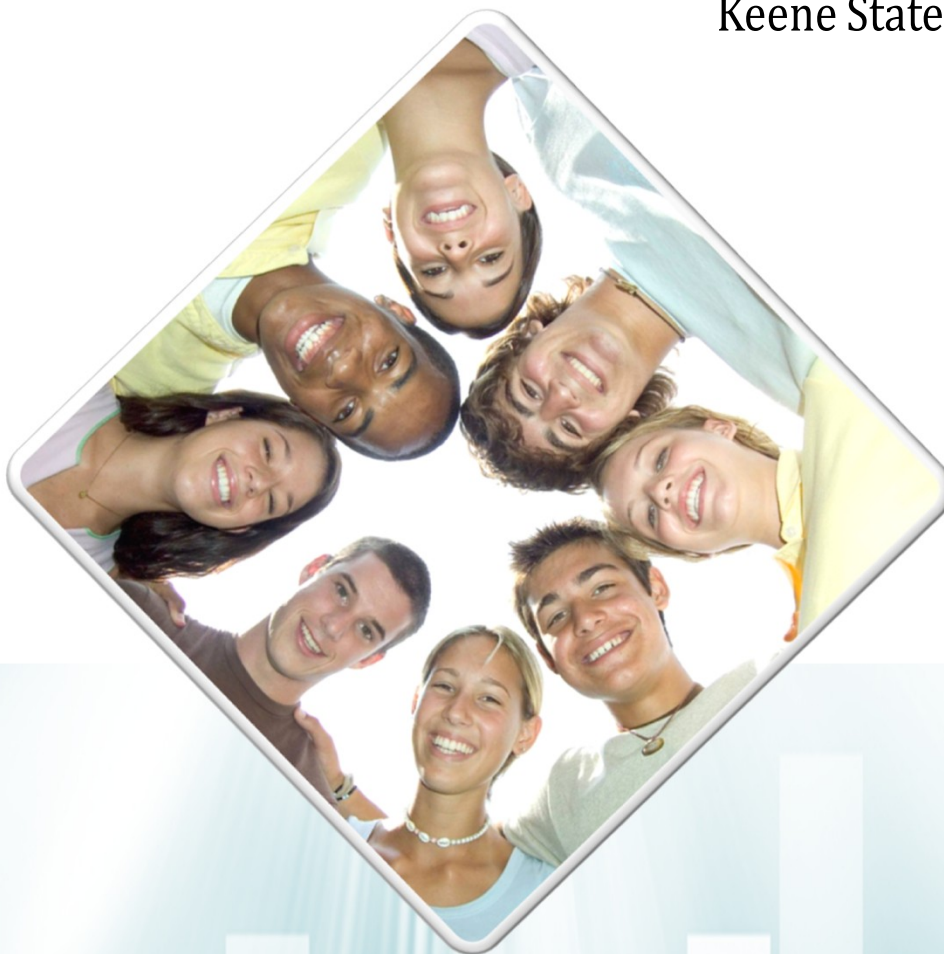


STRATEGIC INDICATORS 2009

Keene State College



*Prepared by
USNH Academic and Student Affairs*



Keene State College is New Hampshire's public liberal arts college offering nearly 40 majors in the liberal arts and sciences, professional programs, and selected graduate degrees. For more than a century, the college has fostered learning through teaching, scholarship, research, and service and has challenged students to develop the habits of mind and character that prepare them for productive lives and work. The college is distinguished by strong academic programs, outstanding faculty scholars, an integrated approach to instruction, and a tradition of small classes and spirited inquiry. To sustain its impact in today's new economy, Keene State has identified three institutional priorities: brokering new partnerships to actively spur

economic development in the Monadnock Region and state of New Hampshire, developing a new model for fiscal sustainability, and preparing students for global citizenship.

Mission

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

Values

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

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

Within these pages, Keene State College documents its accountability towards meeting the University System of New Hampshire's goals to be student centered, committed to recognized excellence in selected programs and services, efficient and effective in the use of internal and external resources, and widely recognized as a valued partner.

Benchmarks are established relative to similar institutions and institutions to which we aspire, including Bridgewater State College, Eastern Connecticut State University, Fitchburg State College, Plymouth State University, Ramapo College of New Jersey, Rhode Island College, Shippensburg University of Pennsylvania, SUNY College at Geneseo, Truman State University, the University of North Carolina at Asheville, Western Connecticut State University, and Westfield State College. In other cases, benchmarks may not exist, or trend data and ranges are more appropriate than single numbers.

Throughout this document we hope to demonstrate that Keene State College is fulfilling its mission and therefore the expectations of its students, the wider college community, the University System, and the state of New Hampshire. Just as important, we hope these indicators demonstrate that we have the foundation to proceed with our higher ambitions for more significant achievements in academics and service.

Mission-Specific Indicator: Student Engagement

Keene State College participates in the National Study of Student Engagement (NSSE) to learn how its freshman and senior students are connecting with the campus and their academic learning environment.

The much-anticipated results of 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 Integrative Studies program, which was implemented in fall 2007, emphasizes purposeful, intentional, and transparent teaching and learning. The integrative process approaches teaching and learning in intentionally connected ways and asks students to connect knowledge and skills from multiple sources, apply knowledge and skills in varied settings, make judgments, synthesize information, utilize diverse points of view, and understand issues contextually.

The 2009 NSSE also confirmed Keene State College's commitment to providing a challenging education to a wide range of diverse learners. The enrollment of students from diverse racial and ethnic backgrounds has been gradually increasing (the percentage was up to 5 percent in fall 2009). As the enrollment numbers have increased, so too has students' engagement in opportunities that require them to apply diverse perspective and experiences, develop disciplinary arguments, and recognize how differences shape personal and cultural identity, knowledge, and power.

Keene State College's freshman responses to the 2009 and 2006 NSSE and the freshman responses of participating members of the Council of Public Liberal Arts Colleges (COPLAC) in 2009 and 2006 provide the lens for assessing how the first-year student experience has changed since the implementation of the Integrative Studies curriculum. These responses also provide an affirmation for the ongoing campus focus on diversity.

The efficacy of the Integrative Studies process can be gauged by studying the results on four key "benchmark" scores that combine students' responses on questions related to level of academic challenge, active and collaborative learning, student-faculty interactions, and the supportiveness of the campus environment. Prior to 2006, Keene State's freshman scores were lower on these four key engagement measures than were those of the COPLAC students. By 2006, KSC freshmen had "closed the gap" between themselves and their COPLAC peers. In 2009, KSC freshmen surpassed the 2006 KSC students and were on a par with the 2009 COPLAC students on these same measures.

In the area of diversity, the 2009 freshman NSSE results were compared to the 2006 results on a set of measures related to learning experiences that challenge students to use diverse points of view in their course work, and to describe their interactions with persons who are different from themselves. On both of these sets of measures, Keene State College students showed an increase in the frequency in which they engaged in these experiences between 2006 and 2009, and closed the gap between themselves and their COPLAC peers in 2009.

Mission-Specific Indicator: Student Engagement, continued*Level of Academic Challenge*

Level of Academic Challenge		
Fall	KSC	COPLAC
2006	50.9	51.5
2009	55.4	53.6

Challenging and creative intellectual work is central to student learning and collegiate quality. The integrative learning experience asks students to connect knowledge and skills from multiple sources and experiences and “make meaning” out of abstract concepts by thinking critically and creatively, synthesizing and analyzing theories and concepts, weighing the validity of information, and applying theories to practical problems in new situations. After the implementation of the Integrative Studies curriculum in fall 2006, KSC’s 2009 first-year students reported engaging in these activities at a significantly higher rate ($p < .001$) than the KSC students who completed the NSSE in 2006. Keene State’s 2009 students also reported higher engagement rates than the COPLAC cohorts in 2006 and 2009.

Active and Collaborative Learning

Active and Collaborative Learning		
Fall	KSC	COPLAC
2006	39.0	41.2
2009	42.9	43.1

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college. Keene State’s 2009 freshmen reported collaborating with others in solving problems and mastering difficult material at a much higher rate (statistically significant at $p < .01$) than the 2006 cohort, and at a rate that was on a par with the 2006 and 2009 COPLAC cohorts.

Student-Faculty Interaction

Student Faculty Interaction		
Fall	KSC	COPLAC
2006	29.9	32.4
2009	35.2	36.1

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. Through this interaction, their teachers become role models, mentors, and guides for continuous lifelong learning. KSC’s 2009 freshmen reported discussing grades, career plans, and ideas from their classes, and working on activities that go beyond coursework with faculty members more frequently than the KSC 2006 freshmen (the difference was statistically significant at $p < .01$) and the 2006 COPLAC freshmen.

Supportive Campus Environment

Supportive Campus Environment		
Fall	KSC	COPLAC
2006	58.8	59.0
2009	62.5	61.2

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. Keene State’s 2009 freshmen reported greater appreciation of their campus’ efforts to provide them with the support they need to thrive academically socially, and to help them cope with their non-academic responsibilities (the difference in the KSC 2009 and 2006 cohorts was statistically significant at $p < .01$).

Mission-Specific Indicator: Student Engagement, continued*Diversity*

The Integrative Studies curriculum offers students opportunities to recognize how differences shape approaches to identity, knowledge, and power, and to apply diverse perspective and experiences to develop disciplinary arguments. Students are asked to develop knowledge and understanding of a diverse world and to integrate, apply, and transfer knowledge to differing contexts. Keene States' 2009 freshmen reported higher rates of engagement than the KSC 2006 freshmen on NSSE items related to these activities.

NSSE Measures of Student Engagement in Activities that Focus on Diversity

NSSE Diversity Item	Year	KSC	COPLAC
Included diverse perspectives in class discussions or writing assignments	2006	52%	61%
	2009	59%	62%
Examined the strengths and weaknesses of your own views on a topic or issue	2006	41%	52%
	2009	46%	47%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2006	54%	61%
	2009	56%	57%
Learned something that changed the way you understand an issue or concept	2006	58%	62%
	2009	63%	61%
The institutional environment encourages contact among students from different economic, social, and racial or ethnic backgrounds	2006	45%	53%
	2009	51%	55%
Understanding people of other racial and ethnic backgrounds	2006	41%	50%
	2009	47%	56%

Keene State College freshmen have reported that they have had fewer occasions to converse with persons who are different from them when compared to their COPLAC peers. As the enrollments of students from diverse ethnic and racial backgrounds continues to grow at Keene State, so too will the opportunities for students to engage in these developmentally challenging conversations.

NSSE Measures of Student Engagement in Activities that Focus on Diversity

NSSE Diversity Item	Year	KSC	COPLAC
Had serious conversations with students of a different race or ethnicity than your own	2006	35%	48%
	2009	28%	49%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2006	50%	60%
	2009	49%	55%

Mission-Specific Indicator: Human Resources

The campus has been mindful of its need to plan for changes in our staffing resources. To ensure a deliberate approach to “staffing,” the institution has put into place several key activities:

Development of a Faculty Staffing Plan

The initial plan created almost five years ago will be reviewed and updated during fiscal year 2010 to plan for the next five years. Keene State College made a commitment to adding tenure-track lines to support our goals for academic excellence. Unfortunately, the growth in faculty has been matched by the growth of our student population:

Faculty Staffing Plan					
	Fall 2005 FY06	Fall 2006 FY07	Fall 2007 FY08	Fall 2008 FY09	Fall 2009 FY10
Student FTE	4479.6	4549.8	4815.7	4979.8	5085.1
Tenure-track faculty FTE	175	176	185	185	188
Ratio	25.6	25.85	26.0	26.9	27.0

Creation of New Tenure-Track Faculty Lines

Of the new lines established for tenure-track faculty in the last five years, four were converted from PAT staff roles or contract lecturer positions. Eight new tenure-track lines were also added to emerging programs of distinction at Keene State College, including Environmental Studies, Film Studies, Communication, Health Science, Digital Imaging (Art), Architecture, and Sustainable Product Design. An additional line was also created for Chemistry, a cornerstone academic program seeking accreditation and recently supported by funds for an endowed chair.

Right-Sizing

“Right-sizing” the campus faculty and staff also includes close scrutiny of new staff position requests. The Human Resource Planning Advisory Board (HRPAB) was initiated in 2008-2009 as part of the campus planning processes. The HRPAB reviews requests for new positions and determines if the workload or staffing deficiencies warrant recommendation or if an opportunity exists to convert a “nonstatus” (nonbenefitted) position to a benefitted one where there is a demonstrated need. Six new operating staff positions have been created to redress the use of full-time nonstatus employees.

Quality Staffing

Keene State has been very successful in its recruitment of tenure-track faculty and PAT staff who come highly credentialed to their positions. It is worthy of note, however, that our operating staff credentials are also significant. Of the 159 active operating staff, more than half (52.8 percent) have earned a college degree; 5 have earned master’s degrees; and another 10 have achieved either a journeyman’s license or master’s-level distinction in their trade. And while some staff may have only had Keene State as their primary professional experience, most have come to the institution with significant related professional experience: 5.57 years of prior related experience on average.

Mission-Specific Indicator: Human Resources, continued*Providing Equity in Staff Compensation*

Over the course of three fiscal years, Keene State College reviewed the degrees and experience of all operating and PAT staff to identify deficiencies from a “target rate.” Initially 69 percent of staff salaries were considered deficient. Of the 80 salaries identified as deficient by FY09, only 27 of those were more than 5 percent from their target.

Equity in Staff Compensation			
	FY07	FY08	FY09
Total OS	138	149	157
OS deficient to target before increases	104 (75%)	73 (48.9%)	36 (22.9%)*
OS equity increases processed	94	22	11
Total PATs	162	172	172
PATs deficient to target before increases	104 (64%)	38 (22%)	44 25%)*
PAT equity increases processed	86	3	16

**The increase model included moving any operating staff classifications that were greater than 5.5% deficient from market as well as any PAT classifications recommended for range movement by the System Classification Committee. As KSC is unable to provide the full difference between ranges, more positions were “deficient” in FY09 as a result of the changes made to maintain market competitive.*

The calculation employed for the equity study became the basis for our hiring salary calculation tool completed for all new hires, noting an appropriate salary offer range to ensure internal equity for our campus.

Indicator 1 NUMBER AND PERCENT OF NH COLLEGE-BOUND SENIORS ATTENDING EACH USNH INSTITUTION

NH Students Attending KSC Directly From High School			
Fall	NH High School Graduates	Enrolled As First-Time Degree-Seeking Freshmen	
		Number	Percent
2005	15,936	472	3
2006	16,031	527	3
2007	16,791	610	4
2008	17,234	584	3
2009	17,422	537	3
Target FY2010 (Fall): 4%			

Source: NH Department of Education; KSC Fall R+30

Note: Number of high school graduates include public and private as reported to NHDOE, with the exception that the number of private high school graduates was estimated in 2005.

Campus Analysis: The most recent information from the New England Board of Higher Education (spring 2009) shows that 61% of New Hampshire's 2007 high school graduates went directly to a U.S. college. About 60% of these college-bound students enrolled in a postsecondary institution in New Hampshire. Nearly 12% of New Hampshire's college-bound high school graduates, who remained in state, enrolled at Keene State College.

Indicator 2 NUMBER AND PERCENT OF FIRST-GENERATION COLLEGE STUDENTS AT EACH USNH INSTITUTION

First-Generation College Students		
Fall	Number	Percent
2005	423	34
2006	437	38
2007	494	38
2008	565	38
2009	582	37
Target FY2010 (Fall): 30%		

Source: KSC Institutional Research Office

Note: Data are self-reported by students on admissions applications; percent is based on number who responded to the question.

Campus Analysis: In fall 2008, 37% of Keene State College's newly enrolled students (first-time students and transfers) did not have a parent who had completed a four-year college degree. A higher percentage, 41%, of the newly enrolled students from New Hampshire, were first generation. Keene State College continues to be an attractive school for first-generation college students who want to complete a bachelor's degree. The college offers a broad range of support services for its economically and socially disadvantaged students, including ASPIRE and Upward Bound—both federally funded TRIO programs.

Indicator 3 FINANCIAL AID AWARDED TO NH UNDERGRADUATE STUDENTS: NEED-BASED AND NON-NEED-BASED AID FROM (a) INSTITUTIONAL RESOURCES AND (b) ALL OTHER SOURCES

Financial Aid Awarded (Offered) To NH Residents, FY2009

	Need-Based Aid Awards		Non-Need-Based Aid Awards	
	Amount	Number	Amount	Number
a. Institutional Aid				
Aid awarded by institution (excluding athletic awards and tuition waivers)	\$1,470,940	682	\$1,390,402	486
Subtotal	1,470,940	682	1,390,402	486
b. Aid From All Other Sources				
Federal scholarships/grants	1,631,339	401	0	0
State scholarships/grants	502,975	262	0	0
Scholarships/grants from external sources	483,308	205	276,266	113
Federal work-study	1,158,095	697	0	0
State and other work-study/employment	0	0	419,162	416
Student loans	4,625,652	1,151	10,636,991	1,661
Parent loans	0	0	2,071,610	250
Tuition waivers	0	0	0	0
Athletic awards	0	0	0	0
Subtotal	8,401,369	2,716	13,404,029	2,440
TOTAL AWARDS	9,872,309	3,398	14,794,431	2,926

Targets FY2010

Total Amount of Awards: Need-based aid—\$10,622,631; non-need-based aid—\$11,504,747
 Total Number of Awards: Meet the full need of 90% of in-state students seeking financial aid

Source: KSC Financial Aid Office

Note: Some students may receive more than one award.

Campus Analysis: In fiscal year 2009, dollars from restricted funds, raised through grants and endowments, accounted for 27% of the institutional aid awarded to all students and 45% of the institutional aid awarded to in-state students. The total number of need-based awards were distributed among 1,316 in-state recipients; and, among these, 31% received need-based federal grants. In an August 2009 publication, Postsecondary Education OPPORTUNITY ranked New Hampshire first in the nation on the college participation rates of students from low-income families, a ranking based on the percentage of students from low-income families who receive need-based federal aid. Keene State College continues to meet the full direct need of all first-year New Hampshire resident students who apply for financial aid on time.

Indicator 4 NUMBER OF TRANSFER STUDENTS FROM CCSNH INSTITUTIONS

CCSNH Transfer Students			
FY	Number Enrolled		
	Fall	Spring	Total
2006	24	18	42
2007	39	17	56
2008	37	31	68
2009	35	24	59
2010	52	13	65
Target FY2010: 50			

Source: KSC Admissions Office

Note: Reported enrollment for spring 2010 is preliminary.

Campus Analysis: Keene State College has worked cooperatively with USNH and CCSNH to create a seamless pathway to a four-year degree for New Hampshire students through the *New Hampshire Transfer Connections Program*. The program, launched in spring 2008, enables students who are initially not accepted for admission to Keene State College to attend one of the state's community colleges. Upon successfully completing 24 credits at CCSNH, these students are automatically accepted at Keene State College, they are not required to complete a new application form or pay additional application fees, their credits automatically transfer, and they are guaranteed on-campus housing.

Indicator 5 RETENTION RATES FOR (a) BACHELOR'S-DEGREE-SEEKING FRESHMEN AND (b) CCSNH TRANSFER STUDENTS

Retention	a. Bachelor's-Degree-Seeking Freshmen		b. CCSNH Transfers
Entering Year (Fall)	Retention Rate 2nd Yr (Fall)	Benchmark Retention Average	Retention Rate 2nd Yr (Fall)
2004	77%	79%	64%
2005	76%	78%	79%
2006	81%	78%	62%
2007	80%	79%	81%
2008	79%	—	80%
Targets FY2010	79%		70%

Source: KSC data from KSC Institutional Research and Admissions Offices; benchmark data from IPEDS Enrollment Survey

Campus Analysis: One of the strongest predictors of student success at an institution is the interaction between what a student brings to the college and what the college environment has to offer in return. Retention is affected more by the interaction between student characteristics and environmental variables than any other college outcome measure. The Cooperative Institutional Research Program (CIRP) Freshman Survey responses, for the entering class of fall 2009, confirm that a *student transformation* has taken place that corresponds with the institutional transformation that has occurred over the last four years. The fall 2009 class embodies the attributes of the “promising students” who are prepared to “think critically and creatively” and “engage in active citizenship”—students Keene State College has been positioning itself to attract. The fit between the entering students’ expectations and the college’s mission and values is a positive indication that Keene State will continue to retain 80% or more of its incoming freshmen.

Indicator 6 ENROLLED-STUDENT SATISFACTION

Graduating Students' Overall Satisfaction With Overall KSC Education	
Survey Year	Satisfaction Rate
2004	85%
2005	84%
2006	92%
2007	93%
2008	92%
Target 2010: 90%	

Campus Analysis: The spring 2008 graduating class said that they would recommend Keene State College to others (91%), that they had spent six or more hours studying or preparing for classes (86%), and that they had attended at least one cultural event at the college during the year (92%). The graduating students agreed that their instructors were concerned about their academic development (88%), that Keene State College provided support for them to succeed academically (87%), and that the college had prepared them academically (84%). The Graduating Student Survey was not given in 2009, due to the administration of the National Survey of Student Engagement (NSSE). Administration of the Graduating Student Survey will resume in spring 2010.

Source: KSC Institutional Research Office, Graduating Student Survey

Note: No new data for 2009. Question was not asked on the KSC Graduating Senior Survey in spring 2009 due to the administration of the NSSE.

Indicator 7 SIX-YEAR GRADUATION RATE FOR FIRST-TIME, FULL-TIME, BACHELOR'S-DEGREE-SEEKING FRESHMEN

Six-Year Graduation Rate		
Fall Entering Cohort	KSC Grad Rate	Benchmark Grad Rate Average
1999	54%	54%
2000	54%	56%
2001	57%	56%
2002	55%	57%
2003	58%	—
Target FY2010 (Fall): 56%		

Campus Analysis: Six-year graduation rates are integrally related to the retention of first-year students. Keene State achieved its retention target of 80% with the freshman class that entered the college in fall 2006. The 81% retention rate for the fall 2006 entering class, which was 5% higher than the rate for the fall 2005 class, should manifest as an increased six-year graduation rate in fall 2012.

Source: KSC data from KSC Institutional Research Office; benchmark data from IPEDS Graduation Rate Survey

Note: Rate for KSC 2002 cohort is restated.

Indicator 8 AWARDS, DISTINCTIONS, AND RECOGNITIONS (INCLUDING ACCREDITATIONS) RECEIVED BY EACH USNH INSTITUTION

The following data reflect state, regional, and national accreditations held by KSC.

Received By	Accreditation	Date
KSC	New England Association of Schools and Colleges (NEASC)	Current, next review October 2010
Education Department	National Council for the Accreditation of Teacher Education (NCATE)	Continued with conditions
Department of Health Sciences	Commission on Accreditation for Dietetics Education of the American Dietetic Association	Current, next review AY2013
Department of Music	National Association of Schools of Music (NASM)	Current, next review AY2010
Department of Physical Education	Commission on Accreditation of Athletic Training Education (CAATE)	Current, next review AY2010

The following data are illustrative of the range of awards, distinctions, and recognitions bestowed on KSC, its faculty, staff, and students during AY2008-09 and do not constitute a comprehensive list of such achievements.

Received By	Title Of Award, Distinction, Or Recognition	Awarded By
Community Research Center	Featured in article, "The Power of Real-World Experience: Community-based Research at Keene State," in <i>AAC&U News</i>	Association of American Colleges and Universities
Education Department	Science Partnership award (\$100K) to support science curriculum development and delivery across the K-16 spectrum	State of New Hampshire Department of Education
<i>Equinox</i>	12 awards, the second highest number of print journalism awards to a student newspaper in the annual national competition	Society for Collegiate Journalists
Physical Plant Department	Recognized for excellence using criteria established in the Malcolm Baldrige National Quality Award, with a letter of recognition from Governor Lynch	Granite State Quality Council
Pondside III Residence Hall	Outstanding Design in the Educational Interiors Showcase: <i>Lavallee Brensinger and Herbert S. Newman and Partners, architects; Rist Frost Shumway, engineer; MacMillan Company, construction</i>	American School and University Magazine
Science Out of the Box Program	Grant (\$20K) to develop a science enrichment program that will engage elementary school students with direct experience and experimentation to enhance essential concepts and principles in science	Bank of American Charitable Foundation
Molly Croteau <i>Student, Chemistry</i>	American Chemical Society 2009 Student Affiliates Leadership Award at the ACS 2009 Leadership Institute in Fort Worth, Texas	American Chemical Society
Erin Dallas and Alyssa Rowell <i>Student</i>	Named All-American for the second year in a row	National Field Hockey Coaches Association
Stuart Kaufman <i>Sports Information Coordinator</i>	Fred Stabley Sr. Writing Contest, district honors: second place for Event Coverage third place for General Feature	College Sports Information Directors of America
Jose Lezcano <i>Faculty, Music</i>	Grammy nominations for Best Contemporary Composition and Best Performance Soloist with Orchestra, for "Remembrances/Recuerdos," a CD released by North-South Consonance	Grammy Awards
Celine Perron <i>Faculty, Theatre and Dance</i>	Award for puppetry in the Theatre and Dance Department production of <i>The Rolling Collection</i>	New England Region I Kennedy Center American College Theater Festival
Neal Pruchansky <i>Faculty, Management</i>	SBI Showcase Award, for innovative development or management or efforts contributing to a true small-business client success story	Small Business Institute
Nora Traviss <i>Faculty, Environmental Studies</i>	Grant (\$10.5M), five-year award to extend a Dartmouth-led collaboration for research and training to prevent and cure respiratory illnesses	National Institutes of Health, Centers of Biomedical Research Excellence
Larry Welkowitz <i>Faculty, Psychology</i>	Blog, "Asperger's Conversations," named among the top 100 health blogs in the country	Online University Review

Source: KSC Academic Affairs Office

Campus Analysis: Keene State College's ongoing commitment to meeting national standards of excellence is demonstrated by its ongoing accreditations and by the range of awards and recognition for academic programs, student organizations, the physical plant, and marketing and communication.

Indicator 9 ALUMNI (a) SATISFACTION AND (b) EMPLOYABILITY**Alumni Satisfaction And Employability**

Survey Year	a. Alumni Satisfaction	b. When Alumni Obtained Current Position					c. Alumni Going On To Grad School
		Before Graduation	0-6 Months After Graduation	7-12 Months After Graduation	1 Year+ After Graduation	N/A	
2004	85%	21%	57%	12%	2%	8%	—
2005	80%	17%	60%	15%	1%	7%	—
2008	90%	27%	51%	9%	13%	—	34%
Targets 2010							
a. Alumni Satisfaction: 87%							
b. Alumni Employability: 95% within one year after graduation							

Source: USNH Alumni Survey

Note: Next survey administration will be in 2011 and will follow three-year cycle thereafter. Nonresponses are excluded beginning in 2008.

Campus Analysis: Eighty-four percent of the 2003 and 2007 Keene State College alumni surveyed said they would recommend the college to others. Three-quarters of respondents agreed that the atmosphere at Keene State College emphasized academics and encouraged academic development and that the faculty were concerned about student learning and development.

*USNH is efficient and effective in its use of resources internally and externally***Indicator 10 OPERATING MARGIN****Operating Margin**

	ACTUAL					TARGET RANGE (+/- 1%)				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
KSC Only	4.3%	2.1%	0.8%	4.1%	5.3%	1.8%	2.4%	3.3%	4.7%	4.7%
KSC Plus System Allocation	4.9%	4.6%	6.1%	4.6%	5.7%	2.2%	2.8%	3.9%	5.3%	5.4%
Moody's A2 Median	1.4%	1.6%	1.4%	0.7%	—					

Source: Actual data from USNH Financial Services; target data from KSC Finance Office

Note: Moody's 2006 and all data 2007 and 2008 are restated.

Campus Analysis: Keene State College's operating margin rose in fiscal year 2009 based on the college's enrollment. A record high undergraduate enrollment resulted from strong applicant pools, large entering classes, and sustained high first-year student retention rates over 80%. Projections for fiscal years 2010 and 2011 reflect record enrollments but also increased student financial needs requiring more institutional aid. Fiscal years 2010 and 2011 expenses project significant energy savings resulting from fuel and electricity contracts and the new steam turbine cogeneration capacity at the college's Heat Plant. Sustaining current enrollment is an assumption for future years. It is likely that fiscal years 2013 and 2014 projections are overestimated due to insufficient information on expenditures.

Indicator 11 UNRESTRICTED FINANCIAL RESOURCES TO OPERATIONS**Unrestricted Financial Resources To Operations**

	ACTUAL					TARGET RANGE (+/- 2%)				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
KSC Only	25.5%	24.5%	23.5%	24.8%	25.6%	23.8%	23.7%	23.2%	22.4%	21.7%
KSC Plus System Allocation	25.7%	23.8%	27.1%	28.4%	21.2%	18.4%	20.9%	20.5%	22.2%	24.0%
Moody's A2 Median	18.0%	17.0%	21.0%	20.0%	—					

Source: Actual data from USNH Financial Services; target data from KSC Finance Office

Note: KSC Only 2007, KSC Plus System Allocation 2007 and 2008, and Moody's 2005 are restated.

Campus Analysis: Keene State College will tap reserves to fund strategic initiatives, fundraising efforts, and physical plant improvements aimed at meeting strategic planning goals. Fiscal year 2009 growth in unrestricted net assets is partly the result of HEFA bonds paying for residential life improvements. Plant funds set aside for this purpose remain available for future use. Improved fundraising activity has added current use funds. Future ratios could be higher if plant improvements are funded from HEFA or state allocations.

Indicator 12 UNRESTRICTED FINANCIAL RESOURCES TO DEBT**Unrestricted Financial Resources To Debt**

	ACTUAL					TARGET RANGE (+/- 2%)				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
KSC Only	30.3%	20.5%	22.1%	25.6%	26.7%	27.2%	29.1%	30.6%	27.2%	27.8%
KSC Plus System Allocation	30.4%	19.5%	23.9%	27.6%	21.4%	20.4%	24.7%	25.9%	25.7%	29.1%
Moody's A2 Median	30.0%	30.0%	30.0%	30.0%	—					

Source: Actual data from USNH Financial Services; target data from KSC Finance Office

Campus Analysis: This ratio anticipates no additional debt until 2013, when current USNH HEFA debt schedules show funding of Keene State College's portion of an exposition center in Keene; these funds would create a multipurpose track and field. This ratio could increase if plant renovations are funded from state appropriations; the college could set funds aside for larger projects rather than having to break large projects into smaller, multiphased projects relying on campus R&R funds and USNH internal borrowing.

Indicator 13 TOTAL FINANCIAL RESOURCES PER FTE STUDENT**Total Financial Resources Per FTE Student**

	ACTUAL					TARGET RANGE (+/- \$1,000 FTE)				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
KSC Only	\$7,256	7,617	8,152	8,407	8,597	9,016	9,343	9,671	10,002	10,334
KSC Plus System Allocation	7,296	7,591	9,137	9,528	8,065	8,300	9,464	10,001	11,118	12,311
Moody's A2 Median	8,267	8,569	10,329	11,221	—					

Source: Actual data from USNH Financial Services; target data from KSC Finance Office

Note: KSC Plus System Allocation 2008 and Moody's 2005, 2006, and 2007 are restated.

Campus Analysis: As fundraising pledges for endowed faculty positions are fulfilled, total financial resources per student are increasing. Keene State College is moving in a good direction, with alumni and local community fundraising increasing at a faster rate than student enrollment, which is at record levels. Increased emphasis on annual fundraising will also improve this ratio. Enrollment management efforts are aimed at leveling the number of entering students, which will reduce the pressure for additional classroom seats and residential beds. Steady enrollment and increased restricted resources per FTE student will increase this ratio.

Indicator 14 AVERAGE UNDERGRADUATE DEBT LOAD AT GRADUATION**Average Debt Load**

FY	KSC	Benchmark Median
2005	\$20,065	16,000
2006	20,992	17,562
2007	23,775	17,713
2008	24,995	18,833
2009	27,785	—
Target Cap FY2010: \$25,000		

Campus Analysis: Seventy-eight percent of the Keene State College undergraduates who entered as first-time freshmen and graduated during fiscal year 2008 had an average debt load of \$27,785. The Project on Student Loan Debt, conducted by the Institute for College Access and Success (December 2009) reported that New Hampshire's 2008 graduates had the fourth highest debt load (\$25,785) in the nation.

Source: KSC data from KSC Student Financial Services; benchmark data from Common Data Set, as reported in *US News & World Report*

Note: Common Data Set methodology changed in 2006 to report the average per-borrower cumulative indebtedness of first-time undergraduate students (previously reported freshmen and transfers). Data reflect new methodology beginning FY07. Benchmark data restated for all years to replace average with median as defined by data dictionary.

Indicator 15 PERCENT OF ALUMNI WHO GIVE TO EACH USNH INSTITUTION**Alumni Giving**

FY	Number Of Alumni			Percent Alumni Giving	Median Benchmark Percent
	Of Record	Solicited	Contributed		
2005	21,074	20,834	2,524	12	10
2006	21,783	21,536	2,217	10	8
2007	22,181	21,925	1,553	7	9
2008	23,231	22,967	1,367	6	8
2009	24,303	23,604	1,829	8	6
Target FY2010: 15%					

Source: KSC data from KSC Advancement Office; benchmark data from CAE Voluntary Support of Education survey

Note: 2005 and 2006 data for USNH and comparators restated so all years consistently reflect percent giving based on alumni of record.

Campus Analysis: Eight percent of Keene State College alumni contributed to the college in fiscal year 2009. This 33% increase is a tremendous improvement, and newly implemented programs are expected to continue this trajectory toward the national average of 10% and beyond. The new Keene State Alumni Center, due to open in spring 2010, will help to engage many more alumni in the life of the college through career mentoring and other alumni/student programs, to result in increased contributions over time.

Indicator 16 NUMBER OF GIFTS BY SIZE-OF-GIFT CATEGORY AND BY DONOR CATEGORY**Number Of Gifts, FY2009**

Donor Category	Size-Of-Gift Category								Total # Gifts By Donor Category
	\$0 To 100	\$101 To 500	\$501 To 1,000	\$1,001 To 10,000	\$10,001 To 100,000	\$100,001 To 500,000	\$500,001 To 1,000,000	\$1,000,001 Or More	
Alumni	1,861	236	26	19	10	0	0	0	2,152
Parents	59	4	0	0	0	0	0	0	63
Other Individuals	1,233	183	26	23	5	5	0	1	1,476
Foundations	18	3	7	16	13	1	0	1	59
Corporations	51	53	8	17	1	1	0	0	131
Religious Orgs	16	1	0	1	0	0	0	0	18
Fundraising Consortia	0	0	0	0	0	0	0	0	0
Other	16	8	1	2	0	0	0	0	27
Total # Gifts By Size-Of-Gift Category	3,254	488	68	78	29	7	0	2	3,926

Target FY2010, Total Number of Gifts: 5,700

Source: KSC Advancement Office

Campus Analysis: Keene State College's centennial year ushered in a new era of commitment to expanding the college's public-private partnerships. Under the leadership of President Giles-Gee, advancement efforts began building a more comprehensive program designed to garner greatly increased gift income over time. The president's complete engagement with these efforts, in collaboration with others across campus, resulted in multiple major gift commitments to Keene State's academic excellence, particularly notable due to the fact that this year's gift income was not inflated with capital campaign giving.

Indicator 17 OUTREACH AND PROFESSIONAL ACTIVITIES OF (a) FACULTY AND STAFF AND (b) STUDENTS

a. Faculty and Staff: The following data are illustrative of the range of faculty and staff engagement with their communities and professions during AY2008-09 and do not constitute a comprehensive list of such achievements.

Faculty/Staff	Population Served	Examples of Engagement
KSC OSHA Training Institute Education Center	Regional	Member, OSHA New England Voluntary Protection Program Participants' Association, in recognition of exemplary occupational safety and health achievements.
Colin Abernethy <i>Faculty, Chemistry</i>	International	Presenter, "(Cyclopentadienyl) Vanadium Nitride Complexes," 38th International Conference on Coordination Chemistry, Jerusalem, Israel, July 2008.
Michael Antonucci <i>Faculty, English</i>	National	Author, "Of Transmission and Translation/Blues and the Poetry of Sterling D. Plump: A conversation with Edgar Wideman," in <i>Valley Voices</i> , 9.1, 2009.
Linda Baker <i>Faculty, Psychology</i>	New Hampshire	Advocate, Restorative Justice Initiative, providing training, resources, and consultation, with \$17K grant funding from the New Hampshire Charitable Foundation.
Dottie Bauer, Karrie Kalich, Deirdre McPartlin <i>Faculty, Education, Health Science, and Childhood Development Center</i>	National	Presenters, "Changing Preschoolers' Eating Habits through Gardening and Nutrition Experiences," National Association for the Education of Young Children Annual Conference, Dallas, November 2008; co-authors, <i>Early Sprouts: Cultivating Healthy Food Choices in Young Children</i> , Redleaf Press, February 2009.
Chris Cusack <i>Faculty, Geography</i>	New Hampshire	Seminar leader, student geography project on workforce housing in Keene, with results presented to regional planners and selectpersons under the auspices of Heading for Home, a regional housing coalition.
Joseph Darby <i>Chair, Music</i>	International	Presenter, "Subscription Proposal and the Marketing of Handel's Twelve Grand Concertos," at international conference sponsored by the Royal Musical Association at New College, Oxford University, March 2009.
Marie Duggan <i>Faculty, Economics</i>	National	Author, "The Specter of Capital Flight," an article on the financial crisis, in <i>Dollars & Sense</i> , January/February 2009.
Beverly Ferrucci <i>Faculty, Mathematics</i>	National	Author, "Using a Model Approach to Enhance Algebraic Thinking in the Elementary School Mathematics Classroom," in <i>Algebra and Algebraic Thinking in School Mathematics: Seventieth Yearbook</i> , National Council of Teachers of Mathematics, 2008.
Nona Fienberg <i>Dean, Arts and Humanities</i>	National	Author, "Gazing into the Mirror of Wiesel's <i>Night</i> , Together," in the journal <i>Pedagogy</i> , Duke University Press, winter 2009.
Stephen Bigaj, Len Fleischer, Betsy Street <i>Associate Dean, Faculty, and Staff, Education</i>	Regional	Creators, with Monadnock Center for Successful Transitions and a school counselor, of an adolescent transition program focusing on emotional literacy with students at Keene High alternative school, the North Campus.
Helen Giles-Gee <i>President</i>	National	Member, Board of Directors, Association of American Colleges and Universities, reappointed for a second two-year term.
Mike Hanrahan and Karrie Kalich <i>Faculty, Computer Science and Health Science</i>	National	Co-authors, "Trials and Tribulations and Lessons Learned through Project Health Links: A model for interdisciplinary service-learning," in <i>Service-Learning in Higher Education: Paradigms and Challenges</i> , University of Indianapolis Press, 2009.
Sandra Howard <i>Faculty, Music Education</i>	Regional	Presenter, "Research Perspectives on Music Performance Evaluation," New Hampshire Music Educators Association Fall Conference, Manchester, NH.
Karen Jennings <i>Faculty, Psychology</i>	New Hampshire	Governor-appointed member, New Hampshire Board of Mental Health Practice, a state regulating agency, reappointed for a second three-year term.
Sander Lee <i>Chair, Communication, Journalism and Philosophy</i>	National	Author, "Woody Allen Gets Away with Murder, or Does He?" in <i>Film and Philosophy</i> , Vol. 14, 2010; "Why Are They Our Red Sox?" in <i>The Red Sox and Philosophy</i> , Open Court Press, 2010; "Herr Meets Hare: Donald and Bugs fight Hitler," in <i>artUS</i> , issue 26, spring 2009.
Mark Long <i>Faculty, English</i>	National	Co-editor, <i>Teaching North American Environmental Literature</i> , Modern Language Association of America, June 2008; author, "Shifting Ground: The emergence of the bioregion and the watershed," essay in <i>Teaching of North American Environmental Literature</i> .
Shirley McLoughlin <i>Faculty, Education</i>	National International	Author, <i>A Pedagogy of the Blues</i> , Sense Publishers, 2009.
Judy Reed <i>Faculty, Education</i>	National	Author, "Drawing on Transformative Experiences in Anti-Oppressive Teacher Education," in <i>Multicultural Education</i> , Vol. 16, No. 3, spring 2009.
Jonathan Schwartz <i>Faculty, Film</i>	National International	Filmmaker, "Views from the Avant-Garde" screened at film festivals in New York, Madrid, Toronto, and Seoul; two films acquired by the Austrian Film Museum for its permanent collection; and received a Massachusetts Cultural Council Artist Fellowship.
Tom White <i>Outreach Coordinator, Cohen Center for Holocaust and Genocide Studies</i>	International	Appointed member and secretary, Board of Directors, Association of Holocaust Organizations.

Source: KSC Academic Affairs Office

Campus Analysis: Keene State College faculty and staff are committed to service in their disciplines and to the community. Faculty and staff are increasingly active in regional, national, and international publication and presentation. Additionally, many courses now engage students in community projects and service learning experiences that promote the service mission of the college.

Indicator 17 OUTREACH AND PROFESSIONAL ACTIVITIES OF (a) FACULTY AND STAFF AND (b) STUDENTS, continued

b. Student Outreach And Professional Activities

	b.1 For-Credit Applied Learning	b.2 Noncredit Service Learning
FY	Total Hours	Total Hours
2006	449,545	13,030
2007	438,675	12,000
2008	438,101	15,356
2009	461,802	17,000
Targets FY2010:	500,000	13,500

Source: KSC Institutional Research, Registrar, and Student Affairs Offices

Campus Analysis: Service, one of the core values of Keene State College, is integrated into the curriculum and throughout a number of extracurricular activities—architecture students design buildings and spaces for nonprofit organizations in a problem-based service-learning curriculum; nutrition students work with children and adults with disabilities to help them to become independent in the kitchen; more than 60 students regularly volunteer for Big Brothers Big Sisters; and students have served communities throughout the United States and Latin America through Habitat for Humanity and Alternative Spring Break programs. Sixty-two percent of the students who graduated in spring 2009 reported that they had taken at least one course that incorporated service learning and 39% had participated in a college-sponsored community service project. Eighty-six percent of the students who had engaged in a service-learning experience felt that the outreach aspect of their courses had helped them to connect the subject matter to their everyday lives; 75% felt that it had made them more comfortable collaborating with others for a common goal; and 85% felt that it had made them more likely to encourage other students to take courses that offered service learning.

Indicator 18 DOLLAR VALUE OF SPONSORED PROGRAMS: (a) AWARD AUTHORIZATIONS AND (b) AWARD EXPENDITURES

a. Award Authorizations

Sponsor Category	FY2005	FY2006	FY2007	FY2008	FY2009
Federal	\$692,823	\$849,329	\$969,851	\$839,222	\$776,149
State	25,514	31,450	34,125	41,550	25,130
For-Profit/Business	58,339	0	0	0	0
Nonprofit Org	171,389	217,627	313,194	705,557	374,067
Other	1,680,280	586,480	289,191	290,133	391,552
TOTAL	2,628,345	1,684,886	1,606,361	1,876,462	1,566,898
Target FY2010:					\$3,000,000

Source: KSC Business Office

b. Award Expenditures

FY	Amount
2005	\$2,435,779
2006	1,841,471
2007	1,533,558
2008	1,589,576
2009	1,627,461
Target FY2010:	\$3,000,000

Source: USNH Financial Services

Note: Expenditures as audited. May include intercampus subawards.

Campus Analysis: Keene State College expects to sustain its level of sponsored awards through grant opportunities to support new curricular and service-learning initiatives and existing student support services for disadvantaged students. With regard to external funding for faculty scholarship, the campus is positioning itself for growth by reinforcing the pre-award support services available through its Office of Sponsored Projects and Research. With this support, current faculty members are more actively pursuing federal funding opportunities designed for predominantly undergraduate institutions from agencies like the National Science Foundation and the National Institutes of Health. Additionally, recent faculty hires interested in pursuing sponsored research in an undergraduate environment suggest faculty-led grant activity will increase over time.