



Wisdom to make a difference.

PLANNING ASSUMPTIONS

Quality (Student Engagement, Community Service, Retention)

1. “The mission is clear and distinctive and is indeed implemented in a manner that complies with the standards of the Commission on Institutions of Higher Education.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
2. A significant proportion of recently graduating students report time spent in KSC sponsored community service activities. In 2011 59% reported taking at least one service-learning course, and 53% reported that they engaged in some KSC-sponsored community service during their senior year. Ninety percent of students who engaged in a service learning experience agreed it had made them more comfortable collaborating with others for a common goal; 89% reported that it had increased their self-awareness; and 81% agreed that it had made them more likely to encourage other students to take service-learning courses. This participation in service-learning courses and co-curricular community service activities betokens a healthy connection between college and community. It is also indicative of engaged learning. <http://www.keene.edu/ir/gss/gssreport2011.pdf>
3. The National Survey of Student Engagement (NSSE) assesses student participation in high-impact educational practices. Between the NSSE administrations of 2006 and 2009, KSC first-year students showed statistically significant improvement on the NSSE Benchmarks of Effective Educational Practice (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment). These 2009 benchmark scores were on par with those of COPLAC peer institutions. This significant improvement in engaged learning for first-year students occurred during the period when Keene State College introduced the ISP and four-credit model. <http://www.keene.edu/ir/nsse/2009NationalStudyofStudentEngagement.pdf>
4. Collegiate Learning Assessment (CLA) results from 2009-2010 found KSC to be “at or near what would be expected in an institution testing students of similar academic abilities.”
http://www.collegeportraits.org/NH/KSC/learning_outcomes
5. KSC trails COPLAC peers on most NSSE measures related to diversity.
<http://www.keene.edu/ir/nsse/2009NationalStudyofStudentEngagement.pdf>
6. NEASC found that “Learning outcomes assessment is moving forward, some areas are further ahead than others. The practice of assessment is widely accepted and understood. ... [However,] learning outcomes progress needs to be accelerated in some areas – continue to find ways to identify student success.” http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
7. NSSE responses from 2009 indicated that students regard both faculty and administrative personnel to be helpful and considerate. KSC student responses on these items were significantly more positive than those of students at regional peer institutions. For senior students in 2009, KSC’s responses about the helpfulness of administrative offices were also significantly higher than those from COPLAC peer institutions. (NSSE Institutional Report, 2009, available in hard copy in the Office of Institutional Research)
8. “There is ... great stability and strength within the faculty and staff – a caring culture.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
9. “The College is committed to increasing the percentage of course credits generated by FTTT faculty to 67 percent of total course credits by 2017 by adding, whenever possible, more than three new FTTT positions each year.” http://www.keene.edu/neasc/final_NEASC_9_16_2010.pdf, p. 154.
10. “Although adjuncts teach over 50% of the total credits hours, the evaluation process is far less stringent and in some cases non-existent since the evaluation process as currently designed places

more service demands on already over-burdened department chairs.”

http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf

11. “A corollary of this [heavy reliance on adjunct faculty] is the demand for service on tenured and tenure-track faculty. Workload demands from advising and service make scholarship difficult and could have a negative impact on quality of teaching.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
12. “Overall supply and demand imbalance for courses, especially ISP courses, leads to scheduling difficulties for students.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
13. “Although efforts are apparent to improve the use of technology to address growth needs, some areas (such as Residential Life) are still lagging.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
14. “Ensuring the currency and accuracy of web content is crucial.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
15. “Overall first-to-second-year retention rates at Keene State dropped steadily from 2006 to 2009 and then rebounded for the 2010 cohort (79.3% - equal to the average for this 5-year period). The 2009 cohort appears to be an outlier on retention measures, with the lowest overall retention rate, and lower retention rates for women, non-residents, first-generation students, and low-income students as compared to other cohorts in this period.
<http://www.keene.edu/ir/RETENTION%20AND%20PROGRESSION%20PART%201.pdf>
16. Robust information technology infrastructure integrated into learning and teaching encourages exploration, engagement and innovation and attracts top quality faculty and students.
<http://www.educause.edu/eli> and <http://wp.nmc.org/horizon2010>

Demographics

1. New Hampshire and the southern New England states saw a peak in the number of high school graduates in 2007-08, followed by a decline that is expected to continue in the region at least through 2016-17. www.wiche.edu/knocking
2. A decrease is projected in the regional white population of high school graduates between now and 2015, offset by a significant increase in non-white populations. This increase is expected to be led by Hispanic and Asian populations, with a smaller but not insignificant increase in the African American population as well. www.wiche.edu/knocking
3. In 2010 an increase in Hispanic students at KSC brought about a small increase in the proportion of students of color, yet non-white and Hispanic students still numbered only 4% of the total student body. <http://www.keene.edu/ir/factbook2010.pdf>
4. “There are consistent trends in the data suggesting that racial/ethnic minority students, first-generation students, low-income students, women, and students from outside New Hampshire may be at greater risk of attrition than their peers, but the differences across categories only rarely rose to the level of statistical significance during this five-year period [2006-2010].”
<http://www.keene.edu/ir/RETENTION%20AND%20PROGRESSION%20PART%201.pdf>
5. Further analysis considering both demographic variables and student behavior variables concluded “that what students do is far more powerful than who they are in predicting retention. When demographic variables are considered simultaneously with students’ behaviors in college, the college variables explain most of the variation in retention.” By far the best predictor of first-to-second-year retention is completion of ITW in year 1, and doing this improves the probability of retention even more for students in at-risk demographic groups than it does for their peers who are less at risk.
<http://www.keene.edu/ir/RETENTION%20AND%20PROGRESSION%20PART%202.pdf>
6. Three percent of New Hampshire students attended KSC directly from high school since 2006. The target is 4% in 2015. <http://www.keene.edu/ir/SIRreport2010.pdf>. In Fall 2011, 39% of all matriculated undergraduate students self-identified as first-generation college students.

7. Keene State College has the leading market among New Hampshire colleges and universities in baccalaureate graduates from teacher education, safety studies, architecture, and visual and performing arts.
http://www.education.nh.gov/highered/research/documents/bachelors_degrees_2011.pdf
8. Keene State College provides access to high demand programs that have grown significantly over the past 15 years: management, communication, journalism, education, nursing, psychology, social sciences and history.
http://www.education.nh.gov/highered/research/documents/bachelors_degrees_2011.pdf
9. Redesign of existing programs at Keene State College could address the shortages in the professions of criminal justice, coaching, sports management, and social work.
<http://www.nh.gov/nhes/elmi/projections.htm>
10. Sustaining current out-of-state enrollment in light of current incentives in neighboring states requires KSC to broaden recruitment territory as well as create similar incentives. Target: proximity, TAGS program offered in Washington DC and states where migration of college aged students is high. [NCHEMS Information Center Import/Export Ratio of College-Going Students <http://www.higheredinfo.org/dbrowser/index.php?measure=30>, Rhode Island college Metropolitan Tuition Policy www.ric.edu/admissions/tuition_metro.php, UMASS-Dartmouth Proximity Student Program <http://www.umassd.edu/undergraduate/financing>, UMASS-Lowell Proximity Regional Program <http://www.uml.edu/admin/ar/tuition.html>.

Resources/Economics

1. “While data use is a strength there is more work to do to link data – the integration of data systems is desirable and could be an added resources to improve efficiencies and transparency.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
2. “A complex and multi-layer governance system which demands a high level of participation has evolved at KSC – there are times when such a system can impede communication – multiple bodies addressing the same issue, delay response time. Participation in this system allows great, campus wide involvement – but does have an impact on workload for faculty and staff alike.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
3. “As the institution continues to evolve – building an infrastructure to support the dynamic change is important - creating and updating position descriptions that more clearly identify current or emerging roles and responsibilities would be of help.”
http://www.keene.edu/neasc/Summary_of_Strengths_Concerns_Considerations.pdf
4. Integrated Enterprise Information Systems provide cost-effective and efficient means for providing IT services.
<http://www.educause.edu/sites/default/files/library/presentations/SERC09/SESS28/EDUCAUSE%2B%2BEIP%2BExecutive%2BSeminar.pdf>
5. Obstacles for using technology include:
 - a. Limited system-wide support for non-integrated information systems
 - b. Few faculty offer courses utilizing virtual technologies.
 - c. Opportunities for greater use of technology and professional development in technology are limited by the time required for current job responsibilities.
 - d. A significant proportion of technology funding is based on student fees, which inhibits the college’s ability to support technology without continuing to increase student fees.
6. “Economic pressures and new models of education are presenting competition to traditional models of the university.” <http://net.educause.edu/ir/library/pdf/HR2011.pdf>. As a result, colleges are
 - a. developing creative solutions to serve students,
 - b. streaming courses,
 - c. designing courses that blend face-to-face and online interaction,
 - d. adapting student services to meet the blended learning model,

- e. creating flexible environments that contribute to greater success, completion, and satisfaction.
7. Mobiles are the first choice for accessing networked resources. These are tools for learning that colleges don't have to buy or maintain. Increasing availability of network access means that the growing capabilities of mobiles are available to more students.
<http://net.educause.edu/ir/library/pdf/HR2011.pdf>.
8. Keene State College makes a significant contribution to the local and state economy. The annual economic impact is estimated to be \$176 million in the Keene area and \$188 million in New Hampshire. <http://www.keene.edu/ir/Economic%20Impact%20Final.pdf>
9. In 2011 surveys, 89% percent of KSC graduating seniors and 89% of recent alumni reported that they were satisfied with their Keene State College education; and 88% of graduating seniors and 85% of recent alumni stated that they would recommend KSC to others.
<http://www.keene.edu/ir/gss/gssreport2011.pdf>
<http://www.keene.edu/ir/ALUMNI%20SURVEY.pdf>
10. The average debt load for students who graduated from KSC in 2010, having entered as first-time freshmen, was \$28,986. The Project on Student Loan Debt, conducted by the Institute for College Access and Success (October 2010) reported that New Hampshire's 2009 college students graduated with the second highest debt load (\$29,443) in the nation, at a time when the unemployment rate for young college graduates had reached 8.7%. <http://www.keene.edu/ir/SIReport2010.pdf>
11. 9.1% of KSC alumni contributed to the college in fiscal year 2010. This is slightly below the national average of 9.8% (which includes both private and public institutions). KSC alumni donations rose by 1.4% at a time when the national average declined by .04%.
<http://www.keene.edu/ir/SIReport2010.pdf>
12. "When presidents were asked, for instance, to choose two from among a list of 'most important areas/challenges' facing their institutions over the next few years ..., budget shortfalls (62 percent) and changes in state support (42.6 percent) dwarfed other answers for leaders of public colleges of all types (four-year and two-year, doctoral and baccalaureate, etc.). For private nonprofit colleges and universities, meanwhile, rising tuition/affordability (42.2 percent) and increased competition for students (35.3 percent) topped the chief executives' list.
www.insidehighered.com/news/survey/president2011
13. 85% of KSC students use financial aid grants or loans to meet their cost of attendance, and grants and loans are the source of over two-thirds of all student payments. Reductions in financial aid funding will have a heavy impact on student retention and graduation rates. (KSC VPPF, Financial Aid, and Student Accounts data)
14. The need for our students to work at paid jobs remains a significant factor. Among 2011 graduating seniors, 53% reported that they had held an off-campus job in their senior year, and 37% indicated that they had worked on-campus during their final year of enrollment.
<http://www.keene.edu/ir/gss/gssreport2011.pdf>
15. Higher education is perceived as having uncontrollable costs, not adding enough value, and requiring too much government spending.
16. KSC has the lowest average cost per student of its peer institutions and spends the highest proportion of its general expenditures on instruction. [IPEDS data analysis for FY2009, KSC Office of Institutional Research]