last year. The Admissions Office completed an international recruiting plan two years ago and continues to explore new partnerships and funding sources to help recruit international students. One key partnership is with United World College, an international baccalaureate college preparatory program. This program provides scholarship support to select U.S. colleges and universities for students from United World College schools around the world. In Fall 2005, two students matriculated at Luther through this program. In Fall 2006, 10 more enrolled.

21. Renew and expand Centennial Union.

Status: This \$7 million project has been completed and includes a new admissions visit center, an expanded bookstore, a remodeled Oneota coffee shop, and renovated spaces for student organizations, the Diversity Center, Student Life/Wellness, and the Career Center. A \$2 million designated estate gift from Bert and Mildred Dahl supported this project.

22. Develop and implement a campuswide retention strategy, focusing on specific populations within the student body.  
 Status: A Retention Task Group submitted their final report in 2003. A Student Persistence Group was subsequently appointed in 2004 and developed retention strategies. Several of the group's recommendations have been implemented, including better assessing the needs of U.S. students of color and first-generation students, finding more ways to pay attention to high-risk students, and instituting a continuous reporting system (CRS) used by all employees. Coaches, hall directors and residence assistants are particularly being encouraged to utilize the CRS as they are often the first to become aware of students who are struggling. Residence Life staff and others on campus have organized programs with sophomore students through the Sense of Vocation program, and new initiatives aimed at first-year students are being implemented this year as part of a strengthened advising program. It is critical for Luther to get its retention rate back up in a range approaching 90 percent.

23. Increase the representation of women and minorities among Luther faculty and staff, and, through curricular and cocurricular endeavors, provide an educational experience that heightens awareness of issues related to diversity and multicultural affairs.  
 Status: The Luther Diversity Center was created in 2002 and an executive director appointed in 2003. A Diversity Center strategic plan, completed in 2004, identifies core strategies to achieve Luther's diversity goals: access, innovation, inclusion, and equity. To assist in increasing the number of women and minorities on campus, the Diversity Center has assisted in regularizing search procedures and hiring guidelines and has addressed the issue of Luther being an affirmative action institution. Luther had its first Consortium for a Strong Minority Presence (CSMP) faculty scholar in 2002-03 and welcomes its third CSMP scholar this year. Other new programs addressing these recommendations include

annual diversity programming, including a Midwest Black History conference, summer academic programs aimed at minority and first-generation high school students, and growing participation in the college's black alumni gatherings and the interest among these alumni in being mentors for current students of color. In Fall 2006, 45 percent of Luther's faculty are women, and 8 percent are minorities; among staff, 65 percent are women, and 5 percent are minorities.

24. Offer meaningful professional development to Luther employees.  
 Status: Although many faculty participate in professional development off campus (it is inherent to being a teacher and scholar), these opportunities are rare for staff due to budget constraints. Budget center directors have been asked to identify specific needs for staff members in their departments. Meanwhile the college has stepped up efforts to offer development opportunities on campus. Seminars on topics such as effective interviewing, performance reviews, supervisory skills, and diversity training have been offered. An annual "Luther Staff Day," begun three years ago, is another staff development opportunity and a way to celebrate the contributions of staff.

25. Through formalized communications programs, equip a workforce better positioned to carry out the mission of the college.  
 Status: The faculty have a strong orientation program in place, led by the associate dean. The Sense of Vocation program has also funded "mentoring trios" in which second-year faculty join with two senior members of the faculty. Last year, a dozen such trios were functioning. For administrative and support staff, a comprehensive orientation program has been developed. It includes a session called "Luther 101," which gives an overview of Luther's history, mission, and what it means to be a college of the Lutheran church. In addition, the Marketing Council has yearly goals related to improving internal communication.

26. Treat Luther's 24/7 culture as an asset that must be managed proactively to enhance student development and satisfaction.  
 Status: This recommendation has been addressed initially in three ways—through the addition of a centralized, interactive calendar on the web, the adoption of the new daily class schedule, and the engagement of the Campus Life Committee in new student orientation where a presentation is made about “scheduling for success.” Overall, the community has been more intentional about discussing the culture of “busyness” that can pervade the Luther campus. In 2005-06, the campus programming director and other key planners were charged with analyzing Luther's programming philosophy and schedule. Work continues in this area, including reducing the number of Center Stage Events and seeking better ways to coordinate major lectures. Meanwhile, ongoing faculty work related to load, advising, and the curriculum seeks to cultivate a life of discovery, reflection, and responsible citizenship that counters the frantic character of contemporary life.

#### IV. Strategic Imperative: Image and Visibility

27. Develop a structure that integrates marketing and communications functions at the college.  
 Status: A Marketing Council, consisting of 17 faculty and staff members, has been functioning for five years and is working well. An integrated marketing communication plan is developed each year that includes specific marketing goals. A new graphic identity has been created and implemented. A signature phrase has been adopted.
28. Improve the ambience and function of residence hall living and learning.  
 Status: Ylvisaker was renovated in 2002 at a cost of \$1.9 million. Brandt was renovated in 2003 at a cost of \$3.8 million. In 2004, Olson was renovated at a cost of \$1.9 million and a new sprinkling system was added

to Miller and Dieseth (\$500,000). Larsen was given a face-lift in the summer of 2005 at a cost of \$617,000. A plan is being developed for the renewal of Miller/Dieseth beyond modest aesthetic enhancements and the issue of three-person rooms in Brandt must be addressed.

29. Complete a space utilization study to evaluate use of existing spaces and identify the need for additional space in relation to growth, mission, and learning goals.  
 Status: This study was completed in the spring of 2002, and the results are used in planning capital projects. The move of the Development and Alumni offices to Loyalty provided an opportunity to relocate Financial Aid, Human Resources, expand space for LIS, and provide office and program space for faculty who teach in the humanities. A new classroom and two conference rooms were added to Loyalty, and more will become available when Valders is renovated. The following classrooms were added in the past two summers: a Human Performance classroom/lab in the Regents Center, a classroom in the basement of Olin, a philosophy classroom in Korsrud Annex (renamed Ockham House), a classroom formerly used for the ICN room in the library, and a classroom in Larsen.
30. Renovate Loyalty Hall  
 Status: The renovation of Loyalty was completed in June 2004 at a cost of \$2.1 million. Bond financing covered \$1.8 million. Gift support provided \$340,000. Loyalty now houses the alumni and development offices, a new multi-purpose classroom, two conference rooms, and a telephone facility for admissions and development.
31. Implement a web infrastructure to provide access to information via the web and powerful tools for shaping on-line community.  
 Status: Web development is a continuing process. Enhancements in the past few years include a redesigned home page; an online application form for admissions; an alumni directory, which has become very

popular; an online faculty handbook; a comprehensive, interactive calendar that aids internal and external users; revised Book Shop and Music Department websites, and the addition of web-streaming capability that allows the college to web-cast sporting events, chapel, and Sunday worship. This year the college's website is being redesigned and will utilize new web software (ActiveCampus) designed to create a more robust web presence. It will help Luther generate more applications, respond more personally to inquiries, and allow market segmentation.

32. Increase contact with the Decorah and surrounding community including alumni.  
Status: Several new alumni events have attracted large numbers of local alumni and friends, including "Community Days" tied to sports events. Over the past three years, the average attendance at the fall community day has been 625 people.

33. Enhance the level of communication and coordination between the college and the City of Decorah regarding campus and community development.

Status: President Torgerson and Keith Christensen were part of "Visions and Ventures," a group that worked on some bridge-building efforts in Decorah in 2002 and 2003. In Fall 2003, a committee focused on west side rental properties was established. The committee, consisting of college and town representatives, works on bolstering college-neighborhood relationships. An outgrowth of that work is the appointment of a non-voting student liaison to the Decorah City Council beginning this fall. This representative, elected by student peers, is charged with helping enhance communication and problem-solving between the city and Luther students. For over five years, the Decorah Diversity Action Team has brought together college and community representatives to work on enhancing diversity, including the development of a civil rights code approved in 2005. This code was just praised by the executive director of the Iowa Civil Rights Commission for being the most comprehensive ordinance

in the state. Luther's presence downtown is also enhanced by Keith Christensen's service on the Chamber of Commerce board, Diane Tacke's participation on the Winneshiek County Development Board, and Jud Barclay's involvement with the Convention and Visitor's Bureau board.

34. Develop an architectural, landscape and groundskeeping plan that integrates historical and present concepts, optimizing the use of outside places for community building and enhancing the visual appeal of campus.

Status: The Kestrel Design Group, a Minneapolis firm experienced with Jens Jensen's landscapes and committed to the Upper Midwest driftless ecological region, is developing a landscape/signage plan. Professor Joe Krieg and summer student researchers have created the baseline data for this plan. The college hopes implementation funds can be secured as it looks ahead to two related anniversaries in 2011—the 100th anniversary of the original Jens Jensen plan and the 150th anniversary of the college.

## V. Strategic Imperative: Grow and Steward College Resources

35. Develop plans for facility renewal to minimize deferred maintenance.

Status: A facility audit was completed in the winter of 2002. By September 2005 all facility renewal projects financed under the \$15 million tax-exempt bond initiative had been completed.

36. Enhance and expand alumni and friend relationships and support.

Status: For each of the last three years, unrestricted Annual Fund giving has increased but the percentage of alumni who give to Luther has dropped. A reunion class-giving program has been developed and an athletic program fund-raising component has been added in an effort to build the percentage of participation rates. Meanwhile alumni events and programming are

being coordinated with campaign locations, and the Alumni Council has developed a business plan outlining five areas that will receive attention: a robust online alumni directory, the young alumni award, career mentoring and networking, alumni events and recruiting, and alumni giving.

37. Accelerate endowment growth in the areas of endowed student scholarships, faculty positions and programs, and student research fellowships.  
Status as of September 15, 2006: Endowed student scholarships: Goal—\$25 million including planned gifts; 86% secured. Endowed faculty chairs and professorships: Goal—\$6.25 million; 87% secured. Faculty and student research fellowships: Goal—\$6 million (40 student fellowships at \$100,000 each and 20 faculty fellowships at \$100,000 each); 36% secured. Brochures have been developed to promote these gifting opportunities.
38. Rethink the setting of the comprehensive fee to achieve enrollment goals, sustain admissions standards, and maximize net revenue.  
Status: This is an ongoing process requiring regular discussion among members of the Board of Regents Marketing and Enrollment Committee, the Cabinet, College Council, and the college's Marketing Council. The annual comprehensive fee increase is based on many factors. Luther recently conducted a price sensitivity study that included focus groups of students and parents to better understand how different segments of its market perceive the college's current pricing level and value. This is helping guide decisions about the comprehensive fee.
39. Develop a strategy that would utilize college resources to enhance revenue, particularly during the summer months.  
Status: The number of summer guests continues to grow. We are welcoming approximately 12,000 visitors to campus each summer, more than half of whom are registered in camps and conferences. Between

2004 and 2006, there has been an increase of 1,000 participants in these camps and conferences. Luther is also stepping up efforts to attract strategic groups such as Lutheran Summer Music and new athletic camps for high school students.

## Recommendations with limited progress to date:

40. Sustain the culture of a residential, liberal arts campus while ensuring the college's long-term financial stability by aiming for annual enrollment growth of .5 percent to 1.0 percent.  
Status: Since 2000, head count enrollment growth has been flat, but net revenue per FTE (full-time equivalent student) continues to increase slowly. The college carefully watches its discount rate, a challenge in the midst of the nation's financial aid "arms race." Enrollment growth is also affected by retention. By national peer college standards, Luther's first- to second-year retention rate of 82–85 percent over the past three years is strong; however, initiatives are underway to move this percentage closer to 90 percent.
41. Expand Baker Village for additional student residents.  
Status: Additional Baker Village housing might be necessary in future years, and it would help the college reduce the number of triples on campus, especially in Brandt.
42. Collaborate with Decorah on an indoor swimming pool project.  
Status: Exploring opportunities for collaboration and planning with local partners will begin in 2007 or 2008.
43. Improve campus signage and campus entry points.  
Status: A design plan is being developed that can be implemented as resources become available. (See related recommendation #34).

