Report to the
Faculty, Administration, Staff, Trustees, Students

of

KEENE STATE COLLEGE
Keene, New Hampshire

by

An Evaluation Team representing the
Commission on Institutions of Higher Education
of the

New England Association of Schools and Colleges

Prepared after study of the institution's
self-evaluation report and a visit to the campus
October 31 –November 3, 2010

The members of the team:

Chairperson: Dr. Mary K. Grant, President,
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<u>Institutional Characteristics Form</u> Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: October 5, 2010

1. Corporate name of institution: Keene State College

2. Date institution was chartered or authorized: Incorporated as Keene Normal School, April 9, 1909, institution became Keene State College by legislative act in 1963.

3. Date institution enrolled first students in degree programs: In 1926, legislature granted the institution authority to award the Bachelor of Education degree.

4. Date institution awarded first degrees: Nine students received a bachelor's degree for completing the four year program in June 1927

5. Type of control:

Public		Private	
☒	State	☐	Independent, not-for-profit
☐	City	☐	Religious Group
☐	Other	☐	Proprietary
		☐	Other:

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? New Hampshire State Legislature

7. Level of postsecondary offering

☐	Less than one year of work	☐	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☒	Diploma or certificate programs of at least two but less than four years	☒	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☒	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
☒	Four- or five-year baccalaureate	☐	Other doctoral programs _____
		☐	Other (Specify)

8. Type of undergraduate programs

☒ Occupational training at the crafts/clerical level (certificate or diploma)

☒ Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)

☒ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☒ Professional

☒ Continuing Education

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate   12_____ credit hours

b) Graduate   _9_____ credit hours

11. Student population:

a) Degree-seeking students, Fall 2010:

	Undergraduate	Graduate	Total
Full-time student headcount	4868	25	4893
Part-time student headcount	119	74	193
FTE	4927.2	64.7	4991.9

b) Credit-seeking (Continuing Education) students, Fall 2010:

	Undergraduate	Graduate	Total
Full-time student headcount	36	1	37
Part-time student headcount	183	34	217
FTE	94.1	10.4	104.5

c) Number of students (headcount) in non-credit, short-term courses: 398

2. List all programs accredited by a nationally recognized, specialized accrediting agency. _____

Program	Agency	Accredited Since	Last Reviewed	Next Review
Department of Education	National Council for the Accreditation of Teacher Education	1954	2009	2014
Department of Health Sciences	Commission on Accreditation for Dietetics Education of the American Dietetic Association	1979	2003	2013
Department of Physical Education	Commission on Accreditation of Athletic Training Education	1999	2010	2019
Department of Music	National Association of Schools of Music	1990	2000	2010 Fall Visit
Child Development Center	National Association for the Education of Young Children	2008	2008	2013

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.
   Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
OSHA Training Institute Education Center, Manchester, New Hampshire. Offers non-credit trainings for Hew England employers and their workers			
B. Out-of-state Locations: Not Applicable			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
Not applicable		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Not applicable			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Not applicable				

17. List by name and title the chief administrative officers of the institution. (See the table on the following page.)

18. The following organizational tables are provided on pages 4 through 12:

   - University System of New Hampshire Board of Trustees (page 4)
   - University System of New Hampshire Chancellors' Office (page 5)
   - University System of New Hampshire Board of Trustees Committee Structure (page 6)
   - Keene State College President's Cabinet (page 7)
   - Keene State College Executive Division (page8)
   - Keene State College Academic Affairs (page 9)
   - Keene State College Division of Finance and Planning (page 10)
   - Keene State College Division of Student Affairs (page 11).
   - Keene State College Advancement Division (page 12).

19. Record briefly the central elements in the history of the institution.

On April 9, 1909, New Hampshire Governor Henry B. Quinby signed legislation creating Keene Normal School, known today as Keene State College. With Jeremiah M. Rhodes as principal, the College opened on September 28 with 27 students enrolled. Programs in secondary education, trades and industries, and home economics were added under President Wallace E. Mason. In 1926, the New Hampshire Legislature granted the school authority to award the bachelor of education degree.

The curricula expanded into four year programs by 1939, when the institution was officially named Keene Teachers College. Dr. Lloyd P. Young became president and served for 25 years. Graduate studies were introduced through summer sessions and extension courses following World War II and, by 1951, graduate offerings warranted the granting of the Master of Education degree.

In 1963, the College was named Keene State College and became an affiliate of the University System of New Hampshire. In the same year, the state legislature authorized the College to develop curricula in the liberal arts and sciences leading to Bachelor of Arts and Bachelor of Science degrees.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Edward C. Dupont	Chair	2008
President	Helen F. Giles-Gee	President	2005
Chief Academic Officer	Emile C. Netzhammer III	Provost	2006
Dean of School of Arts and Humanities	Nona Fienberg	Dean of School of Arts and Humanities	2004
Dean of School of Sciences and Social Sciences	Gordon J. Leversee	Dean of School of Sciences and Social Sciences	1981
Dean of School of Professional and Graduate Studies	Melinda D. Treadwell	Dean of School of Professional and Graduate Studies	2008
Dean of Mason Library	Irene M. H. Herold	Dean of Mason Library	2007
Chief Financial Officer	Jay V. Kahn	Vice President, Finance and Planning	1988
Chief Student Services Officer	Andrew P. Robinson	Vice President, Student Affairs	2008
Advancement	Maryann Lindberg	Vice President, Advancement	2008
Institutional Research	Cristi L. Carson	Director f Institutional Research	2003
Assessment	Ann M. Rancourt	Associate Provost	2009
Chief Information Officer	Laura J. Seraichick	Chief Information Officer	2006
Continuing Education	Robert Baker Jr.	Director of Continuing Education	2002
Grants/Research	Penny J. Miceli	Director of Office of Sponsored Projects and Research	2008
Admissions	Margaret A. Richmond	Director of Admissions	1993
Registrar	Tom Richard	Registrar	2004
Financial Aid	Patricia A. Blodgett	Director of Student Financial Services	1988
Public Relations	Kimberly Accorsi	Director of Marketing and Communications Department	2010
Alumni Association	Patricia Farmer	Director of Alumni and Parent Relations	2008

Introduction – Keene State College

Founded in 1909, Keene State College (KSC) is the public liberal arts college for the state of New Hampshire. KSC is a leader within COPLAC – the Council of Public Liberal Arts Colleges – a coalition of public liberal arts colleges and universities that extend across the United States and into Canada. Membership in COPLAC is one indicator of KSC's commitment both to excellence and access in liberal arts education.

In 2009, KSC celebrated its centennial year. This important milestone coincided with the development of the NEASC self study and provided a unique opportunity for the campus and its surrounding community to reflect on its mission and accomplishments, as well as challenges and opportunities ahead.

KSC is a very well maintained, welcoming campus with easy access to downtown Keene. The campus and the community have built strong and intentional partnerships. KSC is very much a part of the community and the community, regards KSC as an important educational, civic, and economic partner.

We found that the all members of the campus community were well aware of the importance of the visit and deeply engaged in shaping the study; over 120 volunteers worked for two years to develop a report that took stock of accomplishments while identifying areas that required ongoing attention and/or correction. The Visiting Team received full assistance and cooperation and the campus responded to schedule changes along the way. In addition to the self-study, the team toured buildings and grounds, reviewed a full range of supporting documentation accessible on-line, met with students, faculty, staff, administrators, community leaders, trustees, and the system Chancellor. The team chair reviewed the KSC Affirmation of Compliance form signed by the CEO documenting the college's compliance with Federal regulations relating to Title IV.

Keene has a strong sense of community and shared governance. It is an institution that is student centered with a spirit of community that is palpable. There is a hard working, and entrepreneurial senior leadership team that works in partnership with faculty, staff and students. The President and her team have brought renewed energy and vigor to the planning process and have helped develop new opportunities with community partners and the system Board and Administration, a Board and Administration that expresses a true appreciation for the mission and accomplishments of the college and places a premium on KSC's role as a COPLAC institution.

Students are passionate about their educational experience and opportunities and could articulate the importance of the liberal arts preparation for work and civic engagement. KSC has a faculty that continuously stretches the bounds of workload to ensure governance is shared; they are experts in their disciplines and care deeply about their students. Their work is supported and advanced by a dedicated staff that takes seriously their role in supporting the educational mission and enhancing the student experience, serving as mentors for students and partners for faculty.

The visiting team was impressed by all the campus is doing with limited financial support from the state. Beyond the classroom experience, the level of care and pride obvious throughout the physical plant is to be admired – it is a statement about how members of the campus community feel about their work and the institution.

As noted, we met with members of the Board of Trustees and the Chancellor – who are enthusiastic about KSC and have embraced its role as the public liberal arts college for New Hampshire. They think the students are terrific, that the faculty and staff work hard. They are very pleased with the new energy and ideas that the President and senior administrators have brought to the college. This enthusiasm, coupled with the level of preparation evident in the work of the senior team, has resulted in additional funding to support key projects including building renovations, community partnerships such as the civic center, support to create an advancement office, and for increasing the ranks of the full time tenure track faculty.

KSC had much to celebrate in its centennial year, and much to look forward to in the years to come. It is a leading member among the Council of Public Liberal Arts Colleges that seeks to advance the aims of its member institutions and drives awareness of the value of high-quality, public liberal arts education in a student-centered, residential environment.

Established in 1987 and now consisting of 26 colleges and universities in 24 states and one Canadian province, COPLAC, (as taken from its mission statement) "represents a distinguished sector in higher education. Some campuses have received designation from their state legislatures or public university systems as the state's public liberal arts college or the public honors college for the liberal arts. Others have carved out a less formal but no less visible role as such in their state or province."

As noted on the COPLAC website (www.coplac.org), "In an era of escalating costs for higher education, COPLAC colleges and universities combine an egalitarian concern for access with academic rigor. The mission of COPLAC is not just to provide higher education for students who otherwise could not afford it, but a transformative, hands-on, liberal arts education commensurate with that offered by North America's finest private colleges."

Keene State College embodies the mission and values of COPLAC and continues to work hard and intentionally to achieve the balance of access and excellence.

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. (2008)

As noted in the Keene State College (KSC) self study, "since its founding in 1909, KSC's mission statement has evolved to reflect both its current reality and its aspirations. Each version of the mission developed over the decades is linked by common threads that include a focus on undergraduate education, a dedication to academic excellence, and a commitment both to learning and service."

With the arrival of President Giles-Gee in 2005 – 2006, KSC undertook a campus wide conversation to identify key strategic planning goals. Through this process five key goals were identified, one of which was to communicate the College's mission, a goal which resulted in an examination of the 2000 version of this statement.

KSC places a strong emphasis on community engagement and shared governance. In keeping with this, in January 2007, the Mission Review Subcommittee solicited input from faculty and staff regarding the strengths and weaknesses of the mission statement. The subcommittee also reviewed mission statements of many peer institutions, NEASC standards, and considered significant changes in the curriculum and campus life.

This review resulted in the campus adopting a new mission statement in 2008 that captured the College's focus on student potential, learning, and service and on providing a campus environment that will enrich the lives of all who belong to this community. The statement is both expanded and supported by the clear assertion that the campus values:

- 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

Institutional Effectiveness

The visiting team found that KSC has a mission that is clear and distinctive and is carried out in a manner that embraces the standards of the Commission on Institutions of Higher Education. KSC takes seriously the value statements that underpin the mission of the college. Examples of civic engagement, academic excellence, and shared governance, civility, and community partnerships were evident.

KSC's role as the public liberal arts college for New Hampshire and its membership in COPLAC is enthusiastically supported and promoted by the Board of Trustees. It is a student centered college that is highly regarded as a community partner and resource. It is a strong COPLAC institution that embodies liberal arts education with opportunities to engage in hands-on learning experiences.

Standard Two: Planning and Evaluation

Planning

KSC has built and maintains an institutional practice in planning. The strategic plan closely guides planning in other areas, most notably the KSC Academic Plan 2009-2014 but also facilities master planning, a fundraising plan, a technology plan, and plans in other units (such as sustainability). The Strategic Plan 2009-2013 is based on college values statements; it focuses on five priority goals: "advancing academic excellence, communicating our mission and fostering community, investing in faculty and staff, supporting service and citizenship, and making KSC accessible and affordable." A new diversity effort is engaged in making a plan for campus diversity based on the strategic plan. The strategic plan is updated annually. The institution used planning to decide on three important changes: revising general education, moving to four-credit courses, and the accelerated hiring of tenure track faculty.

A relatively complex and layered process of committee review allocates resources to fund strategic initiatives that are proposed by campus units. One or more standing Councils reviews the proposals, forwarding some with a recommendation to the Planning Council. The Planning Council reviews these recommendations and sends their own recommendations to the Budget and Resource Council for funding consideration. The President's Cabinet decides which among the recommended proposals to accept, and the Budget and Resource Council (co-chaired by the Provost and Vice President for Student Affaris) then identifies means of funding. The strategic initiatives process has created a venue for bringing forth new ideas and energy and has provided ways for all members of the campus community to engage. However, within the process, there is

room to improve communications, and both clarify and simplify decision making. With this in mind, the administration has suspended the process temporarily to evaluate and improve how it is working. This review provides an opportunity to (as was noted in the self-study) to link operational and strategic funding decisions to the planning process so that institutional priorities, as determined by planning, serve as the foundation for establishing operating and/or base budget allocations.

At KSC, strategic enrollment management is in preliminary stages, and needs to continue to develop. Presently, a budget-driven process determines an overall target number for admissions, which is backed up by enrollment projections and consideration of retention rates. An across-functions Enrollment Management Committee makes recommendations to the President's Cabinet. A recent decision to limit admission of new freshmen was made in consideration of the institution's capacity to teach and serve students. The financial planning process is working on adjusting revenue strategies. The Enrollment Management Committee will begin to tackle the challenging work of considering targets within the schools or majors and how to right-size the capacities and resources of academic programs to numbers of students coming in and moving forward. The Enrollment Management Committee also studies retention and makes recommendations for interventions. The committees work will be better supported as KSC continues to develop data and information at the level of programs and for different populations of students.

Evaluation

Evaluation and assessment have become accepted practices across campus. Debates have largely ceased about the need or desire to do assessment and evaluation, in favor of discussions about how to do assessment better.

Evaluation is found in all units. Annual reports, required from all units, follow a prescribed format. Some administrators are seeking to move certain reviews to a biannual or triennial cycle, in order to encompass a broader span for reflection on changes. External perspectives and benchmarking are used widely. A University-system level strategic indicators report permits campuses to develop their own indicators as well as report on standard indicators; the KSC report is used on campus to structure goals and monitor progress. The strategic planning process requires information concerning ways to evaluate proposed projects; similarly, the process now used to justify hiring requires that departments include data related to program need, enrollments, and benchmarks.

A long-standing process for academic program review, conducted by the Academic Overview Committee (AOC) of the College Senate, also requires a self study which contains a robust set of information and data as well as an external review from two outside faculty. The AOC receives the self-study and external report and synthesizes the information into a comprehensive report which contains an action plan that identifies desired changes and needed resources. The provost, dean, and department chairs meet to discuss implementation of the action plan. External accreditation serves as the vehicle for program reviews in five academic programs that are externally accredited (four are in the School for Professional and Graduate Studies).

The practice of learning outcomes assessment is widely accepted and understood in the academic division. Although some units are ahead of others and most have not fully institutionalized their processes, learning outcomes assessment continues to make genuine progress. An Assessment Committee provides guidance and monitors progress through annual assessment reports from each academic program.

"Student success" at KSC is discussed in the context of retention and graduation, not life-goals, career goals, or goals for further study. The Series-S form did not report a robust set of activities in this area. KSC is proud of being a LEAP Exemplar School; the LEAP/Promise America principles are applied internally within the student's undergraduate career by means of experiential learning and other forms of engagement. In addition to LEAP, consideration should be given to what graduates can do and are likely to do—aspects that can be summarized under the phrase "student achievement."

In aspects that involve both planning and assessment, KSC has a lot to be proud of. While both planning and assessment are broad-based, appropriate decision-making occurs. Units/departments and individuals propose strategic initiatives, which are vetted and often refined by administrative bodies such as the Provost's Academic Council (for academic proposals). It is understood and accepted that the Planning Council process develops detailed recommendations, but that the President, with input from the Cabinet, makes the decision. Decision-making has tackled larger issues of program change (adding, dropping, and strengthening certain programs) through the Senate Curriculum and Academic Overview process. The academic program review process, which is founded on clear criteria, much data, and external evaluations, now also involves the provost, dean and chairs in shaping an action plan that ties results of the review to resources for accomplishing results. Various changes have been implemented to strengthen the roles of deans in decision making.

Data and information are transparently and widely used across the institution to inform planning, assessment, and institutional change. While more progress is needed and desired, this is a substantial achievement in institutional culture. There are some issues with different systems not producing consistent data; furthermore, we found data reports from different sources did not always use consistent categories or definitions, especially in areas of workload and credits.

Institutional Effectiveness:

There is, at KSC, a broad acceptance of planning, evaluation, and assessment, based on data and information. The institution's planning design is appropriate for the mission, based on a well accepted statement of values and a listing of five key priorities. Planning is "kept simple" in seeking focused ways of accomplishing these high-level values and priorities. Learning outcomes assessment is moving forward from a foundation of understanding and acceptance by both administrators and faculty. Assessment is embedded in the newly reformulated general education program. While deeply involved in the LEAP initiative, KSC might consider developing a statement of goals or aspirations for "the KSC student after graduating," from which to derive student-achievement priorities and targets for both academic and student programs.

The student affairs division has developed detailed educational outcomes for their programs. Units across campus engage in evaluation based on external perspectives (e.g., benchmarking), surveys, and analysis of data. Annual reports from units across campus are tied to the strategic plan. Academic department program reviews occur in a manner that fits the institution and use external evaluators; recent changes should enhance decision-making about providing resources at the end of the process. Although progress needs to continue and some "bumps in the road" need smoothing, planning and evaluation have come to be embedded in the institution's culture as a way of doing business.

Standard Three: Organization and Governance

KSC is a member of the University System of New Hampshire (USNH) and is overseen by the Board of Trustees (the Board) of the University System. The Board is responsible for the management and control of all property and affairs of USNH and its member institutions. The By-laws and policies of the Board clearly describe the authority, responsibilities, and relationships it has with administration, faculty, and staff of the College. Communication between the Board and the College is regular, involves all constituent groups, and is of high quality. This communication is amplified by the ex officio membership of the President, an alumnus, and a student on the Board. The Board also includes 11 members appointed by the governor who represent the public interest. The Board Chair has announced the creation of a Governance Committee responsible for assessing the Board's performance.

The mission and values statement of KSC was reviewed, updated, and approved by the Board in 2008. In addition, the Board approved "A Strategic Plan for Keene State College 2009-2013". Members of the Board and the Chancellor of USNH demonstrate strong support for the mission of KSC as New Hampshire's Public Liberal Arts College and have recognized the quality education experience provided by the College and the accomplishments of its students. The Board has responded to the distinct needs and strategic initiatives of KSC in areas of financial aid, capital funding, and increases in tenure track faculty.

The Administrative Board, consisting of the presidents of the USNH institutions, is chaired by the Chancellor of USNH and recommends policies and procedures to the Board. The President of KSC is granted authority to adopt policies for the College and receives substantial guidance from USNH policies.

The organization and structure of KSC facilitates fulfillment of its mission, reflects its stated values, and ensures appropriate participation by all constituents of the College. The President of KSC, appointed and evaluated by the Board, is the chief executive officer of the College and is granted, by the Board, authority and responsibility for the general administration and supervision of all aspects of the College. The President's Cabinet includes the Provost, the Senior Executive Assistant and Legislative Liaison to the President, and the Vice Presidents for Advancement, Student Affairs, and Finance and Planning, as well as the Chief officer for Diversity and

Multiculturalism. Members of the College clearly recognize the decision making authority of the Cabinet and the President.

The roles and duties of staff and faculty (including department chairs) are described within their respective handbooks. While faculty are assessed through collectively bargained procedures, assessment of staff appears somewhat uneven. This is a campus where staff are deeply engaged in their work and in campus governance, they welcome feedback on how they are doing, and how they can continue to improve. Both groups are enthusiastic supporters of the College and its students and work very hard to fulfill their respective roles within the College. Likewise, students enjoy multiple opportunities for participation in governance and are guided in their roles at the College by the Student Handbook. The College's system of governance involves the participation of administration, faculty, staff, and students and demands regular communication among these groups.

The consultative process on which decision making at KSC rests is many layered and involves multiple councils, committees, and individuals. Some overlap appears to exist within the roles and/or actions of certain bodies (e.g. Planning Council and Budget Resource Council). The complex nature of this system can and, at times, has impeded communication and a nimble response to a complex issue. This system has also impacted workload for all constituents and may actually reduce the faculty's participation in teaching, their primary role. The College has recognized these and other potential challenges within its current governance structure. The Cabinet will review the current committee structure by 2012.

The Provost, the chief academic officer and a direct report to the President, co-chairs the Budget Resource Council and convenes the Academic Council. The Provost also sits on the Executive Committee of the College Senate, the governance body that reviews curriculum (through the Curriculum sub-committee), academic policy and standards (through the Academic Standards sub-committee), and oversees academic program review (through the Academic Overview sub-committee). Senate membership includes twenty-nine (29) voting members from the following six constituent groups: Principal Administrators (2), Tenure-track Faculty (19), Staff Councils (3), Adjunct Faculty (1), and Students (4). Recommendations of the College Senate are sent to the President through the Provost. This structure provides faculty with substantive voice in the college-wide process of assuring academic integrity in all academic programs. Faculty personnel issues, including promotion and tenure, are covered within the collectively bargained agreement. School and Library Deans serve on the Academic Council and play an evolving and significant role as academic leaders and managers. Their expertise and leadership might be more fully integrated into the overall governance system.

Institutional Effectiveness

KSC, through the Planning Council, periodically reviews its success in fulfilling its mission and achieving its purposes. Each principal administrator (the Provost and Vice Presidents) submits an annual report to the President summarizing accomplishments from the departments reporting to them. These reports are shared with the Planning Council and used to assess progress towards strategic goals and to inform the annual update to the strategic plan. Progress on assessment of effectiveness has been made in some administrative units through the use of performance

indicators or national systems of quality improvement. Program reviews are encouraged for non-academic departments.

The College has planned strategically and has rapidly progressed towards its goals. Constituents of the College, including the USNH Board of Trustees, understand and embrace its public liberal arts mission and public purpose. Evidence, provided through assessment and broadly disseminated, highlights and supports the effective focus on mission fulfillment and service to the public.

Standard Four: The Academic Program

As the designated public liberal arts college of the University System of New Hampshire, KSC is dedicated to its mission to prepare students "to think creatively and critically, to engage in active citizenship, and to pursue meaningful work….[through] the integration of teaching, learning, scholarship, and service." The college prides itself in particular on two major recent changes in its curriculum, which are the result of a thorough process, of several years' duration. The first of these changes came about from a re-thinking of the meaning and implementation of general education, and yielded the Integrative Studies Program (ISP). The second change came about from more general thinking about ways to organize the learning experience and to assess the effectiveness of the opportunities afforded students.

The College is especially proud of ISP, which serves as its general education program, and which was designed from the start with assessment in mind. With its focus on a common liberal arts experience, it draws heavily on the principles of AAC&U's Project LEAP (Liberal Education and America's Promise). The intent is to have student's entire experience shaped by the desired liberal arts outcomes as well as those from their majors. The program consists of 44 credits of course work of which 32 are in "Developing Perspectives and Breadth of Knowledge." The coursework is in the four canonical areas: arts, humanities, and natural and social sciences; however, rather than require a specific departmental prefix or course content, the courses are organized around two basic questions. These can be summarized as "How are the arts and humanities constructed and defined, and how do they affect our representations of the world?" and "What are the underlying assumptions and methodologies of the sciences today, and how do they affect our understanding of the world?" One course among those used to satisfy the 32-credit requirement must be interdisciplinary and, to ensure that some depth is part of the breadth, 8 credit hours of ISP courses must be at the upper level. The ultimate goal is the acquisition of intellectual skills joined with the mastery of some subject content.

In addition to the ISP requirements mentioned above, there are two foundations courses, Thinking and Writing (ITW) and Quantitative Literacy (IQL). The ITW course, especially, requires the completion of a 15-20 page written project involving intensive research and multiple drafts. A library liaison is assigned to each ITW section to assist in the use information resources. IQL courses are intended both to promote the use of quantitative reasoning and, because students do have widely varying backgrounds, also to help alleviate some of the obstacles which frequently afflict students when they are confronted with data. These goals are promoted through, e.g., the use of spreadsheet and data analysis software, and provide a chance to introduce students to descriptive statistics. Similar to ITW courses, which are theme-based,

IQL courses are problem-based. Unlike the case with ITW, students can fulfill goals of the IQL course through other appropriate courses. In analogy with the interdisciplinary ISP courses, above, the goal is to acquire intellectual skills (including research skills) which can serve as the enablers for a liberal arts education.

The second major curricular change, mentioned above, is the switch from 3-credit courses to 4-credit courses. Thus, a minimal BA program of 120 hours now requires a notional 30 courses, rather than 40. Some degree programs, driven by external accreditation, such as in Athletic Training or Health Promotion, require even more hours than the minimum 124 required for a BS. Elementary Education majors, because of the requirement for a liberal arts major, also require substantially more credit hours than the minimum. For any bachelor's degree, at least 40 credit hours must be at the upper level.

The revamping of credit hours per course required the staff of all programs to undertake a major re-thinking of their purposes, content, and pedagogy, to demonstrate their coherence, and to formalize means of assessment. At the program level, examination of Forms E1A (Inventory of educational effectiveness indicators) reveals that all academic majors report that they have established formal learning outcomes, and that most of those have that information available on the college's website. Faculty members are also required to post their syllabi on Blackboard, and the self-study states that the college would like eventually to post this more publicly. The nature of the data/evidence that graduates have indeed achieved the desired goals varies, not surprisingly, by discipline. The college is also in its fourth year of adhering to the Voluntary System of Accountability (VSA) using NSSE and CLA. We note that even though some programs have not yet fully designed their assessment methods, they have nonetheless been required to report results to the provost annually, starting in the spring of 2008. There is an operating cycle of program reviews that involves two external reviewers per program whose reports are reconciled by the Academic Overview Committee and then submitted to the College Senate. There is also a post-review meeting between the administration and program faculty to discuss and resolve resource implications associated with recommendations that have been made.

Discussion with faculty members closely involved with assessment indicated that, like ISP, it is still a work in progress, but one with a visibly positive first derivative. Efforts are made to have assessments be "authentic", i.e., based on actual samples of students' work, and to keep the initial steps simple. The Academic Affairs Assessment Steering Committee is addressing issues such as integrating ISP outcomes with other academic outcomes, and asking whether all outcomes are assessable. There is a desire for departments to take ownership of assessment for their disciplines, and the administration fully backs and has committed resources to support efforts including the recently created Office of Student Learning Outcomes and Assessment, reporting to the Associate Provost.

The development and implementation of these major changes, i.e., ISP and the move to 4-credit courses took much time and effort. The self-study states that this is at least partly because of the college's strong tradition of self-governance, which in this case required clearances by multiple committees, some of which had to iterate their work as the process evolved. Indeed, several faculty members noted that the amount of work involved, especially because it required the attention of full-time faculty, took time away from both their teaching and their scholarly work. But the general agreement was that even though some of the processes are cumbersome and the

number of committees is substantial, the speed lost to engagement was worthwhile. The move to 4-credit courses also required coordination at the level of an individual student's program of study, and thus more advising; however, the self-study states that by this fall (2010) most students will be following the new curriculum. And, purely on the practical side, the self-study notes that scheduling problems have arisen with the advent of ISP.

We also note that something less than 50% of ISP courses are taught by full-time faculty. Moreover, something less than 50% of all courses (substantially less than the average at peer schools) are taught by full-time faculty, and this proportion has been declining for several years. Even though part-time instructors may be no less dedicated to the college than full-time faculty, this nonetheless leads to questions, e.g., about student access to instructors. The self-study reports that, in an effort to increase the proportion of courses taught by full-time faculty to 67%, the college has in place a plan to increase its tenure-track faculty count by 3 per year through 2017. The president indicated during the visit that this had been increased to 41 over 7 years. While it is possible that enrollment increases or the mounting of new programs (e.g., the nursing program) could absorb some of that without affecting the percentage of courses taught by full-time faculty, conversations with both administration and a member of the system office suggest that the danger of that is well-known. It is being guarded against, first, by setting a first-year full-time student enrollment goal of 1250, and, second, by having the planned nursing program take advantage of a currently existing associate degree program at the local community college.

In addition to its bachelors degree, KSC also offers masters degrees in Education (with several specialty certifications) and in Safety Studies. In addition, KSC has a small associate's degree program, which is being phased out; the final students were admitted for this fall (2010). The master's students are largely part-time. The Education program is accredited by the state and NCATE, and the Safety program adheres to standards set by OSHT, a national credentialing exam. The college acknowledges several issues with the graduate program. For example, the relationship between graduate and undergraduate courses is not always clear, and the data systems used for the undergraduate program do not meet the needs of the graduate program. In addition, while graduate staffing is adequate, full-time faculty members who teach in the graduate program also have undergraduate responsibilities, but accreditation and assessment work has increased markedly. The college has dedicated more administrative resources to resolving these matters, as well as to increasing marketing efforts.

In addition to major/minor programs, KSC also has various academic support services. These include ASPIRE, a grant-funded program directed toward disadvantaged students, which measures its success by participant GPA, retention, and graduation within six years. There are also a Center for Writing and a Mathematics Center. The Center for Writing, in particular, works closely with ITW instructors to advance its single mission of improving the writing of KSC students. Both Writing and Mathematics Centers make varied use of student peers, and the Mathematics Center in particular spends great effort testing students in and preparing them for the mathematical content of introductory courses in such areas as physics, chemistry, and management. Finally, KSC also supports CELT, the Center for Excellence in Learning and Teaching, which is pointed toward aiding faculty in their instruction, with an emphasis on technology.

Institutional Effectiveness

KSC's role as the public liberal arts college in the university system is well-understood, both on campus and in the system office, and there appears to be widespread campus enthusiasm for it. There is a campus culture that allows difficult discussions to take place in a civil atmosphere. Over the last several years KSC has accomplished major curricular reform, in particular the implementation of ISP, the move to 4-hour courses, and the establishment of an Honors Program. Within ISP, the required foundation courses in writing and mathematics have consistent requirements across sections and the required upper-level interdisciplinary courses show curricular boldness. KSC has intentionally pursued and supported assessment activities, which are well underway and broadly supported by the faculty. There is also a well established program review process.

While there are governance issues to be addressed, the planning, for both academics and resources, necessary for the incipient nursing program appear to be strong and the system office has been supportive of this initiative.

A continued challenge for KSC is the heavy reliance on Adjunct faculty and other part-time instructors, especially in the ISP signature program. There is variability among the experience and credentialing of adjuncts and the issue of overall supply and demand imbalance for courses, especially ISP courses, leads to scheduling difficulties for students.

Standard Five: Faculty

There is a high level of collegiality among the KSC faculty who clearly enjoy working with each other. One faculty member describes KSC as having a "communal spirit". The KSC faculty view relationships with students as the highest priority and are deeply committed to helping students to be successful in their academic journey. KSC is a campus with momentum and faculty have demonstrated they can accomplish significant curricular revision

As noted in Standard Four, KSC is admittedly grappling with its reliance on adjunct faculty. During the 2009-2010 academic year, the College employed 183 full time tenure track (FTTT) faculty members, 280 adjunct faculty members, and 23 other professional employees in teaching roles. In an effort to address this reliance on adjuncts, the College has added three tenure-track positions each year for the past three years. However as FTE enrollment continues to rise, so has the use of adjuncts. The shift to a four credit curriculum and an increase in reassigned time also increased the need for adjuncts. As noted in Standard Four, the College plans to increase the percentage of total course credits generated by full-time faculty to 67% of total credits by 2017 by adding six new FTTT positions each year.

While an increase in FTTT positions is important and welcome, it is generating concern about the likely cuts in adjuncts that will accompany increases in tenure-track lines. Tenure-track faculty expressed concern about the loss of adjunct colleagues whose contribution they value. During the campus visit the issue of a possible new category of "clinical faculty" was raised. These would be full-time (benefitted) non-tenure-track faculty associated with clinical, laboratory or studio experience, e.g., the nursing program. There was a great deal of interest

expressed, especially on the part of the adjuncts, regarding the potential for exploration of a wider application of this type of appointment.

The FTTT faculty are well prepared, approximately 96% hold terminal academic degrees. There is greater variability among the adjuncts. Spring 2009 data report that 26% held terminal academic degrees; 49% held non-terminal master's degrees and 23 % were reported to hold a bachelor's degrees only. AT KSC the librarians are also tenured or tenure-track faculty.

KSC employs specific procedures for the regular evaluation of FTTT faculty which involves reviews by the DPEC (Department Peer Evaluation Committee) in the years leading up to promotion and tenure, and review by the Faculty Evaluation Advisory Committee for promotion and tenure. Departments are currently developing guidelines to help define scholarship within their disciplines which will be used by the FEAC to help evaluate applications.

The collective bargaining agreement for adjunct faculty states that faculty covered by the agreement should be reviewed every four years by department chairs or their designee for the purpose of improving teaching and learning. The adjunct faculty expressed an interest in more rigorous evaluation in the first four semesters.

The College supports faculty scholarship in a variety of ways. All FTTT faculty members receive annual faculty enhancement stipends and the College sets aside resources for both FTTT and Adjunct faculty professional development. The Office of Sponsored Projects and Research supports faculty applying for grants. Faculty members with the rank of assistant professor or higher are eligible every seven years for a sabbatical.

Assessment efforts are also supported in multiple ways, including two days per year devoted to working on assessment, workshops with outside experts, and dollars for internal grants that support assessment projects. The review of the first-year of annual assessment reports has already resulted in an improved format for programs to use to complete assessment reports.

The salaries for tenure-track professors compare favorably to comparator schools. In response to a request for compensation for independent studies for student research, the new contract compensates faculty for this work.

A corollary of the extensive reliance on adjuncts as noted earlier is the corresponding demand for service placed on tenured and tenure-track faculty. Some faculty committee spots remain unfilled and there is a concern that committees may have expanded to a degree that could be unsustainable. At the same time there is a widespread, strongly held belief that faculty engagement is crucial. The heaviest burden of service falls on untenured junior faculty members. To achieve greater balance, the new collective bargaining agreement stipulates that an average of two college-wide committee responsibilities per year will count toward service. The provost will create a study group to review equity in workload in 2011 and charge the group with articulating the issues, identifying possible solutions, and communicating their findings to the campus community.

Institutional Effectiveness

Administration, staff, and faculty share a commitment to mutual gains and all evidence pointed to a very healthy working relationship between these groups. There is a high level of collegiality amongst the faculty who clearly enjoy working with each other and who view relationships with students as the highest priority; students feel that too. The faculty are deeply committed to helping students to be successful in their academic journey and take seriously their research, scholarship, teaching, and advising of students. There are workload concerns, that the important and competing demands of service, and governance pull faculty away from research, scholarship, teaching, and advising. Advising loads in some departments require review as they may exceed contractual limits. Efforts to review workload, staffing patterns, etc would be enhanced through an integration of independent databases.

Salaries for tenure-track professors seem to compare favorably to comparator schools. There are several avenues available for faculty, including adjuncts, who seek support for scholarship and there is varied and extensive support of professional development designed to advance assessment.

The collegiality of the faculty and the culture of a caring community is a great strength. These qualities have created an obvious paradox – increasing the ranks of the full time tenure track faculty will likely result in a reduction of adjunct faculty. The commitment to engagement will be an asset to managing this faculty transition.

Standard Six: Students

As the public liberal arts college of New Hampshire, the Office of Admissions seeks to attract, enroll, and retain students who are well qualified and seeking a liberal arts education. FTE data for the Fall, 2010 semester indicate that there are nearly 5000 undergraduate and graduate students enrolled in credit-bearing classes. The Admissions Office engages in considerable outreach, including information sessions, on and off campus, and the use of technology in its recruitment efforts, including a Common Application Form.

Admissions combines both subjective criteria, such as the applicants' involvement in their schools, with objective criteria, such as grade point average and SAT scores, into a holistic review process that considers the individuality of each applicant. The College complies with all federal and state laws and regulations concerning equality of educational opportunity.

KSC actively seeks to promote diversity on campus, and the new Chief Officer for Diversity and Multiculturalism is working in support of Admissions' efforts to develop new strategies such as restructuring campus visits, developing a multicultural recruitment plan, and working with the New Hampshire College and University Council's director of Latino Initiatives, collaborative efforts with middle schools to provide early awareness programs, the development of the Connections Program with New Hampshire Community Colleges, and the development of the Adult Learner Educational Assistance Program. These efforts have resulted in a cohort of 17 new students of color this fall.

An updated application review and the intentionally wide admissions' net produces first-year student cohorts whose standardized test scores place KSC in the moderate category in terms of its Carnegie classification selectivity. However, because the College is able to admit students who have demonstrated the ability to fit well within its liberal arts mission, it has been able to retain and graduate students at rates that resemble more selective public institutions. The Cooperative Institutional Research Program (CIRP) Freshman Survey responses given by KSC's fall 2009 entering class are qualitatively different from those provided by the students who entered the College in fall 2006. The fall 2009 class more clearly reflects KSC's mission – to prepare students to think critically and creatively and to engage in active citizenship. Higher percentages of these incoming students reported that KSC was their first choice that they chose KSC after their campus visit, and that the College's good reputation was a very important reason for choosing it.

In 2008, the College reached a record enrollment of 1301 first year students and the retention rate (as noted in the self study) is at 80 percent from first to second year and the six-year graduation rate is near 60 percent. The Enrollment Management Committee, still in its early stages of examining retention, recommends that the Admissions Office establish a lower target enrollment; shifting attention away from admission towards retention, graduation and student success and using data regarding special populations and/or programs to help focus retention efforts.

The College works hard to support new students through its liberal arts mission and values strong student/faculty/staff relationships. Once admitted, relationships and services continue with the Student Financial Services Office, whose staff provides counsel on various types of financial aid. Financial Aid services have been improved through the use of technology and in collaboration with other departments, resulting in an increase in appeals for financial aid. Additionally, all first-year and transfer students are invited to participate in the College's revised orientation program, which now begins on the Wednesday before classes start in the fall. The orientation program continues through Sunday and focuses on social, academic, recreational, residential, developmental, and transitional topics.

Advising is a crucial part of a student's College experience, and all students greatly benefit from the academic and career planning and support the College provides. The Academic and Career Advising Center (ACA) targets undecided students and provides information, resources, and professional advising for students in choosing their academic and career paths. Policies for continuing at the College in good academic standing are clearly stated on the College's webpage. However, should students find themselves on academic probation or suspended, they receive targeted outreach from the ACA. In addition, the ACA offers all students career advising, course registration support, drop-in advising, and peer advising. ACA is responsible for both advising and transcript evaluation, it serves as the campus leader in disseminating information to students and faculty, providing guidance to both groups. ACA is also responsible for updating all advising forms, while ensuring that historical and transitional information remains available until all students have graduated.

Registration takes place online, and the Registrar's Office provides and maintains online access, as well as information about courses, requirements for academic programs, and degree audits. Students' records and all registration information are now available to students through their online MyKSC accounts.

The College provides several areas of academic support services. Aspire, a TRIO grant program, provides services to targeted groups of students who meet one or more qualifications: first-generation, low-income, or a documented disability. Aspire coordinates the Summer Link Program as well as a one-credit course designed to help incoming students increase the likelihood of a successful transition to college-level work. Aspire provides individualized academic and financial advising for its target population, as well as workshops and handouts on study skills, peer tutoring, and supplemental instruction available for all matriculated students. Students can also access academic support through the Math and Writing Centers.

For students who need accommodations under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, the Office of Disability Services arranges faculty notification, alternative testing, and other reasonable accommodations. The offices and programs that support students collaborate and communicate with all sectors of the campus, acting as a conduit of information for students even when an issue or need may fall outside of a particular program and/or offices' purview.

Student Services at KSC are based on an understanding of student development theory and the expectation that student learning outcomes provide a foundation for their work which includes a strong educational component. The Student Services area offers all of the standard services and programs expected at a liberal arts college of its size, including intercollegiate and recreational sports, dining services, a comprehensive Center for Health and Wellness, a Counseling Center, a Student Center, a Student Conduct System and Campus Safety.

The commitment to improvement is evident in the evaluation student service offices undergo on a regular basis with a goal of improving the quality of students' lives. Student Services uses both internal and external reviews to identify concerns and areas for improvement. Between 2005 and 2008 reviews have been undertaken in Residential Life and Housing Services, the Center for Health and Wellness, the Office of Student Conduct, the Counseling Center, the Student Center, and the College's Recreational Sports Program. These evaluations have resulted in the development of exemplary programs.

Staff in Admissions, Student Affairs, and the Academic Advising and Career Services demonstrate a strong willingness and skill at collaborating across departments and divisions to consolidate efforts and solve problems. New collaborations such as the recent addition of learning communities demonstrate the readiness for stronger assessment of students' learning and development of intellectual skills, integration of modes of inquiry and involvement in civic engagement through extra and co-curricular activities.

Growing enrollments and student demands have left some offices that deal with student services in need of more resources, particularly in the areas of technology, physical space, staffing, and assessment work. These issue are more pronounced in offices and programs that have a great deal of student contact as well as those that are part of the 24/7 infrastructure, in particular,

Campus Safety, the Counseling Center, and the Recreational Sports Programs. Although there have been many efforts to use technology to address growth needs, some areas such as Residential Life are lagging.

Institutional Effectiveness

Surveys and programmatic reviews are currently used in several areas to evaluate programs and services. In fall 2011, the provost will establish a task force to assess how recent changes are impacting student advising *and the roles and responsibilities of staff* in the Academic and Career Advising Center itself. This assessment will position the Center to lead expanded retention initiatives especially in the first year experience. The College identified learning outcomes for each area in Student Services. The next step is to identify ways to measure these learning outcomes and use this assessment to further strengthen programs.

Standard Seven: Library and Other Information Resources

The Mason Library places itself prominently in the academic life of KSC. It offers patrons a substantial print collection (326,000 monographs and 600 journal and newspaper subscriptions), extensive digital resources (60,000 e-book titles, as well as 21,000 journals, magazines, and newspapers, including JSTOR collections, Project Muse, and Web of Knowledge), and a variety of audiovisual content, including streaming audio, video, and image collections. The physical library is a well-maintained two-story building with a nice mix of classrooms, seminar rooms, group study spaces, and private carrels.

The college provides adequate and ongoing financial support to maintain these materials. For example, the acquisition budget was roughly $700,000 for FY2007-2008. It was $875,000 for FY2009-2010. This increase speaks to two major issues. First, it affirms the institution's commitment to the research needs of its students and faculty. Second, it recognizes the annual price increases in library materials, which are often well above the rate of inflation.

Technology is an important component of the Mason Library. In addition to being hard-wired throughout, it also offers wireless access to its patrons. It provides 36 wireless laptop computers for in-library use, along with two classrooms outfitted with computers for instructional purposes. One of these is available as a computer laboratory when not in use by library faculty. There also are 36 kiosks for access to library collections throughout the building. The Mason Library offers the academic community a wide array of digital resources closely tied to the curriculum, ranging from general periodical and newspaper databases, to critical holdings in music, business, English, science and mathematics, education, medicine, and psychology. The Library provides access to such journal archives as JSTOR and Project Muse. These databases can be used in-house and over the web. The latter requires barcode authentication, which may prove to be unwieldy enough for some patrons to see it as a barrier to access. Using the local network username and password may be preferable, and the college might want to study this alternative more fully.

In order to ensure that students make the wisest use of these resources, librarians are integral participants in the college's Integrative Studies Program (ISP). Rooted in the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards, the curriculum begins in a foundational course for first-year students, "Thinking and Writing," and then will follow through to upper-level courses, with discipline-specific upper level classes as an additional goal. There are nine tenure-track faculty librarians who deliver this curriculum, in addition to providing information literacy instruction in less structured formats.

The teaching librarians are grateful for the forum that ISP provides for the integration of information literacy into the curriculum, however, similar to their colleagues in academic departments, they too are concerned that competing workload demands are causing a strain. As the ISP grows, attention should be paid to the adequacy of staff size required to deliver it effectively. Similarly, instructional space may have to be reviewed.

In addition to its broad range of digital resources and its extensive physical infrastructure, the library shares an integrated library system, named Keene-Link, with the Keene Public Library. Community members are a regular presence in the library itself. This is a fairly novel partnership, and it greatly improves access to information for all members of the college, town, and state by, in effect, expanding the collection size of both institutions. It also allows the Mason Library to focus its collection development activities on curriculum, knowing that the public library can provide recreational reading materials to KSC patrons.

In addition to its teaching faculty, the library employs 12 support staff and has over 45 student workers. There is a striking level of collegiality and joint purpose among the staff, and an impressive commitment to service. With the building open for 105 hours a week and brisk transactions at the reference desk, student-centeredness clearly is a critical aspect of the library mission.

Similarly, the Center for Engagement, Learning, and Teaching (CELT) performs an important function in improving the efficacy of classroom and online pedagogy. Much of the work of this office is driven by faculty interest in particular aspects of these teaching environments, and is offered in a variety of formats, including one-on-one, small group workshops, demonstrations, and online and in-person talks by a staff of seven, composed of an executive director, a coordinator of experiential education, an instructional designer and four academic technology specialists. Even though a major emphasis of the department is working with faculty to enhance course content within Blackboard, the institution's course management system, there are demonstrations on to use Web 2.0 technologies to deepen the learning experience. CELT instructional designers are clear that they see technology as an enhancement of the curriculum, not a driver of it. This perspective supports an exchange of applications not only across academic departments, but also across all college functions. For example, CELT's work with wikis and spreadsheets for quantitative reasoning prompted Admissions to ask if there were Web 2.0 solutions that might improve the efficacy of its operation, a discussion that is ongoing.

Both the Mason Library and CELT regularly assess critical aspects of their respective organizations. The library has completed a collection analysis in response to faculty inquiries, conducted usage and service surveys, and collected qualitative data through its library liaison

program. CELT, a nascent department, has collected data related to faculty learning needs and projects additional assessment efforts at the beginning of the upcoming calendar year.

Institutional Effectiveness

There is a strong institutional commitment to information literacy and instructional technologies; with solid financial and personnel support for the library and CELT. Library hours have been expanded and students make great use of the library and library staff. The library serves the campus and the greater Keene community through partnerships with local libraries and cultural organizations. KSC is aware that the increased use, and success, of information literacy and learning technologies may require additional staff and expanded facilities. In an era of increased access and belt tightening, the college may want to consider a more sophisticated piece of software, particularly one that charges student accounts for pages printed while allowing external/community guests to pay by debit card, to mitigate the ongoing costs associated with paper and toner.   Likewise, simplified authentication to proprietary digital resources might improve access and patron satisfaction.

Standard Eight: Physical and Technological Resources

KSC is comprised of 70 buildings located on 88 acres on its main campus with athletic fields located nearby on 100 additional acres. The campus benefits from a compact layout and proximity to the center of the city of Keene.

KSC has experienced significant growth in both enrollment and physical plant. Over 42% of the assignable square footage on the campus has been constructed or renovated in the last ten years. The growth has been accomplished while maintaining the character of the campus and enhancing the presence of the college on Main Street, the primary approach to the center of the city of Keene. These changes and additions have impacted academic, residential, support, recreational and activity space and have helped create an appealing and highly functional campus. Renovated spaces in Fiske Hall, the conversion of a former dining hall into a stylistic media arts building, and the Alumni Building are all examples of KSC's commitment to renovation as well as new construction.

In the most recent year, the College committed $4.2 million for improvements to educational and general space and $1.2 million for residential hall improvements. Since 2006, KSC has made the annual capital investment necessary to reduce or stifle the level of deferred maintenance.

The College features new and high quality dining facilities, residence halls and student recreation and activity space. Satisfaction with the quality of the dining space and the program is evident in the large number of voluntary participants on the meal program. The Pondside III and Butler Court developments feature the latest in student residential space while utilizing a design steeped in energy conservation considerations.

The College is constrained from expansion of residential space on campus due to system-wide debt limits. This will challenge the college if it seeks to replace current beds or expand the on campus residential capacity. KSC currently accommodates approximately 55% of its full-time undergraduate population in on-campus housing. This is below the school and system's goal of having 60% of the full-time undergraduate population resides in on-campus housing. At the current level of enrollment, KSC would need to add more than 220 beds to meet the target. Limits on building sites and system debt restraints will force the College to reassess this goal.

The campus is maintained in a good condition while having staffing levels below peers. The quality of the maintenance is a credit to College staff and their custodial and service partners.

The Physical Plant Department is responsible for the upkeep and operations of the KSC campus. Operating staff are fully qualified and credentialed as required by law. The College supplements its own workforce through the use of ancillary (temporary non-benefited) and outside vendors. The outside vendors or specialized service contractors handle both routine and emergency maintenance needs. Projects valued up to $200,000 are generally managed "in-house" by the Physical Plant Department. In addition to the maintenance and operational tasks, occupational and environmental compliance, as well as the solid waste recycling program, are the responsibility of the Department. Housekeeping and custodial services are contracted on a ten-year cycle and consist of fifty-one full-time cleaners. The department regularly uses the comparative data from Sightlines to assess the quality of Physical Plant operations and maintenance. Data from Sightlines are also used by the College's facilities and sustainable practices committees.

During Fiscal Year 2010, the department installed a new work-order system allowing for the direct on-line notification of assignments and the electronic close out of required tasks. The automated notification system has improved departmental efficiency. The new system has also allowed the Physical Plant Department to concentrate more on preventive maintenance projects; the department has a goal of having 50% of the workload be designated for preventative maintenance.

Information Technology Group (ITG) supports the College's mission by delivering technology services that meet academic, administrative, and student needs on campus. KSC's technology infrastructure includes voice, video, and data services across the entire campus. Campus residential, classroom, and administrative buildings are fully wired, with wireless only available in common areas. Residence halls are hard wired with access for each student and wireless is available in some common lounge areas.

Academic space is fitted with a minimum of one network connection and one cable TV connection. There is a general lack of wireless availability in classrooms and lab space. The College views this as a weakness and as inhibiting some changes in the delivery of course materials. KSC has begun the planning phase to address this issue while also trying to improve wireless access students in the residence halls and other high use areas.

The ITG Help Desk serves as a single point of contact for faculty, staff, and students requiring information technology support. The College relies heavily on student technicians to provide Helpdesk type services for the more than 10,000 calls received annually.

The campus community is engaged in the planning process for information technology through participation on the College Information Technology Committee (CITC), the Academic Technology Steering Committee (ATSC) and the Enterprise Information Systems Steering Committee (EISSC). The CITC provides overall oversight and guidance while the other committees focus on more targeted areas. Committee members report that their involvements in the committees are valued by the College and their recommendations lead to real action. The Information Technology Group (ITG) is viewed as a high quality, service orientated department.

KSC replaces its computers and other hardware on a four year replacement cycle and disposes of the equipment in a manner which protects student and other sensitive data. With limited roll down of equipment, technology on the campus is consistently up to date. Virtually all classroom space is outfitted with enhanced technology and media equipment. Classroom equipment is also replaced on a four year cycle.

The servers are mainly housed in space within the Putnam Science Building. The space features numerous security features, redundant power sources, fire suppression systems and enhanced cooling/climate controls. The use of virtual server technology should reduce both hardware replacement and energy costs. The Information Technology Groups (ITG) provides the campus with 340MB of internet bandwidth. With the use of packet shaping technology and a 3 mg allocation per student, ITG provides ready access to the internet for all members of the College community.

One of the challenges faced by KSC is the use of multiple systems to support administrative and student computing systems; this is true at the USNH system level as well, KSC is the only campus which uses Datatel. The lack of consistency in systems makes it more difficult to generate the type of information needed to support strategic planning and operational execution. As noted in other standards, easy and timely access to reliable data presents a challenge to the planning process and increases employee workload.

Institutional Effectiveness

KSC manages its physical plant and IT infrastructure in an efficient manner. Capital projects are well considered and successfully executed. The departments supporting these areas are focused and comfortable in their role as a service department. Future projects focus on upgrading existing facilities with relative modest increases in square footage. This type of effort will improve campus space but will keep operational and maintenance cost increases to a minimum.

Standard Nine: Financial Resources

KSC utilizes strong financial and resource management processes to enable the institution to meet its mission while receiving modest levels of state support. State funding has been relatively flat during the Fiscal Year 2009 through 2011 period with support hovering around the $13.3 million mark. The College enrolls more than 40% of it students from outside the State of New Hampshire enabling it to operate successfully despite the proportionately small state allocation.

KSC has managed its finances in a prudent and strategic manner. As a result of this effort, the institution is prepared to deal with potential challenges in state funding and student enrollment. A number of measures clearly show the financial strength of the institution:

- Total unrestricted net assets have grown from $17.7 million in FY 2008 to $24.9 million in FY 2010 for a growth of 40.7% over that period

- Total unrestricted reserves represent three months of operating expenses while the end of the year cash balance represents five and a half months of operating expenses -- both levels represents reasonable level of protection against unexpected financial challenges

- The ratio of net assets to outstanding debt exceeds 1 which provides sufficient coverage of debt obligations

The College is projecting a significant reduction to the magnitude of the change in net assets. Table I below shows KSC's actual results for 2008 through 2010 plus projected figures for 2011 and 2012. These results are based on relatively level state funding, steady enrollment, growth in fundraising (increase of $514,926 in 2011 and $800,000 in 2012) and a flat financial aid discount rate for 2012.

Table I:

Fiscal Year:	2008	2009	2010	2011 (projected)	2012 (projected)
Growth in Net Assets	$ 5,779,635	$ 8,231,751	$ 6,365,025	$ 1,333,085	$ 1,740,777
Annual Dollar Change:		$ 2,452,116	($1,866,726)	($5,031,940)	$ 407,692

The Board of Trustees of the University System of New Hampshire has, by state law, the responsibility to manage and control all revenue coming to KSC. The Board sets the tuition levels for both in-state and out-of state students. The System allocates the State's block grant among its constituent units. From discussions during the visit and as evidenced by their actions, Trustees, the Chancellor and System Office officials are very supportive of KSC and have a clear understanding of the College's mission. The Board members clearly expressed their engagement with the critical issues impacting the campus. The System provides to the College with important resources that would not be available to a stand-alone institution. The System provides creative support to the College in the areas of capital projects, debt/project financing and investment of resources. In addition, the System coordinates an outside audit of KSC's financial activities.

InterFund borrowing from USNH resources is a strategy that has allowed various facility projects to move forward. The system-wide policies in managing investments and state allocations tend to smooth out resource fluctuations permitting better planning at the campus level. It has also allowed the System to seed important campus initiatives like KSC's enhanced Advancement efforts.

The campus has used its capital funding prudently investing in high impact spaces on campus. As noted in Standard Eight, the College is constrained from expansion of residential space on campus due to system-wide debt limits. For KSC to meet the System goal of 60% of students residing in on-campus housing, it would have to add more than 220 beds at the current enrollment levels.

KSC develops its operating budget based on trustee guidelines and various avenues for campus input. The College's budget process plays a key role in ensuring the financial stability of the institution. Rigor in preparation and close monitoring of expenses supports predictable operating results. The Budget and Resource Council (BRC) and the Planning Council provide the President's Cabinet with budget recommendations, ideas for revenue diversification, cost containment and strategic initiative funding. The cabinet determines priorities and makes recommendations to the President. The College consistently allocates a higher portion of resources to instruction than most of its Council of Public Liberal Arts Colleges (COPLAC) peers.

The College, with the support of the Board of Trustees, has expanded its institutional advancement efforts. The expansion plan is now fully realized and Institutional Advancement has begun to lay the foundation for expanded engagement of alumni, development of corporate and foundation support and the reinvigoration of estate planning efforts. In 2008, annual fund giving totaled approximately $290,000 with participation of 7% of the alumni base. For Fiscal Year 2010, the annual fund has grown to approximately $400,000 with a 9.2% participation rate. The advancement effort requires an extended commitment which has already been demonstrated in creating an extraordinary new space for alumni.   KSC has a relatively young alumni base with a significant percentage of the graduates attending since 1980. The maturing of the alumni base, over time, will aid in fundraising and improved data efforts will increase the opportunities for connecting with the alumni base. The College is also creating new linkages with area business for both fundraising purposes and career/intern opportunities for its students.

Institutional Effectiveness

KSC has a strong record of financial stewardship. The College invests the greatest share of resources in its core academic functions. Investments in capital projects are well thought out and well executed. While the environment for higher education appears to offer many challenges, the College approaches them with sound business practices and on a solid financial footing. In keeping with its entrepreneurial spirit, the College may want to consider the development of an intellectual property ownership policy which may help KSC generate future revenue.

As noted, one of the challenges faced by KSC is the use of multiple systems to support administrative and student computing systems. The lack of consistency in systems and data

makes it more difficult to generate the type of information needed to support strategic planning and operational execution.

State funding has been relatively flat during the Fiscal Year 2009 through 2011 period with support hovering around the $13.3 million mark. With a tenuous economic recovery and the ending of federal stimulus funding to the state, level state support as included in projections may be optimistic. A declining number of high school graduates in the Northeast and a heightened sensitivity by families to the cost of higher education will make achieving revenue targets a challenge. The dispersion of College reserves among different schools and divisions may reduce the institution's ability to respond to cuts in state funding or other items negatively impacting revenue.

Standard Ten: Public Disclosure

By all measures, KSC is an institution that adheres to high ethical standards in all aspects of its operation. It is committed to openness and transparency. KSC was an early member of the Voluntary System of Accountability (VSA), a program jointly sponsored by the American Association of State Colleges and Universities and the Association of Public and Land-Grant Universities. The primary aim of this effort is to provide students and their families an opportunity to compare crucial institutional statistics (demographics, student success, costs of attendance, financial aid awards, admission requirements, academic program offerings, institutional characteristics, classroom environment, student experiences, learning outcomes, student housing, campus safety) among similar colleges and universities. KSC also complies with all federal and state regulatory requirements and obligations.

KSC uses the college website as its primary source for information, as well as a vehicle for public disclosure. It provides a broad overview of the institution and is easily navigable. Material on the site is clear and concise. Student consumer information is one click away from the main page, and encompasses not only the VSA data categories mentioned above, but also FERPA guidelines, intercollegiate athletic information, and New Hampshire voter registration links. The college also makes a variety of meeting minutes available on the site (Alumni Association, College Senate, Operating Staff Council, Professional/Administrative/Technical Staff Council), but finding these requires using the search function. A single repository for these and other minutes would add to the transparency of the institution's processes.

Among the features of the website is the college catalog, which no longer appears in print form. This has allowed KSC to provide students with more current and comprehensive catalog content, and has made the turnaround time between academic years briefer. Related to the catalog, the Academic Guide points students to policies and offices essential to their educational success, as well as providing users with trustee rosters and other helpful information. While this resource is easily accessed from the catalog link, having its own distinct access point might be useful.

College policies are readily available through the website and are easy to find. In addition to institutional, academic and technological policies, there is also the college's "Critical Incident Management Plan," which is rightly available only to users with an authorized username and password.

As noted in the self-study and during the campus visit, the institution continues to wrestle with the most efficient way to keep web content current. The present model is a distributed one, where individual departments update their own areas. As a result, material can lack a uniform tone, some sections become outdated quickly, and some departments may work outside of established protocols to put their material on the web, compromising institutional branding efforts. Plans to centralize web content and design under the aegis of the Marketing and Communications Office (MCO) are well worth pursuing. A centralized approach must also take into consideration improvements in response and turnaround time in publishing information. Establishing accountability standards for departments, with clear penalties for non-compliance, should be included in discussions and planning to centralize web communications.

Institutional Effectiveness

KSC strives for, and substantially achieves, a clear and accurate representation of itself online and in print. There is an institutional commitment to transparency and continuous improvement and an understanding that the worldwide web is an important and strategic vehicle for the dissemination of information. While there may not be a single solution or model for maintaining the currency and accuracy of the college's web content, an exploration of best practices is encouraged.

Standard Eleven: Integrity

The College's mission and values, policies, procedures, and practices set forth expectations of integrity, transparency, and responsibility. These standards apply to internal, as well as external, constituencies, and guide the College's activities, services, publications, curricula, day-to-day functions, and long-range vision. Information regarding the accreditation team's visit was shared widely, promoted on the web-site, and the exit meeting was well attended by a broad range of campus community members.

KSC complies with a range of external reporting requirements, for example those established through the Clery Act or by the Commission on Institutions of Higher Education. In doing so, the College's current policies ensure that its principles are upheld and a level of transparency is maintained by outlining specific guidelines for behavior as well as specific penalties for noncompliance. Policies and procedures, including the KSC's grievance procedures, can be found in a variety of locations including the Faculty Handbook, Human Resource handbooks, and the Student Handbook, all of which are available online. In addition, a newly created online Policies and Procedures website centralizes all information into a master list. The College Catalog, although now online, is currently not searchable for policy. The increased use of online resources as the primary repository for college policies and procedures poses a challenge for

higher education; KSC is no exception. Increased efforts to ensure that on-line information provides clear, timely, and legally accurate and binding information will be ongoing.

Shared governance is a way of life at KSC. Faculty unions, the College Senate, the Operating Staff Council, the Professional/Administrative/Technical Staff Council, and the Student Assembly all have input in decision making. Faculty, staff, and students report they have regular access to senior level administrators and genuine responsibilities for representing the needs of their constituent groups to the administration. Principal administrators keep community members informed and solicit their input on serious matters that face the College. This open communication is apparent in the planning and shared problem solving culture noted throughout the self-study. It is a significant asset in ensuring integrity.

To support efforts to increase diversity across the campus, KSC created and filled a cabinet-level position - Chief Officer for Diversity and Multiculturalism. KSC has an active Campus Commission for Diversity and Multiculturalism and a Campus Commission on the Status of Women. The Office of Disability Services is committed to providing support to ensure the highest level of access for students, staff, and faculty. College policy also states that it does not discriminate on the basis of gender, race, color, religion, age, national origin, sexual orientation, physical or mental disability, or veteran's status in any of its programs or activities.

The self study and campus visit reveals several significant examples of responses to integrity. In 2007, for example, a salary review identified inequities among the staff. As a result, a collaborative process was recommended and implemented that ensured that the lower paid employees received higher levels of compensation in an effort to introduce greater equity. The Human Resources offices located in the Fiske building were upgraded to ensure greater levels of privacy for staff dealing with sensitive employee issues and concerns. When some members of the faculty felt that expectations for promotion and tenure were being reviewed inconsistently across the College, a college wide task force reviewed the guidelines and made recommendations which have now been clarified within the new collective bargaining agreement. Finally, examples of the College's response to episodes of harassment demonstrate an approach that allows students to discuss issues without infringing on the right to free speech. By inviting constituencies to discuss issues with each other openly, these incidents become opportunities to reexamine civil liberties, freedom of speech and assembly, artistic expression, and learning.

According to the self-study, the College policy on Academic Honesty which calls for faculty to report all violations, no matter how minor, is not consistently adhered to by faculty. Open discussion regarding shared responsibility to ensure consistency in resolving infringement of policy especially as it relates to multiple minor violations would fit the College's pattern for resolving such matters of integrity.

Institutional Effectiveness

The Chief Officer for Diversity and Multiculturalism is working with the campus to devise a strategic plan to define diversity, increase the diversity among faculty, staff, and students each year, create and publish guidelines for retaining diverse faculty, staff, and students, and report on the College's progress in meeting its goals at the opening session of fall semester beginning in 2011. In addition, The Chief Officer for Diversity and Multiculturalism is currently collecting

data and developing guidelines for responding to incidents of incivility that do not fit into the current judicial code process.

College members act responsibly and with integrity. The self study and the site visit revealed several examples of ways in which areas of concern were handled with openness and fairness. In keeping with the emphasis on integrity and transparency, a systematic review of policies and practices (particularly at the department level) would be beneficial.