Keene State College

Graduating Student Survey

Class of 2004
Qualitative Report

Office of Institutional Research
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Summary

The Graduating Student Survey provided students an opportunity to write openly about their experiences at Keene State College. The first section of this report will examine students’ responses to the following two prompts:

- What changes would you like to have happen at KSC?
- What things do you feel should not be changed?

The first question elicited responses from 636 students, yielding 1,044 recommendations for change. The second question sparked 455 responses, yielding 529 commendations. The fewer number of commendations can be attributed to the length of the survey and the order of the questions. The second question was asked last, after many students had become fatigued.

What things do you feel should not be changed?

The Keene State College experiences that were commended most often were the quality of the faculty, the size of the college, and the attractive physical environment. Students praised the faculty for their academic knowledge, their compassion, and their accessibility. They expressed high regard for the small size of the college and the surrounding community; and, recognized that the size enabled them to build their close relationships with the faculty. The students also took pleasure from their physical surroundings, and enjoyed the atmosphere of the campus, the availability of green space, and the careful mainaenance of the campus.

What things do you feel should be changed?

The challenges that students addressed most often were parking, housing and dining. The most repeated recommendation was for more: more parking, more housing and more dining room space. One reassuring note is that students’ recommendations overwhelmingly addressed the issues, and were not personal towards the staff in any of the service areas.

Campus Lotteries

The students linked their perceptions of increasing enrollments with housing and course availability and expressed their frustration with the “campus lotteries”. Students who had lost the housing lottery were unhappy because they had enjoyed their on-campus life. Students who had lost the course lottery were unhappy because it had hindered their ability to complete their degree requirements in four years.

General Education

A final area of concern is students perceptions of their general education requirements, which many feel are non-essential and another impediment to their graduating in four years.
Graduating Students’ Commendations and Recommendations

The content of the graduating student comments was analyzed and organized into categories. The headings identify the number of commendations and recommendations that were written by the students for each category. Numbers in parentheses indicate the number of comments written for subcategories and lists.

Faculty

Should not Change: 96  Should Change: 27

Excellent Faculty (45): The graduating students applauded Keene State College’s faculty. They attributed the “good atmosphere” of the school to its “good teachers,” and the “positive outlook that faculty have for students.” They thought that the faculty were “very intriguing people” who were “passionate and competent about their work.” One student remarked: “the majority of the teachers here are surprisingly smart.”

Faculty Engagement (26): Students were pleased with the relationships they had formed with faculty members. They liked being able to “talk one-on-one with professors” and get “the help they needed.” Students were satisfied that their professors were “always available for consultation”; and, were “personable,” “easy to talk to,” “supportive,” and “helpful.” Throughout their comments, students praised the faculty within the departments that they felt were exemplary. The following is a list of the departments that were specifically identified:

- Anthropology
- Biology
- Communications
- Dance
- ESEC (7)
- Journalism
- Math Department (3)
- Psychology (5)
- Sociology (3)

- Art
- Business
- Computer Science
- English (2)
- Geography
- Management
- Physical Education
- Safety
- Women’s Studies (2)

Recommendations (27): Although the faculty comments were overwhelmingly positive, there were dissenting views. Four students recommended that KSC improve the adjunct pool: “adjunct professors need to know what they’re teaching and how to teach”; and, “Keene should focus on getting professors, especially for majors instead of adjuncts.” The unsatisfied voices that addressed the quality of the faculty thought that professors should attain “an appropriate degree of teaching know-how”; and desired “professors that are understanding; more creative and unique professors with new ways of teaching.” Students also expressed counter views regarding faculty and student interactions: “professors need to have more time to spend with students”; teachers need to “make more time for students outside of class; and, “professors should be available for more than 2 hours after class each week.” Finally, students were concerned about faculty management: “I would really like to see some changes with professors
regardless of tenure position. Some of them get lazy when they know they are here to stay.” These comments also suggested a system for “better evaluation of teachers,” and wanted student evaluations “to be strongly considered.”

**Enrollments and Class Size**

Should not Change: 91  Should Change: 17

Graduating students identified “small size” as the second most desirable aspect of Keene State College. They enjoyed the “small town appearance and atmosphere of the college,” and the “small hometown community surrounding the college.” The “relaxed less formal small-campus atmosphere” was described as: “friendly”; “like a community”; and, as a “very nice learning environment.”

The students recognized that “small class sizes” afford them the close relationships with faculty that they prize. Many equated small class sizes with their ability to “get to know their professors on a personal as well as an academic level,” and the faculty’s “openness and willingness to see them succeed.” The students felt that learning is “easier and more meaningful” in smaller classes because professors can “give adequate attention to students’ needs and ideas,” and “encourage class participation.” The lower “student-to-faculty ratios” allow students to “have professors for more than one course,” and enable faculty to “remember your name and who you are as a student and a person.”

**Enrollments (30):** Students from both sides of the issue warned that the “addition of more students” would “really kill the aura of the school.” They did not want to see increases in the “numbers of students in each class,” which would increase “class sizes that are already starting to get to big.” Students advocated for a “stricter entrance policy” to “keep numbers low and students in classes more focused and interested in education.” Even though students sensed that there was an “economic necessity for student growth,” they adhered to the position that “Keene State should remain a small school and should not continue to expand.” Adding color to the recommendations to accept fewer students was the statement: “stop accepting so many rich stupid alcoholic frat boys from Connecticut.”

In addition to keeping courses “small enough to facilitate learning,” students wanted KSC to “decrease incoming classes” so that there would be “room to house them.” Students wrote: “if this school were any bigger I don’t think it could function”; “if admissions is going to over enroll, there needs to be accommodations in the areas of parking and housing”; and, “the residence halls, dining commons and parking are way overcrowded and the school is not very prestigious—raising admissions standards and accepting fewer students would ameliorate these problems.”
Four Credit Programs

Students, who saw advantages to four credit courses, were general in their comments. Those who saw a need for change had encountered difficulties “making a schedule because of conflicting times.” They didn’t have a preference for whether courses should be 3 credits or 4 credits, they simply wanted the system to be consistent one way or the other: “go to a totally four credit system or go back to a three credit system,” “some departments being 4 credits and some being 3 credits can be frustrating.”

Campus Technology

Students appreciated “the student computer labs” and the “free access” they had during the convenient lab hours that “were great.” They were satisfied with the KSC information they received through email, and were happy with their ability to “check out our school accounts, transcripts, grades, etc. on the internet,” and register on-line. A final student commented that: “MYKSC and Blackboard have really been convenient and helped me out in classes.”

Students who advocated for change wanted: “a bigger Macintosh Computer lab open 24hrs”; “computer labs open later than 4-5pm on Fridays and Saturdays”; and “open 24 hours during finals”; “more computers in labs” and “classrooms”; “more bandwidth for the internet”; and, “increased internet speed.” A couple of students suggested, “all professors should be required to use Blackboard,” and “post more notes on blackboard.”

Cost

Two students, who thought tuition was “relatively affordable,” were countered by others who thought the tuition should be “lowered,” and that the fees “being put upon students and their families” were “climbing too high.” Students also asked for “cheaper textbooks,” “cheaper summer classes,” and “cheaper parking ticket fines.”

Library

Students described the library as “beautiful,” thought that the “book selection” was “great” and appreciated being able to “use the Keene Public Library with your KSC card.” Students who sought change asked that the library be quieter: “I really wish there was some kind of rule with cell phones . . . I cannot count the number of times my studies have been interrupted by students’ cell phones”; and, “I would like the library to be quieter in the evenings.” A second theme that arose addressed library hours. Students wanted the library open “later on Fridays and Saturdays,” “earlier on the weekends,” and “24 hours during finals.”
Greek Life

Should Change: 26

Should not Change: 7

Students who support Greek life felt that it was “good for the campus and students,” and “should be able to prosper.” They felt that Greek life had helped them build “social skills and leadership skills;” and was the reason why they “stayed in school and were graduating.” They felt that the Greek social life keeps “KSC students from partying far off-campus.” Additionally, students saw value in the voluntary services they provided to the campus and the community, and appealed to KSC to help the “Greeks stay on campus.”

Students who wanted change fell into two camps—those who wanted more support for Greek life and those who wanted it extinguished. The supporters wrote: “I would like for administration to be more understanding of the Greek culture on campus and for them to see Greeks as more than just trouble makers”; “have the administration loosen up and encourage Greek life instead of putting it down”; and, “it has been pretty obvious that the school is trying to run the Greek community to the ground.” The second group wanted Greeks disassociated from the school because “they make us look bad”; and they had “never seen them do anything positive.”

Diversity

Should Change: 30

Should not Change: 5

Students recognize KSC’s commitment to diversity. Students who desired change wanted to see more cultural diversity in students, faculty and staff.

Environment

Should Change: 39

Should not Change: 63

Keene State College students love the atmosphere of the campus. They describe it as: “inviting,” “comfortable,” “relaxing,” “friendly,” “laid back,” “warm” and “well integrated with the city.” They appreciate the appearance of the campus and are especially grateful for its “old brick feel.” The courtyards and Appian Way received praise; and, the Fiske Quad was described as a “beautiful and great place to hang out on warm days.” Students appreciate the grounds and the “the natural arboretum around the campus” which is ‘beautiful’ and “well maintained.” Students are comfortable on campus and grateful that they “can go into any building and be able to find a quiet place to study or read.”

Campus Renovations (13): Students were divided over campus renovations. On the positive side, students supported KSC’s commitment to developing “the infrastructure with new buildings and technology,” and were pleased with the “architects and engineers.” The counter-group wanted to see “the college take a more environmentally friendly stance,” and “more energy efficient advances made on the buildings.” Several students were annoyed with the construction: “I feel as if I’ve never seen the campus completed”; “there is always construction going on and it’s distracting”; and, “I’d also
like to see an end to the relentless cycle of construction which is disruptive and inconvenient."

**Programs**

| Should not Change: 35 | Should Change: 39 |

Students who referenced programs of study as a component that should not change talked about their satisfaction with their chosen majors. The students who suggested changes wanted to see additional programs and course offerings, including:

- A course to promote a healthy lifestyle (aerobics, weight lifting, etc.) required of everyone on campus
- An art teacher degree program (2)
- More photography classes
- A special topics mathematics class
- A bigger variety of computer courses
- An IDSS secondary education specialization in the Social Science program
- A Women's Studies Major (2)
- Music and art classes specifically for non-majors
- A Native American Studies major
- A Social Work major
- A Criminal Justice major (2)
- More languages (including Italian)
- A Political Science Major (2)

**Academics**

| Should not Change: 14 | Should Change: 44 |

Students who felt that "KSC challenges their students to be their very best" supported the requirements for "having to be in good academic standing to stay at KSC." They upheld "Keene State's commitment to providing a complete college experience" and its "strong focus on the liberal arts." They also identified the "undergraduate research grant program" as an "excellent" experience, and the "Academic Excellence Conference" as an "amazing" program.

Students who believed they could have been more academically challenged commented that they wanted "more preparation for graduate school"; more "life skills" such as "how to form good relationships" and "good values." More adaptive critical thinking skills also appeared on their wish list: "I would like to see more teachers consistently teach valuable writing and critical reading skills." One student’s statement that "professors need be more strict on attendance policies," was countered by three voices that felt that students should be responsible for their own conduct and "allowed the natural consequences of not coming to class."
The students who desired more challenge, recommended “more emphasis on academics across campus,” and “higher standards for education for both faculty and students.” One student wanted “the faculty and staff to start treating their courses as if they were being taught at an ivy league school.” Another wanted “the professors' academic expectations of their students to be higher starting from freshman year.” There were requests for “more interconnectivity between majors,” and a more challenging and integrated curriculum: “101 does not mean easy, it should never mean easy”; and, “I would like to see students pushed a little more so they actually learn the material.”

**Student Life**

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Students who wrote comments about Student Life either praised the activities that were already in place, or requested more activities to increase student involvement.

**Student Affirmations (38):** Students were pleased with the “number of activities on campus” and enjoyed “the great social events,” “the cultural and art events,” “the presenters who come to Keene State and give advice,” “the politicians who came to campus,” and “the clubs and organizations.” They also praised the Student Center and felt that it was “a really good place to gather with friends” and had an “awesome game room.” These students were happy with student involvement on campus, and felt that Keene State was a “close community” that was “friendly” and interacted well with the “locals”.

Students’ list of favorite activities included:
- Spring Weekend (5)
- The Children’s Literature Festival
- The Athletics and the school mascot
- The presenting series at the Redfern Arts Center (2)
- The Pumpkin Lobotomy (4)
- The Night Owl Café (8), with its weekly movies and free food and drinks
- The Putnam Theater (3)
- The availability of study rooms with “ overstuffed chairs”

**More Activities (36):** Students who asked for “more activities,” specified the following:
- More concerts (6)
- More dances (3)
- More outside activities that include food and music
- A college prom
- “A senior week to celebrate graduation after finals” (2)
- “Senior field trips every weekend to a bar or some fun place”
- More weekend activities (5)
- More interracial activities
- More athletic and intramural sports
- A marching band
• More tennis courts
• A rock climbing wall and a mountain climbing clubs
• The return of the Campus Pub (5)
• A Self Awareness class
• A Coffee Shop/Study Area that is open late (3)
• A commuter lounge (2)
• An outdoor running track

Student Involvement (12): The comments that fell into this category addressed a desire for more student involvement in campus activities. They included comments that students are “cliquish” and “unmotivated to do anything on the weekends.” These students felt that there should be “more promotion” of campus events, and suggested: “a monthly calendar with everything going on”; “a section in the Equinox for upcoming events”; and, “more signs and announcements as opposed to one announcement via KSC email.”

Working students, off-campus students, and student teachers expressed how difficult it was for them to “stay in touch with what's going on on-campus.” These students asked to receive the same mail “as on-campus students”; and, that organizations schedule “more flexible times for presentations and meetings.” Students also thought that student involvement could be improved by offering a class to freshmen that would “get them more involved on campus and in the community.” A final student thought that it would be beneficial to have a “senior spokesman so that seniors have a better idea of what's going on with graduation.”

Student Behavior (8): These comments addressed alcohol use and partying. Four students wanted less partying, “especially of the loud destructive kind” on campus. One of these students also suggested that students be required to take a “class on the effects of alcohol and personal responsibility involved in consuming mass quantities of it.” A second group of students felt that they should be able to have “more than a 12 pack of alcohol in the dorm rooms” and that security should “back off the students.”

Student Services

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Overall, students’ comments were positive regarding student services. The recommendations for change, for the most part, asked for “more services.” A unique theme that emerged was students’ desire for more dialogue with administration.

Recreation Center (22): Students were happy with the facilities in the Spaulding Gym and its “convenient” hours of operation. They were pleased that sports were “valued among the staff.”

Academic Support (6): Students felt they had benefited from “the services that are offered to the students for help when needed.” They felt that the Math Center had been a “lifesaver” and that the Writing Center was “great to bring papers to, they really help
Three students felt that KSC needed to provide more academic support. One student recommended that tutors should be available for “every class that is offered at KSC.”

Counseling Services (3): These students were satisfied with the services they received, although one wanted more “mental health professionals.”

Health Services (6): The comments about Health Services varied. One student felt that “the staff at Health Services was always very helpful and understanding.” Another was concerned about mandatory health insurance and stated that “I would never have graduated from here” if it had gone into effect. A third student was unhappy about not getting the medication that they had expected to receive. A final student thought that Health Services should be moved from the third floor of Elliot Hall: “when I’ve been sick, I was not keen on walking up two flights of stairs just to get medicine.”

Study Abroad (5): Students who had studied abroad applauded the program: “the exchange program here is fabulous and it’s wonderful that the school promotes these exchange programs as actively as they do.” They also felt that there should be “more options for schools of international study” and “more knowledge” disseminated about the program.

Transportation (8): Several students raised the issue of providing students with “shuttles or buses for students living in nearby districts.” They argued that an off-campus shuttle would “alleviate parking and transportation issues”; and, if it had a “long route and long hours,” “would lesson the number of people that drive drunk.”

Campus Dialogue (11): Students requested more conversations with administration. They wanted more opportunities for interaction with Vice Presidents: “many students do not even know who these VP’s are and what they do for our college.” They thought that an on-going forum for discussion, styled after Speak Out, “would enable Keene State College staff and students to openly discuss problems”; and, provide students, who would otherwise “not have an opportunity to be heard,” the chance to “share their opinions.” They saw this as an opportunity for the “campus community to be more informed about all topics relating to students.” In addition to open forums, students asked for “better knowledge about where to go to make complaints” and a method “for students to avoid dealing with disputes between professors and having these disputes affect the operation of classes.”

Financial Aid

Considering that there were 1,044 distinct comments written, the small number addressing Financial Aid is encouraging. Two of these comments called for more aid for “poor” and “in-state students.” One student commented: “Financial Services seems to be understaffed.” The remaining comments, which expressed frustration with “feeling
“uninformed” and the outcomes of their financial dealings, transferred into personalized statements about the staff’s “attitudes and patience.”

**Advising**

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**Praise for Advising:** Students wrote about: “the abundance of help offered in Elliot”; the “great job” the Elliot Center does “in helping students prepare for graduation”; “the amount of time spent on helping students find jobs”; and, the “one on one course registration.” They also applauded all the “services such as academic and career advising available to students,” and wrote: “the staff and faculty here are usually very helpful and supportive.”

**Departmental Advising (15):** Students’ comments about advising in their majors addressed the mismatch between the advisors specialty and the students’ goals: “Never did I use my advisor for anything here at school because it was a [deleted major] professor when I was interested in [deleted students’ major].” A second theme was addressed advisor availability: “My advisor rarely was on campus and it was difficult to meet up with him.” Two students were unhappy with the advice they received for their “double majors”: “My advisors for my majors had no idea how a double major worked.” Finally, students, who were unsatisfied with their departmental advising, were disappointed when they tried to turn to the Elliot Center for help: “because I was a declared major the Elliot Center would not help me”; and, “have academic advising help students, rather than always sending them to meet with their own advisor who may not be available to help.”

**Students’ Recommendations (9):** Students were confused with the functions of the different offices that are housed in the Elliot Center: “every single person should sit down with the registrars office and make sure that they are taking the correct classes and will graduate on time.” A second theme addressed how important it was for students to seek advice early in their academic career: “students should be encouraged to see an advisor their freshman year”; “start freshmen off with more classes like how to write resumes”; offer “some kind of program during the first year that helps students see how many options there are as far as majors”; and, “provide more information to incoming freshman regarding picking classes and how to graduate in four years.”

**Post Graduation Planning (16):** Students requested more help with their post-graduation plans. Those seeking careers asked “for more help into the job field” and suggested: “earlier career intervention”; “more job fairs”; “a mandatory class for all graduating students about how to do your resume and gain skills for interviews”; “a course on careers within the major for each discipline”; “a resume-writing course offered as an elective credit”; “a career development week included in senior seminar classes that would bring in someone from the Elliot Center who might help the students’ prospects”; and, “job placement for students for the last part of their senior year.”
Students also asked for: “more announcements about what a student should do to prepare for post graduation”; “more help with students applying to grad school”; and, “sessions to inform students when things are due and what schools offer their area of study.” Finally, two students felt that there should be more job opportunities available on campus.

**Course Scheduling**

All comments in this area addressed problems that students wanted to see changed.

**The Campus Lotteries (10):** Students’ have linked perceptions of increasing enrollments with shortages in housing and course availability and created a “campus lottery syndrome.” Ten students explicitly made the link, as they wrote about: “increasing enrollments”; “better class and room draw”; “awful course and housing selections;” not knowing whether they “will get the housing and courses they need”; and, “for the housing and course over crowdedness alone, I would have difficulty recommending this school.”

**Course Availability (50):** Many of these responses reflect students’ frustration with the current situation, and state the need for more courses and sections: “so students are not fighting to get into classes that they need” and they “don’t fall behind.” Seniors felt they should not be denied entry into required courses, “especially if they are in the last two years of their education.” They felt that “more exceptions” should be made for seniors in “upper level” and “mandatory” courses; and, that courses “should not be closed to seniors,” who “should get first choice at their required courses.”

Students identified three sources for the problem of course availability: increasing enrollments; the administration’s failure to place “more teachers on staff to handle more courses”; and, the Registrar’s Office. Students felt that the Registrar’s Office should give seniors “first pick” of classes and recommended that: “the number of students that are graduating should be calculated more when figuring the number of seats in the class.”

An important aspect of this issue is that students are “trying to graduate” and see course unavailability as an impediment. Students complained that: “people are staying extra semesters because of unavailable courses,” that more courses would make it “easier to graduate in four years without having to struggle with class selection”; and, that “so many people cannot graduate because of this problem.” One student unequivocally stated that the “availability of courses every year are so limited that it made it impossible for me to complete my education in a timely fashion.”

**Course Scheduling (9):** More night classes and internet classes “for credit” were requested; as well as more Friday classes: “I understand that it is nice to have Fridays off, but in order to improve the education and drive for students to learn, changes need to
be made to the when the courses are being offered.” This statement was countered by a recommendation that classes only be offered “Monday-Thursday.”

**General Education**

| Should not Change: 22 | Should Change: 66 |

The students who felt that the general education requirements should not change were more reflective than those who called for change: “at first there seemed to be a lot of gen. ed. requirements but they have been an important component of my education”; “the general education requirements are fair”; they helped me to gain a little bit of knowledge in a wide range of subjects”; and, “courses offered should not be changed because there is a good variety to choose from especially for electives.”

Students, who wanted the general education requirements reduced, described them as “a waste of time and money” and “a real pain in the ass.” Most felt that reduced requirements for “filler” classes could be offset by increased requirements in their major, allowing them to “take more courses that interest me” and utilize their time in “better ways.” Several students were specific about the general education requirements within the context of their major: “I would like to see a special group of classes for ed majors for their gen eds”; “why do we need literature to graduate if we are not English majors”; “not have to take science or math courses if you are an art major”; and, “less gen ed for product design majors.”

Six students complained that the general education requirements were the reason they were not able to graduate in four years. They reasoned that giving students more time for courses in their major would help them “graduate in a four year period.” They complained that their “chance to graduate in four years was less likely” because they had to “worry about taking extended loads” and “stay an extra semester to just complete the gen. ed’s.”

Six students called for better advising when it came to selecting their general education courses: “when you declare a major, classes should be picked out for you . . . with slots for one or two electives, of your choice, each semester”; also, “students need to be better advised in their first year”; and, “faculty advisors need to better informed as well, not just pushing for students to take classes in their major.”

The lack of integration between general education courses was commented on by five students who felt that the expectations across courses should be higher: “100 level courses are an absolute joke—my high school classes were harder.” Along a similar line, another student felt that there should be “more logical and critical thinking and problem solving-based gen ed classes.” Others recommended that inter-departmental communications be improved so that “parallel” curricula could be “exposed”: “it seems like we had the same courses over and over again.”
Recommendations for Additional General Education Courses (13): Students recommended the following:

- Health courses for all majors
- Environmental Studies 101 for all.
- More science requirements for non-science majors
- Computer technology required for ALL
- More math for non-math majors
- Change the requirement for people to take World Civilizations
- More hands-on experiments and projects in intro-level Science courses
- Mandatory Essay writing for all majors
- Less stress on science
- A course that discusses resume writing, job searching, and interviewing
- A gen ed dealing with politics
- Automobile maintenance as a general ed requirement

Internships

Should Change: 9

Students felt there should be “more internships offered” in all departments across the campus: “I would like to see the departments getting the students out in the community more—not just for research but for work in their area of interest.” Students also thought that internships should be required, especially in the Environmental and Safety Studies programs.

Dining

Should not Change: 23

Students who were happy with on campus dining appreciated the dining commons staff and their food options: “the variety of food available in the Flex; the “ice cream machine”; “Chicken Patty Wednesdays”; the “vegetarian and vegan food options”; and, “New England Clam Chowder Fridays.”

Should Change: 70

The students who identified dining issues that should change have been grouped into several categories:

Space (43): The largest category of comments addressed the lack of space in the Dining Commons. Students wanted: “more dining room space”; “less crowding”; and, “more room.” Sixteen students recommended a “new dining commons.”

Food (24): Specific requests included: “healthier choices”; “a wider spread of food choices that doesn't include vast amounts of Carbs”; and, “fresh food available at all times.” One student lamented the loss of “Caesar salad dressing in my final year.” Another felt that “pretzels and chips” should be offered in the Hoot-n-Scoot.

Meal Plans (8): Three students felt that they should be given a set amount of meals each semester and be allowed to use them, like “plastic,” subtracting meals as “you go.”
Students wanted to be able to bank meals and use them to “dine with guests more frequently at a lower price.” A Huntress resident wanted to take a reduced meal plan because she had access to a kitchen.

Policy (8): Student teachers wanted the Dining Commons to extend their hours and offer meals during Spring Break. The others also wanted the Dining Commons to extend their hours; improve the weekend meal selection; and offer more food selections in the Hoot and Scoot.

**Housing**

| Should not change: | 14 | Should change: | 108 |

Eight students praised the Pondside 2 apartments, and felt that they should be reserved for upper classmen. Another student told us: “living on campus was very important and provided me with academic opportunity.” A final student said “the Leadership House has great potential and should continue to exist as a housing area for students.”

Comments recommending change predominantly addressed the shortage of housing and the housing selection process. Students are unhappy with the lack of housing, which they equate with the course selection “lottery” and enrollment growth.

**Housing Shortage (60):** Students spoke about the need for “more living space” and reducing “the amount of people in the living areas.” Those who had lost in the housing ‘lottery’ expressed how they “would have loved to stay on campus”.

Students were concerned with increasing enrollments and the animosity that lack of housing breeds between classes. Seniors who wanted to remain on campus complained about the “not having housing available to them” and of “having to move off campus.” They felt that the college should “stop letting in more people than you can fit.” They also felt that the classes should be segregated: “they should go back to having Freshman dorms”; “freshman dorms should be reinstated because upclassman do not get to live in the premium space; and, “I would like to see the housing changed where all upper class students live together.” These students also felt that: “Pondside two was built for upperclassmen”; “seniors deserve better rooms”; and, “make more housing or dorms just for freshmen, it is not fair they are able to live in the nicer dorms.” Also, in reference to Pondside 2, a student suggested that “instead of putting up apartments that only house like 25 students put up another hollow way or carle hall.”

**Housing Selection Process (72):** While students asked for a “new system,” or a “better housing selection process,” there were few specific suggestions, other than to build more dorms and provide housing areas specifically for seniors. One student suggested putting the “housing selection online.” Representative expressions of students’ angst include: “the housing selection always seems stressful”; “students sometimes get wait listed which is not fair”; “make the housing process more fair”; and, the system for housing deposits is disorganized.”
Housing Condition (14): Pondside 2 apartments were reported to have an “awful smell from the pond” and to be “falling apart.” Students recommended that the older dorms be either fixed or replaced. They also lobbied for “bigger rooms.”

Housing Policy (3): One senior recommended that students be allowed to move in a few days before classes start, and wanted seniors given until the day after graduation to move out. A student teacher felt that “student teachers who live on campus should be permitted to stay in their individual housing areas during spring break.” Another thought “the rules about only having 12 beers” should be changed.

Residential Life Staff (4): These relatively few comments appear to have come from students who felt they needed more leeway in their lives: “living in the dorms is like being 12 again,” they should “realize this is college and in college there is drinking regardless of rules.”

Parking

It is not a surprise that parking was identified as the number one problem that students would like to see changed. Students’ comments primarily addressed the need for more parking, although the following themes emerged:

Off-Campus Students (18): Students felt that more parking should be designated for commuters. Two felt that Campus Safety should check decals more often during high traffic times to discourage people without permits from parking on campus. A common sentiment was that “too many passes are being given out for how many cars there are,” and “it’s really annoying when the few available spaces are taken by guests at outside conferences or events.” One final student commented that parking for off-campus students should be free.

Parking Garage (7): Students recommended that KSC build a parking garage. Two of the seven suggested that it be built on the Winchester parking lot. Another student suggested that the unaffiliated fraternity houses near the Winchester lot be torn down and replaced with parking spaces.

Dining Commons (5): Students were dismayed that parking spaces would be replaced by the new Dining Commons is built.

Parking Citations (2): Two students complained about the high cost of parking fines and impounding fees.
**Most Valuable General Education Courses**

Students were asked to identify their most valuable general education course. The following table lists the courses that were identified by 10 or more students.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>123</td>
</tr>
<tr>
<td>Sociology</td>
<td>31</td>
</tr>
<tr>
<td>General Psychology</td>
<td>25</td>
</tr>
<tr>
<td>Introduction to Political Science</td>
<td>23</td>
</tr>
<tr>
<td>Computer Science</td>
<td>21</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>19</td>
</tr>
<tr>
<td>Fundamentals of Speech</td>
<td>18</td>
</tr>
<tr>
<td>Communications</td>
<td>17</td>
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<tr>
<td>Art History</td>
<td>14</td>
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<tr>
<td>U. S. History</td>
<td>14</td>
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<tr>
<td>Women’s Studies</td>
<td>14</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>12</td>
</tr>
<tr>
<td>Literature</td>
<td>11</td>
</tr>
<tr>
<td>Perspectives of the Earth</td>
<td>11</td>
</tr>
</tbody>
</table>
Most Memorable Books

Students were asked to identify the most valuable book they had read. The following table identifies the top 22 responses.

<table>
<thead>
<tr>
<th>Books</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesdays with Morrie (Albom)</td>
<td>66</td>
</tr>
<tr>
<td>Ishmael (Quinn)</td>
<td>41</td>
</tr>
<tr>
<td>A Child Called It (Pelzer)</td>
<td>19</td>
</tr>
<tr>
<td>Affluenza: The All-Consuming Epidemic (Graaf, et. al.)</td>
<td>11</td>
</tr>
<tr>
<td>The Giver (Lowry)</td>
<td>7</td>
</tr>
<tr>
<td>The Bible</td>
<td>6</td>
</tr>
<tr>
<td>The Grapes of Wrath (Steinbeck)</td>
<td>6</td>
</tr>
<tr>
<td>Into the Wild (Krakauer)</td>
<td>6</td>
</tr>
<tr>
<td>The Harry Potter Series (Rowling)</td>
<td>5</td>
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<tr>
<td>A Lynching in the Heartland: Race and Memory in America (Madison)</td>
<td>5</td>
</tr>
<tr>
<td>Angels in America (Kushner)</td>
<td>4</td>
</tr>
<tr>
<td>Beer, Booze and Books (Matthews)</td>
<td>4</td>
</tr>
<tr>
<td>Believing Cassandra: An Optimist Looks at a Pessimist's World (AtKisson)</td>
<td>4</td>
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<tr>
<td>The Da Vinci Code (Brown)</td>
<td>4</td>
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<tr>
<td>Native Son (Wright)</td>
<td>4</td>
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<tr>
<td>Silent Spring (Carson)</td>
<td>4</td>
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<tr>
<td>The Vagina Monologues (Ensler)</td>
<td>4</td>
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<tr>
<td>Waterlily (Deloria)</td>
<td>4</td>
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<tr>
<td>Crime and Punishment (Dostoevsky)</td>
<td>4</td>
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<tr>
<td>The Curious Incident of the Dog in the Night- Time (Haddon)</td>
<td>4</td>
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<tr>
<td>Among School Children (Kidder)</td>
<td>4</td>
</tr>
<tr>
<td>Joey Pizgah Swallowed the Key (Gantos)</td>
<td>4</td>
</tr>
</tbody>
</table>