



Wisdom to make a difference.

Keene State College is New Hampshire's public liberal arts college, offering 44 undergraduate majors in the arts and sciences, professional programs, and selected graduate degrees. Keene State provides a small-college experience focused on its 4,787

undergraduate students, with rigorous academic programs and a tradition of small classes, faculty-student collaborative research, and service learning. Keene State is a leader in applying the principles of a liberal arts education to today's challenges, and its innovative curriculum and focus on high-impact practices have won national praise. *U.S. News & World Report* consistently ranks Keene State in the top tier of schools in the North, and *The Princeton Review* regularly lists Keene State as one of the best colleges in the Northeast. *The Princeton Review* has also named Keene State a "Green College," recognizing its remarkable commitment to sustainability.

Keene State College serves a broader mission as well, meeting the needs of the region and the state through such efforts as the OSHA Training Institute Education Center, the OSHA Consultation Program, the Southwestern New Hampshire Education Support Center, the Cheshire Academy for Lifelong Learning, Kids on Campus, and the Regional Center for Advanced Manufacturing. Altogether Keene State enrolls more than 7,900 individuals annually in credit and noncredit courses, serves hundreds of community members young and old, provides consultation services to more than 200 businesses, offers training and professional development opportunities for thousands of workers, and partners with local communities and institutions to grow the manufacturing base of the region.

Mission

Keene State College prepares promising students to think critically and creatively, to engage in active citizenship, and to pursue meaningful work. Keene State offers an enriching campus community that assists students to achieve academic excellence through the integration of teaching, learning, scholarship, and service.

Values

Keene State values

- All members of the college 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 the community and in the 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.

Strategic Priorities for 2011-2016

Keene State has adopted three broad college-level priorities, related to the University System of New Hampshire goals, to guide the college's efforts through 2016:

- academic excellence and student success;
- institutional effectiveness, sustainability, and financial stability; and
- diversity in the community, curriculum, and co-curriculum.

Strategic indicators have been identified for each of these priorities, incorporating the University System strategic indicators. Over the next four years, Keene State will move the bar on these indicators through a two-pronged approach—grassroots proposals for a limited number of strategic initiatives, and realigning the daily work of each department to more closely support the college's priorities.

Within these pages, Keene State documents its accountability towards meeting the University System goals to be student centered, committed to recognized excellence in selected programs and services, efficient and effective in the use of resources, and widely recognized as a valued partner. Where possible, benchmarks are established relative to the college's peer institutions: Eastern Connecticut State University, the College of New Jersey, Ithaca College, Millersville University of Pennsylvania, Providence College, Quinnipiac University, Ramapo University, SUNY College at Geneseo, SUNY College at Cortland, and University of Massachusetts-Dartmouth. 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 Survey of Student Engagement (NSSE) as a member of the Council of Public Liberal Arts Colleges (COPLAC). The COPLAC institutions participate in NSSE as a consortium, so they can learn how their own students are connecting with their campuses and academic learning environments, and evaluate their student outcomes within the context of the consortium benchmarks. Results of the most recent NSSE survey (2012) indicate that KSC is providing the engaged learning experiences that are critical to student success.

In 2012, Keene State College seniors scored significantly higher than COPLAC peer seniors on four of the NSSE benchmark scores (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment) and equal to their COPLAC peers on the fifth benchmark (Enriching Educational Experiences). Over the past three administrations of NSSE at KSC (2006, 2009, 2012), benchmark scores for seniors increased markedly. This occurred during the period in which the current curriculum was introduced, including the four-credit model and the Integrative Studies Program. Seniors who completed the survey in 2006 graduated under the old curriculum. The 2009 survey-takers may have had some experience of the new curriculum. Almost all of the 2012 seniors would have experienced only the new curriculum. This rise in benchmark scores from 2006 to 2012 (detailed below) suggests that the Integrative Studies approach to teaching and learning has fulfilled its expectations of providing students with engaging learning opportunities that are crucial to 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 2012 NSSE results also confirmed Keene State College's commitment to providing a challenging education to a wide range of diverse learners. Students have increased their engagement in opportunities that require them to apply diverse perspectives and experiences; develop disciplinary arguments; and recognize how differences shape personal and cultural identity, knowledge, and power. The 2012 senior NSSE results were compared to the 2006 and 2009 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 2012.

Level of Academic Challenge		
Year	Seniors KSC	Seniors COPLAC
2006	55.5	56.7
2009	58.7	58.5
2012	60.6 **	57.5

** $p < .01$

Active and Collaborative Learning		
Year	Seniors KSC	Seniors COPLAC
2006	54.2 *	51.0
2009	53.2	53.2
2012	56.2 ***	50.4

* $p < .05$ | *** $p < .001$

Student-Faculty Interaction		
Year	Seniors KSC	Seniors COPLAC
2006	46.4	43.9
2009	46.2	45.6
2012	51.7 ***	41.5

*** $p < .001$

Level of Academic Challenge

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. KSC's 2012 senior students reported engaging in these activities at a significantly higher rate than their COPLAC peers, and with a statistically significant increase compared to the level of academic challenge for senior students in 2006 ($p < .05$).

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and when they are 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. KSC's 2012 seniors reported collaborating with others in solving problems and mastering difficult material at a significantly higher rate than their COPLAC peers.

Student-Faculty Interaction

Students learn first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. Through this interaction, teachers become role models, mentors, and guides for continuous lifelong learning. KSC's 2012 seniors reported interactions with faculty – such as discussing grades, career plans, and ideas from their classes, and working on activities that go beyond coursework with faculty members – significantly more frequently than the KSC 2009 seniors ($p < .05$) and also more often than their COPLAC peers.

Mission-Specific Indicator: Student Engagement, continued**Supportive Campus Environment**

Year	Seniors KSC	Seniors COPLAC
2006	57.2	57.2
2009	62.7 **	59.6
2012	62.8 ***	57.9

** $p < .01$ | *** $p < .001$ **Enriching Educational Experiences**

Year	Seniors KSC	Seniors COPLAC
2006	37.0	41.3 **
2009	39.3	42.0 **
2012	44.5	41.8

** $p < .01$ *Supportive Campus Environment*

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. Compared to their COPLAC peers, Keene State's 2012 senior students reported significantly greater awareness and appreciation of their college's efforts to provide them with the support they need to thrive academically and socially. KSC's 2012 results also represent a significant increase in the Supportive Environment benchmark from 2006 to 2012 ($p < .05$).

Enriching Educational Experiences

Students' educational outcomes improve when they participate in enriching experiences such as internships, community service, and co-curricular activities. In 2006 and 2009, KSC's seniors reported engaging in these activities at a significantly lower rate than their COPLAC peers. In 2012, however, Keene State seniors reported a significant increase on this benchmark compared to KSC seniors in 2006 and 2009 ($p < .05$), and they caught up with their COPLAC peers on this measure.

**NSSE Measures of Student Engagement in Activities that Focus on Diversity
Senior Students**

NSSE Diversity Item	Year	KSC	COPLAC
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (<i>Often or Very Often</i>)	2006	55%	64%
	2009	56%	69% ***
	2012	65% *	60%
Examined the strengths and weaknesses of your own views on a topic or issue (<i>Often or Very Often</i>)	2006	51%	57%
	2009	43%	61% ***
	2012	55%	57%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (<i>Often or Very Often</i>)	2006	62%	65%
	2009	56%	69% ***
	2012	65%	65%
Learned something that changed the way you understand an issue or concept (<i>Often or Very Often</i>)	2006	66%	66%
	2009	66%	71%
	2012	71%	68%
The institutional environment encourages contact among students from different economic, social, and racial or ethnic backgrounds (<i>Quite a Bit or Very Much</i>)	2006	28%	44% ***
	2009	40%	54% ***
	2012	50%	47%
KSC contributed to my growth in understanding people of other racial and ethnic backgrounds (<i>Quite a Bit or Very Much</i>)	2006	33%	51% ***
	2009	43%	60% ***
	2012	54%	53%
Had serious conversations with students of a different race or ethnicity than your own (<i>Often or Very Often</i>)	2006	30%	49% ***
	2009	27%	57% ***
	2012	32%	55% ***
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (<i>Often or Very Often</i>)	2006	47%	58% **
	2009	44%	60% ***
	2012	53%	59% *

* $p < .05$ | ** $p < .01$ | *** $p < .001$ *Diversity*

The Integrative Studies curriculum offers students opportunities to recognize how differences shape approaches to identity, knowledge, and power, and to apply diverse perspectives 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 State's 2012 seniors reported higher rates of engagement than the KSC 2006 and 2009 seniors on NSSE items related to these activities, and they closed the gap that had existed in prior years on these items between KSC seniors and their COPLAC peers. On the other hand, Keene State College students continue to report that they have had fewer occasions to converse with persons who are different from themselves, compared to their COPLAC peers. As the enrollment of students from diverse ethnic and racial backgrounds continues to grow at KSC, so too will the opportunities for students to engage in these developmentally challenging conversations.

Mission-Specific Indicator: Human Resources

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

Development of a Faculty Staffing Plan

The plan created more than seven years ago has been reviewed and updated, maximizing the positions funded through Keene State College's Quality Initiative in support of emerging programs of distinction. The commitment to adding tenure-track lines to support academic excellence was burdened as the growth in faculty was matched by the growth of the student population. However, between the increase in faculty positions and a strategic decision to curtail student FTE to a target closer to 5,000, the ratio of students to faculty has improved significantly in the last three years while adding lines in key programmatic areas.

This faculty staffing plan is consistent with a letter of agreement between the college and KSCEA, signed in 2010, which established a goal within seven years of having full-time faculty teach two-thirds of the credit hours delivered by instructional faculty. For hire in 2012, new tenure-track lines were added to safety studies, health science, and nursing. Keene State also initiated eight appointments for clinical faculty to support the areas of athletic training, physical education, safety studies, and education, funded through the conversion of staff and adjunct positions. In FY13, we are searching for new lines in criminal justice and environmental studies to join the ranks in Fall 2013.

Credit Hours Delivered by Full-Time Faculty

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total credit hours of instruction	3,412.74	3,687.29	3,679.62	3,535.37	3,450.63
Credit hours delivered by full-time faculty	1,855.74	1,893.79	1,924.12	1,896.37	2,053.31
Percentage of credit hours delivered by full-time faculty	54%	51%	52%	54%	60%

Ratio of Student to Faculty FTE

	Fall 2008 FY09	Fall 2009 FY10	Fall 2010 FY11	Fall 2011 FY12	Fall 2012 FY13
Student FTE	4,979.8	5,085.1	5,094.3	5,037.3	4854.7
Tenure-track faculty FTE	185	188	197	204	213
Ratio of student FTE to tenure-track faculty FTE	26.9 to 1	27.0 to 1	25.6 to 1	24.7 to 1	22.8 to 1
Non tenure-track, full-time faculty FTE	10	20	15	14	14
Total status full-time faculty FTE	195	208	212	218	227
Ratio of student FTE to full-time faculty FTE	25.5 to 1	24.4 to 1	24.0 to 1	23.1 to 1	21.4 to 1

Mission-Specific Indicator: Human Resources, continued*Reducing Dependency on Full-Time Adjunct Appointments*

Keene State College has long utilized adjunct appointments as a cost-effective means to meet workforce needs. The nature of the temporary appointment and the low cost of associated fringe made adjunct appointments attractive and provided much-needed flexibility. Following a USNH policy change limiting the duration of full-time adjunct appointments, Keene State has worked to reduce our dependency on full-time adjunct faculty and temporary staff.

For temporary staff positions, financial managers were required to receive principal administrator approval before hiring and were encouraged to reduce temporary appointments to 65% or less where feasible. In addition, the Human Resources Planning Advisory Board reviewed persisting full-time adjunct staff appointments and suggested a priority order for converting critical needs to continuing benefitted positions. The prioritization was based on demonstrated need and the positions' alignment with campus strategic priorities.

For adjunct faculty positions, the academic deans were challenged to coordinate the appointment needs with curriculum changes and address reductions in overall need for adjuncts at a time of declining student enrollment. A rigorous planning process limited the number of adjunct faculty teaching a three-course load to critical areas of need.

As a result, our dependency on full-time adjunct appointments has severely declined:

Adjunct Faculty			Temporary Staff		
	Fall 2007 FY08	Fall 2012 FY13		Calendar Year 2007	Calendar Year 2012
Adjunct faculty teaching a 3-course load	59	25	Temporary staff working 1,460 hours or more	17	7

Providing Equity in Staff Compensation: Addressing Structural Gender Bias for Operating Staff Appointments

Operating staff positions are established as either having a 40-hour/week base or a 37.5-hour/week base. The distinction between the two bases was originally defined in USNH policy as being applicable to the trades and safety-related work for the 40-hour base and as clerical and bookkeeping for the 37.5-hour base. The consequence of that definition, which has since been eliminated, was to create a structural framework that provides significantly greater earning potential for those traditionally male-dominated occupations over those that were typically associated with women.

In 2007, women filled only 18% of the 40-hour base positions while constituting over 88% of the smaller 37.5-hour base.

In 2009, by earmarking a reserve of continuing increase dollars, the college reviewed workload requirements and overtime patterns to recommend adjustments to operating staff appointments that could bring greater gender balance between the two bases while establishing a new expectation that base assignment be made on the basis of position and department need and not solely by occupational lines.

Equity of Operating Staff Compensation					
		37.5-hour base	Percent of 37.5- hour base positions	40-hour base	Percent of 40- hour base positions
2007	Females	85	89%	10	18%
	Males	11		45	
	Total	96		55	
2011	Females	71	86%	25	35%
	Males	12		46	
	Total	83		71	
2012	Females	73	87%	25	36%
	Males	11		45	
	Total	84		70	

Indicator 1 NUMBER AND PERCENT OF NH RECENT HIGH SCHOOL GRADUATES 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
2008	17,152	584	3.4
2009	17,009	537	3.2
2010	17,197	547	3.2
2011	16,834	504	3.0
2012	16,453	493	3.0
Target FY2015			3.5%

Source: NH Department of Education; KSC Admissions Office

Note: Number of high school graduates includes public and private regular diploma earners as reported by NHDOE.

Campus Analysis: The National Center for Education Management reports that the college-going rate for NH high school graduates is 64%, and the NH Department of Education has found that 52% of those going on to college choose to attend a postsecondary institution in NH. Using this information as a baseline, it is estimated that in 2012, 10,530 NH high school graduates went directly to college and 5,476 enrolled in an institution of higher education in NH. Based on these estimates, Keene State College enrolled 9% of the state's college-bound, in-state high school graduates in 2012.

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

First-Generation College Students		
Fall	Number	Percent
2008	561	39
2009	527	38
2010	647	42
2011	595	42
2012	503	37
Target FY2015		35%

Source: KSC Institutional Research Office

Note: Data are self-reported by students on admissions applications. Data for fall 2008 through 2011 restated to include newly admitted transfer students.

Campus Analysis: In fall 2012, 37% of Keene State College's newly enrolled undergraduates were first-generation college students. 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, FY2012

	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)	\$3,058,186	2,056	\$1,340,689	607
Subtotal	3,058,186	2,056	1,340,689	607
b. Aid From All Other Sources				
Pell grants	2,613,375	700	0	0
Other federal scholarships/grants	231,450	386	0	0
State scholarships/grants	0	0	0	0
Scholarships/grants from external sources	679,791	240	365,361	100
Federal work-study	1,451,157	669	0	0
State and other work-study/employment	0	0	433,154	368
Student loans	6,446,728	1,963	11,061,606	2,547
Parent loans	0	0	3,988,695	428
Tuition waivers	0	0	0	0
Athletic awards	0	0	0	0
Subtotal	11,422,501	3,958	15,848,816	3,443
TOTAL AWARDS	\$14,480,687	6,014	\$17,189,505	4,050

Targets FY2015 - Institutional Aid Awards
 Total Amount: \$4,500,000 (see campus analysis)
 Total Number: 2,300

Source: KSC Financial Aid Office

Note: Students may receive more than one award.

Campus Analysis: At this writing (February 2013), the proposal to the state to significantly increase the appropriation to fund tuition freezes and increases to NH resident student financial aid is pending. If the governor's proposal is adopted by the Legislature, KSC could award up to \$6 million in institutional aid to in-state students in FY15.

Indicator 4 NUMBER OF TRANSFER STUDENTS FROM CCSNH INSTITUTIONS

CCSNH Transfer Students

FY	Number Enrolled		
	Fall	Spring	Total
2009	35	24	59
2010	52	14	66
2011	50	19	69
2012	45	23	68
2013	56	21	77
Target FY2015			75

Source: KSC Admissions Office

Note: FY11 spring and total counts are restated.

Campus Analysis: Keene State College has recently signed articulation agreements with all seven CCSNH campuses, which will facilitate the transfer process. This year KSC is developing four-year academic plans that integrate CCSNH and KSC program requirements to facilitate academic planning and seamless transfer. KSC has also assigned two FTE staff to support transfer students.

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)
2007	80%	79%	81%
2008	79%	84%	80%
2009	77%	85%	81%
2010	79%	85%	72%
2011	76%	—	75%
Targets FY2015	80%		80%

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

Note: Benchmark data reflect new institutional comparator group beginning with rate for fall 2008 cohort. Benchmark data for fall 2011 cohort are not yet available.

Campus Analysis: KSC conducted an extensive retention analysis in fall 2011 and found that what students do after they enroll in the college is a better predictor of retention than any pre-college characteristics. Specifically, successful completion of Integrative Thinking and Writing and Integrative Quantitative Literacy are significant predictors of retention to the sophomore year. KSC launched a program in fall 2012 to provide additional support for students in these courses, as one step in assisting students to persist and progress toward graduation.

Indicator 6 ENROLLED-STUDENT SATISFACTION

Graduating Students' Overall Satisfaction With KSC Education	
Survey Year	Satisfaction Rate
2007	93%
2008	92%
2010	90%
2011	89%
2012	91%
Target 2015	91%

Source: KSC Institutional Research Office, Graduating Student Survey

Campus Analysis: Large majorities of the students who graduate from Keene State College continue to report that they are satisfied with their college experience. In 2012, 91% of graduating students stated they were *Satisfied* or *Very Satisfied* with their time at KSC and 84% would recommend KSC to others.

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
2002	55%	57%
2003	58%	71%
2004	53%	70%
2005	57%	70%
2006	62%	—
Target FY2015	65%	

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

Note: Benchmark data reflect new institutional comparator group beginning with rate for 2003 cohort. Benchmark data for 2006 cohort are not yet available.

Campus Analysis: In the past seven years, KSC's four-year graduation rate has risen sharply from 29% to 52% (cohorts 2002 through 2008); the six-year graduation rates (see data table) have remained fairly steady until FY12 (2006 cohort). As the cohorts with the higher four-year graduation rates reach the six-year mark, the six-year graduation rates are likely to continue to rise correspondingly.

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

All current state, regional, and national accreditations held by KSC:

New England Association of Schools and Colleges

Institutional accreditation; substantive change visit for nursing March 2013.

Council for the Accreditation of Educator Preparation, formerly National Council for the Accreditation of Teacher Education

Continued accreditation for all teacher candidate preparation programs. Unit fully recognized – all program areas with the exception of educational leadership and English education recognized by respective specialty professional associations. Next visit spring 2014.

NH Department of Education

Accreditation for all teacher candidate preparation programs, including Dance Education Dual Certification, Modern Languages, Science Education, and English. Piloted a new, streamlined accreditation review process during the 2010-11 academic year. KSC teacher candidate preparation programs met all state standards and were acknowledged with distinction by the state Council for Teacher Education.

Commission on Accreditation of Athletic Training Education

Continued accreditation for the Athletic Training Education Program.

Accreditation Council for Education in Nutrition and Dietetics, formerly Commission on Accreditation for Dietetics Education of the American Dietetic Association

Continued accreditation for nutrition and dietetics internship (initial and advanced dietetics education programs). Self-study submitted fall 2013, site visit March 2013.

Commission on Collegiate Nursing Education

Self-study submitted, site visit March 2013.

National Association of Schools of Music

Accreditation with areas of recommendation regarding building ventilation – master planning study underway.

National Association of Schools of Art and Design

Preliminary evaluation visit, self-study underway.

American Chemical Society

Pre-application submitted, self-study underway.

Veteran's Affairs Administration

Full recertification of veteran's services. Developing Yellow Ribbon Campus application.

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

Received By	Title Of Award, Distinction, Or Recognition	Awarded By
Athletic Program	Commissioner's Cup Winner (12th consecutive year) for best overall athletic program in conference; President's Trophy Winner, recognized conference institution with highest overall student-athlete GPA; 4 teams and 11 athletes advanced to NCAA tournaments; 3 athletes named All American in their sport; 4 coaches named Coach of the Year for their sport; 9 athletes named player/rookie of their year for their sport.	Little East Conference
Michael Antonucci <i>Faculty, American Studies</i>	Funded project, KSC American Studies Program/Hannah Grimes Center "What is Local Living Economy?"	American Studies Association
Klaus Bayr and Albert Rydant <i>Emeritus & Active Faculty, Geography</i>	Funding to continue longitudinal study of "the influence of the recession of the Pasterze Glacier, Austria, on water discharge used for municipal power production."	National Aeronautics and Space Administration
Larry Benaquist <i>Emeritus Faculty, Film</i>	Continued success in obtaining funding to support film and film preservation projects – recently, a project entitled, "Preservation of Two Films from the Nelson Collection."	National Film Preservation Fund
Stephen Bigaj <i>Associate Dean, Professional and Graduate Studies; Faculty, Education</i>	Continued funding given successful first-year collaborative project accomplishments to support professional development and effective math, science, and English education.	NH Department of Education
Heather Greenwood <i>Staff, Recycling Coordinator</i>	Funding to support program to enhance campus recycling awareness through 2012 Recycle Mania.	Keep America Beautiful
Meg Henning <i>Faculty, Health Sciences</i>	Selection for inclusion in highly selective Takemi Program in International Health.	Harvard School of Public Health
Irene Herold and Rodney Obien <i>Dean and Faculty, Mason Library</i>	Extramural award to support the "Conservation and Inventory of Keene State College Art Collection."	NH State Council on the Arts
Karrie Kalich <i>Faculty, Health Sciences</i>	Funding to expand KSC's national exemplar Early Sprouts Program in support of development of an Early Sprouts Online Training Course for child care professionals.	HNH Foundation
Loren Launen and Susan Whittemore <i>Faculty, Biology</i>	NH INBRE research scholars.	National Institutes of Health – Dartmouth subaward
Shannon Mayers <i>Director, Redfern Performing Arts</i>	Numerous awards to support expansion of arts and theater programming.	New England Foundation for the Arts
Shirley McLoughlin <i>Faculty, Education</i>	Scholarship, Republic of Georgia, engaged in instruction and research in critical theory and pedagogical practice.	Fulbright Scholarship Program
Deborah Merchant <i>Faculty, Special Education</i>	Scholarship, University of Macedonia, Greece, engaged in instruction and research in the application of responsive curriculum and adaptive strategies for all learners.	Fulbright Scholarship Program
Kristen Sweeney-Moore <i>Director, TRIO Program</i>	Student Support Services award for TRIO (KSC ASPIRE office) and Upward Bound program support, more than \$726,000 in direct funding for student success programs.	US Department of Education
Nora Traviss <i>Faculty, Environmental Studies</i>	Funded Centers of Biological Research Excellence project investigating exposure and health effects associated biodiesel and wood smoke.	National Institutes of Health – Dartmouth subaward
Liane Wiley <i>Staff, Senior Accountant</i>	Funding to support KSC's financial literacy orientation program, called "Street \$ense."	Higher One, Inc.

Campus Analysis: Keene State College's ongoing commitment to meeting national standards of excellence is demonstrated by its accreditations, successful academic programs, and the range of awards and recognitions for its faculty and staff.

Indicator 9 ALUMNI (a) SATISFACTION, (b) EMPLOYABILITY, AND (c) GRADUATE PROGRAM ENROLLMENT

Alumni Satisfaction And Employability								
Survey Year	a. Alumni Satisfaction	Alumni Employed or Enrolled in School	b. When Alumni Obtained Current Position					c. Alumni Enrolled in 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	91%	92%	27%	51%	9%	13%	—	32%
2011	89%	87%	28%	57%	8%	7%	—	31%
Targets 2015	90%		90% within one year after graduation					35%

Source: USNH Alumni Survey

Note: USNH survey administration follows three-year cycle. Collection of percent of alumni enrolled in graduate education and total percent of alumni employed or enrolled in school began with 2008 survey. N/A responses excluded beginning in 2008.

Campus Analysis: Consistent with the findings for graduating seniors (indicator 6), alumni also report high levels of satisfaction with their experiences at Keene State College: 89% are *Satisfied* or *Very Satisfied*.

USNH is efficient and effective in its use of resources

Indicator 10 OPERATING MARGIN

Operating Margin						
	2008	2009	2010	2011	2012	
KSC Only	4.1%	4.9%	1.9%	5.1%	5.4%	
KSC with Full System Allocation	6.3%	5.1%	4.5%	6.6%	6.0%	
Moody's Median	2.2%	1.9%	4.4%	3.7%	—	

Source: USNH Financial Services

Note: Displays Moody's Median A2 in 2008, A1 for 2009 forward.

Campus Analysis: Enrollment growth and cost containment strategies contributed to favorable operating margin results over the period of review. Demographics are challenging in the future, however, with declines in high school graduates projected to dampen enrollment going forward. Significant reductions in state operating appropriation took effect in FY12, creating more pressure on future operating results. Investment in nursing and the new Technology, Design, and Safety (TDS) Center are examples of programmatic strategies that strengthen enrollment demand. Reduction in adjunct expenses helps to offset slower growth in tuition revenues but other costs will need to be moderated, such as health insurance benefits costs.

Indicator 11 UNRESTRICTED FINANCIAL RESOURCES TO OPERATIONS

Unrestricted Financial Resources To Operations						
	2008	2009	2010	2011	2012	
KSC Only	24.8%	25.6%	22.8%	26.8%	28.6%	
KSC with Full System Allocation	28.4%	21.0%	17.3%	28.2%	27.7%	
Moody's Median	13.0%	20.0%	24.0%	26.0%	—	

Source: USNH Financial Services

Note: Displays Moody's Median A2 in 2008, A1 for 2009 forward.

Campus Analysis: The campus worked hard to reduce expenses, and to delay planned investments in programs and services, due to the near-50% reduction in state operating support that took effect in FY12.

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

	2008	2009	2010	2011	2012
KSC Only	25.6%	26.7%	26.4%	32.3%	35.9%
KSC with Full System Allocation	27.6%	21.2%	19.3%	31.3%	31.8%
Moody's Median	18.0%	33.0%	41.0%	40.0%	—

Source: USNH Financial Services

Note: Displays Moody's Median A2 in 2008, A1 for 2009 forward.
KSC with Full System Allocation 2011 is restated due to adoption of new accounting standards.

Campus Analysis: No new debt was issued in FY12. With good financial performance and tight cost controls in place in FY12, the college has continued to improve UFR to Debt ratio. The next planned debt issuance will be in FY16 for the Health and Wellness Center. The long-awaited Visual and Media Arts Center needed to attract and support growth in these disciplines is anticipated for FY16, funded through a combination of capital appropriations and gifts.

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

	2008	2009	2010	2011	2012
KSC Only	\$8,407	8,597	8,448	10,083	10,536
KSC with Full System Allocation	9,528	8,029	7,882	11,295	11,257
Moody's Median	7,549	10,168	10,722	11,133	—

Source: USNH Financial Services

Note: Displays Moody's Median A2 in 2008, A1 for 2009 forward.

Campus Analysis: As fundraising pledges for endowed faculty positions are fulfilled, total financial resources per student have increased. Keene State College is moving in a good direction, with alumni and local community fundraising increasing. Increased emphasis on annual fundraising will also improve this ratio. The college has added advancement staff for corporate gifts that will enable a doubling of its annual noncapital gifts to \$2 million annually by 2015 and aid in the fundraising campaign for the Visual and Media Arts Center. Gift and grant funds were valuable in completing the TDS Center and its associated energy-efficient features.

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

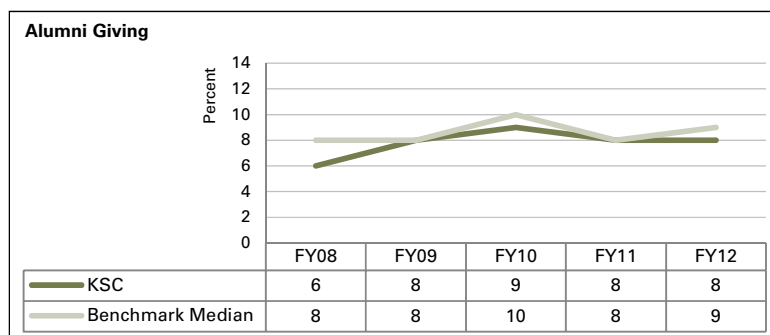
FY	KSC	Benchmark Median
2008	\$24,995	18,833
2009	27,785	22,569
2010	28,986	25,593
2011	30,715	28,866
2012	33,248	—
Target Cap* FY2015	\$35,000	

* see campus analysis

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

Note: Benchmark data reflect new institutional comparator group beginning in FY10. Benchmark data for FY12 are not yet available. Benchmark data reflect the median of the mean as reported by peer institutions.

Campus Analysis: At this writing (February 2013) the proposal to the state to significantly increase the appropriation to fund tuition freezes and increases to NH resident student financial aid is pending legislative action. It is also unclear what the federal government will do relative to future financial aid funding. While potential federal aid decreases under sequestration for FY14 are relatively modest, future Pell grant funding is unknown. All of these variables will have a significant impact on average debt load, making it very difficult to predict this target average debt cap with credibility.

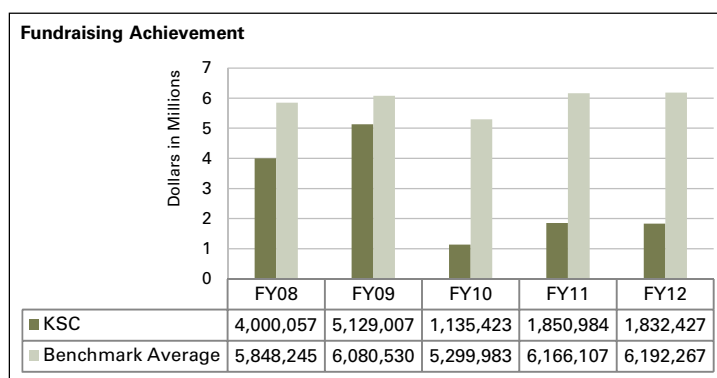
Indicator 15 PERCENT OF ALUMNI WHO GIVE TO EACH USNH INSTITUTION

Target FY2015: 10%

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

Note: Percent giving is based on alumni of record. KSC alumni are defined as former students (undergraduate or graduate) who completed a degree program at the institution. Benchmark peer group definition of alumni was confirmed to be the same. Benchmark data reflect new institutional comparator group beginning in FY10.

Campus Analysis: While the percentage of KSC alumni giving has remained fairly static over the past few years, the college has in fact been growing the base of support. Since 2007, the number of alumni donors has increased by 36%, while the number of KSC alumni increased by only 22%. In order to continue building on these impressive figures, several initiatives have been implemented to stimulate increased giving by alumni. Alumni programming has been steadily increasing the number of alumni engaged in meaningful programs such as career mentoring, and new development initiatives in young alumni participation, electronic giving, and planned giving are expected to continue to draw new donors. In FY12, the college graduated its largest class ever, which infused a significant number of non-donors into the pool. Academic program partners have been instrumental in helping to keep these young alumni connected in ways they have never been before, which will result in a continued increase in donor numbers over time.

Indicator 16 FUNDRAISING ACHIEVEMENT

Target FY2015: \$3,000,000

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

Note: Benchmark data reflect new institutional comparator group beginning in FY10.

Campus Analysis: Giving by all constituent groups at Keene State College continues to improve, despite economic headwinds that have dampened giving across the nation. Particular areas of focus in FY12 were the Technology, Design and Safety building campaign and a new corporate giving program that began at the end of the fiscal year, both resulting in a stimulation of giving by businesses throughout the state. While the college continues to make good progress in stabilizing the fundraising staff in place, staffing levels remain considerably below that of KSC's peers. Because there is a direct correlation between the number of gift officers and total giving, this will continue to slow the college's progress in reaching benchmark averages. However, based on potential gifts currently in the pipeline and improvements to the Web site and other donor/alumni engagement strategies, continued progress is expected toward the long-term goal of increasing philanthropic support for Keene State students and programs.

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

a. Faculty and Staff: The following recent examples are illustrative of the range of faculty and staff engagement with their communities and professions and do not constitute a comprehensive list of such achievements.

Faculty/Staff	Population Served	Examples of Engagement
Academic Affairs Office	New Hampshire, Regional	Hosted NH College and University Council Meeting of Chief Academic Officers – Exploring Federal Health Care and Trends in Online Education; hosted annual New England Educational Assessment Network’s Summer Assessment Institute; hosted College and Career Ready Summit in cooperation with NH Department of Education and SAU 29.
Center for Excellence in Learning and Teaching	Regional	Supported and contributed to overall Coordination of College’s first Community Service Day, October 5, 2012.
Child Development Center	New Hampshire	Collaborated with the Preschool Technical Assistance Network and SAU 29’s Community Preschool Team to participate in a self-study review of special needs education; collaborated with local public preschool special education specialists to support children with special needs; participated in pilot study, “Pathways to Cultural Competency,” spearheaded by NH Health and Human Services Child Development Bureau and NH Association for the Education of Young Children and moved to implementation of this long-planned work.
Cohen Center for Holocaust and Genocide Studies	New Hampshire, Regional	Presented numerous programs and events for the campus and community, including Kristallnacht Remembrance; coordination of annual civic leaders travel to Holocaust Museum; facilitated the New England Colloquy; hosted numerous speakers and provide visionary leadership for KSC biennial symposium – 2013 theme, “finding your place in the evolving commons.”
English Department	New Hampshire	As in past years, presented numerous programs and events open to the community, including symposiums, lectures in literary studies, and visiting and resident author readings. Also provided essential leadership for the campus efforts to increase the quality of Keene State students’ writing.
Mason Library	New Hampshire, Regional	Supported this year’s Doris “Granny D” Haddock presentation in partnership with the Keene Public Library. Continued efforts to enhance Archives and Special Collections; campus leadership through hosted lectures, presentations, photo exhibits, and music events open to the community.
School of Professional and Graduate Studies	New Hampshire	Provided continued critical stewardship of the Monadnock Center for Successful Transitions, which offers resources to students and adults with a wide variety of disabilities; designed and implemented the ACES program for teens with learning disabilities; hosted annual Job Fest; expanded Keene Transition Movement Community Web site; engaged architecture students in innovative design development projects with local nonprofits, community groups, and businesses through its annual Communicorp project.
Redfern Center for Performing Arts-Music, Theater and Dance programs	New Hampshire	Sponsored an expansive series of concerts, recitals, lectures, performances, workshops, and clinics open to the community; presented summer three-day new composer institute.
Office of Sponsored Research and School of Natural and Social Sciences	New Hampshire	Continued success expanding campus extramural award applications and funded awards trajectory. Developed policy regarding financial conflict of interest and intellectual property. Offered talented facilitation through discussion lunches for summer research students, the campus climate of research and scholarly activity, and continued support for faculty working in statewide grant programs.
Theatre and Dance Department	Regional	Hosted American College Dance Festival Association’s 2012 New England Festival.
Thorne-Sagendorph Art Gallery	New Hampshire	Maintained year-round schedule of exhibits, receptions, and programs open to the community featuring artwork from New Hampshire, New England, and around the world.

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, with over two-thirds of programs requiring a capstone learning experience.

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

b. Student Outreach And Professional Activities

FY	b.1 Applied Learning	b.2 Community Service
	Total Hours	Total Hours
2008	438,101	15,356
2009	461,802	17,000
2010	448,618	17,353
2011	460,432	15,756
2012	446,001	12,553
Targets FY2015	450,000	15,000

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

Campus Analysis: Student participation in applied learning courses in 2012 is close to the average for the previous four years. Students' self-reported community service hours declined from 2010 to 2012. This likely represents a change in reporting rather than a change in the actual number of student service hours performed, since the number of student participants in major service events such as alternative spring break remained about the same from during this period. KSC is purchasing new service activity tracking software to assist in capturing information about co-curricular community service.

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

Award Authorizations by Sponsor Category and Total Award Expenditures

Sponsor Category	FY2008	FY2009	FY2010	FY2011	FY2012
Federal	\$839,222	\$776,149	\$822,100	\$1,464,975	\$1,280,197
State	41,550	25,130	110,000	14,650	19,854
For-Profit/Business	0	0	0	0	0
Nonprofit Org	705,557	374,067	570,126	114,293	129,204
Other	290,133	391,552	241,833	580,988	671,784
a. Total Authorizations	1,876,462	1,566,898	1,744,059	2,174,906	2,101,039
b. Award Expenditures	1,589,576	1,627,461	1,985,316	2,078,212	2,101,109

Targets FY2015

- a. Award Authorizations: \$2,500,000
b. Award Expenditures: \$2,500,000

Source: (a) KSC Business Office; (b) 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. The college's Strategic Priorities for 2011-2016 include two priorities very much aligned with the sponsored programs and research enterprise of the institution. KSC has made it a priority to "encourage faculty scholarship as an integral part of maintaining a vibrant intellectual culture" and to "engage students through a challenging curriculum that develops their knowledge, skills, intellect, and creativity, and provides opportunities for experiential learning." These two stated priorities depend in part on the supporting infrastructure that would allow faculty to pursue and manage external funding for research and creative projects, including projects which integrate undergraduate scholars/researchers. Consistent with these priorities, KSC has been positioning itself for growth in sponsored projects and research in several ways:

- FY12 saw the formation of Keene State College's Research Advisory Council (RAC). Charged by the provost, the purpose of the RAC is to help inform the institution's direction with regard to research-related matters, making recommendations to ensure the research activities undertaken at Keene State College and the institutional infrastructure to support them are appropriately aligned, including pre-award, post-award, and research compliance functions.
- By actively participating in statewide initiatives, like NH-INBRE and EPSCoR, which provide research opportunities for KSC faculty and students and position KSC faculty to be competitive for future external funding.
- By hiring faculty dedicated to developing research programs incorporating undergraduates and to seeking external funding to support those programs. Additionally, faculty hiring over the last several years has emphasized undergraduate research priorities.