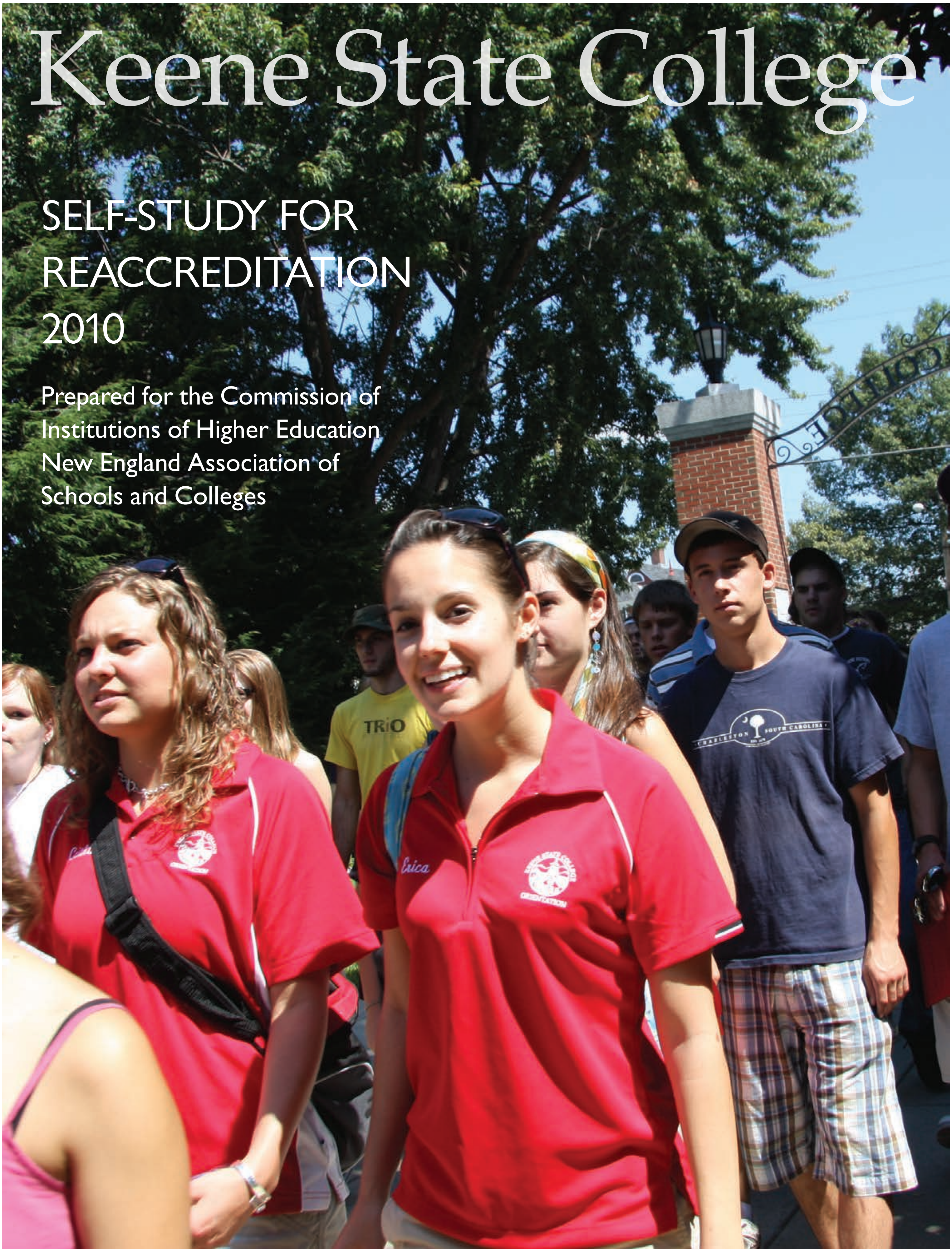
Keene State College

SELF-STUDY FOR REACCREDITATION 2010

Prepared for the Commission of Institutions of Higher Education New England Association of Schools and Colleges



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Institutional Characteristics

General Information

Institution Name:	Keene State College		
OPE Code:	1		
Carnegie Classification:	Master's Colleges & Universities (Smaller Programs)		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2010		
1 Year Prior	2009		
2 Years Prior	2008		
Budget / Plans			
Current Year	2011		
Next Year	2012		
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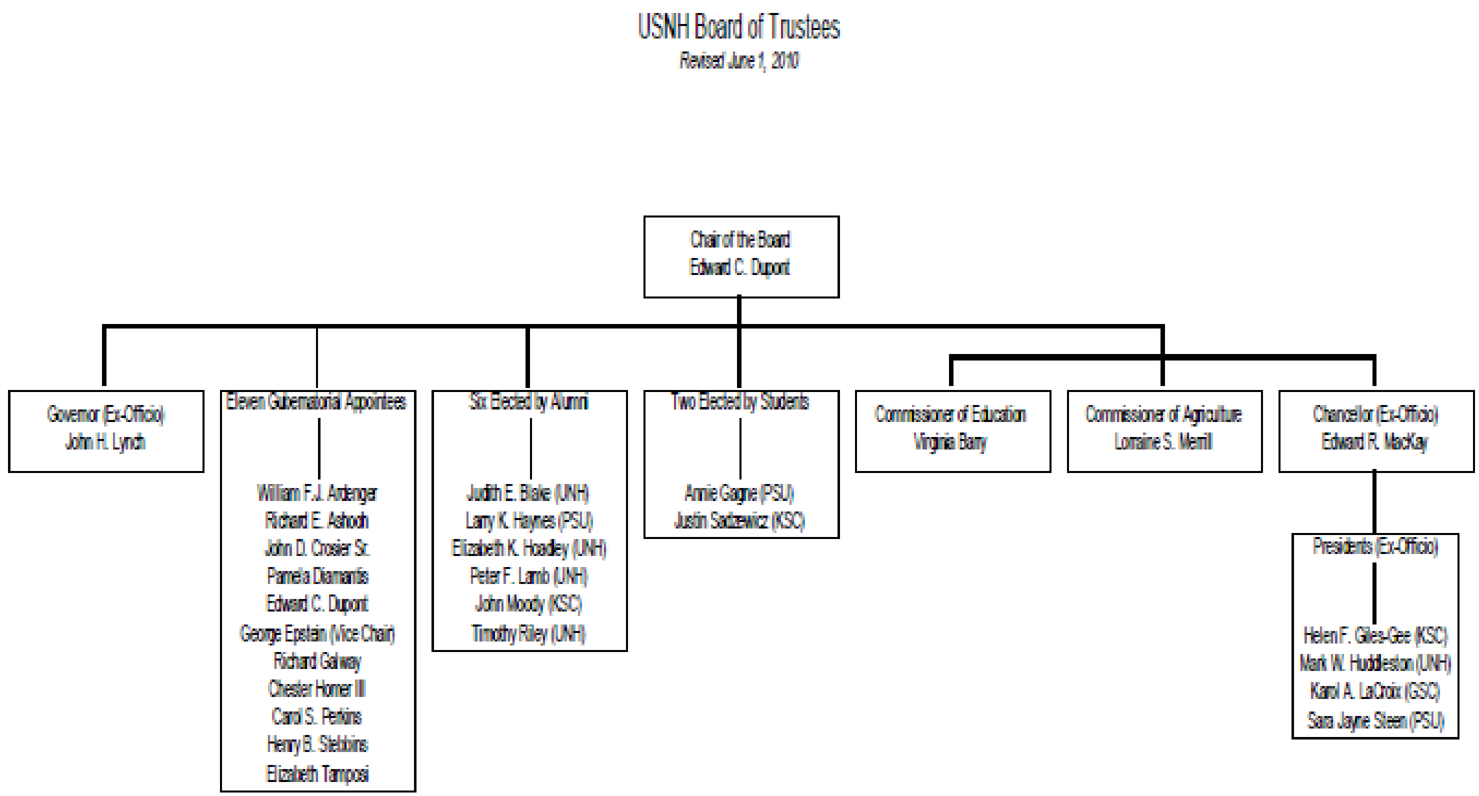
Organizational Charts



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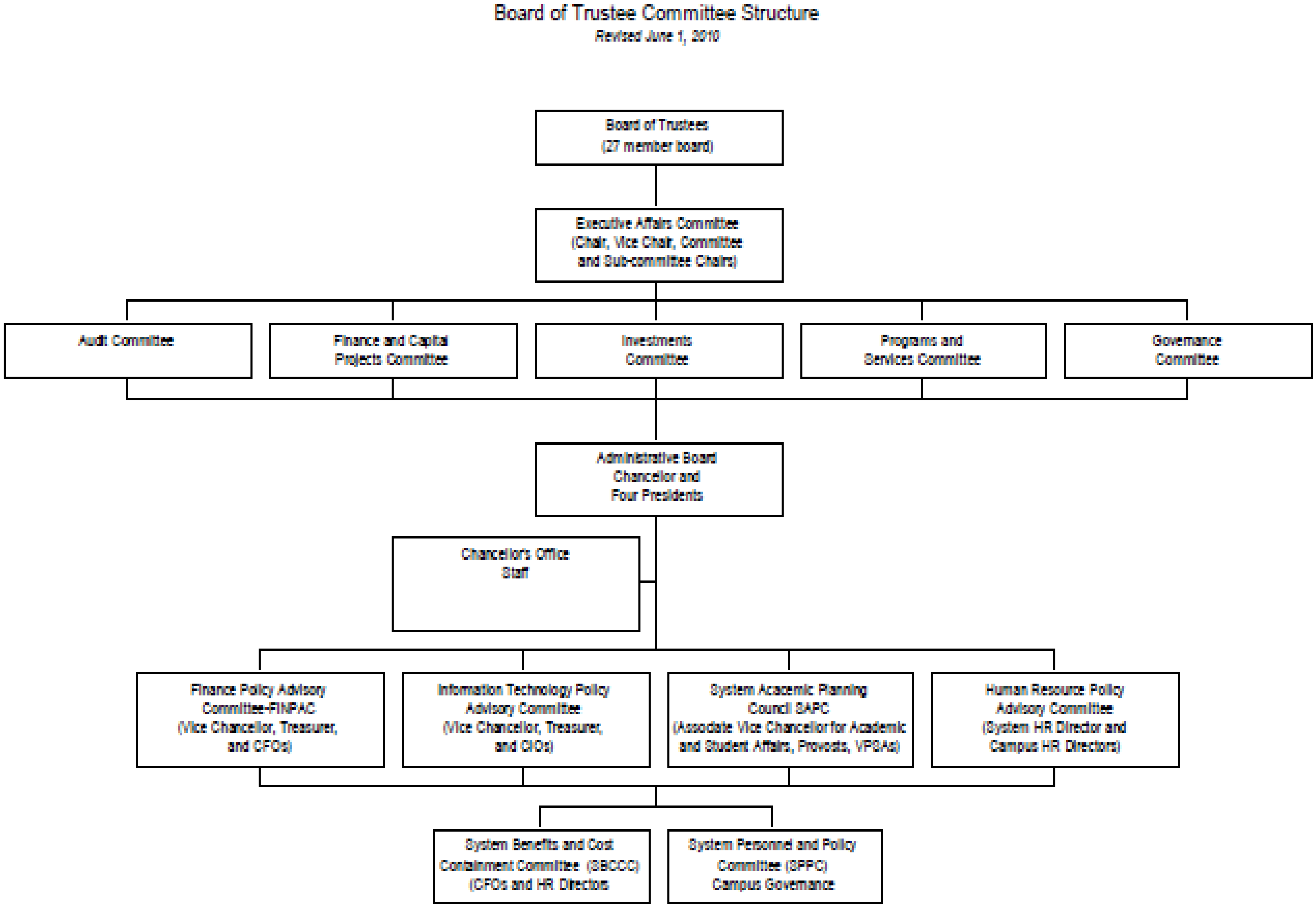
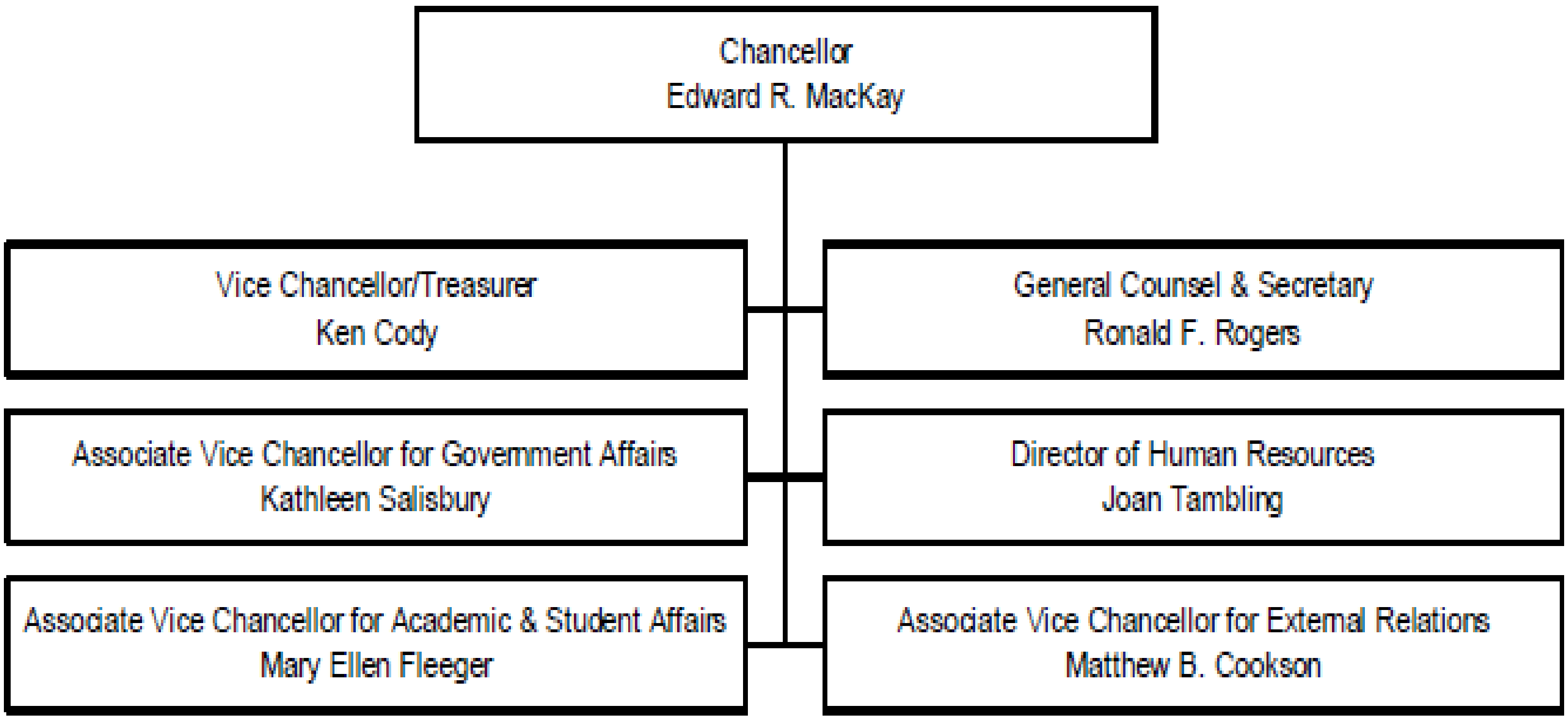


Organizational Charts

USNH Chancellor's Office

Revised June 1, 2010



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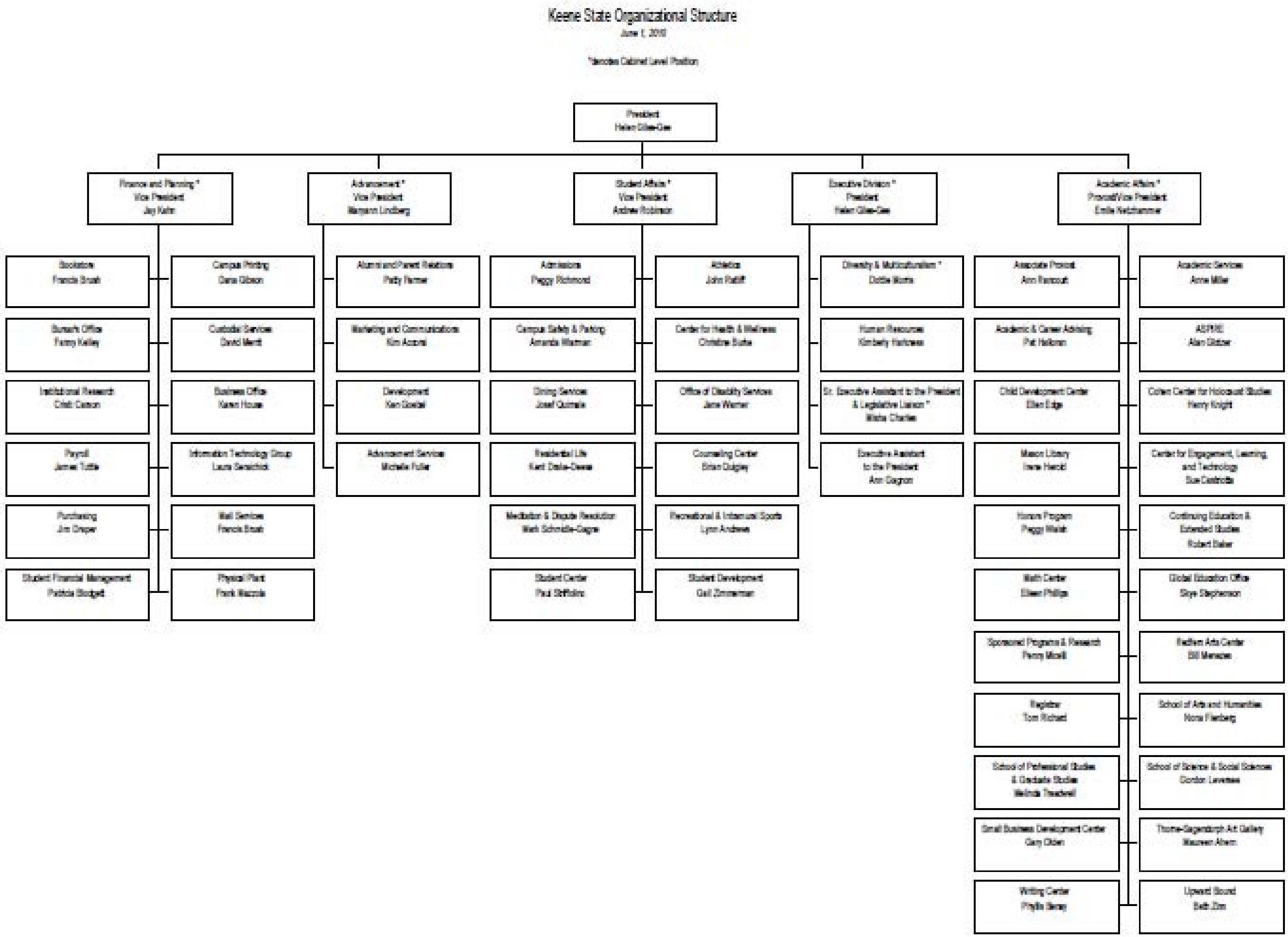

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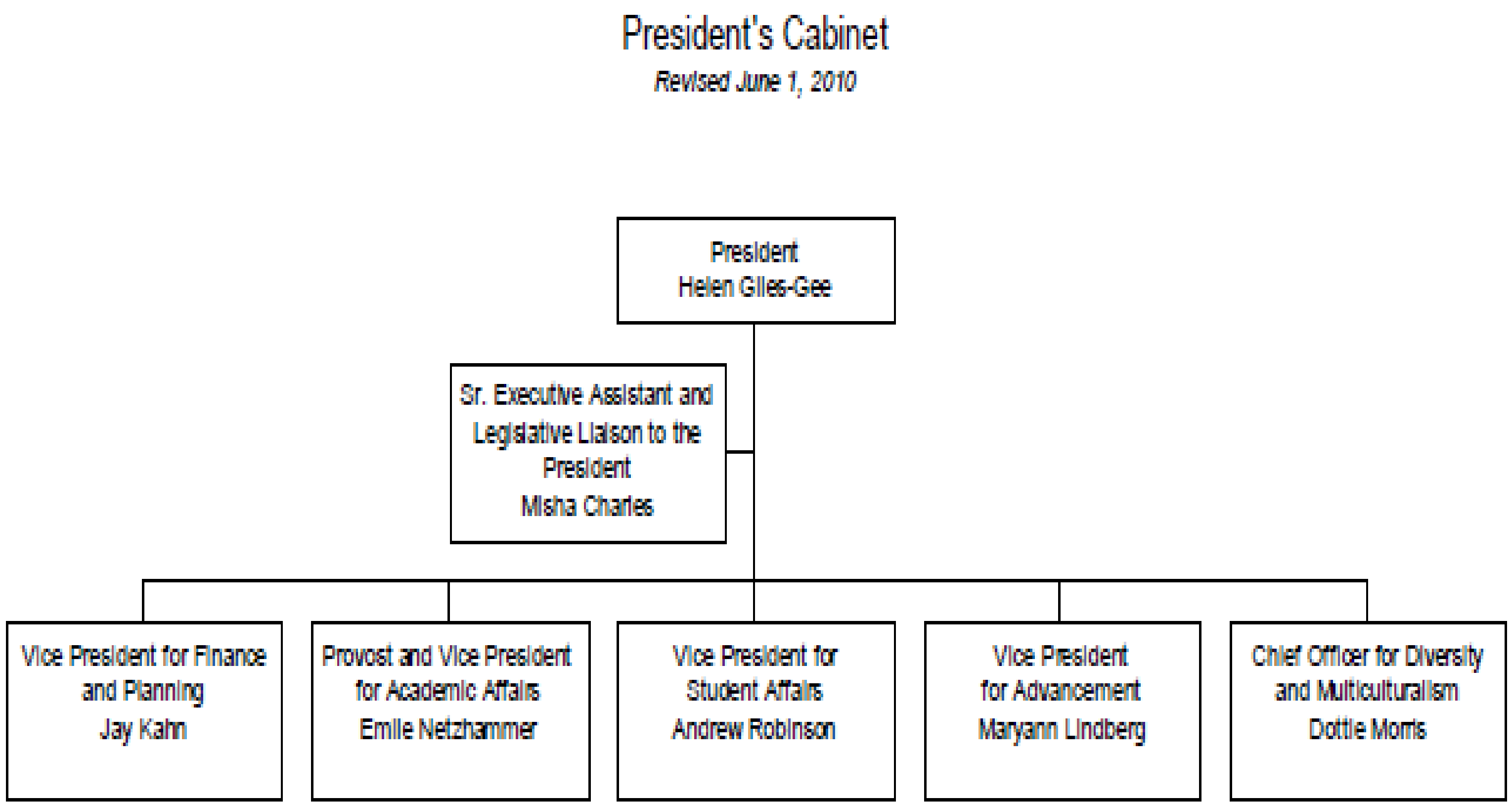
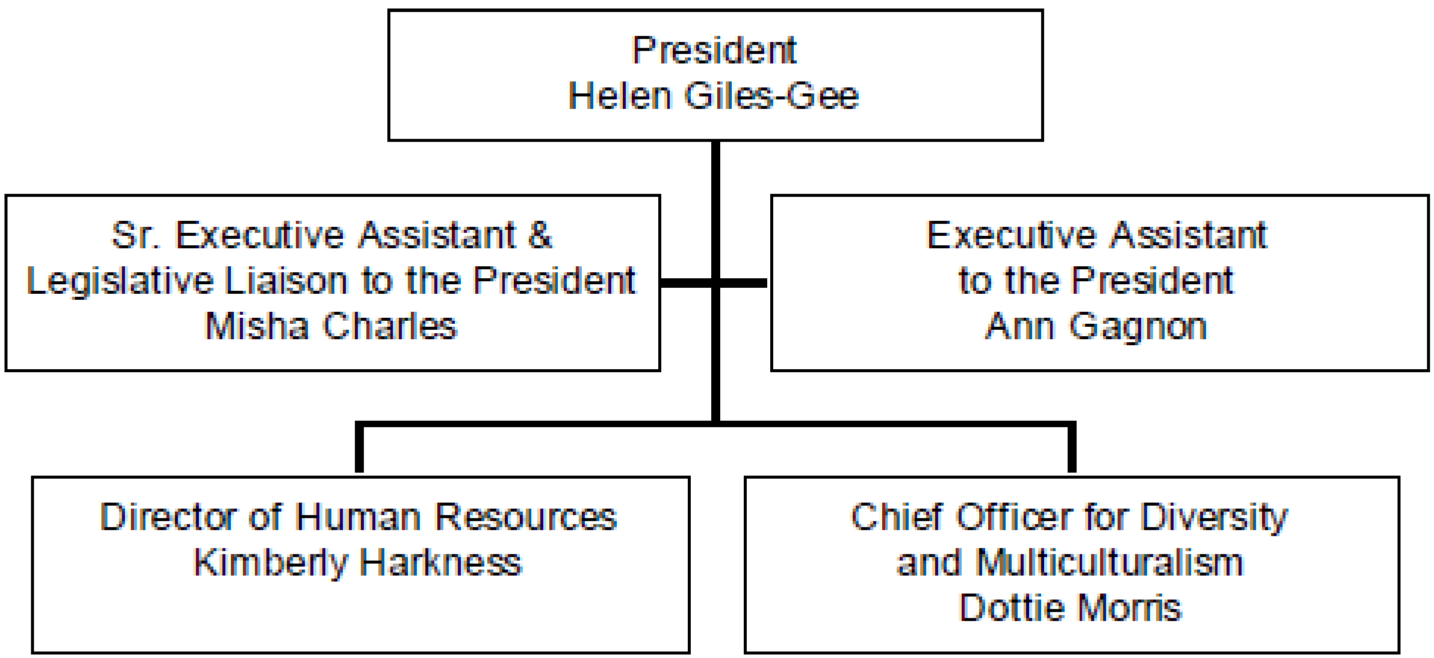


Organizational Charts

Keene State College Executive Division

Revised June 1, 2010



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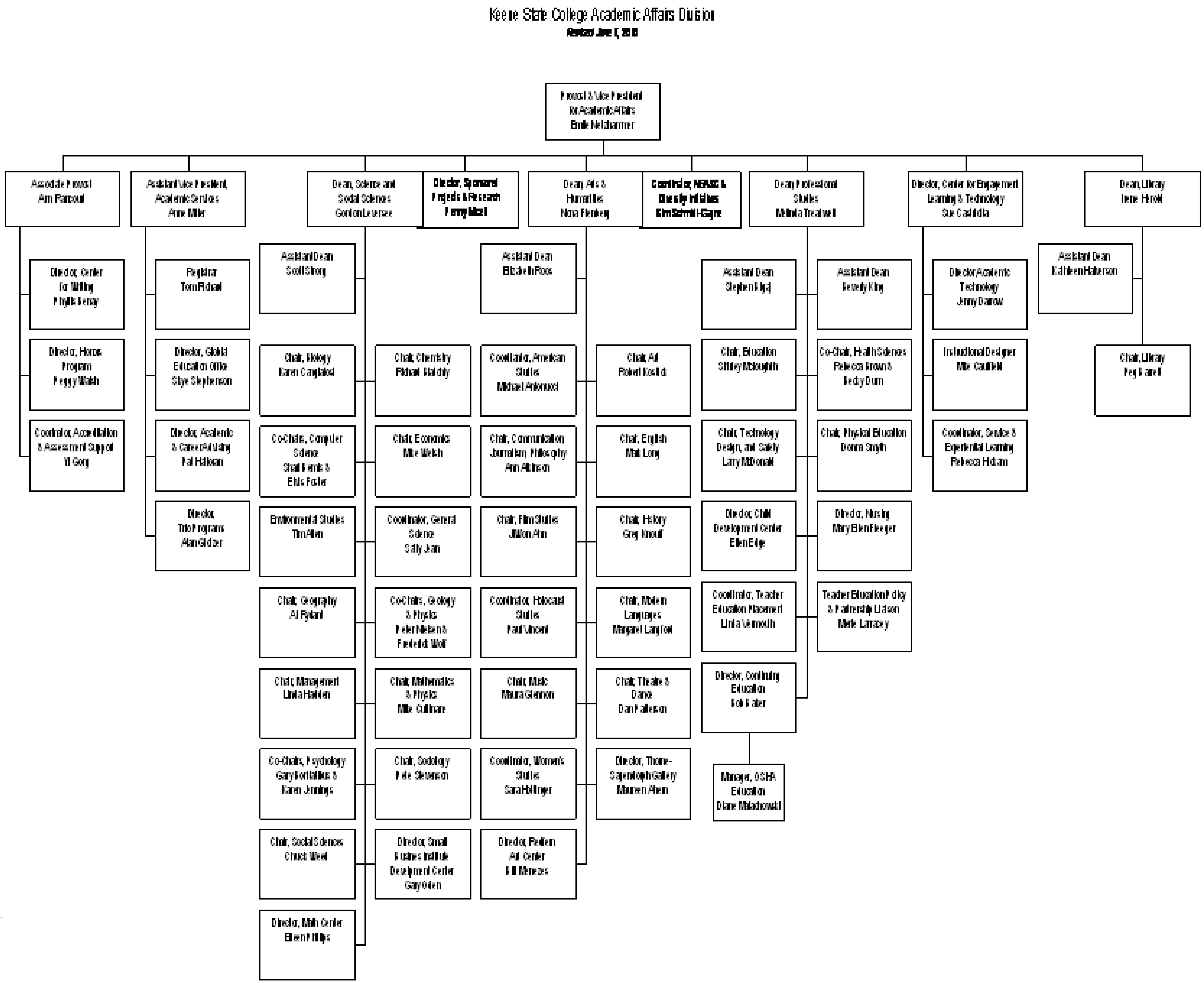

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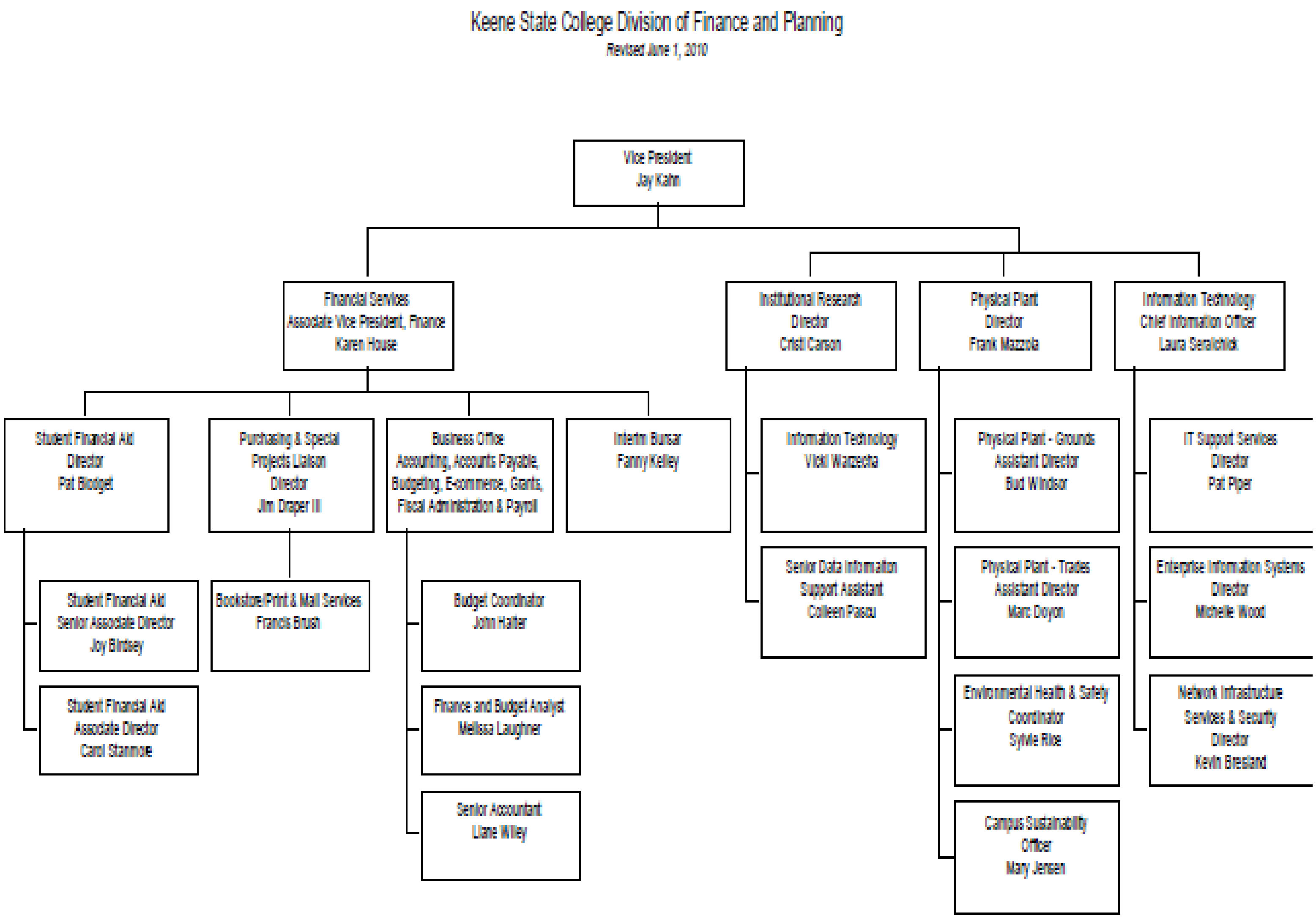

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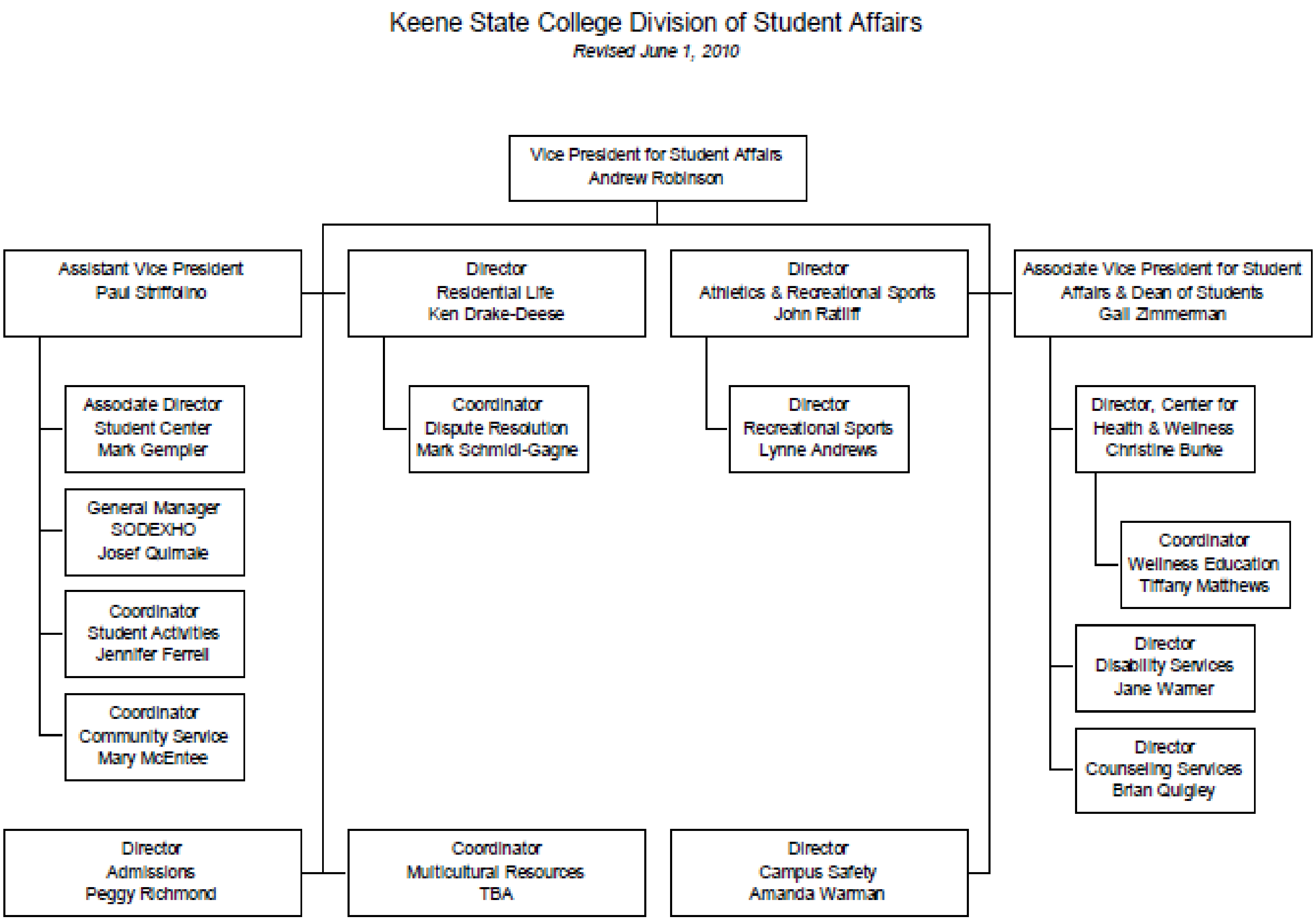

Introduction

Introduction to the Keene State College NEASC Self-Study

Keene State College has a commitment to a shared governance model. In keeping with that value, the College endeavored to involve the entire campus in the creation of this self-study. Plans for promoting this engagement began when the co-chairs of the self-study, provost and vice president for Academic Affairs, Emile Netzhammer, and director of Recreation, Lynne Andrews, appointed by President Helen Giles-Gee in fall 2007, selected the 20 community members who would chair the standards committees and serve as the steering committee. These members included a trustee, principal administrators, faculty, staff, and a student representative. In the spring of 2008, the provost issued an invitation to the entire campus community for volunteers to serve on the standards committees, and over 100 people stepped forward, including 77 staff members; 40 faculty, three of whom were adjunct faculty members; and three students. The steering committee members reviewed the names of the volunteers and selected people to help with particular standards, either because of their expertise or because their perspective would be valuable. Committees were established by April 2008. Throughout the two-year process, the committee has called upon scores of others on campus to share their knowledge and ensure the accuracy of information. In addition, all members of the campus community were invited to read and comment on two separate drafts of the document in spring 2010. These comments were read carefully and discussed thoroughly so that the document could reflect community concerns and accomplishments. Every effort was made to ensure that the process was open, transparent, and inclusive.

Part of the reason for the community's engagement was the thoughtful way in which the campus was informed and educated about the process. Key people on the steering committee attended NEASC workshops; the campus community was invited to presentations on ―Demystifying the NEASC Process" in spring 2008; and a member of the NEASC Commission, Pat O'Brien, was invited to speak at the opening of the 2008-2009 school year. These educational opportunities helped the campus and steering committee members feel fully prepared to conduct this assessment.

In addition, the steering committee invited feedback in a variety of ways at different stages of the process. The chairs of each standard were responsible for producing the first draft of their part of the document by September 2009. After these drafts were turned into one document, the committee members provided feedback. In addition, documents in process were available through a Google Docs site, which served as the primary repository for committee work and electronic information and data. Several surveys were conducted to gather information from particular constituencies, such as faculty, and as another way of engaging the campus in the process. The steering committee met throughout the fall to discuss each standard and to begin to consider what the projections should be. Based on this information, a second draft was produced in February 2010 that went out to the entire campus for comment. For the third draft, campus members with particular expertise checked the accuracy of information and provided updated data. The steering committee also welcomed feedback from NEASC on this draft before producing final copy over the summer of 2010.

Within this process, a good deal of work went into reviewing projections. The committee wanted these to reflect and communicate genuine issues that the College needs to work on in the next few years. Making these changes will take time, energy, and resources. For this work to be done well, the projections needed to reflect the College's mission and values, so that completing this work will be commensurate with the identified goals of the institution.

In the years since the last self-study, Keene State has experienced major changes in its administration, faculty bargaining units, curriculum, facilities, and status as an academic institution. One result of the NEASC process is that it has allowed the campus to consider these changes and to realize how far Keene State has come in the last decade. These changes are reflected in the themes that emerged in the document and that are discussed in the Institutional Overview. However, they are also reflected in the process itself.

Providing Strong Administrative Leadership and Involvement

From the beginning, the co-chairs have demonstrated strong leadership. The provost has been actively involved in the NEASC self-study process, setting a professional tone, having high standards for everyone involved, and presenting himself first as a learner and then as a leader. He has served on NEASC teams for other institutions, attended NEASC workshops, and carefully considered the various ways in which Keene State could conduct its process and present itself in the findings. He has, then, shared his expertise with various constituencies using different venues so that information on both the process and the developing document was readily available. He clearly communicated his commitment to the process and conveyed the importance of it, not just to fulfill the obligation of accreditation, but as an opportunity to evaluate and improve the institution. In addition, the co-chair of the steering committee, the director for Recreation, has worked directly with steering committee chairs to assist them in gathering information, clarifying direction, and incorporating multiple perspectives.

Building a Cooperative Team

Choices around team members who would fill key roles were made with the utmost care, and the administration emphasized the significance of each team member in the process. Steering committee members took their work very seriously, did significant research, organized their teams for particular tasks, and worked diligently on the document to ensure that its many iterations accurately reflected the information the chairs wanted to convey.

The co-chairs also made sure the steering committee had the support it needed to do its work. The provost hired a project coordinator to organize facilities and meetings, take minutes, coordinate communication among committee members and with the campus community, manage the budget, and gather and organize the documents necessary to support the process. Beyond this, however, she was also chosen because her skills and knowledge of the institution made her a key player in ensuring that each standard met the criteria, in determining that the document accurately reflected the state of the College, and in retrieving essential information from various campus constituencies. The co-chairs also decided to designate a single writer for the document who was a Keene State faculty member, which meant that she could be available to the steering committee at any time during the process to help with writing issues. She collated all the drafts of the standards into one document at each stage of the process, developed a –single voice" for the document, and then submitted that version to the committee for feedback.

The result of these choices was a cohesive team that worked cooperatively to assess the College, made recommendations for its improvement, shared vital information about the process, and produced a document that accurately reflected their work.

Working Efficiently and Effectively

From the beginning, the steering committee and campus had a clear timeline for the process. There were regular steering committee meetings throughout the 2008-2009 academic year. The committees had deadlines by which work needed to be completed and specific dates when the document needed to be ready to move to a new stage in the process. While deadlines always produced the usual ―crunch times,” the overall experience was one of careful, methodical progress.

Having two full years allowed time for genuine reflection about both the institution and the work. When the process began, some of the major changes the College has experienced were brand new. The document was able to capture both the excitement of the change and the challenges of the transition. By the end, assessment on these changes had begun, and the committee was able to evaluate the changes from a more objective view without losing the energy these major improvements had engendered. In the same way, the two-year timeline allowed for reflection on the process itself and for members to suggest ways in which that could be improved without setting the process back. The project coordinator could spearhead those changes and help the steering committee complete its tasks.

The timeline allowed for the luxury of special meetings. The document writer was able to run a writing workshop, as well as hold individual meetings with committees when necessary. Those who had attended conferences were able to share their knowledge with the group, and other crucial meetings (with the faculty union representatives about the new collective bargaining agreement, for example) were held to ensure the accuracy of information.

The primary goal was to create a community-owned document by involving as many people as possible in an open and transparent process that provided an opportunity for every voice to be heard. It was also essential that this document be a genuine reflection of the College, both its strengths and the areas in which it needs improvement. Inviting input from all campus constituencies provided the mirror for this reflection. Any member of the campus community could inform the committee that the document did not reflect a particular point of view, and the timeline meant that the steering committee could carefully consider each suggestion and adjust the mirror when necessary. In other words, the document reflects the first in the list of values that are part of the College’s mission; it states that ―We value all members of our community: students, faculty, staff, alumni, and friends.” The NEASC steering committee did its best to honor them all.

Institutional Overview

Keene State College celebrated its 100th birthday in 2009. In the midst of the parties, special events, and commemorations, the College community had the opportunity to examine its history and evolution and to reflect on a century of growth and improvement in its programs and facilities. During that year of reflection, the entire community examined its roots.

The Keene Normal School was established in 1909 as a two-year institution, meeting New Hampshire’s need for well-educated and effective teachers. At that time, it had 27 students and six faculty. Noble and practical as this teacher-training goal was, the College quickly began expanding to meet the changing needs of students. Its academic programs grew to include eleven departments, and by 1939 Keene Normal School became Keene Teachers College, a four-year institution both fully accredited in teacher preparation and also offering a general education program to prepare students for a variety of liberal arts majors. In 1963, students rallied to demand a new science facility, a symbolic act signaling that the College had grown beyond the single-focused mission indicated by its title. In that year, Keene Teachers College became Keene State College.

In the now nearly 50 years of growth since that time, Keene State has become the foremost public liberal arts college in New Hampshire and is classified by Carnegie in the Master’s Colleges and Universities (Smaller Programs) category. The College has over 5,700 students, employs over 460 faculty and almost 500 staff members, and has 30,000 alumni. Keene State offers nearly 40 majors in the humanities, arts, sciences, social sciences, and various professional programs, including an NCATE accredited Teacher Education Program that is still central to its identity and success.

The Keene State campus is located on 188 acres of land and consists of 71 buildings. Half of the campus abuts downtown Keene; the other half lies south of the main campus and has been developed for inter-collegiate, intramural, and physical education programs. Appian Way is the main walkway through the center of campus. Along this central artery are the historic academic, administrative, and residential buildings, as well as the student center and dining commons. The newest residence halls were developed along the north-south Pedestrian Way and the River Edge Recreation Path. A series of quadrangles and pedestrian walkways link the academic buildings, residence halls, parking lots, and outdoor areas of the College. The result is a unified, functional, and aesthetically pleasing central campus, with a mix of historic, renovated, and new buildings.

In fall 2009, the College admitted 70 percent of its first-time, freshman applicants and enrolled about 34 percent of those. Forty-five percent of these entering students were from New Hampshire; the out-of-state students came mostly from the New England area. Overall, in-state students comprise 54 percent of the student population; 5 percent of the student body is racially diverse, and about 37 percent consists of first-generation college students. Orientation, designated first-year courses, and a commitment to small classes help prepare these students for college life. As its mission states, Keene State is committed to these ―promising students,” and strives to help them think critically and creatively, engage in active citizenship, and pursue meaningful work.

Institutional Overview

The College's growth has paralleled the growth of the city in which it is located. Keene, New Hampshire is in many ways the quintessential New England town, with the white clapboard Congregational church forming the backdrop to the town green. Main Street is lined with historic brick buildings, architecture also reflected in the historic buildings on campus. Keene, a city of about 23,000, has a thriving downtown with many successful businesses that often partner with the College on mutually beneficial projects, such as affordable housing and the need for a Civic Center for sports and other events. The shadow of Mount Monadnock, the second most frequently hiked mountain in the world, falls on this region, which is filled with many other parks and recreation areas. Keene is also famous for its annual Pumpkin Festival, which attracts over 70,000 visitors; the College holds a student-sponsored ―Pumpkin Lobotomy" on the quad, contributing nearly 2,000 pumpkins to the official count and fostering a healthy town-gown relationship in the process. The design of the new Alumni Center also highlights town-gown cooperation because the College worked with the city's historic preservationists to modify its original design for this building in order to preserve one of the city's historic homes; in the new design, the house is incorporated into the new structure.

Keene State's celebratory year of reflection on its Centennial coincided with the first year of the NEASC self-study, adding another dimension to the process of understanding the development of this institution and taking stock in its progress and plans for the future. During this review, several key elements emerged as defining the character of the institution. These characteristics reflect the values to which Keene State College is committed.

A Place that Promotes Academic Excellence

Keene State College is committed to improving its academic offerings and delivery model. Nothing more clearly demonstrates this commitment than the College's recent change from a three-credit to a four-credit curriculum and the simultaneous revision of its general education program. Taking on one of these reforms would have been a sufficient challenge for any academic institution; accomplishing both these tasks demanded a level of engagement that illustrates the dedication administrators, faculty, and staff have to this College. Every single program and department was affected by these changes; nearly every employee of this College contributed to the adjustment in some way, whether this was a technical change in a computer program or the restructuring of entire majors. While the transition was not always smooth and improvements are ongoing, the College still accomplished this task with purpose and administrative efficiency.

The four-credit shift was a commitment to academic excellence. The goal of the change was to allow students to take four courses each semester instead of five. The hope was that students would be able to focus more on fewer courses and deepen their learning and engagement in the subjects they were studying. At the same time, the shift was meant to increase the time faculty had for class preparation and interaction with students by reducing their teaching load from four to three courses.

The transformation of the old general education program into the Integrative Studies Program was based on three key principles. First, the curriculum would be inclusive, meaning that all academic programs and departments would be able to participate. Since courses would no longer be prefix-driven, faculty from all disciplines could propose a course as long as it met program outcomes. Processes were put in place to ensure the integrity of the course offerings, but faculty were no longer excluded from general education based solely on their home discipline. For students, this change opened up a greater variety of course offerings that might be valuable for their future careers. Second, the program was designed to be coherent, meaning that the courses would span the students' entire college career, proceed sequentially, and provide culminating or synthesizing learning experiences. Finally, the program was developed with intentionality; it has identifiable and measurable goals and agreed upon outcomes that reflect the College's values of diversity, ethics, global awareness, and social and environmental engagement. Further curricular enhancement that reflects these values is demonstrated by the recent addition of majors in Architecture, Sustainable Product Design and Innovation, Environmental Studies, as well as the first-in-the-nation Holocaust and Genocide Studies major.

To support these curricular changes, the College created the Center for Engagement, Learning, and Teaching (CELT), which undertook efforts to partner with faculty seeking more effective pedagogical strategies to enrich student learning through instructional design, academic technology, and experiential education. CELT offers small group presentations and one-on-one meetings with faculty to provide resources and support for incorporating new technologies and associated pedagogies into their courses.

The College also is committed to promoting the intellectual work of its students. For example, each year the College showcases selected student research at the Academic Excellence Conference. In spring 2010, there were 126 presentations, involving 209 students and 70 faculty sponsors. Funds for undergraduate research are available for students developing projects under the guidance of their instructors. The College has also created a residential, College-wide Honors Program; students take honors-designated courses, including a study-abroad course and an interdisciplinary senior seminar.

Another example of the College's commitment to excellence is its goal of reducing the number of adjunct faculty and increasing the number of tenure-track lines each academic year. The working conditions of both full-time and adjunct faculty have been greatly improved through their union contracts, and both full- and part-time faculty benefit from the win-win philosophy of negotiation adopted by union leadership.

New administrative structures also support academic excellence. The position of vice-president for Academic Affairs was elevated to that of provost in 2005, signaling the centrality of academic concerns on this campus. Also, the work of the deans has shifted to focus more on outreach through the creation of assistant deans who handle more of the administrative tasks, such as managing academic honesty violations. In addition, the College seeks to improve its academic buildings continually so as to enhance student learning. The major renovations to the Putnam Science Center and the Media Arts Center were designed with faculty input so the spaces would meet the needs of the students and promote research opportunities. The state-of-the-art equipment in these buildings supports faculty scholarship and helps undergraduates gain marketable skills and experience. In addition, the physical and technological upgrades of classrooms in Morrison, Huntress, and Rhodes, reflect the College's commitment to providing students with the best equipped learning environments possible.

These curricular innovations, administrative structures, and facility upgrades are all significant improvements for the College; they are then enhanced by ongoing programs at the Redfern Arts Center, by guest speaker series, by improved library facilities, and by exhibitions at the Thorne-Sagendorph Art Gallery—all signs of Keene State's commitment to academic excellence.

A Physical Campus That Reflects the College's Values

Praise for the beauty of the Keene State campus can be heard year round, as visitors and residents alike remark on the winter wonderland after a fresh snowfall, the flowering trees in spring, the lush gardens in summer, and the spectacular fall foliage. This environment reflects the College's stated mission to provide faculty, staff, and students with an "attractive campus that inspires and supports inquiry, reflection, and social interaction." Admitted students cited "campus setting," second only to academic programs, as their reason for choosing Keene State.

The campus design, buildings, and operations reflect the importance of the value of sustainability. A recently constructed residence hall, Pondside III, received the LEED Silver Standards Certificate from the US Green Building Council for environmental design. This commitment to green physical space echoes an academic commitment to the environment, seen in the Sustainable Product Design and Innovation major; a campus governance commitment, seen in the President's Council for a Sustainable Future; and a student commitment, through the work of the student-run ROCKS, the Campus Sustainability and Recycling program. In this way, the buildings, academic programs, College structure, and student organizations all work to support the same goal.

Similarly, residence halls are designed or renovated with both living and learning in mind. Students are invited to live in specialty housing, forming living-learning communities in their residence halls. Thirteen of these communities are planned for fall 2010. The Zorn Dining Commons provides continuous service and extended hours to meet the needs of students and also supports the mission and values of the College by promoting recycling and reducing wasted food. The dining commons also hosts educational dinners built around cultural themes and partners with the Nutrition and Dietetics Department to provide educational programming on healthy eating.

Technology on campus has, of course, improved dramatically. Recent changes have focused on improving teaching and learning. Computer labs have been redesigned to support group projects as well as individual research. The College has outfitted more than 95 percent of its classrooms with equipment that supports curricular and pedagogical advancements. To enhance these efforts, the Center for Engagement, Learning, and Teaching offers numerous workshops for faculty on effectively incorporating technology into their classrooms, whether this means learning Blackboard basics or sophisticated ways of embedding media rich content into lessons.

A Fiscally Responsible Institution

The recent financial situation has affected all academic institutions. However, despite some necessary belt tightening, Keene State has weathered this storm through prudent and conservative financial management and has been able to continue to direct resources to its highest priority: enhancing and becoming recognized for the quality of its academic programs. New Hampshire is fiftieth in the nation for state financial support and must rely heavily on tuition revenue; the College meets its financial goals through a careful balancing of in-state and out-of-state tuition revenue, cost containment, and enrollment management.

For the last ten years, external support from donations and grants had been modest, with annual giving at about $1.5 million each year. In 2007, the College created the Advancement Division, headed by the vice president for Advancement and including a senior major gifts officer, prospect researcher, and annual giving director. As a result of the work of this new division, in FY09, the total of all gifts rose to $6 million. In addition, the College has secured two endowed chairs, one in Chemistry and one in Holocaust and Genocide Studies. The result is that the College has continued to construct new and renovate old buildings, completing a major project in all but one of the last16 years; it has purchased essential equipment for faculty research; and it has made a commitment to add new tenure-track faculty lines. Despite the economic downturn, Keene State has had the resources to continue its growth and improvement.

The decisions of the College clearly interconnect the academic, student affairs, physical plant, and administrative structures and programs because the College's planning process is based on its mission and values, as well as clear goals outlined in its strategic plan. In addition, since ideas for innovation are welcomed from all programs and departments and because students have a role in the planning process, the entire campus is empowered to participate in the shaping of this community through its strategic initiatives proposal process. Reflecting Keene State's commitment to shared governance, the College's Planning Council invites campus constituencies to submit initiative proposals. The Planning Council links strategic, operational, technological, facilities, and human resource initiatives through common request forms, processes, and evaluative criteria. Proposals are evaluated based on the collective expertise and experience of the College's Planning Council, Budget and Resource Council, Facilities Planning Advisory Committee, Information Technology Committee, and Human Resources Planning Advisory Board. The result is that the campus community helps to determine the direction of the College by submitting these initiatives and is instrumental in keeping the College moving forward on a variety of fronts, from acquiring better medical equipment to hiring a chief officer for Diversity and Multiculturalism, and from using LED lighting across campus to creating a Center for Engagement, Learning, and Teaching.

Keene State has changed significantly over the last hundred years; over the last decade, it has earned a place as an excellent choice among colleges and universities in the region. The College was profiled in *Princeton Review*'s best of Northeastern Colleges and was ranked among the best in the Carnegie category for Master's Colleges and Universities in the Northeast region in *US News and World Report*. For one hundred years, Keene State College has striven to be the best. In the last decade, it has reached many of the benchmarks used to measure such success. This progress has not come without growing pains; the changes have added layers of complexity that have challenged faculty, staff, and students who are learning new ways of operating within the context of the College's mission. There are still improvements to be made and more to be achieved, but the campus community's reflection on the first 100 years clearly demonstrated how much pride Keene State can take in its history, its present achievements, and its future direction.

Standard One: Mission and Purpose

Standard 1: Mission and Purpose

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www.keene.edu/planning/pc_mission.cfm	February 21, 2008

Mission Statement published	URL	Print publication
Keene State College Catalogue	http://www.keene.edu/catalog/	
Faculty and Adjunct Handbooks	http://www.keene.edu/admin/handbooks.cfm	
3		
4		

Related statements	URL	Print Publications
1		
2		
3		

Standard One: Mission and Purpose

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

Description

Since its founding in 1909, Keene State College'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, as the College motto, "Enter to Learn, Go Forth to Serve," reflects.

In 2005-2006, Dr. Helen Giles-Gee became the ninth president of Keene State College. President Giles-Gee invited all campus constituencies to participate in a conversation to identify key strategic planning goals. Five goals were identified through this process, one of which was to communicate the College's mission, a goal which led to an examination of the 2000 version of this statement.

In January 2007, the Mission Review Subcommittee of the Keene State Planning Council solicited input from faculty and staff regarding the strengths and weaknesses of the mission statement. Based on that feedback, an online review of mission statements of many peer institutions, NEASC standards, and taking into account recent significant changes in the curriculum and campus life, a revised version of the mission, including values statements, was drafted to reflect more accurately the current focus and future trajectory of Keene State.

The draft was shared with the Planning Council in March 2007, and a revised version was then shared with the campus in late March and April. Feedback was solicited through two campus open forums and separate meetings with faculty, operating staff, professional/technical staff, alumni, and the Student Assembly. The draft was published in *Campus News* and the school newspaper, *The Equinox*, and sent to the entire community via global campus email. Verbal and written comments and suggestions were received through late April, when the Mission Review Subcommittee began discussing the feedback and revising the statement. The final version was endorsed by the College Senate and the President's Cabinet; it then was approved by the president. The University System of New Hampshire (USNH) Board of Trustees voted to accept it on February 21, 2008.

The result is a mission statement that reflects the distinctive character of Keene State College by capturing 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. It is augmented by statements that provide context and nuance, important both to Keene State and other stakeholders with an interest in the College. These statements say that the College 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

The mission and values statements feature prominently in the catalog, on the College website, and in the *Viewbook*.

Appraisal

Keene State College has a unique mission within the four degree-granting institutions of the University System of New Hampshire. As the state's public liberal arts college, Keene State's focus is on undergraduate education and providing students with a rich residential campus experience. The College also continues to meet the needs of the state and region programmatically, serving professional educators through its master's in Education programs and adult learners through the Continuing Education Division. Consistent with its mission and focus, Keene State is a founding member of the Council of Public Liberal Arts Colleges (COPLAC), established in 1987.

The evolution from Keene Normal School (1909) to Keene Teachers College (1939) to Keene State College (1963) has been marked by growth in faculty, from six in 1909 to over 460 in 2009; in student enrollment, from 27 students in 1909 to over 5,700 in 2009; and in programs, from offering one teacher preparation program to now having over 40 majors and degrees. Keene State has also seen the addition of academic and co-curricular programs that enhance educational excellence, opportunity, and community; it has expanded and improved facilities and other resources that support learning, teaching, and scholarship at a level attracting national attention. Keene State takes pride both in doing what it does well and in being committed to a continuous improvement model. The relationship between the current mission and values statements and the evolution of Keene State as a liberal arts college can be seen most clearly in two significant changes that took place in 2007.

The first major change is the implementation of the Integrative Studies Program, the College's new general education program. The Integrative Studies Program, which draws heavily on principles of AAC&U's Project LEAP (Liberal Education and America's Promise), offers all students common and coherent learning outcomes that are at the heart of the liberal arts experience. All students now complete a general education program that is more developmental, with both lower- and upper-level course offerings; that has agreed upon outcomes grounded in the liberal arts; and that incorporates an assessment plan to evaluate the effectiveness of the program and provide a basis for improvement. The shared educational experience inherent in the Integrative Studies Program is fast becoming the hallmark of Keene State College; Keene State graduates will emerge shaped significantly by shared liberal education outcomes, as well as by their major.

The second major change is the transition from a three-credit course curriculum to a four-credit curriculum, which is an equally significant milestone in Keene State's evolution as a liberal arts college. Implementation has required the reexamination and redesign of all academic programs since students typically will complete 30 courses to graduate rather than 40. Most students now take four courses each semester rather than five, and faculty typically teach three courses rather than four, thus allowing for deeper, more focused learning for students and more time for preparation and student interaction for faculty.

While these changes are relatively new and the assessment of them has just begun, they reflect the College's commitment to design and assess a curriculum that reflects the goals expressed in the mission and values statements. The concurrent implementation of the Integrative Studies Program and the four-credit curriculum is a profound manifestation of Keene State's conscious and central focus on residential undergraduate liberal arts education; engaged learning, both in and out of the classroom, is an essential part of the Keene State experience. However, the world of higher education in New England will continually face new challenges. As the College confronts a climate of ever more limited resources, the mission provides the context for a comprehensive planning and budget process that sets priorities for the allocation and re-allocation of resources for academic and co-curricular programs, staffing, facilities, and technology. The principles on which the mission and values are based are sufficiently sound to embrace change, and a review of them will occur every five years as part of the regular examination of the College's key strategic planning goals. Embracing change proactively will inform further refinement of the mission as Keene State enters the twenty-first century and its second 100 years as an institution. This mission will continue to provide various stakeholders a clear sense of what Keene State College is as an institution, what it does, and whom it serves.

Projection

Create Campus-Wide Mission Statements: Because Keene State has so recently examined and revised its mission and values statements, the goal now is to ensure that these principles remain central to all conversations as the new curriculum continues to be implemented and assessed. In addition, the importance of being guided by a mission statement needs to be communicated to the entire campus community. While most departments and programs have mission statements, they are not universal nor do they necessarily reflect the College's current mission statement. By fall 2015, every program, department, and office will adopt a mission statement that clearly aligns with that of the College. These mission statements will be approved by the principal administrators and published on the College's website.

Standard Two: Planning and Evaluation

Standard 2: Planning and Evaluation

Plans	Year of completion	Effective dates	URL or folder number
Immediately prior strategic plan	2009	2005-2009	http://www.keene.edu/admin/cpd/goals.cfm
Current Strategic Plan	2011	2007-2011	http://www.keene.edu/planning/Strategic_Plan_Update_2007-2011_V2.pdf
Next strategic plan	2012	2008-2012	http://www.keene.edu/planning/strategic_plan08.pdf

Master plan	2013	2004-2013	http://www.keene.edu/admin/masterplanning/ (no actual Master Plan document)
Academic plan	2014	2009-2014	http://keeneweb.org/academicaffairs/files/2009/04/academic-plan-2009-2014-041309-draft.pdf
Financial plan	2011	2010-2011	http://docs.google.com/a/kscneasc.com/fileview?id=F.29de8f1c-38f7-4ff5-8b07-06e6689437a9&hl=en
Technology plan	2010	2005-2010	http://www.keene.edu/it/itplan1.cfm
Academic Affairs Technology Plan	2009		http://keeneweb.org/celt/files/2008/12/keenestatecollege_academic_affairs_technology_plan_111808.pdf
Enrollment plan		2005	http://docs.google.com/a/kscneasc.com/fileview?id=F.138d1fb9-f843-4bf4-9a74-71ca49f413a1&hl=en
Revised Enrollment plan		2009	http://docs.google.com/a/kscneasc.com/fileview?id=F.712181af-0f8b-41cf-ba32-a2c054acf04e&hl=en
Development plan			http://docs.google.com/a/kscneasc.com/Doc?docid=0AYFU24hyzT5hZHI4emNid18xNDM2Y3gyajd0ZjQ&hl=
Energy master plan			http://www.keene.edu/sustain/goals.cfm

Library Strategic Plan	2010	2005-2010	http://spreadsheets.google.com/a/kscneasc.com/ccc?key=ptDJbY8__QYl7sc3AS0e1AA&hl=en

Standard Two: Planning and Evaluation

Evaluation

Academic Affairs program review system last updated:	2007-2008
Academic Affairs program review schedule	approximately every 7 to 9 years
Sample Academic Affairs program review reports:	URL
Chemistry - old guidelines	http://docs.google.com/a/kscneasc.com/fileview?id=F.79aaa8b4-5d73-438d-a6b6-0656cefc2d41&hl=en
Psychology - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_144gz883kfc&hl=en
Modern Language - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_132gpztkpd6&hl=en
Journalism - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_13622g2dqdx&hl=en
Communication - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_1427wh72ddn&hl=en
Philosophy - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_128htmtkzdt&hl=en
Physical Education - old guidelines	http://docs.google.com/a/kscneasc.com/Doc?docid=dr8zcbw_137cfkfxkdc&hl=en
Continuing Education	http://docs.google.com/a/kscneasc.com/fileview?id=F.9029bc0c-ff24-48d5-938a-14d53a3c697f
Annual Reports	Yearly
Sample annual reports:	
Student Affairs Annual Reports	http://docs.google.com/a/kscneasc.com/#folders/folder.0.f4b601c2-e0db-4c96-a7b0-b6ee6194e366
Finance & Planning Annual Reports	http://docs.google.com/a/kscneasc.com/#folders/folder.0.ac6635e6-3c86-41a4-9716-82449e98ce27
Academic Affairs Annual Reports	http://docs.google.com/a/kscneasc.com/#folders/folder.0.bbd4e42a-a91a-42df-b4d0-6a97ed304b0f
Physical Plant (Sightlines)	http://docs.google.com/a/kscneasc.com/fileview?id=F.d4ed9255-25e7-4a2f-95aa-fb0604f64f55&hl=en

Standard Two: Planning and Evaluation

Planning Description

Keene State College's planning processes and initiatives are linked to the College's mission, values, and strategic planning goals. A decade of inclusive activities had raised campus expectations for a participatory, consensus-building planning process. In keeping with these expectations, President Giles-Gee led a college-wide conversation to identify the strategic goals that would guide the College and embody a shared commitment to excellence; these goals then became the foundation of the College's Strategic Plan, ultimately submitted to the Board of Trustees. Five goals were identified:

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

The president established a constituency-based Planning Council to develop and recommend a comprehensive Strategic Plan to the President's Cabinet based on these goals and to establish a process for reviewing, evaluating, and updating the plan annually. The College's planning process evolved over four successive years to ensure that resources would support initiatives that contributed to the College's mission, values, and strategic goals.

In 2006-2007, the Planning Council established criteria for guiding the planning process based on an analysis of the College's strengths, weaknesses, opportunities, and constraints. It then established the Strategic Initiatives Proposal Process for submitting ideas to the Planning Council and evaluative criteria for judging proposals. Campus constituencies were invited to submit initiatives and, in the first year, the President's Cabinet approved 40 of the 106 initiatives proposed.

During the second year, the Planning Council established a database of submitted proposals and of the review comments that were subsequently sent back to proposal writers as feedback. During that year, proposals were also reviewed by the Budget and Resource Council for funding recommendations; the President's Cabinet approved 30 of 71 initiatives.

In the following year, the Planning Council linked strategic, operational, technological, facilities, and human resource initiatives through common request forms, processes, and evaluative criteria. An initiative tracking database was added to the website so proposal writers could review the status of their initiatives. Committee evaluations and suggestions were made available to proposal writers, thus completing a feedback loop. Forty of 76 initiatives were approved by the President's Cabinet that year, but several had to be placed on hold pending funding verification.

Currently, all funding requests, whether strategic or operational, use the same initiative request process, and all evaluation criteria are explicit and contained in a single document. Committees involved in the process also use an initiative funding calculator to facilitate greater accuracy in estimating the cost of the initiative. The Planning Council hosts workshops to provide information and support to those who wish to submit proposals, and the Planning Council's website provides planning documents, initiative proposal forms, evaluation criteria, as well as the tracking feature for viewing recommendations and the results of the planning process. The College has now directed $6 million towards the implementation of 110 initiatives out of the 253 submitted since FY2007. Examples by goal include the following projects:

- Advancing academic excellence by adding three new tenure-track faculty positions each year; replacing outdated academic equipment in Music, Media Arts, and Biology; creating a new Honors Program; supporting assessment efforts
- Communicating our mission and fostering community by creating an Office of Online Communications, now called Marketing and Communications
- Investing in faculty and staff leadership for the College's transformation by ensuring recurring funding for staff council initiated programs, support for hiring and retaining international employees, and creating a chief officer for Diversity and Multiculturalism
- Supporting service and citizenship by creating the Center for Engagement, Learning, and Teaching
- Making Keene State affordable and accessible by adding advancement staff to enhance annual and capital fundraising and by supporting campus sustainability initiatives, such as the co-generation of electricity from the central heat plant, using energy efficient LED lighting, and expanding e-commerce and other paperless processes

The College's planning process relies on the collective expertise and experience of the College's Planning Council, Budget and Resource Council, Facilities Planning Advisory Committee, Information Technology Committee, and Human Resources Planning Advisory Board. Each advisory body is charged by the president with reviewing initiatives, updating campus plans, and making recommendations to the President's Cabinet. The Planning Council is responsible for tracking initiatives through implementation. The current Strategic Plan is annually updated and available at the Planning Council website.

Paralleling the structure of the Strategic Plan, the Academic Plan identifies ways the entire campus can contribute to fulfilling the College's strategic goals. The Academic Plan, covering 2009-2014, flows clearly and directly from the strategic planning process and is designed to provide a comprehensive vision for achieving the academic mission of the College. The Academic Plan emerges from the College's active participation in national conversations about the nature of undergraduate education, including the AAC&U's “Greater Expectations” and “Liberal Education and America's Promise” (LEAP); the College has been designated a

LEAP exemplar school.

The Planning Council and administrative departments are responsible for assembling information that can be used to evaluate initiatives. The Strength/Weakness/Opportunity/Constraints analysis assembled by the Planning Council integrates external information from national and state planning bodies with data gathered by Institutional Research from alumni, graduating students, admitted students, and student engagement studies. To help groups writing initiative proposals to have access to this information, significant findings from this research are summarized by strategic goal on the planning website.

Planning to meet the needs of specific areas of the College is the responsibility of certain groups. For example, the Facilities Planning Advisory Committee (FPAC) is responsible for implementing and updating the Facilities Master Plan, which undergoes comprehensive review every ten years in compliance with University System of New Hampshire (USNH) Board of Trustees' policy and is updated regularly through planning studies. The FPAC reviews and recommends to the president and the President's Cabinet annual repair and renovation projects, as well as major capital projects that inform USNH's Six-Year Capital Projects Plan. The College's operating budget includes $3.8 million for annual repairs and renovations. The College uses a deferred maintenance database, a national benchmarking study, and department requests as the bases for distributing these resources. In addition to ensuring that recommended initiatives meet the strategic goals of the College, the FPAC's evaluations include health, safety, and sustainability criteria.

The College Information Technology Committee (CITC) is responsible for updating the College's Technology Plan and ensuring consistency with the goals established in the USNH Long Range Technology Plan. The Academic Technology Steering Committee (ATSC) and the Enterprise Information System Steering Committee (EISSC) make recommendations regarding the College's information technology (IT) priorities and the distribution of staff effort. These priorities and initiative proposals then receive review from CITC, which takes into account the integration of systems, resource commitments, and minimizing operational risks. The College's IT working plan is based on two over-arching themes. The first is to fulfill essential academic and student life initiatives, and the second is to ensure quality services for the campus community. To achieve these goals, standards of technology service and performance are developed through ongoing campus discussions to align priorities with funding sources. While the IT working plan considers technologies broadly, focusing on the central IT Group functions, the Center for Engagement, Learning, and Teaching (CELT) focuses on supporting faculty in developing and enhancing the use of technology in their classes. Marketing and Communications manages how the general public and campus constituencies access general college information.

The Human Resources Planning Advisory Board (HRPAB) reviews data benchmarking the College's wage structure and staffing needs. It encourages departments proposing new positions to document historic staffing deficiencies, such as reliance upon adjunct staff. HRPAB also encourages departments to benchmark staffing ratios to national or comparator data.

The Academic Staffing Plan grounds faculty staffing decisions in the liberal arts mission of the

College, as well as department and program needs and the College curriculum as a whole. The long-term goal of having 80 percent, instead of the current 55 percent, of classes taught by tenured or tenure-eligible faculty is ambitious but in line with other public liberal arts institutions; the College proposed a plan to the trustees to bring this level to 65 percent by 2015. For each of the first three years of the plan, the College has added three new tenure-track positions. The College also has begun to participate in the Delaware Study, a National Study of Instructional Costs and Productivity, to evaluate the support provided to academic programs.

Financial planning incorporates guidelines and priorities established in the USNH Biennial Budget Guidelines. Operational and strategic funding proposals are submitted through the College Planning Process. The Budget and Resource Council (BRC) makes recommendations on funding for high priority initiatives, maintaining checks and balances on the distribution of limited funds. The BRC's charge includes guidance for cost containment and revenue enhancement initiatives. In order to better align resources with College goals, programs, and staffing changes, cost center managers and their department directors are requested to redistribute budgets within their current allocations during the annual budget preparation process. Departments relying on student fees and auxiliary sales of services annually submit fee proposals and budgets for review by campus administrators, the Student Assembly, and the President’s Cabinet before being submitted to the trustees for approval. USNH Strategic Indicators ensure the College establishes multi-year goals, thus providing resources to support opportunities and minimize risks during economic uncertainty. The College monitors its $116 million budget monthly at the cabinet level and quarterly with the cost center managers and the Board of Trustees Financial Affairs Committee.

The Enrollment Management Committee (EMC) evaluates the College's optimal size and the support systems needed to sustain College goals and values. With record numbers of applicants and deposits over the past few years, the EMC played a key role in managing the size of the incoming class, housing availability, and communication with students. The EMC, with the support of the Institutional Research Office, monitors unanticipated enrollment shifts, forecasts enrollment, and analyzes student retention and persistence to graduation.

Sustainability and environmental stewardship are campus values coordinated through the Sustainability Office and the President’s Council for a Sustainable Future (PCSF). The recycling and waste management program (known as ROCKS) tracks most waste streams generated on campus, as well as the amount diverted from the waste stream (250 tons per year). The information is used to research, pilot, and implement methods to improve the program and to adapt to regulatory changes on campus. A subcommittee on energy use proposes measures that conserve resources and reduce the College’s carbon footprint. The College has signed on to the President’s Climate Change Commitment and is meeting its goals through a new heat plant/ electric co-generation project, which will reduce energy consumption by 8 percent, reduce energy costs by an estimated $140,000 annually, and reduce greenhouse gas emissions by 500 metric tons. Building and temperature control standards developed by the Council are communicated to campus users over the web. Student ―Eco-Reps,” members of a paid peer-to-peer environmental resource education program that informs incoming students about sustainability efforts on campus, help to determine what students already know or are interested in learning about these efforts.

The Environmental Health and Safety Office (EHS), together with the Campus Safety Department, oversees both compliance and planning of emergency management. The Emergency Operations Plan was formally adopted in 2007 and outlines standard procedures to be followed in emergency situations. All incident commanders, including the president and members of the cabinet, passed FEMA workshops and received credit. Recent initiatives include installation of the City Watch emergency notification system, which allows community members to register to receive emergency information by phone, e-mail, or text messaging. A brochure that provides advice and information for handling emergency situations has been distributed to all students, and a more detailed *Quick Think Emergency Guide* was distributed to faculty and staff during a series of emergency planning training sessions held throughout 2008-2009. The Health and Safety Committee and EHS collaborate to ensure a safe and healthy working environment for all members of the College community and to manage the impact of the College operations on the surrounding community. EHS tracks hazardous materials and disposal and keeps faculty and staff current on safety training and responsibilities.

Each college-wide planning committee is responsible for submitting a review of its activities annually to the president and the cabinet. Annual retreats help set future agendas and process improvements.

Evaluation Description

The College Senate Academic Overview Committee (AOC) reviews all academic programs that offer majors, minors, certificates, graduate programs, or other academic courses. It is composed of seven members of the Senate, one of whom is a student, and six non-senators: three faculty (one elected from each school); one member of the Professional, Administrative, Technical staff (PAT) elected by that group; one student selected by the Student Assembly; and a member of the campus community designated by the Provost. In accordance with the charge from USNH, all academic programs are reviewed at least every ten years. The purpose of the review process is to provide a comprehensive analysis of a program's curricula, faculty, contribution to the College's overall mission, and its success in offering students a strong education. The AOC program review process, revised in 2007-2008, entails a comprehensive self-study by members of the program that includes the program's history in terms of actions since its last program review, evaluation of student learning outcomes, programmatic strengths and weaknesses in light of the College's mission, contributions to the Integrative Studies Program (ISP) and other programs on campus, outcomes assessment processes and results, students served, use of full- and part-time faculty, resource issues and needs, a proposal for long-term planning or changes in the program, and the development of action plans to address academic quality before the next program review.

This self-study is then examined by two external reviewers who make a two-day site visit to Keene State, during which they meet with the relevant dean, faculty, and students in the program, as well as with members of the AOC. They observe classes, visit support facilities, and evaluate the program's efficacy and resources. Based on the site visit and self-study, the external reviewers write a report evaluating program strengths and weaknesses, along with their recommendations for actions. The AOC then analyzes both the self-study and the external reviewers' report, writes a final report analyzing agreement and disagreement between the two reports, assesses program strengths and weaknesses, and offers recommendations for actions. This final AOC subcommittee report must be approved by the entire AOC and then by the College Senate. Upon approval by the Senate, all program review documents are forwarded to the provost who writes an analytical final executive report. This document articulates an Action Plan and set of goals for the program to follow over the period before its next review. The president reviews the provost's report and forwards it to the Board of Trustees. Also, the new procedures mandated, for the first time, a meeting among members of the reviewed program, the relevant dean, the provost, and the president in the year after program review to discuss the outcome of the process and the execution of the action plan.

Academic programs that undergo accreditation are still subject to the AOC program review process. Any program that is required to prepare a comprehensive report for its accreditation may, by AOC procedural guidelines, submit that as their program review self-study. Similarly, any program accreditation that requires external review may submit that external reviewer's report in lieu of an additional AOC external review. However, the AOC still convenes a subcommittee to write a summary report based on accreditation self-studies and external reviews. The summary report includes recommendations and an action plan for continual improvement. Also, all other AOC procedural requirements, such as College Senate approval, the provost's executive report, and the program-administrative meeting to discuss the outcome of the program review, still apply.

Each principal administrator, i.e., the provost and vice presidents, submits an annual report to the president summarizing responses from the departments reporting to them. Department directors and deans submit their reports in May, following a template adopted by the President's Cabinet; principal administrators' summaries are submitted to the president in the summer. These summaries are shared with the Planning Council to ensure that accomplishments related to the College's strategic goals inform the annual updates to the Strategic Plan. Non-academic departments are encouraged to analyze performance indicators and to undertake program reviews. The Physical Plant, for example, employs Baldrige criteria for assessing the quality of services and, as a result, has received a Granite State Quality Council excellence award. The Student Affairs Division, as a member of the Council for the Advancement of Standards in Higher Education, uses these standards for departmental reviews. Residential Life engages in a national Educational Benchmarking Institute (EBI) survey through which student satisfaction is measured. Recent findings show that Keene State students reported higher overall satisfaction with their college, residential, and learning experiences than peers from a selected set of comparators most closely matched to Keene State and a second set of comparators from the same Carnegie classification.

The Office of Institutional Research (IR) completes over 200 projects a year. These projects range in scope from straightforward requests for information contained in the Factbook to the complex creation of relational databases for campus constituencies. The IR website is accessed about 1,600 times a month and provides about 40 percent of the inquiries for IR data. A Graduating Student survey is administered annually by IR and provides students with an opportunity to evaluate the College's programs and services and to assess their learning achievements. IR has administered the National Survey of Student Engagement (NSSE) every three years since 2003. USNH has completed an alumni survey approximately every three years, which provides information useful in the analysis and improvement of curriculum and academic support services, an evaluation of how well the College's mission has been implemented, and an examination of a Keene State graduate's ability to enter and contribute to the New Hampshire workforce. The Strategic Indicator report, completed annually by IR, documents the College's progress in meeting the goals established by USNH and demonstrates whether the College is meeting its mission, as well as the expectations of students, the College community, USNH, and the State of New Hampshire. IR is also responsible for the National Center for Educational Statistics (NCES) reports, the Voluntary System of Accountability (VSA), national college ranking reports, and the public disclosure of information.

To assess the success of the emergency planning process, the Environmental Health and Safety (EHS) manager meets twice a year with the Emergency Response Core Team to review procedures and discuss a variety of possible scenarios. Currently EHS and Campus Safety have periodic drills dealing with possible responses to emergencies, such as a pandemic flu. The EHS manager attends monthly meetings of the Greater Monadnock Public Health Network, charged with developing regional procedures in the event of a large scale medical emergency. Most of the members are emergency responders from Keene and the surrounding communities. Incident Reports, required to be submitted within two days of any accident or near-miss, are reviewed by Human Resources and the EHS manager. Data from these reports are used to communicate and resolve safety concerns. The College submits an annual EHS report to the USNH Board of Trustees.

Planning Appraisal

The College's focus on excellence stimulates academic, student life, and administrative departments to make improvements to support the College's mission, values, and goals. The College has experienced significant improvements in all strategic indicators and has received national and regional recognition for its achievements. The current planning process integrates a variety of annual planning efforts; encourages broad participation; and links mission, values, and planning goals with the allocation of resources. This process of linking planning with resources works well as long as resources are growing. However, as resources tighten, the number of new initiatives that can be funded will be reduced. If the College is not able to sustain the current momentum in funding projects, this may lead to frustration as valuable initiatives are turned down.

The College's Planning Council and the Budget and Resource Council provide checks and balances to the planning process, in that the former prioritizes initiatives and the latter recommends resource allocation options. The College's planning process creates the potential for all parts of the campus to receive support for initiatives; however, some of these take more than a single year to implement, and with more being added each year, there is concern that staffing and resources may not be adequate to sustain the rate of accomplishment or the positive energy that results when an initiative is approved. The BRC has identified allocation criteria so that their initiative funding recommendations better inform the budget decisions of the President's Cabinet. Improvements in the budget request document that accompanies initiative proposals enable the BRC and the Planning Council to spend more time on evaluating, not just the cost of the project, but the cost saving and revenue enhancement opportunities produced by the project.

The Planning Council coordinates the process which routes proposals to various campus committees. Recent refinements aim at resolving past conflicts resulting from overlaps with other committees. Information presented at workshops and on the web regarding the process, deadlines, and decisions makes the whole process more transparent and accessible. Moving to an earlier, October submission deadline has made it easier for departments to plan and prepare initiative proposals. While the tracking document helps, work remains to be done to communicate consistently and clearly the results and decisions back to the point of initiation and to modify the route for multi-year initiatives.

There is evidence of a growing maturity in the campus decision-making process as roles are clarified. For example, while councils play an advisory role, decision making, with recommendations from the Cabinet, is the president’s responsibility. Such was the case with the multicultural student coordinator position. The initiative proposal was congruent with campus goals, and the Human Resources Advisory Board reviewed and indicated positive support for the initiative based on its review criteria. The Planning Council, however, did not recommend the position because the proposal did not present clear reporting lines and accountability. The President’s Cabinet felt the initiative needed to move ahead anyway to support a growing number of incoming diverse students; it resolved the issues raised by the Planning Council, and the president approved the position. The Planning Council recognized the authority of the president and the cabinet to make decisions that are counter to the recommendations they provide.

Another point of tension in the planning process that has led to greater understanding relates to the Senate Curriculum Committee (SCC) review and Planning Council Initiative review. In spring 2007, a group of faculty members submitted a strategic initiative proposal to the Planning Council for financial support to incorporate an Honors Program into the existing Integrative Studies Program (ISP). With Planning Council and President’s Cabinet approval, the program moved forward. However, subsequent to the implementation, the faculty group changed the curriculum so that it extended beyond the already existing and Senate-approved ISP, creating a funded initiative involving curricular change that had not gone through proper channels, since curriculum matters and academic programs are the responsibility of School and Senate Curriculum Committees. The fact that this academic program had won administrative approval without going through the channels required for all other academic programs led to a series of difficult campus discussions that highlighted a particular tension between curricular change created through the traditional process and one created through a strategic initiative. To resolve the conflict, the proposal was put through the customary curricular process; eventually, after several revisions, the Senate approved the Honors Program curriculum in spring 2009.

Finally, some departments, primarily nonacademic, have indicated a difficulty seeing themselves in the College’s planning priorities. Planning process workshops have provided assistance by sharing ideas for linking nonacademic needs both to College values and the planning priorities, particularly to communicating the College’s mission and values and to providing ~~–a~~ffordable and accessible academic programs.”

Evaluation Appraisal

In general, the academic curricular review process is well defined and has moved forward many new programs and enabled existing programs to revise and update their curriculum. Senate Curriculum Committee reports document the process and results. New majors approved by USNH over the past three years include Sustainable Product Design and Innovation, Architecture, Holocaust and Genocide Studies, Mathematics Education for Elementary Teachers, Political Science, Athletic Training, and a Master of Science in Safety and Occupational Health Applied Science. The Senate has also eliminated the existing Associate degree programs.

Perhaps the best example of the effectiveness of the curriculum change process was seen in 2007 when the College moved to a four-credit curriculum. Every academic program had to revise its courses and update content to take advantage of the greater depth students experience under the new model. The Senate Curriculum Committee reviewed and approved all the curricular changes in just one year. Facilitating this one change would have been challenging enough. However, along with the move to a four-credit curriculum, the campus was also implementing the new Integrative Studies Program at the same time, replacing the former general education program and implementing an integrative teaching and learning process that operates on the principles of inclusiveness, coherence, and intentionality. The ISP Council has conducted assessment of student work in the foundation courses for two years and is currently assessing writing, critical thinking, critical reading, and quantitative reasoning skills using student work samples from other ISP courses. The assessment work and results have framed faculty discussions of pedagogy and learning.

Entering year four of this program, certain challenges in implementation are beginning to emerge. Despite the ISP's principle of inclusion, it has proven difficult to draw tenure-track faculty into teaching many of these courses, particularly faculty members from fields previously not included in general education. Some faculty members have felt frustration because of the shift in the curricular and cultural landscape produced by the new program. However, efforts to plan more effectively and to communicate policies and changes continue, as do efforts to educate the campus community about the satisfying intellectual challenge of teaching in this new program.

The Enrollment Management Committee (EMC) has created an enrollment plan, the goals of which have been met and exceeded. Students are satisfied with Keene State, and the retention rate has remained at or near 80 percent, a noticeable improvement and one that compares favorably with peer institutions. These enrollments provide a steady and reliable source of income. This success, however, has placed significant strain on course availability, facilities, and student services. In addition, since the new ISP program spans all four years of a student's career at Keene State, it has been difficult to predict the number of requisite courses that will be needed at different levels; the required upper-level courses during the first years of the program were often not available for students.

The College has taken several steps to help solve the problems that have occurred because of increased enrollment. First, the EMC and President's Cabinet established a first-time first-year student enrollment cap in 2009, and the College reduced the number of entering students.

Because of improved retention rates in the larger classes from previous years, the College still had a record enrollment, but this cap should help to stabilize overall enrollment in the future.

Second, the College now optimizes its use of classroom space through a funded strategic initiative, the CollegeNet R25 scheduling system, which takes into account all available space on campus and has, therefore, enabled the College to accommodate the growth of the campus population successfully. The change to a four-credit curriculum also helped to standardize class meeting times, making scheduling easier. However, there is a high ratio (92 percent) of preregistration classroom seats enrolled to seats available, indicating that there are not enough classes offered and too few seats available for course schedule adjustments. The Academic Affairs Council is reviewing these issues; they are also examining those classes with low enrollments and whether they might be offered less frequently. The Budget and Resources Council has recommended making more seats available through greater use of summer school and courses offered partially online to satisfy prerequisite requirements.

The College relies on the Facilities Master Plan for priority setting and communicating to stakeholders about future projects. This process has served the College well. A new or completely renovated building has opened on campus in all but one of the last 16 years. Use of a national space inventory assessment tool, Sightlines, shows that campus modernization places the College in an enviable position; the campus presents an integrated, up-to-date, well-maintained appearance that impresses parents, students, and visitors and provides a functional and inspirational workplace for faculty, staff, and students. The College has won awards from both the American Institute of Architects and the Society for College and University Planners for the Putnam Science Center and the Pondside III residence hall, and from the NH/VT Association of Building Contractors for the Zorn Dining Commons, the Putnam Science Center, and the Pondside III residence hall. Keene State is committed to the ―green college" concept as new space and renovations demonstrate. Sustainable building standards are published on the purchasing web page and are now a part of the bid proposal process, providing guidelines for design and construction. Pondside III received LEED Silver certification from the US Green Building Council. Renovations remain to be completed on some of the oldest administrative and academic buildings, but these are likely to be phased in, with completion timelines extended given the current economic climate and greater competition for state appropriations.

Involving the Keene community in the College's master planning process has generally worked well and helped the College to avoid conflicts. One example of how well the College and community work together when conflicts do emerge was around the planning of the new Alumni Center. While Keene State had identified the location of its Alumni Center on Main Street in the Master Plan, the city's creation of a new roundabout and subsequent sale to the College of two properties closest to the roundabout allowed for a design that would better fit the new intersection. A new city Heritage Commission was unaware of the College's plans and objected to the College razing three buildings in a district eligible for historic designation. Following a jointly commissioned review by a historic building preservationist, the College's revised Alumni Center design, restoring the oldest building and razing the other two, was endorsed by both the Commission and the City Council. The College also agreed to modify its Master Plan so as to limit future Main Street property acquisitions during the term of this plan. Modifications to the

Master Plan are reviewed by the Facilities Planning Advisory Committee, the President's Cabinet, and ultimately the Board of Trustees.

Human Resources; the Operating Staff Council; the Professional, Administrative, and Technical Staff Council; and the President's Cabinet have come together during the last three years to identify positions that showed the greatest deficiencies in compensation, so that now 80 percent of operating and professional/technical staff are within 5 percent of the target for their pay range. It should also be noted that in the face of the severe fiscal stress of recent years, financial solvency has been managed without lay-offs and without a freeze on hiring or salaries.

The creation of the new Advancement Division, by redefining some existing positions and with support from USNH reserves for one-time staffing additions for fundraising, has provided additional funding sources for College initiatives. This investment has already yielded a good return in higher alumni and staff contributions in number and dollars. These contributions have been very valuable for meeting increased financial aid appeals. Newly endowed faculty chairs in Holocaust and Genocide Studies and Chemistry, scholarship assistance, Honors Program study abroad grants, and Alumni Center facility and program assistance are examples of initiatives supported through gifts.

When benchmarked against peer institutions, the College makes efficient use of its operating dollars and spends 16 percent less per FTE student. This efficiency is partly due to a higher dependence on part-time faculty and staff. The College's operating budget is dependent on enrollment, and consistent enrollment growth over the last 20 years has enabled the College to support its planning initiatives. Over this same period, the percent of state appropriations has decreased from 25 to 12 percent. Concern about a shrinking high school graduation population has motivated the College to pursue new enrollment management strategies.

The academic program review process that was in place until 2008 lacked a systematic analysis of learning assessment within the entire program review process. Program members also repeatedly noted their desire to have administration clarify the guidelines for and structure of the reports. In response to these concerns, the AOC completely revised its operating procedures. It required programs, external reviewers, and AOC subcommittees to evaluate academic programs on campus, and it mandated a final meeting between program members and administrators to discuss the outcome of the review and an action plan for improvements. Finally, the committee simplified procedures and offered standard formats for all reports.

These improvements illustrate how Keene State systematically reflects on its evaluative practices and seeks to strengthen them. Moreover, it shows the collegial, collaborative effort that informs such revisions, since faculty, administrators, and AOC members worked together to identify and address problems. Also, external reviewers' comments were used in the evaluation of the process, thus incorporating outside perspectives in improving evaluative practices.

Beginning in 2009, all programs are asked to submit program assessment reports in which they evaluate their success in achieving their mission and identify performance indicators within the context of the mission of the College. These reports are analyzed by the department's dean and the associate provost for Academic Affairs. Eventually, these annual reports will create a standardized evaluative review process beyond periodic program review.

One area of ongoing concern, however, is the overall non-curricular program review. The AOC no longer evaluates non-curricular academic programs, such as the Center for Writing, the Math Center, ASPIRE, Continuing Education, and Academic and Career Advising. Currently, evaluation happens in two ways. First, most of these non-curricular academic programs do self-evaluations and are evaluated by external and administrative groups. Second, the AOC review requires that all curricular programs undergoing review address how they utilize the resources of non-curricular academic programs, so these programs receive some feedback in this indirect way. However, there is no single committee responsible for reviewing programs with broadly defined academic missions.

For non-academic programs, evaluation is often conducted using external perspectives and comparisons. For example, the College's participation in the annual Sightlines evaluation of the campus physical plant and facilities provides a comprehensive comparison with peer institutions. This study revealed that Keene State has good and up-to-date physical facilities. It also offered an evaluative plan for funding capital projects and maintenance. In response, the Board of Trustees authorized a deferred maintenance assessment plan to accelerate the effort and to encourage the state to match College funding.

These examples illustrate the wide scope of programmatic evaluation on campus and the use of external perspectives. While these program evaluations are successful, greater coordination of data and evaluations would allow the results of academic, co-curricular, and other program reviews to inform each other. In conjunction with regular review, this would improve and systematize programmatic analysis overall.

Usually, communication around campus issues is helpful and timely, as when the president addressed the current fiscal situation in 2008-2009. Also, the planning process, while still relatively new, has been very successful. However, the decision-making process, particularly around initiative proposals, is very complex and delays in communication have sometimes led to frustration. To make thoughtful, informed decisions about initiatives, to ensure that they can be funded properly, and to examine how they fit into the College's mission takes a good deal of time. Those proposing the initiatives are eager to hear whether their projects have been chosen so they can make plans for implementation. The customary seven-month timeline to align priorities and resources is not an unreasonable schedule; however, the cabinet needs to do a better job of making this timeline clear to those submitting proposals. It is hoped that the addition of committee evaluations and suggestions will help clarify decisions and provide feedback to those proposing initiatives and that clear communication of how multi-year projects affect the annual process will ease frustration. The whole planning process will be reviewed again in 2010-2011. Consequently, the Planning Council will not be accepting new proposals during this year so that it has time for reflecting on and assessing the process to ensure that future approved initiatives will meet the needs of the College.

All divisions of the College are working hard to make progress in the area of evaluation and to avail themselves of technological resources to help in the process. For example, the College approved initiatives to purchase and implement Tk20 and TracDat. The Tk20 assessment, accountability, and management system provides the Education Department and the School of Professional and Graduate Studies with an instrument for aligning programmatic outcomes with student learning outcomes and to address NCATE accreditation. TracDat is being more broadly implemented to document progress on academic department assessment outcomes, departmental annual reports, institutional assessment, strategic planning goal achievement, and accreditation updates. Since both systems are relatively new, their effectiveness has yet to be determined.

Projection

Reassess Strategic Planning Goals: Under the president's leadership, the planning committees and councils will need to determine 1) if the adopted initiatives are contributing to achieving academic excellence; 2) if the campus community feels the established goals are being achieved; 3) if additional or different goals need to be targeted for college-wide effort; and 4) how to involve the entire campus community in this assessment, visioning, and goal-setting process. Assessment of the College's planning goals will occur in 2011-2012.

Increase Technological Support: The success of the planning process and the commitment to additional assessment activities carries a new administrative overhead for the campus. The need to track initiatives, document accomplishments, complete the feasibility studies, and communicate and support departmental requests for information and assistance is increasing. TracDat provides a useful repository, but it also requires on-going maintenance and user support. By 2011-2012, the Planning Council with IT groups will address these technological needs.

Link Data to Decision Making: The Academic Plan informs the direction of the College. While the Academic Plan captures a vision for the future, decisions about how to achieve goals need to be based on data. These data are being collected from assessment activities across campus, program reviews, planning initiatives, and the strategic planning goals, as well as from accreditation reports. However, it is not always possible to link the data collected with trends on campus. For example, it is clear that the College has experienced positive trends in enrollment in recent years. The retention rate is at 80 percent from first to second year, student satisfaction rates at graduation are over 90 percent, and the College's six-year graduation rate is near 60 percent. Pinpointing the cause of those trends is not possible using current data because several significant changes were taking place simultaneously. The principal administrators have begun the process of making decisions based on the available data in a more credible way than has been done in the past. The effectiveness of this process will be assessed in 2011-2012.

Revise the Facilities Master Plan: According to USNH policy, the Facilities Master Plan will be revised by 2013-2014. The President's Cabinet and Facilities Planning Advisory Committee will be guided in their review by the completion of the Visual and Media Arts Center, the next major construction project, and by Keene community plans, particularly as they relate to arts, recreation, and housing facilities that support both campus and community needs. Once the strategic planning goals have been determined, the Facilities Master Plan will be linked to them.

Link Operational and Strategic Funding Decisions to the Planning Process: As initiatives move from the Planning Council to the Budget and Resource Council and then to the President's

Cabinet for approval, the College is directing more of its available revenue to meeting its strategic goals. This model not only builds confidence and maintains stability within the College, but also demonstrates significant accomplishments to external funding entities, accrediting agencies, and professional organizations. However, the Planning Council, Budget Resources Council, and President's Cabinet will need to devise a plan to finance and support campus planning and strategic initiatives and to prevent projects from being placed on hold because of a lack of financial or human resources. Success in achieving previously approved initiatives will need to be reviewed annually, and the initiative process itself will be reviewed in 2010-2011.

Implement USNH's Long Range Technology Plan: The College's Information Technology plans will need to build on a new USNH Long Range Technology Plan. Integrating technologies for both infrastructure and information systems will guide the timing and commitment of campus resources. Priority will be given to instructional uses of technology, reporting capabilities, and network expansion and security. Implementing the new plan in 2011-2012 will engage all of the responsible offices in an interactive, collaborative process.

Design a Non-Curricular Academic Program Review Process: Because the AOC no longer reviews non-curricular academic programs and since no process has been designed to replace the AOC review, the provost will propose a new review process to govern these programs by 2012.

Standard Three: Organization and Governance

Standard 3: Organization and Governance

Governing board

URL connection to by-laws	http://usnholpm.unh.edu/Bylaws/Default.html
URL listing names and affiliations	http://www.usnh.edu/bot/index.shtml

Board committees	URL or document name for meeting minutes
Executive Committee	http://www.usnh.edu/bot/committees.shtml#ec
Audit Committee	http://www.usnh.edu/bot/committees.shtml#ec
External Affairs Committee	http://www.usnh.edu/bot/committees.shtml#ec
Financial Affairs Committee	http://www.usnh.edu/bot/committees.shtml#ec
Finance Committee for Investments	http://www.usnh.edu/bot/committees.shtml#ec
Programs and Services Committee	http://www.usnh.edu/bot/committees.shtml#ec
Student Affairs Committee	http://www.usnh.edu/bot/committees.shtml#ec
Capital Projects Subcommittee	http://www.usnh.edu/bot/committees.shtml#ec
Human Resources Subcommittee	http://www.usnh.edu/bot/committees.shtml#ec

Major institutional committees or governance groups*	URL or document name for meeting minutes
President's Cabinet	http://www.keene.edu/admin/cpd/notes_cabinet.cfm
Keene State College Senate	http://www.keene.edu/senate/
Academic Affairs Council	http://www.keene.edu/admin/cpd/notes_academic_affairs.cfm
Student Government	http://keeneweb.org/studentgov/
Planning Council	http://www.keene.edu/planning/
Professional Administrative and Technical Council	http://www.keene.edu/tools/login/default.cfm?goto_url=http://www.keene.edu/pat/ksconly/mir
Operating Staff Council	http://www.keene.edu/tools/login/default.cfm?goto_url=http://www.keene.edu/opstaff/ksconly/

*Includes faculty, staff, and student groups

Standard 3: Organization and Governance Locations

	City	State	Date Initiated
Main campus	Keene	NH	1909
Other principal campuses	Not applicable		
Branch campuses	Not applicable		
Other instructional locations	Not applicable		
Distance Learning, e-learning	Not applicable		
Distance Learning, other	Not applicable		

Standard Three: Organization and Governance

Description

Keene State College operates on the principle of shared governance. Faculty, staff, and students are involved in decision making at all levels through their membership on committees, and the principal administrators (the provost and vice presidents) are responsive to their proposed initiatives, supporting these ideas with necessary resources. Principal administrators also keep communication lines open with the entire campus community. The president, for example, during the recent economic downturn, held a series of open forums about the budget and invited the community to submit ideas for conserving resources; the president received 142 responses. Information and ideas flow in both directions, and the channels through which they travel are clearly delineated, as are the processes for decision making. Inviting input and making everyone part of the decision-making process demonstrates that all members of this community are valued.

As a post secondary institution, the College's shared governance model exists within the larger context of the University System of New Hampshire (USNH), established by the state in 1963. To ensure that USNH would operate as a ―well coordinated system of public higher education," the four member institutions--Keene State College, Plymouth State University (PSU), the University of New Hampshire (UNH), and Granite State College (GSC)—were organized under the leadership of a single Board of Trustees (RSA 187).

The Board of Trustees is responsible for the management and control of all property and affairs of USNH and its institutions. The Board consists of 27 members specified by state law:

- Eight ex officio members (the governor; the chancellor of the USNH; the presidents of Keene State College, PSU, UNH, and GSC; the commissioners of education and agriculture)
- Eleven members appointed by the governor with the advice and consent of the Executive Council
- Six alumni members elected by each residential institution's alumni association (four from UNH, one each from Keene State and PSU)
- Two students elected annually on a rotating basis by the student bodies of two of the three residential campuses: Keene State, PSU or UNH

Except for the student trustees who serve for one year, appointed or elected trustees serve four-year terms. Faculty observers/representatives from all four institutions are elected and charged with providing information to the Board and for reporting back to colleagues at their institutions.

The Board meets at least four times a year, holding one meeting per year at each campus. During the year, the Board accomplishes much of its work through standing committees: the Executive Committee, the Audit Committee, the Finance and Capital Projects Committee, the Investments Committee, the Governance Committee, and the Programs and Services Committee. Descriptions, membership, and meeting schedules for committees are available to the Keene State community online. Also, the Programs and Services Committee meets periodically to review the mission statements for each institution within USNH. When changes to an institution’s mission statement are proposed, the Programs and Services Committee reviews them in light of the provisions of the USNH charter (RSA 187-A), the missions of the other USNH institutions, the unique history and character of the institution in question, and the needs of the state of New Hampshire and its citizens. If the Programs and Services Committee approves the proposed changes, its recommendation goes to the full Board of Trustees for final approval. The Keene State mission and values statement was most recently reviewed, updated, and approved by the Board of Trustees in February 2008.

Prior to June 2009, the Board of Trustees Chair and Executive Committee were responsible for monitoring the Board’s performance and providing opportunities for further development, often through retreats to which external specialists or facilitators were invited. The group considered such topics as Board member selection, orientation, and development, as well the Board structure, processes, and bylaws. In June 2009, the Board chair announced the creation of a Governance Committee responsible for assessing the Board’s performance. The Governance Committee is currently reviewing the informal mechanisms used for assessment and considering various options for more formal processes to monitor the Board. The committee made a recommendation to the full Board in spring 2010 and discussions are on-going.

The chancellor, as the chief executive officer of USNH, chairs the Administrative Board, which consists of the presidents of Keene State, PSU, UNH, and GSC. The Administrative Board is responsible for recommending and implementing policies and procedures and is advised by the following standing councils: Financial Policy and Planning Council; Human Resources Policy Advisory Committee; Information Technology Policy Council; Research, Planning, and Advisory Council; and System Academic Planning and Policy Council.

The presidents of the four institutions are given authority to adopt “institutional policies” for their respective campuses; however, they receive substantial guidance from USNH policies. These are available to members of the Keene State community in the *USNH Online Policy Manual* and in the *USHN Financial and Administrative Procedures Manual*. In addition to being represented by the president on the Administrative Board, the College is represented by key administrators on all of the standing councils.

Board of Trustees’ policy authorizes the Executive Committee to appoint, evaluate, and set compensation for principal administrators at Keene State College. Sections 1, 2, and 3 of that policy establish the compensation guidelines, section 4 sets the decision-making procedures, section 5 speaks to the hiring and setting of conditions of appointment, and section 6 covers the termination and retirement of principal administrators.

The president of Keene State College is the chief executive officer of the College and has authority and responsibility for the general administration and supervision of all aspects of the College. The President’s Cabinet includes the provost, all the vice-presidents, the chief officer for Diversity and Multiculturalism, and the senior executive assistant and legislative liaison to the president; this body represents the administrative structure through which the president manages the institution and leads the institution to fulfill its mission. The President’s Cabinet makes recommendations to the President for decision making. The Executive Division consists of the president; two senior executive assistants to the president, one of whom also serves as the legislative liaison to the state; the chief officer for Diversity and Multiculturalism; and the director of Human Resources.

Three recent changes at this level of administration signal a commitment to the College's values and a particular vision for the College's future. First, in 2005 the president obtained approval from the Board of Trustees to seek a provost and vice president for Academic Affairs, signaling a designated leader in the absence of the president. Second, in 2007 the president created the Advancement Division by bringing together Advancement Services, Development, Marketing and Communications, and Alumni and Parent Relations. The new division was charged with coordinating the College's relations with external constituencies, increasing campus outreach, cultivating relationships with past and current members of the community, and forming and renewing relationships with potential College partners. Third, in a 2008 decision to address the need for campus leadership in increasing diversity, the president added a chief officer for Diversity and Multiculturalism to the Executive Division. These three new positions, the provost and vice-president for Academic Affairs, the vice-president for Advancement, and the multiculturalism officer, join the two vice-presidents (Finance and Planning and Student Affairs) in serving on the Cabinet.

The Academic Affairs Division is responsible for all academic aspects of Keene State. In the past, this division was led by a vice president; however, in 2006, at the request of the president, the Board of Trustees appointed a provost/vice president as the chief academic officer in order to advance the College's mission of academic excellence and to designate a leader among the principal administrators. The provost/vice president is supported by an associate provost; an assistant vice president for Academic Affairs; the deans of each of the schools of Arts and Humanities, Sciences and Social Sciences, and Professional and Graduate Studies; and the dean of the Mason Library. Each academic department is represented by a chair or coordinator who reports to a dean. In addition, over the past three years, each school and the library added assistant dean positions so that the deans could focus more on outreach. Specific responsibilities of assistant deans are determined by the needs within each school and the library. As can be viewed on the organizational chart, academic support offices and programs are in the Academic Affairs Division.

Under the leadership of a vice president, the Student Affairs Division works to create a healthy and supportive environment for student success. The vice president is supported by an associate vice president/dean of students and an assistant vice president. Furthermore, as is reflected in the organizational chart, student support services are a part of the division of Student Affairs.

The Finance and Planning Division, led by a vice president, aims to provide leadership for planning, implementing, managing, and sustaining the College's resources. Supporting the vice president are an associate vice-president of Finance, the director of Institutional Research, the director of the Physical Plant, and the chief information officer.

As stated earlier, shared governance at Keene State College is an integral part of the institution. The College has a variety of committees that focus on particular aspects of its life or mission. While membership varies, there is broad representation of campus constituencies on all committees; in addition, faculty, staff, and students are represented on almost all college-wide committees. For example, the College Senate is the policy-making and legislative body for all academic matters. Although the membership consists predominantly of tenure-track faculty members, there are also members representing adjunct faculty members, the President's Cabinet, professional/administrative/technical staff (PAT), operating staff (OS), and students. Three standing committees—Curriculum, Academic Standards, and Academic Overview—are responsible for curriculum changes, academic policy proposals, and academic program review, respectively. A fourth committee, the Executive Committee, creates the agenda, which is distributed in advance of each Senate meeting; agendas and minutes are posted on the College's website. At general faculty meetings, held two or three times a semester, faculty members are informed about and discuss academic issues, including those being considered by the Senate.

In addition to the Senate, individual constituencies have their own organizations. The operating and PAT staffs are represented by staff councils that serve in an informational and advisory capacity to the president, the President's Cabinet, and USNH on concerns regarding the rights and responsibilities, personnel policies, and the welfare of their constituencies. The director of Human Resources is an ex-officio member of each council. Council leaders meet with the president regularly. Members of the councils serve on various campus-wide committees, as well as on search committees for key campus personnel. OS and PAT representatives are voting members of the USNH System Personnel Policy Committee, where policy is reviewed and created. While adjunct (non-benefitted) employees do not have a council, the OS and PAT Councils attempt to take their needs into consideration.

The full-time tenure-track faculty members at Keene State College are organized as a union. This bargaining unit is represented by the Keene State College Education Association (KSCEA), an affiliate of NEA New Hampshire, and by the National Education Association. KSCEA and the administration bargain over the terms and conditions of employment using a collective bargaining approach. The collective bargaining agreements are historically three years in duration and are between the USNH Board of Trustees and the KSCEA. Talks are led by the provost and a USNH hired professional negotiator who represent the interests of the Board of Trustees; the KSCEA is represented by volunteers from the bargaining unit and a professional organizer from NEA New Hampshire. The trustees are chiefly concerned with controlling salaries and benefits. Faculty members, while concerned with salary and benefits, historically have also been concerned with workload issues and the promotion and tenure process. The collective bargaining agreement calls for union creation of four standing committees that make recommendations to the provost: the Faculty Evaluation Advisory Committee (promotion and tenure), the Sabbatical Leave Committee, the Faculty Development Committee (grants for scholarship and professional development), and the Assessment Steering Committee (oversight for assessment work). Adjuncts at Keene State College are represented by the Adjunct Association (KSCAA). The goal of its elected executive board, is to improve the compensation and working conditions of adjunct faculty. KSCAA was officially recognized as the collective bargaining unit for adjunct faculty in 2000 and engaged in negotiations for the first time for the contact signed in 2002. KSCAA and the administration bargain over the terms and conditions of employment.

Student Government is the governing body for policies affecting students. Student Government oversees the constitutions and financial needs of all activity fee-supported student organizations, provides student representation on the College Senate, and is responsible for informing students about issues and policies affecting them, as well as for making recommendations to the administration. Student government consists of the student body representatives (president, vice president, and the student trustee from Keene State College who serves on a rotating basis), a legislative Student Assembly (five representatives from each class, five non-traditional students, and student body representatives as non-voting ex-officio members), class officers, and the student government executive board (student body representatives, officers of the Student Assembly, and class presidents).

Appraisal

Overall, Keene State College has an intentionally designed, participatory, and effective organizational and shared-governance structure that facilitates the accomplishments of its mission. The College's commitment to academic excellence is demonstrated by its turning the position of vice president for Academic Affairs into a provost/vice president position, thereby emphasizing the central role of academics and bringing strong leadership to the Academic Affairs Division. In addition, the new assistant deans relieve the deans of some administrative duties so that they can spend more time working with the provost to advance academic excellence. The two additions to the Executive Division, the chief officer for Diversity and Multiculturalism and the vice president of Advancement, as well as the creation of the Advancement Division itself, unify the College's efforts to strengthen relations with external constituencies and to increase diversity on campus.

In terms of the College's commitment to shared governance and valuing "all members of our community," the College has continued its commitment to an inclusive system of planning, which results in transparency in the governance process and aids the campus in arriving at informed decisions. Faculty members continue to have a substantive voice in the formation and implementation of curriculum and in faculty personnel decisions. The formation of the KSCAA adds the adjunct faculty voice to the College's shared governance model.

While the College's organizational structure works well, communication among governance groups is not centralized or formalized. In addition, while the shared governance model often involves many layers to ensure that all groups are represented, there is some sense that these processes can take too long when a pressing issue needs immediate action. For example, the multiple layers of input needed to create and change the general education program, as well as the respect accorded to any voices of opposition, held back this process for years. However, because the shared governance process is so valued, constituencies choose the long process over principal administrators' exercising their authority to take immediate action.

The administration of Keene State College and the University System of New Hampshire has been committed to ensuring parity between the faculty and staff compensation packages. In December of 2009, the System Personnel Policy Committee was presented with a document that outlined changes to a number of staff benefits. Prior to December these benefits were on a list of potential outmoded benefits to be discussed along with newer programs that would be attractive to current employees. The initial intent of these discussions was that they would be cost neutral with savings reinvested in new programs. In December the changes were presented as cost saving measures. At the same time, the USNH Board of Trustees hired an outside consultant to review the overall staff benefit and compensation package in comparison to similar higher education institutions, as well as to New Hampshire businesses. The College received the Mercer Report on their findings in 2010 and discussions are on-going.

In a full-time tenure-track faculty survey, more than half of the faculty who answered the survey favored a change in the Senate that would increase the faculty representation in this group, especially among senior faculty. However, currently many committee positions, including Senate positions, union officers, and promotion and tenure committee positions go vacant or are filled unopposed. This may be due to the increasing service load for the limited number of full-time tenure-track faculty or to the fact that some faculty view the Senate as ineffective.

Projection

Clarify Committee Structure: Service is a crucial part of Keene State's identity, but this service must be purposeful and valued. By 2012, the President's Cabinet will review the current committee structure to determine if all committees are essential and if there is any redundancy among them.

Review the Structure of the Senate: The Senate is the academic decision-making body on campus. Faculty have stated that they want more representation on this body, yet current positions go unfilled. By spring 2012, the provost will lead the faculty and the campus community in a discussion of the structure and effectiveness of this body.

Standard Four: Academic Programs

Standard 4: The Academic Program Enrollment and Degree Summaries

Degree Level/ Location & Modality	Main campus FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded FY09
Associates	2.1	2.1	4	32
Bachelors	5,308.4	5,308.4	5,231	945
Masters	61.7	61.7	121	55
Post Bacchalaureate				9
Post Masters				1
Total Degree-Seeking	5,372.2	5,372.2	5,356	1,042
Non-matriculated students			361	

Standard 4: The Academic Program Enrollment by Undergraduate Major

For Fall Term, as of Census Date	3 Years Prior (FY 2007)	2 Years Prior (FY2008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Goal for next Year (FY 2011)
Associate					
Applied Computer Science	2	0	1	3	
Chemical Dependency	16	21	27	26	
General Studies-Arts & Humanities	-	-	-	1	
General Studies-Science	8	1	4	7	
Technology Studies	5	1	2	1	
Total	31	23	34	38	0
Baccalaureate					
American Studies	11	11	9	15	
Architecture	-	30	74	82	
Art	86	67	56	77	
Athletic Training	-	-	24	19	
Biology	54	53	62	82	
Chemistry	26	20	19	23	
Communication	79	85	70	101	
Computer Science	59	57	51	51	
Economics	26	25	31	38	
English	96	110	147	160	
Environmental Studies	24	35	40	47	
Education	234	236	280	343	
Film	42	33	94	168	
General Science	16	18	17	20	
Geography	50	55	53	46	
Geology	11	12	8	9	
History	61	73	73	70	
Health Science	133	167	201	240	
Holocaust & Genocide Studies	-	-	-	4	
Individualized	17	16	7	21	
Journalism	39	46	46	38	
Mathematics	66	54	52	71	
Management	178	176	167	173	
Modern Languages	22	23	24	35	
Music	88	65	90	84	
Physical Education	56	52	47	38	
Political Science	0	0	12	34	
Psychology	222	220	218	216	
Safety Studies	188	192	206	219	
Social Science	63	64	58	49	
Sociology	108	111	129	119	
Theatre and Dance	39	36	39	59	
Technology Studies	78	42	22	19	
Undeclared	2,490	2,758	2,760	2,599	
Total	4,662	4,942	5,186	5,369	-
	4,693	4,965	5,220	5,407	-

Note: Students can be enrolled in more than one degree program

Standard Four: Academic Programs

Standard 4: The Academic Program Enrollment by Graduate Major

For Fall Term, as of Census Date	3 Years Prior (FY 2007)	2 Years Prior (FY2008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Goal for next Year (FY 2011)
Master's					
Education	101	79	66	51	
Other					
Post-Baccalaureate Teacher Certification	18	14	14	20	
Dietetic Internship	12	12	12	12	
Post-Master's Teacher Certification	18	8	4	11	
Total	48	34	30	43	-
Total	149	113	96	94	-

Standard 4: The Academic Program--Credit Hours Generated by Department

For Fall Term, as of Census Date	3 Years Prior (FY 2007)	2 Years Prior (FY2008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Goal for next Year (FY 2011)
Undergraduate					
American Studies	472	436	576	579	
Anthropology	690	844	1,108	984	
Art	3,257	3,211	3,525	3,605	
Astronomy	267	304	320	408	
Biology	3,224	3,396	3,664	3,902	
Chemistry	1,308	1,756	2,046	1,823	
Communications	1,838	2,451	2,517	3,066	
Computer Science	2,036	1,935	1,950	1,794	
Economics	1,547	1,427	1,991	1,872	
Education	4,215	4,428	3,540	4,061	
English	5,077	3,424	2,956	2,952	
Environmental Studies	567	371	400	772	
Film	1,937	1,977	2,331	2,297	
French	692	644	624	696	
Geography	2,263	2,595	2,447	2,336	
Geology	1,414	1,540	1,796	1,288	
German	256	172	212	124	
General Science			24	40	
History	3,774	3,639	3,492	3,843	
Health Science	2,240	2,576	3,173	3,315	
Holocaust Studies		88	20	334	
Honors				60	
Individualized Major	186	4			
Integrative Studies	1,076	5,212	5,456	5,364	
Journalism	1,648	1,473	1,515	1,799	
Mathematics	2,806	2,625	3,041	3,153	
Meteorology	96	116	404	208	
Management	3,533	3,826	3,932	3,674	
Modern Language	434	564	340	324	
Music	1,844	2,002	2,044	1,937	
Physcial Education	1,081	1,051	1,276	1,356	
Philosophy	903	1,082	880	1,004	
Physics	473	564	454	488	
Political Science	1,233	1,251	1,875	1,684	
Psychology	5,704	6,042	5,690	5,635	
Safety Studies		2,877	2,804	2,965	
Sociology	2,530	3,170	3,582	3,792	
Social Science	213	180	168	172	
Spanish	1,279	1,200	1,272	1,232	
Theatre and Dance	1,248	1,315	1,856	1,697	
Technical Design & Safety	3,320	1,561	1,832	1,928	
Women's Studies	544	752	712	792	
Total	67,225	74,081	77,845	79,355	0
Graduate					
Education	1,245	975	683	554	
Safety Studies			44	48	
Total	1,245	975	727	602	0

Note: Graduate Level Health Science Courses are only taught during the Spring semester

Standard Four: Academic Programs

Option E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS						
CATEGORY	(1) Have formal learning outcomes been develope d?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Integrative Studies Program	Yes	http://www.keene.edu/catalog/programs/undergrad_bachelor.cfm#is	Students in the perspectives and interdisciplinary courses submitted work representative of the outcomes being addressed. Sixty artifacts for each outcome were randomly drawn. Three assessors for each outcome conducted norming sessions facilitated by two members of the ISP assessment subcommittee (Dick Jardine and Yi Gong). Assessors reviewed twenty artifacts each.	Mike Cullinane (Math), Bob Kostick (Graphic Design), Sue Whittemore (Biology) conducted the writing assessment; Dick Jardine, Charles Liberty (Math) and Rich Blatchly (Chemistry) conducted the quantitative reasoning assessment; and Stephen Lucey (Art) , Michael Antonucci (American Studies)and Patricia Pedroza (Modern Languages and Women's Studies) conducted the critical thinking assessment. Assessments were conducted over the summer and Susan Whittemore reported for writing, Dick Jardine for quantitative reasoning and Stephen Lucey for critical thinking.	**Critical Thinking Recommendations:** "Faculty should design assignments that make explicit the…outcomes. Perhaps a workshop/meeting of faculty teaching courses with…[critical thinking] content would facilitate learning how to craft assignments in which students demonstrate their ability to meet…outcomes…" "Students struggle with using…[critical thinking skills] to [construct and] support their arguments. In many submissions, there was only a presentation of…information without application, analysis or evaluation of…[content]. It is suggested that faculty provide many opportunities for students to practice that skill, with both in- and out-of-class activities designed for that purpose. Providing students with examples of "how it is done" is an important modeling exercise to facilitate student learning." As a group, assessors were dissatisfied with the critical thinking rubrics as they stand, both in terms of language and actual accessibility. However, we also believe there is definite room for improvement in terms of how faculty teach and create assignments with the current outcomes in mind. **Writing-Recommendations:** Either faculty should be asked to design an assignment that makes explicit	2002

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Integrative Studies					Writing Outcome #1 (requiring multiple perspectives) or a different, more universal outcome should be substituted to include assignments where only the student's perspective is required. While Outcome #3 (requiring multiple drafts) is certainly laudable, it is not readily assessable using the current method of artifact submission. There was no way for the reviewers to determine which assignments represented final drafts and which required no revision. Even if drafts were made available for review, assessing multiple drafts might prove too onerous for reviewers. **Qualitative Reasoning Recommendations:** Faculty should design assignments that make explicit the QR outcomes. Perhaps a workshop/meeting of faculty teaching courses with QR content would facilitate learning how to craft assignments in which students demonstrate their ability to meet QR outcomes. It is not appropriate to highlight sections of their completed assignment to indicate where they feel they addressed the outcome as some students did. As described in the rubric, the outcomes are clear and assessable. Students struggle with using quantitative information to support their arguments. In many submissions, there was only a presentation of numerical information without application, analysis or evaluation of quantitative processes. It is suggested that faculty provide many opportunities for students to practice that skill, with both in- and out-of-class activities designed for that purpose. Providing students with examples of "how it is	

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Integrative Studies					done" is an important modeling exercise to facilitate student learning. Multiple submissions with constructive peer/faculty feedback seem to be a key to success in students producing a report which meets/exceeds expectations as described in the rubric. It is recommended that the assessment be completed in a shorter time window, to promote communication between assessors and preclude disparities in assessment ratings. In summary, this assessment reveals that faculty and students have room for improvement in demonstrating that they understand and can meet the QR outcomes. It is important to include an adjunct professor in the assessment process as adjuncts are bearing a large load in QR instruction. Faculty discussions involving the results of this assessment and the teaching of QR have potential to improve students' demonstrating the desired QR abilities.	
Interdisciplinary/Individual			Student learning outcomes are different for each individualized major. To my knowledge there is no formal assessment process of outcomes.			2002

ARTS AND HUMANITIES						
CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
American Studies	Yes	http://www.keene.edu/catalog/programs/amst/outcome.cfm	Reading student artifacts against a rubric derived from/devised for Outcome #3	Committee of Three: Professors Long, Joyce and Antonucci	Decision to use AMST Student work from Professor Long's AMST350/ENG390 at Spring Retreat impacted the decision to revise AMST program Objectives and Outcomes. AMST Faculty sought to establish Geography (writ large) as an organizing category for the Major and develop engagement with spatial and geographic issues as a point of distinction for AMST program. AMST will offer another course that engages issues of SPACE/PLACE &GEOGRAPHY using the AMST 350 number in SPRING 2009 as part of our ongoing assessment of both the program and student learning.	2003
Art/Graphic Design	Yes	Planning stages for Website	Final Studio Art/Graphic Design portfolios from graduating seniors were evaluated in relationship to Art Department Program Outcomes as per each degree option. These portfolios were completed as part of course work for required departmental capstone courses, ART 459 Graphic Design Portfolio and ART 495 Senior Studio Exhibit Practice.	Professors Yuan Pan, Robert Kostick, Paul McMullan and Christa Parravani evaluated eight digital portfolios chosen randomly from a group of 23 senior portfolios. This assessment combines both BA and BFA students as one group. Each member of this four person committee evaluated the portfolios individually against a set of five criteria (research, typography, design strength, technical merit, presentation) using a 4-point scale (1=unsatisfactory, 4=excellent). See "Evaluation of Senior Portfolio" sheets attached.	**Goals for Art/ Graphic Design Assessment:** 1. Separate BA portfolios from BFA portfolios for assessment in order to compare each program's relative strengths. 2. Evaluate our overall assessment system. Are the learning goals current, relevant, and comprehensive? Are the current goals consistent with the mission and objectives of the College? In addition to digital portfolios, what other artifacts could we collect that demonstrate evidence of student learning? Consider not only direct evidence but indirect evidence as well (alumni and employer surveys, job placement statistics, retention studies, etc.). 3. Based on what we learn from this evaluation, update and rewrite our assessment plan to better reflect the mission of our program. **Studio Art Options:** Several program changes will be discussed: 1. Defining of assessment rubric in	2005

Standard Four: Academic Programs

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Art/Graphic Design					greater granularity. Specify what expectations are for each number given. 2. Reconsideration of the problematic digital portfolio as assessment artifact versus as professional artifact for career use. 3. Reconsideration of Studio Art Option Program outcomes to reflect additional goals that separate BFA from BA. To discuss the wide disparity between evaluations of BA and BFA portfolios. Do program expectations for BA degree need to be lowered, or will assessment expectations be lowered? To delineate specifics of rubric into a more usable model. 4. Possibly update assessment criteria to reflect expectations stemming from the addition of ART 298 Sophomore Studio Exhibit Practice, which is in part a seminar on contemporary artists and methods. This course was developed two years ago as a response to lower than desired scores in past assessments in the areas of Maturity and Creativity. As students are now exposed to history of Modernism and Post-Modernism, will their artwork in upper levels show increasing maturity and openness to concepts and strategies of contemporary art? 5. Verbalization of art intentions and concepts has yet to be assessed and cannot be using senior portfolios, can other rubrics be developed?	

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CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Communications/Journalism	Yes	http://www.keene.edu/catalog/programs/57utco/outcome.cfm	This year the department chose to assess the following program outcome for the Communication program: "Engage in research, using appropriate analytical methods and tools." We evaluated 20 (of 30) papers from our Fall '08 Senior Project classes. The course is the capstone for the major, and its required research project is especially suitable for assessing this outcome. Four coders, all Communication faculty, evaluated the papers for the following: *Demonstration of the appropriate integration of a communication theory. Demonstration of a sufficient number of relevant scholarly sources. Demonstration of an appropriate methodology. Demonstration of an adequate analysis of the data/subject.* The students' papers were scored in each of the above categories on a three-point scale, with a score of one being 'Needs Improvement,' a score of two being 'Satisfactory,' and a score of three being 'Exceeds Expectations.' A copy of the coding rubric used for the scoring is attached to this document.	Four coders, all Communication faculty, evaluated the papers	We look forward to further improving our students performance for this outcome. This assessment suggests we might work now to assist our students in finding a sufficient number of relevant scholarly sources for their projects. The 55% satisfactory or higher rating, however, may indicate this is more of lack of dedication to a proper literature review by our students rather than a cognitive/learning problem.	2008
English	Yes	http://www.keene.edu/catalog/programs/eng/57utcome.cfm	We are at a crossroads in our assessment work. We are committed to creating an effective learning environment for all of our students and, consistent with the guidelines of Keene State College Academic Plan, we continue to use "multiple continuous forms of assessment from various sources" to improve the quality of our academic program according to the most current professional practices in our discipline. Our next task is to agree on the methods of assessment we will use—drawing on our experiences with direct and indirect assessment activities during the past ten years—and complete an assessment plan to direct our future work.		The English Department is studying the effects of a nine-course, 36- credit major on our students' overall preparation but does not plan to propose a substantial revision to our major this year. The Writing Minor will continue to be assessed separately as we continue to develop possible models for a proposed concentration in Writing within the department.	2010

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Film	Yes	http://www.keene.edu/catalog/programs/film/58utcome.cfm	Instructors who teach same courses on the introductory level collectively wrote assessment tests—a test on 50 majors terms in film analysis, a test on 50 names and movements in film history, and a list of key production terms. On the advanced level, a series of tests were given to graduating Critical Studies seniors at the beginning of the semester (Spring 2009).	Faculty	All the data collected in this course can be, in my view, interpreted generally as indicating AB (B+) level achievements, which corresponds the average grade students received from this course. Yet, since there are uncertainties regarding how to interpret some of the data—especially students' performance at the Critical Studies conference—we decided to wait and gather data for another year (this course is offered only in Spring semester, with typically 6-7 students taking the course each year), while working on assessment rubrics more rigorously.	2002
History	Yes	http://www.keene.edu/catalog/programs/hist/58utcome.cfm	100 Level Students will take exams or write papers that allow them to show their understanding of broad historical knowledge and offer them the opportunity to synthesize disparate areas of historical inquiry. 200 Level Students will also demonstrate basic proficiency in critical writing about these texts. Writing assignments can include critical book reviews of a scholarly monograph, synthetic essays, and basic research papers based on secondary and/or primary sources. 300 Level Students will have the opportunity to master a specific area historical inquiry through challenging readings. Earlier training in methods will allow students to participate in deep textual analysis of primary and secondary sources in class discussions, presentations, and critical essays. 400 Level Students' abilities to critically analyze texts, assess methodology, and analyze historiography will be measured by an advanced interpretive research/term paper (often in conjunction with in-class oral presentations).	Faculty	Data not yet available	2005

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Holocaust and Genocide	Yes	http://www.keene.edu/catalog/programs/holo/outcome.cfm	Discussions regarding developing an approach to assessment for the new major in Holocaust & Genocide Studies have been moving forward. Sander Lee, a colleague from an associated program led the discussion, describing how the combined department of Communication/Journalism/Philosophy has developed a basic rubric for assessing a student learning pattern based on the department's learning outcomes. Paul Vincent suggested developing a Blackboard based Focus Question for HGS/HIST 252, "Holocaust," that captures the essence of the major's first learning outcome: i.e., "Students will demonstrate knowledge of the Holocaust, its historical and precipitating factors, and its legacy." Students will be required to respond to the Focus Question during the first week of the course and then, again, during the final week of the course. There was agreement that this would be a good approach. HGS 255, "Genocide," might approach the major's second learning outcome—i.e., "Students will demonstrate understanding of the concept of genocide, as distinct from mass murder, and the circumstances under which it can occur, its precipitating factors, and its legacy"—in the same way.	As a new program in the 2009-10 academic year, HGS is making progress in developing an assessment process.	The department hopes to pilot an assessment in the upcoming year after which its effectiveness would be evaluated.	new 2008

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CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Modern Languages	Yes	http://www.keene.edu/catalog/programs/sp/outcome.cfm	All students are required to have a pre-study abroad oral interview in French or Spanish with the appropriate faculty member. All students are then interviewed again as early as possible upon return from their study abroad experience. A journal and a post-study abroad written essay regarding socio/cultural contrasts and observations/language improvements/travel experiences/personal growth and global impressions are required of all majors. The journal and the essay of 8-10 pages in French or Spanish are due by mid-fall semester and mid-spring semester following the study abroad experience. All five Cs (Communication, Culture, Connections, Comparisons, and Communities) under ACTFL Guidelines are addressed in this document. The Secondary Education student has to contact ACTFL to make arrangements to take the OPI. The test must be taken by September 15 of their senior year. The Praxis is given four times a year. The dates are available on the website. The Praxis must be taken prior to the end of the fall semester of their senior year. All French/Spanish majors are required to take a senior seminar (FR/SP 495) course which culminates in a 12-20 page MLA format final paper. An approved rubric has been established. The final paper addresses one or more of the following ACFTL standards: 2.1, 2.2, 3.2, 4.1, 4.2, 5.1.	Modern Languages faculty assessed, interpreted and reported (to the department) the outcomes of the departmental assessments following the ACTFL guidelines. Education students are assessed as well by ACTFL through the OPI, as well as the Praxis II test.	We continue to identify potential majors as early as their first semester to adequately develop their study plan to include their semester (or year) of study abroad. This requires the active participation of French and Spanish faculty in all aspects of student recruitment, Admissions, new and transfer student orientation and first-year student advisement. Modern Languages faculty realize that the sites abroad at which our students are required to attend, house programs that are sanctioned by the College and, as such, are available to all Keene State students. However, study abroad is a requirement of all French and Spanish majors and strongly encouraged for minors, as it is mandatory to spend a semester abroad (and most faculty would prefer a full academic year) to achieve anything close to near-native fluency. It is clear from the results of our post-study abroad assessment that French and Spanish faculty must stay in closer and more direct contact with our students during their study abroad experience - as well as with those individuals in residence who are responsible for their academic growth. At present we are developing a short-term faculty led program in Mexico. This could be a prototype for future programs for both languages.	2006

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Music	Yes	http://www.keene.edu/catalog/programs/mu/outcome.cfm	Programmatic assessments of all Music students are primarily captured in four departmental assessments: 1) performance assessment juries every semester for all students taking 2- or 4- credit applied music; 2) an aural skills proficiency exam for all students, usually taken in the second year of music study; 3) a piano proficiency exam for all students, usually taken in the second year of music study; 4) a mid-level review of every student's academic achievement and artistic development, usually taken in the fourth semester of music study.	The methods used to assess the outcomes include: 1) requiring all students taking 2- or 4- credit applied music to perform in front of a faculty assessment committee at the end of the semester; 2) requiring all students to successfully complete a basic aural skills proficiency exam in front of a faculty assessment committee by the end of their second year of music study; 3) requiring all students to successfully complete a basic piano proficiency exam, graded by a faculty assessment committee, by the end of their second year of music study; 4) requiring all students to successfully complete a mid-level review, which includes an application with reflective essay, transcript, assessment evaluations forms submitted by faculty, and an interview with a faculty assessment committee. The process used to assess the outcomes include: 1) performance jury forms are completed by faculty assessment committees and submitted to the students and their applied teachers, with an indication of whether the student is ready to pass to the next level of applied music study; 2) aural skills assessment forms are completed by the aural skills assessment committee, and the results are sent to the students and recorded by the department; 3) piano proficiency assessment forms are completed by the piano proficiency assessment	The most immediate need is to expand the piano curriculum for all music students, especially those enrolled in Bachelor of Music degree programs. This reform will include increasing the required number of semesters from two to four, as is the case in most institutions that conform to state and national standards. The department has already opened discussions with the Dean to evaluate the impact on student credit hours and faculty workloads. In response to a request by the Integrative Studies Program Committee and Associate Provost Ann Rancourt, the department wishes to realign the outcomes of its ISP offerings to account for current practice. Please allow this list of primary ISP outcomes to replace the current ISP outcomes for the following courses (outcomes information was provided to the college & ISPC via curriculum forms submitted in AYs 2007, 2008 & 2009	2003

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Music					committee, and the results are sent to the students and recorded by the department; 4) following an interview with each student, the mid-level assessment committee makes a determination of the best path for student success at the college and beyond, and a letter is sent to the student and her/his academic advisory for review. The results of the mid-level review are recorded by the department.	
Theater and Dance	Yes	http://www.keene.edu/catalog/programs/tad/outcome.cfm	The surveys were distributed during the last two weeks of classes and at the end of productions in each of the semesters comprising the 08-09 academic year	Faculty	Our results will show that we are, in fact, doing what we say we are doing. In many ways we DO know we are succeeding with the "Collaboration" concept because the simple fact that a production reaches closing night and that a student presents a final scene in a class, indicates that the collaboration has occurred. The hard part is in figuring out <u>exactly</u> how we are doing that and <u>exactly</u> how we know the students are getting it. Again, this will be a problem in the Arts where you know something is true because you can feel the heat of it in your face, but you can't always tell how you know other than to say "I feel it". Our survey results indicate that the majority of our students are "getting it" but that we need to be clearer with them about what we value and what our over-arching goals are for them. One way to do this would be to put it up front and print it out in the syllabus. We are holding faculty meetings intended to come up with a methodology for assessing the next in our series of outcome choices: "Critical thinking". We decided that a survey such as the one we did last year will not work as well for this	2003

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Theater and Dance					outcome because it is more complex and has different meanings for different courses. In addition, in our discipline, there are some very different concepts behind "Critical Thinking" because we are constantly critiquing our own work as well as others work and this is mostly an oral tradition. The rubrics created by ISP seem to be aimed at courses that deal primarily with research papers. Both of our big contributions to ISP are IATAD 100 and IATAD 102. When we drew up the proposals for those courses, we made many of the same mistakes that most people did and chose too many of the outcomes. However, we never went back to those proposals and changed them. We are planning to schedule a meeting of the adjunct faculty who are mostly behind these courses to discuss changing the course proposals and the outcome choices. Several of these faculty have attended the Perspectives outcomes sub-committee meetings and are very conversant with the way the outcomes should be changed. In fact we would shift from "Critical Thinking" to "Creative Thinking". The ISP course outcomes are in the process of being reviewed and are likely to be revised based on input and feedback from the faculty who are now teaching the courses. Once the outcomes have been revised, the ISPC will be notified with the changes taking effect, we hope, in the Fall of 2010. Another would be to make sure that the core goals and outcomes are published in a place where the students will actually see them.	

PROFESSIONAL AND GRADUATE STUDIES						
CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Architecture	Yes	http://www.keene.edu/catalog/programs/arch/outcome.cfm	In the past year the Program assessed Learning Outcomes in the area of Sustainable Design, which has been a core focus of the Architecture Program since its inception in 1991. This assessment occurs with the annual offering of the ARCH 260 course (Sustainable Design and Building Science), which is given every fall semester, and is a required course for all Architecture majors. This course ends with a comprehensive final exam, which assesses the student's learning over the whole semester. In addition, a semester project allows the students to pursue an area of particular interest in this field. This course has been taught every year by Professor Temple, except during the F07 semester when he was on sabbatical. That year's data cannot be used, since the course content was radically different during that semester.	Faculty	The final exam for ARCH 260 assesses the knowledge outcome through a series of questions about basic principles of heat transfer, knowledge of fundamentals of solar siting and design, and calculation of actual performance of building designs and solar energy systems. The skills application outcome is assessed through an essay question requiring an overall design of a building for a specific set of goals, including making decisions about order of priorities of different renewable options and evaluation of most cost-effective strategies. The values outcome is assessed through the student's semester project, evaluating the depth of their interest and commitment to a particular issue or specialty within the field of Sustainable Design. A review of the final exams for the F08 semester shows that the group of students averaged a grade of B or better on the final exam, demonstrating a good level of success on the knowledge and skills questions that represented a comprehensive evaluation of the whole semester. A review of the students' performance on the semester projects also demonstrates that they averaged a grade of B or better in their independent work in their areas of special interest. The Architecture Program believes that these results demonstrate that the Arch 260 course is successfully meeting the Program objectives in these areas.	new 2006

Standard Four: Academic Programs

CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Education	Yes	http://www.keene.edu/catalog/programs/educ/outcome.cfm, Program outcomes are assessed via two assessment tools; the first is the Summative Evaluation Form (attached to this report and available at http://www.keene.edu/teachered/forms/SummativeEvaluationForm.pdf) and the Teacher Candidate's Dispositions Assessment (Attached to this report and available at http://www.keene.edu/teachered/forms/DispositionsAndRubric.pdf) At the end of student teaching, both the cooperating teacher and the site supervisor complete these forms for the teaching candidate's summative assessment. These forms are also completed as a formative	Cooperating teachers, site supervisors, and the teaching candidate fill out both the Summative Assessment form and the Teacher Candidate's Dispositions Assessment. They base these assessments on observations and on the work the teaching candidate has completed during his/her field placement, including his/her lesson planning, his/her actual instruction, his/her work on an integrated unit and other written projects including lesson plans, performance in the classroom, creation of a learning environment, and professional dispositions displayed during the semester. They share and discuss these assessments when during their final conferencing with the teaching candidate.	These forms are filled out with careful attention to the criteria identified in the accompanying rubrics for each assessment. The rubric for the Summative Clinical Assessment can be accessed at http://www.keene.edu/teachered/clinicalassessment.pdf The rubric for the Professional Dispositions Assessment can be accessed at http://www.keene.edu/teachered/forms/DispositionsAndRubric.pdf. This material was compiled through a Teacher Ed data base (Access for this past year, transitioning to TK 20 for future years). It was analyzed and presented to the department for evaluation. We searched for aggregate patterns and program specific patterns. In addition to these assessments, secondary and other K-12 program areas may have unique assessments for content knowledge and skills connected to their specialty program associations connected to their program. (i.e., NCATE has specialty program areas that are specific to each specialty program, such as elementary education, early childhood, etc.).	At our department meeting in which we discussed our assessment results, we addressed the following concerns: **Behavior Management -** We discussed and made some revisions to how to infuse this into the curriculum of Methods 1, Methods 2, and Student Teaching. In addition, three faculty members are working with the State Department of Education on a grant based on the RTI model – a behavior management model with applications that can be used with literacy as well. They are planning and/or presenting workshops in the Methods 1 and Methods 2 on these topics; **Instruction** – We would like our teaching candidates to increase their skills in engaging their students in instruction. We are adapting the curriculum in Methods 1 to include more micro-teaching (i.e. peer teaching/reflection/response). By strengthening these skills early in the program in what can be perceived as safe environments, these skills are more easily transferred to the public school classroom.; **Descriptors** – We examined the descriptors on the final evaluation, and questioned whether we would want to change the wording. For example, some schools have limited technology available to candidates, yet our candidates should be adept at utilizing technology. **Technology** – We asked ourselves "what are we expecting" "how can we improve the way we are teaching technology?" The School's recent partnership with the Southwestern Educational Support Center has clearly assisted in helping faculty become more "savvy" about new technological innovations. We are.	2001

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Education			assessment at the end of each semester in Methods 1 and Methods 2		scheduling Smartboard demonstrations, and with the increased availability of technological innovations, we will be continuing to work towards improving our students' skills. **Planning process/content knowledge** – We determined that our students could develop stronger content knowledge, which would involve deeper research before teaching a lesson, and closer alignment with standards. In response, we revised the Student Teaching Unit to reflect an example of deep content knowledge and its use in planning a well defined unit. **Written communication** – We need to focus on our teaching candidates' ability to use Standard English correctly in both written and oral communication. This is addressed in Methods 1 and Methods 2. Individual programs worked within the new curriculum to assure their assessments are meeting national standards. We noted that our teaching candidates are very strong in self reflection	

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Health Science	Yes	http://www.keene.edu/catalog/programs/hlsc/outcome.cfm	Artifacts were identified from the following courses and a random sampling was selected: Health Science Program Outcome #1: HLSC 101, HLSC 380, HLSC 385, Health Science Program Outcome #6: HLSC 385, HLSC 485, Health Science Program Outcome #7: HLSC 385, HLSC 485, Health Science Program Outcome #9: HLSC 285, HLSC 485, HLSC 495	Health Science faculty assessed, interpreted and reported.	Outcome #1: Re-assess HLSC 385 2009/2010. Re-visit assignment and rubric. Behavior Change faculty to meet and collaborate on assignments. Outcome #6: No artifacts were provided from HLSC 285; this course will be assessed in 2009/2010. Health in Society faculty to meet to discuss content, assignments and potential assessment artifacts. Outcome #7: Re-assess HLSC 385 2009/2010. Re-visit HLSC 385 assignment and as needed, rubric. Behavior Change faculty to meet and collaborate on assignments. Outcome #9: No artifacts were provided from HLSC 285; this course will be assessed in 2009/2010. Health in Society faculty to meet to discuss content, assignments, and potential assessment artifacts.	New 2003
Physical Education	Yes	http://www.keene.edu/catalog/programs/pe/outcome.cfm	Professors within each course used tools to assess specific student outcomes. In addition, cooperating professionals, college supervisors and approved clinical instructors assessed students in each practicum, internship, student teaching, and externship.	Data gathered from the assessment tools are interpreted / analyzed directly following each assessment. Some data sets (within PE) required further analysis which was done during summer 2009.	Assessment revisions will be evaluated at the end of the next academic year by each faculty member, as appropriate. PE students' skill and knowledge related to the use of technology within the K-12 physical education setting will be assessed using the tools designed for the NCATE technology standard (Technology Teaching A Profile). Results of revisions will be reported to the Dean no later than September 30, 2010 (as directed by the Provost).	2006

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Safety Studies	See #3	In Progress	Learning outcomes were assessed on a formative level, at each course, and summative level via national credentialing exam, the OSHT (Occupational Safety and Health Technologist) exam.	Summative assessments occurred at the conclusion of each semester, following receipt of normalized OHST exam results (Spring 2008, Fall 2008, Spring 2009). The department continues to evaluate the merit and worth of using a national credentialing program. Faculty reviews the OHST exam results and discusses results.	On the one hand a national exam offers an objective tool, on the other hand, the faculty wonders if the exam is relevant. The CCHEST examination director offers the OHST exam is a professional credentialing exam requiring one year of professional experience, making the exam perhaps unduly challenging for students who have not yet entered the workforce. Different review options and incentives have been used to increase the perceived value of the exam by students, encouraging more robust preparation.	2003

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Sustainable Product Design	Yes	http://www.keene.edu/catalog/programs/tds/outcome.cfm	Given that SPDI was not formally recognized as standalone program of study until the fall of 2008 and that the single dedicated SPDI tenure-track position was not filled until May of 2009, this report will refer only to formative activities related to program assessment. The TDS faculty assigned to the SPDI Program (Lisa Hix, Charlie Sheaff and SPDI Coordinator Rick Foley) have been meeting throughout the 2008-9 AY with adjunct faculty (Norm Fisk, Berny Cooper and Randy Blodgett) to orient themselves to the College administration's expectations on assessment. In these conversations we have agreed to archive "artifacts" generated by students in all of our classes, starting in the Spring 2009 semester. We noted that the emphasis of creative problem-solving in our courses would generate a rich variety of formats for the artifacts, including traditional items such as tests and reports, but more importantly, commercial-strength CAD products, CNC programs, comprehensive product design feasibility studies and prototypes (from hand-built to 3-D digital specimens). Rick also shared his rubrics that encourage student self-assessment and assist students in developing artifacts that speak directly to students' evidence of success in meeting identified student outcomes.	During the Fall 2009 semester, the SPDI faculty team has continued their discussions on identifying the specific program objective and corresponding student outcomes to be measured during the 2009-10 AY, designing assignments to help students develop appropriate artifacts, cataloguing and evaluating the artifacts, and modifying course delivery to help students acquire the targeted outcomes. We should mention that Bob Simoneau has agreed to serve, on an informal basis, as the liaison between the SPDI and Management faculty on matters related to the SPDI program. We expect that Bob will assist us in keeping track of how Management will be conducting its assessment program, especially in relation to MGT courses required in the SPDI program. Secondly, the SPDI faculty will seek feedback from the SPDI Advisory Committee this fall to validate the identified program objectives and student outcomes and review samples of collected artifacts from the Spring 2009 semester. In conclusion, the SPDI faculty teams feel that the Annual Assessment Review process will help us frame our ongoing discussions around pedagogy and encourage our on-campus partners and Advisory Committee to continue their high level of support and engagement — an inspirational contribution that played a critical role in envisioning and developing our newly minted SPDI program.		New 2008

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SCIENCES AND SOCIAL SCIENCES						
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Applied Computer Science	Yes	http://www.keene.edu/catalog/programs/cs/outcome.cfm	Outcome 1 was assessed by an in-class cumulative quiz given to all CS140 students in all sections. This assessed the students' knowledge of the programming language at the first-year level (See Appendix A). In addition, a qualitative informal analysis was done of the homework grades based on the number of students who did well on homework, but then did not do well on exam questions related directly to the homework. CS185 Programming II students were given a pre-test and two questions on the first exam regarding loops and nested loops to determine their level of retention from Programming I. At the end of the semester, an in class final was given to assess their knowledge of programming II concepts. Outcome 4 was assessed by a rubric for student final projects in CS150 Web Site Development as well as an in class quiz to assess student's understanding of the concepts involving Web Site Development. (There was no second year assessment for CS160.)	For CS140 (Outcome 1) Who assessed: all CS140 faculty. Who interpreted: The CS department interpreted the results from the scantron summary. Optionally CS instructors provided qualitative analysis of the information. Who reported: the entire CS department. CS150 (Outcome 4) Who assessed: CS150 faculty member, with a cross check by one other CS faculty members to ensure reliability. Who interpreted: The CS department interpreted the results from the results of the reported rubrics. Who reported: the CS department. CS160 (Outcome 4) Who assessed: CS185 faculty member. Who interpreted: The CS faculty interpreted the results from the results of the reported quiz and exam questions. Who reported: CS185 faculty member reported the results. CS185 (Outcome 1) Who assessed: CS185 faculty member. Who interpreted: The CS faculty interpreted the results from the results of the reported quiz and exam questions. Who reported: CS185 faculty member reported the results.	CS140: The department found through a pre-assessment of CS185 students and subjective analysis and review that the CS140 class should cover more content regarding nested loops .These concepts were not retained by many students. The department will include more examples of nested loops in future semesters, starting in Fall 2009. Another pre-assessment of nested loops will be given to CS185 students in the Spring of 2010. The department also recognized that homework most likely needed to be changed as students homework grades were becoming less of an indicator of success when taking exams. Faculty hypothesized more students were using homework from past semesters, turning it in slightly modified, but not taking time to really learn the material. CS150: After previous years' assessment, the curriculum was changed to stress more user interface and design theory and principles. The rubric reflected these principles. Students will continue with a knowledge assessment (written exam) on top of the project. The baseline will continue to be monitored. To more adequately reflect the learning of students who actually attended class, students who withdraw will be pulled from the assessment pool. CS160: The department will re-assess CS160 at the end of Sprint 2010. Students will continue to be taught both concepts and hands on skills. No changes in pedagogy seem to be warranted at this time. Alumni	2005

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Applied Computer Science					surveys will ask questions regarding the relevance of the class and ask for suggestions on what material should be added. CS185: Based on the findings of CS140, student homework will be made more relevant to the student, and attempts will be made to reduce repetition of assignments from year to year. Hopefully more project based homework related to the student will boost learning transfer and content retention. Pre-assessment will be repeated in Spring 2010, and the questions from the final will be repeated with only slight modification to maintain consistency in assessment.	
Biology	Yes	http://www.keene.edu/catalog/programs/bio/outcome.cfm	To assess Learning Outcomes #1-6, we developed our own assessment exam to assess whether students demonstrate understanding of the following five fundamental content areas in the biological sciences: biological diversity, evolution, sub-organismal biology, organismal biology, and supra-organismal biology, as well as the ability to develop testable hypotheses and design experiments to test those hypotheses	Faculty	The Biology Department was one of the first departments on campus to develop and implement an assessment exam (in 2003). Implementation of the assessment exam initially provided some valuable insight into what we interpreted as a significant gap in our students understanding of key concepts in evolution. Based on three years of data, as part of its transition to the four-credit model in 2007, Biology transformed one of its introductory courses, Life: Diversity, into a course titled Evolution. Presently, however, the Biology Department is struggling with several problems with its current assessment plan. A few of these issues are as follows: The assessment exam is lengthy and is a chore to develop, administer, and grade. The small sample size does not lend itself to statistical analysis making it difficult to interpret the results of our assessment. We have been very disappointed with student performance on the exam. Because it	2010

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Biology					is administered during Senior Seminar, a course taken only by students enrolled in the B.S. program, we are not assessing our many B.A. students on their understanding of fundamental biological concepts. In addition, we currently don't allow students to study or prepare in any way for the exam (although it counts toward their grade in the course). Since most of the concepts were covered during the introductory core course sequence (with the hope they would be reinforced in later coursework), it's quite possible that students have not been exposed to the material directly and in that form for 2-3 years. Therefore, we are testing retention in addition to understanding. Revisions that will be adopted in AY 09/10 that may help with some of these issues include adopting the use of a purchased, standardized test. Students in the B.A. program will now be required to take Senior Seminar. It is safe to state that despite spending countless hours developing an assessment plan and exam, the Biology faculty are feeling quite dissatisfied, even frustrated, with their current program assessment strategy and are in need of guidance. We know that we are doing an excellent job preparing our students for medical school, graduate school, and employment in biotechnology and the natural sciences because they are competitive with students from other institutions and because they tell us they were well-prepared. We need a plan that provides meaningful insight into whether our students are achieving the learning outcomes we	

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Biology					developed for our programs, a plan that can be administered efficiently and effectively	
Chemistry	Yes	http://www.keene.edu/catalog/programs/chem/outcome.cfm	Conversation with students in the classroom identified a gap in their understanding. When we discussed the gap as a faculty, we noticed that the content had been dropped.	The faculty as a group did the assessment.	The content in the Gen Chem course has been adjusted to re-establish coverage of the material.	2009
Economics	Yes	http://www.keene.edu/catalog/programs/econ/outcome.cfm	Specific program outcomes are linked to five specific core courses required for the major. Three of these core courses are directly tied to economic theories and models; one core course focuses on critical thinking, critical reading, and writing skills; and the final core course is a capstone experience where students conduct and document a significant piece of original research. Assessment of specific program outcomes is directly linked to specific core courses.	Recent iterations of our program assessment have been conducted by the Department Chair who has been the sole instructor for two core courses in the program. Assessment instruments and rubrics were developed by the chair with feedback from the other permanent faculty.	2009 assessment of macroeconomic analytical skills led to significant re-design of the ECON 402 (Advanced Macroeconomics) course. This redesign included a revision of topic covered, a re-thinking of required readings, and a reallocation of time spent on various models and topics. 2010 follow-up assessment has been conducted in an effort to evaluate the effectiveness of the changes implemented.	2003
Environmental Science	Yes	http://www.keene.edu/catalog/programs/enst/outcome.cfm			Data not yet available	New 2007

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General Science	Yes	http://www.keene.edu/catalog/programs/gensci/outcome.cfm	Outcome #1—Praxis II General Science Content exam , the Biology exam, and the Earth/ Space exam given by ETS (Examination Testing Service) Outcomes #2-6—Clinical Observation Rubric (see attached document)	Outcome #1-ETS scores the Praxis II. The NH Department of Education determines the minimum score needed for acceptable performance. Outcomes #2-6 Fall 2008—During the Fall 2008 semester, each Method student (3) was assessed once by the Science Education KSC faculty member and once by the student's cooperating teacher. Spring 2009—During the Spring 2009 semester, each Student Teacher (3) was assessed four times by the Science Education KSC faculty member and two times by the student's cooperating teacher.	Concerning Outcome #1, Content Knowledge, 3 out of 3 students received passing scores on the national Praxis II exam. Two of the students received letters from ETS recognizing their excellent achievement. The areas that students scored the lowest appear to be Science, Technology, and Society. Since this is one of our Specialized Professional Association (SPA), which is the National Science Teachers Association (NSTA), required assessments, we will spend more time in Methods I and Methods II addressing these issues. Concerning Outcomes #2 – 6, teaching pedagogy, it is obvious from the results that Methods students are just beginning to apply their knowledge of teaching scientific concepts. In all cases, students increase their teaching pedagogical skills as they approach the end of their student teaching. Presently there is only one Methods course. Beginning in the Fall 2009 semester, two Methods courses in addition to the full semester of student teaching will be required.	New 2007
Geography	Yes	http://www.keene.edu/catalog/programs/geog/outcome.cfm	The department has been using two assessments for the past seven years to determine the effectiveness of our program. Both Assessment #1 and Assessment #2 are administered in GEOG 495, the second capstone course in the geography major.	Assessment #1: In order for a student completing a major in geography, they must understand the spatial contexts and dynamic links among people, places, and environment on Earth. This understanding is found in Learning Outcomes #1-10 in the following table, which are the skills found in Program Objectives #1-5. The actual assessment is a multiple-choice/open response, paper and pencil traditional assessment. The following table shows the relationships among	Assessment #1: The department is moving to assure that the four-credit model will offer more in-depth coverage of these topics in earlier courses and more review in later courses. Continuing analysis will determine success or need for modification. The addition of a new faculty member who will offer courses in these areas is also expected to help. Another problem is that this assessment carries no weight. It is administered at either the end of GEOG 395 (Seminar I) or the start of GEOG 495. It is carefully	2005

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Geography				the program objectives, learning outcomes, and test items (in the most recent iteration of this assessment.) Assessment #2: Students completing a major in geography will complete a project in which they will: locate and gather geographic information from a variety of primary and secondary sources, Process geographic information, analyze geographic information, Report results in both written and oral form. This process, along with the final products, addresses Program Objective #6 as well as Learning Outcome #11. The rubric used to assess this project is included in this report at the end of this report. The annual assessment is administered and analyzed by the faculty member teaching the seminar. Results are reported to all department members. Outcomes are reported to the Dean via this report	explained that the purpose of this instrument is to assess the efficacy of the Geography program and students are encouraged to do their best. We do not believe that the intrinsic value attached to the assessment is enough to encourage due attention to the task. The department is considering including this as a regular grade in the course, but we have not yet been able to reach consensus on this issue. The department intends to continue monitoring results, making modifications, and seeking student feedback. Assessment #2: It is strongly believed in the department that this assessment is extremely valuable. The addition of a scoring rubric several years ago has given clearer expectations to the students and allowed multiple professors to assess the student products with greater inter-rater reliability. This real-world, problem-based inquiry truly prepares students to meet the challenges of the workplace. The rigor of the projects is renown in the department and students do rise to the task. One drawback, however, has been the increasingly large seminar classes where the attention the instructor must pay to the tasks at hand is becoming onerous. It is hoped that a reduction in class sizes may offer some alternative type of projects without increasing the burdens to either students or instructors. For 2007 and 2008 two sections of Seminar I and II were offered. Preliminary results indicate a loss in continuity and cohesiveness among students and groups. This is of serious concern to the department. A resolution has not yet been	

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Geography					identified. One section is offered in 2009.	
Geology	Yes	http://www.keene.edu/catalog/programs/geol/76utcome.cfm	We are reading and assessing the field notebooks required of upper level students on class field trips. Our outcomes focus on the student's ability to make quality observations in the field and collect accurate data. While on site, we then expect the student to integrate data and observations with theory learned in class to produce a working hypothesis that best explains the observations. Almost all of our major make at least two trips to the Champlain Valley as part of their required course work. By examining these field notes, we can see where progress is being made and where additional effort might be needed.	The department faculty.	Our first assessment of a small group was done in June, 2008 for the 2007-08 academic year. No assessment was conducted last year, as explained in an earlier report – the department lost one faculty to Environmental Studies, one was on sabbatical in the Spring 2009 term, and the third already was dealing with an overload. We have a larger sample for this academic semester, and plan to compare results from 2007-08 and 2009-10 to see where course design changes may be necessary. We will base design changes to reflect areas where students are deficient, whether if lie in the area of specimen identification, outcrop scale features or spatial integration	2001
Management	Yes	In progress	The department assesses student outcomes at two intervals in the program. At the first interval, the department assesses student achievement after students have completed their introductory core requirements in the program. The department utilizes Management 301 (Organizational Theory and Behavior) to assess student achievement in the area of general management concepts, theory and application, and Management 319 (Financial Management) to assess student achievement in the area of quantitative analysis, accounting, and financial skills. Student outcomes are assessed at the conclusion of these aforementioned courses. At the second interval, the department assesses student achievement after students have completed all upper division core requirements in the program. The department utilizes its capstone course	The Assessment Committee asked each member of the department to contribute a battery of multiple choice questions that reflect what the department believes to be representative knowledge each student should know after completing the core courses in the first interval. The committee evaluated and selected multiple choice questions for inclusion in the test bank. The test questions were embedded into the final exams in MGT 301 (Organizational Theory and Behavior) and in MGT 319 (Financial Management).	The Department of Management will add a new question to the survey to ascertain how many out-of-state students plan to return to their home states for employment and how many in-state students plan to remain in the state following graduation. The Department of Management will continue to explore how further to assist graduates in networking and securing employment after graduation. Currently Continuing Education is providing training opportunities to 26 companies within the New England area. The Department of Management will continue to promote educational and professional development programs through the college's Office of Continuing Education in an attempt to respond to the training and development needs of area	2002

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Manageme nt			MGT 491 (Business Policy and Strategy) to assess student achievement in all core disciplines contributing to a comprehensive understanding of the field of management		businesses. During the Fall 2009-2010 Academic year the Department of Management will review the Assessment Plan, including what is assessed and how it is assessed. We will pay special attention to testing in the quantitative, accounting, and financial section of the plan. The Department of Management is not planning any major programmatic changes at this point based upon the assessment data that we have gathered over the past two years. We are moving ahead with an Entrepreneurship minor, however, as it will give our students more employment opportunities. The new Sustainable Product Design and Innovation Program (SPDI) should also provide our students with critical skills and expertise to maximize employment opportunities relative to corporate sustainability. The department would also like to continue to improve our students written communication skills and is looking for opportunities to incorporate more writing into the curriculum, for example, within MGT 301 (Organizational Theory and Behavior).	

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Mathematics	Yes	http://www.keene.edu/catalog/programs/math/outcome.cfm	During Fall 2008 questions from an algebra/calculus skills assessment, given in MATH 152 (Calculus II), MATH 241 (Probability and Statistics I), and MATH 361 (Differential Equations) were used to assess Outcome (1) above. Only the calculus portion of the skills assessment was employed during Spring 2009; it was administered in MATH 152 and MATH 241. Proofs from final exams in MATH 225 (Introduction to Abstract/Discrete Mathematics) and MATH 300 (Algebra and Analysis) were used to assess Outcome (4). Assignments requiring the use of *Excel*, *Maple*, or *SPSS* were administered in MATH 152 and MATH 242 (Applied Statistics) during Spring 2009 in order to assess Outcome (6). Rubrics have been developed for each of the program learning outcomes assessed and were applied to evaluate the student artifacts.	The assessment was completed by seven full-time faculty in the Mathematics Department. Faculty calibrated their evaluations by applying the appropriate rubric to several student artifacts and then comparing their conclusions. The same faculty involved in evaluating the student artifacts summarized and interpreted the results, and reported their findings to the entire Department.	*Outcome 1:* There are many variables that may influence why students in the follow-on courses tend to perform better than students in courses where specific skills are initially taught. We suspect continued practice with the skills and application of the skills in a greater variety of contexts is helping some students to gain greater mastery over time. We will continue to implement skills quizzes in relevant upper-level mathematics courses in order to emphasize to students the importance of acquiring and retaining certain basic skills as they move through the mathematics major. *Outcome 2:* The Department believes that most students can improve their abilities to formulate and write mathematical arguments if they are provided with regular opportunities to do so. Toward this end we intend to "check" more homework in MATH 225 and other proof-oriented courses so that students will be more motivated to engage in the proof-writing process. Furthermore, by giving a student little or no credit if the set-up and main argument in a proof are not correct we hope to convey to students the importance the Department places on this skill. Learning to write proofs well is a challenging skill that most mathematics majors acquire over several semesters, not all at once, and we also want to be sure our assessment of student achievement in this area recognizes this reality. *Outcome 6:* Future assignments involving *Excel* and *Maple* should require students to print the mathematical formulas employed,	2001

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Mathematics					. not just the output, as this will make it easier to determine how students are applying technology in solving a given problem. Assignments involving the use of technology need to emphasize the analysis and interpretation of graphs and tables over the mere creation of such items. We will also consider keeping track of the use of technology in each of our courses in order to better identify what technology is being used, what sorts of problem situations the technology is being applied to, and what sorts of technology-oriented assignments students are being asked to complete.	

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Political Science	2008 new program	In September of 2008 an assessment plan was submitted for the newly re-established political science major. The plan consisted of three elements: a pre-test and post-test, an analysis of papers written and submitted by students in the department's keystone seminar, and a reflection upon a portfolio of work collected from all major courses and submitted by students just before they depart from KSC. The plan contained a time-line for the implementation of each of these items, and a description of the acquired skills or outcomes we expected to assess. These outcomes consisted of *citizenship skills* (effective political awareness, participation, reasoning, and	This last academic year was scheduled for the design and pilot of a pre-test and post-test for the political science program. The pre-test is to be given to all students in the program's entry-level classes (all ISPOSC classes at the 200-level). The post-test is to be given to students in the latter half of the POSC 401 seminar. In the fall questions were compiled to test citizenship skills and content/disciplinary skills in American politics and International Relations. Students in IR classes were given the test to pilot the pre-test program		This year has been one of significant thinking, development, and implementation of an assessment program in Political Science. We are on the schedule we set last year with our testing instrument. We have revised and implemented our seminar-based component, and we are making changes to our program based upon the results of this work. We are likely to downwardly modify the workload of our program in the least productive area (the portfolio) and to become more efficient in our execution and evaluation. In addition, during the year we have become quite well versed in the literature and scholarship of assessment – so much so that comments on the topic authored in our department have been published in the profession's leading journal of teaching and disciplinary study.[1] We see no problem in sustaining that record and staying on schedule for next year.	2007

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Political Science		knowledge of political ideas and institutions), and *disciplinary skills* (effective political research, analysis, and capacity for explanation and argumentation). In February of 2009 the tenure-track members of the program participated in the 3-day Assessment Unit of the Teaching and Learning Conference held by the American Political Science Association in Baltimore. During the summer of 2009, the tenure-track members of the program comprehensively reviewed the assessment work that we had conducted during the previous academic year.				

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Psychology	Yes	http://www.keene.edu/catalog/programs/psyc/outcome.cfm	136 question exam	The administration of 136 item version yielded the following data. A total of 113 students completed this version (refer to Table 1). An analysis of differences in performance between first semester freshmen and second semester juniors was conducted by Dr. Tony Scioli.	Integrate present findings with APA article and proposed, reduced assessment tool. Consider collecting more data on these 2 class years. Consider a continued focus on these four areas (stats and methods, bio, social, personality). Develop strategies to emphasize areas of weakness as indicated by these results. Discuss whether we want to add a qualitative component. Develop strategies for the assessment of writing (a component of Outcome 4)	2006
Sociology	Yes	http://www.keene.edu/catalog/programs/soc/outcome.cfm	Last year, during spring semester, we created and administered a survey of alumni who graduated with a degree in sociology. Additionally, we held another series of focus group interviews. This occurred in October of last year, 2008. These interviews followed the first round of focus group interviews that happened in the previous academic year. We also collected a set of papers from our capstone courses, which we have determined will be a key component of our assessment of our learning outcomes generally, as most of the learning outcomes of the program are served by those courses. Those papers are from spring semester. The departmental Assessment Committee also established an evaluation framework/rubric for assessment based on those papers; however, this evaluation has not yet been completed. Finally, in recent weeks (this September), we have been creating a database consisting of information on all of our bachelor degree students regarding their progress through the major, their completion of certain critical required courses, their GPAs, and their expected graduation date. Preliminary analysis of this data is already providing useful knowledge in terms of evaluating how effective we have been in providing for our	Students in our Sociological Research Methods courses helped to create the alumni survey, as well as to organize the focus group interviews and write reports based on the information obtained. In terms of evaluating the papers from our students in the capstone courses, we will assess them in the following way. Last year, we collected three papers from each of the courses taught by Peter Stevenson, Peggy Walsh, Therese Seibert, and Saran Ghatak. Teachers collected papers that represented a range of quality. The papers will be evaluated on the basis of our revised learning outcome, mentioned above. Our plan is to eventually select student papers on a random basis, in coming years. Teachers are not to assess papers written by their own students (for the purposes of this program assessment). The following rubric will be used:	Based on the assessment results we obtained in the past year, we intend to continue the reflective process of considering and implementing desirable changes to our program. We are encouraged that in general the results obtained from our focus group interviews and alumni surveys indicate that we are generally successful in the administration of our degree program, and that we successfully achieve our program outcomes. Still, we can find places for improvement. We have recently made one major change to our curriculum, which is the addition of a new introductory course intended specifically for our majors. We hope that this course will improve our efforts to prepare students for their future careers, which is one area we noted that could be improved. We are especially excited that our new assessment method of tracking student progress through the major will enable us to plan the most efficient set of course offerings, which will help us to address the students' concern that not enough required course sections are offered. At the present time it is not possible to offer	2002

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Sociology			students' needs. This information will be most useful for scheduling purposes, as we believe that educated scheduling decisions will help us to resolve some of the problems we have already observed in the administration of our major, namely offering enough sections of both required and elective courses in the right timing. In regards to the issue of staffing, last year we conducted an analysis of Institutional Research data on our faculty to major ratio, our total credit hours, and other staff related concerns.		additional sections of our required courses, but with accurate information on student needs, we can more confidently offer sections of courses at the right time when students need them. In terms of offering elective courses, we hope this new information will provide us with the knowledge of precise numbers of seats that are needed to fill the gap in elective course offerings. It will also give us a clearer picture of any staffing needs for the future. Finally, we realize that before we can make any major curricular changes in our core courses, we have to get a more complete picture of the extent to which our current students are meeting specific learning outcomes. We will conduct this assessment this academic year, and implement changes either next year or the following year, as we wrap up the four year assessment plan.	

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Social Science	Yes	http://www.keene.edu/catalog/programs/sosc/outcome.cfm	Two senior faculty members will attempt to apply the rubrics established by the social science program in 2008 to 4 randomly chosen matrices filled out by students in social science 495 dealing with the core concepts, methods, and social context for application in the social sciences. The results will be delivered via a report to the social science steering committee in the late fall 2009. Additionally four randomly selected final research papers will be assessed to determine if students have clearly stated their problem, their purposes, their methodological approaches and to determine if the writers included important aspects of writing outcomes such as, stating the thesis, developing an argument, and providing clear conclusions. We're also looking at mechanics and style, source materials, and bibliography of the papers. This report will also be given to the social science steering committee in the late fall. We expect to spend a day or more following the spring semester to discuss proposed changes in the social science program derived from the results of this assessment.	The chair of the social science program, Charles F. Weed, professor of political science and international studies since 1972, and Dr. Roland Higgins, Prof. of history and social science since 1982 will be crunching the data and writing the report. Thus we are still one academic year away from being able to summarize the assessment results, to describe how the program will use the assessment results in order to improve student learning, or to identify resource requests needed to address the assessment results. The social science steering committee will be assembled following the spring semester to make recommendations regarding the assessment reports that will be turned into them by the end of the fall semester 2009. We expect to submit a report to the Dean in late May or early June, 2010.		1998

LIBRARY						
CATEGORY	(1) Formal learning outcomes	(2) Where published?	(3) data/evidence used to determine graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Recent program review
Information Literacy	Yes	Q:\Library\Library Instruction\Assessment\Assessment Plan\ITW 08 citation analysis	The examination of a random sample (41) of ITW bibliographies. Project SAILS used as a pre-test to measure the information literacy skills of incoming first-year students to serve as a benchmark for later assessment.	The library faculty developed a citation rubric to assess each bibliography. Bibliographies were divided among the faculty and individually assessed. Results were discussed, tabulated, and analyzed. This year, library faculty also assessed the citations under a weighted rubric.	Put more emphasis on explaining why citations are important in conducting and recording research. Collaborate with the classroom ITW faculty to examine student bibliographies as they are in progress. Pedagogically, the library faculty will re-emphasize the credibility, variety, and verification of resources. More focus on teaching students to evaluate the credibility and veracity of websites. Further discussion with ITW faculty on emphasizing the importance of the research process in collaboration with the library faculty. The library faculty will standardize the scoring of the rubric by checking sources to the greatest extent possible.	2002

Option E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS-ACADEMIC AFFAIRS (Non Curricular)						
Office	(1) Where are learning/service outcomes maintained, filed or published? (please specify)	2) Identify the learning/service outcome(s) assessed in the last academic year.	(3) Who conducted the assessment and when?	(4) What were the methods and processes used to assess the outcomes?	(5) How are the findings will be used? Identify how findings could be shared with other departments for collaborative efforts. Identify resource requests needed to address results and improve student learning.	Identify how/when revisions made to the program will be evaluated
ASPIRE	Aspire outcomes are recorded in participant files, program files kept in the Aspire workroom, on the desktop Aspire Access database, and in Annual Performance Reports submitted electronically to the U.S. Department of Educatio. Assessment is ongoing as well as at the end of each semester.	Student learning/service outcomes identified include the Objectives in the federally approved grant, outcomes associated with key program services such as tutoring and supplemental instruction, and outcomes related to the retention, graduation and graduate school enrollment of program participants.	All program staff are involved in the assessment of learning/service outcomes. The Aspire program support assistant maintains all electronic and hard copy files, runs queries and creates reports, the Tutor Program coordinator manages assessment of the Tutor Program, the Supplemental Instruction Program coordinator manages assessment of the S.I. Program, the Associate Director manages the federal annual report, and the TRiO director works with all Aspire staff in developing and implementing all Aspire assessment.	Assessment methods vary and include: downloading and compiling student grades from Datatel; reviewing retention and graduation information from Datatel; surveying participants immediately after workshops and at the end of each semester regarding perceived program effectiveness and running reports from the Aspire desktop database. Participants complete an online end of year survey evaluating all Aspire services. Tutors and Supplemental Instruction Leaders also complete surveys designed to assess their learning outcomes.	Aspire accomplished all of its measureable objectives included the federal grant. Aspire is an academic support, “student success” program for disadvantaged students. In the Aspire federal grant, participant success is defined by participant GPA, good academic standing, retention and graduation within six years of initial enrollment. In 2009-10 Aspire met all the benchmarks enumerated in the grant. It is noteworthy that Orientation was where most students learned about Aspire (for the first time). This was undoubtedly due to the institutional change to an August Orientation instead of June. In Fall 2009, first year students appeared more attentive to academic success resources than in prior years. In addition, there was a marked increase in numbers of second year students accessing services as well a slight increase in third year students accessing services. We believe the change to four credit courses has increased student attentiveness to their performance in each class.	In progress

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Office	(1) Where outcomes published	2) Learning outcome(s) assessed	(3) Who conducted the assessment and when?	(4) What were the methods and processes used to assess the outcomes?	(5) Findings used, Findings shared? Resource requests.	How/when revisions?
CELT	Outcomes are published on CELT home page (http://keeneweb.org/celt/celt-outcomes-and-assessment-results/)	Outcome 1: Increase the purposeful integration of technology across the KSC curriculum. Outcome 4: Increase the number of faculty qualified to teach Blended Learning course offerings by continuing to offer appropriate professional development	Outcome 1: Betsy Rode, departmental administrative assistant, conducted a syllabus review to look for instances of articulated technology integration during both Fall 09 and Spring 10 semesters. Outcome 4: Sue Castriotta, Jenny Darrow, and Mike Caulfield are managing a list of the faculty who have participated in and completed the Blended Learning training.	Outcome 1: Mike Caulfield reviewed the results of the syllabus review and used that data in his work with the Academic Technology Steering Committee. Outcome 4: The data regarding Blended Learning completers was included in the CELT annual report and in an update to the Academic Plan.	This is not applicable as CELT has not previously done assessment. Outcome 1: As a result of few mentions of technology or technology-based teaching/learning, CELT is considering a workshop on syllabus design that will help to make classroom innovations more apparent to students and anyone viewing syllabi (accreditors, supervisors, FEAC…). Outcome 4: The low completion rate of Blended Learning participants has been attributed, in part, to the length of time the course takes to complete and the sustained effort required. As a result, CELT is planning to modularize the course and offer it in smaller chunks that should better address faculty availability and interest. The findings will be influential when designing professional development experiences during the 2010-2011 academic year. This will be particularly important given CELT's emphasis on Outcome 5 (Increase awareness of CELT services and events to broaden/deepen faculty participation). Resource requests will be more easily articulated following the 2010-2011 academic year now that CELT is fully staffed and has begun to operationalize its assessment efforts.	Any revisions made to the program during the 2010-2011 academic year will be reviewed by the CELT team beginning on Assessment Day in May 2011. As happened this year, the team will meet regularly to review the previous year's efforts and revisit both the outcomes and measures for relevance and effectiveness.

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Art Gallery	They are published in the annual report	Faculty reported that the Thorne provided an invaluable learning for art students as well as a resource for integrated learning experiences	The gallery director conducted the assessments which occurred during each exhibit	Faculty, across disciplines, who sent classes to each exhibit were contacted and asked if and how well the gallery experience helped their students. We also questioned students for feedback on the exhibits and provided comment books for all visitors to use. We also used attendance records to assess gallery use by KSC classes and reported our findings in last year's assessment and annual report	This year in addition to what we did last year, we did a survey of all the art departments' senior seminar students. The director assessed the results of the survey with the Dean of Arts and Humanities. As a direct result of the information we got in the survey we have changed our summer hours to be open until 8:00 on Friday evenings. We are revising our hours for the Fall as well. We will then evaluate any changes in attendance figures. We are already on the advisory board for the " What sustains Us " grant and will plan collaboration and programming with the Redfern and others to implement this effort over the next two years. Supervisor will use information in preparing budget for following fiscal year.	Revisions to the programs will be evaluated by the director after each exhibit. The results will be reported after each semester.
Math Center	The program goals for the Math Center are maintained and filed in the Director's office.	This year, assessment focused on the peer course assistants at the Math Center. Peer course assistants (PCA) are available to all of the 100-level mathematics courses and IQL 101 courses. Typically, about 50% of the course instructors request a PCA for their course. The PCA will work with the instructor during class and then hold 3 hours per week of study	The peer course assistants conducted the assessment. The assessment was done at the end of the fall 2009 semester and the end of the spring 2010 semester.	At the end of each semester, PCAs distributed an end of the semester evaluation to the students in their classes. The evaluation is a two-sided, half sheet of paper. One side asks questions of students who attended one or more study sessions and the other side asks questions of the students who did not attend a study session. The PCAs also fill out an end of the semester questionnaire that asks them what went well and what was challenging for them during the semester and if they have any suggestions for changes in the programs at the Math Center. Eileen Phillips, the Director of the Math Center, assessed, interpreted and wrote this report.	The findings and revisions from last year pertained to the peer tutors that offer drop-in support to students at the Math Center and thus had no affect on this year's assessment for the peer course assistants. However, some changes were made in the administration of the survey given to students after a tutoring session and the analysis of that data as a result of last year's assessment. The assessment results indicate that the operational goal has been met. In the fall of 2009 and the spring of 2010, 206 out of the 221 students (93.2%) who had attended one or more study sessions said they were very happy with the help they received from the PCA. Some even said they would have never passed the course without the outside support. The assessment results for the first student learning outcome indicate that more	The revisions will be made to the program throughout the coming year and will be evaluated by the Director of the Math Center for inclusion in next year's assessment report.

Office	(1) Where outcomes published	2) Learning outcome(s) assessed	(3) Who conducted the assessment and when?	(4) What were the methods and processes used to assess the outcomes?	(5) Findings used, Findings shared? Resource requests.	How/when revisions?
Math Center		sessions outside of class. Operational goal pertaining to PCAs:To have at least 80% of students who attended a peer course assistant's (PCA) study session report they are satisfied or highly satisfied with the tutoring help they received. Student learning outcomes pertaining to PCAs: Ask specific questions of a PCA to help clarify their understanding of the mathematical or quantitative skills and concepts; Utilize the support of their peer course assistant (PCA) by attending one or more study sessions.			Information needs to be collected to definitively conclude it has been met. From the PCA responses on the end of the semester questionnaire, it is not clear that students came with specific questions because there was not a specific question addressing that issue. PCAs were asked about the successes and challenges of the semester and may not have thought about this outcome when responding. A couple did mention that a challenge was when students came to study sessions and expected to be re-taught the material instead of just having questions answered. More information on this outcome will be gathered in the coming year and reported on in next year's assessment. However, in reading through PCA and student comments on both assessment tools, it is clear that we need to better inform students of the role the PCA plays within the course. The Director of the Math Center will create a document to share with the PCAs at the beginning of the fall 2010 semester. The assessment results for the second student learning outcome indicate that the outcome has not been met. In the fall of 2009 and the spring of 2010, a total of 609 students were surveyed and only 221 or 36.3% of the students attended one or more of the study sessions. If we break that data down into math courses versus IQL 101 courses, we find that 191 out of 429 math students (44.5%) attended at least one study session and only 30 out of 180 IQL 101 students (16.7%) attended at least one study session. Some of the common reasons for not attending	

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Math Center					PCA study sessions are the times conflict with work schedule, was doing well in the course and didn't need the help, was too busy and had no time to fit it into my schedule, I like to study on my own or I had other help. Many of these reasons are not within our control to change. It is hard to motivate students who do not feel they need help. When asked what would motivate them to attend study sessions, many said if they were doing poorly in the course, if they received extra credit or if they were given food. Again, these are not easily within our control to change. The Director of the Math Center will meet with the PCAs at the beginning of the fall 2010 semester and have a discussion about what can be done to help motivate the students to attend study sessions. These assessment findings will be shared with the instructors who have a PCA for their courses. Perhaps if the instructors see the low percentage of students attending study sessions they may decide to provide some incentive for the students to attend. The data does show that those instructors who give extra credit do have more students attend study sessions. Since the participation in the IQL 101 courses is so low, these assessment findings will also be shared with the QL coordinator to determine what is the difference between IQL 101 classes and the math classes as far as getting students to attend the study sessions. At this time, there are no resource requests. Perhaps there will be after discussions take place	

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Office of Sponsored Research	The Office of Sponsored Projects & Research Annual Report, with metrics, notable accomplishments, and goals for the coming year, resides on the OSPR website. http://www.keene.edu/grants/annual_reports.cfm	Compliance Outcomes: Have appropriate policies around sponsored projects in place to ensure compliance of the College. Internal Grant Outcomes: Provide opportunities for faculty and student scholarship by supporting the effectiveness of KSC internal grant committees and administering the internal grant funds. External Grant Outcomes: See an increase in sponsored projects activity for our campus, and increased revenue (particularly federal grants with F&A). OSPR will affect these outcomes both indirectly (through workshops, funding opportunity dissemination, and internal seed grants) and directly (through proposal preparation	The Director of OSPR conducts the annual assessment, with assistance from the Grant Administrator who assists in data compilation. Internal grant committees provide input into the assessment process for their respective programs, which the Director incorporates into her report.	The Director of OSPR assesses progress on goals stated in the previous year's Annual Report at the close of each fiscal year. This involves returning to the previous year's list of goals, identifying those that have been accomplished, and those that are still in process. This may involve an examination of key metrics (including emerging trends), or may be a simple determination of "accomplished/not accomplished". In the case of Compliance, this process involves the Director examining progress made on key compliance concerns laid out in the previous year's annual report, or throughout the year. In the case of Internal Grants, this process involves a year-end wrap-up with each internal grant committee, during which OSPR staff and the faculty committee members discuss the state of the internal grant programs and make recommendations for their effectiveness in the coming year. Many recommendations involve improvements to the process/guidelines and are easily implemented by OSPR the following year, whereas others involving major programmatic shifts need discussion (e.g., with the Provost). In the case of External Grants, this process involves the Director examining the yearly metrics for trends in grant proposal and award patterns overall, and by school, looking for opportunities for growth.	Revisions: Compliance: At the close of the previous fiscal year, high priority policy work was identified, and served as a major focus of work across FY10. Internal Grants: At the close of the previous fiscal year, the internal grant committees each made recommendations pertaining to the functioning of their respective grant programs. These recommendations were implemented over the course of the year by OSPR, including modifications in program guidelines and steps to increase transparency of the programs. External Grants: At the close of the previous fiscal year, data indicated the KSC should be placing special effort on seeking federal funding for sponsored projects, especially from programs that are designed for predominantly undergraduate institutions. These programs, in addition to being a good fit for us, also carry F&A dollars where most foundation-based work does not. Thus, OSPR worked to make faculty aware of these opportunities over the course of the year to increase activities in these areas. Interpret, evaluate and summarize assessment results. Compliance: At the close of FY10, the major policy work is complete (most pressing policies are in place), including the following newly developed and/or revised policies: Signing & Submission Authority for Sponsored Projects & Research; Faculty and Staff Compensation from Sponsored Projects; KSC Policy on Principal Investigators of Sponsored Projects; Mandatory Research Integrity Training; Research Misconduct. The goals regarding IACUC were only	Compliance: Review Financial Conflict of Interest in Research policy; continue monitoring of Certifications/Assurances the college needs to make with regard to external grants; resume work on securing federal assurance for our IACUC; Provost and Director of OSPR will work on a communication strategy regarding newly implemented policies. Internal Grants: The.

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Office of Sponsored Research		assistance).		Partially met, and will continue to be an area of focus in the coming year. Internal Grants: The request for transparency made in the internal grant programs was addressed by providing detailed data on the OSPR website of proposals submitted and awards received broken down by school, and also by publishing the abstracts of awards. The FDG committee recommendation of requiring a 1-page final report from awardees was implemented. To date, 50% of grant recipients have turned in their final report, with the other 50% due/expected by the end of fall semester 2010. The director of OSPR has reviewed each of the final reports received thus far, and has made them available to the current committee on Blackboard. The initial review indicates recipients are taking this reporting requirement (and the level of accountability it introduces) seriously. The change for the Undergraduate Research and Creative grants to now require a formal letter of support from the faculty mentor was implemented, but with mixed results. The committee made further recommendations for the coming year in this regard. External Grants: Goals regarding external grants have been met, with the metrics showing strong growth in key areas of focus (number of proposals/awards, number of faculty engaged in sponsored projects activities, dollars awarded, and federal	Undergraduate committee wants to continue to work to improve the quality of the proposals by ensuring strong faculty mentorship (see recommendations in Table). The other internal grant committees did not make major recommendations for changes to the process in the coming year. However, in an effort to increase the quality of submission received by all programs, OSPR will be developing workshops designed to assist applicants to the faculty development and adjunct faculty development programs as well.External Grants: Continue successful efforts to increase sponsored projects activity. Develop a plan with the Provost for infrastructure needs within OSPR for continued growth. To build on our current success of increasing proposal submissions, focus on increasing competitiveness/quality of faculty proposals via new outreach methods (bringing in outside consultants, sending faculty to outside proposal writing workshops)	

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				Proposal work, etc.). The data are provided to the appropriate Dean, and each Dean is invited to review and discuss the data with the Director of OSPR, with an eye toward developing support structures needed for the coming year to accommodate evolving goals for each school. (1) additional pre-award person with federal/complex proposal experience; (2) Funding for sending faculty to CUR proposal writing institute(s). $950 registration/applicant (includes sessions, materials, lodging, and meals—but NOT travel, travel would be extra). It would be ideal to send 3-5 individuals annually; (3) Funding for bringing high quality external proposal writing consultant to campus (perhaps $3,000-$5,000).		
Redfern	The Redfern's performance schedule, outreach activities and news are published in a variety of ways- our season brochure; the Redfern website; monthly e-	Each year, the Redfern employs and mentors over 20 work study and student hourly students in the Box Office, as technical/ backstage crew, and as Front of House support. We provide professional training to students that they apply towards their academic fields and in their future careers. Visiting artists serve an integral	Each of the Redfern staff responsible for student supervision assesses the students we work with on an ongoing basis throughout the academic year. This happens during student shifts or after a particular event. The Director asks faculty and departments to provide feedback on the effectiveness and student interest in performances and educational outreach activities, generally after each event and at periodic meetings where we recap the season or plan for the next academic year. Although much of the feedback gathered is anecdotal and we have not collected data in any consistent or intentional fashion, we have done some good work worthy of note and this has been shared with us by faculty, staff, students, and community members.	We are able to assess the level of student learning during individual meetings with students and supervision while they work. The Director reports and interprets outreach events and performances, from conversations with faculty and box office reports. This information is reviewed and reported during department staff meetings, specifically where there are outcomes of note to discuss. Through the website, e-newsletters and social media we invite audience and student feedback. However, our current assessment practices and findings have revealed for us a need to develop more strategic communication and.	This past academic year we introduced a redesigned membership plan, a new user-friendly website, and a season preview event, in response to the growing awareness that more outreach and communication efforts were needed to engage campus and community constituencies. Although we did not scale back on the number of performances we offered, given the uncertain economy, we did monitor ticket sales patterns closely throughout the year- which were consistent with ticket sales patterns across presenting arts organizations. Again, as a department that has not engaged in a consistent manner of evaluation, the main finding and revision we began making this academic year and are actively focusing on at the present moment is	In conjunction with the strategic plan, we plan to gather 93nformation from identified and targeted KSC representatives (Dean Fienberg, Provost Netzhammer,

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Redfern	newsletters; event listings and press releases to various media outlets and sites, as well as to the Marketing and Communications Office; posters are created for each performance and posted around campus, throughout Keene and surrounding communities; programs are designed for each performance and also filed along with event report	educational and cultural service. Through lecture/ demonstrations, post-show talk backs, school performances, and master classes, artists serve as spokesperson, teacher, community representative, and cultural ambassador. Through diverse programming and outreach activities, the Redfern promotes diversity on campus and in the Monadnock region; engages audiences in creative, active thinking; and creates a venue for the discovery of and participation in new and existing artistic genres, working partnerships, and cultures. We demonstrate effective community partnerships through professional and	programmatic tools- to create a new and clear mission that is more clearly aligned with the goals and values of the College, focusing more on collaborative and curricular-integrated projects, while simultaneously developing a plan for documentation and evaluation activities. We have continued to work with the CCIG grant facilitator to help us develop a strategic plan, with a clearly articulated action plan and outcomes that will guide future assessment	to create a strategic plan and assessment plan that will help us measure new programmatic goals and outcomes. We are taking strides to work more collaboratively with campus academic programs, so as to develop curriculum and audience informed programming of performances and outreach activities that are responsive to coursework being offered each academic year, and that could help further student learning. Already the Redfern has initiated this interest to collaborate and during Professional Development Week created an open conversation session where a solid turnout of faculty and staff met to discuss possibilities for cross- programming. That group tentatively formed the title of Forum for Academic and Cultural Exchange (FACE) and plan to meet monthly starting in August to further the goal of improving collaborative learning and cultural programming. Our staff has already revised program outcomes that we incorporated into the CCIG grant, and have begun revising our mission and goals that would build our capacity to be a better resource for student and service learning. Assessment findings gathered from surveys of student engagement and learning (after workshops and master classes) could be shared with faculty and academic departments as a means of supporting and.	Human Resources, CELT, Advancement, among other departments and faculty) about the administration's hopes and expectations about our program goals, outcomes and assessment. Additionally we will subcontract with Anne Nordstrom (Antioch University New England, Project Director of Vision 2020) to assess the outcomes of our strategic planning effort. This equates to evaluating the process and success of implementing new roles, responsibilities and goals in respect to communication and coordination within the Redfern, and between Redfern and KSC community (administration, staff, and faculty) as well as the audiences served by Redfern. Once these communication goals and new roles are defined, Anne will help us develop an evaluation plan. This information will inform how and when we will evaluate revisions to our program services. We will internally evaluate our services on a quarterly basis, and will report results to Dean Fienberg.	

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Redfern	archives. Additionally we share event schedules with the various departments in the building and each department regularly cross-promotes events in their department materials and information shared with students and faculty. Attendance and ticket numbers are available in Box Office reports, and maintained by the Box Office, as	facilities support, and by the consistent level of satisfaction our partners have in working with us.		Enhancing those programs and planning further collaborative events. Attendance reports, surveys of community patrons, best practices, and outreach activities that are documented as successful models could also be shared with campus groups. FACE members suggested creating a Blackboard site, in addition to future meetings, where faculty could share syllabi and the Redfern, among other departments, could share scheduled or potential programs for consideration and collaboration. The Blackboard site could be used a tool for sharing assessment findings. The Redfern might consider creating an RFP process for the campus that could survey diverse interests and needs regarding outreach activities and performances, and could be applied towards decision making on Visiting Artists Series engagements and residencies. The Redfern is currently working with facilitator Lisa Kuneman on a strategic plan proposal that we plan to submit by June 14th. As we have already begun addressing our mission, goals and staff capacities, the strategic plan timeline would begin July 1, so as to continue momentum and work when we have time to focus on this process, with a final report to be due on October 1, 2010. The report would present an action plan for assessment throughout the academic year. The fee for		

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Redfern	well as in event reports and Front of House reports. Copies of media coverage and event materials are also maintained and filed by the Box Office, with the support from work study assistance. Emails and documents on specific programs, feedback, grants and proposals are filed and maintained by all the Redfern staff in personal records and on the Q Drive,			contracting this service is $5500. We request financial assistance with earmarked assessment dollars to follow through with the strategic and assessment planning. Additionally, we request institutional support towards the development of collaborative and diverse outreach activities that would enhance student and service learning		

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Redfern	where applicable. In the last academic year, we had the opportunity to submit two rounds of proposals for the Creative Campus Innovations Grant, funded by the Doris Duke Foundation. The grant process leading up to a second-round proposal submission in March 2010 carried us through the entire academic year and provided an important means for					

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Redfern	considering and assessing our student learning and service outcomes. Working with an advisory group and a facilitator on the grant, the Redfern staff documented our current program outcomes in meetings, archived on the CCIG blog (http://keeneweb.org/ccig/), and identified new outcomes for upcoming academic years that were clearly listed in					

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Redfern	the grant, available on the Q drive.					
Cohen Center	Our report is filed with the Dean's office, posted on the Cohen Center website and is available upon request to other interested parties.	To provide intensive learning experiences for the students of Keene State College & beyond to engage the Holocaust and its impact on the world and our lives in it. To provide timely learning experiences that enhance the learning of KSC students in the Holocaust & Genocide Studies Academic Program. To develop partnerships at KSC & in the community which embody the public liberal arts mission of the college and the more specific mission of the Cohen Center. To cultivate an energizing, communicative presence & process expressive	The Cohen Center staff collects feedback from Holocaust & Genocide Studies faculty, students and community members who attend our events. More generally, the Advisory Council meets quarterly to review the Cohen Center offerings.	Attendance is noted and recorded for major events by Cohen Center staff. For events serving specific constituents (i.e. workshops for teachers, USHMM trip) surveys and questionnaires are distributed and are evaluated by Cohen Center staff when returned. Programs are often adjusted and revised with regard to feedback. Findings are shared with the Cohen Center Advisory Council in planning for future events and services. Assessment is directly linked to the Cohen Center's mission and the assessment process directly informed the collegial development and approval of the new mission statement during the last year.	After every event, the Cohen Center staff debriefs and determines what, if any, revisions need to be made. The evaluation spurs an ongoing dialogue with students, faculty and community members.	In Progress

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Cohen Center		of the work and mission of the Cohen Center. To provide public occasions that raise important questions and concerns related to living responsibly in a post- Holocaust and genocidal world. To provide resources (books, videos, speakers & teachers) that enhance the study of the Holocaust and Genocide.				
Global Education Office	The Global Education Office's mission embeds the department's learning outcomes, which include the promotion of global citizenship and greater understanding of diversity and	Returning study abroad students have completed program assessment evaluations for quite a few years. Until last year, these evaluations were in written format, making it difficult to analyze data in a systematic manner. In 2009, an on line evaluation was created and implemented for returning study away students, and this evaluation has now been used for three semesters	Tim is the person who sends out the survey and he and Debbie keep track of the students who complete it. Every week or so he sends a reminder to students who have not completed the survey.	We have an online survey which every student who returns from semester long or summer study away programs needs to complete (we actually require them to complete this survey before we release their transcript). We had a paper survery, but have put it online which has been wonderful as we can now see the trends. Let me know if you would like to see this link. In addition to this we also have events and activities for returning students – ranging from a welcome back reception to becoming an International Ambassador where they can share their experiences. If a red flag came up during or after the program we schedule to meet w/ the student or various students upon return. We are often asking for feedback and every so often a student will ask to meet w/ Skye	The assessment results from the outgoing orientation have been used to modify several aspects of the orientation to make it stronger and more effective. The assessment results from the returning study abroad student assessment tool have been used to monitor the quality and support of the study abroad programs and locations the students have participated in. In at least one instance, the assessment results combined with in country visits led to the termination of one program due to concerns of academic quality and program support. Assessment results have been reported to the GEO Advisory Committee and the NEASC committee. Over 80% of the surveyed students said that their study away experience "changed their perspective of the world" and "was one of the most important experiences of their life".	Revisions relating to issues of safety are implemented as quickly as possible and the intended impact of those changes is evaluated informally and formally upon implementation.

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Global Education Office	multiculturalism through the educational experiences facilitated by the GEO office. GEO also strives to provide high quality support to both outgoing KSC study abroad students and incoming international exchange students at KSC as well as for faculty led academic programs abroad.	with very positive results. This assessment tool has over 100 questions. These questions include inquiries about the global program they participated in and the service provided by GEO. An on-line orientation assessment/evaluation is also administered after the required program orientation. In Spring 2010, international students studying at KSC also began to complete an exit assessment/evaluation of their experience at KSC for the first time. It is anticipated that the results of this assessment will be of interest not only to the GEO office but also to the Office of Diversity and Multiculturalism and other departments and programs on campus.		or I and we welcome these meetings		

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Registrar	The Registrar's Office Mission Statement and Assessment Plan are published on the Registrar's Office web page at http://www.keene.edu/registrar/.	Confirmation of enrollment verification within 1 business day. Confirmation of degree verification within 1 business day. Compliance rate of 100% regarding timely submission of National Student Clearinghouse enrollment, degree and graduation reports. Confirmation of enrollment verification for future term. Increase utilization of NSC Student Self-Service for Enrollment/Degree verifications. Improve access to and efficiency of transcript request process	Assessment completed monthly by National Student Clearinghouse (NSC) Student reports; Registrar staff research. Assessment completed monthly by National Student Clearinghouse (NSC) Student reports, Registrar staff research, industry standards	"Your average turnaround time for verification requests requiring research: Less Than 1Day" National Student Clearinghouse transaction logs. Student reports of personal experience and Registrar staff research utilizing NSC- established protocol for obtaining enrollment verification reports. NSC transaction logs indicate that service utilization rates have increased from .87% to 1.25% of annual enrollment as compared to a 1.4% average for 4-year institutions. Student reports to the Registrar's Office, Registrar staff hours involved in handling paper requests for 10,000 transcripts as well as a review of available literature all suggested that a revision in the transcript ordering process had the potential to improve levels of student satisfaction and staff efficiency.	Areas to be assessed Increasing budgetary pressure, increasing staff workloads and consistent student requests for more flexible and accessible enrollment/degree verifications and academic transcripts prompted a focus on these services. NCS transaction logs indicated that more could be/should be done to facilitate a campus transition to revised procedures. How will the department/program use assessment results: Changes that have been made based on assessment results: The Registrar's Office has implemented NCS's Student Self-Service (SSS) process which allows students unlimited 24/7 online access to enrollment verifications free of charge. An improved and expanded communication strategy utilizing the College's web page, the Registrar's Office web page, public service announcements, etc. has been instituted to expand awareness of, and access to SSS. In a collaborative effort with the National Student Clearinghouse, NCS has developed an Advanced Registration enrollment verification process to which Keene State College is an early adopter. Its implementation results in the first time students at Keene State College have access to electronic enrollment verifications for a future term. Changes that are currently in process: The Registrar's Office has satisfied all NSC criteria for the implementation of an electronic Transcript ordering service. This process will allow 24/7, worldwide electronic access to an automated transcript request process. Students and alumni will have the ability to requests	Monitor monthly NSC transaction and audit logs for Enrollment/Degree verifications. Monitor monthly transaction and audit logs for Transcript Ordering. Monitor student and alumni (informal) feedback. Follow-up with formal survey if warranted. Report results regularly, monthly meetings, etc. with supervisor.

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Registrar					transcripts more quickly and efficiently, including the option to track transcript requests electronically. Registrar's Office staff will be relieved of the significant effort involved in processing requests on paper, fee payments and the corresponding receipt acknowledgement, etc. Collaborative efforts with other departments: The implementation of Student Self Service made the College eligible to access NSC's Student Tracker process free of charge – a service of substantial benefit to the Office of Institutional Research that is responsible to report on student retention and attrition. Degree Verification and Transcript Ordering services are useful to the Office of Alumni and Parent Relations in their efforts to support alumni. Resources No specific additional resources are required	
Center for Writing	The Center for Writing's mission statement, which clearly articulates our overall outcomes, is published on our website. The mission is periodically reviewed,	It is always critical that we understand who our student clients are since this impacts our services. The percentage of students coming from ITW courses vs. the general student population was carefully monitored this year. Class rank, total numbers for the semester, and repeat student visits are also	See previous	The student demographic information was generated, analyzed, reviewed, and discussed by our administrative assistant, Jahleh Ghanbari. At mid-semester and at the end of each semester, all information of this nature is collated, a report is generated, and is discussed with the entire staff. The in-class tutor workshop effectiveness is conducted by the faculty member and the participating tutor(s). A report is written by the tutor and discussed with Jahleh and the Director. These reports are filed immediately after the workshop is conducted. The new incoming tutor program, The Apprenticeship Program, was	Revisions: Because of last year's assessment of tutor training, we developed the Apprenticeship Program—a semester-long, intensive tutorial for incoming tutors. This tutorial consisted of weekly readings, activities, and meetings between me, Jahleh, and four new tutors. The program was very well received by not only the incoming tutors, but our long-standing tutors who felt this was a more effective training process then the one they had gone through. The work of the Task Force diversified to incorporate more campus-wide involvement as a result of discussions centered around the need to move beyond our traditional practices. Last year's statistics revealed a much higher percentage of students coming	The new tutor training program will be evaluated and monitored by Dr. Kirsti Sandy (who is my sabbatical replacement for the year). Jahleh Ghanbari and the.

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Center for Writing	revised, and maintained by the Director. All student data, i.e. who comes to the Center, what courses they are enrolled in, class rank etc. is automatically collected via WC Online—a program designed to generate statistics. This information is then analyzed and stored in the Director's and administrative assistant's computers. Student Feedback	accounted for. We also carefully reviewed in-class tutor workshops for their relative effectiveness. We reviewed how we train incoming tutors and designed a new program which was then evaluated. We attempted to assess our "image" on campus via a specialized student-client survey. Since the Center's mission encompasses a mandate to serve faculty as well as students, the Task Force on Writing hosted and assessed several campus wide events focused around writing, i.e. Keene Writes for the National Day on Writing, The Writing Life—A Three-Part Panel Discussion, hosted Dr. Ronald Kellogg's presentation, "Acquiring Advanced Writing Skills: Recent Insights from		continually assessed via discussion throughout the semester by the participants with the Director. Our image/perception of the Center was assessed in conjunction with an academic presentation at the Northeast Writing Center Association's annual conference. The data was collected through student surveys and the interpreted by the presenters , (five tutors), over the course of a semester. For each Task Force sponsored event, the Director monitored number of participants and collected feedback sent via e-mail immediately after each event	from ITW classes than from the rest of the campus. This was a concern of ours as we entered into this academic year. We made much more of an effort to reach the entire campus faculty and as a result the numbers of non-ITW referrals dramatically increased. Use assessment: Since everything that we do at the Center for Writing is directed toward improving students' skills, an improved tutor-training program ultimately benefits our clients. Therefore, the Apprenticeship Program, a pedagogical intervention for training, will now become a permanent part of the Center. The Task Force on Writing's more diversified events were very well received and consequently, Keene Writes will become a continued tradition. This event, as well as the others mentioned above, has changed the way the Task Force and the Center views its function on our campus. We will continue this more proactive campus involvement. Since the Center is committed to serving all students in all classes, we have interpreted the more balanced demographic of ITW vs. general students to be advantageous and will continue to promote the Center for all types of classes. Because of the various conversations we have had this year about in-class tutor workshops, next year's training will include a more programmatic and clearly defined approach to conducting these workshops. Collaborative efforts: For the past fifteen years, the Center for Writing has made every effort to work with faculty to improve students' writing.	senior-level tutors will also be reviewing this part of our program. Review will be ongoing. Kirsti will be reviewing all Task Force programming as these events occur. All demographic data, review of workshops, regular tutor training, the ITW Partnership Program, writing assistantships, and campus involvement in presentations about writing will all be evaluated through

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Center for Writing	forms are completed by all student clients about their sessions; forms are then collected, analyzed, and returned to Center's tutors to assist with professional development. Each tutor session is accompanied by another feedback form sent directly to the faculty member explaining what took place during that session. Forms are stored on the Jackson Q drive	Cognitive Science."			The evidence is clear in our consistent programming: the Partnership Program with all ITW faculty, writing assistants for upper-level courses, in-class workshops, the Calderwood Institute on the Teaching of Writing, the Task Force on Writing all demonstrate a willingness to collaborate on the singular mission of improving student writing at Keene State College. The information generated from our work has helped the ISPC as they continue to articulate their goals and some departments have incorporated our strategies for teaching writing into their own departmental outcomes. These enriching relationships are highly valued by the Center and will most definitely continue to inform our work. Resource requests: No additional resources are needed at this time	discussions, surveys, and data collection as these events occur and in conjunction with Kirsti and Jahleh

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Child Development Center	Student Learning/ Service Outcomes Assessment Data is housed in the Education Department. The results of the Child Development Center's (CDC) program self assessment are housed in the CDC Director's Office. Copies are distributed to staff and to the Dean of Professional and Graduate Studies.	These are provided by the Education Department.	The Education Department conducted assessment of student/service learning outcomes, as well as of student assessment of Cooperating Teachers effectiveness. The Child Development Center conducted a self-assessment of services to children and families.	The CDC assesses their service delivery to children, families and students in the following ways: We have a comprehensive child-assessment process which involves the use of a work-sampling/portfolio based assessment process in conjunction with the use of developmentally appropriate checklists. In this way, we are able to gather data that is both quantifiable and authentic. We conduct an annual Family Survey developed with our Family Advisory Council. The Family Advisory Council then reviews the data from the survey and makes recommendations for program improvement. We conduct a "year-end-review" with both our Early Intervention and Supports provider, and Preschool Special Education providers. We conduct a "year-end-review" with our Facilitating Teachers and Early Childhood Faculty. Our Facilitating Teachers are charged with the coaching, mentoring and instruction of students placed at the CDC for their Methods placement and their Student Teaching placement. We review "Early Childhood Evaluation of Cooperating Teacher" data, as well as "Early Childhood Student Teacher Evaluation of Cooperating Teachers and Site Supervisors." Both of these assessments are conducted by the education department and data is shared with us. The CDC staff reviews the above-referenced data collected during	Revisions: We follow a similar process every year, and this affords us the opportunity to compare data results side-by-side with prior year data. With all review of all information collected, stakeholders have the opportunity to review the goals set during the previous assessment, and determine if progress had been made, or if additional work is necessary in a given area of service delivery. Assessment use: The CDC supports student learning in two ways: a) We are a demonstration site, and so service delivery assessment not only addresses the needs of the children and families, but also bears upon our responsibility to model best practices, inasmuch as modeling is an instructional tool; b) we assess the work of our Facilitating Teachers, who work individually with students during their placements and support students accomplishment of course-related expectations. Facilitating Teachers are charged with the task of reinforcing student learning/service outcomes set by the Education Department. Program goals for 2010-2011 are as follows: Create opportunities for children to visit different classrooms to foster positive acquisition of social skills. Continue to explore mixed-age grouping as a model going forward. Foster more opportunities for sharing and collaboration between classrooms. Use video and documentation as an aide to this process. Enhance education and communication with families regarding food service. Review best practices for the feeding of infants and toddlers. Enhance parent participation at workshops.	The CDC regularly reviews and revises operating practices, policies and procedures. This occurs through our weekly Facilitating Teacher meetings, as Facilitating Teachers act as an advisory council to the CDC. In addition, the Family Advisory Council reviews and provides ongoing input to CDC programming on a monthly basis, providing us with their

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				our annual Assessment Day, held after the program closes in June. CDC staff make recommendations for program improvement based on a review of the data	Enhance parent volunteerism in a way that is targeted to meet the needs of the CDC. Enhance intake process to collect relevant information about children to aid in early intervention. Refine communication process for families of children receiving early intervention. Goals for students placed at the CDC: Strengthen their background knowledge of a topic as part of their curriculum planning. Focus on classroom areas and elements (elements of the day, environmental elements) as a way to approach curriculum planning. Ensure they have developmental domains on hand as they begin the work of curriculum planning. Draw connections to the NH Early Learning Guidelines and National Association for the Education of Young Children's Developmentally Appropriate Practice criteria. Reinforce the need for content knowledge of a curricular area, recognizing how this may vary depending upon the age-group. While ensuring that curriculum planning is linked to goals and standards, students should be more select and targeted in linking curriculum to those goals. Students need to emphasize the objectives of a curricular activity. When assessing a curricular activity, evidence should be provided of children's learning. Students need to be able to articulate the planning process used for curriculum development. Collaborative efforts: Findings from our assessment process didn't indicate the need for collaboration with other departments, although the CDC does often collaborate with departments on campus. This year	unique parental perspective. We use professional development days throughout the year to meet with all staff to reflect on aspects of our programming and to determine if changes or supports are needed. The CDC also creates study groups to focus on targeted areas of change. The annual self-assessment process affords all stakeholders the

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					we will be continuing our collaboration with the Health Science Department, and we will begin collaboration with the Music Department. Resource requests: The CDC budget can accommodate recommendations made through this assessment process. No additional funds are sought	opportunity to review all aspects in an end-of-year review, and to identify goals for the following year. Through these various mechanisms, the CDC continually engages in the process of reflection and revision of programming services to children, families and students.

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Option E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION				
(1) Professional, specialized, State, or programmatic accreditations currently help by the institution (by agency or program name)	(2) Date of most recent accreditation action by each agency	(3) Summary (bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and Nature of next scheduled review
NEASC (New England Association of Schools and Colleges-Keene State College	2000	(1) implementing "Our Plan," the institution's core planning document; (2) assessing and documenting its educational effectiveness, with particular attention to student learning outcomes, and using the results of the assessments for improvements; (3) developing and implementing a revised general education program and identifying useful ways to assess the intended student learning outcomes of the program; (4)increasing the diversity among the students, faculty, and staff, and developing other initiatives to ensure that students are prepared to live and work productively in a multicultural society in keeping with the institution's own goals; (5) improving the academic advising system through implementing the current plan; (6)reviewing the status of adjunct faculty and ensuring they are appropriately integrated into the life of the College.	None	2010

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NCATE (National Council for the Accreditation of Teacher Education)-Department of Education	2009	Accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment. Special congratulations are in order because the Unit Accreditation Board has cited no areas for improvement relative to any of the standards.	None	2014
CADE (Commission on Accreditation for Dietetics Education of the American Dietetic Association)-Department of Health Sciences	2003	Accreditation by the Commission on Accreditation for Dietetics Education (CADE) involves self-analysis, preparation of an eligibility application, a self-study application and an on-site evaluation visit by a team of professional peers. This national peer review process determines if a program is achieving its own educational objectives and providing verification that graduates have demonstrated the knowledge and competencies necessary for professional practice.	None	2013

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CAATE (Commission on Accreditation of Athletic Training Education)-Department of Physical Education	2010	The CAATE is the agency responsible for the accreditation of 360 professional (entry-level) Athletic Training educational programs across the country. The mission of the CAATE is to provide comprehensive accreditation services to institutions that offer Athletic Training degree programs and verify that all CAATE-accredited programs meet the acceptable educational standards for professional (entry-level) athletic training education.	None	2019

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NASM (National Association of Schools of Music)-Department of Music	2000	(1)Faculty salaries and benefits for adjunct faculty (artists in residence) who are carrying full-time responsibilities. (2) Air quality and humidity control in the music facility. (3)Funding for instrument repair. (4) Funding for scholarships. (5) Regularization of evaluations of part-time faculty. (6) Consideration of the credits awarded to applied lessons (hour = 2 credits regardless of degree program?) (7) Consideration of the nature of the Bachelor of Arts degree and the opportunities for curricular breadth it could afford. (8) Inclusion of Transfer Credit Policies in the Music Handbook (particularly as they relate to music theory classes. (9) Consistency of method among musicianship. (10) Credit for piano students in piano ensembles'. (10) Condition of practice modules. (11) Ratio of faculty credit for applied lessons (currently 2:1 rather than 3:2). Recommendations: The visitors raised with the faculty the question of the generous credits (4 units) awarded for 1 hour of applied instruction in the B.M. Performance vs. 2 credits for 1 hour in the B.M Music Education. We also expressed concern about the few music electives available to Performance majors. The ratio between general studies and music studies in the Bachelor of Arts is presently very similar to that in the Bachelor of Music. This is due to the specializations in music offered through the former degree. This should be examined in the context of the College's commitment to Liberal Arts.	None	2010 Fall Visit

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NAEYC (National Association for the Education of Young Children)-Child Development Center	2008	None	None	2013

Form S.1 RETENTION AND GRADUATION RATES

Student Success Measures/Performance and Goals	FY07-08	FY08-09	FY09-10	FY10-11 Goal	FY11-12 Goal
Retention Rates	Entering Cohort				
IPEDS Retention Rates (1)	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
First time, Full Time, Bachelors Degree Students	81%	80%	79%		
Other Undergraduate Retention Rates					
a. First-time, First-Year, Full-time, Bachelors Degree First Generation Students	82%	76%	78%		
b. First-time, First-Year, Full-time, Bachelors Degree Honors Students		89%	95%		
c. First-time Bachelors Degree Community College System of New Hampshire Transfer Students		81%	80%		
First-time Graduate Students (2)	38%	48%	42%		
	Entering Cohort				
Graduation Rates	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
IPEDS Six-Year GRADUATION Rates (1)					
First-Time, First-Year, Full-Time Bachelors Degree Students	57%	55%	58%		
Other Undergraduate Six-Year Graduation Rates					
First-time, First-Year, Full-time, Bachelors Degree First Generation Students	55%	52%	56%		
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Graduate Students Three-Year Graduation Rates	40%	87%	84%		
Definitions and Methodology Rates					
1. The number of students who have entered KSC as first-time, full-time associates degree-seeking students has been less than five since fall 2002, and are not reported on this form. The associates degree programs are currently being phased out. Keene State will no longer accept associates degree-seeking students after fall 2010.					
2. The graduate student cohorts consist of students entering KSC, for the first time to pursue a Master's of Education degree. The counts exclude students who enter to pursue master's or post-master's certification. The counts also include part-time students, who's lives often lead them to move in and out of their programs on a semester by semester basis. This explains, why, for example, of the 32 first-time graduate students who entered in fall 2006, only 38% were enrolled in the fall 2007 semester, yet 84% were able to graduate within three years.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/Institutional Performance and Goals	**Spring 2008**	**Spring 2011 Goals**
Alumni success in pursuing a higher degree		
Percentage of alumni who reported that their Keene State education had prepared them to gain admission to a graduate or professional school	72%	75%
Percentage of alumni who reported that they had enrolled in a college, university or professional school since graduating from Keene State College	35%	37%
Percentage of alumni who reported that they were currently enrolled in a graduate or professional school	16%	18%
Rates at which alumni pursue mission related paths		
Percentage of alumni who reported that their Keene State education had prepared them to participate as a citizen in their communities	75%	77%
Percentage of alumni who reported that they were currently volunteering in their communities	52%	55%
Rates at which students are successful in fields for which they were not explicitly prepared		
Percentage of alumni who reported that they were currently employed	90%	90%
Percentage of alumni who reported that Keene State had prepared them for the demands of their current position	84%	85%
Percentage of alumni who reported that their current position matched their post-graduation objectives	76%	78%
Definition and Methodology Explanation: Keene State College participates in a University System of New Hampshire sponsored alumni survey every third year. The last survey was administered in spring 2008 to alumni who were one and five years out. The next survey will be administered in spring 2011 to alumni who are one and five years out.		

Form S3. LISCENSURE PASSAGE AND JOB PLACEMENT

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*					
1. Teacher Candidate Preparation Programs	N/A	N/A	N/A	N/A	N/A
2. Athletic Training Education Program	N/A	N/A	N/A	N/A	N/A
3. Dietetics Program—Didactic Program	N/A	N/A	N/A	N/A	N/A
4. Dietetics Internship Program	N/A	N/A	N/A	N/A	N/A
National Licensure Passage Rates*					
1. Teacher Candidate Preparation Programs	79%	83%	78%	84%	86%
2. Athletic Training Education Program	100%	50%	87%	87%	88%
3. Dietetics Program—Didactic Program—first time passage percentage	55%	67%	90%	84%	86%
4. Dietetics Internship Program—first time passage percentage	100%	92%	92%	94%	96%
Job Placement Rates**					
1. Not systematically tracked during this period	-	-	-	-	-
2. Not systematically tracked during this period	-	-	-	-	-
3. Not systematically tracked during this period	-	-	-	-	-
4. Dietetics Internship Program—for job seekers, within 3 months of program completion	100%	100%	100%	100%	100%

*For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

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

Institutional Notes of Explanation

a. While we cannot report systematic tracking of job placement in identified programs here. Professional and Graduate Studies programs---particularly in these three nationally accredited program areas are working with our Alumni and Advancement Divisions and our K-12 school partners to launch more effective placement and performance tracking data reporting/aggregation systems. We conducted increasingly exhaustive efforts to survey employers of our teacher candidate preparation areas over the past academic year, have launched an alumni affinity group in athletic training education, and are exploring means to systematically evaluation job placement, preparation, and alumni/employer satisfaction over the next two academic years in all three areas.

b. Athletic Training Education program student number (n) for data reported: 07-08 1 student, 08-09 4 students, 09-10 seven students. National overall pass rate for this exam is approximately 50%.

c. National average first time pass rate for Dietetic Internship Program Completers is 83%

Standard Four: The Academic Program

Description

As stated in previous chapters, Keene State College has undergone a transformation in its academic programs in the last four years due to two major curricular changes—the creation of a new general education program (the Integrative Studies Program--ISP) and the move to a four-credit curriculum. The implementation of these two changes in fall 2007 meant that every program on campus had to examine its course offerings and redesign its requirements. Even the least affected departments had to consider the pedagogical implications of longer classes, identify new learning outcomes for their programs, and establish assessment plans. While there was, of course, some resistance to these changes, they prompted significant, campus-wide discussions about teaching. In addition, the fact that the ISP program outcomes align with both the College's 2000 mission statement and the current mission statement meant that faculty teaching in the ISP selected course outcomes based upon these shared aspirations. In doing so, the entire community was engaged in the enterprise of achieving the College's mission to teach students ―to think critically and creatively, to engage in active citizenship, and to pursue meaningful work."

As New Hampshire's only public liberal arts college, Keene State's academic programs reflect a student-centered pedagogy, providing individualized learning opportunities that create significant academic experiences for students. Students may choose from among 40 undergraduate major programs, 30 minors, and five interdisciplinary majors; they may also choose from degree programs at the baccalaureate and master's levels. Undergraduate education, though, remains the College's primary focus; the undergraduate majors are structured around two dimensions of coursework: the academic major and the Integrative Studies Program.

The Academic Major

Students are required to declare a major by the time they have earned 60 credits. A major consists of a coherent set of courses and experiences within a discipline, related disciplines, or a professional area and usually consists of at least 30 credit hours. Courses required in the major may not be used to fulfill Integrative Studies requirements unless specified in the program description. All major programs are sequenced and require courses at both the intermediate and advanced levels, so as to provide both foundational knowledge in the discipline and opportunities for advanced-level work, options, or specializations. Students are informed about sequencing through advising, orientation programs, and through program planning sheets, which outline all requirements and can be checked against the students' transcripts through their MyKSC website.

Professional preparation programs often include field experiences in addition to coursework. For example, Teacher Education programs require students to do fieldwork in schools for both methods courses and student teaching. The Athletic Training major requires clinical training, a practicum, and externship experiences; and students majoring in Health Science must take one or more practicum or internship courses. Many other programs, such as Safety and Occupational Health Applied Science, Journalism, Architecture, Psychology, and Management, encourage students to complete service learning and internship experiences. Faculty members in professional programs keep abreast of professional practice to ensure that the curriculum reflects current standards and prepares students for meaningful professional work after graduation.

The Integrative Studies Program (ISP)

The goal of the ISP is to help students ―develop an understanding of how they and others engage their worlds” by providing students with ―the opportunity to develop the skills necessary for success in academics and careers,” while preserving ―the breadth of a liberal arts education that enables students to succeed in a global environment.” The College spent four years (2003-2007) designing this program. As a result of grant support from the Davis Foundation, the ISP was constructed from the start with programmatic assessment in mind. The new program is grounded in the College's mission and the precepts of the AAC&U *Greater Expectations* report and is now recognized as a LEAP exemplar program. In addition, it is predicated on the assumption that courses in the program would be developed with inclusiveness, coherence, and intentionality. Each dimension of the ISP asks an essential question, which is then transformed into both program and skills outcomes. Throughout the program, students are expected to develop eight intellectual skills—reading, writing, information literacy, critical thinking, creative thinking, critical dialogue, technological fluency, and quantitative reasoning—through courses that integrate knowledge in a variety of ways. Developing students' ability to integrate various modes of inquiry is at the heart of the ISP.

The program’s unique design is evident in several ways. First, all students take two foundations courses: Thinking and Writing (ITW) and Quantitative Literacy (IQL), as these skills are deemed necessary for all students. The foundation courses are designed specifically to address the essential question: ―How do critical and creative thinking, researching, writing, and evaluating quantitative information inform scholarly endeavors?” ITW is a theme-based course, and faculty offer an array of interesting topic choices each semester. In this course, students spend the entire semester completing a 15-20 page research project. They design a research question, develop an argument, do extensive research, write multiple drafts, hone their rhetorical skills, and learn to write at the college-level. Because research and information literacy are essential elements of this course, each instructor is assigned a library liaison who works collaboratively with both faculty and students to provide quality instruction in how to use and evaluate the library’s online academic databases and resources. In addition, through its Partnership Program, the director of the Center for Writing provides special orientation and training to the Center tutors so they are familiar with the assignments and requirements for all sections of ITW. Tutors also make special presentations to classes on topics such as introducing quotations and avoiding plagiarism.

The second foundations course, Quantitative Literacy (IQL), is designed to promote the development of quantitative reasoning skills and is also a theme-based course. Because entering students arrive at Keene State with a wide range of quantitative skills, instructor-selected themes offer opportunities to make the courses challenging and engaging for all students regardless of their quantitative background. IQL faculty seek to reduce student anxiety about quantitative methods; improve student proficiency with quantitative reasoning skills, such as reading and interpreting quantitative problems or visual data; incorporate appropriate spreadsheet and data analysis software into their courses; and introduce students to descriptive statistics. All students are required to complete a project in which they investigate a question or problem, use data they collect or find from sources, and then analyze the data using both numerical and graphical descriptive statistics. Some IQL instructors have partnered with library faculty to identify quantitative resources appropriate for these projects; some have also relied upon the assistance of the director of the Math Center to hire and supervise Peer Course Assistants or to help them identify quantitative skill deficiencies and utilize the peer tutors to help strengthen students' quantitative skills.

The second significant aspect of the ISP design is that students are required to take 32 credits in the area called ―Developing Perspectives and Breadth of Knowledge." The essential questions for Perspectives courses are: ―How are the arts and humanities constructed and defined, and how do they change, shape, provoke, and represent our perceptions and our world? What assumptions, methodologies, and theoretical constructs define today's sciences, and how are they used to understand our world?" To consider these questions, students take courses in a variety of disciplines spanning four major areas: arts, humanities, natural sciences, and social sciences. However, no discipline-specific course or course content is required. Instead, these courses must meet the Perspectives outcomes of the ISP; in other words, the courses are part of the ISP because they are designed to meet certain goals, not because they have specific course prefixes. The requirements ensure that students will take courses covering a variety of disciplines, but also that each course is designed to fulfill the requirements of a general education course and not, for example, serve as an introduction to the major.

Third, the ISP requires students to take one interdisciplinary course so that areas of study that cross traditional disciplinary boundaries, courses that are often marginalized in traditional general education programs, are an integral part of the curriculum. These courses answer the essential question: "How are the skills, concepts, and values developed across disciplines applied to questions fundamental to today's interdependent world?" This Interdisciplinary Integrative requirement provides students with an opportunity to make connections across disciplines, as well as assess their own responsibilities as members of a community and society at large. This part of the curriculum is entitled ―Making Connections," and aims to integrate disciplines within the context of a compelling topic. The interdisciplinary requirement has encouraged the development of new courses and provided more team-teaching opportunities for faculty.

Finally, the ISP courses cannot all be taken at the beginning of a student's academic career. At least eight of the 44 ISP credits required for a bachelor's degree must be taken at the upper-level and only after the student completes at least 24 credits in the ISP. The result is that students are taking general education courses when they are more sophisticated and skilled as learners, and faculty are developing more intellectually challenging courses for a general population, inviting them to consider the real meaning of a liberal arts education and what liberally educated human beings should know about a field outside their majors. Instructors for these courses also need to determine reasonable expectations for students in an upper-level course with no discipline-specific prerequisites.

All ISP courses are based on identified outcomes, which become the center point for all instructional activities. Faculty members teaching ISP courses participate in professional development opportunities and program assessment. The ISP Council is following the ISP

Assessment Timeline to ensure that assessment of identified outcomes occurs on a regular basis and is fully integrated into the program.

Academic Program Coherence

Programs are developed through careful planning, and all changes in them must be approved by the Senate Curriculum Committee (SCC) and voted on by the Senate. This process ensures that campus constituencies are informed through Senate minutes about all curricular changes. New programs must also be approved by the Board of Trustees of the University System of New Hampshire (USNH). Through individual and group advising, faculty and the Academic and Career Advising staff work to help students understand the changes and facilitate their completion of program requirements. Program development and evaluation are based on the vision of academic excellence outlined in the College's Strategic Plan and rooted in the College's mission.

The College's transition to a four-credit curriculum created opportunities for all academic programs to demonstrate coherence through a re-examination of their goals, structure, content, and pedagogy. The four-credit proposals submitted for undergraduate programs detailed the end results of this reexamination process. This review enabled departments to reaffirm their traditional goals of providing students with both general and content-specific knowledge and skills, and to reconsider how academic excellence is advanced in their work. As a result of these deliberations, programs have developed clear, identified, and agreed-upon objectives and outcomes that guide curricular development.

The College confers Bachelor of Arts (minimum of 120 credit hours), Bachelor of Science (minimum of 124 credit hours), Bachelor of Fine Arts (minimum of 120 credit hours), and Bachelor of Music (minimum of 120 credit hours) degrees. Forty of the minimum credit hours for any bachelor's degree must be taken at the upper-level. Credits that are not fulfilled either through the major requirements or ISP are taken as electives. The adoption of the ISP and the four-credit curriculum has increased credit requirements in some degree programs beyond the minimum, primarily due to accreditation requirements. Athletic Training, for example is 129-133 credits, and Health Promotion and Fitness/Nutrition is 128. In addition, all students majoring in Elementary Education, Early Childhood Development, or Elementary Special Education must also have a liberal arts major; this requirement can push the credit hours required for a BS in Education substantially above the 124 credit hours, depending on what second major the student selects.

The College has offered four associate degree programs. However, as part of making a strong commitment to the College's mission as a four-year, residential, undergraduate institution, the College Senate recommended and the provost approved that Keene State will stop accepting students for associate degree programs after fall 2010. The Board Programs and Services Committee has approved this recommendation.

While the College offers well-designed majors and a coherent Integrative Studies Program, it is also committed to providing students with innovative, diverse, in-depth opportunities designed to complement and further develop the student's academic curriculum. The College encourages student engagement by offering learning experiences tailored to meet the academic and professional aspirations of students. Service-learning activities, clinical experience, internships, fieldwork, and co-op programs integrated into the course curriculum offer rich opportunities for advancing academic excellence. While some of these programs prepare students for future work, service-learning experiences also enable students to deepen their understanding of course content and to contribute to the well-being of their local community. Service learning is one of the core values of the College, and Keene State has been nationally recognized for its academic service learning opportunities. In 2006, Keene State College applied for and was awarded the Carnegie Foundation's classification, ―Curricular Engagement and Outreach Partnerships," which recognizes the availability of such opportunities at the College. Keene State has also made the President's Honor Roll for Community Service for the last four years—the last three years with distinction—providing strong evidence that service learning is integrated into the curriculum and throughout extracurricular activities. During 2009-2010, 3,000 undergraduate students engaged in 461,802 academic service-learning hours. For example, architecture students design buildings and spaces for nonprofit organizations; nutrition students work with children and adults with disabilities to help them become independent in the kitchen; and students in an English class, learning about key principles of workplace and community writing, work in collaborative teams to design professional documents for Keene State student clubs and local nonprofit organizations.

In addition, Keene State students have the opportunity to study off-campus through the Global Education Office (GEO), which is the campus hub for global academic programs and activities. Students have several options. They can study abroad through the direct exchanges Keene State maintains with partner universities outside of the United States and with whom the College has established institutional agreements. Over 80 students took advantage of these opportunities in spring 2010. All new potential direct exchange partners must be approved initially by the College's GEO and the GEO Advisory Board. Academic credit is awarded following the guidelines outlined by the World Education Service regarding the conversion of course credits and grades earned from countries outside of the United States. Keene State students can also choose to participate in programs administered by third party providers, such as the Center for Cross Cultural Study and the Center for International Studies. Typically, these program providers have a strategic academic partnership with a university in the States that serves as the ―school of record" for academic credit purposes. In such cases, the student's academic record is transferred to the College and must meet the standards for transfer of credit. Keene State students can also study at nearly 200 colleges and universities in the United States and Canada through the National Student Exchange. To ensure the quality of these programs, new guidelines for the approval of international credit courses and programs for off-campus study and trips were adopted in May 2010 through a collaborative effort between GEO and offices within student activities.

In keeping with the College's goal of advancing academic excellence, students who attain high grade point averages are afforded the opportunity to become members of one of the 20 discipline-specific Honor Societies with chapters on campus. History and Psychology also have developed Honors Programs within their majors, which enable students to work closely with faculty on individualized research projects. Recently, the College provided another opportunity for academic challenge for high achieving students by creating an Honors Program. This program is designed to –provide exceptional students with intellectual stimulation and academically rich experiences for personal and professional growth." Incoming students with a high school grade point average of 3.25 must submit an application and portfolio to apply for admission into the College Honors Program. A subcommittee of the Honors Program Advisory Committee reviews portfolios and makes admissions decisions. Presently, the Honors Program only accepts incoming students; however, beginning in 2011, first-year non-honors students who have completed 16-28 credits and who have a cumulative grade point average of 3.5 will be able to apply. A signature piece of the Honors Program is the required Honors 301 course, Global Engagement, an intensive interdisciplinary immersion in a cultural experience outside the United States in which students do extensive research and reflect on their roles and responsibilities as global citizens. Students traveled to Peru and South Africa in 2009 and to Belize in 2010. Matriculated students with a 3.5 or higher grade point average also make the Dean's List.

Academic programs are supported through departmental and school budgets. Beyond this support, a process for planning and reviewing strategic initiatives is in effect and is monitored by Keene State's Planning Council, which works with College administrators to allocate resources on the basis of academic planning, needs, and objectives. The College does not rely on any resources outside its direct control except for the Occupational, Safety, and Health Administration (OSHA) Training Institute Education Center (OTIEC), which is administered by the Office of Continuing Education and operates out of facilities in Manchester, New Hampshire. A non-credit program serving the educational development needs of safety and health professionals throughout New England, OTIEC is operated under the programmatic and fiscal purview of the School of Professional and Graduate Studies. In all instances of Continuing Education programming conducted off campus, affiliated academic departments provide academic oversight and approval. Academic services (e.g., library, MyKSC, and Blackboard access) are provided as necessary for student support.

Integrity in the Award of Academic Credit

Changes, such as the creation of the ISP and a four-credit curriculum, are monitored by the College through multilayered systems of curriculum development and academic oversight. All undergraduate academic programs submitted four-credit plans for approval by the Senate prior to implementation. The creation of these plans enabled departments to discuss, debate, deliberate, and develop ownership of program outcomes, goals, and curricula. Once programs had been changed, departments submitted course proposals to subcommittees of the ISP Council, the school curriculum committees, the Senate Curriculum Committee (SCC), and to the College Senate for approval. It is through these processes that the College maintains integrity in awarding academic credit. The high faculty membership on the College Senate and the Academic Overview Committee (AOC) ensures that faculty members have a substantive voice in matters of program review and administrative oversight of program structure, curriculum development, and course proposals. All additions and deletions of programs are regulated through procedures established by the SCC and approved by the Senate. The award of credit is based on policies established by the Academic Standards Committee, and Senate Curriculum Guidelines ensure that programs maintain the College's standards for quality, consistency, and integrity.

Standard Four: Academic Programs

The administration of the academic programs occurs at the departmental level under the guidance of a dean. Departments develop their own course schedules and teaching assignments so as to meet their program needs and those of the ISP. Faculty members develop course syllabi following guidelines in the Faculty Handbook; they are expected to explain their instructional methods and criteria for evaluating student achievement. With the transition to the new curriculum and mandates from the provost and other principal administrators, all programs of study have developed specific plans to assess student outcomes appropriate to the degree level. Indices of student learning and achievement are described in annual Program Assessment Reports. In addition, the Board of Trustees mandates ten-year review cycles for established programs. The AOC revised the procedures for program review in the spring of 2008 to increase the implementation of reviewer recommendations. The AOC program review entails a self-study conducted by members of the academic program, external peer review, and evaluation by the AOC, with response and analysis provided by the administration. While program reviews are mandated by the trustees, departments use these as a time of reflection in which they can assess their programs' strengths and weaknesses. Feedback from outside reviewers and the additional guidance some programs receive from accreditation agencies lead to improvements and clearer requests for resources.

The faculty are committed to educating students about the importance of academic honesty. The College Senate, with approval from the principal administrators, has established detailed policies and procedures, described in the Student Handbook, educating students about the behaviors that constitute academic dishonesty, consequences for offenses, and how to avoid common forms for dishonesty, such as plagiarism. The policy tries to address the complex nature of academic dishonesty by distinguishing among various kinds of offenses and tracking repeat offenders. Educational programs for students are offered by the Center for Writing, including a ―How to Avoid Plagiarism" workshop.

The quality and qualifications of faculty members are ensured through a system of evaluation that includes feedback from administrators, peers, and students. Faculty members are evaluated by students at the end of each semester. In an attempt to gather more useful feedback from students relative to faculty performance, various evaluation forms were examined and piloted resulting in the implementation of a revised form in 2008-2009. The collective bargaining agreement details the College's authority to oversee the selection and approval of faculty, including requirements for each rank, guidelines for evaluation, and requirements for promotion and tenure. The USNH online policy manual defines faculty rank and qualifications, and the Faculty Handbook details guidelines for professional development opportunities for faculty.

Information concerning student admission, matriculation, readmission, and graduation, as well as the general requirements and procedures for registration, are described in the College's online catalog. The Academic and Career Advising website has detailed links on how transferred courses will substitute for courses in various programs according to the College's transfer policy. The College also participates in the New Hampshire Transfer Connections Program, designed for high school seniors who have plans to enroll in a bachelor's program at Keene State but who will begin their college study at Granite State College or one of the schools in the Community College System of New Hampshire.

In response to the four-credit transition, in 2008, the College adopted a policy requiring 25 percent of the program, both overall and in the major, rather than 30 credits, to be completed at the College to more easily accommodate the transfer of three-credit courses. Credits accepted toward a program are applied to specific major/minor requirements only after further review and substitution by a faculty member in the appropriate discipline. The Registrar's Office maintains and verifies academic records for all students and issues transcripts for students taking credit courses at the College. This office oversees the evaluation of student progress and the proper awarding and recording of academic credit through a variety of processes: academic audits, enrollment and transcript verification, and grade point average calculations. General education credits from other institutions are accepted into the ISP, including Advanced Placement (AP) and College Level Examination Program (CLEP) credits. However, the College determined that the principle of completing general studies at a more challenging intellectual level was so important in defining a Keene State graduate that transfer students would still be required to complete their two upper-level ISP courses at Keene State. Conversations with transfer students about areas they might wish to explore that supplement or expand their previous general education work or their area of major interest help to combat the idea that these requirements are courses students just need to ―get out of the way” before focusing on their major; the courses invite students to consider what additional knowledge might be helpful or interesting to them in their lives and future careers.

In addition to traditional course offerings, through the Continuing Education Division (CE), the College offers a variety of courses, both on campus and off site, incorporating traditional in-person instruction and working to build distance learning methodologies. This division, in cooperation with the appropriate academic departments, administers a number of different undergraduate certificate programs designed to serve the career and professional development needs of learners in the Monadnock region and in New Hampshire, as well as in the global community through its distance learning initiatives. Instructors teaching CE courses are subject to the same evaluation procedures applied to all College faculty members. The department chair or discipline coordinator and the appropriate dean must approve every credit course offered.

Graduate Programs

Keene State College’s graduate programs in Education were not converted to the four-credit model at the time the undergraduate programs changed. The graduate faculty and administrators were already in the midst of redesigning all of their programs to create coherent requirements across the board and in reorganizing the entire structure of the Graduate Studies Office. Now that these changes are nearing completion, the faculty and administrative team are reviewing the merits and consequences of converting to a four-credit model by fall 2012. A recently designed program, the M.S. in Safety and Occupational Health Applied Science, was already proposed and approved as a four-credit program.

At the present time, the College offers graduate degree programs only in Education and the newly approved Master of Science in Safety and Occupational Health Applied Science. There were 51 students enrolled in the M.Ed. program in 2009 and 11 enrolled in post-master’s programs. A move to add a summer admissions period may well increase these numbers. The admissions standards and curriculum for these programs have been developed by the faculty and approved by the Senate and are published in the catalog and Application for Graduate Study. There are four options in the Master's of Education Program: Curriculum and Instruction, Educational Leadership, School Counselor, and Special Education. Additionally, the College offers post baccalaureate programs in seventeen content areas and two post-master's certificate programs. All certification programs at the master's and post-baccalaureate levels are consistent with state and national accreditation standards. The newly created Curriculum and Instruction Professional Development non-certification program is designed around the Core Principles of the National Board for Professional Teaching Standards.

The College committed additional resources to the administrative structure of the graduate programs by appointing a director and assistant director of Graduate Studies and hiring a program assistant for the Graduate Studies Office. In January 2010, the director of Graduate Studies position was integrated into the new associate dean position for the School of Professional and Graduate Studies. In addition, a major collaborative initiative is underway between the Graduate Studies Office and Continuing Education, as many CE resources can assist with the administration of Graduate Studies. Faculty teaching graduate courses possess terminal degree credentials or master's degrees and unique experience in the field of instruction. Adjunct faculty teaching in graduate programs receive guidance from faculty program coordinators. Requirements for the various programs are available through the online catalog and are also reported in course syllabi, program handbooks, and the Graduate Study in Education website. Programs provide a blend of practical, field-based knowledge with support from the professional literature, grounding students in the theoretical and experiential aspects of their profession.

A hallmark of the College's graduate programs is the instruction in educational research methodology. This emphasis is embedded in a series of academic and leadership experiences referred to as the Demonstration of Professional Leadership, which culminates in a Capstone Research Project. The project is a rigorous, year-long experience that exemplifies for students the real-world intellectual and creative challenges faced by professionals in their fields. The project requires students to understand how to design and implement a research study to address an educational problem. Students in all four options fully participate in the Demonstration of Professional Leadership core, and all students in these programs complete the required Capstone project. The College also offers two post-master's programs in Educational Leadership and School Counseling for those seeking certification in these areas. Both programs require internships in the schools. Students seeking initial certification develop knowledge and skills that are directly related to professional practice. The professional development (non-certification) program provides a specialization that is directly connected to a student's current profession. Candidates from all programs are expected to develop foundational leadership skills and the ability to act as change agents in the schools; candidates in advanced educator programs are expected to show a higher capacity for leadership in their projects and assignments.

Student learning outcomes are evaluated through program assessments; all graduate programs use Tk20 software for collecting student performance and program assessment data. Additionally, portfolio processes have been developed for each graduate program to document the subject matter knowledge of the students. Program portfolios for certification-based programs are designed to improve students' educational practices in interpreting, organizing, and communicating knowledge. As individual programs collect data, the director will meet with program coordinators to discuss the application of this data for program improvement. The Mason Library provides information literacy support for graduate students; librarians are available for research consultations with students, both as individuals and for group projects.

Assessment of Student Learning

The College's broad-based, inclusive, and multidimensional approach to assessment has been an evolving process. Changes in leadership at the College and in the core curriculum have ushered in an emphasis on the assessment of student learning and documentation of student progress. From 2001-2005, under the leadership of a newly created Academic Affairs Assessment Steering Committee (ASC), the campus community began a conversation on the assessment of student learning. Through mini-grants and a variety of faculty development workshops, the ASC provided faculty and administrators opportunities to learn best practices in assessment, which were subsequently shared with all departments. With the appointment of President Giles-Gee in 2005, the College entered a new phase in the development of a campus culture for assessment; under the leadership of the provost, the College furthered its efforts toward learning the language and practice of assessment. Principal administrators attended assessment workshops, and the provost advocated for evidence-based assessment methodologies. The president, provost, and deans prioritized the departmental articulation of learning outcomes and assessment progress in the fall of 2008, with the requirement of the annual submission of Department Assessment Reports. Master planning documents placed high priority on measuring student academic achievement, and funding was allocated for assessment activities in 2008-2009. That same year, the ASC offered campus-wide guidance, professional development, and grant opportunities. At present, Keene State conducts college-wide assessment, ISP program assessment, assessment of the academic programs, and assessment at the course level.

At the institutional level, the Institutional Research Office (IR) has been collecting a wide range of data for many years from admitted students, graduating students, and alumni. The National Survey of Student Engagement (NSSE) results guide changes at the College. New campus software is also helping with data collection. Tk20 is being used to collect accreditation data for the teacher education unit; TracDat, a software package designed for institutional assessment, began to be used for data collection in 2009. The College participates in the Voluntary System of Accountability, and through that program will increasingly display student learning outcomes that the public may use to compare Keene State to other institutions.

The Integrative Studies Assessment Committee oversees the ISP assessment process and has developed assessment timelines for each outcome of the program. The assessment plan includes the evaluation of foundation, interdisciplinary, perspectives, and integrative outcomes. The results of two years of assessment data for ITW and IQL and one year of assessment data for writing, critical thinking, and quantitative reasoning across the program have already informed the revision of several ISP outcomes. Assessment beyond the foundation courses is underway. Pilot data for the assessment of ethics and critical thinking have been collected and analyzed.

Efforts toward developing departmental assessment programs began with the implementation of the four-credit curriculum because each department's four-credit plan included program and course outcomes, thus providing focus for assessment activities. In the spring 2007-2008, the provost designated the first annual assessment day so that all programs across campus could work on their assessment process. In the fall of 2008 all departments and disciplines conducted assessments of student learning and submitted reports based on their new programs; these reports are now submitted annually to deans and the provost. These mechanisms, plus the revised AOC program reviews, have formalized the assessment process for departments and disciplines.

Appraisal

The academic programs at the College have been transformed in the last few years. This process required all programs and disciplines to revise their curricula, develop learning outcomes, and formalize assessment plans. Moreover, this transformation challenged the campus community to engage in ongoing conversations across disciplines, as well as within disciplines, concerning strategies for achieving the College's mission, values, and goals. This period of time has been inordinately productive for every constituency contributing to the academic program.

Of course, this kind of transformation does not take place without significant challenges. First, the implementation has been both exhilarating and difficult for faculty and students. New courses and learning experiences abound for students; the creation of the new Thinking and Writing course, in particular, has proven highly successful. On the other hand, fewer IQL and Perspectives courses were proposed than expected, resulting in fewer offerings for students and, in some cases, a shortage of sections. Second, the College has made significant movement toward developing a culture of assessment; however, some departments have still not completely adopted this culture, and some have even questioned the value of evidence-driven curricular change. Third, the change to a four-credit program, with its four-course, 16-credit load for most students, has enabled students to deepen their classroom learning experiences; however, the change also decreased the number of different courses many students take in a semester. Students receive more depth of learning within each course but less variety overall and have less room for electives. The transition period for those students who began on the three-credit model also created a good deal of anxiety, both for students trying to finish their programs and for advisors trying to help them graduate on time. Finally, these changes have also been happening at a time of limited resources. The College is committed to projects that fall within its mission and strategic goals. However, while the College is healthy financially, the degree to which resources will be available to support and improve all of its academic programs is uncertain.

The Academic Major

The significant revisions in the undergraduate program have resulted in some unavoidable issues, including altered graduation requirements, restricted ability to enroll in elective courses, and limited course availability. Some courses that fulfilled requirements under the old general education program were not converted to ISP courses. Academic programs that relied on these courses as prerequisites to major requirements found themselves in a difficult position. The result was an inflation of credit hours needed to complete the major due to course prerequisites. In the case of high credit majors, this has meant that students have little opportunity to take any elective courses.

Once the move to a four-credit curriculum occurred, currently matriculated students followed the transition plan, which combined both three- and four-credit courses, to guide their academic planning. The transition plan was developed by the Office of Academic and Career Advising (ACA) and disseminated through that office and the students' academic advisors; it was also available on the College website. Careful attention to multiple advising plans and student flexibility minimized problems created by this transition. By fall 2010, most students will be following the new curriculum, thus reducing any complications.

The College strives for transparency and a high level of public disclosure. One part of the information that should be available to the public is that provided in course syllabi, which delineate the content covered, instructional methods used, and course outcomes and assessment strategies. However, these helpful descriptions of courses have not always been available for public view. Beginning in 2009-2010, faculty have been required to post syllabi on Blackboard, making them accessible to students enrolled in the classes. Syllabi are posted to the Q drive, and the library is working on creating an archive. However, neither of these postings makes them accessible to the general public, and so prospective and current students do not have the opportunity to examine course requirements, workloads, or methodologies.

Integrative Studies Program

The change in the general education program has revitalized the course offerings for students and engaged faculty in the creative process of imagining new possibilities in their teaching. Interdisciplinary courses have flourished. Students have opportunities to participate in courses of general interest at all stages of their academic career, and reports of academic honesty violations decreased and then moderated. However, the new program, coupled with the change to four-credits, has created some complicated scheduling challenges in terms of anticipating the number of courses needed for students each semester. For example, during the first two years of ISP implementation, the College lacked sufficient numbers of IQL courses to meet students' needs. In attempting to address this problem, several departments allowed courses required for their majors to substitute for IQL. By the third year of program implementation, some of these majors no longer allowed these course substitutions, and so the co-chairs of the ISP Council, in concert with the deans, began working with faculty to develop more of these courses. New upper-level ISP courses are being developed each year, and deans are carefully examining enrollment numbers to help with planning; during the transition time, though, advising has been complicated by the lack of options at this level. In addition, due to the shortage of ISP offerings, incoming students were often scheduled for courses with open seats that they later discovered would not count toward ISP; it was frustrating for them to learn that a course they completed in a subject that seemingly fell into a Perspectives area (history, for example) would not count toward their ISP requirements but instead was counting as one of their electives. While the course itself may have been extremely valuable, for students with few electives, this sometimes meant that they had to take a 20-credit, rather than the recommended 16-credit, semester or attend summer school.

The scheduling issues reflect the complex interplay between registration patterns and course selection. Frequently, first- and second-year students enroll in more ISP courses than anticipated. This pattern reduces the general number of lower and upper class offerings. Similarly, upper-level students register for lower-level courses, thus decreasing the pool of courses available to first-year and transfer students. The Schedule Demand Task Force and the Enrollment Management Committee have been charged with developing more effective ways of gauging course demand. For example, the 2008 Course Scheduling Audit Process Report suggested that the College develop of a strategic enrollment plan. In addition, the implementation of department submissions of year-long course schedules, to be implemented in fall 2011, is another attempt at reducing this problem.

Academic Program Coherence

The additional class time afforded by four-credit courses has enabled faculty to adopt alternative methodologies and expand learning opportunities for students. Faculty are incorporating more problem-based learning paradigms, more in-class writing opportunities, more activities designed to increase student depth of knowledge, and more experiential learning. For example, over 60 courses now offer service learning experiences for students. According to the 2009 graduating student survey, 673 out of the 883 students who completed the survey took a course with a service learning component. Seventy-three percent of those students took two or more courses with service learning components, and 88 percent of respondents spent 11-40 hours in service learning projects. Four out of five graduates felt that the service-learning aspect of their courses helped them to connect the subject matter to their everyday lives, made them more comfortable collaborating with others for a common goal, and made them more likely to encourage other students to take courses that offered service learning. While here, students are learning to live the College's motto to "go forth to serve."

As programs have adapted to the four-credit curriculum, concerns about advancing academic excellence remain a priority, and a number of programs have standards in place to ensure the quality of their graduates. An examination of program requirements in the professional preparation programs reveals that students must pass prerequisite coursework, often with a "C or better" to be eligible for subsequent field experiences. Some major programs in other areas also require grades of "C or better" before gaining admission to their program. Teacher Education programs include a number of "decision points" before students can progress to the next level of preparation in their majors.

The degree to which graduating students demonstrate an in-depth understanding of an area of knowledge or practice is being assessed systematically within each major program via departmental assessment plans. According to graduating student survey information, "92 percent of graduates rated their educational experiences as good to excellent." In addition to indicating student content knowledge, the departmental assessment reports provide faculty with information on which to base curricular and pedagogical changes. Collection and evaluation of assessment data will continue each year, furthering the College's understanding of its strengths and places in which further change is needed.

Integrity in the Award of Academic Credit

All programs at Keene State must go through a review process so that the integrity of each program is ensured through both internal evaluation and external review. Despite the thoroughness of the process, there had been concern among departments that recommendations growing out of program reviews were not being addressed by the administration. The AOC, therefore, developed new guidelines in 2008-2009 that require administrators to meet with the department faculty to discuss the allocation of resources and how to enhance academic quality based on the recommendations in the report. The next stage is to link the review process to strategic planning so that curriculum development is an integral part of the planning process.

In addition, responsibility now falls to department chairs and coordinators to ensure that each program has published student learning outcomes and that these are a part of all syllabi. Good progress is being made in that 82 percent of syllabi in fall 2009 and 85 percent in spring 2010 published departmental student learning outcomes; this was up from 32 and 37 percent in the previous year. Also, 86 percent of these syllabi in fall and 88 percent in spring discussed course grading procedures, up from 65 and 60 percent in the previous year. Clearly, faculty are beginning to recognize the importance of making outcomes a significant part of their courses.

The use of department and program websites is inconsistent, as is the information they supply to students and others wishing to learn about Keene State. Program outcomes are published on most sites. Student learning outcomes often are published but are likely to be more specific for those departments that need to meet accreditation standards from an outside agency. Websites require ongoing updating and maintenance of information to be accurate. This job falls to department chairs who have varying levels of interest in maintaining them.

Within the USNH System, Keene State and Granite State College are the only colleges that offer life experience credit through documentation by portfolio process to the traditional college student. The potential for subjectivity on the part of the reviewing department may result in the uneven application of the portfolio review process. However, the review process is quite detailed, and the evaluation of how and where these credits fit into the programs is under constant review to ensure integrity. The reviewing discipline makes determinations for acceptance, as well as allotting the number of credits to be awarded.

In today's global society, various opportunities to earn credit towards a degree in ways other than traditional classrooms will continue to enhance the educational experiences of students and will continue to expand. In preparation for this expansion, the Center for Engagement, Learning, and Teaching sponsored a workshop, in cooperation with Granite State College, to prepare faculty to teach hybrid courses. Twenty-six faculty participated in the six-week course, and pilot courses were offered in both the fall 2009 and spring 2010 semesters. As the College examines this medium, faculty and administrators will work to ensure that the institution maintains direct, exclusive responsibility and control over the academic integrity and quality of the courses, and follows student verification guidelines in the Higher Education Opportunity Act.

Continuing Education expects to expand its certificate program offerings in response to needs expressed by current students, alumni, and academic departments. In addition to the new Graduate Certificate in Safety and Health Management, the feasibility of developing a certificate program in Holocaust and Genocide Studies is also being examined. Certificate programs meet specialized learning needs for both matriculated and non-matriculated students and, as such, help CE support the College's goal of providing access to educational opportunities to qualified students in New Hampshire and New England. As a public institution, the College also strives to be responsive to the needs of the region and state. In keeping with this goal and at the request of the state legislature and with the support of the Board, the College is making plans to add a nursing program. There is a critical need for nurses in the state, and this program will not only help meet that need, but provide opportunities to partner with regional medical facilities and with the two-year colleges that already offer nursing programs. The liberal arts education nursing students will receive will emphasize critical thinking and lifelong learning, helping them, even as they may become practitioners, to go on to fill the advanced needs in the profession. These planned expansions demand resources and a clear process for determining whether and how programs should be added that is respectful to all constituencies involved. While the campus has a clearly defined process for review of new programs developed by departments, discussion on a similar review process must occur for program development initiated by outside entities such as the state and/or the College or System administration.

Graduate Programs

The Graduate Program is undergoing changes in its administrative structure and physical resources; it is also developing new partnerships and admissions procedures that will help to ensure the preparation and quality of applicants and facilitate curricular innovation. Curriculum development, including the design, revision, and expansion of new programs, is underway and is more systematic than in the past. A new one-year M.Ed. certification program in special education will be offered as of summer 2010, which will increase the number of qualified special education teachers in this critical shortage area. It will also provide Keene State graduates who have completed certification in early childhood, elementary, or secondary education the opportunity to add this certification.

A new graduate M.S. program in Safety and Occupational Health Applied Sciences also recently passed the Senate, and elementary and secondary education certification programs are being considered. The newly redesigned Education Leadership program is currently under NCATE review, and the Curriculum and Instruction Professional Development program has designed a new curriculum and proposals for improvement that will address inconsistencies in the program.

Graduate program curricula are generally cohesive, requiring scholarly and professional activities beyond those at the undergraduate level. All programs have established learning outcomes, and systematic program assessment methods are at various stages of development. For example, a performance-based assessment system has been developed for the Demonstration of Professional Leadership core. Students can now start in summer and receive financial aid, a change that reflects the growth and development of the programs.

Portfolios and capstone projects also provide evidence of student learning, as well as performance evaluations for the field experience components of these programs. The portfolio processes for each program vary greatly in format and in procedures for development, primarily among recently revised and updated programs. State and NCATE accreditation data for certification programs, including all post-baccalaureate programs, show that students meet both state and national competency standards. Processes for the assessment of student learning are continually improving as is evident in the newly designed programs; the state and national accreditation reviews; and the adoption of the electronic data collection system, Tk20, which will assist programs in documenting candidate mastery of learning outcomes.

One issue that the Graduate Program is dealing with is the relationship and interdependence between undergraduate and graduate courses. Physical resources, including instructional technology, are similar to those available for the undergraduate programs, and recent renovations to the Education Department computer lab and methods classrooms will help to support both graduate and undergraduate education. However, the data systems used for the undergraduate program do not always mesh with graduate program administrative needs, and graduate administrators are currently addressing this problem. While the roles and responsibilities of faculty coordinators of programs have been established, faculty compensation for coordination work through release time and stipends is inconsistent. The new structure and location of the Graduate Studies Office should provide a forum for proposing solutions to problems that arise, and the roles of the administrators within Graduate Studies are evolving with this new structure.

Current staffing for graduate programs is adequate, in some cases with the support of qualified adjunct faculty members. According to the recent Delaware Study results, the College exceeded all comparator institutions in the number of full-time faculty teaching in the graduate program and the cost effectiveness of program offerings. Faculty teaching graduate courses have a high degree of experience and scholarly expertise, comparable to qualifications for faculty who teach undergraduate courses. However, the College still has undergraduate teaching, scholarship, and service expectations for those who teach graduate courses, and so it is difficult for faculty to coordinate the graduate programs effectively. Faculty are struggling to meet the minimum responsibilities for program development, as accreditation, admissions, recruiting, curriculum development, and program assessment have significantly increased in the last five years.

Assessment of Student Learning

Although the College's approach to using assessment data to inform pedagogy is a work in progress, significant advances in developing a broad-based and systematic assessment process have been made in the last several years. There are ongoing assessment projects conducted by IR, the ISP coordinators, and departments, as well as course-level assessment projects. The next major goal is to make assessment results available to the campus so they can be used to guide future changes and decisions. In order to better coordinate assessment efforts the College has recently created the Office of Student Learning Outcomes and Assessment, under the Associate Provost for Academic Affairs.

The College values student learning and strives to achieve academic excellence. Alumni survey data, collected periodically, illustrate success in this arena. Most respondents (73 percent of the 2003 and 2007 respondents) agreed or strongly agreed that they "were challenged by the academic coursework at the college." Seventy-one percent of respondents to the 2007 survey and 80 percent of respondents to the 2003 survey agreed or strongly agreed that "the faculty of KSC were concerned about student learning and development." The institution is committed to assisting students in developing the requisite skills necessary for successful professional and personal lives and is mostly successful in doing so. However, only forty-four percent of 2007 respondents agreed or strongly agreed that the College prepared them to "gain admission to graduate or professional school." Twenty-eight percent of 2009 graduates planned to attend graduate school following graduation. As the College continues to strive for academic excellence and more of its students choose to go on to graduate and professional schools, preparing them well will become a higher priority for the College. Keene State College participates in the NSSE survey to learn how its first-year and senior students are connecting with the campus and their academic learning environment. For example, the much anticipated results from the 2009 NSSE survey confirmed that the Integrative Studies approach to teaching and learning had fulfilled its expectations of providing first-year students with engaging learning opportunities that are crucial to the first year of their college life.

The ISP has been assessing student learning outcomes since its inception. Preparatory work, including conference attendance and faculty development on assessment, was grant funded. As many faculty and staff are relatively inexperienced in program assessment, these initial efforts were invaluable. Faculty and staff were energized by these professional development opportunities and returned to campus excited by the prospect of creating a signature assessment methodology for the ISP. Another success in the College's ISP efforts has been the development of a text entitled *Think, Write, Learn: A User's Guide to Sustained Writing Projects,* written by Dr. Phyllis Benay, director of the Center for Writing, and English Department professor, Dr. Kirsti Sandy. This text is incorporated into most sections of the Thinking and Writing course and is designed to help students move from opinions about complex topics and issues to informed, research-based academic arguments. Each exercise in the guide helps to unpack the reciprocal relationship of thinking, researching, and writing. The book provides guidance for helping students complete the kind of sustained writing project required for ITW courses and is useful for any course with such a project. Assessment of IQL outcomes indicated that IQL faculty could use a similar resource to assist them and their students in meeting QL outcomes; faculty coordinators of IQL are in the planning stages of this task.

Since it has been taught from the first semester of the ISP implementation and multiple sections of this course are taught each year, significant progress has been made in assessing student learning outcomes in the ITW course. Three main skill areas (writing, critical thinking, and information literacy) were identified for this course, with the expectation that these skills would be reinforced throughout each student's program of study. In 2007, rubrics were piloted to assess these skills, and artifacts were submitted by the instructors for analysis. Analysis of the pilot study data found that 73 percent of the student papers contained in-text references, and 38 percent incorporated three or more scholarly or peer-reviewed sources.

In the subsequent two years of data collection for writing skills, results have been encouraging. Most students (95-96 percent) effectively incorporated references in their writing assignments, and half of the students incorporated multiple scholarly references. Approximately 70 percent of the artifacts submitted met or exceeded expectations for the cultivation of disciplinary or interdisciplinary expertise. Approximately 75 percent of the artifacts met or exceeded expectations for the incorporation of research appropriately. Approximately 70 percent of the artifacts met or exceeded expectations for writing competently, and most artifacts (80-83 percent) met or exceeded expectations for incorporating complex perspectives. In terms of the assessment of critical thinking, the fall 2008 results demonstrated that over 80 percent of the artifacts met or exceeded expectations for the examination of an issue within a broader context. Over 60 percent of the artifacts met or exceeded expectations for the examination of an issue from multiple perspectives.

Assessment of the critical thinking outcome in the broader context of the ISP was conducted at the end of the spring and fall 2009 semesters. A faculty cohort teaching in the program developed and standardized three rubrics: credibility of evidence, multidimensionality of evidence, and evaluation of evidence. The assessment results for both semesters suggested that 58-65 percent of artifacts met or exceeded expectations for both credibility and multidimensionality of evidence. Forty-seven percent of artifacts met or exceeded expectations for the evaluation of sources for the spring 2009 semester; only 33 percent met or exceeded expectations in the fall. The assessors reported that this outcome does seem to be addressed in lower-level courses, but questioned whether it should be assessed in upper-level ISP courses instead. The raters also reported that continued refinement of the critical thinking rubrics was necessary, and finding an appropriate instrument for measuring this skill will continue to be a concern of the ISP Assessment Committee.

A benchmark for information literacy has been established by library faculty through the administration of a standardized test, Project SAILS (Standardized Assessment of Information Literacy Skills), to approximately 300 first-year students enrolled in ITW in 2008. This pre-test measured entering first-year students' information literacy knowledge before they had any library instruction sessions. The students' performance on one of the skill sets, ―Using Finding Tool Features," was analogous to students matriculating in comparator institutions; however, students' performance on the other skills fell below expected levels. A post-test will be conducted in the spring of students' junior year to assess the effectiveness of the library instruction they receive during their time at the College. Library instruction curriculum at that point will be adjusted according to the results obtained in 2011.

While the ISP Council has clearly articulated outcomes for writing, research, information literacy, and information technology skills to be taught in ITW, continued development of these skills is supposed to happen in upper-level ISP courses. Although conversations have begun about how to incorporate a writing-research component into Perspectives courses, little progress has been made in this area. The ISP co-chairs, in concert with ISP faculty, plan to develop recommendations for incorporating a writing-research component into Perspectives courses, along with plans for how this progression of skills will be assessed.

Quantitative literacy has also been assessed from the beginning of the new program, and significant data has been collected through the quantitative reasoning courses. Fewer than 30 percent of the students assessed in 2008-2009 met or exceeded expectations in the three outcome areas: application, analysis, and evaluation. Fifty-four and 57 percent of fall 2009 artifacts met expectations for application and analysis, respectively, indicating some progress in student performance in the skills-oriented outcomes. However, none of the artifacts met expectations with regard to evaluation. While many of the student submissions had quantitative information, few incorporated quantitative methods to solve a problem, make a case, or support an argument (demonstrating QL in their writing). Few used any representation to describe data, and few evaluated the quantitative process or results. In many submissions, students repeated quantitative information found in other sources. Most students were making an attempt to connect quantitative and contextual aspects of the course; however, there was little evidence of application, analysis, or evaluation as described in the rubric. The students struggled with the interpretation and meaningful application of data.

Students are using software (*Excel*) extensively to generate tables and graphs; however, the titles and labels for these are often missing, incorrect, or are not clear to the reader. Many students are applying basic methods of descriptive statistics, although not always appropriately or correctly. Few students are interpreting data, statistics, or graphs correctly. In many cases interpretation is simply missing. In other cases it is either incorrect or naïve. A general observation beyond the outcomes addressed by this assessment is that most students demonstrate uniformly and disturbingly weak writing, quantitative, and critical thinking skills in the IQL courses.

Some strong quantitative reasoning artifacts were submitted by the instructors for a course in which students composed comprehensive reports; generated data; and effectively applied, analyzed, and evaluated quantitative methods. Student success was achieved because multiple drafts of the reports were required, and students received feedback from peers and the instructors. This approach could become the standard for all quantitative literacy courses. In any case, much more work is needed in terms of assisting faculty in delivering quantitative material in ways accessible to the students, and the IQL coordinators are working with their faculty cohort on these concerns.

Although the assessment of the Perspectives and Interdisciplinary courses has not begun formally yet, the Interdisciplinary faculty subcommittee has been active; their shared interest in crossing discipline-specific boundaries and their enthusiasm for the place these courses hold in the new curriculum have drawn them together to do the work of defining, creating, and developing assessment instruments for this part of the ISP. On the other hand, persuading faculty who are teaching Perspectives courses to form a cohesive cohort has been a more difficult task because of the discipline-based nature and diversity of the courses. However, one of the major tenets of the ISP is that it transcends departmental boundaries; while individual departments may contribute courses to the ISP, all instructors within the program are developing courses based on a shared list of program outcomes that can be assessed across disciplines. Such cross-disciplinary work requires campus conversations to improve student achievement. This collaboration also ensures campus-wide ownership of the program and assessment; this is another area on which the ISP Council will continue to work.

Two years of departmental assessment reports have been collected at this point and examined by an external reviewer. The emphasis on the assessment of student learning has become more formalized since 2008-2009 when departments were required to follow a template for the submission of assessment plans to the provost. These plans have been reviewed by the Academic Affairs Assessment Steering Committee (ASC), which reported that departments were making progress, although there are areas in need of further development. Some departments, particularly those engaging in accreditation processes, have well developed assessment instruments and have collected years of data. Other departments are just beginning to conceptualize their perspectives and values about assessment, and a few have sought guidance from the ASC. Methodologies for assessment range from attitudinal surveys to pre/post performance tests. Some departments measure all outcomes annually as part of a purposeful design; others measure only a subset of their outcomes. Also, most assessments cover content but not intellectual skills, thus leaving a gap in how these skills are developed throughout ISP and major courses. Across departments most student work falls within the expected or exceeded range. However, some student work falls below expected levels, and departments are grappling with difficult questions about whether their assessments are truly measuring program outcomes, whether their program outcomes should be revised, and why some students are not achieving acceptable levels having completed all program requirements. These are all valuable conversations, and many of these are now taking place based on the data departments have collected from their annual assessment reports. Some departments are revising their learning outcomes, some are revising their assessment instruments, and a few have begun deliberating on curricular and pedagogical change. What is significant is that the conversations and changes are happening in response to evidence collected through assessment.

Projection

Communicate Consistently around Faculty Outcomes: Since so much of assessment depends on clear outcomes and on groups doing assessment work having easy access to this information, the College needs to develop a systematic way of holding faculty accountable for providing this information. As of spring 2010, all faculty were required to post their syllabi on Blackboard, and all syllabi should contain a list of program outcomes. Such consistency would communicate to students in all ISP courses, as well as in majors, that the courses they are taking are part of a program and not just filling individual requirements. In the same way, syllabi should make clear how students are being assessed and which part of the assessment will measure, not only a student's individual progress, but also the effectiveness of the entire program. Such consistency demands that faculty construct their syllabi to make program outcomes clear. The provost and deans, working with department chairs, will evaluate the achievement of this goal in spring 2011.

Implement Necessary Improvements in the Integrative Studies Program: Several areas of concern in the ISP have surfaced at this stage of program development. First, the ITW course is very successful, but if students are to maintain and improve the skills in thinking, writing, and research that they develop in this course, these skills need to be reinforced throughout the program. The ISP Council, working with faculty who teach in the ISP, will develop a plan for integrating these skills into the other ISP requirements and for assessing students' skill development throughout the program by 2011.

Second, because ITW developed out of the previously required English 101 Essay Writing course, the new course was aided by elements of the old course that were already in place. For example, the director of writing, who had in-load responsibility for English 101, assumed leadership for this course. Many English 101 adjunct faculty made the transition to ITW, providing the College with a group of experienced, well-qualified instructors for this course. Also, a collaborative relationship already existed between the director of the Center for Writing and the director of writing that made the development of the *Think, Write, Learn* guide and the Partnership Program happen quickly. Because there was no mathematics requirement in the old general education program, the development of the IQL courses has been more of a challenge. At this point, more faculty development opportunities are needed to help instructors in IQL course creation, and a handbook paralleling the *Think, Write, Learn* guide needs to be developed. Faculty also need to design assignments that make explicit the quantitative reasoning outcomes for this course. The associate provost, working with the ISP Council, will arrange for faculty development sessions and compile an IQL guide by 2012.

Third, the assessment results for student performance on quantitative reasoning (QR) tasks indicate the need for at least two forms of intervention: 1) faculty development with regard to the implementation of explicit QR outcomes and 2) opportunities for faculty to develop specific assignments that correspond to these outcomes. The Integrative Studies Council, in concert with CELT, will offer these professional development opportunities by spring 2011.

Fourth, more upper-level ISP courses are needed. Faculty are struggling to meet the needs of their own departments, revise traditional general education courses to meet the ISP outcomes, and develop new courses in departments that were excluded from the old program. Designing courses that are intellectually rigorous but also appropriate for students with no background in the content area is yet another challenge. Faculty development workshops designed to help faculty with course conception and design will be arranged by the ISP Council in 2011.

This last point leads to the larger issue of determining, in a more accurate way, how many sections of each kind of ISP course will be needed each semester to match student demand. The provost, deans, and department chairs are all working to determine this as the new program unfolds. By 2011-2012, the pattern of demands should be predictable, and students should be able to register for the courses they need.

Assess the Impact of High-Credit Majors: High-credit programs challenge students' ability to complete their degrees within four years and reduce or eliminate the opportunity for electives. The Senate will receive information from departments so as to assess the impact of high credit majors by 2011.

Assess the Relation between ISP and Majors: High credit majors also impact when students are able to fulfill their ISP requirements. Since the ISP is meant to span three or four years, students’ developmental progress is impacted if they are trying to fit all their ISP requirements in as early as possible because their last two years are consumed by major requirements. The Academic Affairs Assessment Committee will complete an inventory of identified intellectual skills by program and then determine the level of coherence between those intellectual skills and the ones identified for the ISP to promote a greater connection between ISP and majors. Also, the ISP Advisory Board and Council will work more closely with departments to ensure students’ experience with the ISP has the potential to be developmental. The Senate will receive information from the ISP Advisor Board and Council by 2011.

Continue to Improve and Systematize Graduate Degree Programs: Graduate programs are continually being assessed. New administrative processes and procedures are under development and in some cases have been recently implemented. The associate dean and assistant director of Graduate Studies, under the supervision of the dean and in collaboration with Continuing Education, began revising existing or creating new administrative processes for admissions, transfers, financial aid, and registration in 2009-2010. They also revised the ―roles and responsibilities” document outlining the administrative structures. In 2010-2011, the graduate and assistant graduate directors will 1) devise and implement a new system for compensation for faculty program coordinator work; 2) develop course schedules for programs at least one year in advance to assist with resource planning, marketing, and recruitment; and 3) create an enrollment projection plan and revenue model to assist with resource planning.

In addition, the associate dean, assistant director of Graduate Studies, and faculty program coordinators will identify new program development needs and adjustments, including a possible move to a four-credit curriculum, and develop individual or program transition plans by 2012. They will also develop a plan to address administrative and academic resources needed to operate new graduate programs. They will identify learning outcomes and assessments for new programs and identify faculty coordinators. Program coordinators, then, will develop key program instruments for accreditation by 2011.

The next stage is to market these programs, and the associate dean, assistant director of Graduate Studies, and faculty program coordinators will develop marketing plans for all programs that identify their purposes and audiences by 2013. As part of distinguishing and defining the various graduate options, in 2013-2014, Graduate Program coordinators and the director of Graduate Studies will develop a consistent format for program handbooks and adjust the handbooks to clearly identify program purpose and objectives. Included in the handbooks will be a guide to the *Demonstration of Professional Leadership* graduate research experience. This guide will be completed by 2013.

A persistent problem in Graduate Studies is the relationship and interdependence between undergraduate and graduate programs. The deans, in concert with the provost and faculty, will create an assessment process to collect and analyze data to determine if the two programs should be more separate by 2015.

Finally, the associate dean, faculty program coordinators, and CELT will evaluate the possible adoption of an electronic portfolio process for each M.Ed. option, as well as increasing blended learning in courses across M.Ed. options by 2013.

Create a Clear Process for Developing New Programs: While there is a process in place for creating new programs in which the proposal is reviewed from the department-level to the USNH-level, this process needs to be re-examined. Whether the College is contemplating the addition of a program, such as nursing, in response to state needs in a particular area, or considering the expansion of successful and financially viable options, such as Graduate Education programs, the conversation and decisions need to take place in a way that is consistent and respectful to all constituencies, taking into account staffing challenges and the needs of the larger community. The Provost, in concert with deans and department chairs, will begin to consider this matter in 2010 and develop a revised plan for the creation of new programs to be submitted to the Senate by 2013.

Standard Five: Faculty

Standard 5: Faculty Rank, Gender and Salaries

		3 Years Prior (FY 2007)		2 Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
			PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	40		37		41		43			
	Female	25		29		31		32			
Associate	Male	29		32		28		25			
	Female	24		19		17		17			
Assistant	Male	16		21		25		27			
	Female	26		31		29		29			
Instructor	Male	2		1				3			
	Female	4		4		2		2			
Other	Male	7	110	5	122	5	111	6	117		
	Female	8	105	6	118	7	119	10	148		
Total	Male	94	110	96	122	99	111	104	117	-	-
	Female	87	105	89	118	86	119	90	148	-	-
Total Faculty											
Professor		65	-	66	-	72	-	75	-	-	-
Associate		53	-	51	-	45	-	42	-	-	-
Assistant		42	-	52	-	54	-	56	-	-	-
Instructor		6	-	5	-	2	-	5	-	-	-
Other		15	215	11	240	12	230	16	265	-	-
Total		181	215	185	240	185	230	194	265	-	-

Salaries for Academic Year**		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	75,560		78,630		81,980		51,600*			
	Mean	80,698		83,440		86,817		86,146			
Associate	Minimum	55,880		66,106		67,780		67,960			
	Mean	65,642		68,989		72,092		72,355			
Assistant	Minimum	50,850		52,280		54,050		49,310			
	Mean	24,073		55,476		58,092		58,078			
Instructor	Minimum	47,000		48,430		49,310		49,310			
	Mean	49,457		51,294		50,690		50,780			
Other	Minimum	34,200		40,000		39,000		41,000			
	Mean	43,211		46,105		47,602		48,120			

* This Full Time Professor was only paid 1/2 of their salary for FY10.

** Adjunct Salary data is not available, IR is waiting for Human Resources to provide the data that is needed

Standard Five: Faculty

Standard 5: Faculty Highest Teaching Degrees and Assignments

	3 Years Prior (FY 2007)		2Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	55		58		64		68			
Associate	42		45		39		35			
Assistant	34		41		37		47			
Instructor					-		1			
Other	4		1		2		1			
Total	135	-	145	-	142	-	152	-	-	-
Highest Degree Earned: Master's										
Professor	10		8		8		7			
Associate	11		6		6		7			
Assistant	8		10		17		8			
Instructor	6		5		2		3			
Other	5		4		6		2			
Total	40	-	33	-	39	-	27	-	-	-
Highest Degree Earned: Bachelor's										
Professor										
Associate										
Assistant										
Instructor							1			
Other	3		2		4		3			
Total	3	-	2	-	4	-	4	-	-	-
Highest Degree Earned: Unknown										
Professor										
Associate										
Assistant			1				1			
Instructor										
Other	3		4				10			
Total	3	-	5	-	-	-	11	-	-	-
Total Faculty	**181**	**-**	**185**	**-**	**185**	**-**	**194**	**-**	**-**	**-**

Fall Teaching Load, in credit hours

		FY 2007 FT	FY 2007 PT	FY 2008 FT	FY 2008 PT	FY 2009 FT	FY 2009 PT	FY 2010 FT	FY 2010 PT	FY 2011 FT	FY 2011 PT
Professor	Maximum	16		27		30		24			
	Median	12		12		12		12			
Associate	Maximum	18		20		17		21			
	Median	12		12		12		12			
Assistant	Maximum	17		28		20		16			
	Median	12		12		12		12			
Instructor	Maximum	16		16		12		12			
	Median	12		12		12		12			
Other	Maximum	16	21	26	26	31	22	16	24		
	Median	12	6	12	4	13	8	12	8		

Other = Lecturer, Resident Artist

Standard Five: Faculty

Standard 5: Faculty Appointments, Tenure, Departures and Retirements

	3 Years Prior (FY 2007)		2 Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor										
Associate							1			
Assistant	5		14		7		9			
Instructor	1		1		4		1			
Other	8		4				11			
Total	14	-	19	-	11	-	22	-	-	-
Faculty in Tenured Positions										
Professor	65		66		72		75			
Associate	42		46		43		42			
Assistant	8		7		8		56			
Instructor							5			
Other										
Total	115	-	119	-	123	-	178	-	-	-
Faculty Departing										
Professor	2				2					
Associate	1		1		3					
Assistant	2		5		2					
Instructor	1				3					
Other	5		3							
Total	11	-	9	-	10	-	-	-	-	-
Faculty Retiring										
Professor	3		3		1					
Associate	2		1							
Assistant					1					
Instructor										
Other										
Total	5	-	4	-	2	-	-	-	-	-

Other = Lecturer, Resident Artist

Standard Five: Faculty

Standard 5: Faculty by Department

	3 Years Prior (FY 2007)		2 Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
		PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department										
American Studies										
Anthropology	1		1		1			1		
Art	9	10	9	12	10	12	10	12		
Astronomy										
Biology	9	4	9	7	9	7	7	7		
Chemistry	5	2	6	3	5	5	6	6		
Communications	5	8	6	9	5	9	6	10		
Computer Science	5	8	3	10	3	10	3	11		
Economics	2	3	3	2	3	2	4	3		
Education	22	11	21	16	21	14	19	20		
English	15	20	15	16	15	17	16	17		
Environmental Studies				1		2	4	1		
Film	4	4	3	6	4	7	5	6		
French										
Geography	5	3	5	4	5	5	4	5		
Geology	3	4	3	5	3	5	2	4		
German										
General Science										
History	7	3	7	5	7	4	8	6		
Health Science	6	8	7	5	7	9	8	9		
Holocaust Studies	1		1		1		1	1		
Individualized Major										
Integrative Studies										
Journalism	2	5	3	3	3	4	3	4		
Mathematics	7	5	6	9	7	9	8	11		
Meteorology										
Management	9	8	9	9	8	8	8	10		
Modern Language	6	9	7	11	8	8	8	8		
Music	9	18	9	24	9	21	10	17		
Physcial Education	8	6	8	5	6	6	7	5		
Philosophy	1	3	2	1	2	1	2	1		
Physics		1	2	5	1	6	2	5		
Political Science	2	3	3	3	3	2	2	2		
Psychology	11	5	11	9	11	8	11	5		
Safety Studies										
Sociology	7	7	7	7	7	9	10	8		
Social Science	1		2		2	1	1	2		
Spanish										
Theatre and Dance	6	7	5	10	5	11	6	12		
Technical Design & Safety	7	16	9	15	10	11	10	13		
Women's Studies	1	3	1	4	1	3		4		
IDSS		1		1						
CE/NOCR		30		23		14	1	22		
GS					1					
Wheelock	3		2		2		2	1		
Total	179	215	185	240	185	230	194	249	-	-

Standard Five: Faculty

Description

The faculty members of Keene State embody the College's commitment to academic excellence, and there is no stronger evidence of this commitment than the extraordinary work faculty did in leading the campus through its recent time of major curricular revision. Faculty redesigned both their own individual courses and entire degree programs to fit into the new four-credit model. They also created many new courses for the Integrative Studies Program, including some at the upper-level. Faculty, with the help and guidance of the Academic and Career Advising Center staff, advised students through the transition years from the old to the new models and guided their advisees through their redesigned majors. In addition, because of the College's commitment to program assessment, faculty designed course and program assessment plans while creating their new curricula.

Faculty effort and engagement in this process testifies to their devotion to the institution's mission to —achieve academic excellence through the integration of teaching, learning, scholarship, and service" and to ensure that undergraduates learn to –think critically and creatively" while developing a passion for the liberal arts. The work of the faculty during this time was supported by administrators and staff, and the transition was successful. However, as with most transitions, the process highlighted both faculty strengths and the challenges they face.

Faculty Responsibilities

The primary responsibility of faculty members is to devote professional effort to teaching, advising, scholarship, and service**.** Consistent with the College's mission and values, teaching is listed first among these roles. As defined by the collective bargaining agreement, a normal teaching load for full-time, tenure-track (FTTT) faculty is twelve credit hours per semester and twenty-four credit hours per academic year. Teaching loads are reduced for department chairs and chairs of specific standing committees. Faculty are also allowed by the collective bargaining agreement to request reassigned time for pedagogical or scholarly development and are often given reassigned time for taking on significant faculty leadership roles. Faculty are required to hold a minimum of three office hours per week.

Faculty are expected to advise students, and while the contract states that they are not required to have more than twenty-one advisees, some have more. Faculty must also create academic advising plans for their programs and four-year program planning sheets to guide course selection and ensure timely graduation. During orientation, students who identify an area of interest are automatically registered for the first three courses recommended by the relevant department. Students also are urged to seek a faculty advisor in their potential major even before officially declaring their major in their sophomore year.

Faculty must be active scholars in their field, and the College supports scholarship in a variety of ways. First, all FTTT faculty members receive annual faculty enhancement stipends to help pay for conferences, books, or other professional activity. Second, the College sets aside a Faculty Development Fund for both FTTT and adjunct faculty. Joint faculty-administration committees invite faculty to apply for additional support for research, education, travel, supply expenses related to research, and other professional activities. These committees interpret the guidelines, evaluate proposals, and award grant recipients. For FY2010, a total of $28,181 was awarded to FTTT faculty members, providing full or partial support to twenty proposals out of twenty applications. The average grant was $1,409. Third, the Office of Sponsored Projects and Research supports faculty applying for grants. In 2009-2010, nineteen FTTT faculty members received grants for scholarly projects from external sources, including the Marion and Jasper Whiting Foundation, the American Chemical Society, the National Geographic Society, the National Endowment for the Humanities, and the National Science Foundation. Finally, faculty members with the rank of assistant professor or higher are eligible every seven years for a sabbatical of one semester at full pay or two semesters at half-salary. An elected faculty committee examines proposals and forwards recommendations to the provost. Faculty members are required to submit post-sabbatical reports explaining their sabbatical accomplishments. In 2009-2010, the College granted eleven sabbaticals: five in the School of Sciences and Social Sciences and three each in the School of Arts and Humanities and the School of Professional and Graduate Studies. In FY2010, the Adjunct Faculty Development Fund increased to $10,000. A total of $5,136 was awarded to adjunct faculty with 5 or more semesters of service, providing full or partial support to thirteen out of fifteen proposals. These awards helped to support adjunct faculty in a variety of professional activities, including conference travel, participation in workshops and courses, and travel to conduct research.

In all departments, faculty and students collaborate regularly on scholarly or scientific research and even produce joint publications. The annual Academic Excellence Conference features the best student research projects and essays, all the result of faculty-student collaboration. For some fields, this collaboration constitutes the primary vehicle for faculty research, and this work is supported by institutional Undergraduate Research Grants and Faculty Development Pool Grants.

In terms of service, faculty members contribute to the institution’s governance by participating in academic departments, faculty search committees, school-based curriculum committees, and the College Senate, as well as serving on a variety of campus advisory boards and commissions. General guidelines for College service and professional scholarly development are outlined in faculty handbooks, and the new collective bargaining agreement charges departments with developing both clear definitions of scholarship and guidelines for service workloads.

Categories and Compensation

Faculty are categorized in different ways, and expectations and responsibilities differ among categories. The collective bargaining agreement for full-time, tenure-track faculty, for example, defines them by rank, from instructor to full professor. The collective bargaining agreement for adjunct faculty makes distinctions between those who have taught at Keene State for five semesters and are eligible to join the bargaining unit and those who are not. The Policy Manual distinguishes between –status” and –non-status” employees, meaning those who receive benefits and those who do not. Databases maintained by the Offices of Human Resources (HR) and Academic Affairs separate faculty in ways that meet their own needs. Despite the inconsistencies among these sources, three primary categories of teaching faculty can be distinguished: 1) full time, tenure-track faculty members whose primary function is teaching; 2) full- or part-time adjunct faculty members; and 3) other professional employees who teach (artists-in-residence, faculty fellows from public schools, contract lecturers, visiting faculty members, and instructors from the Professional/Administrative/Technical staff).

Full-time, tenure-track faculty appointments are made with the utmost care. The provost or president authorizes the creation of new FTTT faculty positions and initiates faculty searches. A department does not automatically retain a position when a faculty member leaves the College but must make a case that the position is consistent with the College's Academic Staffing Plan. FTTT faculty members are the principal participants in faculty searches and are deeply involved in this process, from making the initial case for the hire through interviewing and screening applicants to forwarding their recommendations to the appropriate dean and the provost for consideration. A member of the HR staff meets with all search committees to ensure that proper procedures are followed. Personnel policies regarding benefits, professional development, and employment terms are outlined in detail online. Deliberate efforts are made to generate a diverse applicant pool, and University of New Hampshire System (USNH) goals support ―equal opportunity" in all aspects of services and employment to all qualified persons regardless of gender, race, color, religion, age, national origin, sexual orientation, physical or mental disability, or veteran's status."

Before new faculty members are hired, HR and Academic Affairs assess the candidates' preparation and credentials; College standards for faculty appointments are consistent with comparator schools. In 2009-2010, virtually all FTTT faculty members held terminal academic degrees; only two were ―instructors," a rank reserved for individuals lacking terminal degrees bur who are nearing completion. The collective bargaining agreement prescribes FTTT faculty salaries and benefits based on rank and years of employment, and prescribes annual pay increases and promotion increments. While collective bargaining agreements generally extend for three years, untenured faculty work on yearly contracts. The College provides each new FTTT faculty member with a letter of appointment that specifies the job title, workload, starting salary, length of the contractual obligation, and a schedule and criteria for possible tenure and promotion. In addition, the institution may, within rank and service parameters and to the degree permitted by the collective bargaining agreement, adjust initial salary levels based on experience. The fall 2009 average salary for full professors was $86,061; the median salary for full professors was $84,140. Assistant professors earned an average of $57,972; the median was $56,510. The new KSCEA contract will improve the full professor average to $87,787 and the assistant professor average to $59,136. FTTT faculty members receive a generous benefits package equal to 46 percent of the salary pool. This package includes crucial benefits, such as health, dental, life, and long-term disability insurance, as well as federally mandated benefits (social security, unemployment, and workers compensation). The program provides additional benefits, such as wellness and retirement plans; counseling programs; USNH tuition benefits for the faculty member, a spouse, and/or dependents; and paid holidays. Employees may also access voluntary benefits, such as pre-tax health- or dependent-care flexible savings accounts, and short-term disability and long-term care insurance.

Each year the President's Cabinet determines compensation for adjunct faculty with fewer than five semesters at the College. The Keene State College Adjunct Association (KSCAA) collective bargaining agreement sets higher salaries for adjuncts with five or more semesters of teaching at the College based on years of employment, number of credits taught, and highest degree earned. In terms of degrees, 26 percent of the adjunct faculty employed during spring 2009 had terminal academic degrees, 23 percent had bachelor's degrees only, and 49 percent had non-terminal master's degrees. The bargaining agreement further stipulates specific compensation rates for particular groups of adjunct faculty, including those teaching music lessons and long-term, full-time adjuncts who, after 20 or more semesters at Keene State, are eligible for year-long contracts. The bargaining agreement also establishes due process and grievance rights for adjunct faculty and gives those covered by the agreement priority in hiring for adjunct teaching positions. Their involvement in committee work and other service is left to the discretion of individual adjunct faculty members, but it is generally low except when service stipends are provided. The level of integration of adjunct faculty in departments varies greatly across campus.

Keene State is grappling with its reliance on adjunct faculty. During the 2009-2010 academic year, the College employed 183 FTTT faculty members, 280 adjunct faculty members, and 23 other professional employees in teaching roles. During that academic year, FTTT faculty members produced 44 percent of all student credit hours, while adjunct faculty members produced 50 percent (see table below). Also, while the FTTT faculty were the ones primarily responsible for designing the new Integrative Studies Program, it is mainly adjuncts who deliver this program to students. In 2009-2010, adjuncts taught 69 percent of all ISP student credit-hours, while FTTT faculty taught only 25 percent. The College has added three tenure-track positions for the past three years, yet enrollment has risen requiring an increase in adjuncts. While adjunct faculty members play a major role in the ISP, they also teach introductory and upper-level courses for disciplinary major degree programs. The use of adjunct faculty varies widely among schools but is lowest in the School of Professional and Graduate Studies.

Size and Contributions of Faculty Groups during Academic Year 2009/2010

	Number of Faculty	Student Credit Hours	Percentage of Student Credit Hours	Total Course Credits	Percentage of Total Course Credits
Adjunct	280	76,428	50.1%	4925	44.5%
Other Professional Employees	23	8,524	5.6%	604	5.5%
FTTT	183	67,643	44.3%	5549	50.1%
Total	486	152,594	100%	11078	100%

Evaluation and Assessment

To advance its commitment to excellence in teaching, learning, and scholarship, Keene State employs specific procedures for the regular evaluation of FTTT faculty. Performance evaluations are based on three areas: teaching effectiveness (including advising), evaluated on a review of syllabi, classroom visitation reports, and student evaluations; scholarship; and service**.** Faculty are regularly evaluated by Discipline Peer Evaluation Committees (DPECs), usually composed of faculty from the faculty member's department, although faculty are encouraged to have one member from outside the department, especially when that faculty member's expertise is helpful for the evaluation. To prepare for this review, faculty members are responsible for writing annual self-evaluation reports. DPEC reviews are meant to foster the improvement of individual performance and provide helpful guidance toward promotion and tenure. DPEC reviews are forwarded to the appropriate academic deans who also write an evaluative report.

In a year when faculty members are being reviewed for promotion or tenure, they are required to assemble portfolios documenting their work in teaching, scholarship, and service. After being reviewed by their DPEC, the faculty member's file receives further review by the Faculty Evaluation Advisory Committee (FEAC), composed of faculty elected from all three schools, which offers a recommendation on the promotion or tenure decision to the provost. These reviews are then used by the provost and president as a basis for personnel decisions.

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.

Program and Academic Integrity

The College abides by the 1940 AAUP Statement of Principles on Academic Freedom in order to protect and foster academic freedom for all faculty members. In addition, the College has its own statement on Standards of Performance for Faculty in both the faculty and the adjunct faculty handbooks, specifying expectations of performance quality and academic ethics derived from the institutional values listed in the College's mission statement. The College also has policies on harassment and discrimination on its webpage, and HR regularly holds workshops to continue to educate faculty in this area. In 2009, the president required all staff and faculty to enroll in an online course to receive further education about these issues. The collective bargaining agreements outline clear protocols for handling grievances.

Program quality is assessed by the recently revised standards of the College Senate's Academic Overview Committee, which administers intensive periodic departmental program reviews involving both self-study and outside reviewers, with mandatory annual follow-up to ensure commitment to continuous program improvement. All departments are required to submit annual program assessments of learning outcomes for all degree programs and have implemented significant procedures to analyze and integrate student learning outcomes into their courses. Faculty are also assessing learning outcomes for the new ISP. The collective bargaining agreement establishes two assessment days and outlines faculty rights and responsibilities around this activity. The faculty and College are also committed to professional development to support assessment work. The current contract creates a faculty pool of $15,000 for ISP outcomes-based assessment; $20,000 has been allocated annually for outcomes-based assessment in departments.

In addition, five of the College's programs undergo outside accreditation review. Keene State College's teacher candidate preparation programs have held national recognition by the National Council for the Accreditation of Teacher Education (NCATE) since 1954. The College's teacher candidate programs hold additional accreditation by the New Hampshire Department of Education. In spring 2010, NCATE again granted full program recognition and will return for a next accreditation visit in spring 2014. Specific disciplinary programs are reviewed by relevant professional organizations, as are non-education programs, such as the National Association of Schools of Music, which regularly reaccredits the College's Music programs.

Faculty members place a premium on the integrity of student work. To promote this integrity, the College's policy on academic honesty is continuously reviewed (most recently in 2010) and disseminated across the campus. The policy is presented to students during orientation, in the required Thinking and Writing course that students take during their first year, on the College's website, and through the reporting process that faculty must follow whenever they discover a case of academic dishonesty. Records of their findings and actions are maintained by the provost's office and are part of a student's conduct record.

To meet external professional and legal standards, faculty committees have established ethical guidelines for research, listed on the Office of Sponsored Projects and Research website. The College has established a Computer and Network Use Policy that defines permissible uses of information technology in the workplace. An Institutional Review Board monitors projects involving human research and an Institutional Animal Care and Use Committee monitors the care and use of laboratory animals for research or instruction. The Environmental Health and Safety Office develops and implements policies in accordance with federal standards for management of environmental hazards, occupational health, general safety, illness and injury prevention, industrial hygiene, and other technical areas, as outlined in the USNH Policy on Environmental Health and Safety.

Appraisal

Academic Advising, Honesty, and Assessment

While the College has done an exceptional job responding to the recent changes on this campus, there is no doubt that these changes have presented serious challenges for faculty. For example, faculty advisors spent several years balancing the needs of students who were in the transition from a three- to a four-credit curriculum with those students who knew only the four-credit model. During the transition, returning students often still needed detailed advice about the former programs. This entailed the creation of multiple planning sheets and a steep learning curve for understanding the new ISP requirements. Now that the transition period is nearly complete, this process should be simplified, but general issues about advising remain. In 2008, the Advising Plan Committee suggested that faculty needed to be held more accountable for their advising practices; the report also exposed differences among departments in advising practices and individual faculty advising loads, with some loads far exceeding contractual limitations.

Technological developments have had a great impact on advising. MyKSC software provides students with a powerful tool for auditing their own academic progress, reducing one of the major complaints noted in graduating student surveys. Advisors can also now expect their students to come to advising meetings having completed their own audit, which the advisors can use as the basis for the advising session. However, the utility of these self-audits varies with the complexity of the degree program and transcripts involved. Also, while online course registration has introduced great efficiencies, a few faculty have concerns that it may have reduced interactions between students and advisors. Finally, some new FTTT faculty members requested more thorough preparation for advising, and these concerns are being addressed in a revised new faculty orientation program.

Regarding academic honesty, early evidence suggests that a new effort to educate students about academic honesty through the ISP Thinking and Writing course may be proving effective. In 2007-2008, there were 19 reports of plagiarism or wrongful citation from Thinking and Writing instructors. In 2008-2009, after the adoption of a new writing handbook that emphasizes integrity as a primary learning outcome and after additional training on plagiarism for the tutors in the Center for Writing, there were none.

In terms of assessment, despite years of support for assessment efforts, required assessment outcomes and reports from major degree programs, and growing participation in the assessment of the ISP, faculty members still exhibit ambivalence about assessment. Sixty-four percent of the 98 faculty members participating in an online survey in fall 2008 agreed that ―my department should make strong efforts to assess academic programs and, if necessary, modify its programs based on assessment results." Early efforts to accomplish this goal by making adjustments to programs or pedagogy naturally have been modest. Faculty comments also reveal skepticism about the methods and intellectual premises of outcomes assessment. Less than one-quarter of respondents agreed that ―Assessment methods provide a valid and accurate means of evaluating the effectiveness of an academic program," and most regard it as a significant expansion of their workload. While departments are cooperating with assessment efforts and moving forward in this area, the progress is slow, prompting discussions about the nature and value of outcomes assessment, and creating some resentment when assessment is viewed as additional work for which there is no compensation. In response to this, the new collective bargaining agreement sets aside two days during the contractual period for assessment work and enhances financial support for assessment planning and activity.

Faculty Records, Diversity, and Recruitment

The College's use of multiple independent databases with inconsistent definitions of faculty categories unnecessarily complicates any effort to describe faculty numbers and contributions. HR uses Banner to classify employees by primary function and departmental appointment and to generate National Center for Educational Statistics (NCES, formerly IPEDS) reports, which categorize ―adjuncts" and ―other teaching professionals" as ―part-time" employees, although some of them work or teach full-time. Academic Affairs uses Datatel to quantify units of instruction by program or discipline, regardless of employees' primary functions or appointments, and to generate annual fall workload reports. Unlike NCES, which capture only fall data, Datatel captures statistics for entire academic years but does not always accurately reflect the current contractual or categorical status of course instructors. While HR tracks the full-time enrollment (FTE) of each adjunct appointment, converting it from credit assignment, and can, therefore, know which adjuncts are part-time and which are full-time, neither database is complete or updated with sufficient frequency. The provost's office also maintains separate records of important faculty data, such as eligibility for tenure, promotion, and sabbatical.

Finally, the USNH Policy Manual omits some categories of employees who teach at Keene State. The absence of a continuously updated, comprehensive, unitary faculty database impedes the creation of a statistical profile of the faculty.

These databases also provide limited information on faculty diversity. Ethnic or racial diversity is poorly documented, as reporting depends upon voluntary self-identification by employees; however, such diversity among the faculty is apparently minimal. With regard to gender, HR documents show that women comprise about 46 percent of all FTTT faculty, with variation among ranks. The hiring of the College's first chief officer for Diversity and Multiculturalism may enhance efforts to implement institutional diversity goals. That officer has introduced new language highlighting those goals in all current faculty job ads.

Aside from diversity issues, the College's recent efforts to recruit FTTT faculty have been very successful. In searches performed during academic years 2007-2008 and 2008-2009, the mean size of applicant pools was just under 49, and 84 percent of 25 searches led to the hiring of new faculty members (one search led to two hires). Of the 22 candidates hired, 91 percent were those to whom a first offer was made. Ten of these positions represented new faculty lines rather than the replacement of individuals in existing positions. Retention is high; over the last four academic years, the mean number of annual FTTT faculty retirees (excluding librarians) was 4.75, and the mean number of annual departures through resignation, death, or other cause was 2.25. These numbers suggest that both current and prospective faculty members regard the College and the surrounding area as attractive places to work and live.

Collective Bargaining and Faculty Compensation

Compensation also influences faculty recruitment and satisfaction. In 2008, mean salaries at each faculty rank were slightly higher than those of a USNH comparator group of 25 public institutions; and in 2006-2007, they were slightly higher than those of fellow COPLAC member institutions. In 2009, the AAUP placed faculty salaries at the College in the 40.0–59.9 percentile for level IIA institutions, except for those of associate professors, which fall into the 60–79.9 percentile. Faculty in disciplines with instructional laboratories and studios fail to understand why these time-consuming and intellectually-challenging forms of pedagogy are compensated at a lower rate than lecture courses, especially given the College's recent emphasis on engaged learning. In response to the need for compensation for independent studies for student research, the new contract now compensates faculty for this work. Salary ―leap-frogging" (about 20 current instances in which newer faculty members earn more than peers hired before them) is another issue, and faculty salaries in two departments deviate significantly from the average, even when controlling for years-in-rank. Thus, despite the general adequacy of faculty salaries, some challenging issues remain to be addressed. The KSCEA and KSCAA play an essential role in facilitating dialogue between the faculty and administration and will play an integral role in monitoring and resolving issues of faculty compensation and workload. For example, in the 2009 collective bargaining sessions, a pool of $75,000 was negotiated with the explicit stipulation that it be used to address salary inequities.

Not surprisingly, many faculty members consider workload a major cause for concern. Seventy-seven percent of the participants in the FTTT faculty survey reported having increased the professional time and energy they devoted to their jobs in recent years. Many faculty members expressed alarm over the growth and magnitude of their workloads during open sessions for faculty. Specifically, 65 percent reported an increase in teaching and advising efforts due to increased institutional emphasis on pedagogy, the adoption of time-consuming new instructional technologies, the demands of recent curricular transitions, and increased expectations for undergraduate research in some departments. It is likely that part of the increase in instructional workload is related to the ongoing curricular transition. However, part of it also reflects the permanent challenge of teaching four-credit courses using different methods and time-blocks and incorporating assessment into course design and completion.

Seventy-two percent of respondents reported an increase in time devoted to service work. When asked why some faculty committee spots remained unfilled, 65 percent of the survey respondents replied that faculty members were already overcommitted with service. A difficult conundrum arises when the widespread conviction that committees have proliferated to an unsustainable degree meets the common realization that faculty engagement is crucial. College work and decision making may require even greater faculty service work. Inevitably, the heaviest burden of service falls on untenured junior faculty members who are striving to meet expectations for promotion and tenure, while simultaneously developing new courses and continuing graduate or post-doctoral research. Having survived this early ―ordeal by service,” many faculty members try to reduce their service contributions after tenure in the interests of engaging in new teaching opportunities, focusing on their scholarship, or improving the quality of their professional lives. To achieve some balance, the new collective bargaining agreement stipulates that an average of only two college-wide committee responsibilities per year will count toward service.

Many faculty members believe that escalating demands for teaching and service efforts have had an impact on their research and scholarship. Fifty-two percent of survey respondents agreed that scholarship had become more important at Keene State (10 percent believed that it had become less important), and faculty detect increased expectations for scholarly work for promotion. Although 31 percent indicated they had increased the time and energy they devoted to scholarship, even more reported having decreased their scholarly activity. While faculty members in the natural sciences believe that material resources for research and scholarship have improved significantly, not all groups of faculty share this experience. Level funding of the Faculty Development Grant pool and a worsening shortage of time for sustained scholarly work are important obstacles to scholarly achievement. In recognition of this problem, the Faculty Development Grant pool was increased from $30,000 to $40,000 in the collective bargaining agreement for the 2010-2011 academic year. The College lacks a central database of faculty scholarly work and a single definition of scholarship; however, the new collective bargaining agreement requires all departments to develop definitions for scholarship in their area.

The Role of Adjunct Faculty

Part of the increase in workload for faculty may be attributed to the new curricular demands and the expansion of faculty responsibilities. However, the impact of another, more persistent institutional factor must be acknowledged—the heavy reliance on adjunct faculty who do not participate in service. The College recently acknowledged that, in comparison to comparator institutions (including other COPLAC campuses), it has too few FTTT faculty members to support its mission.

Keene State's heavy reliance on adjunct faculty arises partly from a decade-long deficiency in FTTT positions and partly from the recent growth in the student population from 5,200 in fall 2004 to 5,538 in fall 2009. During this time, the College also launched many new institutional initiatives, increased faculty positions, and created new administrative positions, some of which (assistant deanships, for example) drew FTTT faculty away from teaching. Concurrently, as faculty redesigned their majors to accommodate the shift to four-credit courses and the ISP, tested new pedagogical methods, and incorporated more technology into their courses, they were also required to undertake new responsibilities for program review and outcomes assessment. New committees sprang up to support all of these ventures, each requiring faculty participation.

In 2003, about 50 percent of all individuals teaching at Keene State were FTTT faculty members, compared to 64 percent at seventeen comparator COPLAC institutions. Five years later, that percentage had fallen slightly at COPLAC peers to 63 percent, but at Keene State it had declined to 45 percent, revealing even greater dependence on adjunct faculty for delivery of undergraduate instruction. Thus, Keene State's use of adjunct faculty to support its primary mission of undergraduate teaching has increased both absolutely and in comparison to other COPLAC institutions. (In 2003, the ratio of FTTT faculty to adjuncts and "other teaching employees" at Keene State College was 1.02 versus 2.4 at the entire COPLAC comparator group; the Keene State ratio was 0.80 versus 1.93 in the entire comparator group.) Finally, as the faculty-to-student ratio fell and the College's reliance on adjuncts increased, the administrative staff-to-faculty ratio at Keene State College rose from 0.67:1 to 0.77:1 and continues to rise.

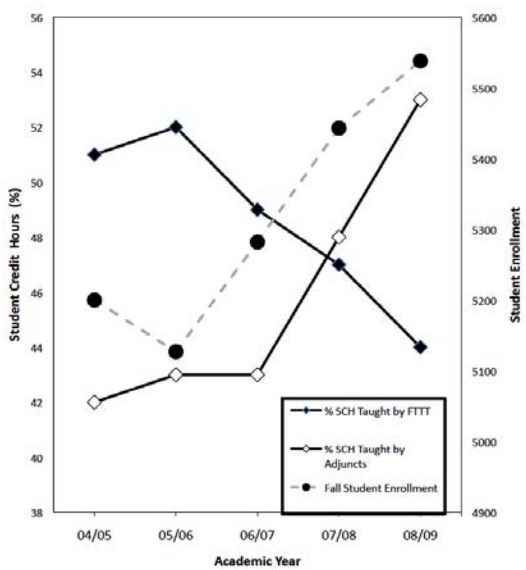

Figure 1: Fall student enrollments and relative contributions of FTTT and adjunct faculty-to-student credit-hour production at Keene State College

Responding to initiatives from the KSCAA on behalf of the adjunct faculty, the College has introduced several measures to increase their engagement in institutional affairs. Adjuncts now have access to professional development funds and opportunities; campus email accounts; office computers and telecommunications; and, in some cases, stipends for advising students or serving on committees. Adjunct faculty are represented on the College Senate and recognized for service at the annual recognition program; most importantly, though, they are represented by the KSCAA and engage in collective bargaining to settle compensation rates and establish due process for grievances. By spring 2009, 137 of the 248 adjuncts who taught during the academic year were covered by the KSCAA's Collective Bargaining Agreement. Of these, 78 were dues-paying members of the KSCAA. In a spring 2009 survey of adjunct faculty members, 60 percent considered themselves moderately to strongly integrated into the institution. Ninety-two percent of the participants in the adjunct survey expected to continue teaching here indefinitely, and almost half reported that their Keene State appointment constituted their primary source of income. These responses support the view that a persistent mutual interdependence has evolved between the College and a significant fraction of its adjunct faculty.

The College's increasing dependence on adjunct faculty has many consequences. First, although many adjuncts engage in scholarship or maintain relevant nonacademic professions, fewer than 30 percent hold terminal academic degrees and none were recruited through national searches and subjected to the rigorous screening that accompanies the hiring of FTTT faculty members. Therefore, they are generally not as well qualified by conventional standards for academic appointments. Only one department (English) has an explicit written policy defining the minimum qualifications and course assignments of its adjunct faculty. Second, although many adjuncts are outstanding teachers, they do not engage in the annual self-assessment and peer evaluation required of junior FTTT faculty; indeed, the adjunct collective bargaining agreement mandates formal review and classroom observations only once every eight semesters. In two independent surveys of adjunct faculty, 36 percent and 50 percent indicated that they had not been formally evaluated, and only 60 percent reported classroom visitations by department chairs or FTTT faculty members. Many adjuncts teach evening sections, so it is not surprising that, although many reported having been invited to attend department meetings, few have actually done so. Most, therefore, lack knowledge of recent departmental policies, plans, and pedagogical discussions. Although adjuncts teach most of the ISP courses, and some do so superbly, they played a relatively small role in designing the ISP curriculum and are not as well versed in program objectives and assessment practices.

Finally, adjunct faculty members make a relatively small contribution to traditional college service. Of the 87 adjunct faculty who responded, thirty-eight had taught for more than nine semesters, but only 17 had served on College or departmental committees; eight had served as advisors to student organizations. Forty percent of the survey participants indicated that they did not intend to serve on any College committees, with or without additional compensation. Twenty-one percent indicated an interest in committee work regardless of compensation, and 38 percent indicated that they would serve on committees only with additional payment. Thus, although some adjunct faculty members have performed excellent service (one recently chaired the College Senate Academic Overview Committee), their cumulative contribution to essential College committee work and student advising is minimal, and the burden of service work falls upon the full-time, tenure-track faculty.

The College's proposed solution to this problem is the creation of more than three new FTTT faculty lines each year, thus implying an unspecified reduction in adjunct employment. However, this rate of growth in FTTT faculty lines means the heavy reliance on adjuncts will continue for the immediate future.

Projection

Commit to Hiring More Full-Time, Tenure-Track Faculty: The College's mission statement declares that academic excellence depends upon the integration of teaching, scholarship, and service. Maintaining excellence will be difficult, however, if the College continues to rely heavily on adjunct faculty who, despite their many valuable contributions, do not undergo rigorous selection and evaluation, are less involved than FTTT faculty in service and scholarship, and do not have the same traditional academic credentials as FTTT faculty members. Therefore, beginning in fall 2010, the College will actively seek to address faculty workload issues and reduce the percentage of course credits generated by adjunct faculty. More specifically, the College is committed to increasing the percentage of course credits generated by FTTT faculty to 67 percent of total course credits by 2017 by adding, whenever possible, more than three new FTTT positions each year. Unforeseen budgetary setbacks might slow progress toward this goal but will not alter the goal itself. The Provost will regularly share data on FTTT and adjunct teaching loads and the distribution of FTTT and adjunct contributions among schools or disciplines with the KSCEA and with the campus community each year, beginning in spring 2011. These and other workload data will provide the evidentiary basis for determining the allocation of new FTTT lines.

Create Reliable Faculty Databases: In fall 2010, the provost will appoint a committee to review the merits and liabilities of our current systems for storing and retrieving faculty statistics. This group, which will include representatives of Academic Affairs, HR, and IR, will consider the utility and compatibility of the current faculty categories used by Datatel and Banner, the periods for which data are collected, the methods by which data are entered and updated, the frequency with which they are updated and cross-checked, the overall quality and currency of faculty data, and their suitability for the College’s internal uses and external reporting obligations.

Create Study Group for Equity in Workload: Workload issues are a significant concern for faculty, but defining the problems and proposing solutions are complex tasks worthy of study. Therefore, the provost will create a study group for equity in workload in 2011 and charge the group with articulating the issues, identifying possible solutions, and communicating their findings to the campus community.

Mentor Early Career Faculty: New faculty need better advice about meeting departmental and College expectations for professional development and about preparing for the promotion and review process. The new collective bargaining agreement reduces the frequency of DPEC reviews, refines the criteria for the evaluation of service, and requires departments to develop specific definitions of scholarship. The provost and KSCEA will foster efforts by department chairs, DPECs, and deans to improve the mentoring of junior faculty members to ensure that they pursue accurate, concrete, and realistic goals for professional development and that they understand how to document their performance for DPEC, FEAC, the deans, and the provost.

Provide Adjunct Faculty Development for ISP: The provost and the KSCAA will work to require each adjunct faculty member to participate in one or more ISP training sessions appropriate for the faculty member’s teaching responsibilities during the fall 2010 semester and will provide a stipend to compensate adjunct faculty for their attendance.

Standard 6: Student Admissions Data for Fall Terms

Credit Seeking Students Only - Including Continuing Education

	2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Next Year Forward (FY 2011)	2 Years Forward (FY 2012)
Freshmen - Undergraduate					
Completed Applications	4,676	5,057	4,997		
Applications Accepted	3,425	3,627	3,537		
Applicants Enrolled	1,301	1,298	1,188		
% Accepted of Applied		71.7%	70.8%	-	-
% Enrolled of Accepted		35.8%	33.6%	-	-
Percent Change Year over Year					
Completed Applications		8.1%	-1.2%	-100.0%	-
Applications Accepted		5.9%	-2.5%	-100.0%	-
Applicants Enrolled		-0.2%	-8.5%	-100.0%	-
Average of Statistical Indicator of Aptitude					
Combined SAT (Verbal, Math & Writing)	1478	1489	1493		
Transfers - Undergraduate					
Completed Applications	444	449	568		
Applications Accepted	297	295	364		
Applications Enrolled	185	170	236		
% Accepted of Applied	66.9%	65.7%	64.1%	-	-
% Enrolled of Accepted	62.3%	57.6%	64.8%	-	-
Master's Degree					
Completed Applications	111	86	94		
Applications Accepted	86	64	75		
Applications Enrolled	63	50	62		
% Accepted of Applied	77.5%	74.4%	79.8%	-	-
% Enrolled of Accepted	73.3%	78.1%	82.7%	-	-

Standard Six: Students

		2 Years Prior (FY 2008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Next Year Forward (FY 2011)	2 Years Forward (FY 2012)
UNDERGRADUATE						
First Year	Full-Time Headcount	1770	1742	1,621		
	Part-Time Headcount	14	17	16		
	Total Headcount	1784	1759	1,637	-	-
	Total FTE	1854	1868	1706		
Second Year	Full-Time Headcount	1097	1228	1,222		
	Part-Time Headcount	17	22	18		
	Total Headcount	1114	1250	1,240	-	-
	Total FTE	1176	1338	1326		
Third Year	Full-Time Headcount	851	991	1,133		
	Part-Time Headcount	22	24	23		
	Total Headcount	873	1015	1,156	-	-
	Total FTE	924	1086	1,257		
Fourth Year	Full-Time Headcount	760	748	873		
	Part-Time Headcount	113	81	65		
	Total Headcount	873	829	938	-	-
	Total FTE	836	808	929		
Unclassified	Full-Time Headcount	64	44	30		
	Part-Time Headcount	280	237	215		
	Total Headcount		281	245	-	-
	Total FTE	132	102	80		
Total Undergraduate Students						
	Full-Time Headcount	4,542	4,753	4,879	-	-
	Part-Time Headcount	446	381	337	-	-
	Total Headcount	4,988	5,134	5,216	-	-
	Total FTE	4,922	5,202	5,298	-	-
% Change FTE Undergraduate			5.7% -	1.8% -	-100.0% -	-
GRADUATE						
	Full-Time Headcount	38	16	19		
	Part-Time Headcount	109	121	121		
	Total Headcount	147	137	140	-	-
	Total FTE	111	83	82.0		
% Change FTE Graduate			-25.2%	-1.2%	-100.0%	-
GRAND TOTAL						
Grand Total Headcount		5,135	5,271	5,356	-	-
Grand Total FTE		5,033	5,285	5,380	-	-
% Change Grand Total FTE			5.0%	1.8%	-100.0%	-

Standard Six: Students

Standard 6: Students' Financial Aid, Debt and Developmental Courses

The College's Description of the students it seeks to serve: http://www.keene.edu/planning/pc_mission.cfm

Fiscal year ends June 30th	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Student Financial Aid*					
Total Federal Aid					
Grants	$2,592,880	$2,818,438			
Loans	$22,455,124	$28,181,559			
Work Study	$655,312	$734,873			
Total State Aid	$626,386	$737,870			
Total Institutional Aid					
Grants	$5,995,636	$6,500,244			
Loans	$291,100	$176,980			
Total Private Aid					
Grants	$1,323,179	$1,394,103			
Loans	$12,561,363	$11,052,993			
Student Debt					
Percent of students graduating with debt					
Undergraduates	79%	78%			
Graduates					
Average amount of debt for students with debt					
Undergraduates	$24,995	$27,785			
Graduates					
Percent of First-year students in Developmental Courses					
English as a Second/Other Language	n/a				
English (reading, writing, communicatio	n/a				
Math	n/a				
Other	n/a				

* These are actual, end of fiscal year expenditures

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Admissions				
Knowledge, acquisition, integration and application	College bound students understanding the importance of a strong academic background	Communicating through presentations, print and web best curriculum in high school for college success	Early Awareness programs-working with middle school students guiding them in appropriate course selection for high school	Students will understand that regardless of their choice of majors, knowledge in all academic areas is important and valuable.
Humanitarianism	Prospective students and families learning about the culture at KSC-civility and respect	Communicate through presentations, print and web, programming on campus to cultivate civility and respect	Active recruitment plan and support for multicultural students	Students will understand the expectations around civility and respect as they make their choice to attend KSC
Civic Engagement	Prospective students and families learning about opportunities for learning outside the classroom and student involvement at KSC	Highlight faculty and students working as partners, and the various opportunities for student involvement in our presentations to prospective students	Printed materials include profiles of faculty, staff and students	Students will begin to think about what contributions they could make to our community before they even arrive
Interpersonal and intrapersonal competence	Prospective students determine if they are a qualified applicant for KSC. Is KSC a good fit for them academically and personally. Tour guides portraying themselves as a confident individual-developing trust with the group as a reliable source	Assist prospective students in setting realistic goals for themselves. Training and regular meetings to keep tour guides up to date. Group meetings also builds a stronger group-they get to know each other and back each other up when necessary. Be sure each tour has a purpose	Be honest in presentations and personal contact with prospective students. Be sure they understand the qualifications for admission to KSC. Evaluations of programs and tours. Determine what purpose each tour serves.	What did the prospective student learn to help them make a good decision about their enrollment at KSC. Did prospective students learn what we wanted them to learn about KSC from the tour?
Practical Competence	Tour guides determining their effectiveness in portraying KSC in a positive and accurate way	Training, regular meetings and updates	Tour guides become a respected and trusted group within the admissions office	Students will learn lifelong skills from their experience as a tour guide.

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Athletics				
Humanitarianism	Understanding and appreciation of human differences, cultural competency	Intercollegiate Athletics- diverse makeup of teams	Racial identity, development, multicultural competence, sexual/gender identity issues	Students and coaches will learn to appreciate multi-culturalism and come to understand different viewpoints. Ability to work with people from diverse backgrounds as a member of a team, pulling for the same objectives
Civic Engagement	Leadership, sportsmanship, ethical behavior	Intercollegiate Athletics- being part of a team	Leadership Theory, group dynamics, organizational development and behavior	As seniors or captains of an intercollegiate team, students will have the opportunity to influence and direct other team members in making responsible choices about individual and team behavior
Interpersonal and intrapersonal competence	Personal goal setting as well as team goal setting; realistic self appraisal as to role on team; relationship building; collaboration; personal attributes such as self esteem, confidence and sportsmanship	Intercollegiate athletics	Organizational behavior, group dynamic, racial identity development, multicultural competence, sexual/gender identity issues	Students will learn to appreciate their role on a ream, to set goals for the team that may be in conflict with personal goals. Students will interact with other team members and learn to resolve conflict. Students will bond as a team and develop communication skills to deal with a diverse group.
Practical Competence	Effective communication, maintain personal health and wellness; prioritize leisure pursuits	Intercollegiate athletics	Psychosocial theory; career development	By managing their daily schedules students will be effective time managers. Students will learn the benefits of a healthy life-style.
Campus Safety				
Cognitive Complexity	Critical thinking, effective reasoning, intellectual flexibility, emotion/cognition integration	Crime awareness programming, investigations	Cognitive development, interpersonal sensitivity, epistemology, reflective judgment	Students will be able to articulate why it is important to mage good choices regarding their personal safety and the safety of others and understand the impact of not doing it; Students will develop relationship with Campus Safety personnel

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Campus Safety				
Knowledge, acquisition, integration and application	Understanding knowledge from other disciplines, connecting knowledge to other areas, ideas and experiences; relate knowledge to daily life, technological competence	Crime awareness programming, student employment	Cognitive Development, interpersonal sensitivity, learning theory, experiential learning, identity development, career development	Students will learn how to relate the concepts of personal safety and use them in other areas of their lives. Students will learn how to perform job tasks, be responsible employs (show up on time, properly dressed and rested) work with new technologies, understand the impact of their student job experience on their future experiences.
Humanitarianism	Understanding and appreciation of human differences, social responsibility	Investigations involving hate speech and criminal actions motivated by bias	Multicultural competence, sexual/gender identity development, campus climate, moral development, cognitive development	Students will be able to understand how their actions impact the campus community. Students will learn that their actions communicate their biases and negatively impact how others perceive them.
Civic Engagement	Sense of civil responsibility, engage in principled dissent, effective in leadership	Planning and organizational work with Student Assembly, SAC and other student groups	Leadership theory, socio-political theory, community development, group dynamics, organizational development	Students will recognize opportunities for making responsible, reflective decisions for themselves, their organizations and the community.
Interpersonal and intrapersonal competence	Realistic self appraisal and self understanding, self-esteem and confidence, ability to work with people different from themselves	RAD and other crime awareness programming. Incident responses and investigations, student employment	Psychosocial theory, identity development, interpersonal sensitivity, moral and ethical development	Students will be able to understand, identify and apply healthy behaviors in relation to interpersonal relationships and personal behavior choices. Students will learn conflict management skills and be able to apply them adequately.
Practical Competence	Effective Communication, capacity to mange one's personal affairs, maintain personal health and wellness	Student employment, crime awareness programming	Psychosocial theory, self-efficacy, career development	Students will develop time management and communication skills. Students will learn how to identify and manage conflict effectively
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Student employment, work with individual students (interview for class and articles) and student groups	person-environment fit, socialization, family systems	Students will learn to use campus resources to support their learning and personal needs

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
		Counseling Center		
Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, emotional/cognition integration, identity/cognition integration	individual counseling to resolve intra and interpersonal conflicts, group counseling on self esteem or improving relationships; student leadership groups that challenge students' beliefs about the world, develop their skills and work to impact the beliefs and actions of others; AOD counseling to help students make more informed choices about their use patterns	Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	Students will be able to understand their own motivations and emotional/behavioral responses and develop more productive ways of being in the world
Knowledge, acquisition, integration and application	Connecting knowledge to other knowledge, ideas and experiences, relate knowledge to daily life	individual counseling to resolve intra and interpersonal conflicts, group counseling on self esteem or improving relationships; student leadership groups that challenge students' beliefs about the world, develop their skills and work to impact the beliefs and actions of others; AOD counseling to help students make more informed choices about their use patterns; safety assessments that help students learn how to deal with suicidal impulses and ideation; RA Training	Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	students will be able to apply knowledge and insights gained in counseling to deal more effectively with their emotions and behaviors and interact more effectively with others. Students will effectively work with other students around sexual assault and mental health issues.

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Counseling Center				
Humanitarianism	Understanding and appreciation of human differences; cultural competency; social responsibility	relationship workshops; individual/couples counseling; exploration of spirituality through individual and group counseling; student leadership groups	Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	Students will understand themselves and others better, students will understand their connection with the larger world, students will educate and contribute to the KSC and Keene communities
Civic Engagement	Sense of civil responsibility, engage in principled dissent, effective in leadership	MVP, Yoga mentors, CIST, Active Minds, Student Advisory Board	Chickering's Seven Vectors in Student Development	Students will be able to identify the importance of student involvement in social issues. Students will be able to list reasons why their involvement is critical to moving social issues forward.
Interpersonal and intrapersonal competence	Realistic self-appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting, meaningful relationships, interdependence, collaboration, ability to work with people different from themselves	Everything we do; provide educational about and access to psychiatric medication where appropriate	Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	Students will be more effective into her personal and interpersonal lives
Practical Competence	Effective Communication, capacity to mange one's personal affairs, maintain personal health and wellness, maintain personal health and wellness, living a purposeful and satisfying life	Everything we do; provide educational about and access to psychiatric medication where appropriate	Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	Students will improve their communication skills, develop effective methods of interacting with others, learn to deal effectively with conflict, and have a happier and more satisfying life.

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Counseling Center				
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Constant collaboration between all offices on campus but specifically with Health Services and Disability Services; Reduce common barriers to academic achievement such as anxiety and depression; help manage AOD use; increase sense of integration on campus	Retention theory; Cognitive and personal development theories, theories of change, theories of human psychology, professional codes of ethics, IACS and CAS standards	Students will increase skills in managing anxiety, depression and other psychological barriers to their academic work; Students will learn how their use patterns affect academics and make reasoned choices; Students will have appropriate psychiatric support to help them function more effectively.
Health and Wellness				
Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, emotional/cognition integration, identity/cognition integration	Health education through wellness promotion programming (passive and active); triage experience; clinical visits; student interactions on all levels with the Center constantly force students to think critically and integrate health information with their personal beliefs and their individual identities to foster personal decision making skills	Cognitive development, reflective judgment, order of consciousness	Students will be able to identify personal health priorities and be able to integrate those priorities with personal behavior choices

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
		Health and Wellness		
Knowledge, acquisition, integration and application	Connecting knowledge to other knowledge, ideas and experiences, relate knowledge to daily life	Entire clinic process from intake to exit incorporates knowledge and its application; Referred Learning Class; Decision making as it pertains to treatment options; student workers in the clinic setting; wellness living learning options community OSSIPEE (occupational, social, spiritual, intellectual, physical, emotional environment; Promoting Appropriate Choices Everyday	Holistic theory of wellness	Students will be able to absorb health information and integrate it with personal beliefs and health behaviors
Humanitarianism	Understanding and appreciation of human differences; cultural competency; social responsibility	Use of terminology on intake forms that are not gender specific; presentation of health information and choices in a factual non-judgmental format; structuring of student health behaviors within the context first of what is the healthiest for them and secondly how does their health behavior impact the KSC community as a whole	ACHA Standards of Care; CDC recommendations and mandates for the management of communicable diseases	Students will e able to communicate the importance of unbiased, nonjudgmental healthcare in the development of their sense of self and others
Civic Engagement	Sense of civil responsibility, engage in principled dissent, effective in leadership	Student Health Advisory Board; AIDS testing student intern from Monadnock AIDs Services; Student Interns from American Cancer Society; SPACE program and OWLS Student Leadership program	Chickering's Seven Vectors in Student Development	Students will be able to identify the importance of student involvement in social issues. Students will be able to listed reasons why their involvement is critical to moving social issues forward

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Health and Wellness				
Interpersonal and intrapersonal competence	Realistic self-appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting, meaningful relationships, interdependence, collaboration, ability to work with people different from themselves	Triage process where students are asked to identify severity of symptoms; paraprofessional roles with student workers and student interns; theme weeks that focus on personal development, Healthy Relationships Week; Communication skill development-how to get what you need in your relationships; Establishment of a relationship with their on-campus medical provider-develop a relationship that supports student's health; requiring student to make appointments on their own for services needed; completion of the Comprehensive Student Health and Disability Report	Theories supporting holistic wellness; Chickering's Seven Vectors of Student Development	Students will be able to self advocate when it comes to getting their medical and personal needs met

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Health and Wellness				
Practical Competence	Effective communication, capacity to manage ones own affairs; maintain personal health and wellness, living a purposeful and satisfying life	Scheduling appointments at a minimum of 30 minutes to facilitate educational conversations; initial intake forms provide a benchmark of where the student is at that time-ongoing interactions begin where the last contact left off; providers challenge student with increased expectation of personal responsibility; individual assessment goes beyond the physical symptoms to include personal behavior choices and assessment of personal satisfaction	Holistic theory of wellness; Chickering's Seven Vectors of Student Development	Students will be able to articulate their personal needs as it pertains to their health
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Learning the Ropes-educational handout for incoming students; Referred Learning Class; Alcohol Wise-on line alcohol education program; personal assessment during clinic visit; constant collaboration between all offices on campus but specifically with Counseling and Disability Services	Retention Theory; ACHA Standards of Care; ACHA Health Promotion Guidelines	Students will be able to list resources on campus that are intended to help facilitate their academic and personal success; students will be able to identify the components of personal health that contribute to academic success.
Office of Disability Services				
Cognitive Complexity	Critical and reflective thinking, effective reasoning and intellectual flexibility	Student will be able to apply what they have learned in multiple environments and use this information to understand consequences and diverse options	Cognitive identity development, Reflective Judgment	Student will be able to see complex issues to a problem and determine consequences. Be able to formulate a position and make informed decisions

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Office of Disability Services				
Knowledge, acquisition, integration and application	Connecting knowledge to ideas and experiences; Developing career goals and vocational directions	Explore vocational aptitudes and interests through testing, internships and service learning. Work with Career Services and Vocational Rehabilitation to facilitate transition to the world of work	Identity and Career Development	Student will learn about strengths and limitation. Acquire self knowledge about disability and better meet their accommodation needs in future life/work experiences
Humanitarianism	Cultural exploration and social responsibility; understanding disability and appreciation of human differences	Coordinating Study Abroad experiences, creating living/learning communities. Self Advocacy-student panel educating community about transition issues-community based learning	Reflective judgment; disability identity, moral and ethical development	Student recognizes they are part of larger global community and can make a contribution to society; understanding disability and how this affects identity
Civic Engagement	Project Eye to Eye; National Federation of the Blind Student group	College student mentoring elementary and middle school students who have LD or ADD/ADHD	Leadership theory Community development; Organizational development, group dynamics	Taking responsibility for themselves and others; reflective decision making. Participation and presentation in state and national conventions.
Interpersonal and intrapersonal competence	Self advocacy skills; Career goal setting	Peer Mentoring/Disability Support Services; Academic/Personal Advising Developing Resume and Portfolio's Student Employment and Internship experience	Psychosocial and Identity Theory; multiple intelligences	Students will feel comfortable and confident sharing information about disability to faculty and friends. Student will be able to describe their transferable skills and job related knowledge to make appropriate choices for major and career.
Practical Competence	Transitioning from High School to college and college to the world of work	Communication with Vocational Rehabilitation and community resources; Student has a sense of career pathway based on academic and experiential learning	Self determination; Psychosocial theory; career development theory and practice	Student will combine curricular and co-curricular activities and plan for their career pathway

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
		Office of Disability Services		
Persistence and academic achievement	Student to manage college experience and make academic progress towards a degree	Peer Mentoring, staff mentoring, work with tutors, Si's to manage time and academic resources; engages in services, initiates contacts and makes appointment- assumes responsibility for what needs to get done	Retention theory, self determination, moral and ethical development	students will take responsibility to utilize campus resources to support their learning needs
		Residential Life and Housing		
Cognitive Complexity	Communication skills, reflective thinking, ethical and moral development, effective reasoning, empathy skills	Living on campus with a roommate, being a member of a residential community, attending programming	Conflict resolution and mediation skills, reflective judgment, interpersonal sensitivity, self-awareness, self awareness	Students will be able to identify and articulate their differences with other people and fairly negotiate mutually agreeable resolutions
Knowledge, acquisition, integration and application	Relate knowledge to daily life, understanding different cultures and/or points of view, self awareness	residence hall programming, living and learning communities, research	Conflict resolution and mediation skills, reflective judgment, interpersonal sensitivity, self-awareness, identity development	students will be able to relate how conflict resolution skills will assist them during their college experience and beyond
Humanitarianism	Appreciation of human differences, social responsibility	Service learning, on campus living, tutoring, mentor programs, leadership development programs	Racial identity development, multicultural competence, sexual/gender identity development, reflective judgment, moral development, cognitive development, social justice	Students will have a greater understanding of their personal behaviors and how they can be changed or how they affect themselves and others
Civic Engagement	Sense of civic responsibility, confidence in ability to affect change	study abroad, living and learning programs, residence hall programming, service learning	leadership theory, social justice, empathy, moral development, socio-political theory	Students will understand their responsibility to al members of the campus and community around them
Interpersonal and intrapersonal competence	self confidence, interdependence, work ethic, determination, positive healthy relationships	Personal counseling, residential programming, peer advising, academic advising, career counseling, parental intervention	Health and wellness, career development, moral and ethical development, student development theory	Students will be able to identify any unhealthy relationships and/or behaviors that hinder their maturation and development process

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Residential Life and Housing				
Practical Competence	Self-confidence, wellness plan, established goals and objectives, knowledge or resources	Creating an action plan with a mentor, counselor or advisor, residential programming, career and academic advising	Career and academic development, psychosocial development, college student development theory	Students will have a comprehensive plan for their successful college career and beyond
Student Development				
Cognitive Complexity	Critical and reflective thinking, effective reasoning and intellectual flexibility	Judicial board involvement, involvement in the application of practical consequences and options	Cognitive and identity development	able to analyze options, determine possible consequences, make informed decisions
Knowledge, acquisition, integration and application	Relate information to appropriate behavior in daily life	Participate in personal and practical decisions related to academic and social choices	Experiential learning, cognitive development, career development	Students will relate current choices to life consequences
Humanitarianism	Social responsibility	involvement in conduct system; resolution of personal or family problems	moral and cognitive development	Students will be able to analyze the impact of their actions on the campus community, and understand the impact of choices and life issues on themselves
Interpersonal and intrapersonal competence	Self appraisal, identity, interdependence	Facing behavioral consequences. Dealing with unforeseen life problems	Developmental Theory; social, ethical, cognitive	able to analyze life choices. Able to analyze options and consequences
Practical Competence	Many outcomes listed in other sections above: personal choices, communication, understanding of interconnectedness in decisions and consequences	Managing practical administrative tasks; conduct appeals; notification of excused absences; leaves and withdrawals	Developmental Theory, learning theory	Students learn to manage the tasks of college and life
Persistence and academic achievement	Resolution of personal life issues to remove or overcome barriers to college success	Problem resolution through the utilization of support services	Retention theory	Student learning outside the classroom culminates in successful completion of the tasks required to obtain a degree

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Student Center Operations and Student Employment				
Cognitive Complexity	critical thinking, reflective thinking, effective reasoning, intellectual flexibility	handling crises/conflict; TIPS training for staff; luncheon presentations; working with support staff in and outside of the Student Center; interpreting building policies and precedents; Working with supervisor and other professional staff members; problem solving; event planning; Office space allocation subcommittee; understanding college policies and procedures	Identity development, interpersonal sensitivity, reflective judgment, cognitive development	Students would be able to identify aspects of current issue and determine course of action
Knowledge, acquisition, integration and application	connecting knowledge ideas; career decidedness; technological competence	handling crises/conflict; staff meetings and communications; providing technical support for events; connecting training and experiences to support of events and programs (acquisition-integration-application); use of Blackboard for communication and set up information; any program or process with have these outcomes...however it doesn't insure success; Office space allocation process	Experiential learning, cognitive development, career development, identity development	Students will be able to apply training to daily operations; Students will be able to relate experiences with potential future job experiences

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Student Center Operations and Student Employment				
Humanitarianism	Understanding and appreciation of human differences; cultural competency; social responsibility	handling crises/conflict; visit to other student centers to talk with colleagues; professional conference; working with a diverse set of clients. In particular being able to work with students with challenges; KSC cultural identity (class, home, major, workplace, etc); office space allocations process; brainstorming programming ideas in a group; exploratory discussion with Executive Director of Samaritans as possible service project for class	Reflective judgment; gender identity development; moral development; multi-cultural competence	Students develop ability to view their own cultural development as well as identify cultural aspects other than their own; experience their cultural identity in the context of the larger environment
Civic Engagement	Sense of civic responsibility, engaged in principled dissent, effective in leadership	Understanding of events that take place in this facility; being able to advocate for changes in procedure during weekly meetings; handling crises; ownership of program/facility; process of planning of events that respects other ideas; sense that they represent a larger constituency on campus; simply that they choose to get involved	Community development, group dynamics, organizational development/theory, moral development, socio-political theory	students will identify the need to and make reflective and responsible decisions impacting others using the facility

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Student Center Operations and Student Employment				
Interpersonal and intrapersonal competence	realistic self appraisal and self understanding, interdependence, collaboration, ability to work with people different from self	serving in a paraprofessional role; understanding of how all the parts (reservation, set-up, tech) fit together to support an event; working with employees in other work areas in and out of the student center; resolving conflicts on their own; understanding of different functions and work areas; cross trained personnel; planning events; working with other organizations; they are "involved"	identity development, interpersonal development/sensitivity, moral and ethical development, career development	students will engage areas of conflict and make independent decisions; students will experience behavior patterns other than their own
Practical Competence	Effective communication, capacity to manage one's personal affairs, living a purposeful and satisfying life	Time management: realization of their own schedule as well as other student employees; speaking with clients; exploring possible career aspirations; transferring Student Center experiences to "real" world work experience; choosing to socialize with colleagues outside of work; planning events; running brief but effective meetings; again, they choose to be involved which I would definitely say is purposeful	career development; psychosocial theory; experiential learning	students will develop and be able to articulate career skills

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Student Center Operations and Student Employment				
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Understanding of campus resources as a result of experience with Student Center; Support from co-workers; advice/mentoring from Student Center staff; time management; certain sense of resume building	Person-environmental fit; socialization	students learn available campus resources and utilize them; students will earn the need for support to accomplish their career and personal goals
Student Center Facility				
Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility	The Student Center as a gathering place for classes, readings, speakers, discussions, music, etc; a place to get information; houses organizations such as the newspaper, radio station and yearbook	Interpersonal sensitivity; reflective judgment; identity development, cognitive development; pedagogy	Students will identify different perspectives on an issue and confront their own position
Knowledge, acquisition, integration and application	Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; related knowledge to daily life	We often use the term "citizenship laboratory" when referring to the Student Center; experiential learning as a program and through the facility	experiential learning; cognitive development; career development; learning theory; identity development	Students will related to career learning and their future paths
Humanitarianism	Understanding and appreciation of human differences	Student Organization office suite; gathering place for cultural festivals and performances; multicultural office	Sexual/gender identity; campus climate; reflective judgment; moral development; cognitive development; multicultural competence	Student will learn to articulate their own cultural identity; Students will be able to describe their impact on a larger community
Civic Engagement	Sense of civic responsibility; engaged in principled dissent; effective in leadership	home for student organizations	Community development, group dynamics, organizational theory	Students will be able to make reflective decisions for themselves and their student community
Interpersonal and intrapersonal competence	Meaningful relationships; collaboration; ability to work with people different from self	gathering place for KSC Community; place for events; place for experiential learning	Experiential learning; identity development; moral and ethical development; interpersonal sensitivity	Students will be able to articulate their career paths; students develop confrontation and interpersonal abilities

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
		Student Center Facility		
Practical Competence	Effective communication	Tabling provides information to the community; advertising in building such as posters, banners, flyers on bulletin boards	Career development; cognitive development	Students able to articulate their personal and career interests
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Place to meet and see mentors, advisors and colleagues	person-environment fit, socialization	Students learn to use and the need for resources to develop self
		Student Activities and Greek Life		
Cognitive Complexity	Critical thinking, reflective thinking; effective reasoning, intellectual flexibility	Handling crises, NACA conference, event planning and preparation, working with advisor and other staff members, Greek Life Office Assistant position, Living Learning Community, New organization start up	Cognitive development; identity development; reflective judgment; interpersonal sensitivity	Students would be able to identify aspects of current issue and determine course of action. Students able to articulate self competencies
Knowledge, acquisition, integration and application	Connecting knowledge, ideas, career decidedness, technological competence	Handling crisis, event planning, advertising for events, learning from past events, connecting events and programs to current issues and interests, discussion topical issues on campus, Greek Life Office Assistant position, Living Learning Community, New Organization Start up, Co sponsorships	Experiential learning; cognitive development; identity development; interpersonal sensitivity; career development; learning theory	Students will be able to relate experiences with potential future job experiences

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Sample Learning Outcomes
Student Activities and Greek Life				
Humanitarianism	Understanding and appreciation of human differences, social responsibility	Handling crisis, NACA conference, experimenting with a wide range of events, genres of music, student interests, Community service, Living Learning Community, Winter Celebration, Co-Sponsorships, Student Involvement Fair	Racial/ethnic identity development; multi-cultural competence; sexual/gender identity development; campus climate; reflective judgment; moral development; cognitive development; emotive development	Students will learn to articulate their own cultural identity; students will be able to describe their impact on a larger community; students develop ability to identify cultural aspects other than their own; experience their cultural identity in the context of the larger environment
Civic Engagement	Sense of civic responsibility; engaged in principled dissent; effective in leadership	Planning events, meeting facilitation, handling crises; community service, Student Involvement Fair; Living Learning Community; Co sponsorships; New organization start-up	Leadership theory, group dynamics, community development; organizational development; change theory; moral development	Students able to identify when reflective decisions are needed and able to make responsible ones
Interpersonal and intrapersonal competence	Meaningful relationships; collaboration; ability to work with people different from self	Planning events, meeting facilitation, forging relationships with agencies in the entertainment industry and community service community; networking with other groups, co-sponsoring events, Midnight Madness; Winter Celebration; Student Involvement Fair; Living Learning Community	Identity development; interpersonal sensitivity; moral and ethical development; spiritual development	students will engage areas of conflict and make independent decisions; students will experience behavior patterns other than their own
Practical Competence	Effective Communication; living a purposeful and satisfying life	Planning events, meeting facilitation, speaking with agencies, advertising to campus, determining career aspirations in event planning; student affairs, student involvement fair, co-sponsorships, new organization start up	Career development, interpersonal sensitivity, organizational development theory	students will be able to articulate their career path and personal interests

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Student Outcomes
		Student Activities and Greek Life		
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Time management, academic incentive programs, student involvement fair, new organization start up	Person environment, socialization, career development	Students have ability to develop a plan to achieve their own goals
		Student Leadership		
Cognitive Complexity	critical thinking, reflective thinking, effective reasoning, intellectual flexibility	Facilitation of meetings, luncheons, awards banquets	Cognitive development, identity development, reflective judgment, interpersonal sensitivity	Student able to identify salient issue, student able to articulate position
Knowledge, acquisition, integration and application	Connecting knowledge, ideas, career decidedness	Program planning, advertising for events, learning from past events, connecting events and programs to current issues and interests, offering programs such as "Free Speech to Facebook"	experiential learning, cognitive development, identity development, interpersonal sensitivity	Student able to relate experience with "learned knowledge;" student able to relate current experience with future opportunities
Humanitarianism	Understanding and appreciation of human differences , social responsibility	All president's council diverse membership	Multicultural competence, sexual/gender identity development, campus climate, moral development, cognitive development, emotive development	Student able to articulate their own cultural identity within the context of others
Civic Engagement	Sense of civic responsibility, engaged in principled dissent, effective in leadership	Planning events, meeting facilitation, All Presidents Council	Leadership theory, Group dynamics, community development; organizational development.	Students able to make effective decisions that reflect through and analysis
Interpersonal and intrapersonal competence	Meaningful relationships; collaboration; ability to work with people different from self	Planning events, meeting facilitation, networking with other groups, All presidents council	Identity development, interpersonal sensitivity.	Students able to articulate healthy relationships, students able to make decisions guiding their future career paths and personal paths
Practical Competence	Effective communication, living a purposeful and satisfying life	Public speaking for Leadership Assistant, planning events, meeting facilitation, determining career aspirations	Career development, organizational development theory	Students able to articulate their career goals, students develop ability to make decisions guiding their goals

Standard Six: Students

Student Outcomes	Dimensions of Outcomes	Developmental Experiences	Bodies of Knowledge for Educators	Student Outcomes
		Student Leadership		
Persistence and academic achievement	Manage the college experience to achieve academic and personal success	Time management, recognizing outstanding student achievements	Person environment, socialization, career development	Students have ability to develop a plan to achieve their own goals

Standard Six: Students

Description

Achieving Keene State's mission to prepare “promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work” requires more than providing students with challenging and fulfilling classroom experiences. It requires that students feel safe in their living and learning environments; that their physical, psychological, and social needs are met; and that they are given the academic advice and preparation for undergraduate scholarship that will help them become effective learners. Those who work to recruit and enroll promising students and provide them with the support and services they need create an enriching campus community that promotes both student retention and academic success, leading to graduation and meaningful employment or graduate work. Achieving these goals requires communication and collaboration among the many offices that serve students; it involves helping students from the moment they begin to consider Keene State as a possibility through applying for financial aid, attending orientation, and receiving advice on courses. It also means promoting students' safety, health, and wellbeing, as well as providing residential and co-curricular experiences that enhance and enrich their academic lives.

Graduating successful students begins with a rigorous admissions process. In keeping with the College's identity as “the public liberal arts college of New Hampshire,” the Office of Admissions seeks to attract and enroll students who are well qualified and seeking a liberal arts education. The Admissions Office engages in considerable outreach, including information sessions, open houses, college fairs, and high school visits, many of which can be scheduled from the Admissions' webpage. 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 still considers the individuality of each applicant. In addition, the College actively seeks to promote diversity on campus, and the new chief officer for Diversity and Multiculturalism is working in support of Admissions' efforts. The College also complies with all federal and state laws and regulations concerning equality of educational opportunity.

Once students are admitted, the Student Financial Services Office provides counsel on various types of financial aid. The College realizes that, even before the recent economic downturn, paying for college represented a challenge for most families; it is incumbent upon the institution to assist students in developing payment plans, learning about available loans and grants, and discovering if they qualify for the work-study and student hourly employment opportunities on campus. Careful financial planning can help students focus on their academic goals and has a positive effect on retention and graduation rates.

All first-year and transfer students are invited to participate in the College's orientation program, which 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. Students who have expressed interest in a particular major are able to meet with department chairs or appropriate faculty in that area for advising.

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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 in the catalog and 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. The ACA has a commitment to providing students with career support that extends beyond graduation. Collaboration with Alumni and Parent Relations is important in this endeavor, as alumni both use and become College resources in career exploration.

The actual registration process 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. Students are able to obtain a record of courses they have taken, grades, auditing information, and program planning sheets.

For students who need additional academic support, the College offers a number of programs to help them succeed. For example, Aspire, a TRIO grant program, provides services to a targeted group of students who meet one or more qualifications: first-generation, low-income, or a documented disability. Aspire coordinates the Summer Link Program and a one-credit College 101 course for incoming students in an effort to increase the likelihood of the students' successful transition to college-level work. The Aspire Program also offers 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 who need help with mathematics or quantitative literacy are encouraged to visit the Math Center, which works with students to help increase their quantitative reasoning skills and mathematical understanding. Peer math tutors are available on a drop-in basis, 32 hours per week for 100-level mathematics courses and for the Integrative Studies required Quantitative Literacy (IQL) course. Peer Course Assistants (PCA) are also available to all of the 100-level mathematics courses and IQL courses. Typically, about 50 percent of the course instructors request a PCA for their course. The PCA will work with the instructor during class and then hold three hours per week of study sessions outside of class. Math assessment testing for Chemistry, Education, Management, and Physics is also done at the Math Center. Before Praxis I exams are given on campus, math review sessions are offered to education students who need to take the exam. The Math Center receives approximately 2,000 visits per year from students taking advantage of the services offered.

Students who need help with writing are encouraged to make use of the services offered by the Center for Writing, which works with students to improve their writing and with faculty to support their effectiveness as teachers of writing. This combined effort strengthens the role of writing in the academic community. Trained peer tutors conduct more than 1,400 one-on-one sessions per year with students attending classes across the curriculum. Tutors frequently collaborate with faculty members and conduct in-class workshops at the request of faculty.

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 Disability Services Office arranges faculty notification, alternative testing, and other reasonable accommodations. Moreover, the offices and programs that support students collaborate and communicate with all sectors of the campus and, therefore, act as a conduit of information for students even about issues that are outside of the offices' purview.

The College is largely a residential campus with 60 percent of students residing in on-campus housing. The College, therefore, offers students a number of programs and services that help them succeed by creating a welcoming, supportive, diverse, and enriching campus environment. Both the Campus Safety Department and the Residential Life and Housing Services Office collaborate to create such an environment. Campus Safety maintains a 24-hour-a-day, seven-day-a-week operation. Beyond responding to emergencies and calls for service, Campus Safety serves as an educational resource for students by providing crime awareness and prevention education programs. It also provides behind the scenes services that contribute to students' safety, such as helping develop and maintain the College's Emergency Operations Plan and implementing City Watch, an emergency alert system.

The Residential Life and Housing Services Office strives to make the experience of campus living one that promotes students' social and intellectual development. Toward this end, they offer specialty housing, such as Living-Learning Communities, including the first-year student Parliament and Honors Programs. As students adjust to a new campus environment and negotiate the challenges of what is, for many of them, their first experience living on their own, the residence directors, resident assistants, and desk attendants serve as resources for navigating the College's programs and services.

The Dining Services program, which uses a contracted vendor (Sodexo), has a definite impact on the 3,750 students enrolled in a meal plan, as well as on the faculty and staff. There are a number of culinary venues that support retail, as well as meal plan customers. Since the opening of a state of the art dining facility in October 2005, the programs and meal options provided to the College have expanded, yet continue to provide quality food at an affordable rate. In addition, Sodexo caters special events, such as advising sessions for students, and provides opportunities for building community through such offerings as the All-Campus Dinner held on Appian Way at the beginning of the fall semester.

Providing for the physical and mental health of students is also an essential part of supporting the College's academic mission. Students learn best when they are mentally and physically healthy, socially engaged, and living purposeful lives. The associate vice president for Student Affairs/dean of students' Office, which is the central coordination point for student concerns on campus, works in collaboration with faculty members and colleagues to support students in their engagement with the curriculum and in their overall educational experience. The Center for Health and Wellness provides a comprehensive, holistic approach to healthcare that incorporates acute medical care and health education. The Counseling Center provides clinical counseling and collaborative outreach services geared toward empowering students to be emotionally, socially, and academically successful. The Athletics and Recreational Sports Office provides opportunities for varsity competition and lifelong wellness for the campus community. Easily accessible instructional programs, intramural sports, fitness classes, and exercise equipment help the students build physical wellness and confidence through the realization of their personal fitness goals. The Student Center serves as a gathering place for the campus community; its staff members provide a rich array of social, cultural, educational, and recreational programming designed to foster leadership development, community service, and engagement.

Through a commitment to collaboration and communication, the offices involved in providing student services create an environment that helps students reach their potential and enables them to focus on achieving the academic excellence that is at the heart of this institution's mission.

Appraisal

Members of the Keene State community responsible for helping students succeed take on this role from the moment students begin their decision-making process about whether to apply here. Once students arrive on campus, staff members advise them about their academic paths, help them realize the importance of being mindful of their own health and wellness, and prepare them for their future after graduation. This is, at times, a daunting task, given the diversity of abilities and needs among the student population and given the significant changes the College has undergone in the last few years. While Keene State can be proud of its success, given that student satisfaction with the College is over 90 percent at graduation, there are areas that need attention.

Many difficulties facing student services departments have to do with the growth in enrollment. While student surveys indicate that this growth is the positive result of increased satisfaction leading to greater retention, an enhanced reputation of the College for its academic programs, and the student support services the College provides, this growth strains the resources of these departments. These offices have enhanced their collaboration with each other and with other offices to consolidate efforts and better respond to the increased numbers. These offices have also focused on innovation and assessment so that they can address challenges through better planning and evaluation. In addition, many offices have looked to technology to help improve services and will submit strategic planning initiative proposals to coordinate and fund additional technological support.

The College has also directly addressed the growth in student enrollment. After the 2008 record enrollment of first-year students and when the retention rate among enrolled students reached 80 percent, the College Enrollment Management Committee recommended that the Admissions Office establish a lower target enrollment. This recommendation was adopted and accomplished through an updated application review, which lowered the acceptance rate.

Because the relatively limited amount of diversity in the student population continues to be a concern for all departments, Admissions adopted another programmatic shift to include strategies to target underrepresented students. These changes include restructuring campus visits, developing a multicultural recruitment plan, and working in collaboration with the new chief officer for Diversity and Multiculturalism and the New Hampshire College and University Council's director of Latino Initiatives. Other accomplishments in the area of outreach have been 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.

The Admissions Program has made good use of technology in its recruitment efforts, incorporating the use of web-chats; blogs; email; Web Advisor, which allows applicants to view the status of their applications; the NHtransfer.org website; and improved links on the College's website. The Admissions process has been streamlined by making it both efficient and attractive to applicants and by adopting the Common Application Form; however, this has resulted in increased numbers of applications to process with no additional staff.

The intentionally wide admissions' net produces first-year student cohorts whose standardized test scores place Keene State 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 Keene State College'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 embodies the attributes of the ―promising students" who are prepared to ―think critically and creatively" and ―engage in active citizenship" that the College has been positioning itself to attract. Specifically, higher percentages of these students reported that Keene State was their first choice, that they chose Keene State after their campus visit, and that the College's good reputation was a very important reason for choosing it. The entering class of 2009 was stronger than the 2006 cohort with respect to the positive behaviors they had established during their last year in high school, their desire to participate in activities to improve the lives of others and protect the environment, and in their anticipated ability to socialize or room with someone from another racial or ethnic group.

Students are also helped to feel comfortable at Keene State by an effective orientation program, which was completely revised in 2009. In an effort to provide new students with an orientation experience that is more developmentally appropriate in its timing and duration, the College moved from three June sessions to a five-day program held immediately before fall classes begin. Forty-five student orientation leaders are assigned a cohort of new students for whom they provide support throughout the summer. Online workbooks are available for students and parents to offer additional support. Transfer students meet individually with professional advisors during the summer to register for fall courses and are invited to participate in the August orientation program. The redesign of the orientation model combines multiple programs in an effort to create a more coherent experience for new students. The Admitted Student Program, offered through Admissions, is now philosophically and practically synchronized with outreach to new students throughout the summer, which leads naturally into August orientation. The goals of these programs culminate in the traditional Parent/Family Weekend held approximately six weeks into the fall semester.

One of the biggest challenges for new and continuing students is covering the cost of education. Student Financial Services (SFS) experienced an increase in appeals for financial aid. They attempted to address this challenge through improved technology and increased collaboration with other departments, including using the department website and MyKSC e-minder to disseminate current information to students. SFS also developed a team model for downloading student aid reports; managing verification documents, such as tax returns; processing loans electronically; communicating daily with families; and billing so as to process information more efficiently. SFS also participates in programs to help educate students about their finances. All these strategies result in a low accounts-receivable balance, which contributes to students being financially cleared in a timely manner.

The success of the admissions and financial aid processes reflect the College's comprehensive, collaborative approach to meeting students' needs, an approach that has not only been supportive of students in general, but particularly of students with diverse learning challenges. One office that serves students with diverse learning needs is the Office of Disability Services (ODS). Over the last five years, this office has seen a 22 percent increase in the number of students with documented disabilities, almost 10 percent of the student population. A departmental database has given ODS the ability to track and manage departmental data, thus allowing it to predict trends and allocate resources effectively. The formation of campus-wide collaborative relationships across divisions in order to accommodate students with disabilities in both living and learning environments has proven effective in responding to the increase in students' needs. A student survey conducted in spring 2009 found that more than 90 percent of students asked felt that their disability-related needs were being met; that the ODS staff was available, attentive, and responsive to their needs; and that the accommodations they had received had contributed to their success at the College. At the end of the 2007-2008 academic year, 97 percent of students registered with ODS were in good academic standing. Retention and graduation for students with disabilities continues to improve, with the number of graduating students with disabilities doubling since 2007 and reaching an all time high of 100 students in May of 2009, followed by 93 in 2010.

Significant challenges remain for ODS. The current enrollment of thirteen students who are blind or visually impaired has driven priorities within ODS in order to provide appropriate accommodations for these students. For this particular population, these accommodations require significantly more resources. In fact, the unique accessibility needs of this population prompted ODS to seek an independent technology accessibility consultant to assess campus-wide accessibility and offer ways the College can improve in this area. The ODS has developed a resource team, the Access Committee, with campus-wide membership to create a systemic approach and response to disability-related needs.

The Aspire Program served 463 students directly during 2008-2009 and many more through campus-wide workshops and overall attendance in Supplemental Instruction sessions. Aspire participants consistently report satisfaction with the service they receive. In addition, in 2008, 20 percent of first-year, low-income or first-generation students enrolled in the Aspire College 101 course, and the past few years have seen an increase in the numbers of students accessing the Aspire Peer Tutorial Program. Aspire also awarded $55,300 in grant aid to 37 low-income/first generation students.

The Aspire Program works with faculty to coordinate the Tutor and Supplemental Instruction (SI) Programs, and this additional academic help is offered for various departments and courses around campus. Because students who attended SI sessions show consistent improvement in their grade point averages, Aspire would like to expand this program. Before expanding, however, a more systematic way of advertising SI sessions needs to be developed. Aspire will be expanding its future information and programming to the area of financial literacy because of changes in the federal mandates in the TRIO programs.

The College's switch from a three-credit to a four-credit curriculum and the implementation of the new Integrative Studies Program (ISP) have had a major impact on the Academic and Career Advising Center (ACA). Because this office is responsible for both advising and transcript evaluation, it has served as the campus leader in disseminating the new information students and faculty needed, guiding students through these changes, and working to update all the advising forms, while still making all the old and transition information available until all students from former programs have graduated. In addition, the in-house, transfer equivalency agreements required by USNH, as well as the website outlining these equivalencies, became obsolete and needed complete revision at a time when increased enrollments meant an increase in transfer students needing advising. Increased enrollment also created a shortage of seats in key course areas, making both advising and long-term planning more challenging. While the transition period is nearly over, the demands the new curriculum will place on the ACA have yet to be assessed. It is unclear whether the increased reliance on the ACA will diminish once faculty are more comfortable with advising students about the new requirements or if the quality and availability of the help students receive at the ACA will continue to stretch its resources.

Program Evaluation and Program Planning Sheet content is determined by academic requirements as specified by catalog year. The College catalog is now online, and the College website and student information system portal provide extensive information about academic programs. MyKSC (students) and WebAdvisor (faculty/advisor) portals provide real-time access to course schedules, registration, grading, transcript, and degree progress information. Links to supporting documentation, such as program planning sheets, exist as well. However, in the transition to a four-credit curriculum, resources were not available to redo existing Program Evaluation software and planning sheets, and both students and faculty found planning during the transition time to be challenging. Fortunately, these tools have proven to be effective for students admitted since 2007, as evidenced by graduation audits. Admission of the fourth student cohort (since 2007) in fall 2010 reestablishes the potential for these tools to become fully effective for virtually all students.

Shifting new-student orientation from mid-summer to late August introduced several new challenges. For example, new students took the math assessment exam under difficult circumstances several days before classes began, and the number of students who then needed to drop introductory management and science courses because of low exam scores increased sharply. It was a challenge to find replacement courses for them so close to the start of the fall semester. Shifting orientation to August also meant that the Office of Disability Services discovered many students who did not submit documentation until orientation; moreover, other students who needed to arrange special accommodations changed course schedules just before the term began. While late submissions are not an entirely new challenge, they did seem to increase. These issues were given priority in planning for the 2010 orientation program.

The career side of ACA has also been impacted. The career advising staff members have been challenged by the economy, the scarcity of jobs, and the anxiety among graduating students. The ACA has responded with an increase in technological resources to assist students. The recent approval of the ACA's strategic initiative to identify an Employer Relations and Career Advisor position is another strategy to meet this need. Finally, the ACA established a "cooperative," with cross division representation from the Center for Engagement, Learning, and Teaching (CELT); Teacher Education Community Service; and Alumni and Parent Relations to coordinate the multitude of experiences available to students, including internships, experiential opportunities, and community service, all of which are intended to enhance a student's academic experience and marketability.

The departments focused on student safety, health, and residential life are facing their own challenges amid their improvements and successes. Campus Safety is stretched simply because its responsibilities are so broad. The department is a busy place, providing programs and trainings on safety-related issues, coordinating the emergency notification system, and operating a 24-hour/7-day a week office. In addition, the department has implemented several online tools designed to build and engage the community in the task of keeping the campus safe. Two examples of such initiatives are the silent witness program and the Campus Safety blog.
The most significant challenge for Campus Safety is the lack of adequate physical space. The latest space-needs assessment, completed on January 1, 2008, shows that the current facility is not ADA Accessible and has approximately 1,564 square feet when 4,000-5,000 square feet is needed to perform their job adequately. A report on the physical space needs for Campus Safety has been completed, and the College is in the process of planning options for this office.

A second challenge is that the growth in enrollment and the increased percentage of students housed on campus have increased the number of calls and documented incidents received by Campus Safety. The implementation of a records management system in 2003 has allowed Campus Safety to track a 40 percent increase in calls. Although staff positions have been added to deal with some of this growth, there is still a need for additional administrative help because data keeping is an essential part of the department. Although the addition of a records management system was useful, it is not enough for the types of reporting the department needs to do. With only two full-time professional administrators within the department, resources are stretched thin when it comes to reporting and collaborative work. The need for an additional managerial position has been identified. This position would be responsible for tracking statistics, conducting assessment on programs and services offered, and for assisting with collaborative efforts across campus and in the community. This position has been requested through the strategic initiative process but has yet to be approved.

The final challenge that Campus Safety faces is the limits placed on its officers by the legal system. Currently the officers within the department do not have the power to detain or arrest. Although the department has back-up support from the Keene Police Department and other law enforcement agencies, as the first to respond to an on-campus incident, Campus Safety officers have limited authority. The legal authority to detain individuals when needed would enable College personnel to better protect community members and themselves. New Hampshire Senate Bill 201, which would have given officers some legal authority to detain individuals, was supported by the College and the Keene Police Department but was not passed through the legislature. This bill will be reintroduced at the next available opportunity.

Many issues that interfere with student success bring students into the Counseling Center, including stress, drug and alcohol abuse, anxiety, suicidal thoughts, and depression (Titanium Reports). The Counseling Center provides a broad spectrum of emotional health services; takes a holistic approach, focusing on the mental, physical, and spiritual health of the students; and uses a wellness model to address the emotional and relational aspects of a student's health and growth. The Counseling Center provided services to 11 percent of all students in 2008-2009. Of those who completed post-treatment surveys, 74 percent reported that receiving those services was instrumental in their ability to remain enrolled at the College.

The number of students accessing individual counseling and psychiatric services has risen in recent years, and students are requiring an increasingly higher and more comprehensive level of emotional health care. For example, compared to the prior year, in 2008-2009, the Counseling Center experienced a 13 percent increase in the number of students receiving counseling and a 21 percent increase in total appointments; in the same year, the Center saw a 98 percent increase in psychiatric appointments and a 94 percent increase in crisis/walk-in visits. Because the Center's resources have not grown to accommodate these changing circumstances, large numbers of students are often waitlisted, and the ability to the meet higher and more complex needs of some students has been compromised. In addition, because of the high demand for individual therapy and psychiatric services, educative and preventative services are sometimes neglected. A 2007 external review of the Counseling Center suggested increasing psychiatric services, increasing the diversity among staff, and expanding services and staff coverage during the summer semesters. The Center would also like to develop a psychological testing service for the College, add staff persons qualified to provide treatment to students with higher and more complex emotional health needs, have the resources to provide increased preventative and educative services, expand formal systems of communication and the coordination of services between the Counseling Center and the Center for Health and Wellness, and expand the use of web-based and other computer technologies in mental health.

Since 2005, the clinic at the Center for Health and Wellness (CHW) has been transformed from a place that provided limited services into a highly functioning, quality health care center. Through improved assessment efforts, external evaluation with consultants from the American College Health Association, and a USNH audit report, the department was able to identify areas in need of improvement and to develop strategies for making those changes. The department made improvements in quality control and facilities; implemented assessments of student health behavior and student satisfaction; and developed communication lines with the Counseling Center, Disability Services, the Athletic Department, and the associate vice president for Student Affairs/dean of students. These cooperative efforts are essential because, as American College Health Assessment data reveal, 20.3 percent of students report anxiety, 22.7 percent depression, and 14.3 percent seasonal affective disorder. When asked about factors that impact their academic performance, 12.5 percent cite alcohol and or drug use, 10.5 percent ADHD, and 32 percent stress. Responding to these data, the CHW has implemented monthly staff meetings with the Counseling Center staff and a psychiatrist, provided financial and clinical support for additional psychiatric services, attended weekly meetings with the Students of Concern

Committee, and served on the Mandated Suicide Assessment Team. The transformation of Health Services to the Center for Health and Wellness also included hiring a full-time wellness promotion staff member, which allowed for a more comprehensive alcohol education program and an increase in the number of general wellness promotion programs.

One area slated for growth through a strategic initiative is the move to electronic medical records (EMR). Currently CHW has difficulty accessing students' health information in a timely manner. Paper charts are inefficient and impact the use of resources and quality of care. EMR will not only provide CHW with a record keeping system that is the standard of care within the health care industry, but also will provide information about specific populations on campus that need to be contacted. For example, during the 2009-2010 H1N1 flu outbreak, CHW needed to contact all high risk populations and target them for flu shots; the EMR will make this process more efficient.

Since the inception of the Little East Conference nearly 11 years ago, the College's athletic program has captured the Commissioner's Cup for overall department success every year. Secondly, the 2007-2008 National Association of Collegiate Athletic Directors' report ranked the College's athletic program nineteenth out of over 400 NCAA Division III institutions. In 2005 the department received the Josten's Eastern College Athletic Conference (ECAC) Award for Athletic and Academic Excellence among all ECAC member schools. Furthermore, in keeping with the College's focus on academic success, there were 435 total athletes in the fall of 2008, 212 of whom had a cumulative grade point average of greater than 3.0; only 15 athletes had less than the necessary 2.0 grade point average and were on probation or suspension.

There are two principal challenges facing the Athletics Office: staffing and facilities. The program is staffed by six full-time head coaches and six part-time head coaches. There is a strong relationship between team performance and the employment status of the coach; over the last four years the sports that were led by full-time coaches were more than twice as likely to participate in NCAA tournaments. Subsequently, the department launched a strategic initiative to bring part-time head coaches to full-time status; in 2009, the Student Assembly approved converting one of these part-time coaches to full-time status. The second challenge is not having adequate facilities for the number and types of athletic programs offered. For example, one third of the athletic programs take place in the spring season in a climate requiring indoor training space, which is currently unavailable. Additionally, there is no track to support the indoor/outdoor track team.

An external review of the College's Recreational Sports Program found that the staff was student-centered and provided excellent customer service. In 2008, the program's usage report showed that there was an increase of 20 percent in participation in intramural sports, an increase of 30 percent in participation in the group fitness program, and an 18 percent increase in general attendance at the recreational center. One challenge for the program is control of space, specifically the lack of a method to determine the rightful use of the facilities by distinguishing students from non-students. The external review suggested that an ID management system would allow the recreational sports staff to have more control over access to the facility. A strategic initiative to implement an identification scanning system was submitted for 2010; however, this initiative was denied by the Enterprise Information Systems Committee until it could be considered in collaboration with other campus access issues by a one-card access committee.

In terms of healthy living, it is crucial that students' housing environment is conducive to study and fostering community. In 2005 Residential Life and Housing Services was the subject of an external review that raised concerns about staff morale, fiscal responsibility, administrative abilities, and leadership**.** Under the leadership of a new director of Residential Life and Housing Services, residence directors were moved from 10-month to 12- month positions in order to improve their ability to develop the fall resident assistant training program, assist with summer conferences, and take advantage of professional development opportunities. The department also addressed some efficiency concerns by reducing the number of resident assistants from 77 to 71 and the number of residence directors from eight to seven. Adding an assistant director for residential education was also instrumental in reviving the department.

In fall 2006, Residential Life and Housing Services opened two new upper-class residence halls, providing 370 beds in a suite-style environment. In 2008, Fiske Hall was fully renovated, as was Huntress Hall in 2009. These projects combined to create 607 quality bed spaces on campus and helped move the College closer to meeting its goal of providing on-campus housing to 60 percent of enrolled students.

In the fall of 2007, Residential Life and Housing Services began providing dedicated housing for incoming first-year students for the purpose of making it easier for them to form social groups with their peers and create an overall class identity. They also created Living and Learning Communities (LLC) in Pondside III that provide opportunities for faculty and staff to work together in creating quality enrichment programs for upper-class students. Recent findings show that Keene State students reported higher overall satisfaction with their residential and learning experiences than peers from a selected set of comparators participating in the Educational Benchmarking Incorporated Survey. Because of this success**,** the Residential Life and Housing Services Department continues to seek opportunities for collaboration with other campus constituencies. In 2009, First-Year Parliaments were established to provide living and learning opportunities for first-year students, and nearly 400 students participated in either an LLC or a Parliament that year. While the department continues to make progress toward addressing all of the issues contained within the external review of 2005, one of the major stumbling blocks the department has encountered is realizing its technology goals. Initiatives to bring about online housing selection and to create a Residential Life tab on MyKSC have not been successful because of limited resources, and so the housing selection process continues to be cumbersome and a means of easy access to Residential Life information through students' online accounts is unavailable.

In 2008, based on recommendations from a 2006 external review, the office of the coordinator of the Student Conduct System was moved to the Residential Life building; at the same time the supervision of the office was placed under the director of Residential Life and Housing Services. These changes dramatically improved the accessibility of the student conduct coordinator to residence directors, who are the judicial officers for the majority of the College's conduct hearings. The coordinator also was assigned part-time administrative help to assist with the management of workload, and resident directors were assigned cases based on their area of supervision. Another significant change in handling student conduct in a way that promotes critical thinking and good citizenship is that the College has begun to explore the implementation of a Restorative Justice model as an alternative way of handling cases. The Student Conduct Office is working in collaboration with Campus Safety and the Psychology Department on this project. Several sessions have been offered to train College community members in the concepts behind this model of adjudication. This initiative is designed to provide students with a greater educational experience by understanding the damage their actions cause to the College community, whether that damage hurts the campus environment, is disrespectful to community members, is damaging to relationships, or is harmful to the student's own development.

As with Residential Life, one of the stumbling blocks to progress in this office is technological. The Student Conduct Office is dealing with an ineffective data system for managing and reporting cases and also lacks a website. The vice president of Student Affairs approved an internal review of the Student Conduct System that took place during 2009-2010 to address these issues, as well as policies, procedures, and collaborative efforts that might reduce negative behaviors and caseloads and bring more efficiency to the process.

One gathering place for students that promotes positive behavior is the Student Center, which has implemented a number of programs over the course of the past few years to better meet the needs of the student population. An external review conducted in spring 2007 found that the Center is meeting or exceeding student needs in the areas of leadership development, student employment participation and development, the types and variety of student-led programs and events, and staff expertise and enthusiasm. Programs and support structures have grown both in quantity and quality since the last accreditation review, and students find this a place to become engaged in the College. One area of concern that has been under careful scrutiny is Greek life. In spring 2006, the Student Center conducted a thorough review and assessment of the Greek system and rolled out a number of new recommendations and policy changes. The College now has ten nationally-affiliated Greek chapters with higher numbers of student participation, higher grade point averages among members, and more Greek students involved in opportunities to serve throughout campus. As with other student services, challenges remain for the Student Center staff. As noted in the external review of 2007, the Student Center facility lacks sufficient physical space for the high number of programs now in place and insufficient physical office space for staff and student organizations. During portions of the school year, meeting spaces within the facility are also difficult to schedule, and increases in enrollment have made the sheer volume of work for staff a challenge.

Due to the opening of a state of the art dining facility in October of 2005, the Dining Services program has been able to collaborate with the Student Center and other groups on campus to offer innovative programs. For example, recently it offered the Global Chef program, inviting the campus community to experience the food of different cultures. It also holds annual family dinners, offers dietetic internships, and contributes to the College's sustainability efforts by composting food scraps and promoting tray-free dining to reduce clean-up costs. The challenge that is ongoing for the College is maintaining an affordable Dining Services program while keeping pace with the demand for healthy, quality food.

Student support services at Keene State College are based on an understanding of student development theory and the expectation that student learning outcomes provide a foundation for their work. The evaluation of all student service offices is an on-going and regular process designed to improve the quality of students' lives. Growing enrollments and student demands clearly have left offices that deal with student services in need of more resources, particularly in the areas of technology, physical space, staffing, and assessment work.

Projection

Increase Technological Support: Some offices have identified technology that could improve the quality of their work and their ability to meet students' needs, such as a paperless application review process for Admissions and housing management software for Residential Life. Working with the Enterprise Information Steering Committee, the directors of the various student services offices will investigate the available integrative technologies, select and recommend applications for the particular needs of the College, determine the feasibility of implementing these changes, and write strategic initiative proposals requesting the purchasing of and IT support for this technology by 2013.

Prioritize and Address Physical Resource Needs: Some offices are currently housed in inadequate space making it more difficult to deliver the services for which they are responsible. The director of each student service area, the vice president for Finance and Planning, and the vice president for Student Affairs need to prioritize space needs, determine which needs are not yet addressed in the Facilities Master Plan, and develop plans to have those areas of need met. These plans should be proposed by 2013 when the current Facilities Master Plan will be revised.

Determine Staffing Needs: The director of each student service area, the director of Human Resources, and the principal administrators should assess the need for additional staff based on the number of students these offices are expected to serve. This assessment should be completed by 2014.

Assess the Impact of Curricular Changes: One office that has keenly felt both the increase in enrollment and the impact of all the curricular changes at the College is the Academic and Career Advising Center. In fall 2011, the associate provost will establish a task force to assess how these changes are impacting student advising and the work of the Center itself. The assessment should include the impact of the new orientation program, online forms and registration, the increase in the number of transfer students, the implementation of MyKSC, the amount of time ACA staff members spend advising declared majors who have faculty advisors, and the reasons students do not use their official advisors.

Standard Seven: Library and Other Resources

Standard 7: Library and Other Information Resources

	3 years prior (FY 2007)	2 years prior (FY 2008)	Most recently completed year (FY 2009)	Current year (actual or projection) (FY 2010)	Next year (goal) (FY 2011)
Expenditures/FTE student					
Materials	$ 149	$ 147	$ 154		
Salaries & Wages	$ 211	$ 215	$ 222		
Other operating expenditures	$ 47	$ 125	$ 49		
Collections					
Total print volumes	324,561	325,754	324,400		
Electronic books[1]		60,674			
Print/microform serial subscriptions		4,849			
Full text electronic journals[2]		23,119	26,070		
Microforms	768,717	770,245	771,418		
Total media materials		1,184,641			
Personnel (FTE)					
Librarians -- main campus	11.0	12.0	10.0		
Librarians -- branch campuses					
Other library personnel -- main campus	20.0	20.0	20.0		
Other library personnel -- branch campus					
Library Instruction					
Total sessions -- main campus	235	307	269		
Total attendance - main campus	4467	5597	4614		
Total sessions -- branch campuses					
Total attendance -- branch campuses					
Reference and Reserves					
In-person reference questions	4176	2718	3355		
Virtual reference questions	98	66	302		
e-reserves: courses supported	na	na			
e-reserves: items on e-reserve	na	na			
Circulation (do not include reserves)					
Total/FTE student	16	18	17		
Total full-text article requests	100138	111813	83647		
Number of hits to library website		249154	260117		
Student borrowing through consortia or contract	na	na	na		
Availability/attendance					
Hours of operation/week main campus	95	104	104		
Hours of operation/week branch campuses					
Gate counts/year -- main campus		9555/week			
Gate counts/year -- average branch campuses					

URL of most recent library annual report:	
URL of Information Literacy Reports	

[1]Electronic Books are counted and reported to NCES during even numbered fiscal years.

[2]Full text electronic journals count electronic serials in data bases that the Mason Library subscribes to.

Standard 7: Library and Other Information Resources (Information Technology)

	3 years prior (FY 2007)	2 years prior (FY 2008)	Last year (FY 2009)	Current year (goal or projection) (FY 2010)	Next year goal (FY 2011)
Number (percent) of students with own computers		95%	95%	95%	95%
Course management system	Blackboard Basic Edition				
Number of classes using the system					
Classes on the main campus		287		663	
Classes offered off-campus					
Distance education courses					
Bandwidth					
commodity internet		90	90	215	315
internet II		35	35	35	35
wireless protocol(s)		802.11 a,b,g	802.11 a,b,g	802.11 a,b,g	802.11 a,b,g
Network					
Percent of residence halls connected to network					
wired		100%	100%	100%	100%
wireless (common areas)		100%	100%	100%	100%
Percent of classrooms connected to network					
wired		100%	100%	100%	100%
wireless		10%	10%	10%	100%
Public wireless ports (access points)					
Multimedia classrooms (percent)					
Main campus			83%	90%	100%
Branches and locations					
IT Personnel (FTE)					
Main campus		29.0	24.0	24.0	26.0
Branch campuses					
Dedicated to distance learning					

Standard Seven: Library and Other Resources

Software systems and versions	
Students	Datatel Colleague R18
Finances	Sunguard Banner
Human Resources	Sunguard Banner
Advancement	Datatel Colleague Benefactor
Library	Innovative Interfaces
website management	Implementing Expressionengine by Fall 2011
portfolio management	TK20, TracDat
interactive video conferencing	Media Site
digital object management	Digitools

Standard Seven: Library and Other Information Resources

Description

The Mason Library, located on Appian Way at the center of the campus, provides resources and instruction to support the College's mission and curriculum. The library provides the research materials for all campus constituencies, from entering students searching for sources for their first college paper to faculty seeking research materials for a publication or professional presentation. In all ways, the library seeks to contribute to the College's priority of promoting academic excellence.

The Mason Library has experienced major changes in the last ten years. As of 2000, all librarians became tenure-track faculty, functioning as a department with their own curriculum and assessment program centered on teaching information literacy. Library faculty are held to the same standards as all tenure-track faculty; as members of the KSCEA, they have access to professional development funds for training, continuing education, and attendance at conferences. All nine library faculty members have master's degrees in library and information science. In 2002-2003 the library was renovated, which transformed the building into an attractive, comfortable space for studying and research. Also in 2002, the director of the Library was hired and initiated changes to all aspects of library service, including coalescing the scattered library instruction sessions into a solid program. The position of the library director was elevated to dean in 2007, increasing the status and visibility of the position and emphasizing the key role the library plays in the life of the College. During 2009-2010, the library hired an archivist to administer the library's various special collections and archives and also hired an electronic resources librarian to coordinate subscriptions, licensing, and maintenance of online services. There are 12 support staff in the library, many of whom have at least a four-year degree, and over 45 student assistants.

The library's information literacy instruction program is based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards. Since the establishment of the Integrative Studies Program (ISP), librarians teach more sessions and have more contact with students because information literacy is integrated into the program, particularly into the first-year Thinking and Writing (ITW) course. Individual library instruction is provided face-to-face at the reference desk; by appointment for an in-depth research consultation; and virtually via phone, email, or instant messaging. Included in ACRL's Information Literacy Competency Standards are those concerning the appropriate use of information; these standards are included in the College's Academic Honesty Policy. As part of the library's assessment plan, beginning in fall 2008, the library faculty will administer a standardized pre-test (Project SAILS, Standardized Assessment of Information Literacy Skills) annually to measure information literacy knowledge during students' first year and again in the spring of their junior year to help assess the effectiveness of the library instruction curriculum and to improve the instruction program.

Library assessment is conducted continuously to determine if the resources and materials are appropriate and adequate to support instructional and research needs. During 2007-2008, the library created a four-year institutional effectiveness assessment plan and an implementation

timeline. The library provides the College with an annual assessment report directly related to its assessment plan in four areas: building a viable library collection, facilitating access to resources, promoting library resources and services, and delivering high-quality instruction programs.
The library's holdings include about 326,000 items and annual publications; over 100 database and almost 600 print periodical and newspaper subscriptions; and over 9,000 videos, DVDs, audio books, and music CDs. It also houses the Cohen Center for Holocaust and Genocide Studies, the Curriculum Materials Library (CML), Orang Asli Archives, and other collections. Online resource providers, such as EBSCOhost, JSTOR, Project Muse, and Web of Knowledge, offer full-text access or indexing to an additional 21,000 resources, which include journals, magazines, and newspapers. In recent years, streaming audio, video, and image databases have been added to the library's electronic resources. Off-campus access to these services is provided to students, faculty, and staff with a library-validated College ID. The library provides electronic access, including free interlibrary loan services, to the holdings of more than 70,000 libraries worldwide through the Online Computer Library Center (OCLC).

In January 2010, the library changed to EBSCOhost as its integrated search platform, which does enhanced federated searching. Users can search multiple databases from different providers at the same time and access full-text articles via the same results page. It also incorporates searching the library catalog and other collections. The Electronic Resources Librarian has been instrumental in implementing this service and has provided instruction and guides for the librarians so they can teach students, faculty, and staff how to use this resource.

Each academic department is assigned a librarian liaison who communicates with and gathers information from the discipline faculty to ensure resources and library services meet their needs and those of their students. Each discipline is provided with access to a variety of online sources useful and appropriate for their curriculum.

Keene-Link is the name of the local Innovative Interfaces Incorporated's Millennium web-based catalog shared by the Mason Library and the Keene Public Library (KPL). Reciprocal borrowing between the College and the public library is facilitated through the use of this shared integrated library system. Not only does the College library house the server and perform all maintenance on the system, but the reciprocal borrowing makes the College's library vital to local residents as a supplement to the public library, thus promoting positive town-gown relations. The Mason Library also provides reciprocal borrowing to any of the college libraries that are members of the New Hampshire College and University Council (NHCUC).

The library building is wired and wireless, providing access to the College network throughout the building, with 36 wireless laptop computers for use in the library by students. The library has two classrooms with computers; one is available as a student-use computer lab when not scheduled for library instruction. The other one contains 16 laptops that are used only in conjunction with library instruction.

Academic Technology (AT) at Keene State is guided by AT's mission to ―help faculty facilitate learning by recognizing that teaching is an active and constant interchange between instructor and student that can occur both in and outside of the classroom." AT promotes ―the use of current and emergent technologies for teaching and learning," and provides both the skill-development and information about best-practices essential for integrating technology effectively into the classroom.

AT has three full-time and one part-time staff; two have master's degrees, and two have bachelor's. AT work is conducted through the Center for Engagement, Learning, and Teaching (CELT), created in 2008, housed in the Academic Affairs division, and led by an executive director who is a former member of the faculty. Also under the CELT umbrella is the coordinator of Experiential Education and an instructional designer.

The work of AT in the last year has been informed by the results of a faculty survey conducted in fall 2009 on needs, expectations, and collaborative opportunities. Based on the survey results, CELT began outreach efforts in multiple formats to meet the variety of campus needs, including small group workshops, technology demonstrations, website posts, and talks. Between August 2009 and March 3, 2010, CELT served 164 faculty and staff and offered seven demonstrations and 17 hands-on workshops. They also provided nine classroom demonstrations for students. AT supports faculty in their use of Blackboard through workshops and the administration of this program.

CELT's instructional designer works directly with faculty to help them use technology to create or enhance course delivery. The instructional designer also helps inform technology decisions at the policy level. In 2009-2010, the designer worked individually with 25 faculty members, gave six presentations, and facilitated three discussions. In addition to individual assistance to faculty, notable first-year impacts of this position include the development of digital fluency outcomes to be used in the ISP, the creation of an online –teaching commons" where faculty will be able to share teaching resources, and the coordination of a review of current learning management systems. The instructional designer is also responsible for helping faculty use technology to create effective communities of practice and to encourage the sharing and reuse of educational resources.

Appraisal

The library is an essential resource for the entire campus community. Interlibrary loan services, print holdings, and electronic databases make research material accessible. The credentials and faculty status of the library staff, as well as the designation of the library's chief as dean, indicate that the College views the library as an academic department. This department status means that the library must undergo a program review according to Academic Overview Committee (AOC) standards. The library was scheduled for a review in 2002; in preparation for this review, the library completed its self-study and was evaluated by an outside reviewer. However, the AOC process was never completed because the library was in a major transition around leadership. A new AOC review is scheduled for fall of 2012 and again will include evaluation by an outside reviewer.

The College also provides the library with consistent, sufficient financial support via an increasing allocation for the acquisition of resources. The acquisition budget in 2007 was just over $700,000; in fiscal year 2009-2010, it was $875,000**.** As at most other institutions, print periodicals are being used much less and being replaced by e-journals. The library provides access to print and online journal subscriptions including backfile access to many of its most used titles.

As faculty, the library staff is responsible for much of the teaching of information literacy on campus. This education begins with the Integrative Studies foundation course, Thinking and Writing (ITW), taken in students' first year; it then extends into the discipline-based curriculum. While first-year students are undoubtedly being reached for library instruction, this is not necessarily true for the upper-level classes, where the majority of students continue to receive hit-or-miss advanced library instruction. Library faculty need to continue to work with other departments to promote advanced information literacy skills by revising a curriculum outline for advanced classes, similar to what they constructed for the first-year ITW course. They also need to continue to work with discipline faculty to determine which classes in various majors might be best for incorporating information literacy. The library's reference desk has seen the number of reference questions decrease every year. This is a trend among college libraries, owing to the easy Internet access of resources; it is also a testament to the effectiveness of the library's expanded information literacy program, which teaches students how to find information on their own.

The College conducts various surveys to measure its effectiveness in serving students. For example, in the 2009 surveys of graduating seniors, 81 percent of the students said that the Mason Library contributed to their success; the 2008 surveys showed that 67 percent of the students believed that the Mason Library contributed to their success, and in 2007 that number was 52 percent. The library measures particular activities to determine whether these activities are helping the library meet its objectives. Two areas to highlight from the data acquired are the recent 76 percent increase in library information literacy instruction and the 57 percent increase in electronic resources accessed, as compared to 2005-2006 figures. These suggest the continuing integration of information literacy into various parts of the College curriculum.

As part of the 2002 AOC library review, faculty focus groups were convened by the external reviewer to solicit feedback from the faculty about library services. Faculty did express a concern for the need for an in-depth assessment of the collection. In response, the library contracted with OCLC and did a complete collection analysis with one of their commercial products called Automated Collection Assessment and Analysis Services (ACAS) and used the analysis to inform collection development needs. Faculty also said, ―KSC needs to agree on ways to assess the collections of the library that solicit input from academic departments." As a result of this recommendation the library established a withdrawn list for all to view on the library's webpage for materials being weeded from the collections. The reviewer concluded that the ―KSC community seems very satisfied with the changes made to the acquisitions" and with the ―weeding" processes. Also in the section that identified strengths in the program, faculty gave high praise for document delivery, library-sponsored lectures, receptivity of the library faculty, and requests for acquisitions. The information gathered from these focus groups and the library's response to this feedback were obviously valuable; similar feedback will need to be collected for the 2012 AOC review.

Additionally, as part of the Instructional Technology Assessment (2006) the campus faculty were surveyed and asked to describe their usage of library web page links to potential and/or existing resources. One hundred eleven faculty participated in the survey and provided feedback on library databases, specific electronic databases, e-reserves of non copyrighted materials, and digital collections. Of those responding almost 50 percent use library and specific electronic databases and less than 10 percent indicated that they would not use these resources. On the other hand approximately 40 percent of faculty stated they would use e-reserves and digital collections in the future. This gave the library information about faculty preferences and directions for future implementations. For example, in 2007, the library implemented DigiTool digital asset management software in response to the need for full image and full text locally owned collections.

Development of the College archives and continued expansion of digital holdings of the Orang Asli Archive are works in progress, and both contribute to the quality of the College's academic programs, providing primary source materials for research and scholarship and helping the College to preserve the artifacts of its history. While the spaces assigned to the special collections had been inadequate for many years, a construction project for a new Special Collections Room was completed in summer 2010.

Access to online resources is nearly always available; there has been very little downtime for library systems and Internet access during the past few years, as a result of Information Technology's (IT) recent upgrades to the campus network infrastructure. In May 2009, a student survey conducted by the IT Group reported that 91 percent of students rated access to the college network from residential halls to be good or excellent and 98 percent reported that Keene State Academic IT Services (Blackboard, MyKSC, HelpDesk student IT support, and the library) enhance their learning experience. However, the library's website has not been redesigned for years, constraining library faculty's ability to implement emerging technologies quickly and take advantage of advancements in web design that could make resources easier to find and use. While the library would like to update its website, it is under the stricture of the College's Web policies and is not allowed to make radical website changes apart from the rest of the College and still maintain its high-level visibility on the College's homepage.

CELT has become a valuable partner for faculty looking to create opportunities that lead to more effective pedagogy and deeper student learning. Faculty designing blended courses or seeking to incorporate rich media or those still looking to take the first steps toward using Blackboard find a supportive environment in CELT. The focus of CELT is on faculty professional development, with special attention given to creating a cohesive community of life-long learners and to transforming the curriculum, as well as to involving the community in engaged pedagogies. CELT provides focused development opportunities based on identified pedagogical best practices and is responsive to individual faculty needs. It is hoped that CELT's efforts will be visible in transformed learning environments and an increase in the use of high impact practices across the campus. Following every event it holds, staff members follow up with participants individually to see if there is need of further assistance and to ask for feedback and suggestions for future events. This feedback loop provides direction for CELT's future work.

In addition, CELT conducted a faculty survey to gather more specific information about faculty needs. For example, the survey asked what specific tools, such as PowerPoint, Blackboard, blogs, screen capture, Google Docs, and video, faculty would like to learn more about. CELT also offered specific help for faculty designing courses for the ISP, service learning projects, hybrid courses, and capstone projects, seeking to meet the curricular needs of the faculty directly. The College has also launched a new venture into the wide-spread adoption of rich media, involving a partnership among the Marketing and Communications Office, USNH, the IT Group, and CELT.

Projection

Collect Data for Assessment: The library staff collects information about faculty library use and services through faculty biannual academic technology surveys. The library also collects qualitative feedback from faculty through library liaisons. Library faculty then share this information with the dean to use in planning for future purchases, acquisitions, and library instruction. To support the commitment of the College to be more data driven and in preparation for its 2012 AOC review, the dean of the library will create and implement a plan to systematically collect and analyze these qualitative findings from faculty and communicate this data to the campus.

Revise Information Literacy Instruction and Assessment beyond ITW: The College has made a serious commitment to introducing students to college-level writing and information literacy in the ISP through the ITW course. So as not to lose the progress made in this first-year course, the library faculty have been refining a curriculum outline for upper-level classes in order to reach discipline majors. Librarians will target particular courses to provide majors with the discipline-tailored library instruction they need. To assess the effectiveness of this instruction, the library will begin, in spring 2011, to administer the Project SAILS test to juniors who received the ITW instruction in their first year. Through this post-test, the library will refine its information literacy curriculum outline to improve student learning outcomes.

Select a New Digital Access Management System: The library will continue to provide a digital repository for Orang Asli Archive, the College archives, and future additions to its archival collections. However, it will need to find a new digital access management system for these collections. The library plans to complete this project in 2010.

Continue the Assessment of CELT: CELT completed its first full year of operation in 2009-2010. Assessment has already begun, but more is needed. Data about changing faculty practices and any resulting increase in student achievement will be collected and analyzed beginning in 2011.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	79	1391092
other U.S. .locations (Manchester)	1	5,000
international locations		

	2 years prior (FY 2008)	1 year prior (FY 2009)	Current Year (FY 2010)	Next Year Goal (FY 2011)	Goal in 2 years (FY 2012)
Revenue ($000)					
Capital appropriations (public institutions)	$4,200,000	$300,000	$0	$0	$1,000,000
Operating budget	2,800,000	$3,308,000	$3,828,000	$4,200,000	$4,753,000
Gifts and grants	$0	$0	$500,000	$300,000	$0
Debt (HEHFA)	$2,600,000	$2,945,000	$0	$0	$0
Debt (USNH)	$5,000,000	$0	$6,500,000	$0	$8,000,000
TOTAL	$14,600,000	$6,553,000	$10,828,000	$4,500,000	$13,753,000
Expenditures ($000)					
New Construction	$0	$300,000	$7,000,000	$0	$1,000,000
Renovations, maintenance and equipment	$14,600,000	$6,253,000	$3,828,000	$4,500,000	$12,753,000
Technology	$0	$0	$0	$0	$0
TOTAL	$14,600,000	$6,553,000	$10,828,000	$4,500,000	$13,753,000

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	63,405	3,000	66,405
laboratory	92,716		92,716
office	140,064		140,064
study	46,472		46,472
special	78,592		78,592
general	109,834		109,834
support	23,729		23,729
residential	431,421		431,421
other	404,859	2,000	406,859

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Alumni Center	Development	21,328	$7,100,000	FY2010
Pondside 3	Residential	61,874	$ 15,000,000	FY2006
One Butler Ct.	Residential	72,732	$15,000,000	FY2006
Zorn D.C.	Dining	48,860		FY2007

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
VMAC	Communications	110,000	$50,000,000	FY2015

Major Renovations, past 10 years The list below includes renovations costing $______ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Central Heating Plant	energy-support	12,744	$9,604,000	FY2008
Huntress Hall	Residential	40,480	$4,945,000	FY2009
Sci. Cntr.	Academic	103,594		FY2004
Media Arts	Academic	28,685	$2,800,000	FY2007
Fiske Hall	Residential	37,982		FY2008

Renovations planned for next 5 years The list below includes renovations costing $______ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
T.D.S. Bldg	Academic	58,000	$12,000,000	2012

Standard Eight: Physical and Technological Resources

Description

The past decade has brought major changes to the physical facilities of Keene State College, collectively creating an attractive, functional, educational and residential environment. During this period, Keene State has invested over $202 million dollars in new and renovated facilities. These changes have been brought about through the formulation and systematic implementation of the Facilities Master Plan (Maps Composite Analysis, Short/Mid-Term Plan, Long-Term Plan, Short/Mid-Term Phasing), which guides physical resource decisions and supports one of the College’s stated values of creating “an attractive campus that inspires and supports inquiry, reflection, and social interaction.” The Board of Trustees accepted the current Facilities Master Plan in October 2004.

Each year, as part of the College strategic initiatives process, the administration solicits proposals from the campus community. Those related to facilities are reviewed by the Facilities Planning Advisory Committee (FPAC), composed of administrators, faculty, and physical plant personnel; sub-committees include constituencies who will ultimately occupy and use the space. The FPAC sends its advisory opinion to the president and cabinet; they then send their priority list to the USNH Capital Projects subcommittee of the Financial Affairs Committee, which recommends projects and funding to the full USNH Board of Trustees. The Board submits system-wide biennial and six-year capital project lists to the comptroller of the state of New Hampshire for consideration by the governor and inclusion in the state budget. The USNH capital budget priorities list is reviewed, revised, prioritized, and recommended every two years. Keene State makes its recommendations in odd-numbered years, the governor and legislature act in the subsequent year, and approved funding is available in the following two years.

The campus is a mix of old, renovated, and new buildings. Those that have been worked on recently reflect the College’s mission and values. For example, as a reflection of its commitment to diversity, the campus has worked to make its buildings accessible, a value consistently emphasized in renovation and repair projects. Morrison Hall, one of the primary classroom buildings on campus, now has an elevator, making the second floor of this building accessible for the first time. In addition, two of the College’s historic buildings on the original quad, Huntress and Fiske, were partially renovated for accessibility, Huntress to open up classroom space and Fiske for first-floor residential space.

Another of the College’s stated values is its commitment to sustainability and stewardship, exemplified by the newly developed academic major in Sustainable Product Design and Innovation; the establishment of the President's Council for a Sustainable Future; and the work of ROCKS, the Campus Sustainability and Recycling program. This value is also reflected in building projects such as the Pondside III Residence Hall, which received the LEED Silver Standards Certificate from the US Green Building Council for environmental design. Regarding environmental hazards, the campus has undergone a systematic inspection and remediation of hazardous materials from its facilities. CHEMS software is used to monitor chemical usage and disposal in compliance with EPA guidelines. All facilities are constructed to applicable building codes and renovated to current standards, and the College responds annually to inspections and recommendations of the State Fire Marshall. New buildings are designed following building standards that help all contractors understand the College's commitment to energy efficiency, appropriate landscaping plans, and expectations for achieving these standards.

Other campus buildings support the College's mission to provide an enriching campus community and promote academic excellence. For example, the campus has its own art gallery, the Thorne-Sagendorph, which showcases faculty and student art, scholarly artifacts, and traveling exhibits. The Mason Library has undergone staged renovation in 1999 and 2003 for a total of $10 million; recently work was completed on a new special collections room. The library also houses the Cohen Center for Holocaust and Genocide Studies; the College recently added a Holocaust and Genocide Studies major, achieving first-in-the-nation status for this area of study.

Several major facility projects have been completed over the last 10 years to accommodate students' social, recreational, and residential needs. The $13.4 million Recreation Center addition to the Spaulding Gymnasium has provided enhanced wellness and fitness opportunities. The state-of-the-art Zorn Dining Commons, completed in 2006 for $21.3 million, serves 3,750 students enrolled in a meal plan, as well as catering to faculty and staff. Three new residence halls (Pondside II and III and Butler Court) have been constructed, and two residence halls have been extensively renovated, allowing the College to have the facilities to meet its goal of housing approximately 60 percent of the student body.

The Physical Plant's forty-five member staff oversees the maintenance and operations of campus buildings and grounds. Nearly all the staff hold appropriate professional degrees in technical disciplines, and most have previous experience in higher education. Operating staff have licenses and certificates in their respective fields. The department does utilize ancillary (temporary non-benefited) and student workers to a small degree. This department undertakes renovation projects on campus with values up to $200,000. It also oversees occupational and environmental compliance and the solid waste recycling program. In-house grounds, trades maintenance, and construction work are supplemented by forty specialized services contracts, an efficient and cost-effective way to handle routine and emergency maintenance needs. Housekeeping and custodial services are also contracted on a ten-year cycle and consist of fifty-one full-time cleaners. The department updates its Sightlines database annually to assess the quality of Physical Plant operations and maintenance against peer institutions and uses this data to inform the College's facilities and sustainable practices committees. They also update and utilize facilities conditions audits to prioritize and demonstrate progress on deferred maintenance. They use V.F.A. Inc., for deferred maintenance assessment, and Maintenance Connection software for its computerized maintenance management system. These resources together with customer satisfaction data are used to evaluate the department based on Baldrige quality assessment criteria.

Another College value is providing students with the skills necessary to meet the challenges of the changing world. One such skill is technology. Like other institutions, Keene State has undergone a technological revolution over the last decade. The College Information Technology Committee (CITC) provides oversight for the campus IT Planning Process, making recommendations to the Planning Council regarding initiative proposals that involve IT. Additionally, CITC provides recommendations to principal administrators for resources currently allocated for IT. CITC is advised by the Academic Technology Steering Committee (ATSC) and the Enterprise Information Systems Steering Committee (EISSC). The College has a Computer and Network Use Policy that includes guidelines, standards, and procedures in compliance with federal, state, and local laws. Additionally, departments within the Information Technology Group (ITG), as well as external departments, maintain policies and procedures that focus on internal use, storage, and disclosure of sensitive and protected information.

The ITG supports the College's mission by delivering technology services that facilitate curricular needs, ensuring access to IT resources and information services, and supporting the integration of the College's communication infrastructure. The College's technology infrastructure includes voice, video, and data services across the entire campus. Campus residential, classroom, and administrative buildings are fully wired, with wireless available in large common areas. Residence halls are wired with a ―port per pillow" configuration, and wireless is available in some common lounge areas. Faculty teach in a variety of settings on campus including lecture halls, laboratories, and the Spaulding gymnasium; every space has at least one network connection and one cable TV connection. 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 first-level support at the HelpDesk and in public labs. In 2009, the HelpDesk resolved over 10,000 trouble tickets.

The ITG supports campus Enterprise Information Systems (EIS) and partners with campus departments to provide service, support, and reliable business solutions. Campus information systems and services consist of business and student services, instructional delivery, and campus communications. For example, MyKSC is the official student web portal. It is the place where students access their MyKSC e-mail accounts; register for courses; pay tuition; access transcripts, grades, and financial aid information; and review class schedules. Additionally, the College utilizes the Blackboard learning management system to support content distribution, collaboration, assessment, and communication between faculty and students. Blackboard is readily available to all faculty, and the campus has seen an increase in course adoption from 507 to 705 over the past five years, an increase of 28 percent. According to the 2009 Educause Center for Applied Research Students and Information Technology Survey, 88.5 percent of Keene State students took a course that used Blackboard. Furthermore, students frequently report that using this course management system was a positive experience.

A robust network infrastructure has been created that includes 80 miles of fiber, a 10 gig fiber optic backbone that connects campus buildings, and 250 mg pipe that provides access to the wide area network and Internet services. A segmented network used by faculty and staff provides access to the College's shared network volumes and enterprise information systems. The ITG manages a combination of services and systems to provide reliable and secure network connectivity and the necessary applications to support the College's academic and business needs. The technology infrastructure plant is valued at $5 million.

Currently there are approximately 100 traditional classroom spaces on campus, and 95 of them are media enhanced. The College uses specific standards when creating media enhanced classrooms and has doubled the number of these classrooms in the last five years. Additionally, there are 35 specialized computer labs, two public labs, as well as laptop carts and computer classrooms, resulting in 642 College-owned computers for campus use. The ITG is responsible for supporting all classroom and lab technologies, including hardware upgrades and maintenance. Through the use of the Educational Technology Fund, classroom and lab technologies are refreshed on a four- to five-year cycle, ensuring that faculty and students have access to current technology equipment. All faculty have computers, and tenure-track faculty have been encouraged to migrate to laptops to facilitate working at home and bringing technology into the classroom. The IT staff consists of 25-30 professionals supported by 40 students. The College has acquired Outlook as its email platform, and TracDat, a software package designed for institutional assessment, began to be used for data collection in 2009. The Education unit has adopted Tk20 as its management system for collecting accreditation data.

ITG is responsible for providing oversight for the management and security of electronic information systems. The security of core institutional data is managed through layers of protective policies, technical controls, and business processes. These layers facilitate compliance to applicable state and federal laws including Family Education Rights and Privacy (FERPA) and the Health Insurance Information Portability and Accountability Act (HIPAA). Additionally, systems operated by the College ITG are required to comply with both the Keene State and USNH IT Security Policies. The ITG has a security manager who works closely with security colleagues at Plymouth State University and the University of New Hampshire to provide a coordinated USNH secure environment.

Two recent renovations illustrate the importance of technological upgrades for preparing students for both scholarship and meaningful work. The Media Arts Center, renovated in 2006 for $4.75 million, houses Film, Communication, Journalism, and Graphic Design programs, as well as a television studio. The television production studio and control room are equipped for standard definition production including Ikegami cameras, Teleprompters, a character generator, audio board, and switcher. Both rooms have Avid and Final Cut editing computer software, and students use high definition cameras and Macintosh mini-computers for editing. The advanced classes shoot with DVCPRO Panasonic cameras and tape; high definition cameras will be available by fall 2010. The computer classroom is PC-based, and the computers are loaded with Sound Forge software for audio editing. The Putnam Science Center renovation was completed in 2004 for $23 million. It houses the natural sciences faculty offices, as well as classrooms and laboratories. Laboratories are equipped with state-of-the-art instruments, including DNA sequencers, mass spectrophotometers, isotope analyzers, and real-time video microscopy. Students in both these facilities work on equipment that allows them to conduct undergraduate research while preparing for future careers.

Technology is intertwined throughout all aspects of the campus; technology services, programs, and resources require shared leadership and governance. There are three primary groups that comprise the leadership team. First, the ITG provides central support services including the HelpDesk, media, event support, and training; Enterprise Information Systems (EIS), a unit within ITG, provides server services, data center management, infrastructure services (voice/video/data), and security. Second, the new Marketing and Communications Office provides online communication tools for academic and administrative departments, including website and web application design and production; content management support; consulting services regarding online technology decisions, tools, and strategies; and quality assurance standards. A third group, the Center for Engagement, Learning, and Teaching (CELT), was created in 2008 for the purpose of spearheading academic and instructional technology. It provides a classroom and lab in which faculty can work with CELT consultants on their courses.

Over the past few years, the College has created two new advisory committees that have specific IT responsibilities: the Academic Technology Steering Committee (ATSC) and the Enterprise Information Steering Committee (EISSC). ATSC is charged by the provost with identifying needs, providing feedback, recommending policy, helping to shape the future of academic technology, and providing reports on progress. EISSC is charged by the vice president of Finance and Planning with providing guidance, direction, and education for EIS. Both committees are advisory to the CITC, and all three of these leadership groups participate in IT steering committees. It is through committees and advisory groups that decisions are made regarding campus-wide computing needs and priorities for IT investments. As a result of this distributed model, the College utilizes numerous steering committees, advisory boards, and other channels to provide IT with direction, a list of priorities, and resources.

Appraisal

Over the last decade, the Keene State campus has become a showplace for the city of Keene and the Monadnock region. The grounds are beautiful and well-maintained, the new buildings have received a number of architectural awards, and the historic buildings have been renovated in a way that preserves their integrity**.** The Master Plan envisions future expansions that will continue to improve the facilities in ways that support the College’s mission and values. The trustees' goal has been to increase the annual budget for renovation and repair to the NACUBO guidelines of 2-4 percent of replacement value of the facilities. While the renovation and repair budget has increased significantly, this goal has yet to be met, and so deferred maintenance is a major concern on campus. In addition to recurring maintenance and health and safety code implementation, renovation and repair funds have been used for infrastructure and instructional improvements, such as the renovation of classrooms, the repair of pedestrian walkways, and the drainage of athletic fields. Renovation and repair funds have also been used to supplement capital funded projects, such as the Science Center and central heat plant renovation.

Many of the older buildings need renovation, have limited accessibility, and do not meet current building codes (Facilities Master Plan Report (PowerPoint), Strengthen Our Community). Space planning studies completed by the College show that the space required for programs housed in Butterfield Hall and Adams Technology Building needs to increase from its current 44,000 GSF to approximately 55,000 GSF. A connecting –in-fill” between the buildings is being designed and will be prepared in fall 2010 for review by the campus and Trustees Capital Projects Subcommittee. This will include important lab space; currently there is a shortage of laboratory space, which compromises the College’s ability to offer sufficient sections of lower-level science courses needed as prerequisites for courses in majors. Students then have trouble meeting these requirements in a timely manner for graduation. The Redfern Arts Center also needs renovation, and the College has long needed a central Physical Plant facility and a new Campus Safety Building. Many of the College’s oldest buildings fronting Main Street (Hale Building, Joslin House, and Blake House), as well as the Elliot Center, which houses many student services departments, need significant renovation to meet current office needs and construction standards. The high level of enrollment has also overtaxed College capacity in residence halls, recreation facilities, and the library. This fall, over 66 percent of all first-year students will live in triple bedrooms, originally designed to house only two. While the College has replaced the power plant, much of the campus infrastructure is aging.

The network infrastructure also faces a number of challenges, the first of which is sustaining the system the College has built, and the second of which is expanding the infrastructure to accommodate the increasing demands of departments and offices. The College has experienced incredible growth in the campus enterprise information systems, and today the ITG maintains approximately 60 systems. Unfortunately, managing this growth has been challenging due to the lack of IT staff available to help campus departments obtain new information technology systems. Without IT consultation, departments have had to rely solely on their own resources to select, review, and purchase new technology. Because this growth is not based on IT's holistic view of information systems already in use on the campus, it creates a very complex environment of separate systems with no central automated process to provision/de-provision accounts. This model is costly to maintain, results in duplicating services, is confusing for the user, and presents a high security risk. The College needs to create an integrated database system, and to review ―shadow" systems and increase their functionality in relation to existing enterprise applications in order to further leverage the investment Keene State has made in these applications. Furthermore, the College's ability to collaborate with outside agencies, institutions, and constituents will be severely limited unless the College is able systematically to identify and then authorize Keene State individuals. While progress has been made in the IT environment, both with infrastructure upgrades and with systems and services, the ITG is challenged to keep up with demands for new technologies and services.

Another complication around technology is a result of the College's focus on assessment and outcomes measurement, as well as on improving student recruitment and retention. The College leadership has committed to evidence-based decision making; however, this process requires easy access to information and good tools to analyze it. The College is severely limited in its ability to respond with agility to new or changing reporting needs, and the demand for a comprehensive reporting solution continues to be an unanswered need. For example, Institutional Research Office (IR) struggles with the challenge of reporting faculty characteristics and workloads due to existing discrepancies between information housed in Datatel and that housed in Banner. While both systems capture data in helpful ways for those who use them, because the systems code information differently, critical information about faculty status and load is unavailable in either system.

While the needs are great, the College has established credibility with its Board of Trustees for following project plans and for delivering projects on time and within authorized budgets. In return, the trustees have been strong supporters of the College's Master Plan and in addressing deferred maintenance priorities. The College has expanded and improved technology in offices and departments, classrooms, residence halls, and common areas. The College is proud of its accomplishments but will require additional support to meet current and future program needs.

Projection

Complete Phase One of the Plan: The Facilities Planning Advisory Committee and the vice president for Finance and Planning will oversee the completion of phase one of the Master Plan. The Visual and Media Arts Center is scheduled for 2015. The College also plans to renovate the Adams Technical Building and Butterfield Hall, adding lab and classroom space, beginning in 2010. Renovations to the Elliot Center and Hale building, as well as improvements to campus entries and crosswalks, will take place in 2011. The vice-president for Finance and Planning will continue to explore off-campus partnerships to help alleviate current pressures on College resources.

Develop a New Master Plan: The president will charge the Facilities Planning Committee to develop a new Master Plan to be completed by 2014. The plan will be revised based on the College's enrollment. If enrollment is not limited, new residence halls, classrooms, and service facilities will need to be included in the plan. In addition, renovation to the Redfern Arts Center, the Campus Safety building, and the Physical Plant buildings will need to be part of the next Master Plan if not completed before 2014.

Find Funding for Repair and Renovation Projects: Under the direction of the vice-president for Finance and Planning, the USNH system will be asked to double the College's annual repair and renovation budget and propose that the state match this amount through biennial capital appropriations. If necessary, the College will internally borrow $5 million for major renovation and construction starting in 2013. Auxiliary Services will use the $2 million dollar annual funding stream it has developed for maintaining its buildings.

Upgrade Technology: The information technology staff will continue to build and maintain an Information Technology environment that facilitates organizational integration and agility by developing coherence among technologies and the College's services. By 2015, the ITG, in collaboration with USNH, will 1) decide how to move forward with implementation of an Identity Management system; 2) make the campus wireless; 3) prepare for the convergence of voice/video/data networks over one infrastructure; 4) increase the capacity for video conferencing; 5) create a technology sandbox, an environment that allows for testing new applications in a manner that does not affect day-to-day operations; 6) create a comprehensive reporting environment and equip staff with tools that ensure access to timely and accurate institutional data; 7) develop new funding streams for technology upgrades and enhancements; and 8) hire the personnel required to implement and maintain new technology systems and services.

Clarify IT Structure, Decision Making, and Planning Process: The structure, governance, and decision-making authority of technology-related groups is complex. These groups report to three different divisions that have intersecting responsibilities. Campus constituencies express frustration with the lack of a coherent campus-wide communication strategy and uncertainty about IT priorities. They feel that they are not able to tap into the structure to obtain resources for individual department or program needs. It is essential for the campus to become more responsive to program and department information technology needs. The provost, vice president for Finance and Planning, and the vice president for Advancement will implement a comprehensive review of the technology groups' priorities, governance, decision-making process, and communication strategies. Recommendations will be made to the President's Cabinet by 2011, with implementation planned for 2012.

Standard 9: Statement of Financial Position/Net Assets

Fiscal Years end June 30th	2 YEARS PRIOR (FY 2008)	1 YEAR PRIOR (FY 2009)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$40,932,387	$43,288,053		5.8%	-100.0%
CASH HELD BY STATE TREASURER				-	-
DEPOSITS HELD BY STATE TREASURER	$1,351,633			-100.0%	-
ACCOUNTS RECEIVABLE, NET	$328,373	$282,900		-13.8%	-100.0%
CONTRIBUTIONS RECEIVABLE, NET				-	-
INVENTORY AND PREPAID EXPENSES	($13,518,310)	($13,602,481)		0.6%	-100.0%
LONG-TERM INVESTMENTS	$9,229,937	$10,118,456		9.6%	-100.0%
LOANS TO STUDENTS	$3,806,324	$3,665,569		-3.7%	-100.0%
FUNDS HELD UNDER BOND AGREEMENT	$145,533	$2,594,713		1682.9%	-100.0%
LAND, BUILDINGS AND EQUIPMENT, NET	$172,035,457	$180,280,698		4.8%	-100.0%
OTHER ASSETS	$349,198	$517,855		48.3%	-100.0%
TOTAL ASSETS	**$214,660,532**	**$227,145,763**	**$0**	5.8%	-100.0%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$2,764,916	$3,305,333		19.5%	-100.0%
DEFERRED REVENUE & REFUNDABLE ADVANCI	$4,445,797	$4,412,287		-0.8%	-100.0%
DUE TO STATE				-	-
DUE TO AFFILIATES				-	-
ANNUITY AND LIFE INCOME OBLIGATIONS	$3,460,501	$3,761,113		8.7%	-100.0%
AMOUNTS HELD ON BEHALF OF OTHERS	$6,144,232	$5,636,343		-8.3%	-100.0%
LONG TERM DEBT	$93,464,747	$97,428,174		4.2%	-100.0%
REFUNDABLE GOVERNMENT ADVANCES	$1,814,190	$1,772,625		-2.3%	-100.0%
OTHER LONG-TERM LIABILITIES	$92,191	$85,712		-7.0%	-100.0%
TOTAL LIABILITIES	**$112,186,574**	**$116,401,587**	**$0**	3.8%	-100.0%
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	**$90,306,969**	**$97,547,440**		8.0%	-100.0%
FOUNDATION				-	-
TOTAL	**$90,306,969**	**$97,547,440**	**$0**	8.0%	-100.0%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$5,146,205**	**$3,054,735**		-40.6%	-100.0%
FOUNDATION				-	-
TOTAL	**$5,146,205**	**$3,054,735**	**$0**	-40.6%	-100.0%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$7,020,784**	**$10,142,001**		44.5%	-100.0%
FOUNDATION				-	-
TOTAL	**$7,020,784**	**$10,142,001**	**$0**	44.5%	-100.0%
TOTAL NET ASSETS	**$102,473,958**	**$110,744,176**	**$0**	8.1%	-100.0%
TOTAL LIABILITIES AND NET ASSETS	**$214,660,532**	**$227,145,763**	**$0**	5.8%	-100.0%

Standard Nine: Financial Resources

Standard 9: Statement of Revenues and Expenses

Fiscal Years End June 30th	2 YEARS PRIOR (FY 2008)	MOST RECENTLY COMPLETED YEAR (FY2009)	CURRENT BUDGET (FY 2010)	NEXT YEAR FORWARD (FY 2011)	TWO YEARS FORWARD (FY 2012)
OPERATING REVENUES					
TUITION & FEES	$52,102,971	$56,762,123			
ROOM AND BOARD					
LESS: FINANCIAL AID	($8,017,365)	($8,870,225)			
NET STUDENT FEES	$44,085,606	$47,891,898	$0	$0	$0
GOVERNMENT GRANTS & CONTRACTS	$1,839,345	$2,030,098			
PRIVATE GIFTS, GRANTS & CONTRACTS	$677,253	$711,974			
OTHER AUXILIARY ENTERPRISES	$32,508,832	$33,990,521			
ENDOWMENT INCOME USED IN OPERATIONS					
OTHER REVENUE (specify):	$4,261,281	$3,897,591			
OTHER REVENUE (specify):					
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	**$83,372,317**	**$88,522,082**	**$0**	**$0**	**$0**
OPERATING EXPENSES					
INSTRUCTION	$37,462,998	$40,144,088			
RESEARCH	$1,826,473	$1,887,590			
PUBLIC SERVICE	$525,321	$372,648			
ACADEMIC SUPPORT	$6,498,980	$6,937,814			
STUDENT SERVICES	$10,166,035	$10,439,529			
INSTITUTIONAL SUPPORT	$9,207,043	$10,211,413			
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)					
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
AUXILIARY ENTERPRISES	$25,719,292	$30,902,827			
DEPRECIATION (if not allocated)					
OTHER EXPENSES (specify): Non-operating expenses	$4,946,047				
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$96,352,189**	**$100,895,909**	**$0**	**$0**	**$0**
CHANGE IN NET ASSETS FROM OPERATIC	**($12,979,872)**	**($12,373,827)**	**$0**	**$0**	**$0**
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET) (Indudint Capital)	$12,736,920	$13,300,044			
INVESTMENT RETURN	$839,377	$815,799			
INTEREST EXPENSE (public institutions)					
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	$1,100,802	$1,345,115			
OTHER (specify): Federal nonoperating grants	$1,932,130	$2,134,109			
OTHER (specify): Endowment Payout	$441,083	$482,487			

Standard 9: Statement of Debt

Fiscal Years End June 30th	2 YEARS PRIOR (FY 2008)	MOST RECENTLY COMPLETED YEAR (FY2009)	CURRENT BUDGET (FY 2010)	NEXT YEAR FORWARD (FY 2011)	TWO YEARS FORWARD (FY 2012)
DEBT					
BEGINNING BALANCE	$95,054,935	$92,671,601			
ADDITIONS	$7,607	$2,957,076			
REDUCTIONS	($2,390,941)	($15,037,031)			
ENDING BALANCE	**$92,671,601**	**$80,591,646**	**$0**	**$0**	**$0**
INTEREST PAID DURING FISCAL YEAR	$4,837,925	$3,783,220			
CURRENT PORTION	$783,765	$16,836,529			
BOND RATING					
DEBT COVENANTS (PLEASE DESCRIBE):					

Standard Nine: Financial Resources

Standard 9: Financial Resources Supplemental Data

Fiscal Years End June 30th	2 YEARS PRIOR (FY 2008)	MOST RECENTLY COMPLETED YEAR (FY2009)	CURRENT BUDGET (FY 2010)	NEXT YEAR FORWARD (FY 2011)	TWO YEARS FORWARD (FY 2012)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$101,053,898	$106,119,212			
TOTAL INCREASE/DECREASE IN	$5,874,633	$8,231,751			
NET ASSETS END OF YEAR	**$106,928,531**	**$114,350,963**	**$0**	**$0**	**$0**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$4,841,193	$5,229,635			
FEDERAL, STATE & PRIVATE GRANTS	$2,515,809	**$2,980,412**			
RESTRICTED FUNDS	$660,363	**$660,178**			
TOTAL	**$8,017,365**	**$8,210,047**	**$0**	**$0**	**$0**
% DISCOUNT OF TUITION & FEES	15.4%	15.6%			
% UNRESTRICTED DISCOUNT					

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

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Standard Nine: Financial Resources

Description

Keene State College has carefully managed its limited financial resources to fulfill its mission and make progress toward its strategic goals. As a member of the University System of New Hampshire (USNH), the College shares in the proportionately small state support of higher education (fiftieth in the nation) and relies heavily on tuition revenue. However, through prudent and conservative financial management, the College has been able to continue to direct resources to its highest priority: to enhance and become recognized for the quality of its academic programs.

State law (RSA 187-A:16) delegates to the USNH Board of Trustees the management and control of all income received from all sources, including the right to set tuition rates. New Hampshire develops its budget on a biennial basis. Operating funds are appropriated by the state to USNH as a block grant without line-item spending dictates and are apportioned to each campus by the Board of Trustees. In FY 2009, USNH received $100 million, Keene State's share of that was $13.3 million.

Keene State benefits from belonging to USNH through debt, endowment, and investment management. InterFund Borrowing from USNH resources is a strategy that has allowed various facility projects to move forward. The system-wide ―central bank" philosophy insulates campuses from swings in investment earnings and state appropriation give-backs by maintaining investment and cash management at the USNH level, with pro rata earnings credited back to each campus and a share retained centrally. The pooling of College and USNH funds provides the advantage of increased dollar volumes for higher investment rates, lower financial service charges, and a lower cost of debt to the institution. System short-term investment earnings fund the Long Range Technology Plan (LRTP) and selected large one-time projects, such as the $1 million in startup funding for staff and programs to support College fundraising.

Preservation and enhancement of the campus are accomplished through repair, renovation, and new construction projects that draw on campus, system, and state funding resources. Repair and renovation projects are developed at the campus level and approved by the president in accordance with USNH trustee guidelines. New construction and major renovation projects costing $1 million or more require trustee approval. State capital funds, supplemented by privately raised dollars and internal borrowing, have funded state-of-the-art instructional and academic support space and critical infrastructure upgrades. Beginning in FY02, the trustees worked with the governor and legislature to replace a year-by-year, project-specific approach with multi-year lump sum state capital funding programs that allow USNH greater flexibility and dependability in funding projects across the campuses.

Strategic use of debt in recent years has funded major capital projects to enhance student life and to help meet the USNH goal of housing 60 percent of full-time undergraduates on campus. Projects include new and refurbished residence halls, the Zorn Dining Commons, and the Recreation Center. These facilities support enrollments and student services, as well as the College's relationship with the local community by reducing the number of students living in residential neighborhoods and occupying affordable local housing.

Operating Budget Development and Monitoring

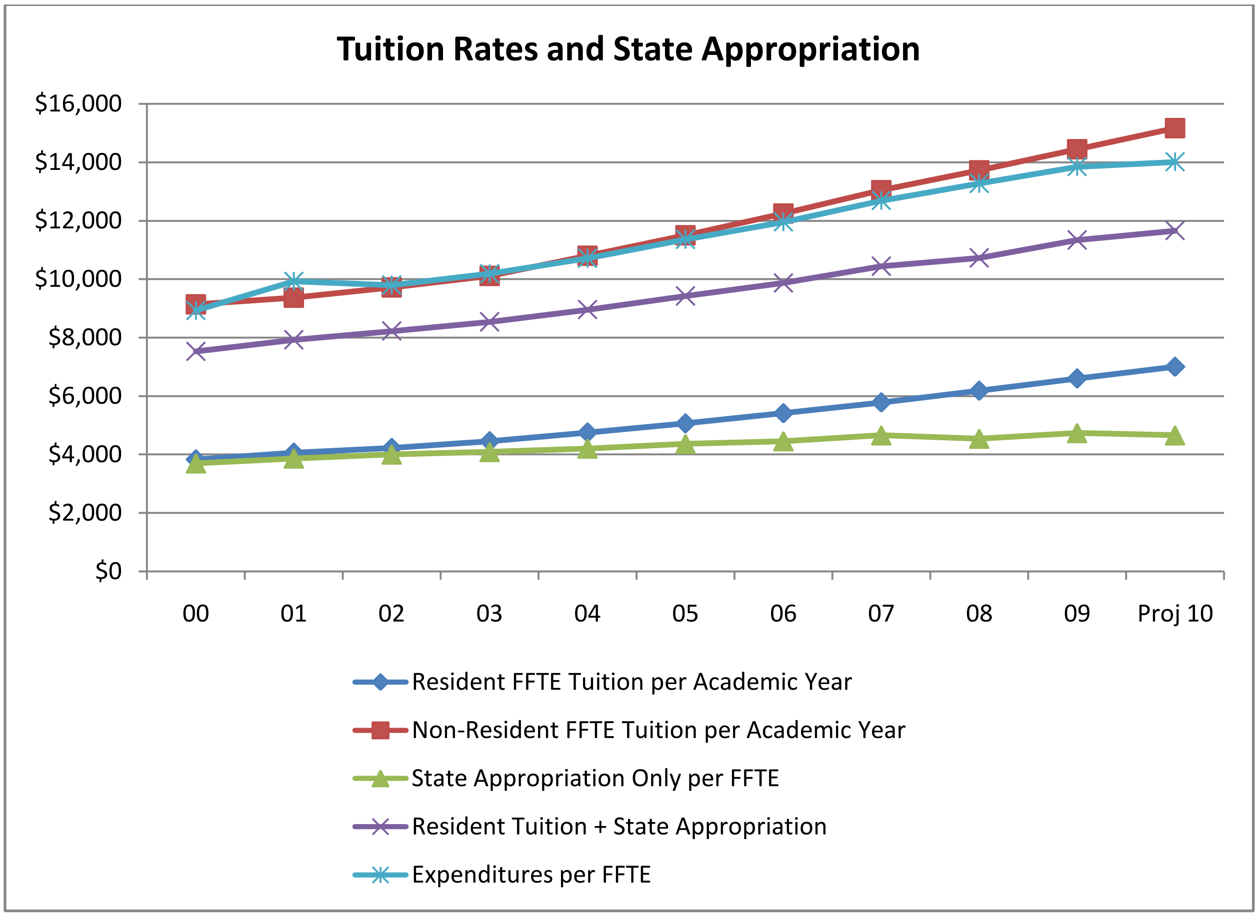
The operating budget is developed through a variety of processes, in accordance with trustee budget guidelines. Campus input into USNH guidelines occurs through the Administrative Board and the Financial Planning Advisory Council (FINPAC), composed of campus chief financial officers and USNH financial managers. The President's Cabinet plays a significant role in coordinating, prioritizing, and discussing components of the budget, which is ultimately recommended by the president to the trustees for their approval. The cabinet receives recommendations from the Budget and Resource Council (BRC) and the Planning Council. The BRC, co-chaired by the provost and the assistant vice president of Student Affairs, is charged with maximizing and diversifying revenue sources, identifying ways to contain costs, evaluating requests for increasing operating budgets, and recommending funding strategies for strategic initiative proposals ranked as high priority by the Planning Council. Financial results are monitored monthly by the chief financial officer (the vice president for Finance and Planning) and the business office. Quarterly, year-to-date financial performance is discussed by the President's Cabinet in advance of the president's financial review meeting with cost center managers. The Financial Affairs Committee of the Board of Trustees also routinely reviews financial performance.

During uncertain budget and economic times, the College monitors its financial performance closely and keeps the campus community informed about the situation. In FY09, for example, the president held three all-campus meetings and created a page on the College's website to share budget information; she reduced search costs by limiting finalists' visits to two candidates; the BRC solicited and evaluated cost-saving ideas; and the President's Cabinet encouraged voluntary cost containment strategies, such as reducing travel, food, and other nonessential costs. Fortunately, Keene State did not have to eliminate positions, institute furloughs, or impose across-the-board operating cuts. Due in part to record enrollment and college-wide effective cost management, an operating surplus was realized and added to reserves. Through a series of meetings between cost center managers and the College's financial staff, cost saving possibilities were identified and shared with the President's Cabinet. The cabinet prioritized the most likely possibilities and asked for implementation studies to be undertaken in FY10.

Revenue

Keene State College derives its revenue from multiple sources but is largely dependent on tuition and fees. Of the $115 million in FY09 gross revenues, 82 percent or 94.7 million was derived from tuition and fees, including auxiliary operations, such as residential life, dining, the bookstore, and the signature OSHA program. State appropriations comprised 11.5 percent or $13.3 million. Grants and contracts ($4.9 million) and noncapital gifts, endowment, and investment income ($2.6 million) are small but growing due to the restructuring of the new Advancement Division.

Key elements of revenues and non-discretionary expenses are projected by the College's financial staff in the form of the ―budget lead sheet" to calculate funds available for strategic initiatives. Key revenue drivers are tuition rates, the financial aid discount rate, and enrollment targets. Enrollment targets are developed by the Enrollment Management Committee, which meets throughout the year to review matriculation, persistence, and graduation rates, as well as enrollment projections and trends. They then establish enrollment targets and implement strategies that optimize enrollment. Inherent in the forecasting process is constant pressure to ensure that the proportion of in-state to out-of-state students is appropriate given the College's public status, while providing sufficient operating revenue given the low level of state funding. To achieve this balance, out-of-state tuition rate increases have been lower than for in-state students. FY 2009 tuition was increased by 6.8 percent or $420 for in-state matriculated undergraduate students and 5.2 percent or $720 for out-of-state undergraduate students. On a per student basis, the gap between out-of-state tuition and in-state tuition plus the state appropriation has widened in recent years. Because of this widening gap, in FY10 the Board approved a flat dollar tuition increase of $650 for all full-time students effective FY11.



The FY09 budget was based on a financial full-time equivalent (FFTE) student count of 5024, an increase of 258 over the prior year. USNH Trustees authorized tuition and fees, bringing the FY2009 total in-state cost of attendance including tuition, mandatory fees, room, and board to $16,564 in-state, an $816 increase. The out-of-state tuition charge grew to $14,450, with total costs of attendance for non-resident students rising to $24,414, an $1116 increase.

Financial aid enables the College to meet enrollment goals and attract the appropriate mix of students necessary for the most efficient operation of the institution. The amount of aid has been sufficient to meet direct costs of in-state students with need if they apply on time. In FY09, 4,237 students benefited from $52.3 million in financial aid programs of all types. Federal, institutional, and alternative loans represent the largest category of aid, having grown by 60 percent over five years, from $24.6 million in FY05 to $39.4 million in FY09. Institutional grants and scholarships grew by 26.8 percent in that same period, to $11.5 million. The average debt load for students at graduation in 2008 was $24,995. In recent years, new federal financial aid programs have been introduced, and federal loan limits have increased; however, marketplace conditions, primarily the disruption in the loan industry, complicated the landscape and increased student debt. In July 2010, KSC implemented the William D. Ford Direct Lending program which should provide more efficient and effective access to federal educational loans for students. In addition, alternative (private) loans have decreased as a percentage of total loans as the federal loan limits increased. USNH Trustees and senior staff regularly review and modify financial aid programs.

External support from donations and grants over the last ten years had been modest, with annual giving exceeding $1.5 million each year. In 2007, the College created the Advancement Division, headed by the vice president for Advancement and including a senior major gifts officer, prospect researcher, and annual giving director. As a result of the work of this new division, in FY09, the total of all gifts rose to $6 million; 57 percent was from organizations, 34 percent from friends, 8 percent from alumni, and 1 percent from College employees.

The Keene Endowment Association (KEA) exists as a separately incorporated 501 C-9 charitable foundation and operates within guidelines established by USNH Trustee policies, which include the provision that, upon dissolution, the assets would become the property of USNH, although no dissolution is planned. USNH financial statements include KEA as an affiliated entity, and USNH reports its assets as part of the System's total. Its Board of Trustees includes the president, the vice president for Finance and Planning, and the vice president for Advancement. KEA funds primarily support student financial aid and the Thorne-Sagendorph Gallery. Endowment earnings are budgeted in advance in accord with policies set by the USNH Trustees Investment Committee and the more conservative level set by the president. Market events have caused the value of some of the endowments to drop; however, Keene State has honored program and scholarship commitments through other funding sources.

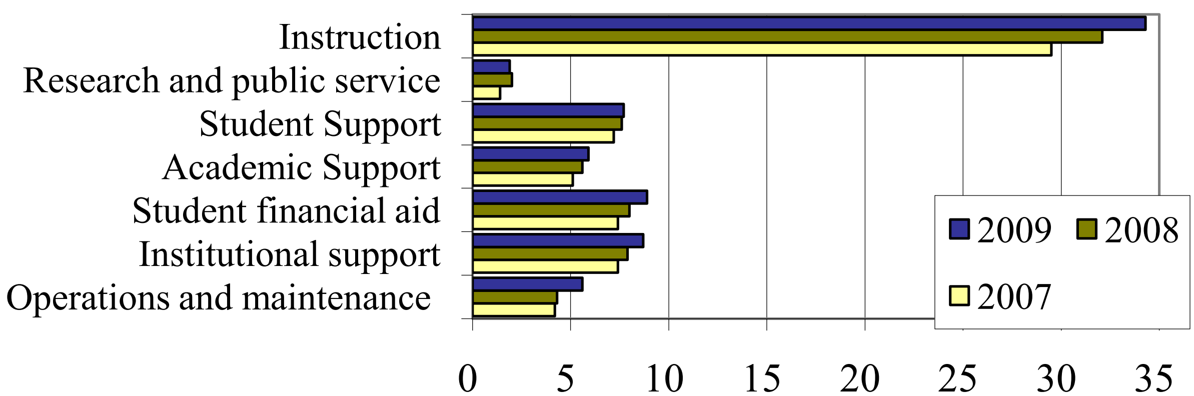
Expenses

Instruction is the largest component of the College's operating expense budget, as indicated in the chart on the next page, and has been growing faster than other expenses. Salary increase guidelines are authorized by the trustees upon consultation with campus presidents and chief financial officers, and with respect to faculty union contracts. Fringe benefits are administered centrally by USNH, leveraging purchasing power and spreading risk. Fringe rates are centrally determined as well (46 percent for FY10). A central USNH fringe pool reserve is created from the excess of allocated dollars over dollars actually paid out, and its funds are accessed when the reverse situation occurs. This allows fringe benefit budgets to be predictable at the campus or department level. Efforts to contain the growth in health insurance costs include increased cost-sharing with union and non-union employees and the expansion of wellness programs.

Recognizing the extent of Keene State College's reliance on adjunct instructors, in FY09 a $1 million supplement to adjunct budgets was added to base budgets of the three schools: Arts and Humanities, Professional and Graduate Studies, and Sciences and Social Sciences. The expectation is that in the future, as additional tenure-track faculty lines are added, adjunct budgets will be able to decrease.

Other non-discretionary annual expense increases are based upon trustee authorized guidelines for centrally-provided USNH services, utilities, library acquisitions, and repair and renovation (R&R) support. Most debt service is auxiliary-funded, but in recent years the College has had to allocate $1 million of its $3.4 million general operating Repair and Renovation budget to repay Inter-Fund Borrowing from the USNH ―central bank" for capital projects.

KSC Current Fund Exp by Function ($ in millions)



Keene State benchmarks its expenses against USNH peer institutions and other COPLAC campuses. When auxiliaries are excluded, the College's instruction and academic support share of expenses totals 55.1 percent, the second highest among COPLAC campuses. This financial commitment supports the College's academic excellence goal.

End of year surpluses help fund the College's strategic priorities through an intentional strategic planning process. In its first two years, the College directed $2.6 million toward planning initiatives through a combination of one-time and recurring allocations. In its third year, the College's planning process linked strategic and functional planning through a single integrated process and allocated $3.3 million for FY10. This linkage allows planning for human resources, information technology, space, and other operating needs to be integrated with strategic budgeting requirements. The choice of projects to be funded demonstrates the College's commitment to its mission and strategic priorities, particularly to advancing academic excellence and investing in faculty and staff. For example, a key ongoing strategic initiative, begun in FY08, was the faculty staffing plan to add three new tenure-track faculty positions per year. In addition, $50,000 was allocated on a recurring basis to establish a new pool of funds to foster curricular innovation, and $100,000 was allocated to establish a new Center for Engagement, Learning, and Teaching.

Auxiliary Operations

Student-fee funded services follow campus guidelines established by the President's Cabinet. These budgets and their associated mandatory student fees are each reviewed by the Student Assembly. Auxiliary services directors prepare and present budget requests to the Student Assembly, which holds hearings and votes on fee rates to recommend to the president. In recent years the process has been improved by providing a summary of all proposed mandatory fee rates to the Student Assembly at the beginning of the process, as recommended by prior student assemblies. Student fee funded budget guidelines include increases for salaries, fringe benefits, and debt service, as well as the enrollment count to be used by each fee supported area. In a given year, specific expenses, such as debt service for new facilities, may cause the rate to exceed the target rate. Budgets are generally conservative, with low revenue estimates and realistic expense estimates. This leads to income over budget that can be used by the auxiliary unit for Capital improvements or increase unrestricted net assets held by the College.

Audit and Integrity

People, policies, and systems are integrated into a comprehensive financial cycle encompassing budget development, budget execution, financial reporting, risk management, and monitoring. FINPAC reviews both emerging and routine financial reports; prioritizes projects for debt funding; recommends policies; and discusses trends, opportunities, and risks. USNH financial management policies are updated periodically and are available on the web. The Board of Trustees Audit Committee oversees the activities of the Internal Audit Department, which ensures that the College maintains policies and procedures to safeguard assets and complies with internal controls. The annual internal audit schedule is planned via risk assessment discussions with campus and USNH management and trustees. Periodically, a given function is audited at all USNH campuses in order to share best practices. Federal financial aid programs are audited annually at each campus due to the complex and dynamic federal regulatory environment. In addition, campus-specific audits are conducted each year.

The College's financial data are included in the USNH financial statements annually audited by Price Waterhouse Coopers, CPAs, and made publicly available on the web. USNH has received an unqualified opinion from its independent auditors in each of the last thirty years, with no recent management letter recommendations of concern.

Appraisal

Keene State College measures its financial performance by comparing it to Moody's A2 Median benchmarks in several key areas. The first is operating margin. Keene State College has experienced modest but positive operating margins every year since 2000, alone among USNH campuses. In FY 08, the operating margin was 4.96 percent compared to the Moody's A2 median benchmark of .7 percent. Keene State intentionally grew general operating reserves in the mid-2000's, in part due to a trustee policy delegating to campus presidents the authority to use reserves above a threshold 3 percent of prior year expenses and transfers. The College's unrestricted net assets (UNA) include $5.2 million in general operating balances, plus $6.2 million in internally designated balances, $5.8 million in auxiliary enterprise, $1.2 million in loan funds, and $7.6 million in plant funds, minus $5.6 million in unfunded postretirement medical benefits, for a total of $20 million in unrestricted net assets across all fund types. These reserves provide a contingency balance upon which the campus draws when strategic priorities can be met by one-time allocations or when market conditions require it, such as the extraordinary utility price spikes during summer 2008. The College's UNA to operations ratio exceeded the Moody's A2 Median benchmark during each year of the decade and was 25.6 percent for FY09. The use of debt to build or improve campus facilities has caused the College's UNA to debt ratios to decline below the Moody's benchmark, but it has been recovering since the low of 20.5 percent in FY06. In FY09, the ratio had increased to 26.7 percent compared to a benchmark of 30 percent for Moody's FY08. This debt ratio has constrained the College's and USNH's borrowing ability. Yet the College's Facilities Master Plan and enrollment trends encourage continued addition of housing and athletic/recreational facilities. The College is working with local government and private sector partners to encourage private investors to fill these needs within walking distance of the College.

Financial personnel from USNH were asked to evaluate the College's financial performance. From their perspective, Keene State is the best among the system campuses in managing its resources. The College has an excellent knowledge of its market and system, and prices itself well for its services. It has been careful with its endowment payouts and built balances to support future initiatives. Thoughtful long-range planning has allowed the College to take advantage of opportunities as they arise. Financial administration is efficient and the staffing level is lean. The one major concern is that, with a high dependence on enrollments and tuition and with current state shortfalls being filled with temporary stimulus money, if state appropriations are level or decrease, the endowment is insufficient to bridge the gap. External funding will be more important in the future to support campus initiatives.

The budget planning, monitoring, and management processes are viewed differently by various campus constituencies. Auxiliary units are generally very positive in their assessments. New budgets are formulated annually, timelines and guidelines are clear, and necessary information is presented by the Business Office and Human Resources. Directors must explain and justify their budgets to student government, and students appreciate having the opportunity to discuss budgets with directors. Students value their ability to make recommendations directly to the president and present their proposal to the trustees. New financial tools, the Banner System and Web Intelligence, provide up-to-date information for budget monitoring. Responsibility and accountability for managing and adhering to the budget are also clear.

Fund managers in Academic Affairs are generally more critical of budget processes. Budgets are largely historical with modest annual increases. At the school level, budget planning has consisted primarily of shifting given resources between categories. School budgets were generally underfunded, with funds maintained centrally to cover the inevitable cost overruns. Similarly the deans often maintained funds centrally and underfunded the academic department budgets. This approach has fostered a sense that budgets are not real and undermined a sense of fiscal responsibility and accountability. As cost center managers, the deans should have greater responsibility and accountability, but with underfunded budgets and the lack of incentives for effective financial management, the sense of accountability is not fully realized. Two recent developments that should help this situation are the half-time re-assignment of a staff member from the Business Office to serve as a budget analyst in Academic Affairs and the use of the National Study of Instructional Costs and Productivity (Delaware Study) to inform financial decisions.

Because of the strategic planning process, budgeting and planning are closely linked. The process is still a work in progress and, not surprisingly, there have been some criticisms concerning clarity and communication, despite the efforts of those leading the process to promote effective communication and transparency. There have also been concerns about the long timeline between submission and decision, and the challenge is to balance appropriately a thorough and fair review process with timeliness and flexibility. Despite these issues, the College has taken significant steps toward addressing its strategic priorities, and there is a growing awareness that the strategic planning process is the mechanism for obtaining additional one-time or ongoing financial resources.

The Budget and Resource Council (BRC) plays a critical role in the planning process, recommending what can be funded. Maintaining funding for strategic initiatives is vital, and the BRC will assume an increasing role in reviewing funding sources and options. The membership of the BRC is purposely broad and representative. As a result, essential budgetary and financial knowledge of members is uneven and training is ongoing. In response to current economic conditions and to help balance the FY10 operating budget, the cost center managers together with the BRC identified over $300,000 in recurring cost savings.

From a faculty and staffing perspective, Keene State College is lean. Comparisons to peer institutions via the National Center for Educational Statistics dataset indicate personnel costs less than comparator schools. Reliance on adjunct faculty to provide instruction remains higher than comparators, but the College is addressing this concern through the strategic initiative that funds additional tenure-track faculty members each year. The president has presented a multi-year strategy for raising Keene State's tuition slightly over a five-year period in order to shift the balance of courses taught by full-time faculty from 55 percent to 65 percent.

Recent successes in fundraising and obtaining grants offer positive evidence that the College will be able to enhance its revenues substantially from these sources. The vice president for Advancement has developed a strategic plan for the division and has restructured the division into four departments to facilitate this. The division is currently focused on communicating clearly the identity, accomplishments, and needs of the College; assessing constituency potential for giving; and converting an out-dated database into a relational database that is integrated with the campus-wide database. Although the Advancement Division has primary responsibility for external fundraising, this will increasingly be a collaborative college-wide effort. The Office of Sponsored Projects and Research is similarly working to increase grant activity at the College.

Financial aid is another function critical to Keene State College's future. Information about the complex, time-consuming, and highly dynamic financial aid processes is regularly provided via the web, mailings, presentations, and e-mail messages. Yet the College lacks both the staff and financial resources to ensure that all students with demonstrated need are able to navigate the financial aid process successfully and on time and to have all of their needs fully met.

Projection

Increase Personnel: The increase in enrollment means that the College is in need of additional staff and full-time, tenure-track faculty positions. The College needs faculty to decrease its dependence on adjuncts and staff to monitor regulation compliance, enhance funding streams, and support programs. A number of Advancement hires are currently covered by one-time dollars, and these continuing positions will need to be incorporated into the College budget. The president, provost, and vice-president for Finance and Planning have secured an initial year of financial support from the Board, beginning to accelerate the addition of faculty to six positions each year and convert some temporary support staff to continuing positions. Additional funding will need to be secured over the next five years.

Diversify Funding Sources: The Office of Sponsored Projects and the new Advancement Division have been very successful, but there is still a need to increase funding from advancement work and grants. The entire campus community will become more engaged in this enterprise. The vice president for Advancement, the President's Council, and the leadership councils in the schools will reach out to relevant constituencies and recruit campus volunteers for this work beginning in 2012. The president and vice president for Finance and Planning will also continue to develop funding streams through partnerships with government and businesses, such as the Biodiesel Collaborative, the Civic Center in downtown Keene that would provide sports and exhibition facilities, and the development of private off-campus student housing.

Fund New and Renovated Facilities Projects: The Keene State campus is beautiful and functional, and many major projects have been completed. However, to complete the Master Plan successfully, the vice president for Finance and Planning will need to make a case for funding these projects in the next two capital appropriation cycles (2012-2017, 2014-2019). The College will need to diversify funding sources for facilities and renovations, including raising student fees for deferred maintenance.

Become More Data-Driven: The College needs to provide evidence to make its financial decisions data-driven. When the College compares its data to that of other institutions, it needs to be certain that the data are comparable. Only with accurate and complete data can the College prove to various constituencies that it is doing a responsible job with its money. The College also needs to acquire a financial planning tool to support longer-term projections and ratio modeling that are financial scenario-driven. The vice president for Finance and Planning, the chief information officer, and the director of Institutional Research will create a system for communicating data and acquire a planning tool by 2013.

Standard Ten: Public Disclosure

Para-graph	Information	Web addresses	Print Publications
10.2	How can inquiries be made about the institution? Where can questions be addressed?	www.keene.edu/directories/contactus.cfm	2008-2009 Catalog p.2
10.2	Notice of availability of publications and of audited financial statement or fair summary	http://finadmin.usnh.edu/afs/default.aspx	2008-2009 Catalog p.2
10.3	Institutional catalog	www.keene.edu/catalog	2008-2009 Catalog
10.3	Obligations and responsibilities of students and the institution	www.keene.edu/catalog/acadpolicies.cfm	2008-2009 catalog pp.188
10.3	Information on admission and attendance	www.keene.edu/catalog/acadpolicies.cfm#6	2008-2009 catalog pp.84,219,189-190
			Discovery p.46
10.5	Institutional mission and objectives	www.keene.edu/planning/pc_mission.cfm	2008-2009 catalog p.6
			Viewbook p.1
10.5	Expected educational outcomes	www.keene.edu/catalog/college.cfm	
10.5	Requirements, procedures and policies re: admissions	www.keene.edu/admissions/applying.cfm	2008-2009 catalog pp.84,219
			Discovery p.46
10.5	Requirements, procedures and policies re: transfer credit	www.keene.edu/aca/transfer.cfm	2008-2009 catalog pp.84,221
10.5	Student fees, charges and refund policies	www.keene.edu/sfs/tuition.cfm	2008-2009 catalog pp.225-229
		www.keene.edu/sfs/forms/tuition.pdf	Discovery pp.47-48
		www.keene.edu/sfs/refundpolicy.cfm	
10.5	Rules and regulations for student conduct	www.keene.edu/young/forms/studenthandbook.pdf	
10.5	Other information re: attending or withdrawing from the institution	www.keene.edu/catalog/acadpolicies.cfm	2008-2009 catalog pp.188-191
10.5	Academic programs	www.keene.edu/catalog/mdc.cfm	2008-2009 catalog pp.86-187
			Discovery pp.2-4
10.5	Courses currently offered	www.keene.edu/courses	
10.5	Other available educational opportunities	www.keene.edu/conted	Discovery
10.5	Other academic policies and procedures	www.keene.edu/policy	2008-2009 catalog pp.188-210
10.5	Requirements for degrees and other forms of academic recognition	www.keene.edu/catalog/undergrad.cfm	2008-2009 catalog pp.12-18
		www.keene.edu/academics/enrichment/	
10.6	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	www.keene.edu/catalog/catalog0809.pdf	2008-2009 catalog pp.240-249
10.6	Names and positions of administrative officers	www.keene.edu/catalog/catalog0809.pdf	2008-2009 catalog p.239
10.6	Names and principal affiliations of members of the governing board	www.keene.edu/catalog/appendix_1.pdf	2008-2009 catalog p.238
		www.keene.edu/senate/KSC_Senators_0809.pdf	
10.7	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	www.keene.edu/catalog/admissions.cfm	2008-2009 catalog p.218
			Discovery p.3

Standard Ten: Public Disclosure

10.8	Programs, courses, services, and personnel not available in any given academic year.	www.keene.edu/catalog/mdc.cfm	
10.9	Size and characteristics of the student body	www.keene.edu/admin/vsa.pdf	
10.9	Desription of the campus setting	www.keene.edu/ir/data/profile.pdf	Viewbook p.2
10.9	Availability of academic and other support services	www.keene.edu/catalog/acadsupport.cfm	2008-2009 catalog pp.211-214
			Viewbook p.17
			Discovery pp.38-39
10.9	Range of co-curriclar and non-academic opportunities available to students	www.keene.edu/catalog/studentlife.cfm	2008-2009 catalog p.237
		www.keene.edu/young/clubs.cfm	Viewbook pp.22-27
10.9	Institutional learning and physical resources from which a student can reasonably be expected to benefit	www.keene.edu/catalog/studentlife.cfm	2008-2009 catalog pp.215,234-235
		www.keene.edu/catalog/acadresources.cfm	Viewbook pp.14-17
10.10	Institutional goals for students' education	www.keene.edu/assessment	
10.11	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.keene.edu/admin/vsa.pdf	
10.11	Total cost of education, including availability of financial aid and typical length of study	www.keene.edu/admin/vsa.pdf	2008-2009 catalog p.225
		www.keene.edu/sfs/tuition.cfm	Viewbook p.31
		www.keene.edu/sfs/finaid.cfm	Discovery p.48
10.11	Expected amount of student debt upon graduation	www.keene.edu/admin/vsa.pdf	
10.13	Statement about accreditation	www.keene.edu/catalog/college.cfm#e	2008-2009 catalog p.7

Standard Ten: Public Disclosure

Description

Keene State College strives for academic excellence in all that it does. It has a system for long-term planning based on its mission and values. It has a shared governance structure that empowers those who work at the College. It has strong academic programs and excellent faculty and staff. Its services and academic resources support students from admission to graduation. The College has attractive facilities and, even in hard economic times, is fiscally sound. However, the only way for the public to know about the academic excellence of Keene State is through an honest presentation of information about the institution, and this honest portrayal is directly related to its transparency and compliance, both of which are central to the core values of Keene State. Providing information that is clear, concise, readily available, and accurate is a way for the College to respect the decisions people make in regard to the institution. Keene State provides all compulsory information required by federal mandate (Disclosure Policy) and meets its obligations as a state institution. Beyond that, though, the College does its best to be transparent in the information it provides through its electronic and print publications.

The primary source of information about the College is the website; in some cases the information found on the website exists in multiple areas, although some require a search from the homepage rather than a visible link. The website now contains the College catalog; 2008-2009 was the last year the catalog was available in print form, although archival copies will continue to be available for previous years. Moving to an online format has facilitated editing content from year to year so academic requirements are up-to-date and students know which policies apply to their year of entry. In addition, the change to an online format promotes environmental stewardship and sustainability, stated values of the College.

A second important online source is the Academic Guide, a resource providing links to information about the College, including services, policies, and helpful suggestions for navigating the system effectively and efficiently. It is the primary source for information about the College's academic programs and includes a brief history of the institution and listings of academic and student life resources. It also provides a list of all faculty, staff, administrators, and members of the governing body of the University System of New Hampshire (USNH). The newly created Marketing and Communications Office (MCO) is responsible for the College's website and the Academic Guide.

There are two print publications containing information about the College. The *Viewbook* is an attractive and informative marketing publication distributed and updated annually by the Admissions Office. Photographs are selected to reflect not only student demographics but also programs and activities offered at the College, such as study abroad, internships, and sports. While the *Viewbook* is a print publication, much of its information has been incorporated into the Admissions website. *Discovery* magazine is another marketing and informational publication distributed regionally (90,000 copies) three times a year through Continuing Education (CE). *Discovery* provides information on course offerings; non-credit courses; certification opportunities; and information on the College's non-credit bearing off-site program, the Occupational Health and Safety Administration Training Institute, and the Keene State College

Safety Center located in Manchester, New Hampshire. Information on academic and student life resources is included as well. Content in *Discovery* is monitored by CE. Again, while this is a print publication, the information it offers can also be found on the CE website.

The MCO has primary responsibility for managing the production of print and electronic publications and coordinates content updates and revisions with individual offices. This office maintains an ongoing schedule for publications and uses project management software to ensure projects are properly assigned and publication schedules are maintained.

One clear indication of Keene State's commitment to transparency is that the College was an early adopter of the Voluntary System of Accountability (VSA), a program sponsored by the American Association of State Colleges and Universities and the Association of Public and Land-grant Universities. VSA is designed to make information about colleges that subscribe to the program more accessible, transparent, and comparable. It provides a snapshot of the institution's demographics, student success, costs of attendance, financial aid awards, admission requirements, academic program offerings, institutional characteristics, classroom environment, student experiences, learning outcomes, student housing, and campus safety.

In addition to the general College website and publications, other important information is also available online. For example, the Disability Services Office provides information and resources to students, faculty, and staff with disabilities. There are also a number of publications distributed by campus offices that provide information specific to those offices, such as the College's parking policies. Answers to general questions about the College can be accessed through the ―contact us" or ―feedback" links on the website.

Information is also available about College processes. For example, the minutes of the College Senate, Operating Staff Council, and the Professional/Administrative/Technical Staff Council are available online, so that information about decisions that are being made on campus are accessible to anyone concerned. Information about submitting and tracking strategic initiative proposals, available grants, bidding and purchasing guidelines, as well as timely messages the campus receives from the president are all posted online. Transparency is valued on this campus, and evidence of the College's commitment to that value is clear from all the ways in which information is made available and from the ways the College seeks to keep that information accurate and up-to-date.

Appraisal

While the College provides essential information through its website, centralized control of the publication of web content has sometimes limited the timeliness of updates by individual departments and frustrated departments that would like more control over their own sites. Some uniformity is crucial for maintaining a consistent web presence for the College. However, the constraints placed upon departments that want to communicate their mission, work, and accomplishments in creative and dynamic ways through their websites have pushed them to consider ways of working around instead of within the system.

There was some debate about the College's move from a print to an online catalog in 2009-2010.

Standard Ten: Public Disclosure

While the benefits of providing information in a manner that is easily accessible online are clear, for faculty and staff discussing catalog information in rooms that do not have online wireless access, the lack of a printed version of the catalog complicates this work. For example, departments often have end-of-semester retreats to discuss policies and curriculum—information essential for public disclosure. While an individual can print a PDF version of the catalog and access to online documents can be achieved via a wired connection and displayed via a projector for group review, individuals would not have personal electronic access to documents unless meeting in one of the wireless spaces on campus.

In terms of accuracy, an online catalog offers an opportunity to ensure that the information is current. However, accuracy depends in part on the participation of campus departments in regularly reviewing and updating catalog information. It is, therefore, essential for academic and administrative units to do a close reading of catalog information after each new edition to ensure that any changes in policy or procedure have been integrated into the document. While most offices attempt to monitor catalog information so that it is accurate, updated regularly, reviewed, and vetted by campus constituents, the process is not always successful. Some procedures for monitoring are written, some are oral, and some are based on a calendar of cyclic events. However, there are no college-wide, consistent, uniform procedures for public disclosure and no designated frequency with which information is to be reviewed.

The College presents an accurate portrait of itself in the information it provides. As the College moves increasingly to communicating this information online, the new Marketing and Communications Office will help to establish clear lines of responsibility and accountability and will ensure that these guidelines are communicated to the campus community. This will contribute to Keene State's transparency in communicating and publicly disclosing accurate information.

Projection

Create Balance between Control and Accountability: The Marketing and Communications Office (MCO) needs to control the College website in order to maintain consistency in appearance and check the accuracy of links and content. However, when offices and departments are encouraged to create a web presence, they also need some control over their own material. By fall 2011, the MCO will develop clear standards and policies around web content that offer guidelines for web development consistent with College needs but flexible enough to incorporate the materials departments and offices need to supply in the interests of public disclosure.

Make the Campus Wireless: The campus will have end-to-end wireless access, including academic and administrative buildings, residence halls, and outside green spaces by 2015. Wireless access will be installed in all classroom buildings by the end of 2011.

Increase Accountability: Departments and offices responsible for information need to be held accountable for providing it. Each spring the provost will prompt chairs and directors to review the catalog and policies for accuracy and to submit a list of changes they will propose in the fall. A process to ensure the website information is reviewed and up-to-date will be in place by fall 2011.

Standard Eleven: Integrity

tandard 11: Institutional Integrity

olicies	Last Updated	URL where policy is posted	Responsible office or committee
Academy honesty	SP 2010	http://www.keene.edu/policy/ac	Office of the Provost
Intellectual property rights	FA 2009	http://www.keene.edu/admin/ha	Office of the Provost
Conflict of interest	FA 2009	http://www.keene.edu/admin/ha	Office of the Provost
Privacy rights	SP 2010	http://www.keene.edu/policy/fer	Registrar
Fairness for students	SP 2002	http://www.keene.edu/handbook	Vice President for Student
Fairness for faculty	June 2010	http://www.usnh.edu/hr/LaborRe	Office of the Provost
Fairness for staff	Various	http://www.keene.edu/hr/links.cf	Human Resources
Academic freedom	FA 2009	http://www.keene.edu/admin/ha	Office of the Provost
Other ____________________			
Other ____________________			

on-discrimination policies			
Recruitment and admissions	Sept 2010	http://docs.google.com/a/kscne	Admissions
Employment	Feb 2010	http://www.keene.edu/hr/vacanci	Human Resources
Evaluation	FA 2005	http://www.keene.edu/policy/dis	Human Resources
Disciplinary action	SP 2009	http://www.keene.edu/handbook	Vice President for Student
Advancement		http://docs.google.com/a/kscne	Vice President for
Other ____ Discrimination and Disc	FA 2005	http://www.keene.edu/policy/dis	Human Resources

esolution of grievances			
Students	FA 2009	http://www.keene.edu/handbook	Office of the Vice President
Faculty	June 2010	http://www.usnh.edu/hr/LaborRe	Office of the Provost
Staff	Dec 2005	http://www.usnh.edu/olpm/KSC/	System Personnel Office
Other ____________________			

ther	Last Updated	Relevant URL or Publication	Responsible office or committee
1			
2			
3			
4			
5			

Standard Eleven: Integrity

Description

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. The College strives to create an environment in which

- all are treated fairly and equally;
- learning and the respectful discussion of ideas are encouraged;
- all community members have timely access to the information that affects them in their learning and work environment;
- policies are regularly assessed for relevance, fairness, and clarity; and
- the enforcement of existing policies is applied consistently and fairly.

The College's current policies ensure that these principles are upheld by outlining specific guidelines for behavior and specific penalties for noncompliance. Keene State's compliance with the Clery Act in reporting crime statistics and its compliance with the Commission on Institutions of Higher Education's requests for information are just two examples of ways the College maintains a level of transparency for its constituent and accrediting groups. While integrity is a difficult concept to quantify, evidence that this value is at the core of the way in which the College operates and makes decisions is not hard to find.

For example, expectations and responsibilities for faculty in terms of teaching, scholarship, service, and professional behavior are outlined in the KSCEA and the KSCAA collective bargaining agreements and in the Faculty Handbook. New faculty participate in a year-long orientation program to assist them in their transition and help them understand these expectations and responsibilities. Faculty are further supported in their professional development through their Department Peer Evaluation Committees, which conduct evaluations of faculty and offer advice for making progress toward promotion and tenure. Human Resource handbooks and personnel policies on harassment and discrimination clarify professional standards for staff. Students are made aware of College expectations through the First Year student Convocation, Statement of Student Rights and Responsibilities and the Student Handbook, which also outlines the College's responsibility to support students in achieving their highest levels of academic and personal success. Specific student conduct and academic integrity philosophies, policies, procedures for enforcement, potential outcomes, and students' rights are outlined in the Code of Student Conduct and the Academic Honesty Policy. These examples serve to illustrate, not only the principle of integrity on this campus, but the practice that grows out of that principle.

In addition, shared governance is a way of life at Keene State; 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, regular access to high-level administrators, and genuine responsibilities for representing the needs of their constituent groups to the administration. Principal administrators seek not only to keep community members informed but to invite their input on serious matters the College is facing. For example, during the recent economic downturn, the president regularly addressed the campus community with budget updates, providing not only clear information, but increased opportunity for community building and a discussion of financial issues. Representatives from the faculty, Operating Staff Council, and Professional/Administrative/Technical Staff Council meet regularly with principal administrators, including the president. Faculty and staff members at all levels also routinely serve on search committees, and the unions and councils are frequently involved in changes to Human Resource policies.

Keene State has been striving to increase diversity on campus, and while the situation has improved, the College recognized that it needed to make a more concerted effort in this direction and to commit to providing real leadership on this issue. Toward this end, the College hired a cabinet-level chief officer for Diversity and Multiculturalism. In addition, the College has an active Campus Commission for Diversity and Multiculturalism and Campus Commission on the Status of Women. In 2008-2009, the College mandated unlawful harassment prevention training for all faculty and staff, both to educate the campus community and reinforce the College's commitment to this issue. The Office of Disability Services is committed to ongoing and expanding support for accessibility 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.

Faculty, staff, and students are treated with respect, and there are processes in place for handling disagreements and grievances. For example, when students were being bullied online in a fall 2008 episode, students and administrators collaborated to respond in a way that respected students' right to free speech while acknowledging the inappropriateness of anonymous harassment. The Student Assembly held a discussion of the gossip site and invited staff from the College's Information Technology Group, professionals from legal counsel, and faculty from the Journalism Department to advise and provide insight on the College's options. Students learned that legally the College could block the site, but this raised questions about censorship, transparency, and the loss of an opportunity to educate students. After weighing options in consultation with the administration, the Student Assembly determined that it would be an infringement on freedom of speech to restrict usage and instead issued a strong statement discouraging involvement in this kind of online anonymous harassment because it did not honor the College's values of diversity, civility, and respect.

Responses to issues that seem to threaten an individual's freedom of expression tend to be handled through discussion among all interested parties. The College continues to improve on this process and to maintain a level of agility needed to address issues on a case-by-case basis. For example, in November 2009, the Social Activities Council invited rapper Asher Roth to perform on campus. After the performance, significant concerns were raised regarding the misogynistic nature of the presentation. While many students provided feedback that they were not offended by the concert, others felt the need to respond. The Campus Commission on the Status of Women worked in conjunction with the Campus Commission on Diversity and Multiculturalism to offer an opportunity for community members to express their feelings about the concert in a safe environment. This experience has initiated policies, still in early development, to review proposed performances, including educational programs, to prepare the campus for controversial events.

Appraisal

Transparency and openness are valued by the College, as evidenced by the processes in place to guarantee them and by the reaction when members of the community feel that communication has been inadequate. Students, faculty, staff, and other stakeholders are watchdogs for institutional actions or behaviors of concern to the campus community and often join together to determine appropriate responses.

Of course, one facet of this openness has to be the debate and discussion of ideas, allowing all community members some freedom to explore boundaries. This necessarily leads to some conflict, as in the case of a student who created an art installation that some members of the community found offensive. The student had followed existing policy in presenting her piece; the result was a broader community discussion of what those channels are and how Keene State encourages freedom of expression while also respecting the rights of others on campus (who include not only students, faculty, and staff, but also young children who attend the Child Development Center and members of the broader Keene community). The College is frequently presented with similar issues, and in each case, refines its processes for handling disagreements and discussions of civil liberties, freedom of speech and assembly, and artistic expression. These discussions have grown, in some cases, to include outside experts, as well as other constituents of the College.

An important issue for faculty is the integrity of the promotion and tenure process. The contract stipulates that faculty are evaluated in three areas: teaching (including advising), service, and scholarship as defined by their departments. Few departments have created specific expectations within these areas or have clear criteria for achieving satisfactory progress toward promotion and tenure; there can, therefore, be a lack of consistency in evaluation across the College. This perceived inconsistency has caused some faculty members to question the integrity of the promotion and tenure process. However, the guidelines were reviewed recently by a college-wide task force, recommendations were made, and the new faculty collective bargaining agreement addresses some of the problems, including calling for departments to provide guidelines both for scholarship and service.

Another faculty issue concerns the Academic Honesty policy. Faculty are asked to report all violations, no matter how minor. Some faculty feel that these violations are handled most effectively within the class and question the need for a broader reporting and response structure. These concerns are mitigated by the College's need to ensure student behavior is addressed in a consistent manner and the necessity to intervene in situations where a student might have multiple minor violations.

Fairness and justice are major themes on campus, and Keene State's commitment to fairness can be seen in the 2007 salary review that revealed inequities among the staff. Once these inequities were identified, the Human Resource director, in collaboration with the president, principal administrators, the Professional/Administrative/Technical Staff Council, and the Operating Staff Council, significantly increased salaries for those employees who were most underpaid, with provisions made for additional training and responsibilities to raise pay grades for those lowest paid employees. Staff governance groups supported the allocation of staff increase pools to further these goals, recognizing that many other staff would receive only minimal increases. The College dedicated more than $600,000 for equity increases in 2007, 2008, and 2009.

Concern for fairness and justice is also expressed in Keene State's mission and values through the priority it places on diversity. Nonetheless, the campus has struggled with retaining students from underrepresented groups. The College hopes that the recent hiring of a chief officer for Diversity and Multiculturalism and the upcoming hiring of a coordinator for Multicultural Student Affairs, will demonstrate the College's commitment to diversity and will result in greater retention of faculty, staff, and students. The chief officer for Diversity and Multiculturalism is addressing this issue in all areas, from the curriculum to recruitment.

Concerns about integrity can also be seen in facilities planning. After years of expressed employee concern, the Fiske Annex was renovated to better accommodate the functions of Human Resources, Purchasing, Accounts Payable, Payroll, and the Business Office. A primary motivating factor prompting the renovation was the lack of privacy for employees needing to access Human Resource staff when sharing personal or confidential details associated with family life, medical issues, and workplace concerns. Today, private offices, shades on windows, secured entryways, and a new floor-plan configuration ensure easy access, while providing privacy and security for building occupants and their visitors.

One of the most important ways to maintain integrity is to have clear policies in place to guide programs and decisions. However, the creation and review of these policies is unsystematic and uncoordinated. There is no central location where all policies can be found, and communication around changes in policies is uneven at best. Some offices, departments, and programs of the College have scheduled policy reviews, but many do not; tracking down current versions of those policies can be difficult. One example is the infectious disease policy as outlined in the 2008-2009 Faculty Handbook, which referred only to HIV/AIDS and suggested, in part, that it could potentially be acceptable to bar those infected from participating in the life of the community. This policy, which is clearly in violation of the College's values, once discovered, was changed. However, it had to be discovered because of the lack of systematic review.

Access to policies is similarly uneven. While the Disclosure Policy, for example, is easily accessible from the College homepage, other policies are more difficult to find, or even entirely unavailable online. For example, a week into the fall 2009 semester, the 2009-2010 Faculty Handbook was still unavailable online, leaving newly hired faculty without crucial information about their responsibilities and the College's expectations. When policies are unclear or unknown, the result is uneven enforcement, as offices do not always communicate with each other regarding changes to policies. For example, the infectious disease policy mentioned above was revised, but the revised language did not appear in the Faculty Handbook. The confusion and miscommunication around policies could be avoided if there were a central location for them and a clear means by which they could be reviewed and updated.

Although the College is proud of its ongoing efforts to create a culture that values individual and institutional integrity, there are still areas that need to be addressed.

Projection

Centralize and Review Policies: The College needs a master list of all its policies that is up-to-date and accurate. This site will need to have working links to the policies of specific offices and academic departments, and one office needs to be designated by the president as a clearinghouse for auditing all new policies and for reviewing changes to existing policies. Offices and departments need to review policies as part of their annual reports to ensure that the information in this central location is accurate and up-to-date and maintain a schedule for policy review and communication with the community. Offices and departments will need to develop instruments to track exceptions in the enforcement of current policies to determine whether policies are being applied fairly, as well as whether policy revision is necessary. Beginning in 2010, the Marketing and Communications Office will create a master list of all College policies in one online location, indicating when the policy was created or last reviewed and which office or academic department is responsible for the policy.

Increase Diversity: The College is committed to diversity, but it needs a clear plan for achieving this goal. In 2010-2011, the chief officer for Diversity and Multiculturalism will work with the campus to devise a strategic plan to 1) develop a College definition of ―diversity"; 2) increase the diversity among faculty, staff, and students each year; 3) create and publish guidelines for retaining diverse faculty, staff, and students; and 4) report on the College's progress in meeting its goals at the opening session of fall semester beginning in 2011.

Appendix

Self Study Supporting Documents
AAC&U Leap Exemplar Program
AACRAO Consulting Report
AAUP Salary Table Appendix 09
Academic Affairs Annual Report 08 Library
Academic Affairs Annual Report 08 Academic and Career Advising
Academic Affairs Annual Report 08 Service Learning
Academic Affairs Annual Report 09 Academic and Career Advising
Academic Affairs Annual Report 09 Office of Sponsored Projects
Academic Affairs Annual Report 10 Office of Sponsored Projects
Academic Affairs Annual Reports Summary 09
Academic Affairs Arts and Humanities Annual Report 04-05
Academic Affairs Arts and Humanities Annual Report 06
Academic Affairs Assessment Grant Application
Academic and Career Advising Services Benchmark Survey Summary December 2005
Academic and Career Advising Current general policy on Academic Advising:
Academic and Career Advising Data 2009
Academic and Career Advising Drop In Advising Form
Academic and Career Advising Functions and Obligations
Academic and Career Advising New Student Survey Form
Academic and Career Advising Organizational Chart 2009
Academic and Career Advising Planning Committee Report 1 Advising is Teaching
Academic and Career Advising Planning Committee Report 2 Improving Advising at KSC
Academic and Career Advising Planning Committee Report 3 Mission Statement Draft
Academic and Career Advising Planning Committee Report 4 Advising Day Outline
Academic and Career Advising Planning Committee Report 5A Advising Load Data
Academic and Career Advising Planning Committee Report 5B Advising Center Traffic
Academic and Career Advising Planning Committee Report 6A Exemplary Dept Advising-TAD
Academic and Career Advising Planning Committee Report 6B Exemplary Dept Advising-PE
Academic and Career Advising Planning Committee Report 6B2 Exemplary Dept Advising-PE
Academic and Career Advising Planning Committee Report 6C Exemplary Dept Advising-Bio
Academic and Career Advising Planning Committee Report 7A First Year Student Feedback
Academic and Career Advising Planning Committee Report 7B Student Trustee Report
Academic and Career Advising Planning Committee Report 8A First Year Advising Guide Draft
Academic and Career Advising Planning Committee Report 8B Faculty Advising Update
Academic and Career Advising Planning Committee Report 9 Chairs Comments
Academic and Career Advising Planning Committee Report Table of Contents
Academic and Career Advising Services Benchmark Survey Complete December 2005
Academic and Career Advising Services Benchmark Survey Supporting Data December 2005
Academic and Career Advising Student Intake Satisfaction Survey Spring 2009
Academic and Career Advising Student Services Intake and Satisfaction Survey
Academic and Career Advising TGEP Application
Academic and Career Advising Website
Academic Credit And Study Away Programs At Keene State
Academic Freedom Policy
Academic Honesty Policy
Academic Honesty Policy Violations Chart
Academic Honor Societies
Academic Overview Committee Calendar Draft
Academic Overview Committee External Review Report-Communication
Academic Overview Committee External Review-Biology

Appendix

Academic Overview Committee External Review-Journalism
Academic Overview Committee Guideline Flow Chart
Academic Overview Committee Procedures
Academic Overview Committee Question/Answers to Co Curricular Program Review
Academic Overview Committee Report on Journalism
Academic Overview Committee Report-Communication
Academic Overview Committee Report-Modern Languages
Academic Overview Committee Report-Philosophy
Academic Overview Committee Report-Physical Education
Academic Overview Committee Report-Psychology
Academic Overview Committee Review-Ext Review and Subcommittee Report-Library
Academic Overview Committee Self Study- Athletic Training
Academic Overview Committee Self Study-Biology
Academic Overview Committee Self Study-Chemistry
Academic Overview Committee Self Study-Journalism
Academic Programs Additions and Deletions
Academic Programs Outcomes
Academic Service Learning Website
Academic Staffing Plan
Academic Strategic Plan
Academic Technology Mission
Academic Technology Steering Committee
Accreditation Program Review and Steps to Create New Programs
ACHA NCHA Spring 2009 Data Report
ACHA NCHA Spring 2009 Executive Summary
Add/Drop Historical Explanation
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College Catalog

Keene State College no longer prints hard copies of the College Catalog. The Catalog can be found online at: http://www.keene.edu/catalog.

Management's Responsibility for Financial Reporting and Internal Controls

The accompanying financial statements, footnotes, management's discussion and analysis, and all information in this Annual Report are the responsibility of management. Management has prepared the financial statements and accompanying notes in accordance with generally accepted accounting principles and, in the process, has made judgments and estimates which affect the amounts as reported. Management is responsible for the integrity and objectivity of all representations in this report.

The financial reporting process utilizes an on-line budgeting and accounting system with spending controls on operating funds and electronic access and approvals. Managers of all USNH funds have continual on-line access to the status of their accounts in order to measure operating results against the budget and to assure effective custodianship of funds. Transactions as recorded in the accounting system are aggregated and reflected in regular monthly reports to management, in periodic interim reports to the Board of Trustees' Financial Affairs Committee, and in the annual audited financial statements, approved by the full Board.

The internal control systems include an organizational structure that provides for careful recruitment and training of qualified personnel, proper segregation of financial duties, and a program of regular internal audits. These controls are designed to provide reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, transactions are executed in accordance with management's authorization, and such transactions are recorded properly, resulting in financial statements that are free from material misstatement. Management seeks to continually improve internal controls, given costs thereof and management's assessment of the probability and potential consequences of future events. According to the "Internal Control – Integrated Framework" report published by the National Commission on Fraudulent Financial Reporting (the Treadway Commission), internal controls can be judged effective if management has "reasonable assurance that (1) they understand the extent to which the entity's operating objectives are being achieved, (2) published financial statements are being prepared reliably, and (3) applicable laws and regulations are being complied with." Based on these requirements it is management's opinion that the internal control systems employed by USNH are effective.

The Audit Committee of the Board of Trustees is responsible for overseeing USNH's financial reporting process and internal control systems, as well as recommending and engaging independent public accountants for the annual audit. The internal auditors, while employees of USNH, are nevertheless objective in the planning, conducting and reporting of their audits. The Audit Committee, the voting members of which are solely outside trustees, meets at least three times per year and at the request of the Director of Internal Audit. Both internal and external auditors have unencumbered access to the Audit Committee at all times.

PricewaterhouseCoopers LLP, certified public accountants, have issued their unqualified opinion as to the fair presentation of the financial statements that follow. Thus, for all 46 years of its existence, USNH has received only unqualified opinions from its independent auditors. As part of their audit, PricewaterhouseCoopers LLP assessed the accounting principles used and significant estimates made by management. Although it is not practical to examine all transactions and account balances, the auditors have conducted a study and evaluation of USNH internal control systems and performed tests of transactions and account balances to provide reasonable assurance that the financial statements are free from material misstatement.

The Report of Independent Auditors, which expresses the auditor's opinion on the 2009 financial statements, is reproduced on the following page.

Kenneth B. Cody
Vice Chancellor for Financial Affairs and Treasurer/CFO

Carol. A. Mitchell
Controller

PRICEWATERHOUSECOOPERS

PricewaterhouseCoopers LLP
125 High Street
Boston MA 02110
Telephone (617) 530 5000
Facsimile (617) 530 5001

Report of Independent Auditors

To the Governor, State of New Hampshire;
Legislative Fiscal Committee,
State of New Hampshire;
The Board of Trustees,
University System of New Hampshire:

In our opinion, the accompanying consolidated statements of net assets and the related consolidated statements of revenues, expenses and changes in net assets and cash flows, present fairly, in all material respects, the financial position of the University System of New Hampshire (USNH) at June 30, 2009 and 2008, and its consolidated revenues, expenses and changes in net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of USNH's management. Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

The Management's Discussion and Analysis on pages 15 through 22 are not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

PricewaterhouseCoopers LLP

August 28, 2009

Management's Discussion and Analysis

I. Introduction

The following unaudited Management's Discussion and Analysis includes an analysis of the financial condition and results of activities of the University System of New Hampshire (USNH) for the fiscal year ended June 30, 2009. This analysis provides a comparison of significant amounts and measures to prior periods and, where appropriate, presents management's outlook for the future.

The University System of New Hampshire is a Section 501(c)(3) corporation organized under the laws of the State of New Hampshire to serve the people of the state as the premier public provider of higher education, research and public service. USNH accomplishes its mission by operating four institutions that collectively offer a full array of higher education options for the state. These institutions include the University of New Hampshire, with campuses in Durham (UNH) and Manchester (UNHM); Plymouth State University (PSU); Keene State College (KSC); and Granite State College (GSC). While USNH performs public service and conducts scholarly research across the globe, most of USNH's activities take place at the three residential campuses (UNH, PSU and KSC), the urban campus (UNHM), the nine regional sites of GSC, and the multiple Cooperative Extension and Small Business Development Centers located throughout New Hampshire. The accompanying financial statements also include the activities and balances of the state's only public television station, New Hampshire Public Broadcasting (NHPB); the University of New Hampshire Foundation, Inc. (UNHF); and the Keene Endowment Association (KEA) - three legally separate but affiliated entities.

The macro-economic conditions have been a major concern for USNH over the past year. Because of its risk management, diversification, and financial flexibility, USNH has to date successfully managed through the credit crisis, economic downturn and decline in the financial markets. While 2009 yielded many successes, USNH will continue to manage diligently to preserve its financial strength during the expected challenges in 2010 and 2011. The actions and results of 2009, and the challenges for 2010 and beyond, are detailed below.

II. Financial Highlights and Economic Outlook

A. Revenue Diversification

Management considers revenue diversification key to building a financially healthy institution capable of sustainable success. Chart 1 below shows revenue diversification in 2009, while Chart 2 shows these same revenues broken down by institution.

Net tuition and fees revenue increased 6.8% over 2008. While the state operating appropriation was only 12.5% of total 2009 revenues, it is a dependable revenue source, enabling USNH to perform effective long-term strategic planning and manage resources efficiently. As shown on Chart 3 on the following page, USNH general appropriations have not decreased in any of the past 25 years. With the addition of $3 million in federal stimulus funding in 2010, state general appropriations are expected to be level-funded at $100 million per year over the next biennium.

Enrollments at USNH institutions continued to grow in 2009. Since the fall of 2004, credit enrollments at USNH have increased 7.1%, or 1,756 FTE students, including increases of 1,061 resident students and 695 nonresident students (see Table 1). Approximately 54% of UNH new students in the fall of 2008 ranked in the top 20% of their high school class, up from 48% in 2004. As seen in Table 2, there has been a 35% growth in annual applications to UNH over the past four years and the acceptance rate has been reduced from 69% to 65% of applications over the same period, increasing selectivity. The combined SAT scores for new UNH students averaged 1,115 in fiscal year 2009. UNH will also add a short semester during the 2009-2010 winter break, and all campuses plan to expand online courses to enhance net tuition revenue.

Grant revenues had limited growth in 2009, up less than 1% over 2008. The ten-year record of UNH competitively-won research and other sponsored programs shows the volatility of recent award

2009 Revenues = $803 Million

(not including capital additions/deductions)
(shown here at gross amounts, not netted for student financial aid)
($ in millions)

Chart 1: Diversification of 2009 Revenues

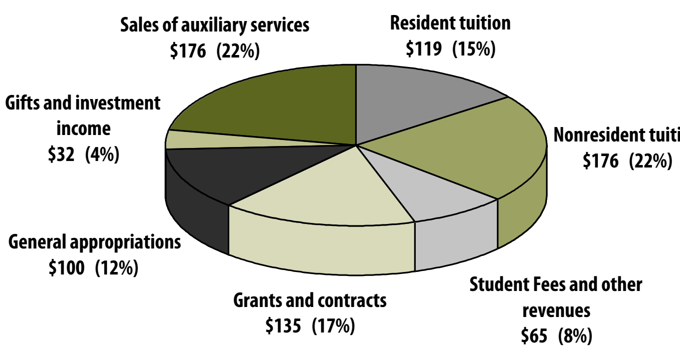


Chart 2: 2009 Revenues by Institution

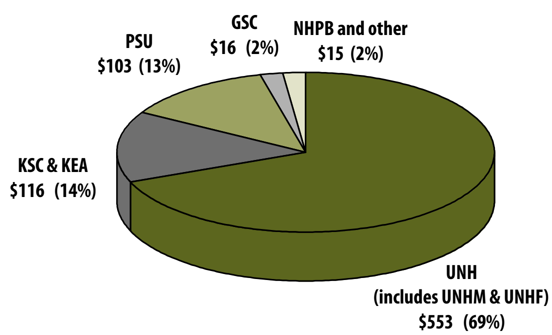


Chart 3: Twenty-Five Year Revenue Comparison
(not including capital additions/deductions)
($ in millions)

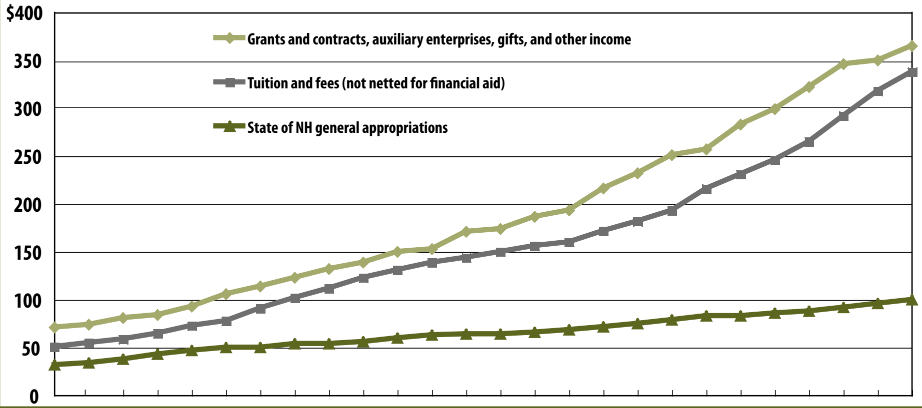


Table 1: Full-Time Equivalent (FTE) Credit Enrollment in the Fall of Each Year

	2004	2005	2006	2007	2008
UNH	13,165	13,333	13,741	13,856	13,925
PSU	4,921	5,266	5,322	5,554	5,677
KSC	4,504	4,478	4,550	4,815	4,979
UNHM	884	839	848	861	840
GSC	1,255	1,016	1,038	1,031	1,064
Total USNH FTEs	24,729	24,932	25,499	26,117	26,485
NH Resident	15,313	15,504	16,059	16,374	16,374
Nonresident	9,416	9,428	9,440	9,743	10,111
Total USNH FTEs	24,729	24,932	25,499	26,117	26,485

Table 2: Freshman Applications, Acceptances and Enrollees at UNH at Durham in the Fall of Each Year*

	2004	2005	2006	2007	2008
Freshman applications received	12,009	12,809	13,991	15,122	16,246
Freshman acceptances as % of applications (selectivity ratio)	69%	72%	67%	59%	65%
Freshman enrolled as % of acceptances (matriculation yield)	31%	30%	33%	30%	26%

*excludes transfers and readmits

volumes (see Chart 4). Sponsors of UNH awards include the US government, the state, non-profits and the commercial sector. During 2009 UNH received $1.9 million in Federal stimulus awards for transportation initiatives. In addition, stimulus grant proposals submitted exceed $100 million System-wide with the most significant item (approximately $60 million) proposed in conjunction with the New Hampshire Department of Resources and Economic Development for telecommunication network improvements in underserved regions of the state.

Facilities and administrative cost recoveries on grants and contracts totaled approximately $18.5 million USNH-wide for the year ended June 30, 2009, down $1 million from 2008. This unrestricted revenue stream is used to support USNH infrastructure. UNH submitted its latest Federal facilities and administrative cost rate proposal in 2009 which is pending review by the cognizant agency. With the proposed rate, UNH expects recoveries to increase slightly in future years.

B. Investing Activities

The credit crisis and other macro-economic factors impacted USNH operations during both 2009 and 2008 as described below. The USNH endowment pool lost 23.2% in 2009 compared to a loss of 4.6% in 2008. These unprecedented losses have effectively offset all gains earned in recent years. With regard to endowment stewardship, the State of New Hampshire adopted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) in 2009. As a result of this new legislation, both USNH and UNHF updated their endowment spending policies to allow payout from underwater true endowment funds beginning in 2010. However, such spending serves to compound the impact of the endowment losses incurred. Accordingly, management has capped the USNH endowment payout-per-unit for designated purposes in 2010 at 85% of the 2009 amount. Chart 5 on the following page shows the change in USNH endowment and similar funds over the past ten years. Additional information on the components of the change for the past three years can be found in Table 5.

The 2009 other investment income total includes $9.0 million in proceeds from a settlement related to certain USNH commercial paper purchases in 2008 (see Note 12 for additional information). Operating investment income was lower in 2009 than in 2008 due to the low interest rate environment and unrealized losses on mutual fund holdings. USNH updated its investment policy in 2009, in part, to mitigate investment risks (see Note 2 for a summary of provisions of the policy).

During 2009 USNH also replaced the stand-by bond purchase agreement on the 2005A Bonds with a daily self-liquidity commitment. This commitment requires USNH to maintain 1.5 times the outstanding bonds balance in same-day available funds through March 2010 (see Note 8 for additional information).

C. Cost Containment

Management and trustees continue to focus on controlling costs. UNH began 2009 with a hiring freeze and ended the year with a salary freeze for most non-union employees. USNH will review the final enrollment figures for Fall 2009 before committing to any salary increases for 2010. All campuses have also actively reduced spending on travel, business meals, subscriptions, and memberships. Printing and mailing costs are being reduced through expansion of web-based information delivery. Medical and dental costs net of employee cost sharing increased a total of 10.1% in 2009, and have increased an average of 10.8% per year over the past ten years. Increases for 2010 are expected to continue in the 12% range despite continuing cost containment initiatives and increased employee cost sharing. Utilities expenses in 2009 increased 6.4% over 2008, primarily due to increased oil costs at PSU and KSC. UNH brought its ECOLine Pipeline Project live at the end of 2009. The pipeline transports cleansed landfill gas to the Durham campus to be used as the primary source of fuel for the cogeneration plant. ECOLine is expected to further lower and stabilize energy costs, and will eventually supply a majority of UNH's needs for electricity, heating and cooling.

USNH has a long tradition of efficient operations, tight spending controls, and balanced budgets. The 2009 economy resulted in additional monitoring in this regard, and management expects to continue in this businesslike mode. Programmatic expenses associated with direct services to students and customers have outpaced increases in general overhead expenses. Overhead, recorded as institutional support, is one of the smallest components of USNH expenses and has been well-controlled as seen in Chart 6.

Chart 4: Awards for Competitive Sponsored Programs, UNH Only

($ in millions)

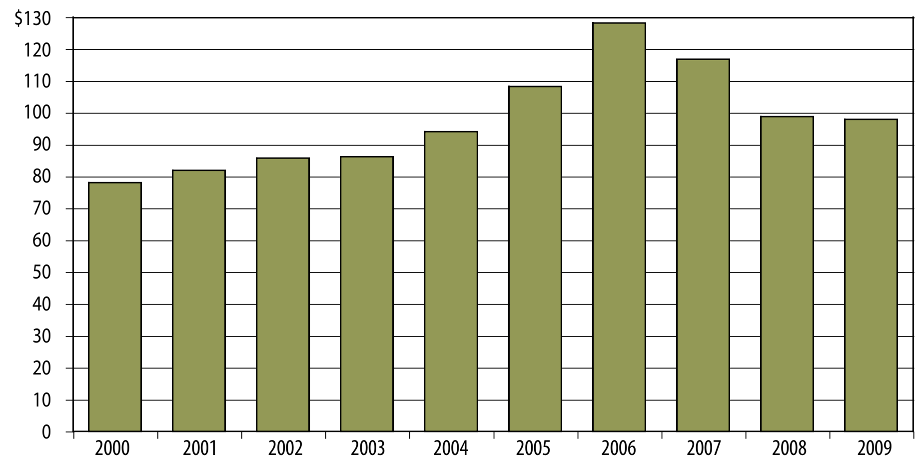


Chart 5: Total USNH Endowment & Similar Funds

(includes UNHF & KEA)

Ten-Year Growth

($ in millions)

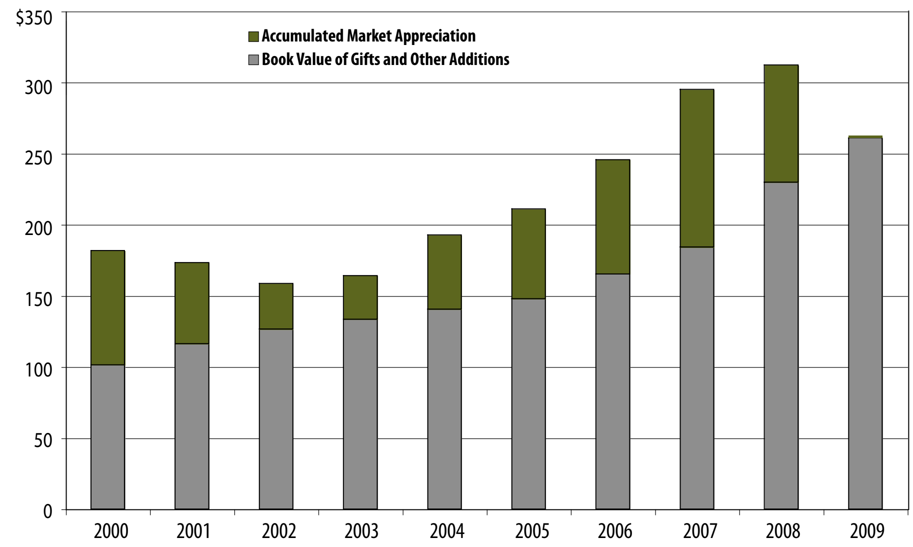
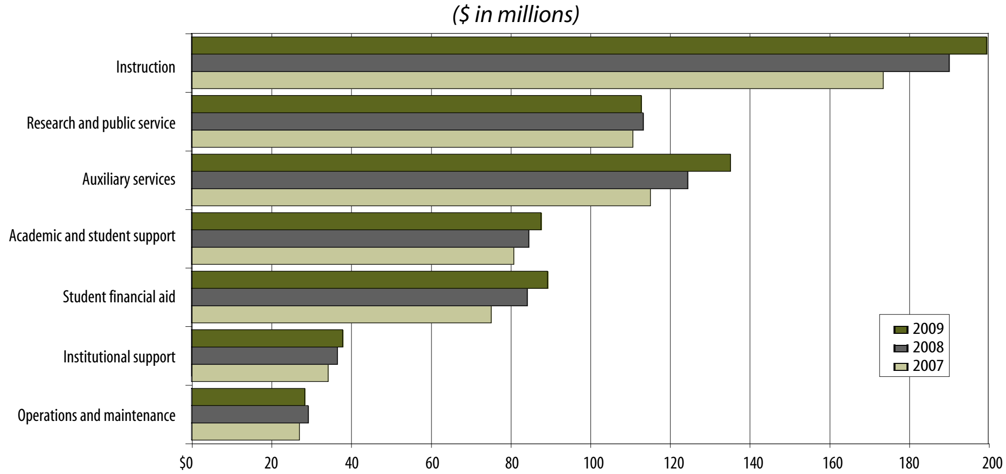


Chart 6: Current Fund Expenses by Functional Classification

($ in millions)



D. State Capital Support

In 2001 the state demonstrated its commitment to USNH as an engine of economic development by authorizing the first phase ($100 million) of a two-phase capital program to expand and renovate teaching and departmental research facilities, primarily for science and engineering. This program, known as the Knowledge Economy Education Plan for New Hampshire (KEEP-NH), is expected to bolster the state's high tech job market for years to come. Funding for phase two of KEEP-NH, an additional $110 million, was approved in June 2005. Spending and commitments against the combined KEEP-NH appropriation through June 30, 2009 totaled approximately $168 million. The remaining $41.5 million will be expended over the next four years to renovate and expand three major science buildings at UNH and complete the conversion to digital transmission by NHPB. (See Note 5 for additional information on KEEP-NH spending to date.) Based on a survey of nearly 100% of the buildings on the residential campuses, USNH developed a new fee in 2009 to address deferred maintenance. The fee will be assessed beginning in 2010, and the associated revenue will be earmarked to reduce deferred maintenance of educational and general buildings not addressed by the KEEP-NH initiatives. USNH is working with the state to develop a matching state funding program for deferred maintenance in future years.

USNH also issued $105.7 million of New Hampshire Health and Education Facilities Authority (NHHEFA) revenue bonds in March 2009. The majority of the proceeds for the Series 2009A Bonds ($84.0 million) were used to fully refund the Series 2006A and 2006B Bonds. This virtually eliminated USNH's variable interest rate exposure and will improve cash flows in the near term until principal payments become due beginning in 2014. The remaining proceeds will be used to finance construction of the ALLWell Ice Arena on the PSU campus, renovate the Huntress Residence Hall at KSC, and upgrade fire safety systems in dormitories and improve student recreation facilities at UNH. (See Note 8 for details on all outstanding debt issuances.)

E. Financial Indicators

USNH has adopted key strategic performance indicators, including financial measures, for each campus and the University System as a whole. The financial measures include targets that are designed to assist management in improving/maintaining the USNH operating margin, unrestricted financial resources (net assets), and total financial resources over the long term, thereby ensuring a financially healthy organization capable of serving the citizens of the state indefinitely. USNH compares itself to the Moody's median for similarly rated A1 public universities and university systems.

Unrestricted net assets declined by $10.8 million in 2009 largely due to reduced market values of unrestricted quasi-endowment funds. This is impacting the strategic ratios shown in charts 7 and 8 above in the current year, and is expected to impact all other higher educational institutions in a similar fashion.

Management monitors the unrestricted net assets to total debt ratio carefully and considers it an important gauge of the financial health of USNH. This is particularly important as USNH nears completion of a 12-year $1 billion capital facility improvement plan, financed primarily through debt, operating surpluses and state KEEP-NH appropriations as detailed in Chart 9. (See the Capital and Debt Activities section beginning on the following page for additional information in this regard.)

Chart 7: Unrestricted Financial Resources (Net Assets) to Operations

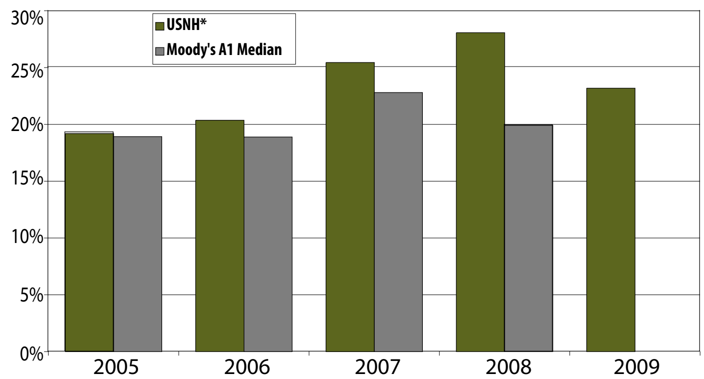
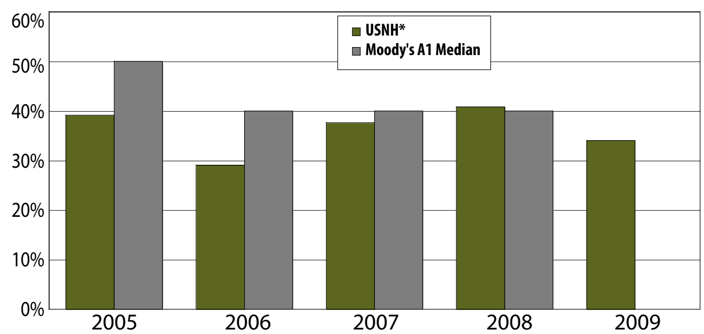


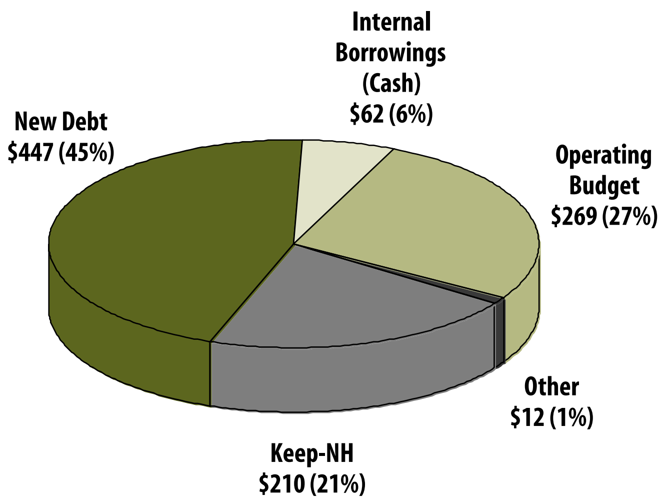
Chart 8: Unrestricted Financial Resources (Net Assets) to Total Debt



*Adjusted for postretirement medical liabilities. See Note 7 for additional information.

Chart 9: Capital Funding Sources, 2001-2013
Total = $1 Billion

($ in millions)



III. Using the Financial Statements

A. Statement of Net Assets

The Statement of Net Assets depicts the financial position of USNH at one point in time – June 30 – and includes all assets and liabilities of USNH and its component units. The Statement of Net Assets is the primary statement used to report financial condition. Assets are measured at fair value, except for property and equipment, which are shown at historical cost less accumulated depreciation. Net assets represent the residual interest in the University System's assets after liabilities are deducted. Over time, an increase in net assets is one indicator of an institution's improving financial health. Factors contributing to future financial health include the size and quality of student enrollments; quality and distinction of the faculty; growth and diversification of revenue streams; and prudent management of costs, financial assets and facilities. Table 3 below shows summary information derived from the Statement of Net Assets at June 30 for the past five years.

Total assets increased by $387 million or 35% over the past five years. The major components of assets are cash and operating investments, endowment and similar investments, and property and equipment. Other assets include accounts and notes receivable, prepaid expenses, and debt proceeds held by others for construction purposes.

Endowment investments were valued at $263 million as of June 30, 2009, a decrease of $49 million from 2008. This reduction was due to investment losses incurred as a result of the economic downturn. (See the Endowment and Similar Investments discussion for additional information in this regard.) The net increase in property and equipment was $327 million over the past five years. These increases are primarily a result of the KEEP-NH projects and utilization of bond proceeds for construction as described below.

Liabilities are primarily comprised of accrued postretirement medical benefits and long-term debt. The long-term debt of USNH primarily consists of bonds and capital leases payable. Between 2005 and 2009, USNH issued $282 million of revenue bonds to finance new construction, as described more fully below. Other liabilities include accounts payable, deferred revenue, accrued employee benefits, and government advances refundable (amounts provided by the US Government under the Perkins Loan Program that would be refundable should USNH cease operating its revolving loan progams.)

Total net assets have grown from $633 million at June 30, 2005 to $824 million at June 30, 2009, an increase of 30% in the past four years. Net assets are reported in three net asset categories. The invested in capital assets amount is the historical cost of property and equipment reduced by total accumulated depreciation and the balance of related debt outstanding. Restricted net assets include funds already expended or committed, such as loan funds and endowments and similar funds, where assets are restricted as to purpose or assets are required to be invested in perpetuity.

Net assets that are not subject to externally imposed restrictions governing their use are classified as unrestricted net assets on the Statement of Net Assets. Unrestricted net assets include not only unrestricted current fund balances, but also balances in unrestricted loan funds, unrestricted funds functioning as endowment, unexpended plant funds, and unrestricted funds held by affiliated entities. Substantially all unrestricted net assets are committed for goods and services not yet received, capital projects in various stages of planning and completion, normal working capital for departmental activities, or designated for specific future purposes. (See Note 10 for further details on net asset balances.)

Table 3: Summary Information Derived from the Statement of Net Assets as of June 30

($ in millions)

	2005	2006	2007	2008	2009
Cash and operating investments	$ 188	$ 202	$ 226	$ 226	$ 218
Endowment and similar investments	211	245	295	312	263
Property and equipment, net	588	694	780	852	915
Other assets	110	166	105	87	88
Total assets	$1,097	$1,307	$1,406	$1,477	$1,484
Postretirement medical benefits	$ 45	$ 49	$ 52	$ 51	$ 47
Long-term debt	279	418	419	458	475
Other liabilities	140	137	138	135	138
Total liabilities	$ 464	$ 604	$ 609	$ 644	$ 660
Invested in capital assets, net	$ 352	$ 386	$ 409	$ 430	$ 476
Restricted	218	246	283	278	234
Unrestricted	63	71	105	125	114
Total net assets	$ 633	$ 703	$ 797	$ 833	$ 824

Capital and Debt Activities

Expenditures for property and equipment are recorded as additions to assets on the Statement of Net Assets with the related depreciation recorded as an operating expense on the Statement of Revenues, Expenses and Changes in Net Assets. Interest expense on the related debt service (net of capitalized interest during construction and interest income earned in bond-funded construction accounts) is recorded as nonoperating expense in the Statement of Revenues, Expenses and Changes in Net Assets, whereas the principal payments required to pay down the debt are reflected as a reduction of the corresponding liability.

Major capital projects for the past four years and construction in progress as of June 30, 2009 are listed in Table 4 on the following page.

Academic Facilities

The KEEP-NH legislation signed into law in July 2001 resulted in an initial $100 million appropriation from the state to fund the renovation and expansion of teaching and research facilities, primarily for science and technology. The first KEEP-NH initiative was successfully completed in the summer of 2007. All the projects using the first phase of funding were completed on-time and on-budget.

Table 4: Major Construction Projects

	Campus	Name of Project	Primary Purpose	Total Project Cost *($ in millions)*	Primary Sources of Funds
Fiscal year completed:					
2004	UNH	Holloway Hall	Student dining	$29	NHHEFA bonds
	UNH	Congreve Hall renovation	Student residential	16	NHHEFA bonds
	UNH	Murkland Hall renovation	Academic & research	9	State appropriations
	PSU	Boyd Hall renovation	Academic & research	19	State appropriations & gifts
2005	KSC	Putnam Science Center	Academic & research	24	State appropriations & gifts
	KSC	Zorn Hall	Student dining	21	NHHEFA bonds, gifts & cash
2007	UNH	Gables Apartments expansion	Student residential	37	NHHEFA bonds
	UNH	Central Heating/Cogeneration Facility	Energy infrastructure	30	Capital lease & cash
	UNH	Thompson Hall renovation	Administrative	4	Cash
	PSU	Langdon Woods	Student residential	29	NHHEFA bonds
	KSC	Butler Court	Student residential	18	NHHEFA bonds
	KSC	Media Arts Center	Academic	5	Cash
2008	UNH	Kingsbury Hall renovation and expansion	Academic & research	56	State appropriations, gifts & cash
	UNH	Southern Underpass	Infrastructure	8	State approps, fed grants & cash
	PSU	Mary Lyon Hall renovation	Student residential	16	NHHEFA bonds & cash
2009	UNH	Southeast Residential Community	Student residential	51	NHHEFA bonds
	UNH	DeMeritt Hall	Academic & research	19	State appropriations & gifts
	UNH	Fairchild Hall renovation	Student residential	9	NHHEFA bonds
	UNH	Stillings renovation	Student dining	2	NHHEFA bonds & cash
	UNH	Chase Hall addition	Academic & research	2	Federal grants
	UNH	Main Street Reconstruction Project	Infrastructure	2	State grants, local grants & cash
	UNH	Philbrook Hall expansion	Student dining	6	NHHEFA bonds & cash
	PSU	Central Campus Infrastructure improvements	Energy & other infrastructure	7	State appropriations & cash
	KSC	Pondside III Apartments	Student residential	17	NHHEFA bonds
	KSC	Fiske Hall renovation	Student residential & administrative	9	NHHEFA bonds & cash
In progress at June 30, 2009, at budgeted amounts:					
	UNH	ECOLine Landfill Gas Project	Energy infrastructure	49	NHHEFA bonds & cash
	UNH	Marine Pier	Infrastructure	14	Federal grants
	UNH	James Hall renovation	Academic & research	35	State appropriations & gifts
	UNH	NH Hall Kinesiology renovation	Academic & research	5	Cash
	UNH	Parsons Hall renovation	Academic & research	60	State appropriations, gifts & cash
	UNH	Recreation facilities renovations	Student recreation	3	NHHEFA bonds
	UNH	Whittemore Arena renovations	Student recreation	2	NHHEFA bonds
	UNH	Residential Safety improvements	Student residential	1	NHHEFA bonds & cash
	PSU	ALLWell Ice Arena	Infrastructure	16	NHHEFA bonds & cash
	KSC	Central Heating/Cogeneration Facility	Energy Infrastructure	10	State appropriations & cash
	KSC	KSC Huntress Hall renovations	Student residential	6	NHHEFA bonds & cash
	KSC	KSC Alumni Center	Administrative	7	Cash
	NHPB	Digital Transmission Conversion	Other infrastructure	3	State appropriations

The state also approved a second appropriation of $110 million to complete the KEEP-NH plan by 2013. Infrastructure projects on the residential campuses have been completed along with a ground-up renovation of Demeritt Hall at UNH. The remaining funds will provide similar renovations for James Hall and Parsons Hall. All three buildings serve instruction and research areas in the sciences at UNH.

Residential Life Facilities

In 2005, each of the three residential campuses housed approximately 55% of their traditional age undergraduate populations. The long-term strategic goal of each campus is to house approximately 60% of its undergraduates. To meet this goal USNH issued an additional $210 million in revenue bonds during 2005 and 2006. All projects have been completed including Zorn Dining Hall and the Butler Court, Fiske and Pondside III Residence Halls at KSC; the Grafton, Langdon Woods and Mary Lyon Residence Halls at PSU; and the Philbrook Dining Hall, Fairchild Residence Hall, Gables Apartments and Southeast Residential Community at UNH. This has enabled USNH to reach the student housing goals of 60% for undergraduates at each residential campus.

In 2009 USNH issued $24 million of additional bonds to finance the construction of the ALLWell Arena and Welcome Center at PSU; renovate the Huntress Residence Hall at KSC; and upgrade fire safety systems in dormitories and make certain improvements to student recreation facilities at UNH. All of these projects are currently underway with completion expected by September 2010.

UNH Energy Infrastructure Facilities

During 2004, USNH entered into a construction contract for replacement of the central heating plant at UNH, including an electricity cogeneration facility. The project cost totaled $30 million of which $19 million was financed by a 20-year capital lease, with the balance coming from USNH funds. The facility went online in early fiscal 2008. This facility is able to burn multiple fuels and has significantly reduced the risks and costs from volatile utility prices. Building on the success of the cogeneration facility, in August 2007 the Trustees approved ECOLine, a project designed to pipe enriched and purified gas from a landfill in Rochester, NH to the Durham campus. The work included construction of a methane gas processing plant and underground pipeline to transport the processed gas to the cogeneration facility, as well as acquisition of an additional turbine to generate electricity. NHHEFA bonds were issued in 2008 to fully fund the project. The resultant renewable, carbon-neutral gas will replace commercial natural gas as the primary fuel in UNH's cogeneration plant. The project is nearing completion and will enable UNH to derive the majority of its energy from a renewable resource in future years.

See Notes 5 and 8 for further information on capital and debt activities, respectively.

Endowment and Similar Investments

Endowment gifts are invested in various assets depending on whether the donor contributed to one of the campuses, the UNH Foundation, or the Keene Endowment Association. Most endowments are invested in one of two internally-managed investment pools: the USNH Combined Endowment Pool (CEP) for the benefit of several campuses or the UNHF endowment pool for the benefit of UNH only. The investment pools are managed to provide the highest rate of return over the long term given an acceptable level of risk as determined by the responsible fiduciaries. The USNH Board of Trustees has fiduciary responsibility for the CEP, whereas the separate boards of UNHF and KEA have their own investment policies and are separately responsible for those investments. Table 5 above shows summarized endowment activity for the years ended June 30, 2009, 2008 and 2007.

Table 5: Endowment Activity for the Years Ended June 30

($ in millions)

	USNH Campuses		Affiliated Entities			
			UNH Foundation		KEA	
	Pooled	Other	Pooled	Other	Other	Total
Fair value, June 30, 2006	$113	$15	$108	$4	$4	$244
New gifts	5		4			9
Quasi endowment additions & other changes	10			1		11
Total return	20	3	18	1		42
Total distribution	(5)	(1)	(5)			(11)
Fair value, June 30, 2007	143	17	125	6	4	295
New gifts	9		8			17
Quasi endowment additions & other changes	27					27
Total return (loss)	(7)	(1)	(6)	(1)		(15)
Total distribution	(5)	(1)	(6)			(12)
Fair value, June 30, 2008	167	15	121	5	4	312
New gifts	12		4			16
Quasi endowment additions & other changes	16					16
Total return (loss)	(45)	(2)	(20)	(1)		(68)
Total distribution	(6)	(1)	(6)			(13)
Fair value, June 30, 2009	$144	$12	$ 99	$4	$4	$263

The endowment return used in operations from all sources, including the CEP and the UNHF pool, totaled $13 million in 2009 and $12 million in 2008. The 2009 endowment distribution rate per unit as a percentage of the average market value per unit for the twelve quarters from which it was derived was 4.9% for the USNH endowment pool and 5.3% for the UNHF endowment pool. This compares to 5.4% for the USNH endowment pool and 5.5% for the UNHF endowment pool in 2008. See Notes 4 and 11 for further information on endowment and similar investments.

B. Statement of Revenues, Expenses and Changes in Net Assets

The total change in USNH net assets for the year is reported in the Statement of Revenues, Expenses and Changes in Net Assets. This statement reports total operating revenues, operating expenses, other revenues and expenses, and other changes in net assets, as prescribed and defined by the Governmental Accounting Standards Board (GASB). Table 6 shows summary information derived from the Statement of Revenues, Expenses and Changes in Net Assets for the past five fiscal years ended June 30.

There are three major components which management considers separately when analyzing the change in total net assets: net income from recurring activities (also referred to as operating margin); capital appropriations and other plant changes; and endowment gifts and unutilized total returns. The net income from recurring activities is further broken down into operating revenues, operating expenses, and other revenues (expenses).

Generally, operating revenues are earned by USNH in exchange for providing goods and services. Operating expenses are defined as expenses incurred in the normal operation of the University System, including a provision for estimated depreciation on property and equipment assets. GASB reporting standards require certain significant recurring revenues to be shown as nonoperating, including state general appropriations, noncapital gifts, operating investment income, and endowment return used in operations. These diversified revenue streams are a particular strength of USNH and are critically important sources of funds used to supplement tuition and fees revenue in the delivery of USNH programs and

Table 6: Summary Information Derived from the Statement of Revenues, Expenses and Changes in Net Assets for the Years Ended June 30
($ in millions)

	2005	2006	2007	2008	2009
Operating revenue	$457	$495	$524	$558	$582
Operating expenses	(545)	(579)	(602)	(644)	(670)
Other revenues (expenses), net	99	106	119	106	113
Net income from recurring activities	11	22	41	20	25
Capital appropriations and other plant changes, net	23	24	14	29	37
Endowment gifts and unutilized total returns, net	20	28	40	(11)	(64)
Other changes in net assets		(3)		(2)	(7)
Net increase (decrease) in net assets	$ 54	$ 71	$ 95	$ 36	$ (9)

services. In other words, the regular operating expenses of USNH are funded in part by revenues not shown as operating revenues under GASB formats. Operating revenues for 2009 were $125 million greater than four years prior whereas operating expenses increased by the same amount during the period. Other revenues (expenses) for 2009 increased by $14 million over 2005 and include state appropriations, gifts, operating investment income, endowment returns used in operations, net of interest expense. The result was a significant improvement in the operating margin from $11 million in 2005 to $25 million in 2009.

Capital appropriations and other plant changes resulted in an increase in net assets of $37 million in 2009, primarily due to KEEP-NH as described on pages 19 and 20. The endowment gifts and unutilized return total of ($64) million in 2009 includes new gifts of approximately $16 million offset by investment losses of ($68) million and distributions totaling $13 million as detailed in Table 5. These unprecedented endowment losses were the result of the economy as discussed previously. USNH continues to focus on building the endowment through three strategies: investing endowment assets to generate improved total returns while managing risk; reducing dependence on endowment returns used in operations; and working to foster philanthropic interest to support the endowment with new giving. During 2009, USNH distributed $5.1 million of internal funds to the campuses in support of development initiatives.

Table 7: Summary Information Derived from the Statement of Cash Flows for the Years Ended June 30
($ in millions)

	2005	2006	2007	2008	2009
Cash flows provided by (used in):					
Operating activities	$(38)	$(47)	$(39)	$(52)	$(43)
Noncapital financing activities	97	100	104	108	109
Capital financing activities	(3)	20	(118)	(46)	(78)
Investing activities	(35)	(71)	73	24	28
Increase in cash and cash equivalents	21	2	20	34	16
Increase (decrease) in current and long-term operating investments	9	12	4	(35)	(22)
Change in cash, cash equivalents and operating investments	$ 30	$ 14	$ 24	$ (1)	$ (6)

C. Statement of Cash Flows

The Statement of Cash Flows summarizes transactions affecting cash and cash equivalents during the fiscal period. Table 7 shows summary information derived from the Statement of Cash Flows for the five years ended June 30, 2009.

Cash flows from operating activities will always be different from the operating loss on the Statement of Revenues, Expenses and Changes in Net Assets because of noncash items, such as depreciation expense, and because the latter statement is prepared on the accrual basis of accounting, meaning that it shows revenues when earned and expenses as incurred. The direct method of the Statement of Cash Flows, on the other hand, shows cash inflows and outflows. The primary purpose of the Statement of Cash Flows is to provide relevant information about the cash receipts and cash payments of USNH during the year. It should also help readers assess the ability of USNH to generate the future cash flows necessary to meet its obligations and evaluate its potential for additional financing.

GASB requires that receipts for state general appropriations and noncapital gifts be shown as cash flows from noncapital financing activities. Included in cash flows from capital financing activities are all plant funds and related long-term debt activities, as well as gifts to the endowment. This includes KEEP-NH and NHHEFA bond construction amounts expended. Cash flows from investing activities show all uses of cash and cash equivalents to purchase investments, and all cash and cash equivalents provided by the sale of investments and income generated from cash and investments owned. The net cash provided by investing activities is made up of bond investments sold to finance associated construction expenditures and the conversion of short-term investments into cash equivalents during the year.

University System of New Hampshire
Statement of Net Assets
($ in thousands)

	Balance at June 30, 2009	2008
ASSETS		
Current Assets		
Cash, cash equivalents, and operating investments	$ 213,326	$ 218,848
Accounts receivable	18,443	18,467
Accounts receivable - State of NH appropriations	16,802	4,518
Pledges receivable - current portion	538	1,445
Notes receivable - current portion	3,259	3,392
Prepaid expenses and other current assets	6,033	5,154
Total Current Assets	**258,401**	**251,824**
Noncurrent Assets		
Debt proceeds held by others for construction purposes	22,034	32,195
Long-term operating investments	5,042	6,830
Endowment and similar investments - campuses	155,246	181,519
Endowment and similar investments - affiliated entities	107,413	130,760
Pledges receivable	473	885
Notes receivable	18,646	18,686
Property and equipment, net	914,524	852,349
Other assets	2,545	2,760
Total Noncurrent Assets	**1,225,923**	**1,225,984**
TOTAL ASSETS	**$1,484,324**	**$1,477,808**
LIABILITIES		
Current Liabilities		
Accounts payable and accrued expenses	$ 35,644	$ 29,981
Construction services payable	9,302	13,150
Deposits and deferred revenues	35,508	35,581
Accrued employee benefits - current portion	7,612	6,544
Postretirement medical benefits - current portion	5,170	5,117
Long-term debt - current portion	71,090	8,583
Total Current Liabilities	**164,326**	**98,956**
Noncurrent Liabilities		
Obligations under life income agreements	2,620	2,664
Government advances refundable	16,418	16,805
Accrued employee benefits	30,900	29,991
Postretirement medical benefits	42,030	46,305
Long-term debt	403,788	449,612
Total Noncurrent Liabilities	**495,756**	**545,377**
TOTAL LIABILITIES	**$ 660,082**	**$ 644,333**
NET ASSETS (see Note 10)		
Invested in capital assets, net of related debt	$ 476,041	$ 430,055
Restricted		
Nonexpendable	178,976	162,452
Expendable	54,903	115,808
Unrestricted	114,322	125,160
TOTAL NET ASSETS	**$ 824,242**	**$ 833,475**

The accompanying notes are an integral part of these financial statements.

University System of New Hampshire
Statement of Revenues, Expenses and Changes in Net Assets
($ in thousands)

	For the year ended June 30, 2009	2008
OPERATING REVENUES		
Tuition and fees	$ 338,390	$ 317,554
Less: student financial aid	(89,257)	(84,210)
Net tuition and fees	249,133	233,344
Grants and contracts	135,326	134,251
Sales of auxiliary services	176,444	166,906
Other operating revenues	21,351	23,593
Total Operating Revenues	**582,254**	**558,094**
OPERATING EXPENSES		
Employee compensation and benefits	427,956	411,387
Employee separation incentives	3,949	4,037
Supplies and services	168,458	164,242
Utilities	26,023	24,453
Depreciation	43,873	39,683
Total Operating Expenses	**670,259**	**643,802**
Operating loss	(88,005)	(85,708)
NONOPERATING REVENUES (EXPENSES)		
State of New Hampshire general appropriations	100,000	96,000
Gifts	9,419	12,483
Operating investment income (expense), net	(332)	11,148
Other investment income (expense) (see Note 12)	9,021	(9,900)
Endowment return used for operations	13,301	11,628
Interest expense, net	(17,919)	(15,927)
NET INCOME BEFORE OTHER CHANGES IN NET ASSETS	**25,485**	**19,724**
OTHER CHANGES IN NET ASSETS		
State of New Hampshire capital appropriations	28,929	20,235
Plant gifts, grants, and other changes, net	7,799	8,931
Endowment and similar gifts	16,531	16,849
Endowment return, net of amount used for operations	(80,977)	(27,595)
Other changes in net assets	(7,000)	(2,000)
Total Other Changes in Net Assets	**(34,718)**	**16,420**
INCREASE IN NET ASSETS	**(9,233)**	**36,144**
Net assets at beginning of year	833,475	797,331
NET ASSETS AT END OF YEAR	**$824,242**	**$833,475**

The accompanying notes are an integral part of these financial statements.

University System of New Hampshire
Statement of Cash Flows
($ in thousands)

	For the year ended June 30, 2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees, net	$ 249,736	$ 232,895
Grants and contracts	132,824	137,489
Sales of auxiliary services	177,076	166,972
Other operating revenues	22,540	23,275
Payments to employees	(321,177)	(311,617)
Payments for employee benefits	(110,372)	(108,660)
Payments to suppliers and services	(193,185)	(192,509)
NET CASH USED IN OPERATING ACTIVITIES	**(42,558)**	**(52,155)**
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State general appropriations	100,000	96,000
Gifts	9,414	12,174
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	**109,414**	**108,174**
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
State appropriations for plant projects	16,645	18,697
Plant gifts and grants	7,799	8,931
Endowment gifts	16,424	16,741
Purchases of property, equipment, and construction services	(110,022)	(108,213)
Proceeds from sale and disposal of property and equipment	-	515
Proceeds from issuance of debt	108,652	46,519
Retirement of debt through defeasance	(83,106)	-
Debt principal payments	(8,938)	(7,890)
Interest expense	(18,946)	(18,930)
Other expenses	(7,000)	(2,000)
NET CASH USED IN CAPITAL FINANCING ACTIVITIES	**(78,492)**	**(45,630)**
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	262,228	466,532
Purchase of investments	(238,447)	(462,704)
Endowment investment yield	3,939	6,959
Operating investment income (expense)	(225)	11,765
Investment income on bond proceeds	59	1,749
NET CASH PROVIDED BY INVESTING ACTIVITIES	**27,554**	**24,301**
Increase in cash and cash equivalents	**15,918**	**34,690**
Beginning cash and cash equivalents	152,522	117,832
ENDING CASH AND CASH EQUIVALENTS	**$ 168,440**	**$152,522**
Ending cash and cash equivalents, as above	$ 168,440	$ 152,522
Operating investments	44,886	66,326
TOTAL CASH, CASH EQUIVALENTS, AND OPERATING INVESTMENTS	**$213,326**	**$218,848**
RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES		
Operating loss	$ (88,005)	$ (84,853)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation and amortization	43,873	39,683
Changes in current assets and liabilities:		
Accounts receivable	(109)	2,000
Pledges receivable	942	-
Notes receivable	133	(190)
Prepaid expenses and other current assets	(878)	146
Accounts payable and accrued expenses	5,007	(10,201)
Deposits and deferred revenues	(102)	501
Accrued employee benefits	(3,419)	759
NET CASH USED IN OPERATING ACTIVITIES	**$ (42,558)**	**$ (52,155)**

The accompanying notes are an integral part of these financial statements.

Notes to the Financial Statements June 30, 2009

1. Summary of significant accounting policies and presentation

The University System of New Hampshire (USNH) is a not-for-profit institution of higher education created in 1963 as a body politic and corporate under the laws of the State of New Hampshire (the state) and tax exempt under Section 501(c)(3) of the Internal Revenue Code. The accompanying financial statements include the accounts of the University of New Hampshire at Durham, the University of New Hampshire at Manchester, Keene State College, Plymouth State University, Granite State College, and all wholly-owned and operated auxiliary activities. These organizations are collectively referred to in the accompanying financial statements as "campuses."

Affiliated entities

Governmental Accounting Standards Board (GASB) Statement No. 14, *The Financial Reporting Entity*, as amended by GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units*, requires that all controlled organizations be presented as component units of the reporting entity. Accordingly, the financial statements also include the accounts of New Hampshire Public Broadcasting (NHPB), the University of New Hampshire Foundation, Inc. (UNHF) and the Keene Endowment Association (KEA). NHPB, UNHF and KEA are collectively referred to in the accompanying financial statements as "affiliated entities." In accordance with the requirements of the authoritative pronouncements noted above, the associated revenues, expenses, assets, liabilities and net assets have been blended with those of the campuses, and all associated inter-entity activity has been eliminated. The affiliated entities are further described below.

The state's only public television station, New Hampshire Public Broadcasting, was formerly a component unit of the University of New Hampshire at Durham and known as New Hampshire Public Television. NHPB underwent a reorganization in 2009 and became a separate, wholly-owned 501(c)(3) affiliated corporation of USNH. NHPB is governed by its own Board of Directors, the membership of which includes the Chancellor of USNH and four USNH Trustees. The activities and balances of NHPB are presented herein as an affiliated entity for both 2009 and 2008 for comparability.

The University of New Hampshire Foundation, Inc. was incorporated in 1989 as a not-for-profit, tax-exempt organization. Its purpose is to solicit, collect, invest and disburse funds for the sole benefit of the University of New Hampshire. UNHF is governed by its own Board of Directors, the membership of which includes the President of the University of New Hampshire and three other members of the USNH Board of Trustees. The University of New Hampshire funds a portion of the operating expenses of UNHF.

The Keene Endowment Association was organized in 1957 as a separate charitable entity to provide financial assistance to deserving students at Keene State College. Income is distributed at the discretion of the Trustees of KEA.

Basis of accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the GASB using the "economic resources measurement focus" and the accrual basis of accounting. In addition to following all GASB pronouncements, USNH applies all applicable Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. USNH has elected not to apply FASB pronouncements issued after November 30, 1989.

USNH follows the requirements of the "business-type activities" (BTA) model as defined by GASB Statement No. 35 *Basic Financial Statements – and Management's Discussion and Analysis for Public Colleges and Universities*. BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services. GASB requires that general purpose external financial statements be reported on a consolidated basis and that resources be classified into the following net asset categories, as more fully detailed in Note 10:

- **Invested in capital assets, net of related debt:** Property and equipment at historical cost or fair value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition or construction of those assets.
- **Restricted Nonexpendable:** Net assets subject to externally imposed stipulations that they be maintained permanently by USNH. Such net assets include the historical gift value of restricted true endowment funds.
- **Restricted Expendable:** Net assets whose use by USNH is subject to externally imposed stipulations. Such net assets include the accumulated net gains on true endowment funds as well as the fair value of restricted funds functioning as endowment, restricted funds loaned to students, restricted gifts and endowment income, and other similarly restricted funds.
- **Unrestricted:** Net assets that are not subject to externally imposed stipulations. Substantially all unrestricted net assets are designated to support academic, research, or auxiliary enterprises; invested to function as endowment; or committed to capital construction projects.

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from these estimates. The most significant areas that require management estimates relate to valuation of certain investments, useful life and related depreciation of capital assets, and accruals for postretirement medical and other employee-related benefits.

Operating revenues include tuition and fees, grants and contracts, sales of auxiliary services, and other operating revenues. Tuition and fee revenues are reported net of student financial aid discounts and allowances. Operating expenses include employee compensation and benefits, supplies and services, utilities, and depreciation. Operating expenses also include early retirement and other separation incentive stipends and benefits promised to certain employees in exchange for termination of employment. All such termination benefits are accrued as of the date the termination agreement is signed, and are presented at net present value at year end. Nonoperating revenues (expenses) include all other revenues and expenses except certain changes in long-term plant, endowment and other net assets, which are reported as other changes in net assets. Operating revenues are recognized when earned and expenses are recorded when incurred. Restricted grant revenue is recognized only to the extent of applicable expenses incurred or, in the case of fixed-price contracts, when the contract terms are met or completed.

Investments are maintained with established financial institutions whose credit is evaluated by management and the respective governing boards of USNH and its affiliated entities. Highly liquid investments with a maturity of 90 days or less when purchased are recorded as cash and cash equivalents. Current operating investments have a maturity of more than 90 days when purchased, are highly liquid and are invested for purposes of satisfying current liabilities and generating investment income to support operating expenses. Long-term operating investments are unrestricted amounts invested alongside the endowment pool that are not expected to be liquidated in the next year, but are available for operating purposes if needed. Purchases and sales of investment securities are recorded as of the trade date. Net realized and unrealized gains and losses on endowment investments, as well as interest and dividend yield, are reported as endowment return. Endowment return used for operations per application of the endowment spending policy is reported as nonoperating revenue whereas the excess (deficiency) of endowment return over that used for operations is reported as other changes in net assets.

In addition to the amounts reported as accounts receivable, USNH had unearned grants and contracts for services not yet performed of $116,124,000 and $122,609,000 at June 30, 2009 and 2008, respectively. This revenue will be reported in subsequent financial statements when earned. Government grants and contracts also generally provide for reimbursement of facilities and administrative costs. Recovery of facilities and administrative costs for the years ended June 30, 2009 and 2008 was $18,480,000 and $19,762,000, respectively, and is a component of grants and contracts revenue.

Unconditional pledges of nonendowment gifts are presented net of estimated amounts deemed uncollectible after discounting to the present value of expected future cash flows. Because of uncertainties with regard to their realization and valuation, bequest intentions and other conditional promises are not recognized as assets until the specified conditions are met. In accordance with GASB requirements, endowment pledges totaling $2,826,000 and $8,249,000 at June 30, 2009 and 2008, respectively, which are expected to be received over the next eight years, have not been reported in the accompanying financial statements. USNH determines on a case-by-case basis whether to first apply restricted resources when an expense is incurred where both restricted and unrestricted net assets are available.

Property and equipment are recorded at original cost for purchased assets or at fair value on the date of donation in the case of a gift. Equipment with a unit cost of $5,000 or more is capitalized. Building improvements with a cost of $25,000 or greater are also capitalized. Net interest costs incurred during the construction period for capital projects are added to the cost of the underlying asset. The value of equipment acquired under capital leases is recorded at the present value of the minimum lease payments at the inception of the lease. Depreciation of property and equipment is calculated on a straight-line basis over the estimated useful lives of the respective assets. The cost of certain research buildings is componentized for the purpose of calculating depreciation. Buildings and improvements are depreciated over useful lives ranging from 10 to 50 years. Depreciable lives for equipment range from 3 to 30 years. See Note 5 for additional information on depreciation. USNH does not record donated works of art and historical treasures that are held for exhibition, education, research and public service. Library collections are recorded as an expense in the period purchased.

Deferred revenue consists of amounts billed or received in advance of USNH providing goods or services. Advances from the US Government for Federal Perkins Loans to students are reported as government advances refundable. Future loans to students are made available from repayments of outstanding principal amounts plus accumulated interest received thereon.

In order to ensure observance of limitations and restrictions placed on the use of resources available, the accounts of USNH are maintained internally in accordance with the principles of fund accounting. This is the procedure by which resources for various purposes are maintained in separate funds in accordance with activities or objectives specified.

Certain amounts previously reported in the 2008 financial statements have been reclassified to be comparable to the 2009 presentation.

New Legal and Accounting Standards

The State of New Hampshire adopted the Uniform Prudent Management of Institutional Funds Act (UPMIFA), effective as of July 1, 2008. During 2009, USNH and UNHF updated their respective endowment spending policies to allow spending of underwater true endowment funds whose market value is less than the historic gift value (underwater funds) when deemed to meet the prudence standards specified within the legislation. Fiscal year 2010 endowment spending will include payout from underwater true endowment funds.

The USNH financial statements and notes for 2009 and 2008 as presented herein include the provisions of the following GASB pronouncements:

USNH adopted GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*, as of July 1, 2008. This Statement required that invested in capital assets, net, be reduced retroactively to the first fiscal period presented, for obligations related to pollution contamination remediation costs incurred as part of committed plant renovation projects.

Following is a reconciliation of the June 30, 2008 and 2007 net assets previously reported to the restated totals for the same periods in this regard *($ in thousands)*:

	2008	2007
Invested in capital assets, net of related debt, as originally reported	$432,454	$410,520
Cumulative pollution remediation obligations and related expenses	(2,399)	(1,545)
Invested in capital assets, net of related debt, as restated	$430,055	$408,975

In June 2007, the GASB issued Statement No. 51, *Accounting and Financial Reporting for Intangible Assets*, effective for periods beginning after June 15, 2009. This statement will require that certain intangible assets be identified and recorded as capital assets.

In June 2008, the GASB issued Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments*, effective for periods beginning after June 15, 2009. Among other things, Statement No. 53 will require USNH to record the fair value of derivative investments in the financial statements.

USNH is currently evaluating the impact of these additional standards on future financial statements.

2. Cash, cash equivalents and operating investments

Cash, cash equivalents and operating investments are recorded at cost, which approximates fair value, except where there is a permanent impairment of value as detailed in Note 12. USNH's investment policy and guidelines specify permitted instruments, durations, required ratings and insurance of USNH cash, cash equivalents and operating investments. The investment policy and guidelines are intended to mitigate credit risk on investments individually and in the aggregate through restrictions on investment type, liquidity issuer, custodian, dollar level, maturity, and rating category. Specific provisions require that banks in which USNH holds investments must have FDIC or FSLIC insurance and be rated A1/P1 by Standard and Poors and Moody's. Repurchase agreements must be fully collateralized at 102% of the face value by US Treasuries, or 103% of the face value by US Government-backed or guaranteed agencies or government sponsored enterprises. Money market funds must be rated AAA/Aaa by Standard and Poors and Moody's, and comply with Securities and Exchange Commission (SEC) Rule 2A-7. Other mutual funds must be affiliated with the largest national fund managers. In addition, USNH investments may not exceed 5% of any institution's total deposits or 20% of any institution's net equity.

Cash and cash equivalents:

Highly liquid investments with a maturity of 90 days or less when purchased are recorded as cash and cash equivalents. Cash and cash equivalents at June 30 consisted of the following (*$ in thousands*):

	2009	2008
Cash and repurchase agreements	$ 9,366	$ 6,030
Money market funds and other mutual funds	159,074	146,492
Total	$168,440	$152,522

Included in the cash and repurchase agreements balances at June 30, 2009 were $10,339,000 in repurchase agreements, $4,600,000 in cash and a net cash overdraft of $5,573,000. This compares to $3,061,000 in repurchase agreements, $9,470,000 in cash and a net cash overdraft of $6,501,000 at June 30, 2008. Repurchase agreements are limited to overnight investments only.

Operating investments:

Unlike the long-term operating investments discussed in Note 4 below, operating investments included in current assets are amounts invested to meet regular operations of USNH and include obligations of the US Government, commercial paper, money market and other mutual funds, and the current portion of debt proceeds held by others for construction purposes. Operating investments generally have an original maturity of more than 90 days when purchased, are highly liquid and are invested for purposes of satisfying current liabilities and generating investment income to support operating expenses. The components of operating investments at June 30 are summarized below *($ in thousands)*:

	2009		2008	
	Balance	Weighted Average Maturity	Balance	Weighted Average Maturity
Obligations of the US government	$15,944	4 years	$31,335	3 years
Corporate bonds and notes	7,400	4 years	7,341	4 years
Money market and other mutual funds	19,892	Not Applicable	14,129	Not Applicable
Current portion of debt proceeds held by others	1,522	Not Applicable	6,722	Not Applicable
Commerical Paper (at estimated fair value)	0	Not Applicable	6,644	Not Applicable
Other accounts	128	Not Applicable	155	Not Applicable
Total	$44,886		$66,326	

Operating investments in mutual funds and commercial paper are uninsured and uncollateralized against custodial credit risk. The investments associated with debt proceeds held by others for construction purposes are described in detail in Note 4 below. The commercial paper investments held at June 30, 2008 were in receivership. See Note 12 for additional information in this regard.

3. Accounts, pledges and notes receivable

Accounts receivable at June 30 consisted of the following *($ in thousands)*:

	2009	2008
Grants and contracts	$14,519	$14,110
Student and general	5,660	6,065
State of NH capital projects	16,802	4,518
Allowance for doubtful accounts	(1,736)	(1,708)
Total accounts receivable, net	$35,245	$22,985

Pledges receivable at June 30 consisted entirely of unconditional nonendowment promises to pay as follows *($ in thousands)*:

	2009	2008
Pledges receivable	$1,061	$2,330
Allowance for doubtful pledges	(50)	-
Total pledges receivable, net	1,011	2,330
Less: noncurrent portion	(473)	(885)
Current portion	$ 538	$1,445

Notes receivable at June 30 consisted primarily of student loan funds as follows *($ in thousands)*:

	2009	2008
Perkins loans	$22,638	$22,838
Other loans, restricted and unrestricted	951	888
Allowance for doubtful loans	(1,684)	(1,648)
Total notes receivable, net	21,905	22,078
Less: noncurrent portion	(18,646)	(18,686)
Current portion	$ 3,259	$ 3,392

4. Investments

Investments include debt proceeds held by others for construction purposes, long-term operating investments, and endowment and similar investments of the campuses and affiliated entities. Investments are monitored by management and the respective governing boards of USNH and its affiliated entities. The carrying amount of these financial instruments approximates fair value.

Debt proceeds held by others:

At June 30, 2009 and 2008, respectively, total debt proceeds held by others included $22,034,000 and $32,195,000 of construction proceeds held by the bond trustee (see Note 8 for information on the debt related to these projects).

Debt proceeds held by others for construction purposes consisted of the following investments at June 30 *($ in thousands)*:

	2009		2008	
	Balance	Weighted Average Maturity	Balance	Weighted Average Maturity
Guaranteed investment contracts	$ -	Not Applicable	$10,782	1 year
Money market mutual funds	23,557	Not Applicable	28,137	Not Applicable
Total debt proceeds held by others	23,557		38,919	
Less: current portion included in Note 2	(1,523)		(6,724)	
Long-term portion	$22,034		$32,195	

Long-term operating investments:

Long-term operating investments represent unrestricted amounts invested alongside the campuses' endowment pool which are not expected to be liquidated in the next year, but which are available for operations if needed. The balance of long-term operating investments at June 30, 2009 and 2008 was $5,042,000 and $6,830,000, respectively. These amounts consisted of ownership shares of the campuses' endowment pool and, therefore, the components, credit risk, and all other investment characteristics are identical to those described below.

Endowment and similar investments:

Endowment and similar investments are amounts invested primarily for long-term appreciation and consisted of the following as of June 30 *($ in thousands)*:

	Campuses		Affiliated Entities	
	2009	2008	2009	2008
Money market funds	$ 6,657	$ 5,115	$ 16,606	$ 8,346
Mutual funds – bonds	20,323	15,775	15,312	16,241
Mutual funds – stocks	5,980	10,134	30,021	44,679
Mutual funds – real estate	1,749	2,851	8	16
US government obligations			521	18,862
Corporate bonds and notes			664	421
Common/preferred stocks	56,815	79,556	9,837	18,694
Alternative investments	57,327	60,201	30,589	18,700
Investments held by others	11,437	14,717	3,855	4,801
Subtotal	160,288	188,349	107,413	130,760
Operating amounts invested alongside endowment pool	(5,042)	(6,830)		
Total endowment and similar investments	$155,246	$181,519	$107,413	$130,760

Alternative investments include private equity, venture capital, hedge, natural resource and real estate funds. The estimated fair value of investments is based on quoted market prices except for certain alternative investments, for which quoted market prices are not available. The estimated fair value of certain alternative investments is based on valuations provided by external investment managers and reviewed by management. Because these alternative investments may not be readily marketable, their estimated fair values may differ from the values that would have been assigned had a ready market for such investments existed, and such differences could be material.

Mutual funds, common stocks, and alternative investments are uninsured and uncollateralized against custodial credit risk. The USNH investment policy and guidelines, and the UNHF investment policy, mitigate the risk associated with uninsured and uncollateralized investments collectively through diversification, target asset allocations, and ongoing investment advisor and investment committee review.

The endowment and similar investment components as of June 30 are summarized below (*$ in thousands*):

	Campuses		Affiliated Entities	
	2009	2008	2009	2008
Pooled endowments:				
Campuses	$143,635	$166,531		
UNHF			$99,347	$120,628
KEA			3,522	4,375
NHPB			689	956
Life income and annuity funds	175	271	3,855	4,801
Funds held in trust	11,436	14,717		
Total	$155,246	$181,519	$107,413	$130,760

During 2009, USNH requested liquidations of six investments which have been limited by the respective fund managers. The fair value of these investments at June 30, 2009 is $8,593,000 which management feels is reflective of the illiquid nature. Approximately half of this total is expected to be redeemed during 2010, and the remainder is expected over a three-year period.

Commitments with various private equity and similar alternative investment funds which have not yet been called totaled $16,255,000 for the campuses and $4,643,000 for UNHF at June 30, 2009. This compares to $15,098,000 and $5,877,000, respectively, at June 30, 2008. See Note 11 for discussion of endowment return used for operations.

5. Property and equipment

Property and equipment activity for the years ended June 30, 2009 and 2008 is summarized as follows *($ in thousands)*:

	Balance June 30, 2007	2008 Additions and other changes	2008 Retirements	Balance June 30, 2008	2009 Additions and other changes	2009 Retirements	Balance June 30, 2009
Land	$ 10,709	$ 1,058	$ -	$ 11,767	$ 169	$ -	$ 11,936
Buildings and improvements	961,740	131,187	(590)	1,092,337	118,642		1,210,979
Equipment	121,887	7,146	(7,582)	121,451	9,403	(4,281)	126,573
Construction in progress, net	161,983	(26,876)		135,107	(21,978)		113,129
Total property and equipment	1,256,319	112,515	(8,172)	1,360,662	106,236	(4,281)	1,462,617
Less: accumulated depreciation	(476,058)	(39,683)	7,428	(508,313)	(43,873)	4,093	(548,093)
Property and equipment, net	$ 780,261	$ 72,832	$ (744)	$ 852,349	$ 62,363	$ (188)	$ 914,524

As of June 30, 2009, USNH has five construction projects in progress utilizing funds received from proceeds of recent bond issues. Outstanding contractual obligations for these projects totaled $18,291,000 at June 30, 2009. This compares to $14,748,000 of obligations for the four construction projects in process at June 30, 2008. See Note 8 for information on the related debt.

In addition, the state is providing funding for academic and research facility renovation and expansion projects under the Knowledge Economy Education Plan for New Hampshire (KEEP-NH). Contractual obligations for construction related to KEEP-NH projects totaled $12,466,000 and $6,330,000 at June 30, 2009 and 2008, respectively. The state provides funding to USNH for all such amounts expended under the KEEP-NH program, up to the authorized total of $209,500,000. KEEP-NH funds remaining after expenditures and obligations totaled $41,477,000 and $75,961,000 at June 30, 2009 and 2008, respectively. See Note 8 for further description of state-funded plant facilities.

6. Accrued employee benefits

Accrued employee benefits at June 30 were as follows (*$ in thousands*):

	Balance June 30, 2007	2008 Payments to/on behalf of participants	2008 Accrued expenses & other changes	Balance June 30, 2008	2009 Payments to/on behalf of participants	2009 Accrued expenses & other changes	Balance June 30, 2009	Current portion
Operating staff retirement plan	$ 7,141	$ (829)	$ 674	$ 6,986	$ (705)	$ 269	$ 6,550	$ 705
Additional retirement contribution	2,397	(188)	302	2,511	(55)	121	2,577	258
Employee separation	2,534	(3,168)	4,037	3,403	(3,949)	5,265	4,719	2,619
Long-term disability	2,437	(523)	1,026	2,940	(633)	1,128	3,435	633
Workers' compensation	2,062	(1,430)	1,870	2,502	(744)	(270)	1,488	876
Compensated absences	15,404	(1,311)	2,356	16,449	(943)	2,590	18,096	969
Other	1,353	(250)	641	1,744	(150)	53	1,647	1,552
Total accrued employee benefits	$33,328	$(7,699)	$10,906	$36,535	$(7,179)	$9,156	$38,512	$7,612

The operating staff retirement plan is a defined benefit plan closed to new participants since 1987. At June 30, 2009 there were approximately 231 current annuitants and 110 participants with deferred benefits, all fully vested. This compares to 248 current annuitants and 115 participants as of June 30, 2008 with deferred benefits, all fully vested. USNH has cash and unrestricted funds functioning as endowment assets of $6,739,000 and $6,951,000 at June 30, 2009 and 2008, respectively, designated to fund the third-party actuarially determined obligations of the plan. The investment return assumption (discount rate) used in determining the accrued pension benefit obligation was 8.5% for both years.

The accumulated operating staff retirement plan benefit obligation and funded status at June 30 consisted of the following (*$ in thousands*):

	2009	2008
Retired participants and beneficiaries	$4,343	$4,773
Active participants	1,319	1,058
Other participants	888	1,155
Accrued pension benefit obligation	6,550	6,986
Less: funds functioning as endowment assets available for benefits	(6,739)	(6,951)
(Over) Under funded plan balance	$ (189)	$ 35

USNH's additional retirement contribution program is mandatory for all newly-hired employees but was optional for employees hired before July 1, 1994. Employees covered under this plan have an additional 1% of their salary contributed to their defined contribution retirement plan (see above) by USNH in lieu of postretirement medical benefits. In addition, employees meeting certain service guidelines prior to July 1, 1994 are eligible for a guaranteed minimum retirement contribution. There were 880 and 843 employees meeting these requirements as of June 30, 2009 and 2008, respectively. Based on third-party actuarial calculations, USNH has accrued $2,577,000 and $2,511,000 at June 30, 2009 and 2008, respectively, for the related obligations. USNH has designated cash assets of $2,745,000 for these obligations as of June 30, 2009 and 2008 which fully funds the plan. The most recent actuarial valuations for both the operating staff retirement plan and the additional retirement contribution program were performed as of June 30, 2009.

Early retirement and employee separation incentive programs were provided to various faculty and staff during 2009 and 2008. Incentives include stipends, as well as medical, educational and other termination benefits. The present value of future costs associated with these incentive options is accrued as of the date of acceptance into the program. The balances at June 30, 2009 and 2008 represent accruals for 136 and 140 participants, respectively.

USNH sponsors other benefit programs for its employees, including long-term disability, workers' compensation, and compensated absences. Long-term disability payments are provided through an independent insurer; the associated medical benefits are accrued and paid by USNH until age 65, at which point the postretirement medical plan takes over, if applicable. Workers' compensation accruals include amounts for medical costs and annual stipends. A small number of chronic workers' compensation cases will require stipends and regular employee medical benefits for life. Coverage for such claims is provided through an independent insurer. USNH also accrues amounts for compensated absences as earned. These accrued balances at June 30 represent vacation and earned time amounts payable to employees upon termination of employment.

In addition, eligible employees may elect to participate in defined contribution retirement plans administered by others. Contributions by USNH under these plans in 2009 and 2008 amounted to $22,362,000 and $21,690,000, respectively.

7. Postretirement medical benefits

The postretirement medical plans are single-employer plans administered by USNH. Total annual other postemployment benefit (OPEB) cost for the years ended June 30, 2009 and 2008, and the liability as of June 30, 2009 and 2008 included the following components (*$ in thousands*).

	2009	2008
Annual required contribution	$ 6,810	$ 6,755
Interest on net OPEB obligation	(4,381)	(4,378)
Adjustment to annual required contribution	2,732	2,039
Annual OPEB cost	5,161	4,416
Contributions made	(9,383)	(4,500)
(Decrease) increase in net OPEB obligation	(4,222)	(84)
Net OPEB obligation at beginning of year	51,422	51,506
Net OPEB obligation at end of year	$47,200	$51,422
Current portion	$ 5,170	$ 5,117

The primary defined benefit postretirement medical plan, the University System of New Hampshire Medicare Complementary Plan, was optional for all full-time status employees hired before July 1, 1994 and their dependents. At June 30, 2009 and 2008, there were approximately 497 and 516 active employees who may eventually be eligible to receive benefits under this program. The eligibility requirements state that retired employees must have completed at least 10 years of service after age 52, participated in the active retirement plans during their last 10 years of service, and participated in USNH's active medical plan at the time of retirement. Retired employees are not required to contribute to the plan.

For measurement purposes, annual rates of increase of 9.25-9.50% in the per capita cost of covered healthcare services, and 12% for prescriptions are assumed for 2010 for the primary plan. These rates are assumed to decrease gradually to 5.5% by 2017 and remain at that level thereafter. The healthcare cost trend and discount rate assumption have a significant effect on the amounts reported. The discount rate used in determining the accumulated postretirement obligation was 8.5% for both 2009 and 2008.

Third party actuaries are used to determine the postretirement benefit obligation and annual expense amounts. The actuarially determined postretirement benefit expense for the primary plan was $5,161,000 for 2009 and $4,416,000 for 2008. The plan is funded on a pay-as-you-go basis with benefits paid when due. Actuarial calculations reflect a long-term perspective. By definition such calculations involve estimates and, accordingly, are subject to revision. These calculations are based on the benefits provided by the plan at the time of the last biennial plan valuation, June 30, 2009, and were developed using the Projected Unit Credit Cost Method.

8. Long-term debt

Long-term debt activity for the years ended June 30, 2009 and 2008 was as follows *($ in thousands)*:

	Balance June 30, 2007	2008 Additions and other changes	2008 Retirements	Balance June 30, 2008	2009 Additions and other changes	2009 Retirements	Balance June 30, 2009	Current portion
Auxiliary bonds	$ 1,373	$ -	$ (718)	$ 655	$ -	$ (655)	$ -	$ -
NHHEFA bonds								
Series 2001[1]	58,126		(1,270)	56,856		(1,321)	55,535	3,710
Series 2002	37,983		(1,917)	36,066		(2,016)	34,050	2,080
Series 2005A[2]	64,445	9	(1,100)	63,354	10	(1,350)	62,014	62,014
Series 2005B	87,104	410		87,514	409	(865)	87,058	950
Series 2006A	24,264	4		24,268		(24,268)	-	
Series 2006B-1	60,250	13	(600)	59,663		(59,663)	-	
Series 2006B-2	63,907		(715)	63,192		(939)	62,253	1,100
Series 2007	-	46,418		46,418	16		46,434	
Series 2009A	-			-	108,493		108,493	
Capital leases	21,592		(1,383)	20,209		(1,168)	19,041	1,236
Total	$419,044	$46,854	$(7,703)	$458,195	$108,928	$(92,245)	$474,878	$71,090

[1] includes interest swaption noted below
[2] see discussion of self-liquidity provisions for Series 2005A bonds below

State of NH Auxiliary bonds

Bonds issued by the state to finance auxiliary enterprise buildings and improvements require remittance of semi-annual principal and interest payments from revenues associated with the specific auxiliary activities. State statute requires these bonds to be repaid entirely by USNH and accordingly, these bonds are recorded as USNH debt. The final payment for State of NH Auxiliary bonds was made in June 2009.

New Hampshire Health and Education Facilities Authority (NHHEFA) Bonds and interest rate swaps

NHHEFA is a public body corporate and an agency of the State of New Hampshire whose primary purpose is to assist New Hampshire not-for-profit educational and health care institutions in the construction and financing (or refinancing) of related facilities. NHHEFA achieves this purpose primarily through the issuance of bonds. Since 1989 all USNH bonds have been issued through NHHEFA. None of USNH's NHHEFA bonds provide for a lien or mortgage on any property. USNH is obligated under the terms of the NHHEFA bonds to make payments from revenues received from certain housing, dining, union, recreational, and other related revenue generating facilities. The state is not liable for the payment of principal or interest on the NHHEFA bonds, nor is the state directly, indirectly or contingently obligated to levy or pledge any form of taxation whatsoever or to make any appropriation for their payment. USNH is in compliance with all covenants specified in the NHHEFA bonds, the most restrictive of which is maintenance of a debt-service coverage ratio, as defined, of at least 1.1 to 1. A description of each NHHEFA bond issuance and all related interest rate swaps follows:

Series 2001 Bonds and interest rate swaption

On March 1, 2001 NHHEFA issued $151,210,000 of Revenue Bonds, University System of New Hampshire Issue, Series 2001 (2001 Bonds). A portion of the 2001 Bonds was refunded by the Series 2005B Bonds described below. The remaining face value of the 2001 Bonds is $52,995,000, and is shown above net of unamortized original issue discount. Interest is due semi-annually at fixed effective rates of 3.6% to 5.1%. Principal is due annually through July 2033.

USNH entered into a swaption agreement on December 15, 2006 that gives the counterparty the option to require USNH to enter into a swap agreement 60 days before the call date of the 2001 Bonds, July 1, 2011. If executed, the notional amount of the swap would be tied to the then-outstanding balance of the 2001 Bonds (expected to be $42,570,000), and USNH will be required to pay the counterparty a fixed rate of 4.5% while receiving a floating rate of 67% of one month LIBOR from the counterparty, and USNH would plan to issue variable rate debt to replace the 2001 fixed rate bonds. The unrestricted swaption proceeds ($2,948,000) are invested as funds functioning as endowment. The remaining swaption liability ($2,412,000) is a component of long-term debt and is being amortized to interest income over the remaining term of the underlying bonds.

Series 2002 Bonds

On April 2, 2002 NHHEFA issued $42,715,000 of Refunding Revenue Bonds, University System of New Hampshire Issue, Series 2002 (2002 Bonds), shown above net of unamortized original issue premium. Proceeds from the 2002 Bonds were used to complete an advance refunding in the form of an "in-substance defeasance" of bonds originally issued in 1992. Interest is due semi-annually at fixed effective rates of 5.1% to 5.3%. Principal is due annually through July 1, 2020. The bonds are callable on July 1, 2012.

Series 2005A Bonds and interest rate swap

On January 20, 2005 NHHEFA issued $65,000,000 of Revenue Bonds, University System of New Hampshire Issue, Series 2005A (2005A Bonds), shown above net of unamortized original issue discount. Proceeds from the 2005A Bonds were used to partially finance construction of student fee-supported facilities on USNH campuses at Durham, Keene and Plymouth. The 2005A Bonds are multi-modal, were initially issued in 35 day variable auction rate mode, were converted to seven day variable auction rate mode in January 2006, and were subsequently converted to daily variable rate demand bonds in March 2008. In conjunction with the 2008 conversion, USNH terminated its bond insurance contract and entered into a one-year standby bond purchase agreement. In March 2009 USNH began providing daily self-liquidity coverage for the Series 2005A Bonds. USNH maintains 1.5 times the outstanding bond balance in SEC Rule 2A-7 compliant money market funds on a daily basis, and provides monthly reports detailing the liquid investment balances to Moody's and Standard and Poors in this regard. Because USNH is providing self-liquidity for the Series 2005A Bonds, the total outstanding liability for this issue is classified as a current liability in accordance with GASB interpretation No. 1, *Demand Bonds Issued by State and Local Governmental Entities*. However, the actual repayment terms provide for principal payments to be made annually through July 1, 2035. The associated variable interest rates at June 30, 2009 and 2008 were 0.3% and 1.7%, respectively.

USNH entered into a floating-to-fixed interest rate swap agreement with a notional amount tied to the outstanding balance of the 2005A Bonds. The purpose of the swap agreement was to effectively convert the floating variable rate on the 2005A Bonds to an estimated all-in synthetic fixed rate of approximately 3.9% through July 2035, the final maturity date of the underlying bonds. Under the terms of the swap, USNH makes fixed rate interest payments to the swap counterparty and receives a variable rate payment based on 67% of one month LIBOR. The original counterparty to this swap agreement, Lehman Brothers, filed for bankruptcy in September 2008. USNH terminated the swap agreement with Lehman Brothers and contracted with a new counterparty under identical terms in October 2008.

Series 2005B Bonds and interest rate swap

On August 1, 2005 NHHEFA issued $97,360,000 of Refunding Revenue Bonds, University System of New Hampshire Issue, Series 2005B (2005B Bonds), shown above net of unamortized original issue discount. Proceeds from the 2005B Bonds were used to complete an advance refunding in the form of an "in-substance defeasance" of $87,480,000 of the 2001 Bonds. The proceeds of the 2005B Bonds were placed in an escrow fund and invested in government obligations with scheduled maturities which, when combined with interest thereon, will be used to make required interest and principal payments until the redemption date of the refinanced bonds on July 1, 2011. The 2005B Bonds are multi-modal, were initially issued as seven day variable rate demand bonds, and were subsequently converted to daily variable rate demand bonds in April 2008. In conjunction with the conversion, USNH terminated its bond insurance contract and entered into a new standby bond purchase agreement. The associated variable interest rates at June 30, 2009 and 2008 were 0.3% and 2.9%, respectively. Principal is due annually through July 1, 2033.

In connection with the issuance of the Series 2005B Bonds, USNH entered into a forward floating-to-fixed interest rate swap agreement with a notional amount tied to the outstanding balance of the bonds. The purpose of the swap agreement was to effectively convert the floating variable rate on the 2005B Bonds to an estimated all-in synthetic fixed rate of 3.5%. USNH makes fixed rate interest payments to the swap counterparty and receives a variable rate payment based on 63% of one month LIBOR plus 29 basis points.

Series 2006A Bonds

On March 2, 2006 NHHEFA issued $24,350,000 of Revenue Bonds, University System of New Hampshire Issue, Series 2006A (2006A Bonds), shown above net of unamortized original issue discount. Proceeds from the 2006A Bonds were used to finance the completion of construction of student fee-supported facilities on USNH campuses at Durham, Keene and Plymouth begun with the 2005A Bonds. The 2006A Bonds were initially issued in seven day variable auction rate mode, and were converted in March, 2008 to a term rate mode at a fixed rate of 3.0% for a period of one year. At the expiration of that term, the 2006A Bonds were fully refunded through the proceeds of the Series 2009A Bonds as noted below.

Series 2006B-1 Bonds

On March 2, 2006 NHHEFA issued $120,650,000 of Revenue Bonds, University System of New Hampshire Issue, Series 2006B (2006B Bonds). Proceeds from the 2006B Bonds were used to finance the completion of construction of student fee-supported facilities on USNH campuses at Durham, Keene and Plymouth begun with the 2005A Bonds. Part of these bonds were remarketed as fixed rate bonds in 2007, and are now known as the Series 2006B-2 Bonds as noted below. The remaining face value of the 2006B Bonds, $60,050,000, became known as the Series 2006B-1 Bonds and is shown above net of unamortized original issue discount. The 2006B-1 Bonds were initially issued in seven day variable auction rate mode, and were converted in March 2008 to a term rate mode at a fixed rate of 3.0% for a period of one year. At the expiration of that term, the 2006B-1 Bonds were fully refunded through the proceeds of the Series 2009A Bonds as noted below.

Series 2006B-2 Bonds

On January 26, 2007 NHHEFA remarketed $60,000,000 of University System of New Hampshire Issue, Series 2006B Bonds as the University System of New Hampshire Issue, Series 2006B-2 Bonds (2006B-2 Bonds), changing the variable rate to an all-in fixed rate of 4.1%. The remarketing generated a premium of $4,046,000, which was a component of debt proceeds held by others for construction purposes at June 30, 2007, and fully expended by June 30, 2008. The premium will be amortized to interest income over the remaining term of the bonds. Principal is due annually through July 1, 2036, with a call date of July 1, 2016.

Series 2007 Bonds

On February 6, 2008 NHHEFA issued $46,570,000 of Taxable Revenue Bonds, University System of New Hampshire, Series 2007 (2007 Bonds), shown above net of original issue discount. Proceeds from the 2007 Bonds are being used to finance ECOLine, the landfill gas pipeline project designed to provide up to 85% of the UNH Durham campus' heating, cooling and electricity needs with renewable energy. Interest is due semi-annually at a fixed rate of approximately 5.0%. All principal is due upon expiration of the bonds on July 1, 2018.

Series 2009A Bonds

On March 25, 2009, NHHEFA issued $105,650,000 of Revenue Bonds, University System of New Hampshire Series 2009A (2009A Bonds), net of premium. The majority of the proceeds of the 2009A Bonds were used to fully refund the 2006A and 2006B-1 Bonds. The remaining funds, $24,444,000, are being used to finance the construction and renovation of student-related, revenue-producing projects at the three residential campuses. The 2009A Bonds were issued in four "bullet" maturities at fixed coupon rates ranging from 4.0% to 5.5%. A portion of the coupons mature in 2014, 2016, and 2020, with the remainder maturing on July 1, 2023. Interest is due semi-annually, and principal is due at the maturity date of each bullet.

Capital leases

On April 30, 2004, USNH entered into a capital lease agreement to finance $18,387,000 of equipment for UNH's utility cogeneration facility. The related lease principal and interest payments are due quarterly through June 2025 at a fixed interest rate of 4.5%. Other leases relate to various property and capital equipment acquisitions. Terms range from monthly to annual payments over 3 to 20 years, with fixed interest rates between 4.0% and 7.0%.

Long-term debt obligations are scheduled to mature as follows using the associated fixed, estimated synthetic fixed, and expected variable rates in effect as of June 30, 2009 over the remaining term of individual issuances (*$ in thousands)*:

Fiscal Year	Principal	Interest	Total
2010*	$ 71,090	$ 17,485	$ 88,575
2011	9,463	20,656	30,119
2012	9,938	20,386	30,324
2013	10,503	19,657	30,160
2014	10,113	19,326	29,439
2015-2019	150,877	81,417	232,294
2020-2024	118,407	45,607	164,014
2025-2029	40,874	22,345	63,219
2030-2034	43,635	11,438	55,073
2035-2039	10,150	1,470	11,620
	475,050	259,787	734,837
Less: unamortized deferred loss, discount/premium, net	(172)		(172)
Total	$474,878	$259,787	$734,665

* 2005A Bond discount and related amortization included with current portion.

Valuation of swaps

The estimated fair value of the interest rate swaps and swaptions associated with the Series 2005B, Series 2005A, and Series 2001 Bonds discussed above was a net liability of $18,601,000 and $7,264,000 at June 30, 2009 and 2008, respectively. This represents the estimated value of the swap agreements if terminated by USNH, taking into account interest rates at the close of business on June 30, 2009 and 2008. In accordance with governmental accounting standards, this amount is not recorded in the accompanying financial statements.

State of NH general obligation bonds

The state, through acts of its legislature, provides funding for certain major plant facilities on USNH campuses. The state obtains its funds for these construction projects from general obligation bonds, which it issues from time to time. Debt service is funded by the general fund of the state, which is in the custody of the State Treasurer. The state is responsible for all repayments of these bonds in accordance with bond indentures. USNH facilities are not pledged as collateral for these bonds and creditors have no recourse to USNH. Accordingly, the state's debt obligation attributable to USNH's educational and general facilities is not reported as debt of USNH. As construction expenditures are incurred by USNH on state-funded educational and general facilities, amounts are billed to the state and recorded as State of New Hampshire capital appropriations.

9. Commitments and contingencies

USNH is self-insured for a portion of certain risks, including workers' compensation, employee long-term disability, and certain student health insurance claims. The related liabilities recorded in the financial statements are developed by management based upon historical claim data, and in the opinion of management are expected to be sufficient to cover the actual claims incurred. General liability insurance, property insurance, and other insurance coverages provide for large claims incurred. Settlements below the relevant deductible amounts are funded from unrestricted net assets.

USNH makes expenditures in connection with restricted government grants and contracts, which are subject to final audit by government agencies. Management is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position, results of operations, or cash flows of USNH.

USNH is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on USNH's financial position, results of operations or cash flows.

USNH is providing self-liquidity for the 2005A Bonds as discussed in Note 8 above. USNH maintains 1.5 times coverage of the bonds outstanding in same-day liquid investments (approximately $93,000,000 at June 30, 2009) to be used to pay bondholders in the event the bonds are not successfully remarketed.

10. Net assets

The table below details USNH net assets as of June 30, 2009 and 2008 *($ in thousands)*:

	2009	2008
Invested in capital assets, net of related debt	$476,041	$430,055
Restricted		
Nonexpendable		
Historic gift value of endowment-campuses	75,544	63,216
Historic gift value of endowment-affiliated entities	103,432	99,236
Total restricted nonexpendable net assets	178,976	162,452
Expendable		
Held by campuses:		
Accumulated net gains on endowment	15,219	45,606
Fair value of funds functioning as endowment	10,092	13,465
Gifts, grants and contracts	18,602	19,801
Life income and annuity funds	63	144
Loan funds	6,331	6,332
Held by affiliated entities:		
Accumulated net gains on endowment	(2,614)	23,632
Other	7,210	6,828
Total restricted expendable net assets	54,903	115,808
Unrestricted		
Held by campuses:		
Current funds		
Educational and general reserves	33,029	24,355
Auxiliary enterprises	24,981	24,868
Internally designated	19,161	24,378
	77,171	73,601
Unrestricted loan funds	1,318	1,287
Unexpended plant funds	55,859	60,452
Fair value of unrestricted funds functioning as endowment	23,001	37,642
Unrestricted net assets held by campuses, before postretirement medical liability	157,349	172,982
Unfunded postretirement medical liability	(46,645)	(50,892)
Held by affiliated entities:		
Quasi-endowment fund - affiliates	801	1,088
Unfunded postretirement medical benefits	(208)	(183)
Unexpended plant funds - affiliates	269	13
Other unrestricted balances - affiliates	2,756	2,152
Total unrestricted net assets	114,322	125,160
Total net assets	$824,242	$833,475

11. Endowment return used for operations

As detailed in Note 4, the majority of endowment funds are invested in one of two investment pools using the unit share method. The return appropriated for spending and administration from the USNH endowment pool was 4.9% and 5.4% of the twelve-quarter moving average of the investments' market value per unit for 2009 and 2008, respectively. The return appropriated for spending and administration from the UNHF endowment pool was 5.3% and 5.5% of the twelve-quarter moving average of the investments' market value per unit for 2009 and 2008, respectively. During 2009 and 2008, if individual endowment funds had fair values less than the historic gift value as of the beginning of the calendar year, the distribution was limited to a maximum of the estimated yield (dividends and interest) on the invested assets. As discussed in Note 1 the provisions of UPMIFA have been adopted and will impact endowment distributions beginning in fiscal year 2010.

The annual spending formula for endowment return used for operations is designed to provide sustainable continued future support for ongoing programs at current levels assuming moderate inflation. To the extent that endowment yield is insufficient in any one year to meet the required spending distribution, accumulated net gains are utilized to fund the distribution.

The components of endowment return used for operations for 2009 and 2008 are summarized below (*$ in thousands*):

	2009	2008
Pooled endowment yield - campuses	$ 1,661	$ 2,729
Pooled endowment yield - affiliates	1,495	3,244
Trusts, life income and annuities yield	348	988
Gains utilized to fund distribution	9,797	4,667
Endowment return used for operations	$13,301	$11,628

12. Other investment income (expense)

As part of its ongoing cash management practices, USNH purchased commercial paper investments with the highest possible ratings from Moody's and S&P with a total par value of $16,605,000 in early August 2007. The investments were purchased for $16,544,000 with 30 to 40 days to maturity, and were scheduled to mature on or before September 17, 2007. Both investments were downgraded subsequent to purchase by USNH and were ultimately placed in receivership.

For the 2008 financial statements, management applied certain valuation techniques based on publicly available information on the underlying assets of the commercial paper investment. As a result of these calculations USNH recorded unrealized depreciation of operating investments on the Statement of Revenues, Expenses and Changes in Net Assets of $9,900,000 as of June 30, 2008. Management filed a formal complaint against the securities broker with the State of New Hampshire's Bureau of Security Regulation which was subsequently settled in March 2009. The net recovery received by USNH during 2009 was $9,021,000.

13. Operating expenses by function

The following table details USNH operating expenses by functional classification *($ in thousands)*:

	Compensation	Supplies and services	Utilities	Internal allocations	Depreciation	2009 Total	2008 Total
Campuses – current funds							
Instruction	$177,020	$ 21,580	$ 64	$ 853	$ -	$199,517	$190,123
Research & sponsored programs	67,998	34,496	36			102,530	102,797
Public service	6,721	2,081	8	1,517		10,327	10,626
Academic support	38,095	14,806	6	(4,574)		48,333	46,831
Student services	22,147	10,323	9	6,926		39,405	37,812
Institutional support	37,408	11,769	38	(11,282)		37,933	36,569
Operations & maintenance	25,514	14,587	25,419	(37,129)		28,391	29,276
Auxiliary student services	48,352	43,168	138	43,634		135,292	124,507
Subtotal-current funds	423,255	152,810	25,718	(55)		601,728	578,541
Campuses – other funds	410	9,338	63		42,947	52,758	50,745
Affiliated entities	8,240	6,310	242	55	926	15,773	14,516
Total	$431,905	$168,458	$26,023	-	$43,873	$670,259	$643,802