Keene State College

Interim Fifth

Year Report

August 15, 2015

Prepared for the Commission of Institutions of Higher Education

New England Association of Schools and Colleges

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New England Association of Schools and Colleges

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV
Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://www.keene.edu/catalog/resources/program_information/bachelors/
Print Publications	NA
Self-study/Fifth-year report Page Reference	Page 6

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.keene.edu/administration/policy/detail/credit-transfer/
Print Publications	
Self-study/Fifth-year Report Page Reference	Page 47

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	ADA: http://www.keene.edu/administration/policy/detail/disability/#ada_grievance_procedure Discrimination and Discriminatory Harassment: http://www.keene.edu/administration/policy/detail/discrimination/ Dean of Students: http://www.keene.edu/administration/student-affairs/dean-of-students-office/advocacy/
Print Publications	NA
Self-study/Fifth-year Report Page Reference	Page 68

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	NA
Self-study/Fifth-year Report Page Reference	NA

The undersigned affirms that **KEENE STATE COLLEGE** (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Anne E Huot   Date: August 11, 2015

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name:	Keene State College	
OPE ID:	**?** 2590	

		Annual Audit	
	?	Certified:	Qualified
Financial Results for Year Ending:	**?** June 30, 2014	Yes/No	Unqualified
Most Recent Year	**?** 2014	Yes	Unqualified
1 Year Prior	2013	Yes	Unqualified
2 Years Prior	2012	Yes	Unqualified

Fiscal Year Ends on:	(6/30)	(month/day)

Budget / Plans
Current Year	2015
Next Year	2016

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Introduction

Keene State College values the process of accreditation as it provides the opportunity to reflect on and renew the College's commitment to its institutional priorities. While this interim report acknowledges that the College was not able to meet all of its projections from the 2010 comprehensive self-study, it also describes the accomplishments the College has been able to achieve, as well as the new challenges it is facing. The process for choosing the committee to compile this report reflected some of the changes the campus has experienced during this time.

The College began to recruit members for the NEASC team in fall 2014. The goal was to bring both experienced and new voices to the table so as to capture the institutional memory of the last process and gain fresh perspectives in analyzing both the self-study and events over the last five years. Having some consistency in membership from the last report seemed particularly important because many of the top-level administrators were relatively new to the College, and some were unfamiliar with NEASC as an accrediting body.

After receiving the fifth-year notification letter, Anne Huot, the president of Keene State since July 2013, charged Walter Zakahi, the new provost and vice president for Academic Affairs, and Kim Schmidl-Gagne, program coordinator for the College who was instrumental in preparing the 2010 self-study, with completing the work of the interim fifth-year report. They assembled eleven members of the campus community, including administrators, faculty, and staff, to review tasks and timelines, but the work included other community members whose expertise was essential for writing the document. The assistant vice president for Academic Affairs, Anne Miller, was in charge of the enrollment management information for Question Three, with help from Steve Goetsch, associate vice president for Enrollment Management; the interim associate provost for Academic Affairs, Shari Bemis, worked on Standard Four; and Celia Rabinowitz, new dean of the Mason Library, and Sue Castriotta, executive director of the Center for Engagement, Learning, and Teaching, worked on Standard Seven. Four faculty members were also involved: Patrick Dolenc from the Economics Department wrote Standard Five; Rebecca Dunn from the Health Science Department addressed the question about assessment; Ockle Johnson from the Mathematics Department addressed the College's progress in increasing tenure-track faculty members; and Karen Stanish, also from Mathematics, worked on the question concerning our strategic planning process. Joan Hahn, director of the Nursing Program, and Mary Ellen Fleeger, professor emerita, provided information about the program's first years and the new simulation lab. Liane Wiley, accounting and banking coordinator for the College, wrote the two financial sections of the report in consultation with Jay Kahn, vice president for Finance and Planning, who also wrote Standard Eight on the College's physical resources; and Patty Francis, the president's chief of staff, worked with various other members of the committee on standards concerning mission, planning, governance, and integrity. Cathy Turrentine, director of Institutional Research and Assessment, wrote the reflective essay and provided data for the report; Jan Youga, a faculty member in the English Department, was document editor.

A first draft was assembled by the middle of June and reviewed by the President's Cabinet. By early July, a second draft of the document was sent to NEASC for review and to the campus community for feedback. After all the comments had been considered, the final draft was completed for submission on August 15.

Institutional Overview

Keene State College has experienced a time of major transition over the last five years. While the College has held fast to its mission to provide "promising students" with an excellent liberal arts education and stayed tied to its roots in preparing students to pursue "meaningful work," changes in leadership and financial challenges have made some of the goals set forth in the 2010 self-study more difficult to achieve than anticipated. On the other hand, the College has also made progress in significant ways, particularly in the areas of planning through the creation of a new Strategic Plan, in assessment by adopting College-Wide Learning Outcomes, and in its facilities by continuing to improve the physical and technological resources of the campus.

At the time of the 2010 self-study, Keene State was enjoying a period of stable leadership; however, since then, most key administrators, including the president and provost, have left the institution. While these changes were the result of retirements and career opportunities rather than internal difficulties, they have resulted in an extended time of transition, followed by another period of change as the new leaders began to put their own plans and processes into place. Additional high-level administrative positions have been created and filled, and other positions have been elevated causing a shifting of responsibilities among positions and offices that extended the period of adjustment. However, the College is now hoping for another period of stable leadership and is moving forward with long-range planning.

Toward that end, in April 2015, the College adopted a new Strategic Plan 2015-2020 identifying four themes: identity and distinction, student achievement, institutional sustainability and resilience, and community and culture. The plan is now moving to the implementation stage, which will be guided by new College-Wide Learning Outcomes. These outcomes emphasize critical thinking and creative inquiry, while echoing the values of the Strategic Plan in promoting intercultural competence, civic engagement, and practices that promote well-being. In August of 2015, the campus community will gather to consider an Implementation Plan of the Strategic Plan developed by the Implementation Planning Group.

Contributing to this period of adaptive change have been the financial challenges Keene State has faced. At the time of the self-study, the College was anticipating a reduction in state appropriations, and in 2012, state funds were, indeed, cut by 47.4 percent. The College was able to respond to this news creatively and efficiently and is on solid financial footing (see Standard Nine), largely because of the long-term, stable leadership of the vice-president for Finance and Planning, who will retire in January 2016. The College also was able to meet goals in terms of building construction and increasing tenure-track faculty; however, the financial cuts required one-time use of reserves, spending reductions extending funding timelines for approved strategic initiatives over multiple years, and in-state tuition increases. This year, financial concerns have been raised again because of threats to state appropriations and because first-year student enrollment was lower than expected. Any decrease in tuition revenue is significant; however, the College remains financially stable as a result of careful planning.

As the College begins its next five years, its future will be guided by the principles outlined in the new Strategic Plan, the goals in the new College-Wide Learning Outcomes, the vision of the new administration, and its ongoing mission to serve the needs of promising students.

Question #1 on the Planning Process:
Resuming, streamlining, and increasing transparency and funding for strategic initiatives

In spring 2006, the College identified five strategic goals: 1) to significantly enhance and become recognized for the quality of our academic programs and the academic achievements of our faculty and students; 2) to clearly and continuously communicate our mission and values in all that we undertake, and to foster a strong sense of community on campus in pursuit of academic excellence; 3) to invest in faculty and staff so they can provide leadership for the College's transformation; 4) to actively engage our students in a learning process that is grounded in service, citizenship, and ethical awareness; and 5) to provide high-quality academic programs that are affordable and accessible to a wide range of learners

In fall 2006, the president established a Planning Council, which included representatives from all campus constituencies, to develop and recommend a comprehensive strategic plan to the President's Cabinet based on these goals and to establish a process for reviewing, evaluating, and updating the plan annually. The College's planning process evolved over the next four years; by 2009-2010, all funding requests, whether strategic or operational, used the same initiative request process, and all evaluation criteria were explicit and contained in a single document.

In 2010-2011, in anticipation of severe budget cuts from the state, the request process for new initiatives was put on hold. All available funds were allocated to existing initiatives in order to allow these projects to continue or be completed. In spring 2011, the Planning Council conducted a college-wide assessment of the strategic goals and the initiative process that supported them. As a result of this assessment, the list of five strategic goals was reduced to a set of three strategic priorities: academic excellence and student success; institutional effectiveness, sustainability, and financial stability; and diversity in the community, curriculum, and co-curriculum. In 2011-2012, the College reinstated the request process for new initiatives that would advance the three strategic priorities and help focus campus planning efforts. During this year, the president, who had been a major champion of strategic planning, announced that she would be leaving in July 2012.

In 2012-2013, under the leadership of an interim president, the process for requesting funding for operational requests was separated from the process for strategic initiatives, which further helped the campus to focus its strategic efforts on the strategic priorities. In addition, the Planning Council developed Transformation Awards that were given to the Office of Disability Services, the Geography Department, and the Physical Plant for their transformative work to align more closely with the College's three strategic priorities. The diversity of the departments was a testament to the College's widespread efforts toward strategic planning.

A new president began her work in July 2013, and as a result, the academic year 2013-2014 was a time of transition. There was no call for new strategic initiatives from the campus, and the Planning Council reviewed a small number of existing strategic initiatives that were forwarded from the principal administrators. However, the backlog of operational needs outweighed the need for new initiatives, and so funding was allocated to address that backlog. By the end of spring 2014, the initiative request process was suspended to address operational needs and in anticipation of the development of a new strategic plan (see Standard Two).

Question #2 on Tenure-Track Faculty:
Achieving goal to increase the number of full-time, tenure-track faculty members

An overreliance on adjunct faculty for undergraduate instruction is a problem Keene State College shares with most other American colleges and universities. KSC has taken steps to address this issue for the last five years and has made progress in decreasing this reliance. The problem persists, however, and the College has made a continuing commitment to increase tenure-track faculty lines.

While there are a variety of ways to measure the relative use of adjunct faculty at KSC, the College has decided to focus on the percentage of credit hours delivered by full-time tenure-track faculty. The table below provides the data from fall 2009-2014.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Credit Hours of Instruction	3687.29	3679.62	3535.37	3450.63	3482.58	3410.41
Credit Hours Delivered by Full-Time Faculty	1893.79	1924.12	1896.37	2053.31	2080.57	1965.85
Percentage	51 %	52%	54%	60%	60%	58%

Recent attempts to address the problem began in 2008 when the College approved a Strategic Initiative that included a long-range faculty staffing plan and funding for three new tenure-track faculty lines each year. In fall 2010, three new tenure-track lines were added through this initiative, and a new endowed chair position was added in Holocaust and Genocide Studies. In April 2010, the College and the Keene State College Education Association (KSCEA) signed a Memorandum of Understanding (MOU) that committed the College to making significant progress toward increasing the percentage of course credits taught by tenure-track faculty from 55 percent to 66 percent within seven years. The MOU acknowledged that progress toward this goal might be slowed by budget constraints due to decreases in enrollments or state appropriations, but the goal would remain. Although the MOU did not commit the College to a certain number of lines each year, the College expressed a desire to add six new lines a year when possible. In fall 2011, nine new tenure-track faculty lines were added; three of these were for the newly established Nursing Program, and one was a second endowed chair, this one in Chemistry.

Progress was slowed when the New Hampshire legislature cut the USNH appropriation by 47.4 percent for FY2012, with the KSC share cut proportionally. Nonetheless, new tenure-track lines have continued to be added with four in fall 2012, three in fall 2013, two in fall 2014, and three in 2015. The state appropriation to USNH was partially restored in FY2013 and has continued to increase in subsequent years. The FY2015 appropriation was 85.5 percent of the FY2011 level before a $3 million rescission at the system level.

Two other recent decisions by the College have had a minor effect on the use of adjuncts. First, since 2010, courses with enrollments fewer than 10 students are generally cancelled. Exceptions are made for required courses, unless there is an alternative course that could be substituted, but

departments have been expected to adjust their elective offerings based on student enrollments. While the policy may limit the opportunities for upper-level students, a positive consequence is that, where possible, a tenure-track faculty member will replace an adjunct faculty member in a course with a higher enrollment.

Second, in 2011, the College instituted a new faculty classification, clinical faculty. There are currently 14 clinical faculty. In some cases, this was merely an employee reclassification; in others, however, these were new full-time positions. Clinical faculty teach four courses and have service expectations, including advising students, but no scholarship expectations except for maintaining certification where appropriate. Clinical faculty are members of the KSCEA bargaining unit. The concern that clinical faculty might replace tenure-track faculty was negotiated between faculty and the administration in the last collective bargaining process, in which the term "clinical faculty" was defined and a cap of 11 percent of tenure-track faculty was established.

As the above chart shows, the College's efforts have had some effect on reducing its reliance on adjunct faculty. The percentage of credit hours delivered by full-time faculty has increased from 51 percent in fall 2009 to 60 percent in 2012 and 2013, before dipping to 58 percent in 2014. Progress has clearly been achieved, but work remains to be done as the College is still well below the stated goal of 66 percent. Due to budgetary constraints and lower than expected first-year enrollment numbers, the College does not plan to add any additional new tenure-track lines in 2016, but it does hope to resume adding three additional tenure-track lines beginning the following year. The new lines should, therefore, positively affect the balance between tenure-track and adjunct faculty. As in the past, these plans can be undermined by financial realities.

Question #3 on Enrollment Management:
Developing and implementing a comprehensive approach to enrollment management

Effective enrollment management continues to be a high priority for Keene State College, and several steps have been taken recently to better position the College to meet the changes in demographics, increased competition in financial aid packaging strategies, and the ever-increasing costs of a higher education degree. The College faces these challenges while remaining committed to its mission to recruit "promising students" and to provide them with the support they need to be successful at the College and beyond.

The primary responsibility for managing enrollment effectively at Keene State previously fell to the Enrollment Advisory Committee (EAC). The structure of this committee evolved for nearly ten years with ongoing shifts in decisions about what offices would be represented on the committee, how success in enrollment management would be defined and evaluated, and how the committee would work with the President's Cabinet in terms of decision making for matters such as tuition rates and enrollment targets.

While the EAC experienced some success, certain obstacles also limited its effectiveness. The committee lacked a clear line of authority for decision making, and many insights and recommendations generated were viewed more as ideas to pursue if time permitted rather than as expectations or assignments from supervisors that needed to be completed within a given timeline. Part of this gap in authority stemmed from the fact that the top College leadership changed twice during the 2011-2013 period, thus limiting the amount of progress that could be made in terms of fully restructuring the College's approach to enrollment management. However, from 2010-2013, the committee made several thoughtful recommendations, including

- adding certain majors, such as Nursing and Criminal Justice, that would attract new applicants
- supporting and implementing new scholarship and need-based financial aid leveraging models designed to optimize the recruitment potential of these funds
- developing institutional guidelines for high impact practices, such as issuing midterm grades, which improves persistence to graduation and thus reduces the number of new students who must be enrolled each year
- creating structures to enroll first-year students in specific courses with specific credit loads based on information provided by the Office of Institutional Research regarding success and retention factors (see Reflective Essay)
- implementing a more robust plan for marketing and outreach to bring in more applications and changing strategies to include more specific targeting of students for recruitment

In 2013-2014, the College took steps toward creating the culture of enrollment management that is needed in order to achieve its broad enrollment goal by creating an enrollment management model that is comprised of the offices of Admissions, Financial Aid, and Academic and Career Advising. Additionally, the previous vice president for Student Affairs position was expanded to include responsibility for providing strategic leadership to the newly created enrollment management model. A new vice president for Student Affairs and Enrollment Management

assumed this position in July 2014. In addition, an associate vice president for Enrollment Management (AVPEM) position was created, and the new AVPEM assumed this position on September 29, 2014.

The Enrollment Management Council (EMC) was formed in February 2015. The offices of Admissions, Financial Aid, Academic and Career Advising, Academic Affairs, Institutional Research and Assessment, ASPIRE, Athletics, Residential Life, Information Technology, Marketing and Communications, Registrar, and Student Affairs are represented on the EMC. The overarching purpose of the Council is to provide an integrated, college-wide approach to managing enrollment from recruitment through graduation.

The newly established enrollment management unit led the redesign of the New Student Orientation Program held in June, which includes a robust Parent Orientation Program, and the development of a Welcome Days Program held in August that is designed to help students with the next phase of their academic and social transition to Keene State College.

The College is projecting a lower than expected enrollment of first-year students in fall 2015. The lower projection is believed to be attributable to the widespread and consistent media coverage of an event that took place on the streets adjacent to the Keene State campus in October 2014 (see Standard Eleven). Increased competition for students in states from which the College historically derives its enrollment, particularly in competitive scholarships and financial aid leveraging, is undoubtedly a second factor contributing to the lower enrollment projections. The College expects the new June orientation program to help reduce the summer melt rate of incoming first-year students. Enrollment research suggests that it usually takes 18 months for new recruitment strategies to have their intended effect; therefore, the College is taking steps throughout summer 2015 to enhance recruitment efforts for the 2016 cohort, reviewing and improving upon college-wide retention efforts and diligently working to revitalize, rebuild, and invest in the strong brand and image that Keene State College has maintained throughout the years. In addition, the EMC will develop an enrollment plan that will be aligned with the goals that are identified in the College's new Strategic Plan.

Question #4 on Assessment:
Strengthening the use of data to support planning and decision making

The College continues to make progress in its use of data to support planning and decision making through a variety of approaches, including assessment data from the College's general education program (the Integrative Studies Program or ISP) and academic departments. There continues to be a commitment to collect assessment data of student learning outcomes systematically through a broad-based approach that informs future efforts to support student achievement.

The ISP has been involved in the assessment of student learning since its inception in 2007, specifically in the areas of Quantitative Literacy (IQL), Thinking and Writing (ITW), and intellectual skills. The ISP's IQL courses have been organized around themes, such as baseball statistics, global warming, and economic inequality. The course was assessed annually with results consistently revealing that only 20 percent of students can demonstrate proficiency in the identified IQL student learning outcomes. This assessment, together with ongoing conversations among the IQL teaching cohort (comprised almost entirely of adjunct faculty), also determined that too often instructors focus on the non-quantitative aspects of the course theme rather than the primary quantitative concepts. In response, IQL is undergoing considerable revision, including

- selecting and using a common text, implemented fall 2014, to provide more content cohesion across sections
- phasing out section themes by fall 2015
- revising quantitative student learning outcomes, designed by IQL coordinators and instructors and informed by recommendations of the broader post-secondary community
- recruiting full-time tenure-track faculty to teach IQL, especially experienced faculty who will assist students in the acquisition of quantitative skills
- creating a common final exam directly related to the new learning outcomes with the intention of identifying specific areas that warrant attention

The ITW course engages in both quantitative and qualitative assessments, and the ISP yearly writing skills assessment reports, drawn from a random sample of 60 student essays, offer some information about gains and losses in students' writing from year to year. Quantitative assessment of ITW's semester-long intellectual writing project reveals that 70 percent of students are meeting expectations in the areas of writing and critical thinking skills. Qualitative assessment has centered on information gathered from various focus groups, such as faculty teaching ITW, library faculty, Center for Writing tutors, and first-year and upper-level students who have taken ITW. Primary findings from the faculty focus groups revealed concerns regarding the effectiveness of the library liaison program and a consensus for a year-long, first-year ITW experience for students.

In response to these findings, a program, first piloted in 2013, provided a full-year experience for first-year students by linking either a major course or an existing ISP course to an ITW course. This linked course experience brings together a cohort of students who work with the same faculty member(s) across the year, taking one course each semester. Initial focus group data from

the pilot show that students are transferring skills they gained through this experience to their work in other courses. This pilot expanded to the Film Studies Department in 2014-2015, and, in 2015-2016, it will expand again to include English, the Building Excellence in Science Technology (BEST) program, and the American Democracy Project (ADP). In addition, the use of library support has been revised to foster the acquisition of information literacy skills by offering classroom-based assignments and workshops, piloting a peer-mentorship program with Research and Technology fellows, and developing faculty Do-It-Yourself modules for teaching research concepts and developing information literacy. Finally, ITW student learning outcomes and the rubrics used to measure them are being revised to enhance clarity around expectations and to ensure that the language reflects the intent of the outcomes.

While both IQL and ITW have been committed to sustained assessment activities that support planning and decision making to inform programmatic improvement, assessment of ISP's intellectual skills has been on hold since 2012 so that the College could engage in an extensive evaluation of the Integrative Studies Program itself. In March 2011, an ISP Review Task Force assembled to begin its work, and after a seven month inclusive process, presented its findings to the campus community. However, fundamental disagreement among faculty and between the faculty and the ISP directors about the program itself and the report, as well as changes in the top-level administration in Academic Affairs, delayed implementing the recommendations in the report. In April 2015, the provost recommended several changes be made to the program, including revising the learning outcomes, simplifying the assessment process, and allowing more flexibility in requirements.

Academic departments continue to engage in various qualitative and quantitative approaches in the assessment of student learning outcomes as documented in their annual reports to the Academic Affairs Assessment Committee. The reports reveal that departments are at various stages of growth in terms of using assessment as a way to inform instructional and curricular improvements. Some departments continue to grapple with appropriate discipline-specific assessment methodologies, whereas others have established assessment plans and instruments with informed action plans that are used for curricular planning and decision making. For example, one department has used its assessment findings to revise its program outcomes; collaborate on assignments, rubrics, instructional methods, and lesson plans for courses with multiple sections and instructors; and create a writing subcommittee to build writing competence throughout the major using ITW outcomes as its model.

To further strengthen assessment efforts within departments, the director of the Office of Institutional Research and Assessment has begun to work with programs on devising assessment plans that reflect the culture and methods of the specific academic discipline. Also, in February 2015, based on a Trustee mandate and anticipating a NEASC requirement, the provost initiated and the College began to develop College-Wide Learning Outcomes based on the College's mission. A committee was chosen by the administration with representatives from all three schools, the library, and the Strategic Planning Committee. Drafts were shared and feedback collected from the entire campus community, and the final document received unanimous approval by the Senate in April. Achievement of these outcomes will be assessed over the next five years. The director of Institutional Research and Assessment is creating a plan for each outcome using tools such as the Critical Thinking Assessment Test and student portfolios.

Question #5 on Financial Resources:
Ensuring quality programs and services in light of reductions in state support

Keene State relies on state funding to subsidize tuition rates for New Hampshire resident students, and it is an important source of operating funds for the institution. In 2012, the University System of New Hampshire (USNH) faced an unprecedented appropriation reduction, and Keene State's portion of the state appropriation was reduced by 47.4 percent, from $13.3 million in FY2011 to $7 million in FY2012. The College was able to respond to this reduction with prudent budget planning, including increasing tuition rates while also increasing institutionally funded financial aid to lessen the burden on New Hampshire students who had the most financial need. These adjustments in tuition rates provided an additional $1.8 million in revenue to the College. The College also recognized savings of approximately $2.5 million in the areas of utility and operating expenses and personnel savings that included postponed salary increases to non-union staff. Also, reserves in the amount of $400,000 were used to balance the budget, and approximately $1 million in funds for strategic initiatives were withheld in FY2012.

Under continued strong planning and budget management, USNH and all campuses managed to end FY2012 in a solid financial position; however, the lost state appropriation did have an impact on students. Tuition for resident students increased 9.6 percent and non-resident tuition increased 4.3 percent, which was approximately the same dollar amount for both groups. The large increase to resident students was necessary due to the loss of appropriation dollars that subsidize resident student tuition. There was also a reduction in federal and state financial aid programs that reduced available financial aid funds by $745,000. Despite reduced state funding for FY2012 and FY2013, the College was able to move forward with some strategic initiatives that supported academic success and had the potential to increase revenue. The initiatives included additional tenure-track faculty positions in areas of strong enrollment such as Holocaust and Genocide Studies, Safety Studies, and Health Science. These initiatives were funded in part by cost reductions and efficiency efforts within the Academic Affairs division. The College also launched the new Nursing and Criminal Justice programs and enhanced its summer offerings.

Two of the College's older buildings were renovated to build the new Technology, Design and Safety Center (TDS) that houses the College's Safety Studies, Sustainable Product Design, and Architecture programs. This project was partially funded by state money earmarked for capital projects, as well as capital gift revenue and USNH internal funding. The renovation of the TDS Center increased capacity in academic programs that are attractive to students and will allow larger enrollment in these areas. Additional funding was approved by the USNH Trustees that provided $1 million for a multi-year plan to strengthen the College's Advancement Division by adding staff, with an eye to increasing fundraising revenue, thus providing another funding resource to the campus.

In FY2014 and FY2015, there was a partial reinstatement of appropriation dollars to the College. When the initial reinstatement was provided in FY2014, it was under the agreement that resident tuition would be frozen for FY2014 and FY2015 at all USNH campuses. The appropriation increase also committed the campuses to increase financial aid for in-state students. This resulted in flat revenues against expenses in FY2014; however, Keene State College was able to end FY2014 with an operating margin of $4 million.

Question #6 on Providing an Update on the B. S. in Nursing Program and Lab

In 2010, the chancellor of the University System of New Hampshire identified an imminent shortage of baccalaureate-educated nurses expected to hit the state in 2015 and recommended expanding nursing education in New Hampshire to Keene State College. The baccalaureate Nursing Program graduated its first students in spring 2013. The program was granted initial approval in 2011 from the New Hampshire Board of Nursing (NH BON) and was accredited by the Commission on Collegiate Nursing Education (CCNE) at the national level through December 2018. However, the program status was changed to conditional approval in 2014 following the low first-time pass rate on the NCLEX-RN® exam achieved by the second cohort of students. The 2014 NH BON benchmark first-time pass rate was 85.53 percent. The second year cohort had 30 pre-licensure students, and the NSBCN report indicated that the first-time pass rate for the class of 2014 was 48.28 percent.

While the NH BON sets a benchmark on the first-time pass rate, the CCNE, the national accreditation body for baccalaureate nursing education, sets a benchmark of 80 percent based on the *overall* pass rate on the NCLEX-RN® exam. The first year cohort of nine students had a first-time pass rate below the NH BON benchmark (77.78 percent); however, their overall pass rate of 88.89 percent met the standards for CCNE accreditation. Faculty implemented corrective actions to improve the pass rate immediately, which were shared with the NH Board of Nursing and included hiring an additional faculty member (a full-time contract lecturer approved for summer 2015), improving test preparation for students through practice exams and review sessions, and reviewing test-taking strategies and stress management techniques during exams. A greater emphasis was placed on mentoring students by including NCLEX-RN® exam preparation in the senior advanced clinical course goals.

The most significant improvement in the program's preparation of the nursing students, though, was the Nursing Simulation Center and Lab, which helped shift nursing education and practice to a 21st-century model, one that recognizes and meets the complex demands of the job today. When the KSC Nursing Program began with nine students, the College contracted with River Valley Community College to use their nursing lab for skills education and practice. The lab was sufficient for the small number of students in that cohort; however, at this time, the nursing profession was taking a hard look at its own educational models and whether they fit the state of nursing practice. New technology used in healthcare systems demands high-level skills and the ability to access information and make fast decisions. Modern health care practice requires a team approach and the ability to navigate a complex world of regulations. The lab at the community college was not "high tech." Further, as the program reached its enrollment goal, there was not enough room in the rented lab for all the students.

Discussions began with the nursing faculty, the nursing community advisory board, and KSC administrators about the immediate need for an on-campus nursing lab. In 2012, architectural plans were created, and a new full-time nursing lab coordinator was hired in 2013. Advancement worked closely with the director of the Nursing Program and nursing faculty on fundraising for the lab, which opened in January 2014. The Nursing Simulation Lab serves as a hands-on learning environment where students apply theoretical knowledge in a simulated yet dynamic health care facility setting. Often described as the most experiential component of the

curriculum, the lab is designed to simulate clinical experiences that prepare undergraduate nursing students for "real life" situations, giving them opportunities to make mistakes without harming anyone and strengthening their critical thinking, team work, and decision-making skills. Students start in the lab learning basic skills in the spring of their junior year. As they progress through the program, they continue to develop more complex skills by working through simulation scenarios that help them to synthesize their knowledge and to make nursing decisions relevant to their patients. Adding this high tech, hands-on nursing lab ensures that the program will achieve its goal of providing personalized professional experiences so students receive and cultivate the training they need to be well prepared to enter the workforce upon graduation. In evaluating candidates for employment, healthcare organizations take the value of an excellent education into high consideration and actively seek out qualified nursing candidates with proven clinical and simulation lab experience at the baccalaureate level.

Keene State has now graduated its third year cohort of 37 pre-licensure students, and four RN students also were awarded the baccalaureate degree. The 37 pre-licensure students are currently in the process of applying to take the NCLEX-RN® exam, so no results are available yet. The fourth year cohort has 48 students, meeting the program enrollment goal.

Over the past three years, the program has been able to meet the required ratio of faculty to students in the clinical courses, which varies from 1:8 to 1:12 as required depending on the clinical specialty. This has been accomplished by hiring adjunct faculty including those with expertise in specialty nursing clinical areas. All adjunct faculty hires were approved by the NH BON as nurse educators. One adjunct faculty member, a graduate of the BS/RN completion program, received temporary approval for one year, which was renewed this year when she matriculated into a master's degree program in nursing. Additionally, four full-time faculty teach in the clinical courses in their particular areas of expertise, which are maternal/child/newborn, pediatric, psychiatric, and community nursing.

It should also be noted that the liberal arts are an integral part of the Nursing Program. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities, and the CCNE evaluation report noted that students "were able to quite passionately describe how their liberal arts education was influencing their growth and development as nurses." In addition, 78 percent of the students in the first cohort are now employed locally, thus helping to meet the state's nursing needs, as the chancellor envisioned in 2010.

Standard 1: Mission and Purposes				
Attach a copy of the current mission statement.				
Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	w.keene.edu/administration	?	2008

Mission and Values Statement

Keene State College prepares promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work. As the public liberal arts college of New Hampshire, we offer an enriching campus community and achieve academic excellence through the integration of teaching, learning, scholarship, and service.

Values
Our liberal arts mission dedicates us to the development of knowledge and skills necessary to meet the challenges of our changing world. As a public institution, we provide educational opportunities for all qualified students and continue our heritage of service to New Hampshire and the New England region.

We value
- All members of our community: students, faculty, staff, alumni, and friends.
- Strong relationships among students, faculty, and staff.
- Excellence in teaching, learning, and scholarship.
- Commitment to learning and cultural enrichment.
- Social justice and equity in our community and in our curriculum.
- Educational challenge and support for a wide range of learners.
- Physical and financial access and support.
- Balanced development of mind, body, and character.
- Diversity, civility, and respect.
- Civic engagement and service to the community.
- Environmental stewardship and sustainability.
- Partnerships that enhance the quality of life in the Monadnock region, New Hampshire, and the world.
- An attractive campus that inspires and supports inquiry, reflection, and social interaction

Keene State College
Cabinet (07-01-2013)

Chief of Staff (Patricia Francis)	President (Anne Huot)

| Vice President for Finance and Planning (Jay Kahn) | Provost and Vice President for Academic Affairs (Walter Zakahi) | Vice President for Student Affairs (Kemal Atkins) | Vice President for Advancement (Maryann Lindberg) | Chief Officer for Diversity and Multiculturalism (Dottie Morris) |

[College Wide Organizational Chart](#)

Keene State College
Campus Wide (08-11-2015)
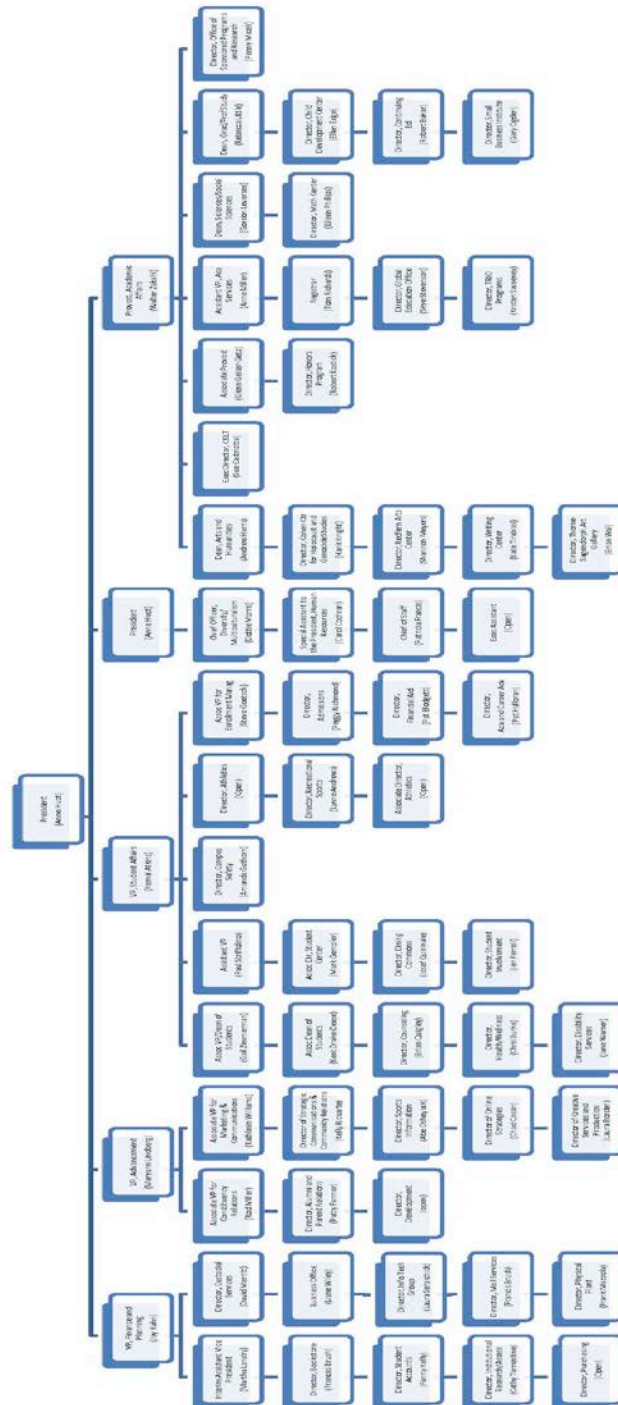
Standard One: Mission and Purpose

Keene State College prepares promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work. As the public liberal arts college of New Hampshire, we offer an enriching campus community and achieve academic excellence through the integration of teaching, learning, scholarship, and service.
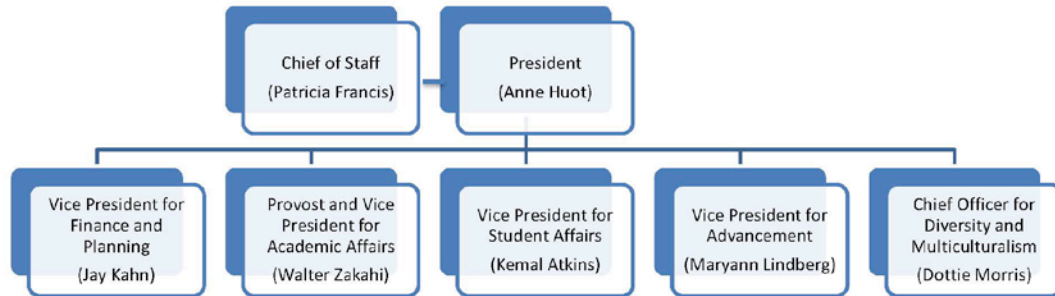
Mission Statement (adopted 2008)

Keene State College's mission statement remains unchanged since the 2010 self-study and served as the basis for the institution's Strategic Plan 2015-2020, and for the College-Wide Learning Outcomes, which passed the Senate in April 2015. The mission statement exemplifies the College's character, priorities, and values, as reflected in its motto "Enter to Learn, Go Forth to Serve."

The underpinnings of Keene State College's mission—historically, at present, and for the future—are excellence in undergraduate liberal arts education, access for students who otherwise might not be able to attend college, and a commitment to community engagement and service. In its 2010 evaluation, NEASC acknowledged that the mission statement effectively captured the College's intent to balance excellence and access, and noted that the mission was "clear and distinctive" and "carried out in a manner that embraces the standards" of the Commission.

As described more fully in this document, there is ample evidence that Keene State College continues to meet this standard and to fulfill its mission. Ongoing membership in the Council of Public Liberal Arts Colleges (COPLAC) demonstrates commitment to excellence in liberal arts education, and Keene State maintains its unique status within the University System of New Hampshire as the state's public liberal arts college.

Similarly, the College continues its rich and vital tradition of access, with an average of more than 40 percent of incoming students being the first in their families to attend college. This institutional priority was recognized in December 2014, when the president of the College was invited to the White House to attend the Obama administration's College Opportunity Day of Action. Finally, the College's record of community service and engagement remains steadfast and was acknowledged recently when Keene State received the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. Keene State was one of the original designees for this honor when the program began in 2006 and is the only college or university in New Hampshire to receive the 2015 classification. This designation was well earned, as KSC students annually perform more than 100,000 hours of community service and service-learning work, worth about $2.4 million to the greater Keene community.

Keene State College continues to fulfill its distinctive mission as a quality liberal arts institution for undergraduates in a residential setting, highly regarded as a student-centered college and a community partner and resource. The fulfillment of the College's mission will become even more focused and effective with the implementation of its new Strategic Plan and College-Wide Learning Outcomes, which are highly visible in the College Catalog and on College website to both internal and external stakeholders.

Standard 2: Planning and Evaluation					
PLANS		**Year of Completion**		**Effective Dates**	**URL**
Strategic Plans					
Current Strategic Plan	?	2015	?	2/15/2020	Strategic Plan
Next Strategic Plan	?		?		NA
Other institution-wide plans					
Master plan	?	2014	?	2015-2025	? Master Plan
Academic plan	?				Process is beginning as an outcome of the Strategic Plan
Financial plan	?				Process is beginning as an outcome of the Strategic Plan
Technology plan	?				Process is beginning as an outcome of the Strategic Plan
Enrollment plan	?				Process is beginning as an outcome of the Strategic Plan
Development plan	?				Process is beginning as an outcome of the Strategic Plan
(Add rows for additional institution-wide plans, as needed.)					
EVALUATION					**URL**
Academic program review					
Program review system (colleges and departments). System last updated				2015	? https://www.dropbox.com/s/z0l3dovb3kh4tyq/Draft%202015%20%20Program%20Review%20Handbook%20.docx?dl=0
Program review schedule (e.g., every 5 years)					Every 10 years

Standard Two: Planning and Evaluation

At the time of the 2010 self-study, the College was implementing its 2009-2013 Strategic Plan. Shortly thereafter, it began to develop its plan for 2011-2016. There was much continuity in practices between the two planning cycles, including strong alignment between planning priorities and resource allocations and the opportunity for all members of the campus community to receive funding for proposed initiatives through the Strategic Initiative Process. However, there were differences as well. Compared to the old plan, which identified five strategic priorities, the 2011-2016 plan focused on three goals: academic excellence and student success; institutional effectiveness, sustainability, and financial stability; and diversity in the community, curriculum, and co-curriculum. Other changes were based on findings that emerged from the NEASC self-study reflection on college planning, such as separating strategic initiatives from routine operational funding needs (see Question #1 on the Planning Process).

In 2012, the resignation of the College's president and severe budget cuts in state appropriations resulted in funding for new initiatives being put on hold. Then, in October 2014, the College formed a Strategic Planning Council (SPC) comprised of 16 individuals representing full-time and adjunct faculty; professional, administrative, and technical staff (PAT); operating staff (OS); students; alumni; and the local business community. Council membership was determined through recommendations by the President's Cabinet and appointments by the College Senate. The PAT Council, the OS Council, and academic schools held elections. SPC's charge was to "oversee and guide the development of a strategic plan for Keene State College that will chart its direction for the next fifteen years and establish specific priorities and action plans for the next five years." A consulting firm was hired and recommended that the strategic plan consist of two distinct phases: Phase I, directed by SPC, would develop a vision statement, planning goals, and objectives; Phase II, would be overseen by a separate group that would propose specific implementation strategies for achieving the planning objectives.

This Implementation Planning Group (IPG) was established in March 2015 by the President's Cabinet and consisted of 17 individuals representing full-time and adjunct faculty, PATs, OS, students, and alumni. Six were former SPC members, and all IPG faculty appointments were based on the recommendation of the SPC faculty co-chair. The group included individuals who had adequate operational and budgetary knowledge of the College to develop feasible implementation strategies. The strategic planning process was inclusive and participatory, including several all-campus retreats for faculty, administrators, students, alumni, parents, the Keene Endowment Association, auxiliary operations, City of Keene officials, and the USNH Board of Trustees. Overall, from December through February, there were 95-100 on-campus meetings held for approximately 100 hours and involving 550-600 participants. A website was developed and updated regularly by the Director of Marketing and Communications. In addition, a survey was administered to faculty, staff, students, and Board of Trustees members in order to capture as wide a range of perspectives as possible (see survey results). Based on this input, four strategic themes emerged: 1) identity/distinction, 2) student achievement, 3) institutional sustainability and resiliency, and 4) culture and community. Phase I of the strategic planning process culminated in March with a two-day retreat to solidify the College's vision and values and develop an overarching strategy, goals, and objectives for moving forward (see final

outcomes). The outcomes of Phase I were accepted by the president and were presented to the USNH Board of Trustees at their April 2015 meeting where they received broad support.

Phase II of the strategic planning process began immediately with the appointment of one staff and one faculty member to serve as co-chairs; the faculty chair resigned half-way through the process, but the work continued under the direction of the staff member. Four sub-groups were created to identify, recommend, and develop action plans for each of the strategic themes. The IPG sponsored a four-hour Strategic Planning Campus Conversation to collect input on the plans. Approximately 90 faculty and staff members attended this event, and the IPG collected close to 600 comments about the plans. The consultants analyzed these comments and provided IPG with a consolidated document that was recommended to the president. The campus has been invited to a meeting in August to discuss the final draft and to provide input into the process.

Evaluation of the College's planning process is conducted every semester by members of the President's Cabinet, who review institutional performance indicators that reflect strategic planning goals. Academic excellence and student success measures include SAT scores, first-year retention rates, four-year graduation rates, student-faculty ratio, and degrees conferred in STEM fields. Financial stability indicators include the ratio of unrestricted financial resources to debt, financial aid discount rate, and endowment per student FTE. Diversity indicators include enrollment and retention rates, as well as data from the College's Campus Climate Survey.

KSC also reports annually to the Board of Trustees on a set of academic quality metrics. These include retention and graduation rates, rates of employment and graduate study for alumni at one year and five years post-graduation, percent of alumni employed in a position related to their field of study, professional field exam pass rates, federal loan default rates, and measures of satisfaction and engagement from the National Survey of Student Engagement. These and other analyses conducted by the Office of Institutional Research and Assessment enable the College to gauge the impact of its educational program on students.

Some changes in evaluation procedures have occurred since the 2010 comprehensive self-study, one of which related to the Board of Trustees requirement that all academic programs undergo program review every ten years. While this process in the past was under the purview of the College Senate, as of 2014 the oversight of the program review process was transferred to academic administrators after the Senate concluded that the process was well-established. In addition, the College adopted a new list of comparator institutions to ensure that selected institutions were similar to KSC with respect to size and undergraduate focus. Of the eleven comparators in the new peer set, nine are members of the Council of Public Liberal Arts Colleges, also helping ensure alignment with Keene State's mission. As a third change, in July 2014, the College restructured academic assessment, merging the assessment office with institutional research under the leadership of the director of Institutional Research and Assessment. The intent of this restructuring is to move academic assessment efforts away from assessment for compliance and toward assessment that supports improvement in teaching and learning. While it is too soon to determine the effectiveness of these changes, the revisions were data-based and reflect best evaluation practices. Further, the new Campus-Wide Learning Outcomes approved in spring 2015 will need to be incorporated into each of these ongoing areas of evaluation activity.

Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	NA
URL of documentation of relationship	NA

Governing Board	**URL**
By-laws	https://www.usnh.edu/policy/bylaws
Board members' names and affiliations	https://www.usnh.edu/trustees

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment[a]
? Main campus	Keene	NH	Keene, NH, 1909	5585
? Other principal campuses	NA	NA	NA	NA
? Branch campuses	NA	NA	NA	NA
? Other instructional locations	NA	NA	NA	NA

Distance Learning, e-learning				Enrollment[a]
		Date Initiated		NA
First on-line course		NA		
First program 50% or more on-line		NA		
First program 100% on-line		NA		

? Distance Learning, other			Date Initiated	Enrollment[a]
Modality	NA		NA	NA

? Correspondence Education			Date Initiated	Enrollment[a]
	NA		NA	NA

Low-Residency Programs			Date Initiated	Enrollment[a]
Program Name	NA		NA	NA

Standard Three: Organization and Governance

Keene State College operates according to the principles of shared governance. Its governance model exists within the larger context of the University System of New Hampshire (USNH), established by the State of New Hampshire in 1963. To ensure that USNH operates as "a well-coordinated system of public higher education," Keene State College and its three sister institutions—Plymouth State University (PSU), Granite State College (GSC), and the University of New Hampshire (UNH)—are organized under the leadership of a single Board of Trustees.

Since the 2010 comprehensive self-study, significant changes have occurred in the USNH organizational structure, with implications for the roles and responsibilities of the Board of Trustees, chancellor, System Office, and presidents of the four institutions. These changes, recommended by the Board-driven Change Management Task Force, were the outcome of a year-long review by a consulting group in an express attempt to improve system-wide efficiencies. The changes went into effect in September 2012, resulting in more authority and autonomy on the part of campus presidents, less involvement by the System Office in oversight of campus functions, and more facilitation by the System Office in providing shared services to campuses and helping campuses coordinate their administrative functions. One example of a benefit of these changes is the recent decision by USNH to purchase for the campuses a software package that will make it easier to track legislation and contacts with New Hampshire legislators, especially with respect to bills related to state appropriations to USNH.

The chancellor, as the chief operating officer of USNH, chairs the Administrative Board, which consists of the presidents of PSU, KSC, UNH, and GSC. While there have been few structural or functional changes in the Administrative Board since 2010, the standing councils that advise the board have been reconfigured. The executive councils now include Academic, Financial, Information Technology, and Human Resources. A Government Relations and Communication Executive Council has been added since 2010; it advises the Administrative Board on issues related to federal, state, and local legislation, as well as advocacy efforts directed toward state legislators.

Keene State's president is its chief executive officer, and the president's primary administrative structure is the President's Cabinet, which includes the provost and vice president for Academic Affairs, the vice president for Student Affairs and Enrollment Management, the vice president for Finance and Planning, the vice president for Advancement, the chief officer for Diversity and Multiculturalism, and the chief of staff. Since 2010, there have been significant transitions in upper administration. Rebuilding began with the appointment of a new president in July 2013 and a new provost and vice president for Academic Affairs in 2014. Also in 2014, the position of special assistant to the president was restructured to a chief of staff position to provide support to presidential initiatives and serve on the USNH Government Relations and Communication Executive Council as the College's primary legislative liaison. Other senior positions filled since that time include the dean of the Mason Library (August 2014), dean of Professional and Graduate Studies (July 2015), and associate provost (July 2015). Because the College's budget is almost entirely driven by student enrollment, in 2014 the President's Cabinet acted to consolidate all enrollment management functions, which had been housed in different divisions across the College. When the former vice president for Student Affairs retired in 2014, the president

reconfigured that position to include Enrollment Management and hired a new vice president for Student Affairs and Enrollment Management. In fall 2014 an associate vice president for Enrollment Management position was created to spearhead these efforts.

While supporting the shared governance model, the College also realized that this way of operating had led to the proliferation of committees. A Committee on Committees was created to explore whether any of these groups could be eliminated. They examined approximately 100 committees and subcommittees, and in May 2012 recommended the dissolution of six, with further review of 20.

The College Senate is the policy-making and legislative body for all academic matters. Although the membership consists predominantly of tenure-track faculty members, there are also members representing the adjunct faculty; the President's Cabinet; professional, administrative, and technical staff; operating staff; and students. In spring 2012, the Senate began a review of its structure and charge. Some faculty have advocated for a faculty-only Senate or to allow only faculty to serve on the curriculum subcommittee. Comparator Senate structures were reviewed, and no particular pattern of governance emerged. The Senate engaged in several discussions resulting in the decision to reorganize the Senate subcommittees (Curriculum, Academic Standards, and Academic Policy) but to make no substantial change in representation.

In accordance with the KSCEA Collective Bargaining Agreementc, general faculty meetings are called and hosted by the provost at least twice a semester. Faculty members are informed about academic issues, including those being considered by the Senate. Faculty also hold faculty-only meetings at which matters of importance to them are discussed.

Recent national trends in higher education and on-going financial concerns have raised uncertainty among the operating and professional staff. These factors, along with some concern over wages, benefits, and working conditions, have prompted some members of the community to explore the possibility of staff unionization. It should be noted that an operating staff union existed at Keene State College in the past and was decertified in the late 1980s, so the future of this exploration remains unclear at this time. On June 19th, 2015, the president acknowledged receipt of a letter on behalf of the staff from NEA-NH. Subsequently the president encouraged the staff to become fully informed so they are in a strong position to make the choice they think best.

Overall, stakeholders have organizations intended to represent their positions and interests, and these groups understand their roles and responsibilities. Outcomes of the current strategic planning process, however, indicate that collaborative working relationships between the administration and these groups, and among the groups themselves, are not widespread or effective. As a result, one objective from the new Strategic Plan tasks the administration with improving "the College's organizational and operational effectiveness by addressing pressing administrative and communications challenges immediately and in parallel with implementation of the strategic plan."

Standard 4: The Academic Program								
(Summary - Enrollment and Degrees)								
Fall Enrollment* by location and modality, FY 2104								

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	0	4,859	92	NA	NA	NA	NA	4,951
Other Campus FTE	NA	NA	NA	NA	NA	NA	NA	NA
Branches FTE	NA	NA	NA	NA	NA	NA	NA	NA
Other Locations FTE	NA	NA	NA	NA	NA	NA	NA	NA
Overseas Locations FTE	NA	NA	NA	NA	NA	NA	NA	NA
On-Line FTE	NA	NA	NA	NA	NA	NA	NA	NA
Correspondence FTE	NA	NA	NA	NA	NA	NA	NA	NA
Low-Residency Programs FTE	NA	NA	NA	NA	NA	NA	NA	NA
Total FTE	0	4,859	92	0	0	0	0	4,951
Unduplicated Headcount Total	0	4,841	116	NA	NA	NA	NA	4,957
Degrees Awarded, Most Recent Year	12	1,110	55	NA	NA	NA	NA	1,177

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	628	0	0
Other Campus FTE	0	0	0
Branches FTE	0	0	0
Other Locations FTE	0	0	0
Overseas Locations FTE	0	0	0
On-Line FTE	0	0	0
Correspondence FTE	0	0	0
Low-Residency Programs FTE	0	0	0
Total FTE			
Unduplicated Headcount Total	628	0	0
Certificates Awarded, Most Recent Year	n.a.	n.a.	0

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Master's	99	105	104	85	105
Doctorate	0	0	0	0	0
First Professional	0	0	0	0	0
Other	0	0	0	0	0
Total Graduate	99	105	104	85	105

4.3

Standard 4: The Academic Program
(Credit Hours Generated at Undergraduate and Graduate Levels)

	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015) ?
Undergraduate	79049	78341	75290	72579	52260
Graduate	804	793	796	683	814

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

PART I: MAKING ASSESSMENT MORE EXPLICIT (THE E SERIES)

Here institutions are asked to declare their approach to providing "systematic and broad-based assessment of what and how students are learning" (4.48), and summarize how the information is used for improvement. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. In all cases, the Commission expects that the alternative selected will provide the institution with the ability to present its assessment at the program and institutional level. The four <u>alternatives</u> are:

- E1: Inventory: In this alternative, the institution completes: <u>Part A</u>, an inventory of how programs assess student learning and use the results, and, as appropriate, <u>Part B</u>, an inventory of specialized accreditation. This alternative is based on a system used by the Western Association of Schools and Colleges (WASC).
- E2: VSA: Here, the institution commits to the Voluntary System of Accountability (VSA) plus program review. This alternative builds on the system developed by APLU and AASCU; because the VSA uses institutional level data, it is augmented for Commission purposes by information on program review. While the system was developed by and for public institutions, for the Commission's purposes, it may be selected by any institution.
- E3: Institutional Claims: Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim. This audit approach provides the institution great flexibility in stating the claims it makes to the public about student learning and student achievement, and developing credible evidence to support the claims.
- E4: Peer Comparison: Many institutions already have complex systems to compare themselves with peer institutions, most often on matters of resources and processes; this alternative provides the opportunity to extend those comparisons to outcomes for student learning and success. Here the institution identifies key measures of student success (e.g., transfer or acceptance to graduate school) and compares its level of performance with that of its peers.

Selecting the method: In the periodic reviews, institutions are asked to declare which of the above four methods they wish to use. Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report-preparation process. The Commission staff will review the proposal and confer with the institution.

Using the information in the forms and integrating information into the self-study: Institutions are encouraged to select their approach and complete the forms early in the report-preparation process so that they can use the information. The <u>Appraisal</u> section of the report provides a useful opportunity for institutions to reflect both on the success and achievement of their students and on their own progress in understanding what and how students are learning. Similarly, the <u>Projection</u> section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
At the institutional level:	Yes	http://www.keene.edu/academics/liberal-arts/outcomes/	In Development. Critical Thinking Assessment Test and Portfolio are planned as part of the assessment.	Office of Institutional Research and Assessment, 5 Year Cycle	NA	Approved April 2015, Review scheduled Spring 2020
For general education if an undergraduate institution:	Yes	http://www.keene.edu/academics/liberal-arts/isp/expectations/outcomes/	Assessment has been on hold while the program has undergone review	Director of the ISP and Office of Institutional Research and Assessment	IQL has revised Outcomes: https://www.dropbox.com/s/44qnxxnm2f5t2b2/IQL%20101%20Course%20Proposal%20Form%202014-15.doc?dl=0. ISP outcomes will reviewed as part of Outcomes	Task Force Report in 2012, Delayed in 2014, needs to be reschedule

American Studies	Yes	http://www.keene.edu/catalog/programs/detail/260/ba/american_studies/outcomes.html	Critical response essays that deal closely with a literary text; essay should examine closely particular words, phrases, symbols or tropes from class discussion. Topic is language and individual identity, prompted by the following questions: How does each author portray the role of language or literacy in the development of his/her individual identity? Do oral or written forms have a special significance for the author? What specific kinds of literacy are associated with different cultures, people, places or types of experience? How does the author's definition of literacy reflect a broader perspective on the meaning of his/her life experience. There were 13 essays examined.	Faculty Review of essays	figures indicate a real weakness in significant conceptual analysis. While they were able to integrate their readings into their essays, their ability to apply concepts was significantly weaker. Stronger emphasis on the analytical concepts must be put into place for more success in this area.	2022
Architecture	Yes	http://www.keene.edu/catalog/programs/detail/262/bs/architecture/outcomes.html	80% students meet or exceed expectations on all items in Quantitative Rubric Assessment Rubric. Capstone project requires students to design a commercial building by researching, analyzing, and synthesizing data and design criteria.	Faculty	TBD	2017
Biology	Yes	http://www.keene.edu/catalog/programs/detail/274/bs/bio	Used standardized test, Major Field tests from ETS (educational testing service). Biology Senior Seminar is a capstone course that includes a career development aspect	Comparison to other instituti	It is interesting that the topics that are primarily taught as upper level electives (biochemistry, plant evolution, plant biology, invertebrate zoology, vertebrate	2019

		logy/outcomes.html	(identifying career options of interest, preparing resume(s) and cover letter(s) tailored to that position, practice with professional communication, peer mentoring by former alumni). Biology Senior Seminar is a capstone course that focusses on critical thinking, research skills, written and oral presentation skills.	ons in the U.S. Faculty review.	zoology, and ornithology) are the ones with which our students, as a whole, are not as successful. A couple of years ago, we changed the structure of our program to emphasize evolution over diversity and to allow more flexibility in our upper-level offerings. It will be interesting to see if this trend continues over the next couple of years. By in large, however, our students have mean total scores at or above the national mean. We will address the biochemistry, plant and animal diversity scores if the trends above continue in the coming years.	
Communication	Yes	http://www.keene.edu/catalog/programs/detail/283/ba/communication/outcomes.html	25 students' final senior capstone papers were collected and analyzed, representing all students	Faculty	When the purpose of a research project was directly related to an ethical question, eight students met or exceeded expectations. However, given that research projects in communication and philosophy do not always address ethical questions, 17 students did not meet the outcome. Given these findings, the department may either encourage senior projects to address ethical questions more centrally or remove this as a driving outcome in the program's curriculum.	2018
Economics	Yes	http://www.keene.edu/catalog/programs/detail/289/ba/eco	ISECON 104 Students were asked to contrast fiscal policy with monetary policy, t o explain the concept of 'Invisible Hand, 'to use AD/AS model to explain inflation, to explain and	Instructors	Assessment was conducted in fall 2013 in ECON 204 to asses previous year's ISECON 104. The poor results show students serious retention issues. To	2023

		nomics/outcomes.html	illustrate a demand shift, to contrast real GDP with nominal GDP, o contrast frictional unemployment with structural unemployment		address this, we decided to conduct the assessment at the end of semester in ISECON 104. We will also revise our rubric and conduct assessment across multiple sections of the same course to get a better sense of the poor performance. More time will be spent on how to organize research along the lines explained in the guidelines. More time will be spent on how to do research from multiple theoretical perspectives	
English	Yes	http://www.keene.edu/catalog/programs/detail/296/ba/english/outcomes.html	All Students will note that they have taken three genres in the critical introduction to the portfolio. All Students read their work at a public reading held by the department. All Students are expected to submit work in at least two different genres. All Students are expected to be able to reflect and discuss their own writing in the portfolio. All Students will note that they have taken three genres in the critical introduction to the portfolio. Clear and virtually error-free written work in all submitted portfolios.	Faculty	Advising students to properly diversify their course selection. Continue excellent instruction.	2019
Film Studies	Yes	http://www.keene.edu/catalog/programs/detail/302/ba/film_studies/outcomes.html	focus on the advanced-level capstone courses for both the Critical Studies Track and the Production track. Specifically, this includes Film 499 (Senior Research Projects) and Film 450/451 – (Film Production III/IV – the year-long sequence built around advanced film projects). Attention to the work presented in	Faculty review and discussion	NA	2022

			these two courses – both at the Critical Studies conference and at the KSC Student Film festival – was to be supplemented by continuing (as we have done in the previous year) with a student questionnaire. In the 2013-14 Academic year, there were two sections of the Film 450/451 and one section of Film 499; this provided roughly forty surveys. Yet, this data has not been collectively assessed or discussed – therefore it is difficult to understand how to use it to move forward at this time. I am hesitant to collate and generate ideas from this data from a singular perspective.			
Geology	Yes	http://www.keene.edu/catalog/programs/detail/316/bs/geology/outcomes.html	Student notes as recorded in field notebook at the time the outcrop was analyzed by the students. Information was collected from a summative essay from the GEOL-302 and GEOL-305 final exams	Faculty	Continue to develop course work and pedagogies that support student learning, including additional review of important mineral groups, additional exercises related to critical reading and analysis of relevant journal publications as well as more of a focus on written analysis of the student's own work.	2021
Health Science	Yes	http://www.keene.edu/catalog/programs/detail/326/bs/health_science/outcomes.html	HLSC 494 final research papers were evaluated using standard scoring. HLSC 385 25 Social Marketing Videos were assessed (100% sampling from 4 sections, both fall and spring semesters, for a total of 62 students working in dyads or triads)	Faculty	Performance criteria was met. However, HLSC faculty would like to further its assessment of writing as this assessment focused on research methods. This led to continued faculty discussions on how Health Science defines writing competence. As a result of	2023

History	Yes	http://www.keene.edu/catalog/programs/detail/323/ba/history/outcomes.html	Two oral presentations.	Faculty Teams	We will continue next year to assess oral presentations. The skills required to organize information and present it clearly and articulately are vital to intellectual development and to workplace and personal success. Each faculty will instruct his/her students, particularly in clarity of presentation using the methods that they believe will be effective. In discussion of this assessment data, some faculty reported higher rates of success through requiring students to turn in an outline of their talk or to confer to varying degrees individually with the instructor prior to the presentation. In order to create a more nuanced measurement of performance, all faculty will adopt the revised rubric that measures success according to (1) does not meet the standard, (2) meets the standard, and (3) exceeds the standard. We are evaluating the possibility of creating different grids for leadership of classroom discussion and for presentation of research papers.	2016
Journalism	Yes	http://www.keene.edu/catalog/programs/detail/334/ba/journalism/outcomes.html	*measured by analyzing projects produced by an advanced journalism class in which students were required to research a bill introduced into the New Hampshire during the 2014 legislative session.*	Faculty Review	The results indicate students could demonstrate the outcomes for this particular assignment. Given the size of the sample it is difficult to determine if any one outcome needs specific attention. The department would like to assess the outcomes again using other assignments	2018

					in to develop richer data.	
Library	Yes	Minor just approved, will first be offered in Fall 2015. Not yet assessable.				2021
Management	Yes	TBD	Employer Evaluation Forms	Faculty Review	The employer evaluation form will be modified and will ask the employer to specifically answer question(s) pertaining directly to this program learning outcome.	2015
Modern Languages	Yes	http://www.keene.edu/catalog/programs/detail/376/ba/spanish/outcomes.html, http://www.keene.edu/catalog/programs/detail/306/ba/french/outcomes.html	Student interviews rated by ACTFL interviewers by telephone, Student scores calculated by Education Testing service. FR/SP faculty record pre/post study broad interviews and Rate students either as: meets expectations (improved) or does not meet expectations (no noticeable improvement.) Ratings assigned in accordance with ACTFL OPI guidelines. All data is stored digitally.	Rates by ACTR Interviewers, ETS Scorers, Faculty review	We offer a pre-test coaching program to ensure student success. It is our goal to keep refining in-house oral proficiency tests to align ratings with the ACTFL OPI proficiency rating scale to show the degree of student and oral improvement.	2016
Physical Education	Yes	http://www.keene.edu/catalog/programs/detail/358/bs/physical_education/outcomes.h	Exercise and Nutrition Presentation, Student Exercise Practical Exam, Client testing and programming assignment, Practice Plan assignment, Presentation of Review of Literature, Exercise Case Study assignment	Faculty review	The assignment is changing slightly to be sure each student is relating nutrition to physical activity or prevention of disease, We need to compare terminology used in PE 200 Applied Kinesiology with terminology used in PE 335 Advanced	2020

		tml			Strength and Conditioning. There was some confusion for students due to slightly different terminology use by instructors, We need to compare terminology used in PE 200 Applied Kinesiology with terminology used in PE 335 Advanced Strength and Conditioning. There was some confusion for students due to slightly different terminology use by instructors, Students spoke to being overwhelmed with assignments so we are adjusting course expectations to allow students more time to prepare for this assignment.	
Physics	Yes	http://www.keene.edu/catalog/programs/detail/279/bs/chemistry_physics/outcomes.html	Embedded laboratory final in University Physics II and III, Embedded problems on final exam of upper level course.		After the past few years of formulating and reformulating proper assessment tools, the Physics section has arrived at an assessment regimen that we feel adequately assesses the Department's learning outcomes as outlined in part A and one that we will use going forward. In the three University Physics sequence (INPHYS241, PHYS242, PHYS275), the last laboratory meeting of each semester will consist of an embedded laboratory final/practical containing our assessment tool that are part of the lab grade. The University Physics I lab practical assesses the use of measurement tools (Vernier Caliper, micrometer, meterstick & beam balance), the use of significant figures in	2019

measurements and calculations and the ability of a student to use spreadsheet software to plot data points, draw and label a graph and analyze graphically. This will assess learning outcomes #2 & 3. The University Physics II lab practical assesses a student's ability to formulate the 8 most important principles in Physics and spreadsheet/graphical problem solving, these covering learning outcomes #1 & 4. The University Physics III lab practical will assess the 8 most important principles of Physics (again), solving a problem empirically using spreadsheet software and measurement using significant figures. Learning outcomes #1, 2 & 4 are assessed in this third lab practical. Learning outcomes #5 & 6 are more advanced outcomes that can only be addressed after students have taken an upper level physics course. For each upper level course taught, the in-class part of the final exam will contain an embedded problem(s) that assess fundamental knowledge in that area (LO's #5 & 6) as well as a last assessment of learning outcomes #1, the 8 most important principles of Physics.

We feel that the department has finally arrived at a set of assessments for the whole program that adequately gauges

					our student's learning within the discipline. While the overall plan for the University Physics II & III assessments has been outlined, the details have yet to be formulated, but will be conducted and reported on in next year's Annual Report as well as the upper level assessments. Some time is require collaborating among the faculty to arrive at a consensus of the appropriate assessment. As noted last year, to show improvement in the most deficient areas found in this assessment, we will have to find more than one laboratory exercise in which the students use the micrometer and Vernier caliper. This is an ongoing problem, but we feel it shouldn't be too difficult to find a second laboratory exercise that calls for these types of measurements. One area of positive news is the students' abilities to use Excel to plot and analyze data. Over the last two years the introductory physics laboratories have been reworked to better emphasize these immeasurably important skills and we hope that future assessment will bear out this potential area of success.	

| Political Science | Yes | www.keene.edu/catalog/ | Observed awareness and competence in current events discussion in class, Discussion quality in class – noted participation in political activity, Quality of argument in class papers/discussion

Scores on nationally normed test. Scores on questions on ETS national POSC field test, Performance in upper level written assignments, | | Beginning of KSC "issue salons" to promote current event and issues awareness. New civics course emphasized (among other things) voting registration and party affiliation to facilitate participation when election cycle returns in Fall of 2014. Considering requirement of MATH 141 for major. Introduction of course use of quantitative and other data in required readings for classes at 200 as well as 300 level. New civics course now up and running for non-majors (ISPOSC 110) and addition of major courses on Congress and 300-level IS course on the US Presidency. Overhaul of program's writing and research courses. 301 will become 250 and taught earlier and switch to literature review, question identification, and evidence acquisition. Program curriculum revision with writing-intensive courses that will be required for all students. Introduced new qualitative methods course (POSC 335). Considering requiring MATH 141 for majors. Will continue to run POSC 401 to test these skills and watch for effect of changes above. | 2017 |
|---|---|---|---|---|---|---|
| Psychology | Yes | http://www.keene.edu/catalog/programs/detail/367/ba/psy | Senior psychology group average of at least 50 percent on the department test, Administration of the KSC Psychology Department Assessment Test (PDA); Sections | Faculty Review and | Return to the 55 item KSC test. Double the sample (35+). Reinforce learning of weak areas. The goal remains a group mean of 50+ percent in Biological | 2025 |

		chology/outcomes.html	on Biological Foundations and Personality Theory, Sections on Experimental Design and Abnormal –Clinical Psychology Analysis of 4 selected items of PDA # 1 Experimentation # 3 Statistic Test Use # 42 Anxiety Assess. # 55 Axis I and II DX	scoring	Foundations and Personality Theory. Return to the 55 item KSC test. Double the sample (35+). Reinforce learning of weak areas. The goal remains a group mean of 50+ percent in Experimental Design and Abnormal – Clinical Psychology. Reinforce selection of appropriate statistical tests and Axes of the DSM system. Repeat process in SP 2014 with longer PDA: Goal remains 50 percent for the group mean.	
Safety Studies	Yes	http://www.keene.edu/catalog/programs/detail/369/bs/safety_and_occupational_health_applied_sciences/outcomes.html	497 Capstone	Faculty Review	Need to work to develop a plan in the coming year to expand assessment. Potentially expanding the project to include a poster presentation to the SOHAS majors in community forum organized by the student ASSE chapter for other majors to observe what projects have been completed and for the groups to master the client presentation skills before the final project delivery. Need to work to develop a plan in the coming year to expand assessment.	2023
Sociology	Yes	http://www.keene.edu/catalog/programs/detail/371/ba/sociology/outcom	All students in the Intro course were required to complete a paper addressing a sociological topic and to collect and analyze data about that subject. All students who completed papers were included in the assessment analysis. This yielded in 16 papers that were		Considering that a meaningful proportion of students did not meet our learning expectations on this outcome, we intend to revise and improve our teaching methodology in this class around what constitutes valid data collection and	2022

| | | es.html | evaluated separately by two Soc faculty members to determine whether the student "Met", "Exceeded" or "Failed to meet" our learning outcome expectations through their paper. | | analysis. Considering that we emphasize data collection and analysis much more deeply in our upper-level courses, we are not terribly worried that our students will graduate without having achieved this learning outcome. Nevertheless, it is taught in the Intro course, and we hope to improve this outcome in coming semesters.   The results of this analysis show us that nearly all students demonstrated the ability to think sociologically. We would consider this as an absolutely essential learning outcome from the Intro to Soc course, so we are neither surprised nor overjoyed by the positive outcome. Learning to think sociologically is perhaps the main outcome from a course like Intro. We are pleased that the system we have in place helps us meet this learning outcome of our program. The majority of students met or exceeded our expectations, however a meaningful proportion did not. Writing is something that continues to challenge Keene State students at all levels and we are not sure if there is an easy solution here. Virtually all courses in sociology require writing. We view writing as something that improves with practice. The fact that our Intro students are not writing at a level we expect is problematic, but it is also something that | |

					we expect them to improve as they progress through our program. Nevertheless, there are certainly ways to better teach writing, and we will consider options to improve writing for this year's courses.	
Theater and Dance	Yes	http://www.keene.edu/catalog/programs/detail/379/ba/theatre_and_dance/outcomes.html	In productions through the use of outside reviewers. We revised our rubrics based on our program learning outcomes and further defined them to the specific specializations in our department. In addition, we took video files of outside reviewers addressing the cast and crew of each of our faculty-directed productions.	Respondents spoke about the value of the work he or she has seen, highlighting both strengths and weaknesses.	For the coming year, we would like continue collecting data to have a meaningful picture of our students over at least four years. We will continue to revise our rubrics, based on the feedback of the outside reviewers, to better reflect our outcomes. As we collect data we will start devising a method and defining criteria to analyze our data. We still need to investigate how to incorporate our Integrated Studies courses in our assessment plan.	2020
Women and Gender Studies	Yes	http://www.keene.edu/catalog/programs/detail/434/ba/womens_and_gender_studies/o	WGS 495 Capstone in Women's and Gender Studies. The Capstone final paper, in which students are asked to research a topic within feminist or queer theory, was assessed for both critical thinking and critical writing. Students met expectations if they scored a 2,	Faculty Review	• 2nd criteria: We will particularly focus on this criteria in all of our lower-level courses. • 3rd criteria: The use of evidence in the construction of an argument needs to be reinforced at lower levels. • 4th criteria: The ability to identify and locate his/her position with regard to the argument	2017

		utcomes.html	they exceeded expectations if they scored a 3 on the assessment rubric.		being made needs to be reinforced at a lower level.	
					More emphasis will be placed on all four criteria in our lower-level courses, particularly in our 300-level theory courses.	

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Education : National Council for Accreditation of Teacher Education	2014	Keene State received special congratulations from the NCATE board because no "areas for improvement" were noted in the renewal process.	The NCATE accreditation system involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body that is primarily responsible for the preparation of teachers and other professional school personnel). The review is based on the NCATE Unit Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires both an off-site and on-site review of the unit and a review of the individual programs within the unit. Using NCATE unit standards, the Board of Examiners (BOE), conducts the off-site and on-site visit and evaluates the unit's capacity to effectively deliver its programs. The review of individual programs entails the submission of no more than 8 assessments that provide evidence of candidate mastery of (SPA) standards. SPAs have customized the requirements for the assessments to conform	2021

			to the standards and assessments unique to each discipline. Each year, the Keene State Educator Preparation programs are required to provide information about candidate performance. Results of state licensure exams. Results of employer and alumni surveys (coming soon). Average GPAs of program completers	
Nursing Commission on Collegiate Nursing Education NH Board of Nursing	2013 2011	Program status was changed to conditional approval in 2014 following the low first-time pass rate on the NCLEX-RN® exam achieved by the second cohort of students. The 2014 NH BON benchmark first-time pass rate was 85.53 percent. The second year cohort had 30 pre-licensure students, and the NSBCN report indicated that the first-time pass rate for the class of 2014 was 48.28 percent.	While the NH BON sets a benchmark on the first-time pass rate, the CCNE, the national accreditation body for baccalaureate nursing education, sets a benchmark of 80 percent based on the *overall* pass rate on the NCLEX-RN® exam.	2018
Dietetics Accreditation Council for Education in Nutrition and Dietetics	2010	None	ACEND accreditation requires a self study review and site visit every ten years with an interim report during the fifth year.	2020
Nutrition and Health Science	2013	The Keene State College Health Science/Nutrition Option is currently granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics	ACEND accreditation requires a self study review and site visit every ten years with an interim report during the fifth year.	5 year 2018, full 2023

Athletic Training: Commission on Accreditation of Athletic Training Education	2010	Met all requirements-no issues	10 Year self study	2020
Chemistry: American Chemical Society	2013	Full Accreditation	http://www.acs.org/content/dam/acsorg/about/governance/committees/training/2015-acs-guidelines-for-bachelors-degree-programs.pdf, Annual and periodic self-study review	2023
Music: National Association of Schools of Music	2010	None	Accreditation is a process by which an institution or disciplinary unit within an institution periodically evaluates its work and seeks an independent judgment by peers that it achieves substantially its own educational objectives and meets the established standards of the body from which it seeks accreditation. Typically, the accreditation process includes 1) a self-evaluative description (self-study) of the institution or unit, 2) an on-site review by a team of evaluators, and 3) judgment by an accreditation decision-making body, normally called a Commission. Accreditation reviews focus on educational quality, institutional integrity, and educational improvements.	2020

*Record results of key performance indicators in form S3.

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Standard Four: Academic Programs

Since the 2010 self-study, progress has been made in addressing the projections as well as implementing new, relevant, and innovative initiatives. One important initiative was the creation of College-Wide Learning Outcomes to help students develop certain skills and dispositions along with proficiency in their major area of study. In spring 2015, in response to a Trustee mandate and a desire to coordinate with the strategic planning process, provide guidance for revisions in the general education program outcomes, and meet a NEASC aspirational goal for institutions, the provost charged a committee with leading the KSC community in this important endeavor. The committee designed and implemented an inclusive process hosting or attending approximately 50 meetings including six college-wide forums, three separate employee group forums, 10 administrative department meetings, 17 academic department meetings, a student assembly meeting, three meetings of the Senate Executive Committee, three meetings of the College Senate, and numerous individual meetings for people who could not attend other forums. The final document was unanimously approved at the April 29, 2015 Senate meeting, and assessment will begin in 2015-2016.

Over the last five years, some concerns have begun to arise about the governance and administration of the College's general education program, the Integrative Studies Program (ISP), and data were clearly indicating that full-time faculty were not participating broadly in teaching ISP courses. In addition, the Trustees have been focusing their attention on "time to graduation," and the College began to examine how the ISP requirements might be slowing students' progress. While the Senate helped the situation by reducing the ISP requirements from 44 to 40 credits, clearly a more comprehension evaluation of the program was needed.

The provost and the Senate Executive Committee charged a task force with reviewing the ISP in 2011. In the committee's final report, recommendations focused on simplifying the complexity of the administration, governance, and outcomes of the ISP. In fall 2012, the Senate charged the Facilitation and Discussion Team with determining the priorities and process for proposing changes to the ISP. The team focused its work on creating a director position, proposing a co-director model of one tenure-track and one adjunct faculty member, and streamlining the advisory board to represent the functional areas of the ISP, the three schools, the library, faculty, and administrative staff. The Senate provided the co-directors and advisory board with a prioritized list of tasks; however, the work was not completed, and the co-directors did not return for a second term. In fall 2014, the interim associate provost was appointed as interim coordinator of the ISP and worked with the advisory board to research possible changes to be made in the ISP over time and to update supporting documents. As the ISP director and advisory board continued their work, the new provost reviewed all the documents and reports related to the ISP and began a campus-wide listening tour. In spring 2015, the provost put forward a set of recommendations for revisions to the ISP and will work with the Senate on review and approval. An interim director of the ISP has been named to a one-year term during which there will be a search for a permanent director in the hope that continuity of leadership will assist in the facilitation of revisions to the program.

The College is also moving toward a greater use of data for decision making in scheduling. To meet students' ISP needs without overscheduling ISP offerings, assistant deans have been

working with deans and department chairs to determine course offerings based on prior history and data trends to assess ongoing needs in ISP courses at all levels.

In terms of the curricular process for academic programs, the Senate Curriculum Committee has revised the curriculum guidelines to clarify the process for creating new programs and has put those new guidelines to good use, approving Criminal Justice Studies, Nursing, and pre-law bachelor's programs along with a minor in Journalism and a master's in Safety Studies. As part of the "time to graduation" strategies submitted to the Board of Trustees in 2011, Program Elimination Guidelines were created and approved in April of 2012 to guide the review process of low enrolled majors. In spring 2015, the guidelines were revised to include minors, as well as to provide additional clarification on the process and the support needed when the College is considering closing a program.

The University System of New Hampshire has created a dual admission program agreement with the Community College System of New Hampshire, allowing students to complete one application and pay one fee. Qualified students who complete an approved pathway associate's degree can transfer relatively seamlessly to a USNH campus as juniors.

The College is a member of the Council on Undergraduate Research and is placing an increasing emphasis on encouraging student research. In addition to the already successful annual Academic Excellence Conference highlighting student work, the College has created a Program for Undergraduate Research Experiences (PURE), offers undergraduate research and creative grants, and selects three students to receive summer undergraduate research fellowships each year.

The Graduate Office is improving and systematizing administrative processes for admissions, transfers, financial aid, and registration across all M.Ed. programs. Education is also working to expand its School-College Partnerships to improve its relationship with field placement sites and the field experience of teacher preparation candidates. While these coordinated efforts will mean more efficiency, the work of monitoring students, making field placements, and recommending students for certification is being added to the workload of the Educator Preparation Office. The complexity of the roles and responsibilities in the Educator Preparation Program led the interim dean to hire a consultant to conduct almost 30 interviews and an all-day workshop with leaders in the program to consider ways to enhance the program organization and provide more effective and efficient administrative support. The consultant's report is due in September and will be presented to the new dean of Professional and Graduate Studies.

Standard 5: Faculty
(Rank, Fall Term)

	?	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year* (FY 2015)		Next Year Forward (goal) (FY 2016)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor		82	0	82	-	85	-	87	-	89	2
Associate		51	0	57	-	60	-	63	-	80	
Assistant		60	0	55	-	54	-	51	1	45	1
Instructor		2	0	7	-	8	-	6	-	5	
Other		11	258	8	217	10	219	10	216	11	
Total		206	258	209	217	217	219	217	217	230	3

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(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	?	3 Years Prior (FY 2012)		2 Years Prior (FY 2013)		1 Year Prior (FY 2014)		Current Year (FY 2015)		Next Year Forward (goal) (FY 2016)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?	**14**		11		11		7		17	
# of Faculty in Tenured Positions	?	**128**		127		144		147		159	1
# of Faculty Departing	?	**1**		2		2		2		3	
# of Faculty Retiring	?	**3**		0		2		7		11	

Standard Five: Faculty

The recently ratified Collective Bargaining Agreement for tenure-track faculty includes several new developments with important long-term implications. First, the contract introduces the category of "clinical faculty" into the bargaining unit. Clinical faculty have multi-year, renewable contracts and are assigned full-time teaching responsibilities. They are not expected to have or to pursue terminal degrees in their area of expertise or to produce scholarship, and they are not eligible for tenure. The new category gives the College greater flexibility to pursue its mission.

By June 2015, there were 14 faculty members on campus in the clinical faculty category, and the category has been formally integrated into the tenure-track union (KSCEA). This integration has required developing formal language around rank, professional development, salary, and evaluation processes for this category. The current Collective Bargaining Agreement also includes a provision that the total number of clinical faculty on campus will not exceed 11 percent of the KSCEA bargaining unit (the current number is 6 percent). This provision was developed in an effort to formally acknowledge a mutual understanding that the new clinical faculty category is not intended to replace an administrative commitment to tenure-track faculty lines. An obvious and important institutional priority going forward is to integrate clinical faculty more completely into the institutional culture, including a transparent process for formal evaluation. The new contract language provides an important foundation for this work.

The second important development emerging from recent collective bargaining efforts addresses the changing demographics of tenure-track faculty. Although the number of tenure-track faculty has grown by nearly 12 percent since 2010, from 194 to 217, this is an aging cohort, and a fair amount of turnover is on the horizon. Thirteen percent of current tenure-track faculty are over the age of 65, and an additional 17 percent fall into the 60-64 age category. Over the past three years, the Collective Bargaining Agreement provided a total of only five "Career Transition Incentive Plan" awards. In the 2014 round of collective bargaining, the provost proposed a new direction that would offer a less lucrative award, but provide it for a significantly greater number of eligible faculty. Indeed, the formal agreement now offers 36 of these awards over the next four years. Both parties in negotiations recognize that this new direction provides an opportunity to manage the inevitable impending turnover and to do so more thoughtfully. This agreement also provides the opportunity to conduct tenure-track searches for departing faculty in their final year of service. This change in search practices will likely produce smoother transitions in departments and academic programs with retiring members. As this faculty turnover unfolds, the College will need to renew its efforts to understand faculty workload across campus based on more complete databases of the assorted metrics used to measure faculty work.

Another faculty issue concerns how the College supports scholarship on campus. The Collective Bargaining Agreement now formally recognizes that guidelines for promotion and tenure are created and developed at the individual department level. As an institution that has long grappled with how to evaluate diverse forms of scholarship without resorting to a one-size-fits-all model, this is an important development that will provide greater consistency and transparency in assessing faculty scholarship during promotion and tenure evaluations. Also, start-up funds and one-time course reassignments for first-year faculty now represent the norm rather than the

exception. These developments reflect important changes in institutional support for scholarship and are likely contributing to improved external funding for faculty scholarship. In 2010, 23 individuals received external grants totaling $836,850. In 2014 a total of 32 people received grant support of $2,759,065. Finally, the provost has made a commitment to provide greater support for early career faculty including the creation of internal grants for untenured faculty.

At the time of the last NEASC review, the College was trying to reduce its reliance on full-time adjuncts, and significant budget cuts hastened this decision. The College now relies on far fewer adjunct faculty who teach three or more sections per semester. The adjunct Collective Bargaining Agreement successor agreement signed in August 2013 reflects this shift in several important ways, including a new compensation structure that does not disadvantage adjuncts teaching multiple sections in times of budgetary crisis and by specifying that the institution will employ a minimum of 15 adjuncts at the level of 12+ credits per semester. The 2013 successor agreement also makes a significantly greater commitment to professional development for adjunct faculty. The pool of professional development funds has increased from $10,000 to $15,000 annually, and a new annual pool of $36,000 has been created for on-campus professional development for adjuncts. Despite these changes, "adjunct faculty" remains a vulnerable employee category on campus. Recent budget difficulties demonstrate that finding a balance between institutional needs and honoring the contributions of these community members will continue to pose a challenge for the foreseeable future.

One additional priority for faculty also merits mention. Student retention is a significant issue on this campus, and it is important to value best practices that foster greater retention. One example of these practices would be improvements in the student advising system. The Mathematics and Geology programs have already piloted an alternative advising system that has great potential to help students receive the advice and guidance they need. The College plans to expand this advising model for spring 2016 registration.

Through careful attention to the College's mission, faculty collective bargaining issues, and students' needs, the faculty and administration at Keene State College have worked together over the last five years to adapt to a changing higher education landscape in ways that will serve the College effectively in the years to come.

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1.   Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5- year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2.   Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3.   Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure

examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4.   Completion and Placement Rates for Short-Term Vocational Programs.   Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The <u>Appraisal</u> section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the <u>Projection</u> section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES					
Student Success Measures/ **Prior Performance and Goals**	**Cohort Entering Fall 2010**	**Cohort Entering Fall 2011**	**Cohort Entering Fall 2012**	**Cohort Entering Fall 2013**	Goal for 2014
IPEDS <u>Retention</u> Data					
Bachelor's degree students	79%	76%	76%	77%	78%
IPEDS <u>Graduation</u> Data	**Cohort Entering Fall 2007**	**Cohort Entering Fall 2008**	**Cohort Entering Fall 2009**	**Cohort Entering Fall 2010**	Goal for 201_
Bachelor's degree students, 4-year graduation rate	52%	52%	53%	54%	55%
Bachelor's degree students, 6-year graduation rate	63%	63%	64%	--	
Other Undergraduate Retention Rates (1)	**Cohort Entering Fall 2010**	**Cohort Entering Fall 2011**	**Cohort Entering Fall 2012**	**Cohort Entering Fall 2013**	Goal for 2014
a First-Generation Students	78%	73%	74%	74%	75%
b Students of Color	74%	64%	76%	73%	74%
c Pell Grant Recipients	75%	74%	73%	74%	75%
d In-State Students	81%	76%	76%	79%	80%
e Out-of-State Students	78%	76%	77%	75%	76%
Other Undergraduate Graduation Rates (2)	**Cohort Entering Fall 2007**	**Cohort Entering Fall 2008**	**Cohort Entering Fall 2009**	**Cohort Entering Fall 2010**	Goal for 2014
a First-Generation Students, 4-year rate	46%	52%	49%	47%	48%
b First-Generation Students, 6-year rate	56%	62%	63%	--	
c Students of Color, 4-year rate	25%	43%	44%	37%	38%
d Students of Color, 6-year rate	33%	46%	47%	--	
e Pell Grant Recipients, 4-year rate	44%	46%	48%	48%	49%
f Pell Grant Recipients, 6-year rate	58%	59%	60%	--	
g In-State Students, 4-year rate	48%	50%	53%	51%	52%
h In-State Students, 6-year rate	63%	63%	64%	--	

i	Out-of-State Students, 4-year rate	54%	53%	52%	56%	57%
j	Out-of-State Students, 6-year rate	63%	62%	63%	--	

Graduate programs * (See note 1.)	**Cohort Entering Fall 2010**	**Cohort Entering Fall 2011**	**Cohort Entering Fall 2012**	**Cohort Entering Fall 2013**	
Retention rates first-to-second year (3)	56%	68%	67%	39%	50%
Graduation rates @ 150% time (4)	50%	39%	--	--	43%
Distance Education N/A					
Course completion rates (5)					
Retention rates (6)					
Graduation rates (7)					
Branch Campus and Instructional Locations N/A					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					

	Definition and Methodology Explanations
1	Graduate student retention and graduation rates are calculated for students entering as full-time or part-time students in an M.Ed. or M.S. program in fall semester of the year cited. Students entering in spring or summer are not included in this analysis (similar to IPEDS rules for calculating retention and graduation). Cohorts are small, ranging from 12 to 31 in a given year. Cohorts are roughly half full-time and half part-time. The small cohort sizes lead to wide fluctuations in the rates year-to-year, and the relatively large percentage of part-time students leads to lower graduation rates.
2	

* An institution offering graduate degrees must complete this portion.

		3 Years Prior **(FY11 graduating cohort)**	2 Years Prior **(FY12 graduating cohort)**	1 Year Prior **(FY13 graduating cohort)**	Most Recent Year **(FY14 graduating cohort)**	Goal for 2015
**Form S2.   OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS**

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior **(FY11 graduating cohort)**	2 Years Prior **(FY12 graduating cohort)**	1 Year Prior **(FY13 graduating cohort)**	Most Recent Year **(FY14 graduating cohort)**	Goal for 2015
**Success of Students Pursuing Higher Degree**					
1	% entering graduate study within 1 year after graduation from KSC	No Alumni Survey for this cohort	19%	17%	19%	18%
2	% of those in graduate school who chose graduate programs related to their undergraduate field at KSC		95%	83%	87%	85%
3	% of those in a graduate program related to their undergraduate field at KSC who report that KSC prepared them well or very well for graduate study		87%	87%	96%	90%
**Definition and Methodology Explanations**
Based on responses to KSC alumni surveys administered to bachelor's degree recipients one year post-graduation. Response rates average > 30% and follow-up calls to non-respondents found no statistically significant difference between respondents and non-respondents on rates of employment or graduate enrollment, so results can be generalized to the larger cohort that was surveyed.
==**Rates at Which Graduates Pursue Mission-Related**==   ==**Paths (e.g., Peace Corps, Public Service Law)**==
1						
2						
3						
4						
**Definition and Methodology Explanations**

Rates at Which Students Are Successful in Fields

for Which They Were Not Explicitly Prepared

1	% graduates (who are not full-time graduate students) who are employed within 1 year post-graduation	No Alumni Survey for this cohort		92%	93%	95%	93%
2	% of those employed who are in positions only "somewhat" related to their undergraduate field at KSC			24%	29%	26%	26%
3	% employed in a "somewhat" related position who report that KSC prepared them well or very well for this position			61%	74%	86%	75%

Definition and Methodology Explanations

Based on responses to KSC alumni surveys administered to bachelor's degree recipients one year post-graduation. Response rates average > 30% and follow-up calls to non-respondents found no statistically significant difference between respondents and non-respondents on rates of employment or graduate enrollment, so results can be generalized to the larger cohort that was surveyed. Percentages for employment exclude from the denominator those who are enrolled full-time in graduate study.

	Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1	Advanced Program Degree Enrollment				14%	
2	Prepared well for Master's degree Program				72%	
3						

Definition and Methodology Explanations

2014 Survey of KSC Master's Program Alumni. KSC surveyed alumni who received master's degrees in the previous five years. The purpose of the survey was to gather data for Academic Quality Metrics required for the Board of Trustees. The Academic Quality Metrics focus on student engagement, alumni satisfaction and alumni employment. In addition, KSC wanted to learn how well the master's degree program assisted alumni in meeting their career goals and what else these alumni are doing that is meaningful to their lives, besides employment and further education. The survey was conducted online with email invitations and follow-up reminders for those whom a useable email address was on file and in hard copy for alumni who had only postal addresses on file with the College. One 4100 Amazon gift card was offered as an incentive for participation. KSC offered 188 master's degrees from 2009 through 2013, all in the field of education. The College had useable email or postal addresses for 175 of these (93%). Useable responses were received from 51 alumni (29%).

	Other (Specify Below)
1	
2	

Definition and Methodology Explanations

	Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES					
		3 Years Prior **(FY11 graduating cohort)**	2 Years Prior **(FY12 graduating cohort)**	1 Year Prior **(FY13 graduating cohort)**	Most Recent Year **(FY14 graduating cohort)**	Goal for 2015
	State Licensure Passage Rates *					
1	Nursing			77%	48%	87%
2						
3						
4						
5						
	National Licensure Passage Rates *					
1	Athletic Training		100%	93%	100%	100%
2	Registered Dietician	78%	75%	87.5%	100%	90%
3	Registered Dietician, Internship (Post UG, Local Program)	83%	90%	90%	90%	90%
4	Registered Dietician internship (Post UG, distance, clinical)		83%	100%	100%	90%
5	Educator Prep-Biology	100%	100%	1005	NA	80%
6	Educator Prep-Chemistry	100%	100%	NA	NA	80%
7	Educator Prep-Early Childhood	100%	100%	100%	96%	80%
8	Educator Prep: Earth/Space Science	100%	100%	NA	100%	80%
9	Educator Prep: Elementary Education	80%	91%	55%	68%	80%

10	Educator Prep; English	83%	90%	100%	69%	80%
11	Educator Prep: French	NA	33%	67%	NA	80%
12	Educator Prep: Mathematics (5-8)	100%	100%	100%	100%	80%
13	Educator Prep: Mathematics (7-12)	91%	100%	100%	83%	80%
14	Educator Prep: Middle School Science (5-8)	NA	NA	86%	100%	80%
15	Educator Prep: Music Education	Not Required	NA	NA	88%	80%
16	Educator Prep: Physical Education	Not Required	NA	NA	NA	80%
17	Educator Prep: Social Studies	93%	73%	50%	79%	80%
18	Educator Prep: Spanish	100%	67%	50%	50%	80%
Job Placement Rates ** (See Note A.)						
1	% graduates (who are not full-time graduate students) who are employed within 1 year post-graduation	No Alumni Survey for this cohort	92%	93%	95%	93%
2	% of employed graduates who are in a position <u>closely</u> related to their undergraduate studies at KSC		45%	50%	48%	47%
3	% employed in a <u>closely</u> related position who report that KSC prepared them "well" or "very well" for this position		91%	85%	88%	88%
4						
5						
6						
7						
8						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total						

number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

A	KSC does not centrally track the employment rates of recent graduates from specific majors. Data in lines 1-3 are based on responses to KSC alumni surveys administered to bachelor's degree recipients one year post-graduation. Response rates average > 30% and follow-up calls to non-respondents found no statistically significant difference between respondents and non-respondents on rates of employment or graduate enrollment, so results can be generalized to the larger cohort that was surveyed. Percentages for employment exclude from the denominator those who are enrolled full-time in graduate study.
b	
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR <mark>SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID</mark>

<mark>N/A</mark>

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
Completion Rates *					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
Placement Rates **					
1					
2					
3					
4					
5					
6					

7					
8					
9					
10					
11					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Standard 6: Students

(Admissions, Fall Term)

	?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Freshmen - Undergraduate ?					
Completed Applications ?	6,887	6,315	6,144	6,484	5,672
Applications Accepted ?	5,152	4,956	5,026	5,096	4,460
Applicants Enrolled ?	1,262	1,186	1,258	1,267	956
% Accepted of Applied	74.8%	78.5%	81.8%	78.6%	78.6%
% Enrolled of Accepted	24.5%	23.9%	25.0%	24.9%	21.4%
Percent Change Year over Year					
Completed Applications	-	-8.3%	-2.7%	5.5%	-12.5%
Applications Accepted	-	-3.8%	1.4%	1.4%	-12.5%
Applicants Enrolled	-	-6.0%	6.1%	0.7%	-24.5%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?					
Combined SAT (Verbal, Math & Writing)	1494	1467	1466	1456	1466
Transfers - Undergraduate ?					
Completed Applications	576	532	465	433	418
Applications Accepted	352	352	303	285	256
Applications Enrolled	196	199	163	156	156
% Accepted of Applied	61.1%	66.2%	65.2%	65.8%	61.2%
% Enrolled of Accepted	55.7%	56.5%	53.8%	54.7%	60.9%
Master's Degree ?					
Completed Applications	48	32	46	42	
Applications Accepted	40	22	28	33	
Applications Enrolled	35	15	17	27	
% Accepted of Applied	83.3%	68.8%	60.9%	78.6%	-
% Enrolled of Accepted	87.5%	68.2%	60.7%	81.8%	-
First Professional Degree - All Program ?					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

		3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)

Standard 6: Students

(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
UNDERGRADUATE ?						
First Year	Full-Time Headcount ?	1,623	1,536	1,604	1,626	1,306
	Part-Time Headcount ?	6	11	11	7	22
	Total Headcount	1,629	1,547	1,615	1,633	1,328
	Total FTE ?	1,713.0	1,615.0	1,678.0	1,706.0	1,397.0
Second Year	Full-Time Headcount	1,089	1,098	990	1,049	1,031
	Part-Time Headcount	17	20	10	14	42
	Total Headcount	1,106	1,118	1,000	1,063	1,073
	Total FTE	1,188.0	1,193.0	1,060.0	1,118.0	1,101.0
Third Year	Full-Time Headcount	1,058	1,010	972	919	940
	Part-Time Headcount	14	18	25	26	60
	Total Headcount	1,072	1,028	997	945	1,000
	Total FTE	1,161.0	1,120.0	1,063.0	989.0	1,013.0
Fourth Year	Full-Time Headcount	1,044	988	955	955	743
	Part-Time Headcount	85	99	76	66	106
	Total Headcount	1,129	1,087	1,031	1,021	849
	Total FTE	1,113.0	1,056.0	1,011.0	996.0	792.0
Unclassified	Full-Time Headcount ?	28	21	17	17	19
	Part-Time Headcount	134	125	139	157	25
	Total Headcount	162	146	156	174	44
	Total FTE	55.0	45.0	37.0	80.0	26.0
Total Undergraduate Students						
	Full-Time Headcount	4,842	4,653	4,538	4,566	4,039
	Part-Time Headcount	256	273	261	270	255
	Total Headcount	5,098	4,926	4,799	4,836	4,294
	Total FTE	5,230.0	5,029.0	4,849.0	4,889.0	4,329.0
	% Change FTE Undergraduate	na	-3.8%	-3.6%	0.8%	-11.5%

GRADUATE	?				
Full-Time Headcount	?	42	47	42	53	40
Part-Time Headcount	?	107	87	82	68	86
Total Headcount		149	134	124	121	126
Total FTE	?	100.0	97.0	80.0	98.0	101.0
% Change FTE Graduate		na	-3.0%	-17.5%	22.5%	3.1%
GRAND TOTAL						
Grand Total Headcount		5,247	5,060	4,923	4,957	4,420
Grand Total FTE		5,330.0	5,126.0	4,929.0	4,987.0	4,430.0
% Change Grand Total FTE		na	-3.8%	-3.8%	1.2%	-11.2%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

+ FTE Calculated using 15 credits. Prior years appear to be calculated using 12 credits.

@ Student count calculated prior to the term. Prior years would have be calculated on census day

Standard 6: Students					
(Financial Aid, Debt, and Developmental Courses)					

? Where does the institution describe the students it seeks to serve?   http://www.keene.edu/planning/pc_mission.cfm

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)
? Student Financial Aid					
Total Federal Aid					
Grants	$5,622,573	$5,067,820	$5,104,315	$5,177,015	$ 5,249,051.00
Loans	$35,183,680	$36,660,467	$35,489,301	$35,031,555	$ 34,401,486.00
Work Study	$724,592	$704,051	$756,998	$615,761	$ 611,477.00
Total State Aid	$696,015	$177,103	$173,445	$313,882	$ 297,890.00
Total Institutional Aid					
Grants	$9,296,747	$10,751,755	$11,598,632	$11,964,243	$ 13,460,913.00
Loans	$378,325	$330,450	$159,814	$78,000	$ 60,650.00
Total Private Aid					
Grants	$1,226,308	$1,948,597	$1,239,935	$1,525,697	1731659
Loans	$9,251,246	$11,271,999	$12,149,594	$13,762,661	14345664
Student Debt					
Percent of students graduating with debt**					
Undergraduates	81%	80%	83%	85%	*not calculated
Graduates					until R +30
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$30,715	$33,248	$33,402	$33,796	*not calculated
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
Percent of First-year students in Developmental Courses*					
English as a Second/Other Language	NA	NA	NA	NA	
communication skills)	NA	NA	NA	NA	
Math	NA	NA	NA	NA	
Other	NA	NA	NA	NA	
Three-year Cohort Default Rate	(FY09) 5.5%	(FY10) 5%	(FY11) 4%		
Most recent three years					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

with an interim or progress report, the year in which the report is submitted to the Commission.

Standard Six: Students

Keene State College provides an environment and experiences that support student success. Over the last five years, the College has made investments in student services to be more responsive to student needs, and survey data indicate students feel welcome, supported, and safe at the College. Data also show that students have experiences inside and outside the classroom that are associated with success.

The 2010 comprehensive self-study identified staffing, technology, and physical space needs for student services, and KSC has invested in these resources even in a time of serious budget constraints. To assist students in the whole process from admission to graduation and to help them succeed academically, the College added staff in Admissions, Financial Aid, Academic and Career Advising, and Disability Services. To support students' physical and mental well-being, staff members were added in Health and Wellness and in the Counseling Center, including a new Alcohol and Drug coordinator. To create a safer community, additional staff lines for sexual harassment response in the Human Resources and Student Conduct offices were added. In order to create a positive campus climate where all students feel welcome and supported, staff members were added to the Office of Student Involvement, Residential Life, and Multicultural Student Services, including a new full-time Title IX coordinator in the Diversity and Multiculturalism Office.

Over the last five years, the College has invested in new technology to update many of the processes that affect students. Most of these were identified as specific needs in the 2010 self-study; others were named as priorities through the University System of New Hampshire's Long-Range Technology Plan. The admissions process is now paperless and, therefore, faster. To ease the way for transfer students, the Provost's Office inaugurated online transfer articulation agreements and electronic transcript transfer with New Hampshire community colleges. The Center for Health and Wellness and the Student Conduct Office have moved to electronic records. Students now have wireless access in all residence halls and classrooms and can use their student IDs for the library, the recreation center, and purchases across campus, rather than having separate cards for each purpose. Many other processes have been moved online; students can now develop a four-year plan of study, consult an academic advisor, select a residence hall room, reserve or rent textbooks, log community service hours, and view and pay their student accounts online.

KSC has invested in new physical space to support students as well. The self-study indicated a need for new space for Campus Safety, and that was accomplished with the move to Keddy House and the demolition of the former Campus Safety building. The College has also secured approval and funding for a new residence hall, which will eliminate the need for first-year students to live in triples; construction began in summer 2015. Because students who live together and focus around a common intellectual purpose have better opportunities to reinforce their academic goals, this new hall has been designed to support living-learning communities. These communities provide opportunities for students with similar academic interests to live together in structured learning environments and to take advantage of additional interaction with faculty and staff outside the classroom. In a recently drafted Residential Life Master Plan, KSC

has adopted the goal of having 70 percent of undergraduate students living on campus by fall 2017.

All these efforts to support student success appear to be creating positive experiences for students. Keene State's Campus Climate Survey found that 93 percent of KSC students reported that they feel welcome here, 89 percent said that they feel physically safe on campus, and 85 percent indicated that they would recommend KSC to friends or siblings as a good place to go to college. More than four in five students (82 percent) said that KSC provides the assistance they need to succeed academically, and more than three-fourths of the respondents (76 percent) reported that KSC provides the support they need to thrive socially.

The results of the National Survey of Student Engagement (NSSE) were also encouraging. NSSE engagement indicators for both first-year and senior students showed that KSC students have significantly greater student-faculty interaction than students at comparator institutions. Furthermore, KSC seniors are significantly more likely than their peers in the comparator groups to report that KSC emphasizes providing support for their overall well-being (recreation, health care, counseling), and both first-year and senior students are significantly more likely than students in the comparator groups to say that KSC emphasizes helping them manage their non-academic responsibilities. KSC seniors are significantly more likely than seniors in comparator groups to report that their college experience has contributed to their knowledge, skills, and personal development in working effectively with others, clarifying a personal code of ethics, solving complex real world problems, and being informed citizens, all of which KSC students develop both inside and outside the classroom.

The newly approved Strategic Plan includes major themes around student achievement and campus culture such as developing "a comprehensive, integrated academic and co-curricular plan" that is guided by the College-Wide Learning Outcomes. The plan will promote enhanced practices for student learning, including an interdisciplinary general education curriculum; innovative, experiential, and integrated educational opportunities; international engagement and study; service-learning; and undergraduate research and internships. The plan will also better support both academic programs and student support services that help students develop cognitive, practical, and workplace skills. In accordance with the College's mission, the plan will provide specific support for traditionally underserved or at-risk student populations, including first-generation students, while still meeting the needs of high-achievers. The goal-setting and implementation phases of this plan will set the direction for future investments and programs to support students.

Standard Seven: Library and Other Information Resources

The College's commitment to the library's role in providing information literacy education, robust access to resources, research support for students and faculty, and unique special collections is evident in its financial and personnel support for the Mason Library, recognizing the key role it plays in students' academic success. In the past five years, the Mason Library has experienced a change in leadership, internal reorganization, and several significant enhancements to resources and services.

In August 2015, a new dean of the Mason Library was hired. The retirements of two library faculty members and the realigning of another position allowed three new library faculty hires with responsibilities for collections, scholarly communication, and support for the Educator Preparation Program, the largest academic program on campus.

The library faculty made two additional important changes. The traditional liaison structure that linked librarians with academic departments was replaced by the creation of two teams: the instruction services team and the collections services team. The instruction services team is responsible for library instruction and information literacy needs. This team also introduced a Research and Technology Fellows program, a competitive track for upper-level students who provide *peer-to-peer research help* in courses, small groups, or in one-on-one meetings with students; give basic database demonstrations and workshops; and assist library faculty with information literacy instruction. An online Do-It-Yourself (DIY) bank of classroom support materials for enhancing students' information literacy skills is also now available to all faculty.

The library faculty designed a minor in Information Studies intended to attract students from across the campus. Courses will prepare students to understand the nature, economics, ethics, and politics of information creation and access. This proposal was approved by the College Senate in fall 2014, and courses in this minor will be offered as of fall 2015. Courses will be taught by library faculty.

The collection services team is responsible for library collection and resource needs. In addition, the College archivist has acquired several important and interesting archival and special collections. The Library also manages a new digital repository, KSCommons, a publishing platform for undergraduate work. The undergraduate journal *Strigidae*, the entire set of abstracts from the yearly Academic Excellence Conference, and papers and other work from capstone courses are available.

The Mason Library has always maintained a cooperative relationship with the Keene Public Library. Currently the library dean is working with her staff and the Keene Public Library staff on preliminary planning for the transition to a new library services platform. This multi-year project will enhance services and access to library materials in all formats.

The Center for Engagement, Learning, and Teaching (CELT), which focuses on enhancing instructional design, experiential education, and academic technology, completed a program review in 2012. The primary recommendation from that review was accomplished with the

relocation of the entire CELT team to a single space on campus in 2013. This has facilitated better communication, cohesion, and collaboration among team members.

Substantial staff turnover in the past three years has provided an opportunity for the unit to clarify and focus its mission. The instructional designer position was re-envisioned as an instructional consultant to focus more broadly on all aspects of course design, execution, and various delivery methods, including face-to-face, hybrid/blended, and on-line, many of which incorporate the use of Canvas, the College's learning management system (LMS). The coordinator of experiential education position was re-focused to become a service-learning and internships coordinator, and an academic technologist position was re-purposed as the Canvas administrator. All three of these positions were hired in 2014. Changes in staffing disrupted the development of a sustainable assessment plan for CELT; however, CELT is close to being fully staffed, and the team has begun developing ways to measure its impact more thoroughly. During these transitions, CELT has continued to offer quality faculty development opportunities to enhance instruction and student learning.

Migrating to a new LMS was a year-long project. The entire campus will have successfully transferred to the Canvas platform by fall 2015. This project included numerous professional development opportunities for faculty and staff to focus on ways to enhance pedagogy made available by the change in technology. Project updates, workshop announcements, and how-to information were regularly communicated with campus stakeholders.

New initiatives for CELT include providing more systematic professional development around pedagogy for both online and face-to-face courses. CELT is also developing a more cohesive web presence to continue to improve communication of its mission.

Both the library and CELT initiatives focus on enhancing student learning and facilitating better teaching methods and research opportunities for faculty. Programs and initiatives will continue to be assessed so as to be responsive to the needs of the campus community.

Standard Eight: Physical and Technological Resources

The USNH Trustees approved the College's updated master plan in January 2014, ten years following the previous update, in accordance with policy. The update evolved over the prior 15 months, led by a consultant and a representative campus-wide committee, including members from the City of Keene. The resulting Facilities Master Plan was informed by

- detailed space inventory and comparative analysis
- analysis of facility conditions and deferred maintenance
- evaluation of energy savings opportunities
- interviews with campus and community groups
- iterative reviews of plan alternatives

The space inventory identified a deficiency of 437,000 gross square feet, requiring a 30 percent increase. New facilities for the visual and media arts, residential life, recreation and athletics, and the physical plant were identified to address the deficiency. Renovation of existing space was also recommended to modernize classrooms, integrate student success programs, and reduce energy costs. The distribution of new facilities will reinforce pathways across the campus and create additional outdoor gatherings spaces without significantly changing the campus footprint. Over a ten-year period, improvements would cost over $300 million, relying upon state appropriation, matching gifts and internal borrowing, bond funding, and annual repair and adaption allocations.

Following approval of the Facilities Master Plan, the College launched a Residential Life Master Plan process addressing the three primary goals of

- de-tripling first-year student rooms initially designed for two students
- increasing college-operated housing to 70 percent of undergraduate enrollment
- enhancing three on-campus housing districts

First-year student housing and improved retention goals are integrally linked. A new first-year student residence hall was approved by USNH Trustees to introduce a living-learning environment with classrooms and wings for 28-30 students who share study and social spaces. Bonds for this facility and other USNH improvements were sold in May 2015, and construction began immediately after graduation in anticipation of completion in fall 2016. Renovations have been documented to bring existing first-year student housing to the standards set by the new living-learning residence hall. The Residential Life Master Plan also documents the amount of housing needed to accommodate more upper-class students in college-owned facilities and through college-managed public-private partnerships.

Funding other elements of the master plan remains an ongoing concern. Academic and administrative facilities are aging, and state appropriations have not been available for a project since 2004. The College relied on Trustee-authorized internal borrowing from campus reserves with 10-year paybacks to fund a new Alumni Center opened in fall 2010 and a new Technology Design and Safety (TDS) Center opened in 2012. The Alumni Center with its key location on the Winchester-Main St. roundabout provides event space for the College and community. It also

houses the growing Advancement Division and serves as a place where alumni and current students interact for advising and other events contributing to student success. The TDS Center provides a technologically rich academic facility for three growing programs: Safety Studies, Sustainable Product Design, and Architecture. The TDS Center articulates the sustainability values of the programs it houses and was awarded a Platinum rating by the US Green Building Council. Though falling short of its net zero goal, the TDS Center uses new sustainability technology such as a solar array, air-sourced heat pumps, solar hot water heater, waterless urinals, triple glazed windows, and building automation systems. However, internal borrowing is not a recurring funding source and depends upon the College regularly adding to its reserves and paying back previous borrowing.

Through operating resources, the College annually contributes $7 million to plant funds for the repair and adaption of facilities, allowing the College to address deferred maintenance on major systems in academic, administrative, and residential facilities. It facilitates classroom improvements, fire safety code and accessibility upgrades, and energy savings projects. Projects are annually selected based on safety and building condition assessments, requests from cost center managers, and recommendations from the Health and Safety Committee.

Keene State, along with the other USNH residential campuses, annually participates in Sightlines reporting, which benchmarks operating costs with peer institutions and estimates deferred maintenance needs. The FY2015 report demonstrates KSC is better maintained than any of its peers and has lower operating expenses, with the exception of utility expenses. The College is working with others locally to attract a gas supplier and has partnered with its electric utility company to identify electricity savings projects eligible for matching funds. User satisfaction with the campus facilities remains high; staff members are responsive to needs, and grounds and buildings are well maintained and attractive. However, building inefficiencies and the lack of space for high-demand programs remain a concern.

Sustainability is an important campus goal that goes well beyond the use of natural resources. Campus grounds, low-maintenance natural habitats, high-performing buildings, and local waterways and communities serve as educational resources for learning. This integration with the curriculum is documented in the College's AASHE-STARS report which resulted in retaining a silver rating in 2015. The College has also added a chemical hygiene professional to assist growing faculty-student research, particularly in the sciences.

The College's IT resources remain robust. A federal BTOP, wide area network capacity, grant led by UNH provides unlimited Internet capacity for the College. As a result, cloud computing options such as Office 365 are good ways to meet storage needs and software upgrades. KSC is the first USNH campus to supply Office 365 to all students and staff. Other upgrades include installing wireless access points in all campus buildings and improving security through enhanced firewalls and using single and federated sign-ons. New information systems implemented recently include Canvas, replacing Blackboard as the campus LMS; Raisers Edge, replacing the alumni/advancement module in Colleague; new Salesforce client relationship management applications; a new C-Bord building access control system that uses the Owl one-card; closed-circuit television security monitoring; and a new academic Program Advisor to illustrate student progress towards degree and program completion.

Standard 9: Financial Resources					
(Statement of Financial Position/Statement of Net Assets)					
FISCAL YEAR ENDS month &day: (6 /30)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year 2015	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$49,106,602	$51,569,932	$53,734,605	5.0%	4.2%
CASH HELD BY STATE TREASURER				-	-
DEPOSITS HELD BY STATE TREASURER				-	-
ACCOUNTS RECEIVABLE, NET	$639,136	$675,972	$1,115,248	5.8%	65.0%
CONTRIBUTIONS RECEIVABLE, NET				-	-
INVENTORY AND PREPAID EXPENSES	($16,173,681)	($14,266,177)	($11,853,342)	-11.8%	-16.9%
LONG-TERM INVESTMENTS	$14,436,685	$22,296,619	$22,651,935	54.4%	1.6%
LOANS TO STUDENTS	$4,151,246	$3,948,613	$3,673,189	-4.9%	-7.0%
FUNDS HELD UNDER BOND AGREEMENT			$31,578,829	-	-
PROPERTY, PLANT AND EQUIPMENT, NET	$183,691,093	$179,950,003	$175,868,184	-2.0%	-2.3%
OTHER ASSETS				-	-
TOTAL ASSETS	**$235,851,081**	**$244,174,962**	**########**	3.5%	13.3%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$2,475,026	$1,899,142	$1,534,362	-23.3%	-19.2%
DEFERRED REVENUE & REFUNDABLE ADVANCES	$3,184,507	$3,342,743	$2,800,321	5.0%	-16.2%
DUE TO STATE				-	-
DUE TO AFFILIATES				-	-
ANNUITY AND LIFE INCOME OBLIGATIONS	$2,303,659	$2,685,723	$3,676,980	16.6%	36.9%
AMOUNTS HELD ON BEHALF OF OTHERS	$6,645,132	$6,645,132	$6,645,132	0.0%	0.0%
LONG TERM DEBT	$83,065,766	$80,854,205	$110,846,218	-2.7%	37.1%
REFUNDABLE GOVERNMENT ADVANCES	$1,527,989	$1,450,367	$1,419,959	-5.1%	-2.1%
OTHER LONG-TERM LIABILITIES	$88,504	$79,205	$72,733	-10.5%	-8.2%
TOTAL LIABILITIES	**$99,290,583**	**$96,956,517**	**$126,995,705**	-2.4%	31.0%
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	**$119,104,516**	**$122,003,877**	**$124,045,441**	2.4%	1.7%
FOUNDATION				-	-
TOTAL	**$119,104,516**	**$122,003,877**	**$124,045,441**	2.4%	1.7%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$6,074,732**	**$8,679,992**	**$8,803,264**	42.9%	1.4%
FOUNDATION				-	-
TOTAL	**$6,074,732**	**$8,679,992**	**$8,803,264**	42.9%	1.4%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$11,381,250**	**$16,534,576**	**$16,924,238**	45.3%	2.4%
FOUNDATION				-	-
TOTAL	**$11,381,250**	**$16,534,576**	**$16,924,238**	45.3%	2.4%
TOTAL NET ASSETS	**$136,560,498**	**$147,218,445**	**$149,772,943**	7.8%	1.7%
TOTAL LIABILITIES AND NET ASSETS	**$235,851,081**	**$244,174,962**	**$276,768,648**	3.5%	13.3%

	Standard 9: Financial Resources				
	(Statement of Revenues and Expenses)				
FISCAL YEAR ENDS month &day: (6 / 30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
OPERATING REVENUES					
? TUITION & FEES	$73,680,791	$73,130,912	$74,507,489	$0	
? ROOM AND BOARD					
? LESS: FINANCIAL AID	($15,817,961)	($16,561,175)	($18,171,784)	$0	
NET STUDENT FEES	$57,862,830	$56,569,737	$56,335,705	$0	$0
? GOVERNMENT GRANTS & CONTRACTS	$1,343,845	$2,399,244	$2,616,722	$0	
? PRIVATE GIFTS, GRANTS & CONTRACTS	$1,480,654	$754,444	$819,897	$0	
? OTHER AUXILIARY ENTERPRISES	$36,862,488	$37,731,580	$39,415,059	$0	
ENDOWMENT INCOME USED IN OPERATIONS	$718,922	$931,032	$1,117,525		
? OTHER REVENUE (specify): Other operating revenues	$3,316,584	$2,987,982	$2,939,223	$0	
OTHER REVENUE (specify):					
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	**$101,585,323**	**$101,374,019**	**$103,244,131**	**$0**	**$0**
OPERATING EXPENSES					
? INSTRUCTION	$37,339,823	$38,876,822	$37,652,344		
? RESEARCH	$2,348,364	$2,251,823	$2,948,246		
? PUBLIC SERVICE	$5,709	$26,045	$79,051		
? ACADEMIC SUPPORT	$8,646,402	$8,704,900	$9,839,732		
? STUDENT SERVICES	$8,074,669	$8,378,895	$10,407,309		
? INSTITUTIONAL SUPPORT	$9,237,743	$9,394,480	$9,998,103		
FUNDRAISING AND ALUMNI RELATIONS					
? OPERATION, MAINTENANCE OF PLANT (if not allocated)	$6,707,900	$5,766,575	$7,323,865		
? SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
? AUXILIARY ENTERPRISES	$26,806,768	$27,208,181	$27,704,869		
? DEPRECIATION (if not allocated)	$8,014,642	$8,322,163	$8,508,179		
? OTHER EXPENSES (specify):					
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$107,182,020**	**$108,929,884**	**$114,461,698**	**$0**	**$0**
CHANGE IN NET ASSETS FROM OPERATIONS	**($5,596,697)**	**($7,555,865)**	**($11,217,567)**	**$0**	**$0**
NON OPERATING REVENUES					
? STATE APPROPRIATIONS (NET)	**$7,242,374**	**$9,370,847**	**$10,991,506**		
? INVESTMENT RETURN	**$970,613**	**$990,807**	**$1,045,284**		
? INTEREST EXPENSE (public institutions)	**($4,383,478)**	**($4,236,762)**	**($4,079,517)**		
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$1,219,248**	**$1,027,623**	**$893,036**		
? OTHER (specify): Pell	**$4,597,011**	**$4,666,737**	**$4,733,606**		
OTHER (specify): Endowment Gifts	**$624,859**	**$920,002**	**$1,011,584**		
OTHER (specify): Endowment returns (gain(loss))	**$773,653**	**$2,495,728**	**($652,532)**		
NET NON OPERATING REVENUES	**$11,044,280**	**$15,234,982**	**$13,942,967**	**$0**	**$0**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$5,447,583**	**$7,679,117**	**$2,725,400**	**$0**	**$0**
? CAPITAL APPROPRIATIONS (public institutions)		**$585,542**	**$478,188**		
? OTHER	**$877,203**	**$2,393,286**	**($649,091)**		
TOTAL INCREASE/DECREASE IN NET ASSETS	**$6,324,786**	**$10,657,945**	**$2,554,497**	**$0**	**$0**

	Standard 9: Financial Resources				
	(Statement of Debt)				
FISCAL YEAR ENDS month & day (/)	**3 Years Prior (FY2013)**	**2 Years Prior (FY2014)**	**Most Recently Completed Year (FY 2015)**	**Current Budget* (FY 2016)**	**Next Year Forward (FY 2017)**
DEBT					
BEGINNING BALANCE	$86,846,119	$83,065,766	$80,854,205		
ADDITIONS			$33,180,865		
? REDUCTIONS	($3,780,353)	($2,211,561)	($3,188,852)		
ENDING BALANCE	$83,065,766	$80,854,205	$110,846,218	$0	$0
INTEREST PAID DURING FISCAL YEAR	$4,383,478	$4,236,762	$4,079,517		
CURRENT PORTION	$10,784	$3,184,861	$3,541,141		
BOND RATING					

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

		Standard 9: Financial Resources				
		(Supplemental Data)				
FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015 Prelim	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	$130,235,710	$136,560,498	$147,218,445		
		TOTAL INCREASE/DECREASE IN NET ASSETS	$6,324,788	$10,657,947	$2,554,497		
		NET ASSETS END OF YEAR	$136,560,498	$147,218,445	$149,772,942	$0	$0
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	$9,998,075	$10,391,000	$11,887,633		
		FEDERAL, STATE & PRIVATE GRANTS	$4,985,364	$5,225,676	$5,307,915		
		RESTRICTED FUNDS	$834,439	$944,499	$976,236		
		TOTAL	$15,817,878	$16,561,175	$18,171,784	$0	$0
		% DISCOUNT OF TUITION & FEES	23.3%	24.5%	26.4%		
?		% UNRESTRICTED DISCOUNT	14.7%	15.4%	17.3%		
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard Nine: Financial Resources

The University System of New Hampshire (USNH) Trustees have set two key benchmarks for measuring financial health that Keene State College must meet. They are 1) the operating margin (net income from recurring activities divided by adjusted operating revenues) and 2) unrestricted financial resources (UFR) to debt ratios. In fiscal year 2014 Keene State College's operating margin was 3.6 percent and 4.4 percent with system pooled funds allocated to campus ratios. The College's UFR debt ratio is 29.1 percent net of internal funds borrowing. Both of these margins are within the approved parameters for the fiscal year. The campus is able to meet the operating margins set by the Trustees while continuing to move forward in setting and attaining goals and objectives that allow the campus to improve processes and focus on student success. The College is on target to meet financial performance goals set by the Trustees for FY15.

The fiscal planning for FY16 is particularly challenging due to a lower than anticipated enrollment for fall 2015 and the uncertainty of the state funding level that will be approved within the state budget. Strategies for offsetting the reduction in revenue in FY16 will include expense savings of approximately $5 million achieved through the decreased use of adjunct faculty and other complementary staff, reduction of equipment and supplies budgets, and anticipated saving in utilities. A 2.75 percent tuition increase authorized by the Trustees represents the smallest in-state increase in over 10 years prior to the tuition freeze. In-state tuition will increase by $290 to $10,700. Out-of-state tuition will increase by 3 percent, or $550, to $18,880. Graduate tuition will increase by $20 per credit hour for in-state students and by $15 for non-resident students. From FY11 to FY16 the total price of attendance for all students has increased by around $4,400 per year to $22,940 for in-state students and to $31,120 for out-of-state students. The College's institutional financial aid awards have grown during this time by 46 percent. The financial aid discount rate was 18 percent in FY15.

The College has already been identifying other revenue sources in the forms of new educational programs, growth in summer programming, adding a winter term, increasing conference activity, adding new athletic programs, raising certain student fees, and increasing endowment revenue through increased gift activity. An example of these strategies is the new program that provides graduate degrees in Education to educators of the ConVal School District in the Peterborough area. This program added 16 graduate students in spring 2015 and is a model that now may be offered to other school districts. A Construction Safety Management program is also in discovery stages; if it moves forward, it will be one of the first such programs in the country and will attract a new cohort of students. Additional resources from the Board of Trustees have also been invested in the College's Advancement Division by adding an associate vice president for Constituent Relations who will lead the College-wide effort to increase gift revenue to $5 million per year over the next three years, a significant increase over the current level of gift revenue. KSC has two endowments to which donors can contribute with combined assets of $30 million. As valuation has grown, annual payout to support the College has increased to $1.5 million.

Due to the uncertainty of state appropriation for the next biennium, the new strategic plan identifies initiatives that allow the College to move forward with the stated goals and objectives and continue to strengthen the academic and financial foundation of the College.

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.keene.edu/admissions/parents/faq/, http://www.keene.edu/administration/policy/detail/disclosure/#general_institutional_information		NA
Notice of availability of publications and of audited financial statement or fair summary	http://www.usnh.edu/sites/www.usnh.edu/files/media/financial-services/docs/a-133_reports/a_133_report_fy14.pdf		NA
Institutional catalog	http://www.keene.edu/catalog/		NA
Obligations and responsibilities of students and the institution	http://www.keene.edu/administration/policy/detail/handbook/rights/		NA
Information on admission and attendance	http://www.keene.edu/admissions/		NA
Institutional mission and objectives	http://www.keene.edu/administration/mission/		NA
Expected educational outcomes	http://www.keene.edu/academics/liberal-arts/outcomes/		NA
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.keene.edu/ksc/assets/files/10346/factbook2014.pdf		NA
Requirements, procedures and policies re: admissions	http://admissions.keene.edu/appl		NA
Requirements, procedures and policies re: transfer credit	http://admissions.keene.edu/appl		NA
A list of institutions with which the institution has an articulation agreement	http://www.keene.edu/academics/aca/academic/agreements/		NA
Student fees, charges and refund policies	http://www.keene.edu/life/services/accounts/costs/, http://www.keene.edu/life/services/accounts/resources/refunds/		NA
Rules and regulations for student conduct	http://www.keene.edu/administration/policy/detail/handbook/code/		NA
Procedures for student appeals and complaints	http://www.keene.edu/administration/student-affairs/dean-of-students-office/		NA
Other information re: attending or withdrawing from the institution	http://www.keene.edu/administration/policy/detail/withdrawal-		NA
Academic programs	http://www.keene.edu/academics/programs/		NA
Courses currently offered	http://www.keene.edu/catalog/courses/explore/all/		NA
Other available educational opportunities	http://www.keene.edu/academics/aca/career/internships/		NA
Other academic policies and procedures	http://www.keene.edu/administration/policy/categories/academic/		NA
Requirements for degrees and other forms of academic recognition	https://www.keene.edu/catalog/resources/program_information/bachelors/		NA

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.keene.edu/academics/programs/, click on overview for any program and in the right	NA
Names and positions of administrative officers	http://www.keene.edu/administration/president/, Scroll down to President's Cabinet	NA
Names, principal affiliations of governing booard members	https://www.usnh.edu/trustees	NA
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	NA	NA
Programs, courses, services, and personnel not available in any given academic year.	http://www.keene.edu/catalog/courses/explore/all/, http://www.keene.edu/academics/programs/ (faculty not available are listed within department websites)	NA
Size and characteristics of the student body	http://www.keene.edu/ksc/assets/files/10346/factbook2014.pdf	NA
Description of the campus setting	http://www.keene.edu/campus/	NA
Availability of academic and other support services	http://www.keene.edu/administration/student-affairs/	NA
Range of co-curricular and non-academic opportunities available to students	http://www.keene.edu/young/si.cfm	NA
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.keene.edu/life/recsports/,	NA
Institutional goals for students' education	http://www.keene.edu/academics/liberal-arts/outcomes/	NA
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.keene.edu/ksc/assets/files/10346/factbook2014.pdf	NA
Total cost of education, including availability of financial aid and typical length of study	http://www.keene.edu/admissions/aid/	NA
Expected amount of student debt upon graduation	http://www.keene.edu/ksc/assets/files/10353/cds_2014-1.pdf, Page 23	NA
Statement about accreditation	http://www.keene.edu/administration/academic-affairs/neasc/	NA

Standard Ten: Public Disclosure

For the last five years, Keene State College has been moving toward greater transparency in its public communication. The College has been in the process of revising its website to become more "outward facing" with a new platform and layout. The new website is designed with prospective students, parents, and external constituencies as the focus and has been streamlined and organized in a more hierarchal manner. The College has developed a specific public disclosure page to provide prospective students as much information as possible in one location. Most importantly, all documents are stored in a single place and linked to various pages, eliminating multiple and often out-of-date versions of the same document. Control of pages is shifting to departments and offices, with training and supervision provided by Marketing and Communications.

The process has been moving slowly as various linked sites are discovered, vetted, and migrated. Also, the campus is adapting to this philosophical change, particularly when planning to market events and new initiatives. When meeting with marketing design teams, program sponsors are first asked if the event will be "inward facing" or "outward facing." Program sponsors often struggle to answer this question because many believe the events they are planning will be attractive to both campus and regional audiences. Further communication regarding the terminology and purpose of this question is necessary for campus-wide understanding and buy-in. The outward focus of the website also has resulted in some confusion regarding internal communication and sharing of materials. While the College does have a shared internal storage area and the use of Outlook folders, these file storage areas are permission-driven and not easily searchable. There is continued discussion regarding the development of an intranet and which office(s) would provide support.

The College has moved away from the Voluntary System of Accountability (VSA), as it dropped the Collegiate Learning Assessment, in favor of the Critical Thinking Assessment Test and portfolio-based assessments of learning. The College continues to participate in the Student Achievement Measure, which publishes persistence and completion rates.

The administrative changes in the provost's office resulted in some miscommunication with the campus regarding College Senate decisions and other policy changes. In response, the provost, in collaboration with the College Senate chair, will begin in August 2015 to provide the campus with an annual report of changes and decisions.

In addition, at the end of each spring semester, all academic departments will be required to provide a four-year graduation plan for students. These plans will be posted on the College website to aid in course section planning, registration, and advising.

Finally, as projected in the self-study, the campus has become wireless. Academic classrooms were made wireless in summer 2011, and now all residence halls, campus buildings, and outside green spaces are as well. This change has greatly enhanced the use of classroom technology, the ease of communication and document sharing for meetings, and the spaces students and faculty have available to complete their work.

Standard 11: Integrity

? Policies	Last Updated	?	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2009		http://www.keene.edu/administr	College Senate
Intellectual property rights	2005		http://www.usnh.edu/policy/ksc	USNH
Conflict of interest	unknown		http://www.keene.edu/administr	Office of Sponsored
Privacy rights	2011		http://www.keene.edu/administr	Registrar
Fairness for students	2015		http://www.keene.edu/administr	Dean of Students
Fairness for faculty	2013		https://www.keene.edu/ksc/ass	Provost
Fairness for staff	2015		http://www.usnh.edu/hr/PATHa	USNH
Academic freedom	2013		http://www.keene.edu/administr	Provost
Other _____				
Other _____				
Non-discrimination policies				
Recruitment and admissions	2015		Common Application	The Common Application
Employment	2015		http://www.keene.edu/administr	Human Resources
Evaluation	2015		http://www.usnh.edu/pat-	USNH
Disciplinary action	2015		http://www.usnh.edu/policy/ksc	USNH
Advancement	2015		http://www.usnh.edu/policy/bot/	USNH
Other _____	2015		http://www.keene.edu/administr	Human Resources

Standard Eleven: Integrity

Much work has been done since the 2010 self-study to update, coordinate, and organize policies across the campus. Most policies can now be found through links on the Policies, Procedures, and Disclosure webpage. At the end of each policy, information is provided regarding when the policy was last updated and who the "owner" of the policy is to assist with tracking the policy and answering any questions that might arise.

In fall 2014, several problems with the Academic Honesty Policy became apparent. First, the educational program, a CD ROM entitled The Multimedia Integrity Teaching Tool (MITT) ceased to function and could not be replaced. The MITT had been a critical component of the educational interventions prescribed in the College's Academic Honest policy because all students found responsible for a first-time violation were required to complete the MITT. The loss of this tool required the creation of a new set of educational resources for assistant deans. Second, responsibility for monitoring completion of the MITT, tracking Academic Honesty Policy violations, and hearing appeals for cases that resulted in suspensions or dismissals had been managed through the Student Conduct Office. Transitioning to a new conduct database and fine system necessitated revisions to case management and procedures. In addition, a new director was hired, which precipitated discussions about the sustainability of the role the Student Conduct Office played in tracking and managing Academic Honesty Policy violations. Changes to the student conduct system, specifically the elimination of hearing boards, created gaps in the prescribed management of high level academic honesty violations. In fall 2015, the College Senate will charge an Academic Honesty Policy Review Task Force with revising the policy and procedures to create a new tracking system, educational sanctions, and appeals process.

Since 2010 the number of racial and ethnic minority students enrolled at Keene State has averaged around 100, and the number of graduates has steadily risen from 19 in 2011 to 45 in 2014. The College's efforts in this area have included the hiring of three part-time Multicultural Student Support Coordinators and the creation of a Student Leadership Program. These efforts seem to be working as the results of the Campus Climate Survey of students of color have improved. The table below shows the percentage of students of color agreeing or strongly agreeing with the following statements:

Statement	2011		2014	
	Students of Color	White Students	Students of Color	White Students
I feel like I belong here.	72%	81%	83%	81%
KSC clearly communicates the importance of treating all members of the College community with respect.	71%	84%	78%	83%
In general I am treated respectfully by students.	73%	83%	82%	81%
In general I am treated respectfully by faculty.	80%	92%	92%	92%

As the table above shows, responses of students of color became more positive between 2011 and 2014, but a gap continues to exist between the responses of students of color and white students in what the College communicates about respect, so there is clearly more work the College needs to do to address the needs of these students.

In the last 18 months, the campus has faced two high-profile instances involving the integrity of the College. First, in January 2014, the College received information indicating that a current employee, while in a previous position as a basketball coach at another college, had committed sexual misconduct toward his players; Keene State immediately placed this individual on administrative leave. After a preliminary investigation confirmed the allegations, as well as the fact that the employee had behaved inappropriately with students at Keene State, this individual's employment was terminated immediately.

The College contracted with a law firm to conduct a full-scale review of Keene State's policies and procedures related to sexual harassment and the institution's enforcement of those policies and procedures. By May 2014, complaints were received concerning Keene State's softball and cross country coaches, and the president instructed the law firm to conduct investigations of those complaints as well. Over the summer, the firm conducted nearly 100 interviews with College staff, faculty, students, and former students. During this time period, because of an incident at the University of New Hampshire involving inappropriate behaviors directed by a staff member toward members of the basketball team, the USNH Board of Trustees authorized its own investigation of sexual harassment policies and enforcement across the System. All of the reports resulting from these investigations are found on the College's website.

Overall, these investigations revealed a failure to respond appropriately to allegations of harassment, gaps in training related to actions required when sexual misconduct occurs, and a widespread misunderstanding of existing policies and procedures. Further, the absence of centralized reporting of such incidents resulted in an inability to detect patterns over time when these incidents were reported and documented. In response to these issues, the College has taken steps to ensure that students have a healthy environment in which to live, learn, and compete including

- mandating training for staff and negotiating training for faculty with the adjunct and faculty unions to reinforce shared responsibility in identifying and reporting concerns
- hiring additional staff with expertise in the timely and effective management of issues relating to Title IX and sexual harassment
- ensuring that the President's Cabinet has extensive experience in related issues
- reaching out to other colleges and universities to incorporate best practices into the College's system of process and procedures.
- conducting training to help students better understand how to identify and report inappropriate behavior
- issuing regular campus climate surveys in order to gain insight into the environment in which our students work and learn
- developing a centralized database for recording and tracking incidents of sexual misconduct

Most importantly, the College has acted aggressively to reorganize and restructure its Athletics Department. The softball coach who was accused of sexual misconduct was non-renewed, and the cross country coach was terminated. In addition, the men's basketball coach, who also served as the associate director of Athletics, was terminated, and the athletic director retired. In the interim, the vice president for Student Affairs and Enrollment Management has assumed

administrative responsibility for the department and will oversee the process of beginning national searches to fill these positions. The foremost objective of these actions and future restructuring is to ensure heightened attention to student development and welfare, aligning the College's program more closely with the national landscape of collegiate athletics.

Due to confidentiality constraints around personnel issues, communication with campus constituencies regarding these incidents was challenging. On several occasions, local and regional newspapers reported details of the incidents and the investigations before communication occurred on campus, resulting in confusion and uncertainty among College employees, particularly staff members. At a recent PAT Council meeting in May 2015, staff members asked for clarification regarding grievance procedures and the perception that they had become "at will" employees. As a result, staff councils, in conjunction with Human Resources, will be providing educational sessions for staff regarding grievance procedures.

The second incident occurred during the Pumpkin Festival, an annual October event in the City of Keene. In the past, students have participated in the festival in productive ways, adding hundreds of carved pumpkins to the tens of thousands that are collected in an attempt to remain in *Guinness World Records* for the most lit pumpkins. The festival also draws college-age adults from a wide geographic area who view the festival as an opportunity for drinking and partying. In 2014, a social media campaign led by a person from another state urged partyers to converge on the Pumpkin Fest for a "rage." This gathering turned into a nine-hour riot on and near the campus, just three blocks from the festival itself. The disturbance received national and international news coverage. In addition to campus safety personnel, there were 230 police officers on the scene from 27 different law enforcement agencies. Thirteen rescue and fire departments also responded to the incident. Police used tear gas and pepper spray to control the crowd. At least 30 people were injured, none seriously. There were 107 arrests on the day of the riot and 24 additional post-event arrests. One hundred seventy-two KSC students received campus judicial referrals, most for alcohol violations. Rioters who were students from other colleges and universities were referred to their own institutions for campus judicial action. Keene State students volunteered to clean up the area, and the College held a town hall meeting to discuss the events. In addition, the College is working to establish deeper relationships with neighbors in the community, expand opportunities for productive dialogue between students and neighbors, implement programs on campus that help students make better choices, engage with landlords to enlist their assistance in supporting the student code of conduct in off-campus housing, and revise policies to reinforce expectations of students with respect to their conduct.

Despite this incident, results from the College's Campus Climate Survey—which happened to be in the field for two weeks before and two weeks after the riots—showed no statistically significant differences before and after Pumpkin Fest in terms of students' feeling "physically safe," "valued," and "respected by faculty and staff." Students also said that they would still "recommend KSC to friends or siblings as a good place to go to college." However, while it is too soon to know with certainty, the students' concern about the effect of the Pumpkin Fest riots on the reputation of the College may be bearing unwelcome fruit in the smaller first-year cohort for 2015.

Reflective Essay on Student Success

"Keene State College prepares promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work."

KSC Mission Statement

The phrase "promising students" in the mission statement indicates Keene State College's commitment to educating students who might not otherwise have access to a four-year liberal arts degree. The College is intentional about serving students who have promise, but who perhaps do not have the financial resources or family social capital to choose a more selective institution. Helping those students become academically successful is almost a calling for many Keene State faculty and staff. In 2014-2015, KSC engaged in a series of self-reflective planning efforts, resulting in Strategic Plan 2015-2020 and College-Wide Learning Outcomes. There is much in flux, but the College's mission and commitment to preparing promising students academically, civically, and professionally continue to undergird the College's efforts.

While KSC measures student success in ways that relate to the College's mission and collects data on student learning, one of the most important ways of measuring success is whether students stay in school through to graduation. From the start, the College tries to engage students in the life of the school and the community, so they feel connected here and have multiple reasons to stay. Because college can be an intimidating environment for many students, early struggles or failures can become self-fulfilling prophecies that end their attempts at achieving success. The College has begun to address some of the barriers to early academic success and to ensure that students have access to the support they need. Equally important is that students maintain their goals and persist to graduation and meaningful work. These three elements of engagement, retention, and graduation are keys to defining success for Keene State students.

Description

Student Engagement
The College prides itself on maintaining a focus on undergraduate teaching and a low student-faculty ratio, so that students have the opportunity to interact directly with faculty in ways that might not be possible at a larger institution. Even in a time of fiscal constraint, when state appropriations were cut almost in half, KSC continued to prioritize the quality of students' academic experience. During this period the College also remained committed to providing students with opportunities to participate in high-impact practices, which are "techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds." In recent years the College has increased opportunities for undergraduate research and internships, and many academic programs have added a requirement for a senior capstone course. The residential life program is shifting now from an affinity-based model of living-learning communities to an academically focused, faculty-led model. As a measure of the College's commitment to access, an endowed fund has been established to assist students in participating in high-impact practices who might not otherwise be able to afford them.

It is central to the College's mission that students are prepared to engage in active citizenship around local, state, national, and global issues. This message is vivid for students from the moment they enroll. Entering classes are "clapped in" to the College by the whole campus

community, including faculty in academic regalia, as they parade to convocation through an arch whose pillars display the motto "Enter to Learn, Go Forth to Serve." Civic engagement has been shown through multiple national studies to correlate positively with retention and other measures of student success, and civic engagement can promote college access for high school students. Civic engagement addresses not only the College's mission to prepare engaged citizens but also supports the College's values of student success and college access.

Like many institutions, KSC emphasizes student co-curricular community service and academically-based service-learning as ways to help students become engaged. Since the comprehensive self-study in 2010, KSC has added a community service coordinator and invested in software in which students record their hours of co-curricular service. On the academic side, the College also created a coordinator position to support service-learning and internships. This position was filled until early 2013 and then vacant for two years. While a new coordinator has recently been hired, this two-year vacancy caused some loss of momentum in service-learning activity and especially in recording data about the service-learning work. Nevertheless, KSC students annually perform more than 100,000 hours of combined community service and service-learning work, worth about $2.4 million to the greater Keene community. KSC is annually recognized on the President's Higher Education Community Service Honor Roll for this level of service to the community; in 2015, KSC was reaffirmed as a Carnegie Engaged Campus, based both on the level of community service and on the degree to which community engagement is embedded in the life and work of the College.

One example of this broader civic engagement is KSC's membership in the American Association for State Colleges and Universities American Democracy Project (ADP). Through this program, KSC students can take nationally-sponsored courses with a civic engagement theme. Members of the ADP student organization sponsor events for the campus community on issues such as the death penalty, the Israeli-Palestinian conflict, and the local labor dispute at the Market Basket grocery chain. ADP students have done research on student loan debt and presented their findings to the Board of Trustees. They also worked with faculty on a successful effort to have the governor declare April as Genocide Awareness and Prevention Month. Because of New Hampshire's first-in-the-nation primary status, national political candidates regularly visit the campus to campaign. ADP sponsors these events, and protocol requires that candidates make themselves available for students in some way beyond a campaign rally by, for example, meeting with classes, taking questions in a town-hall format, or speaking with the student newspaper staff. All of these ADP events are intended to help both the ADP students who plan and organize the events and the larger body of students who attend the discussions and meet the candidates to gain civic engagement experience and skills.

Retention Rate
KSC's first-to-second-year retention rate has remained steady since 2008 at just below 80 percent, as Figure 1 shows. This is about the same as the average of peer institutions, but the College aspires to a retention rate in the 85 percent range.

There are three ways to think about a retention goal such as this, and all are important. First and foremost is the College's intention to help students meet their own educational goals. Seventy-seven percent of entering students report that KSC's graduation rate is one reason they chose to

enroll here. At entry, only 4 percent expect to transfer to another college or university. Almost all entering KSC students (98 percent) come to the College expecting to be satisfied with their choice (CIRP Freshman Survey). Students, therefore, enter Keene State College expecting to complete their degrees here, and the College is trying to improve the first-year retention rate to help more students achieve this goal.

Figure 1. First-to-Second Year Retention Rates
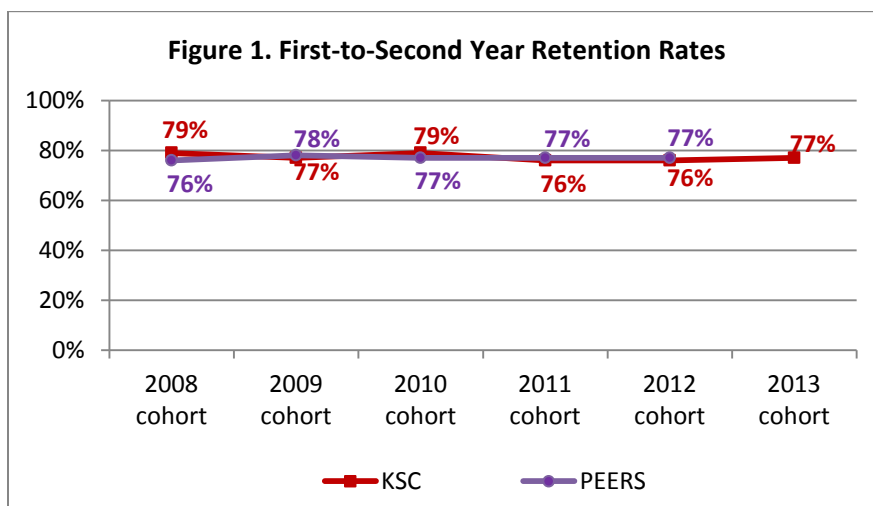
A second way to consider retention is in terms of the financial stability of the College. Retained students are not only meeting their own educational goals, they are also providing tuition revenue to the College. The smaller first-year cohort that is entering KSC in 2015 presents both a challenge and an opportunity around retention from a financial point of view. The College should be able to focus student support resources more effectively for a smaller number of students, and retaining a higher percentage of them may mitigate the financial consequences of enrolling a smaller class. The financial motivation cannot be and is not the primary driver behind efforts to improve retention, but it also cannot be ignored altogether.

A third way to approach a retention goal is to focus on the trade-offs between retention and recruitment. For each additional student retained, the College may choose to raise the bar for admission decisions in the following cohort, even at the cost of a slightly smaller incoming class. This is an especially important consideration for KSC because the academic preparation of incoming first-year students as measured by SAT scores has been declining in recent years. As Figure 2 demonstrates, KSC's scores have been consistently below comparator scores and also below the national average, and Keene State students' average SAT scores dropped markedly beginning in 2012. Given the College's commitment to access, the fact that students have a somewhat weaker academic profile at entry than other comparator institutions is not surprising. It does, however, raise challenges for student success. Improving retention rates for current students would provide the opportunity to bring in a following cohort with a slightly stronger profile, students who are better prepared for college-level work.

Figure 2. Average SAT Scores (Math + Critical Reading)
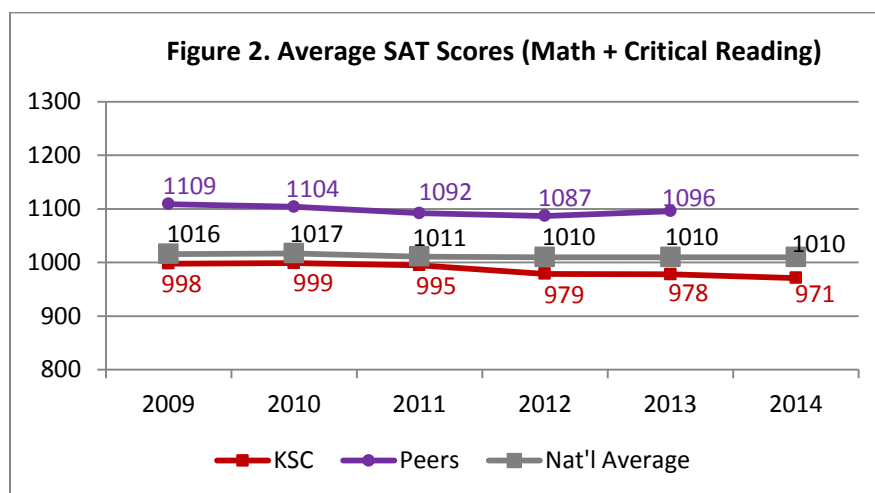
These three motivations for improving retention—helping students succeed who might not otherwise have access to a liberal arts education, maintaining the College's financial stability, and improving the academic profile of entering students over time—are in tension with each other. The College community must work together to balance these motivations and develop an effective enrollment plan. Decisions about this plan will be data-driven. Beginning in 2011, the Office of Institutional Research conducted a major, multi-year data analysis to identify students who are most at risk for attrition and to find factors that are the best predictors of retention and timely progress toward degree.

The first round of this study considered demographics independently and found several groups of students to be at risk: out-of-state students, students of color, first-generation students, low-income students, special admits, and undecided students. The next round of retention analysis used logistic regression to identify the best predictors of retention from a long list of variables including demographics; pre-college factors such as SAT scores and date of application for admission; and post-enrollment variables such as specific courses taken, credits attempted, credits earned, and grades. This stage of the study found that what students do is more important than who they are in predicting retention. When demographic variables are considered simultaneously with students' behaviors in college, the college behaviors explain most of the variation in retention. The study also found that what happens in year one is more important than what happens in year two in predicting whether a student will still be enrolled in year three.

After several rounds of analysis over three years of study, it is clear that the best predictor of retention and timely progress toward degree is the completion of 30 credits in the first year of study. Even students in at-risk groups who are able to complete 30 credits in their first year of study are as likely to be retained as their classmates who are not in at-risk groups. However, the retention analysis did not explain why students in at-risk groups are less likely than their peers to meet this important benchmark.

In spring 2012, the President's Cabinet charged the Enrollment Advisory Committee (EAC) with improving the first-to-second-year retention rate to 85 percent, using the findings from the retention study as the guide for action. This effort was called the Structured Success Initiative. It

had two objectives: 1) to increase the percentage of first-year students who complete 30 credits and 2) to provide structured support for at-risk students.

To increase the percentage of first-year students who complete 30 credits, the College developed two strategies. The first was to enroll all entering first-year students in four courses. One way that students fail to earn 30 credits per year is by not registering for enough courses in the first place. For cohorts that entered in 2011 and before, the [Academic and Career Advising](#) (ACA) staff registered students for three of their four fall courses, chosen according to the students' intended majors, and the students themselves were asked to select a fourth course, online from home before arriving on campus for August orientation.

Focus groups with enrolled first-year students yielded the surprising finding that many of them found selecting this fourth course themselves, without consulting with an advisor, to be so stressful that they simply could not make a choice, and this was one reason that students failed to complete 30 credits in their first year. To assist students in enrolling for a full course load, therefore, the EAC recommended a change in procedure. As a pilot effort, ACA staff members began selecting all four courses for incoming students, and students were not allowed to adjust these until they arrived on campus in the fall.

The second strategy the College developed was to encourage students to seek help rather than to withdraw from courses. Students sometimes fail to earn 30 credits in their first year of study because they withdraw from courses before the end of the term. KSC's policy allows students to withdraw from courses without penalty as late as the 11th week of the term, and the campus culture encouraged students who were not doing well after midterm exams to withdraw rather than risk a failing grade. From fall 2010 through spring 2013, grades of W (withdrawals) were 12 percent of all grades awarded in Science, Technology, Engineering, and Mathematics (STEM) gateway courses, and 7 percent of grades awarded in lower-level courses in other disciplines.

In light of the findings of the retention study about the importance of completing 30 credits, the EMC determined to change the culture of withdrawal, especially for first-year students. This led to a broad campaign to encourage students to seek help rather than drop difficult courses. The committee incorporated this message into materials sent to all incoming students prior to Orientation and into printed cards that were distributed to new students once they arrived on campus. A six-foot tall banner with the same message was placed outside the Academic and Career Advising center. Parents and students were told about the importance of completing 30 credits during Orientation in August and at Parent and Family Weekend in September. A bright red message was added to the course withdrawal page of the online student portal, asking students to seek advising before withdrawing from a course and informing them of the potential negative academic and financial aid consequences of withdrawing. In fall 2012, the College's interim president sent an email to all faculty and staff asking them to reach out to students who might be on the cusp of dropping classes and encourage them to seek assistance instead. Members of the EMC made presentations at a faculty meeting, two faculty workshops on student success, the Academic Affairs Council, Development Division and Residential Life staff, Student Affairs directors, and staff in student support departments. Participants in each of these events were asked to share a consistent message with students: Don't get out, get help.

The second objective of the Structured Success Initiative was to provide structured support for at-risk students. One strategy for this objective was targeting undecided students for additional help. The retention analysis had pointed to undecided students (especially those with high school grade averages below 3.00) as being at greater risk of attrition than those who apply to the College with an intended major. Based on this finding, the Academic and Career Advising center added an advising session for undecided students to Orientation in 2012. ACA staff have found that most undecided students have many ideas about academic directions rather than none, so the orientation session focused on what it means to be an undecided student at Keene State and the process students can use to discover a major. Once the semester began, ACA advisors sent at least two messages prior to registration in October, inviting students to one-on-one advising appointments, monitoring advising progress, and contacting those advisees who had not registered. ACA advisors also monitored students' academic progress at the end of each semester and contacted those advisees on probation.

A second strategy that was used to provide additional support to at-risk students was to help students of color connect to each other and Keene State. The first round of the retention analysis found that students of color were significantly less likely than their white classmates to be retained and to make timely progress toward degree. The percentage of KSC undergraduate students who are students of color is growing, but it remains small—9 percent of the incoming first-year cohort in 2014, or about 100 students of color in each entering first-year cohort since 2011. To address the retention issue, KSC has increased its staffing to support students of color from 1 FTE to 2.5 FTE from 2014 to 2016. The College also began to provide structured supports for recipients of the Leadership Award, a scholarship for entering first-year students who are interested in engaging as campus leaders around issues of diversity and who do not have a strong enough academic profile to qualify for a merit scholarship. Most recipients of the Leadership Award are students of color. Leadership scholars attend a retreat before fall semester; enroll in College 102 (a college success course); travel together to Washington, DC to visit sites related to social justice such as the Holocaust Museum; engage in various campus leadership experiences on diversity issues; and write reflection papers about their experiences. The number of Leadership scholars varies each year but averages about 20. These experiences increase the students' connection with other campus leaders and with the College.

Finally, while the Structured Success Initiative sought to improve the retention rate of first-year students campus-wide, a second, more focused effort was aimed at helping students succeed in STEM disciplines. At KSC, as at many other institutions, gateway courses in STEM fields have posed particular barriers for first-year students. STEM gateway courses at KSC have historically had higher DFWI rates (the percentage of all grades in a course that are D, F, Withdraw, or Incomplete) than lower-level courses in all other disciplines. On average, from fall 2010 through spring 2013, 21 percent of all grades awarded in STEM gateway courses were D, F, W, or I, compared to 11 percent in all other lower-level courses; 26 percent of STEM gateway course sections had DFWI rates of 30 percent or higher, compared to only 6 percent in other disciplines. These courses with high DFWI rates in STEM disciplines have served as a barrier to students' achieving the 30 credit hours in the first year of study that is the best predictor of retention, and they also have acted as a barrier to students pursuing majors in STEM fields.

In 2013, a group of STEM faculty came together to write a grant proposal to the National Science Foundation with the goal of increasing the number of graduates by 50 percent in biology, chemistry, computer science, geology, mathematics, and physics by 2019. The project was titled BEST (Building Excellence in Science and Technology). The NSF grant program for which this proposal was written was cancelled at the last moment due to sequestration of the federal budget. At the same time, the state of New Hampshire partnered with the University System of New Hampshire and the Community College System of New Hampshire with a goal of doubling the number of STEM graduates in the state by 2025, and a million dollars in funding was made available to KSC to support this statewide initiative. Because the BEST proposal was already complete and NSF funding would not be available, the President's Cabinet decided to use the state STEM funding to support the BEST project.

The BEST project will have four main facets – a living-learning community, peer mentors, undergraduate research, and transformed pedagogies. One of the objectives of these activities is to improve success in STEM gateway classes. These efforts are just beginning, so it is too early for them to have an impact on overall student success. However, in conducting the self-study for the NSF proposal, the grant writers became aware of the DFWI rates in STEM gateway courses, including some courses that the grant writers themselves taught. This was the first group of faculty on campus who became aware of the issue of withdrawals as a barrier to student retention, and they began to make pedagogical changes in their own courses to keep students engaged throughout the semester and to discourage withdrawals. They also shared what they had learned with other STEM faculty so that even before the formal elements of the BEST project have been implemented, these conversations about withdrawals and DFWI rates have begun to permeate the faculty in these STEM disciplines and to encourage them to think about their own courses differently. These conversations occurred at the same time as the broader campus effort, through the Structured Success initiative, to encourage students to get help rather than withdraw from difficult courses.

Four-Year Graduation Rate
The College's four-year graduation rate has risen steadily from 29 percent to over 50 percent in only five years, as Figure 3 shows. This rise is not correlated with an improving academic profile of entering students. On the contrary, it occurred when the SAT scores of entering students were stagnant or falling. Three factors may have contributed to this rise. The first is intensive advising. In 2007, KSC replaced its general education requirements with the Integrative Studies Program (ISP) and simultaneously moved to a 4-credit course model. Intensive advising was essential in helping students navigate the new requirements more efficiently and stay on track to graduation during the transition. However, that intensive level of advising is no longer in place, and the students who experienced it have long ago completed their studies at KSC. Intensive advising may have helped to raise the graduation rate in the transition period, but it is difficult to see how that intervention could be responsible for the continued higher rates now.

A second likely contributor to the rise in the four-year graduation rate is the structural and content changes between the former general education model and the Integrative Studies Program, which is based on the American Association of Colleges and University's (AAC&U) Liberal Education and America's Promise (LEAP) initiative. The focus of the ISP is on broad questions and the integration of knowledge and skills, and it is intended to complement students'

work in their chosen major. It seems that students have gained a stronger academic foundation under the ISP model and, therefore, have been able to make better progress toward graduation.

Figure 3. Four-Year Graduation Rate
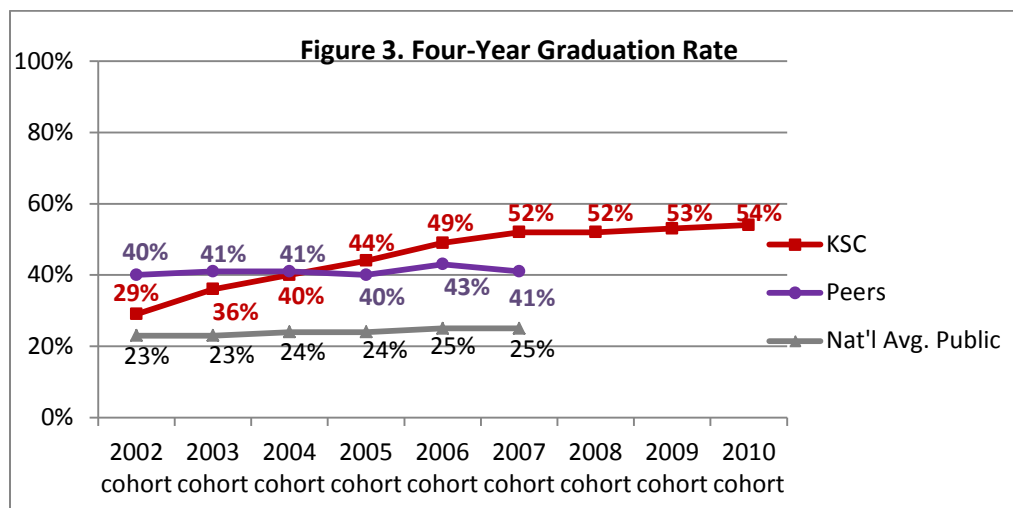
The change from a 3-credit model to a 4-credit model is the third likely contributor to the rise in the graduation rate in this period. Students who entered KSC in 2002 or 2003 would have taken only 3-credit courses. As Figure 3 shows, the graduation rates for those cohorts were 29 percent and 36 percent, respectively, similar to the historic graduation rates at KSC before 2002. Students who entered from 2004 through 2006 would have had some courses in one model and some in the other, with more 4-credit courses for students entering later in this period. As the figure above shows, the graduation rate rose for these students from 36 percent to 49 percent in just three years. Students who entered KSC in 2007 or later took only 4-credit courses, and all of these cohorts have had four-year graduation rates greater than 50 percent. Under the 4-credit model, students are expected to delve more deeply into each course, and the total number of courses they need to complete is reduced correspondingly. To make timely progress to degree, students must complete four courses per semester rather than five courses under the 3-credit model. The 4-credit model gives students greater leeway in getting to the 120 credits required for graduation. Students who took five 3-credit courses per semester had to complete all of them successfully in order to reach 120 in four years; students who complete four 4-credit courses per semester will accumulate 128 credits in four years, thereby having the flexibility to drop or fail two courses in that period and still reach 120 credits.

Findings and Analysis

Student Engagement
The National Survey of Student Engagement (NSSE) provides measures of student engagement that can be compared to other similar institutions nationally. In 2014, both first-year and senior students reported significantly greater student-faculty interaction than students at institutions in the Council of Public Liberal Arts Colleges (COPLAC), of which KSC is a member ($p < .001$). The NSSE measure of student-faculty interaction includes talking with a faculty member about career plans or academic performance and working with faculty on activities other than coursework, such as serving on committees. Further, the NSSE measure of high-impact practices found that, by the time they are seniors, KSC students are significantly more likely than seniors at other COPLAC institutions to have participated in service-learning, undergraduate research,

internship/field experience/student teaching, and senior capstone courses ($p < .01$ for all comparisons). Reflecting the College's broad commitment to prepare students to be active citizens, KSC seniors scored higher on almost every measure of civic engagement than other seniors nationally. Table 1 shows the key comparisons.

Table 1: National Survey of Student Engagement – Civic Engagement Module, 2014Significant Differences in Mean Responses between KSC Seniors and National Comparison Group

Item	Score Range	KSC Mean	National Mean	p
Ability to help people resolve their disagreements with each other	1-7	5.6	5.4	<.05
Ability to contribute to the well-being of my community	1-7	5.7	5.5	<.05
Have informed myself about local or campus issues	1-4	2.8	2.5	<.001
Have discussed local or campus issues with others	1-4	2.8	2.5	<.001
Have raised awareness about local or campus issues	1-4	2.2	1.9	<.001
Asked others to address local or campus issues	1-4	2.0	1.7	<.001
Asked others to address state, national, or global issues	1-4	2.0	1.8	<.05
Organized others to work on local or campus issues	1-4	1.9	1.6	<.001
Organized others to work on state, national, or global issues	1-4	1.8	1.6	<.01

These findings were particularly welcome, given the fact that KSC first-year students were significantly less likely than national peers to express confidence in their ability to help people resolve disagreements, lead a group of people from different backgrounds, or contribute to the well-being of the community ($p < .01$ for each comparison). Despite this lower level of self-confidence for civic engagement, KSC's first-year students were significantly more likely than first-year students elsewhere to report that they had asked others to address local issues, and they were also more likely to have organized others to address these issues ($p < .001$ in each case). These findings suggest that KSC first-year students become involved in community service, political issues, or a course with a civic engagement theme earlier than their peers nationally, so that by the time they are seniors, students have overcome their early lack of self-confidence and are more experienced in civic engagement than seniors nationwide.

An example of KSC's continued commitment to civic engagement in the future is a new partnership with Mount Wachusett Community College in Massachusetts to lead a national initiative for civic engagement on economic inequality (for AAC&U's American Democracy Project and The Democracy Commitment). This partnership will result in additional courses and co-curricular activities to engage students on issues such as minimum wage, student loan debt, and the financialization of the economy. In addition, KSC's American Democracy Project has recently established a partnership with Healthy Monadnock 2020 (a project of the local Dartmouth-Hitchcock Hospital), offering students the opportunity to become engaged in a broad range of local issues that affect community health.

Retention
The first objective of the Structured Success Initiative was to help first-year students complete 30 credits by enrolling them automatically in four courses at entry. Contrary to the intention, the percentage of first-year students who successfully completed four or more courses in their first fall semester actually declined from 79 percent in 2011 to 74 percent in 2013. Since the rate of withdrawals and failures in lower-level courses declined significantly during the same period

(see below), the only reasonable explanation for this finding is that students did not like the courses they had been assigned and dropped them after arriving on campus.

The second strategy was to encourage students to seek help for difficult courses rather than withdrawing. KSC students did, indeed, begin to ask for assistance in greater numbers. Requests for tutoring at the ASPIRE office (the federally funded TRIO program that manages tutoring for the College as a whole) increased by 63 percent from 2010-2014, and the number of appointments at the Center for Writing increased by 37 percent in the same period. As requests for assistance increased, the number of students who withdrew from 100- and 200-level courses declined. Table 2 summarizes these results. Gateway courses in the six STEM disciplines associated with the BEST project are shown separately in this table from lower-level courses in all other disciplines, both because these STEM courses have long been the greatest challenge for students to complete successfully and also because the STEM faculty engaged earlier in conversations about this aspect of student success than faculty in other disciplines. As this table shows, course withdrawals dropped significantly in 2013-2014 compared to prior years ($p <$ .001) for both STEM and non-STEM courses). While grades of D, F, and I did increase, particularly in the non-STEM disciplines, the percentage of students who successfully completed courses with grades of CD or better increased even more overall. The effort to reduce course withdrawals resulted in an increase in the percentage of students who successfully complete lower-level courses.

Table 2: Distribution of Grades for Lower-Level Courses,
Fall 2010-Spring 2013 vs. Fall 2013–Spring 2014

	Fall 2010 – Spring 2013 Grades			Fall 2013-Spring 2014 Grades		
	A, AB, B, BC, C, CD	D, F, I	Course Withdrawals	A, AB, B, BC, C, CD	D, F, I	Course Withdrawals
STEM Gateway Courses	79 percent	9 percent	12 percent	87 percent	10 percent	3 percent
Lower-Level Courses in All Other Disciplines	88 percent	4 percent	7 percent	91 percent	8 percent	1 percent

It is interesting that grades of D, F, and I in STEM courses increased only 1 percent as withdrawals decreased, since the STEM faculty had begun the conversation about DFWI rates in gateway courses, and some of these faculty had decided to adjust their courses in ways that would encourage students to remain enrolled and engaged throughout the semester, rather than withdrawing. One faculty member, for example, eliminated all reference to "homework" and instead invited her students to assist her with projects (some of which still needed to be completed outside of class). In the semester that she made this adjustment, the DFWI rate in her course dropped in one semester from a historic rate that averaged 25 percent to just 7 percent. For non-STEM disciplines, Table 2 shows that as withdrawals decreased, successful completions (grades of CD or higher) rose from 88 percent to 91 percent, but grades of D, F, and I also grew from 4 percent to 8 percent at the same time. Changing the culture of withdrawal for students seems to work best when it is accompanied by the opportunity for thoughtful, data-informed reflection by faculty about what will work best to support student success in their courses.

Largely because of the reduction in withdrawals from lower-level courses, the number of course sections in which 30 percent or more of all enrolled students earn grades of D, F, W, or I has also dropped significantly for both STEM and non-STEM disciplines, as Table 3 shows. Courses in which first-year students have had a 30 percent or greater probability of either failure or withdrawal are now courses in which students have a much higher probability of completion.

Table 3: Percentage of Course Sections with DFWI Rates of 30 percent or Greater
Fall 2010-Spring 2013 vs. Fall 2013-Spring 2014

	Fall 2010 – Spring 2013	Fall 2013-Spring 2014
	percent of Sections with DFWI Rate >= 30 percent	percent of Sections with DFWI Rate >= 30 percent
STEM Gateway Courses	26 percent	11 percent
Lower-Level Courses in All Other Disciplines	6 percent	1 percent

The strategies reported above—registering entering students for four courses and encouraging them to seek help rather than withdrawing from difficult courses—were both intended to increase the number of first-year students who complete 30 credits, the best predictor of retention. However, the percentage of students completing 30 or more credits declined from 62 percent in 2010 to 57 percent in 2013.

The third strategy to improve retention was to provide additional support for undecided students. The first-to-second-year retention rate for undecided students has risen from 71 percent in 2011 (before the implementation of this strategy) to 74 percent for the cohort that entered in 2013 (after implementation). Given this success, support for undecided students was expanded in fall 2014 in three ways: 1) an ACA advisor is entered as the advisor of record for undecided students so they have a specific person to contact for help; 2) a pilot living-learning community for undecided students has been launched, including a 1-credit course on exploring majors; and 3) drop-in advising for spring 2015 was held in the Mason Library to attract more students.

The fourth strategy to improve retention was to help students of color connect to each other and to the institution, largely through the Leadership scholar program. The initial results of this effort were encouraging. For the cohort that entered in 2012, Leadership scholars were retained at approximately the same rate as President's scholars (the top merit scholarship category, for students with the strongest entering academic profile) and at a higher rate than either Dean's scholars or Enrichment scholars (students with stronger academic profiles than the Leadership scholars). The number of Leadership scholars is small. In fact, in 2013 the number was too small to allow for analysis of retention rates. This group does not capture all students of color at the College because some students of color qualify for higher-level merit awards and others do not meet the SAT and high school grade requirements for the Leadership scholarship and come into the College as regular or special admits. Despite the relatively small numbers, the findings for 2012 demonstrate that it is possible for students in this group to be retained at a rate that is beyond what would be expected based on their entering academic profile.

The retention rate for all first-year students of color in the 2013 cohort, regardless of merit award, admission category, or residency, was 73 percent, up from 64 percent just two years earlier. Efforts to support students of color, such as adding staff positions, have shown early

success, even for those who are not in the Leadership scholar group. But the Leadership scholars in the 2012 cohort were retained at a rate far beyond their peers who did not receive this opportunity. On the other hand, the 2014 Campus Climate Survey revealed that only 76 percent of students of color agreed that KSC provides the support they need to succeed academically, compared to 87 percent for white students. Clearly students of color continue to be a group in need of culturally responsive academic support at KSC.

Altogether, the efforts described above were intended to improve the first-to-second-year retention rate with a long-term target of 85 percent. After two years of coordinated, campus-wide effort, the first-year retention rate has ticked up just slightly to 77 percent. Closer analysis of these findings reveals differences in retention rates by residency. For the 2011 and 2012 cohorts, in-state students and out-of-state students were retained at similar rates (76 percent and 77 percent for each group), as Table 4 shows. For the 2013 cohort, however, the rates diverged. The in-state retention rate rose to 79 percent, while the rate for out-of-state students fell to 75 percent, despite the College's efforts to improve retention being equally available to both groups.

One way to consider the differences in retention rate for in-state and out-of-state students is to look at SAT scores. Table 4 displays the average SAT scores and retention rates for in-state and out-of-state students, showing two cohorts that entered before the implementation of the Structured Success initiative and two that entered afterward.

Table 4. Average SAT Scores and First-to-Second-Year Retention Rates by Residency
First-Year Cohorts Entering in 2010 - 2013

Cohort Entering Year	In-State		Out-of-State	
	Average SAT*	Retention Rate	Average SAT*	Retention Rate
2010	1004	81%	996	78%
2011	996	76%	995	76%
2012	973	76%	983	77%
2013	988	79%	973	75%

*Math plus Critical Reading

Figure 4 below shows the relationship of changes in SAT scores and retention rates across pairs of cohorts of in-state students, before and after the implementation of the Structured Success initiative. Figure 5 shows the same comparisons for out-of-state students. The trend lines on these two graphs show an inverse relationship between SAT scores and retention for in-state students, but a direct relationship for out-of-state students. That is, as SAT scores have gone down in recent years, retention rates have gone up for in-state students, while for out-of-state students the opposite is true: declines in SAT scores have been followed by declines in retention rates. As these graphs demonstrate, the Structured Success initiative appears to have been successful in supporting increased retention for in-state students despite declining SAT scores, but not so for out-of-state students.

Financial factors may explain why this is so. The price of attendance for out-of-state students is greater than for in-state students, of course, and PROBIT analysis by the College's consultant for financial aid packaging has repeatedly suggested that out-of-state students are price-sensitive, while New Hampshire residents are far less so. The fact that retention rates for out-of-state students declined sharply in 2013, while those for in-state students rose, suggests that a tipping

point has been reached for price-sensitive out-of-state students. If so, the unfunded gap in financial aid may have become too much for these students to afford after a year of study. Alternately, some out-of-state students may have found that the College's perceived value for them was not great enough, in comparison to other options that are closer to home or at a lower price point. In either of these cases, the College's academically focused Structured Success strategies would be irrelevant.

Scatterplots of Difference in Average SAT Score vs. Difference in Retention Rates for Pairs of Cohorts Entering in 2010 – 2013
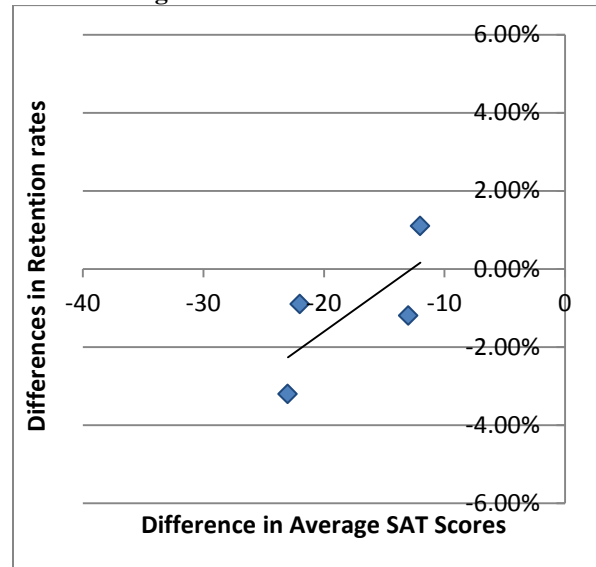
| **Figure 4. In-State Cohorts**	**Figure 5. Out-of-State Cohorts**
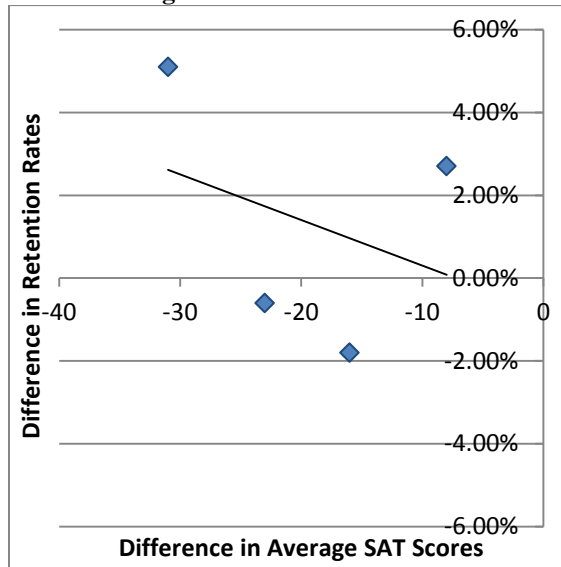
Graduation and Post-Graduation

The Integrative Studies Program and the 4-credit curriculum were adopted to bring depth and breadth to student learning, rather than with an explicit goal of improving the four-year graduation rate. Yet the graduation rate rose steadily as these changes were implemented. The question arises, then, whether these changes mean that more students are graduating overall, or whether they mean that about the same number of students are graduating, but they are completing their degrees more quickly. Figure 6 shows that more students are graduating overall. For students who entered in 2006 or later, who had most or all of their courses in the 4-credit model and who completed the ISP, the six-year graduation rate rose above 60 percent and has remained 11 to 12 percent higher than the four-year graduation rate since then. Keene State College is helping more students meet the goals with which they entered our gates.

At entry, only 4 percent of KSC students expect to transfer to another college or university (CIRP Freshman Survey). Nevertheless, some students eventually choose majors that KSC does not offer, or they find a better fit at another institution. A further, related measure of student success, then, is the completion rate, the percentage of students who complete a bachelor's degree in six years either at KSC or another institution to which students might transfer. Students who begin at KSC and then complete their degrees at other colleges are still being successful in achieving their educational goals, and KSC can claim a measure of credit for their success. Data

from the National Student Clearinghouse show that KSC's six-year completion rate is 78 percent, substantially higher than the average of 63 percent for all four-year public institutions. In recent years, KSC has been remarkably successful in helping students to complete bachelor's degrees. Students come to KSC with SAT scores that are, on average, more than 120 points lower than students at the College's peer institutions, and more than 30 points lower than the national average. Nevertheless, students who enter KSC are far more likely to complete degrees, and to complete them in a timely manner, than students at other similar institutions nationally.

Figure 6. Four- and Six-Year Graduation Rates
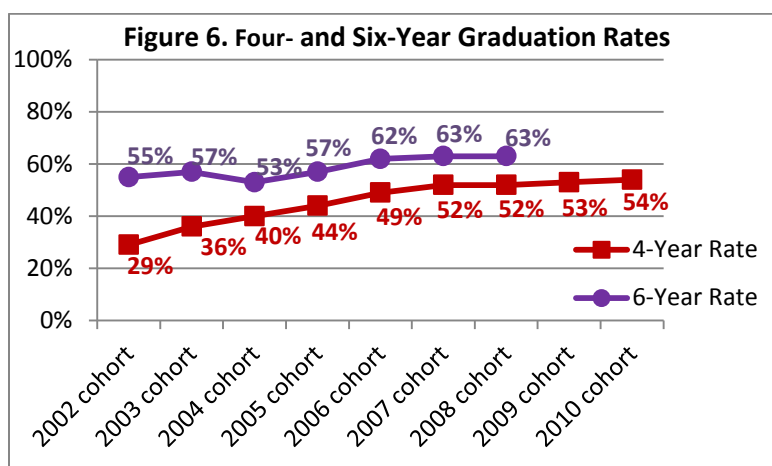
Each year Keene State College surveys alumni one year post-graduation. The survey asks about employment and graduate study and about how well KSC prepared the alumni for whatever they are doing now in their lives. These surveys achieve relatively high response rates for surveys of this type, averaging above 30 percent, and follow-up contacts with non-respondents demonstrate that there is no significant difference in the rate of employment and graduate study between responders and non-responders. Therefore, the results of the surveys may be taken as generalizable to the larger cohorts of alumni who were surveyed. As Table 5 shows, KSC graduates are employed at a substantially higher rate than the general populations of New Hampshire and the other states from which KSC draws students. Further, most KSC alumni enter work or graduate school in fields related to their undergraduate studies at KSC, and large majorities of these alumni report that KSC prepared them well or very well for what they are doing now. Table 6 displays these survey results.

Table 5: Alumni Survey Results: Employment and Graduate Education

	One Year Post-Graduation				State Unemployment Rates at Time of Survey				
Graduation Year	% Employed	% in Graduate School	% Employed or in Graduate School	% Unemployed and Seeking Work	NH	MA	CT	RI	NY
2012	89%	19%	94%	—*					
2013	91%	17%	94%	3.3%	4.0%	6.0%	6.9%	7.7%	6.7%
2014	92%	19%	97%	2.8%	3.9%	4.8%	6.4%	6.3%	5.7%

*Question not asked for this cohort.

Table 6: Alumni Survey Results: How Well Did KSC Prepare You for What You Are Doing Now?

Graduation Year	Employment		Graduate Study	
	% in Field Related to Studies at KSC*	% Reporting KSC Prepared them Well or Very Well**	% in Field Related to Studies at KSC***	% Reporting KSC Prepared them Well or Very Well****
2012	73%	85%	95%	87%
2013	77%	81%	83%	87%
2014	77%	88%	87%	96%

*Among those employed in any capacity
**Among those employed in field related to undergraduate studies at KSC
***Among those enrolled in graduate study
****Among those whose graduate study is related to undergraduate studies at KSC

An indirect measure of post-graduation employment is the federal student loan default rate. New Hampshire is well known for graduating students with high levels of student loan debt, due to the low level of state support for higher education (see Data First forms, Standard 6). Nevertheless, alumni who are well employed are able to repay student loans. Table 7 displays KSC's student loan default rates for the cohorts that graduated in 2009, 2010, and 2011, with comparisons to the other institutions in the University System of New Hampshire and the most recent default rate for all graduates in the state of New Hampshire. As this table shows, KSC's default rate has been falling steadily, and it compares favorably to Granite State College, Plymouth State University, and the statewide rate. Among these comparators, only the University of New Hampshire has a lower default rate than KSC, and the gap between KSC and UNH has been closing.

Table 7: Federal Student Loan Default Rate

Institution	Loan Default Rate		
	2009	2010	2011
Keene State College	5.5%	5.0%	4.0%
Granite State College	11.5%	12.9%	10.3%
Plymouth State University	3.7%	6.0%	6.4%
University of New Hampshire	2.5%	3.4%	2.9%
State of New Hampshire			8.4%

Taken together, the results of KSC's alumni surveys and the federal data on loan default rates demonstrate that KSC's liberal arts education has been successful in preparing students for what comes next in their lives. This has been true for students who graduated in very difficult economic times (2009) as well as for those who graduated into a more favorable economy.

Keene State College remains committed to its mission: to prepare promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work. In most of these areas KSC students already enjoy greater success than their peers elsewhere. The College has made, and will continue to make, values-driven, data-informed investments to support student success and to improve the likelihood that students will remain enrolled and will complete their studies, ready to take up their place in society as engaged citizens and ready to pursue the careers of their choice.

Keene State College—The Next Five Years

In 2013, Keene State's new president articulated a future for the College grounded in a commitment to student success; the pursuit of excellence; resiliency in people and resources; and in ensuring, as she said in her inaugural address, that Keene State will be "a leading liberal arts college for the 21st century."

The most important aspect of Keene State's future is to reaffirm the commitment to its liberal arts mission. This commitment stems from the abiding belief that a liberal arts education provides the best possible preparation for students if they are to make substantive contributions through their work and their service to their local communities and the larger society. This means that KSC will continue to offer robust and dynamic degree options in the humanities, arts, sciences, and social sciences. KSC also offers an array of professional programs. What is distinctive is that they, too, are grounded in the liberal arts. Thus, regardless of what area of study they choose, our students have the preparation they need for advanced study and the knowledge, skills, and dispositions they need to enter the workforce.

KSC's continued commitment to the liberal arts is clearly exemplified in its recently adopted College-Wide Learning Outcomes. KSC students will be able to think critically, conduct research and create artistic work, be civically engaged and interculturally competent, and demonstrate a commitment to their own well-being and that of the world. These are the kinds of outcomes that are at the heart of a liberal education.

Central to KSC's future is an intentional approach to student success. This includes expanding the College's use of high impact practices to increase engagement, satisfy learning outcomes, and transform students' lives. Undergraduate research is a particular area of strength for the College. A data analysis by KSC's Institutional Research and Assessment Office of the 2015 Graduating Student Survey found that two-thirds of KSC students engage in research with faculty, perform or exhibit artistic work, present at the annual Academic Excellence Conference, or deliver scholarly papers at professional conferences. The College's commitment to undergraduate research was recently affirmed by the creation of the Center for Creative Inquiry in June 2015. This Center, supported by the associate provost, will advocate for and advance undergraduate research. Its efforts will be coordinated by a team of faculty members representing each of the schools in the College. This commitment to high impact practices is further demonstrated by an ambitious plan to expand student access to living-learning communities (LLC). The College has a goal of increasing the number of LLCs beyond the three that will be operational in fall 2015. An important step in this effort was the naming of a LLC Task Force last year, a group that will lead the institution's efforts to make LLCs available to an increasing number of students. The new residence hall that will open in fall 2016 will be specifically designed to support LLCs.

Also central to this intentional approach to student success is to have a diverse student body, a substantive challenge in the context of a relatively homogenous state. Many public institutions see diversity as a numeric goal, seeking to have the percentage of diverse students approximate the diversity of their state or region. KSC is already meeting that standard and could simply claim victory when it comes to diversity. However, Keene State's goal reaches beyond the

numbers to enhancing the mutual benefit achieved by having students of diverse backgrounds and race work together. All students are better served by studying, socializing, and living with people who are different from them. They will be better prepared to enter an increasingly diverse culture and an increasingly diverse workforce if they encounter such diversity as part of their college experience. As noted earlier, New Hampshire is not a particularly diverse state; the Keene community is even less so. This lack of diversity presents recruitment challenges for the institution both because there are fewer students of color in New Hampshire high schools and because the campus may not appear inviting to those students. KSC's enrollment management office has developed and is implementing a multicultural recruitment plan that includes strategies such as prioritizing geographic regions as multicultural recruitment areas, developing campus visit programs that serve diverse students, and presenting financial aid workshops in both English and Spanish.

A third element of student success is engagement, and Keene State College received the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. This recognition illustrates the institution's commitment to civic engagement. Community engagement is simultaneously a description of the school's past and its present. This focus also speaks to a shared future with the city of Keene, the state of New Hampshire, and the Northeast region. Keene State College is and always will be a steward of place. The College's deep engagement with its community partners serves and helps to improve the region, and the College will continue to provide students and faculty with opportunities for applied learning and scholarship that support these connections. One such ongoing community partnership is the Education Department's special relationship with the ConVal School District. This program provides graduate leadership education to ConVal teachers, with some of the courses being taught onsite in the district. A second example is the American Democracy Project's partnership with Healthy Monadnock 2020, which allows students to serve the community through internships with that organization. Also, the Holocaust and Genocide Studies' Civic Leadership Project provides leadership training to community members related to issues of racism and intolerance, and its Summer Institute is designed to provide educators with the resources and knowledge they need to teach about the Holocaust and genocide effectively. The College's leadership on civic engagement also extends beyond the region. Keene State faculty, staff, and students, for example, have leadership roles in the national Economic Inequality Initiative of the American Democracy Project.

Providing students with opportunities to work with talented faculty on these kinds of projects as well as on research in their fields of study is also important to the College. Keene State College employs many talented and dedicated adjunct faculty members. However, it is critical for the College to continue increasing the number of the tenure-track faculty. In addition to their work in the classroom, tenure-track faculty members provide important service to both the College and the community, advise students, and contribute significant scholarship and creative work to their fields. The school's addition of 18 new tenure-track faculty lines since 2011 is clear evidence of the institution's efforts to increase tenure-track faculty. While the College does not expect to add new tenure-track lines in the coming year, it does plan to do so in 2017.

In addition, the College is preparing for a wave of faculty retirements in the next few years. The recently negotiated Collective Bargaining Agreement (CBA) with the Keene State College

Education Association includes retirement incentives for up to 36 faculty members over the next four years. The CBA allowed for up to 16 incentivized retirements in the first two years (2014-2016). Fifteen of those slots were filled, and the remaining 20 slots are likely to be filled in the subsequent two years. This reality challenges the school with the loss of institutional memory, but also provides opportunities to fill critical staffing needs in high demand areas. The upcoming academic and co-curricular planning process will identify criteria useful for developing a long-term staffing plan for faculty positions in the College.

The establishment of a robust faculty development program is clearly articulated in the Strategic Plan 2015-2020. Faculty development at KSC has been focused primarily on teaching with technology. KSC students would benefit from broad-based faculty development that moves beyond teaching with technology and shares the best current thinking and research on pedagogy with our faculty, whether technologically based or not. As part of the academic planning process, in Fall 2015, the provost will establish a committee that will be charged with creating a faculty development plan focused on the wave of new incoming faculty but also beneficial to experienced faculty members.

A Final Thought
The College has undergone significant transition in the past four years. These changes, when added to the challenges facing higher education in general and specifically facing KSC, have created some anxiety in the community. Through better communication and a concerted effort to be transparent by all stakeholders, the College anticipates success in enhancing, even further, the excellence that is Keene State College.

APPENDIX