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Office of Institutional Research and Assessment

Findings from 2018 Graduating Senior Survey

As a portion of an online form required for participating in Commencement, Keene State College administers an annual satisfaction survey to its graduating seniors. The instrument includes items assessing (a) overall satisfaction with the KSC experience, (b) satisfaction with a wide range of individual offices, degree components, and experiences, (c) participation in high-impact educational practices such as internships and presentations/exhibitions of work outside the classroom, and (d) experience with KSC's College-Wide Learning Outcomes. During the spring of 2018, 92% of the 706 graduates who completed the Commencement Registration Form provided usable responses to the Graduating Senior Survey. This report provides a summary of the survey's findings.

Keene State College Office of Institutional Research

Report prepared by George Smeaton, Ph.D., Director for Institutional Effectiveness and Institutional Research January 2019

The Office of Institutional Research and Assessment provides evidence to inform decision-making and leads the College's efforts to assess student learning.

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KEY FINDINGS

Click on the blue hyperlink to jump to a detailed report on each finding below.

- [Overall Satisfaction](#). Nine of ten graduating seniors reported feeling welcome at KSC. At least 80% also agreed that their academic program challenged them to do their best work, KSC provided the assistance needed to succeed academically, they would recommend KSC to others, they are satisfied with their education. Slightly fewer respondents (78%) agreed that KSC provides adequate social support. Each of these findings is consistent with prior year responses.
- [High-Impact Educational Practices](#). Nearly 90% of graduates participated in at least one high impact educational practice (HIEP), and 60% participated in two—the minimum number recommended by Kuh (2008). Practices most frequently reported include senior seminar/capstone course (63%), internship, cooperative education, or practicum (44%), and community service (30%). Fewer graduates participated in HIEPs in 2018 than in 2017.
- [Employment](#). Relatively few graduates reported either full-time (17%) or part-time (9%) employment. However, findings from the most recent (Class of 2017) Alumni Survey indicate that nearly all (95%) are likely to obtain employment within one year of graduation.
- [Individual KSC Experience Area Satisfaction](#).
 - Areas with the highest percentages of satisfied and extremely satisfied responses include courses in one’s major (89%), the Mason Library (83%), quality of instruction (83%), level of individual attention (78%), and Academic and Career Advising (70%).
 - Very few graduates expressed dissatisfaction with any of the areas examined. High percentages of “Unfamiliar with Area” responses obtained for areas with lower satisfied percentages indicates that graduates were more likely to be unfamiliar than unsatisfied with them. Areas with high “Unfamiliar” percentages include Disability Services (53%), Honors Program (49%), Fraternity/Sorority life (48%), Study Away/Abroad Opportunities (41%), Recreational Sports (36%), and Athletics—Men’s and Women’s Sports (36%).
- [College-Wide Learning Outcome \(CWLO\) Familiarity](#). Few graduates indicated that they were familiar with the College’s College-Wide Learning Outcomes (CWLOs). Over 80% indicated that they had either never heard of the CWLOs or knew nothing about them. Only 4% reported taking steps to achieve the CWLOs and 1% indicated achieving all of them.
- [Experiences Fostering CWLO Achievement](#). Many graduates were able to provide examples of experiences inside or outside of class that fostered outcome achievement. Frequently cited examples for each outcome include the following:
 - *Critical Thinking*: Sociology/Anthropology/Criminal Justice (SAC) courses, experiences with HIEPs such as capstone courses, independent research, and internships.
 - *Intercultural Competence*: Study abroad experiences, experiences outside of class such as working as an RA or attending KSC events, SAC courses, field trips and domestic travel, and Holocaust and Genocide Study (HGS) courses.

- *Civic Engagement*: Outside-of-class experiences such as involvement in student organizations, and political participation, SAC courses, Environmental Studies (ENST) courses, participation in HIEPs, and Public Health (PH) courses.
- *Commitment to Well Being*: PH courses, outside-of-class experiences, and ENST courses.

DETAILED FINDINGS

Overall Satisfaction with KSC Education

The survey contained six global measures of satisfaction with a KSC education. Over 80% of graduates agreed or strongly agreed that they feel welcome at KSC, their academic program challenged them to do their best work, KSC provided the assistance they needed to succeed academically, would recommend KSC to friends or siblings, and that they were satisfied with their KSC education (Table 1). Slightly fewer graduates (78%) agreed or strongly agreed that KSC provided the support needed to thrive socially. Each of these findings is consistent with findings from previous graduating classes.

Table 1: Percentage of Graduating Seniors Who Agreed or Strongly Agreed with Each Statement Rating the Overall College Experience

Statement	% Agree or Strongly Agree	n*
I have felt welcome at KSC.	91%	716
My academic program has challenged me to do my very best work.	88%	714
KSC has provided the assistance I need to succeed academically.	83%	714
KSC has provided the support I need to thrive socially.	78%	712
I would recommend KSC to friends or siblings as a good place to go to college.	80%	713
Overall, I am satisfied with my Keene State College education.	86%	710

*Number of participants responding to item.

High-Impact Educational Practices

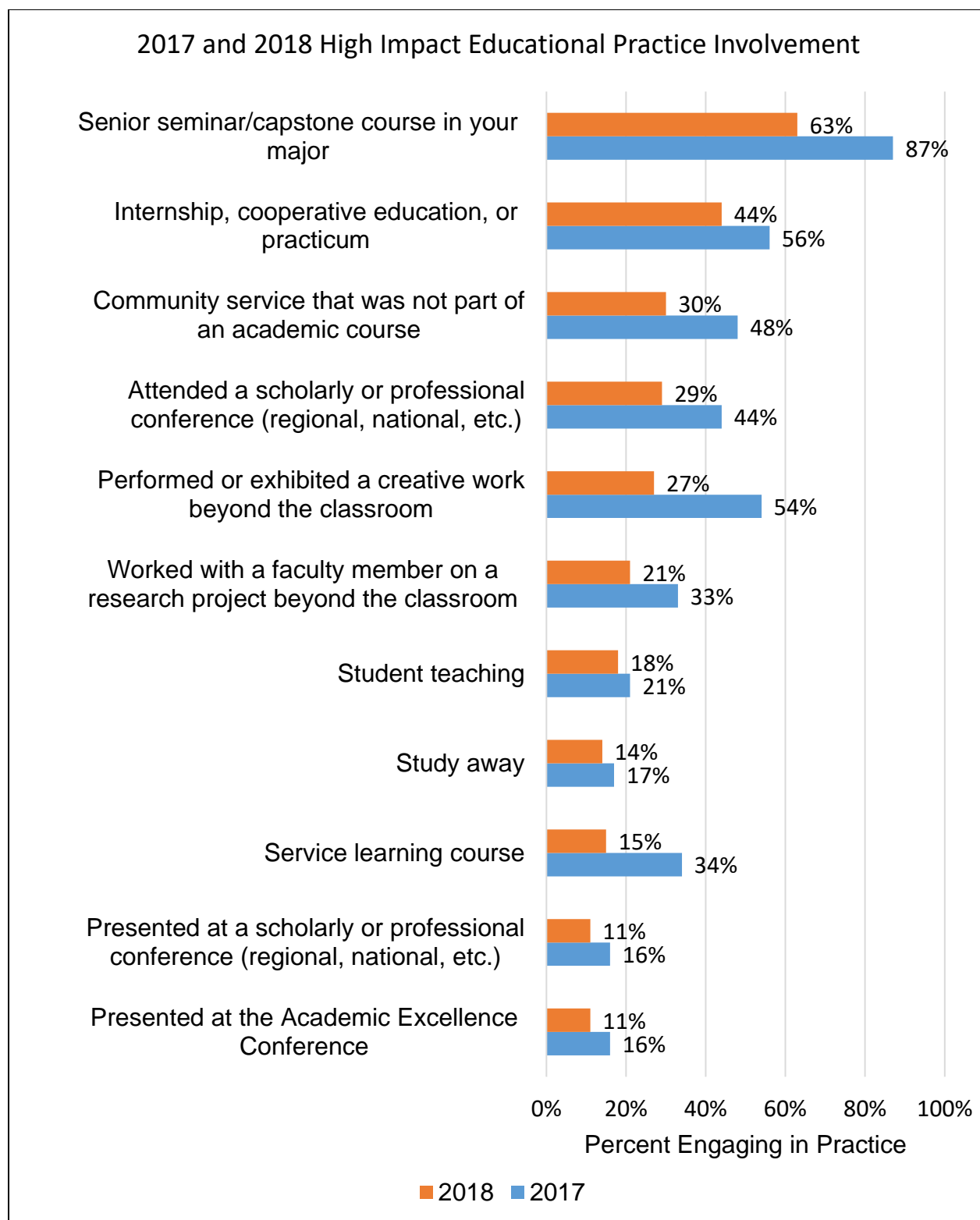
Research by Kuh (2008) and others found that participating in high-impact educational practices (HIEPs) enhances student engagement, retention, and academic success. Specific examples of HIEPs include undergraduate research, global learning, internships, and service learning experiences. The Graduating Senior Survey asked participants whether they had participated in each of a set of ten HIEPs. Kuh recommends encouraging all students to participate in at least two HIEPs during their undergraduate program. A majority of graduates (60%) met this goal; 89% participated in at least one HIEP.

Practices most frequently reported include senior seminar/capstone course (63%), and internship, cooperative education, or practicum (44%) (Figure 1). Practices reported by fewer than 20% of the sample included presenting at the Academic Excellence Conference, presenting at an external scholarly conference, enrolling in a service learning course, studying away, and student teaching.

Participation in each HIEP declined from 2017 to 2018. Practice involvement percentages declining the most include completing a service learning course (34% to 15%), performing or exhibiting a creative work outside the classroom (54% to 27%), community service that was not part of an academic course (48% to 30%), and working with a faculty member on research project beyond the classroom (33% to 19%).

HIEP participation was not associated with measures of overall satisfaction with KSC or with employment at the time of graduation.

Figure 1

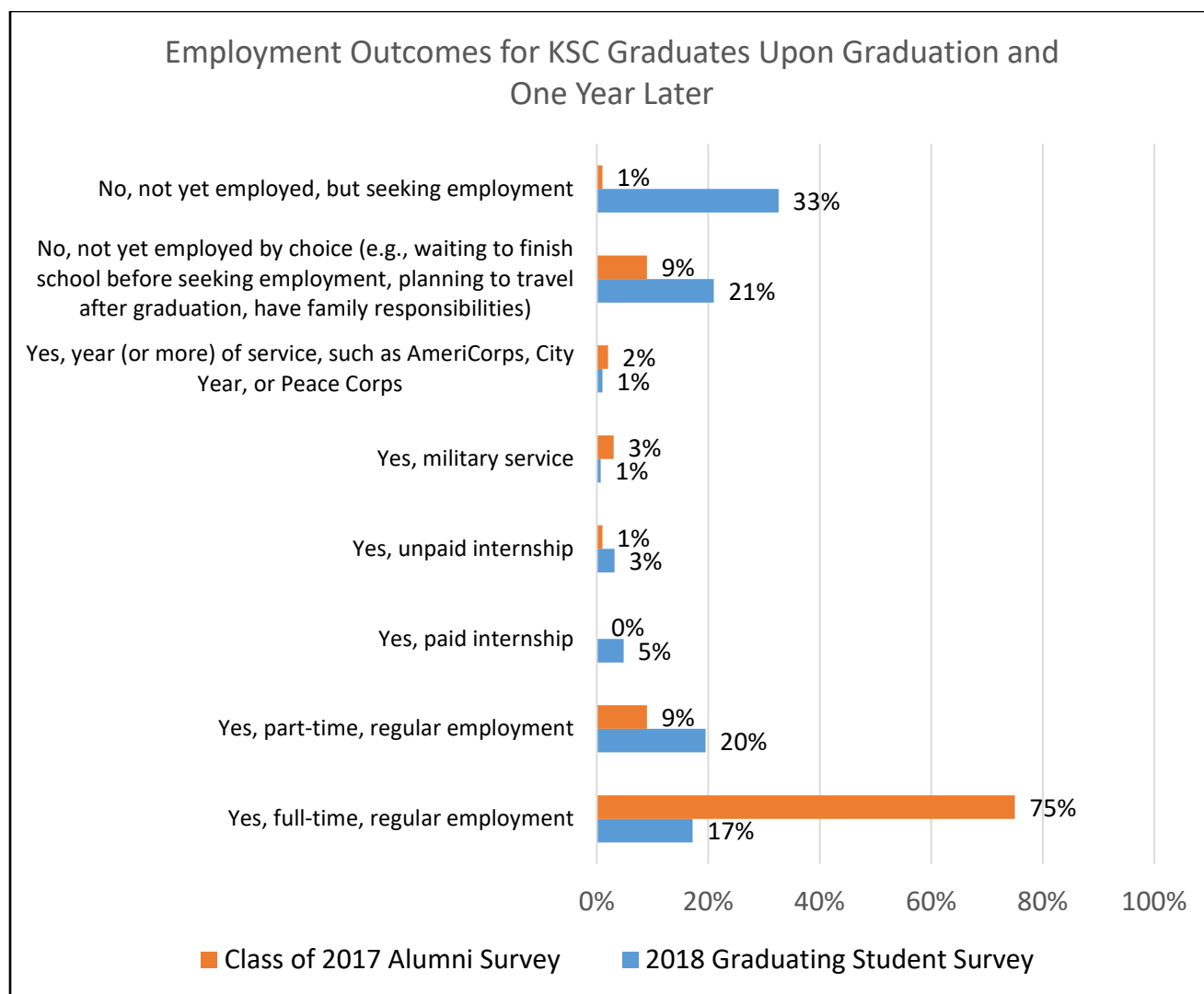


Employment of Graduates

Until 2018, employment rates of KSC graduates has been assessed using responses to the Alumni Survey, which the College administers to all alumni approximately one year after Commencement. As a means of comparing employment upon graduation with employment one year later, the current Graduating Student Survey included the same set of employment questions used in the Alumni Survey.

Figure 2 compares employment responses obtained from 2018 graduates with those obtained from the 2017 Alumni Survey. Relatively few graduates reported full-time (17%) or part-time (20%) employment upon graduation, but 95% of the Class of 2017 reported employment one year following their graduation.

Figure 2



Satisfaction with Specific KSC Experience Areas

In addition to including global measures of satisfaction with the College, it included measures of satisfaction with 31 specific KSC experience areas spanning the Student Affairs (SA), Academic Affairs (AA), and Finance and Planning (FP) administrative divisions of the College. This set of items provides baseline data points for assessing long-term changes in student satisfaction with each area.

Sources of the items included the KSC website and its organizational chart. The Provost, Vice President of Student Affairs, and Vice President of Finance and Planning provided suggestions for revisions of the initial list. The President's Cabinet reviewed and approved the final set of items.

The following subsections present the percentages of graduates who report being satisfied or extremely satisfied, dissatisfied or extremely dissatisfied, or unfamiliar with each experience area. Experience area findings are presented in alphabetic order by division. Bar graphs display the full set of response frequencies for those areas.

College-wide Experience Areas

Four of the experience areas span the entire college: Campus Administration, Campus Security, Diversity and Multiculturalism, and level of individual attention. Campus Security was included in this grouping because the item assessed satisfaction with campus security in general rather than with the Campus Safety Office. Over half of participants reported being satisfied or extremely satisfied with Campus Administration, Campus Security, and Level of Individual Attention (Table 2). Although Diversity and Multiculturalism has the lowest satisfaction percentage of the three, the second most frequent response to that item (selected by 29% of respondents) was "Unfamiliar." By comparison, relatively few participants selected that choice for the other two. Further, the percentage expressing dissatisfaction with that area was comparable to that of the other areas. Thus, the findings suggest that there is a need to promote awareness of Diversity and Multiculturalism more effectively.

Table 2: Percentages of Graduates Responding to each College-Wide Experience Area Satisfaction Item with Satisfied, Dissatisfied, and Unfamiliar Responses

Experience Area	% Satisfied or Extremely Satisfied	% Dissatisfied or Extremely Dissatisfied	% Unfamiliar with Area	<i>n</i>*
Campus Administration	58%	10%	11%	640
Campus Security	62%	10%	6%	642
Diversity and Multiculturalism	38%	6%	29%	632
Level of Individual Attention	78%	4%	2%	621

*Number of participants responding to item.

Figure 3

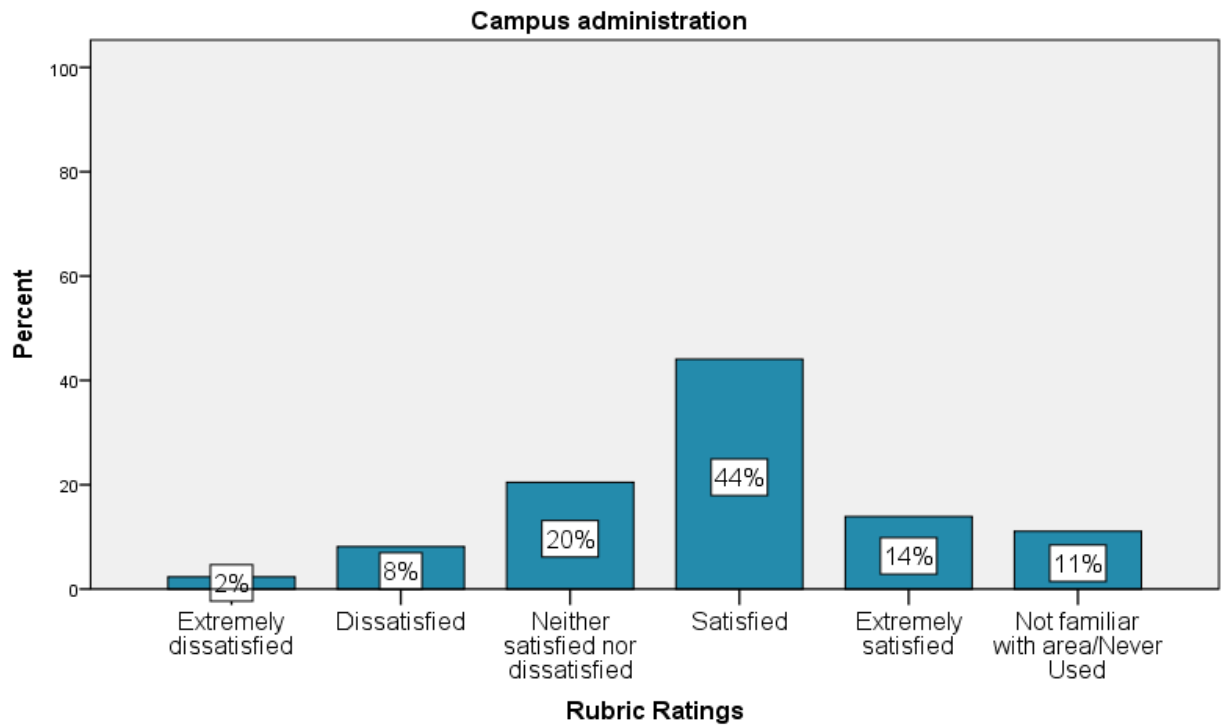


Figure 4

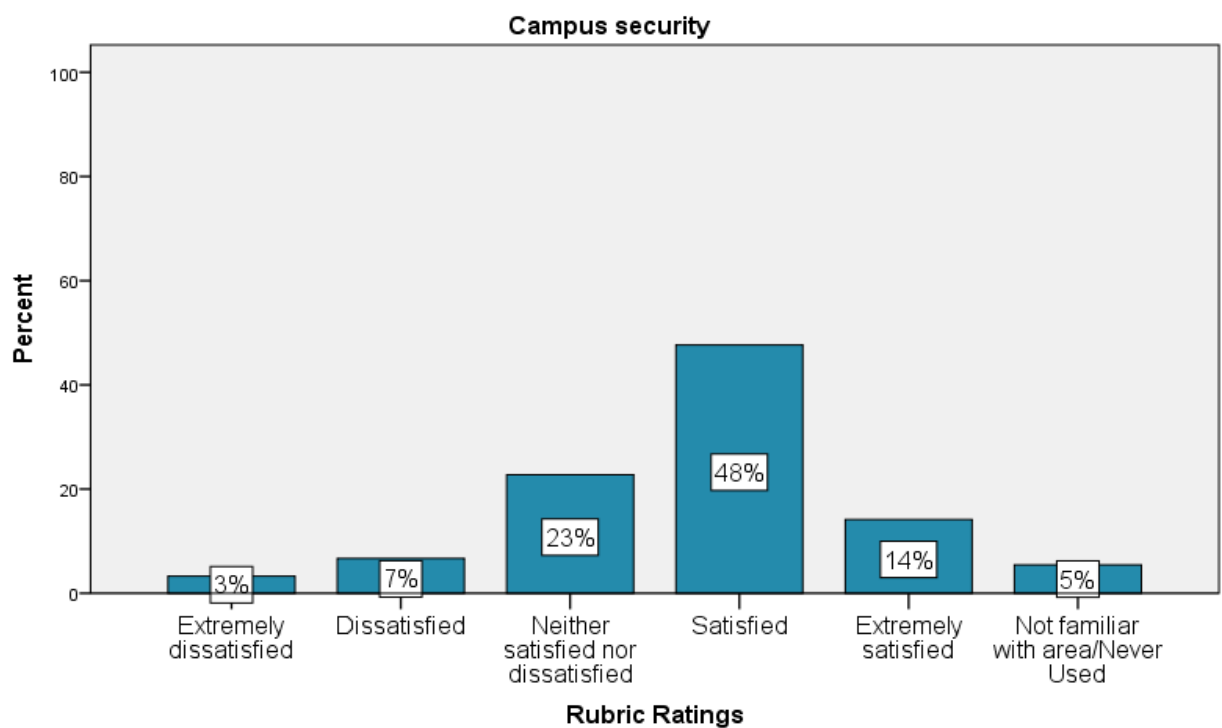


Figure 5

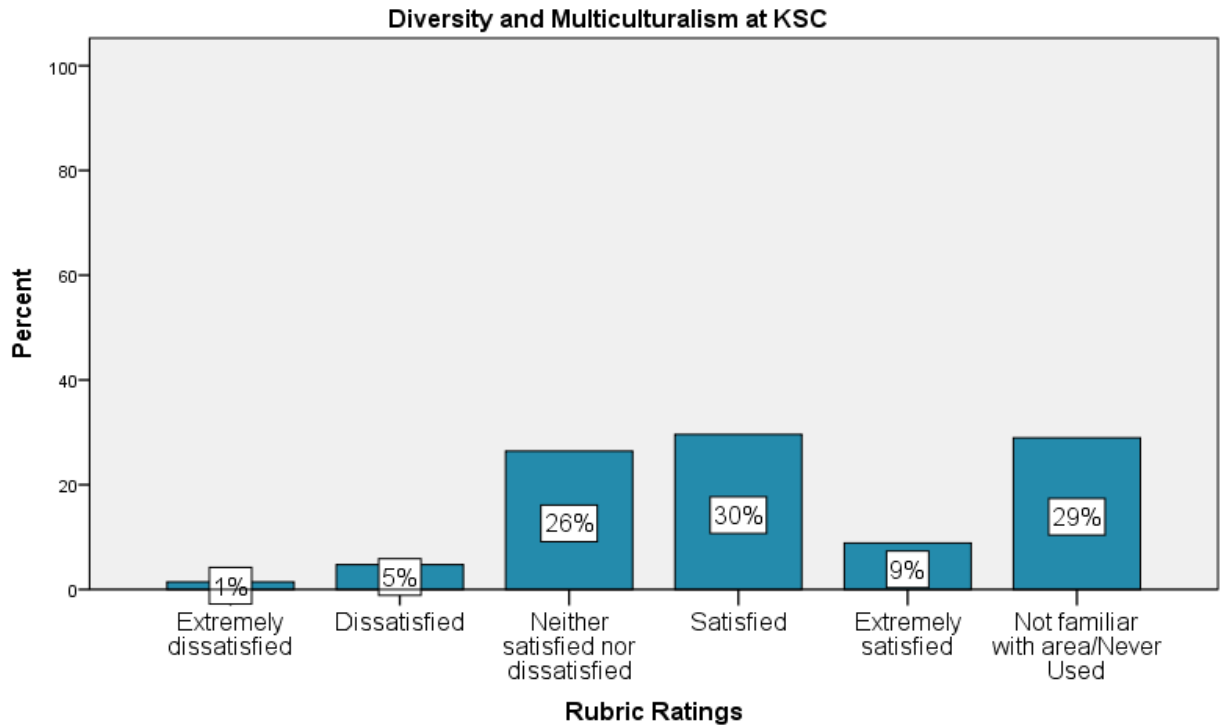
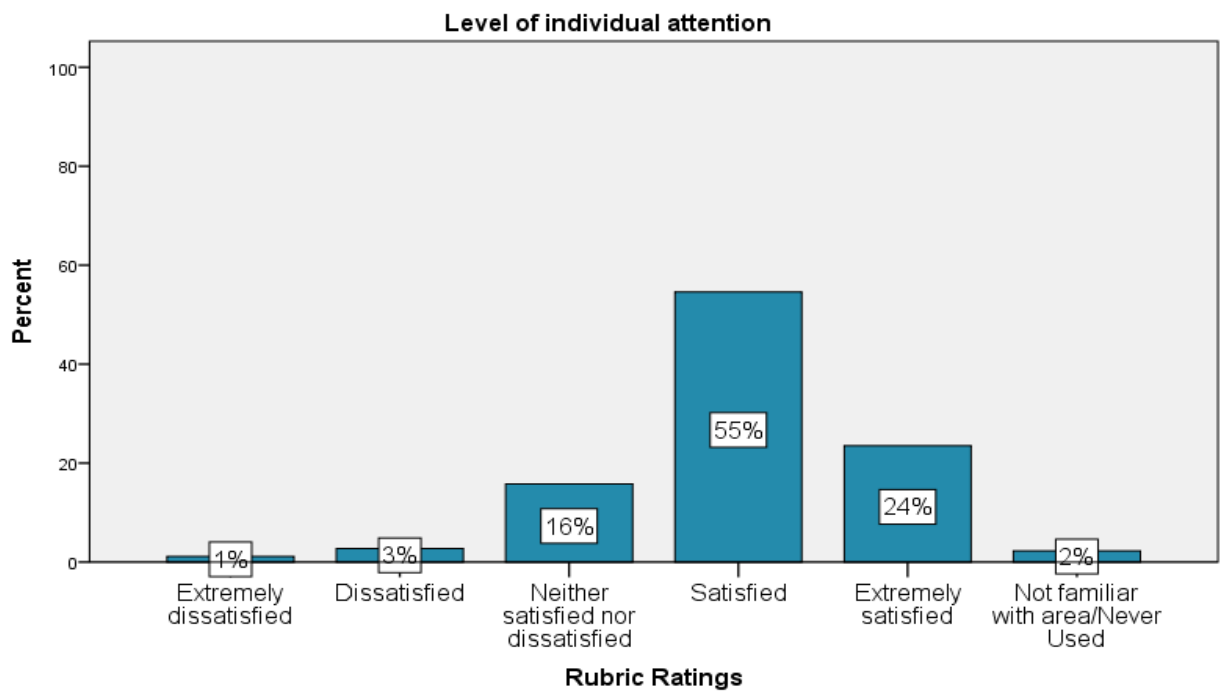


Figure 6



Academic Affairs

With ‘Satisfied’ or ‘Extremely Satisfied’ responses from 89% of graduating seniors, students’ courses in their major obtained the highest level of satisfaction (Table 3). Nearly as many (83%), reported that level of satisfaction for the Mason Library and quality of instruction across all courses (83%), but fewer did so for Courses in Integrative Studies (59%). ISP courses also had the highest percentage of dissatisfied responses of this group (6%). Research/Creative Inquiry Opportunities (54%), Study Away/Abroad Opportunities (38%) and Honors Program (24%) received the fewest satisfied responses in this group, but each area had relatively low percentages of dissatisfied responses combined with high percentages of “unfamiliar” responses. Thus, the lower satisfaction percentages for these areas indicates a lack of familiarity rather than dissatisfaction.

Table 3: Percentages of Graduates Responding to each Academic Affairs Experience Area Satisfaction Item with Satisfied, Dissatisfied, and Unfamiliar Responses

Experience Area	% Satisfied or Extremely Satisfied	% Dissatisfied or Extremely Dissatisfied	% Unfamiliar with Area	n*
Courses in Integrative Studies Program	59%	6%	12%	632
Courses in Major	89%	4%	1%	647
Honors Program	24%	4%	49%	626
Library	83%	1%	3%	670
Quality of Instruction	83%	3%	3%	671
Research/Creative Inquiry Opportunities	54%	4%	26%	624
Study Away/Abroad Opportunities	38%	2%	41%	623

*Number of participants responding to item.

Figure 7

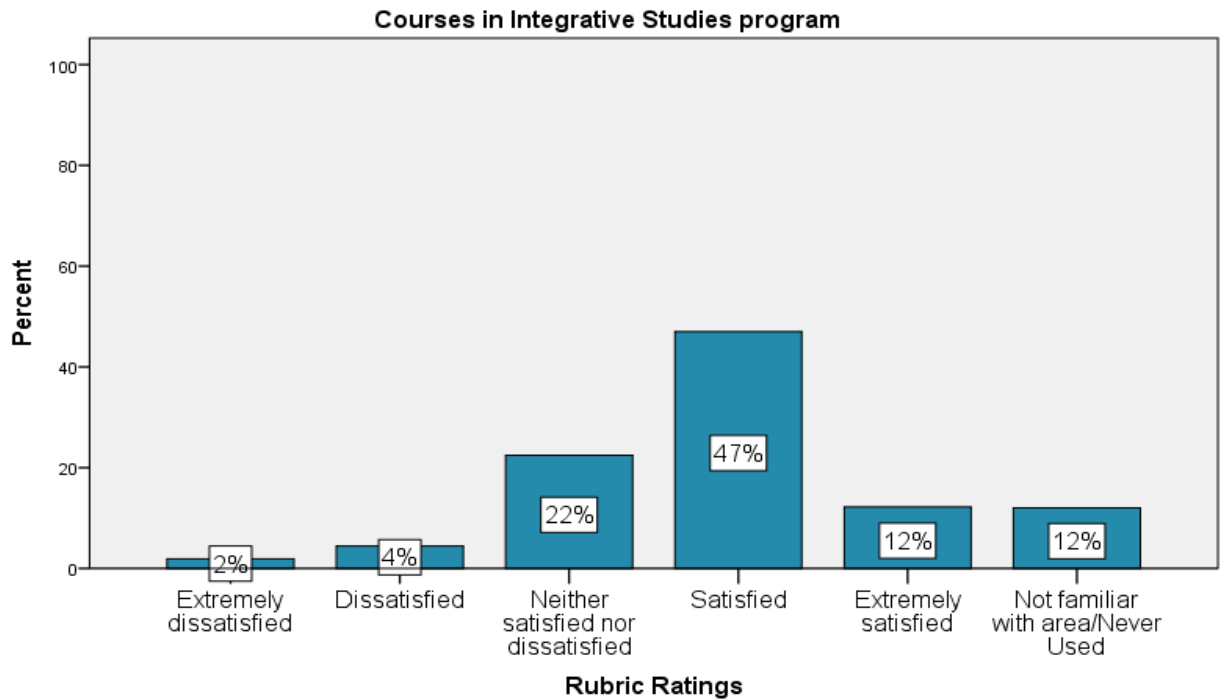


Figure 8

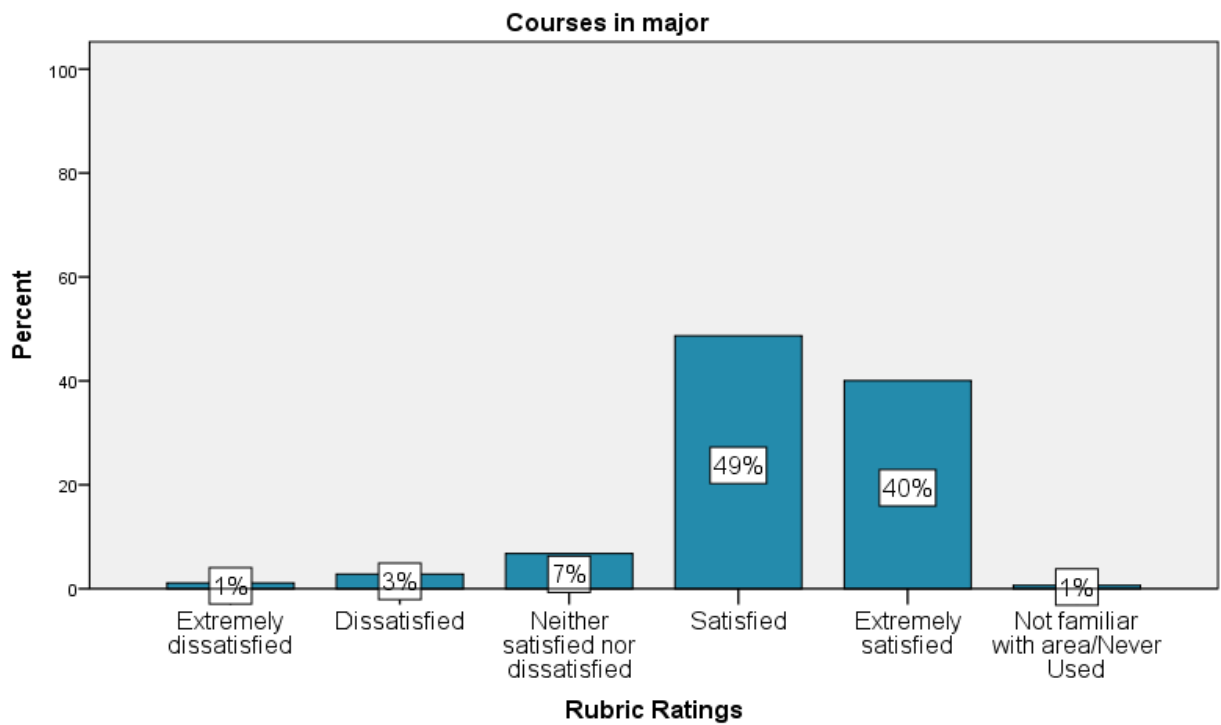


Figure 9

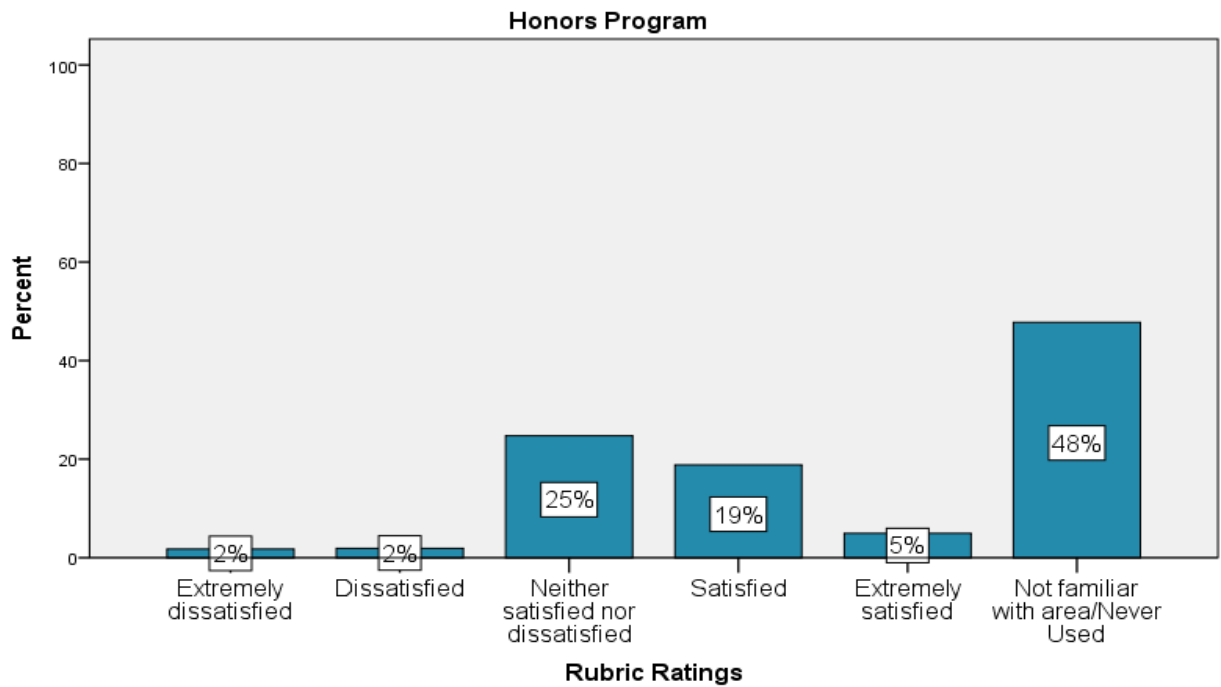


Figure 10

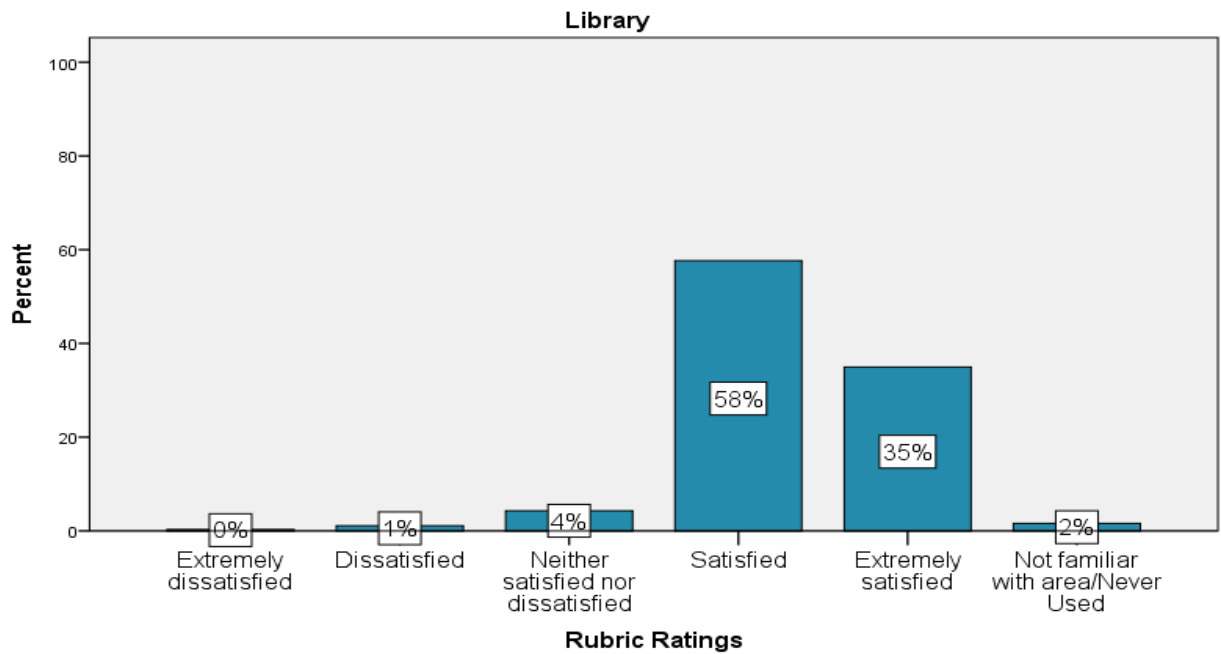


Figure 11

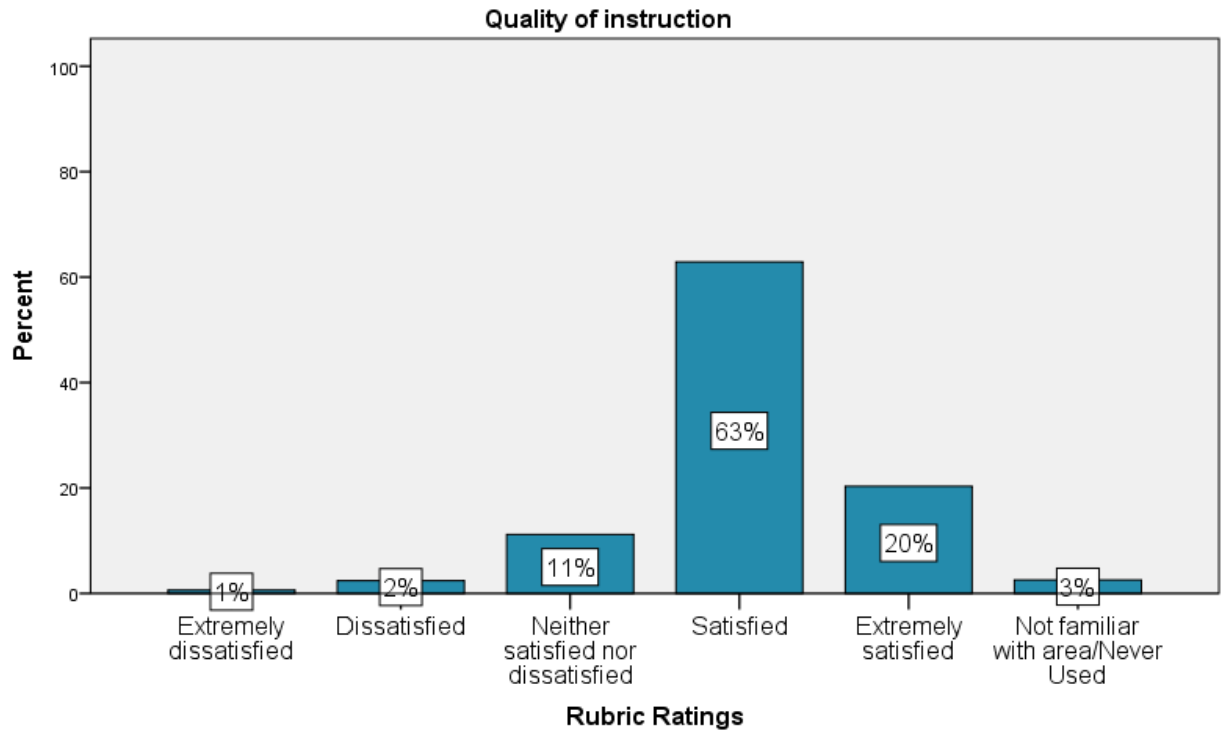


Figure 12

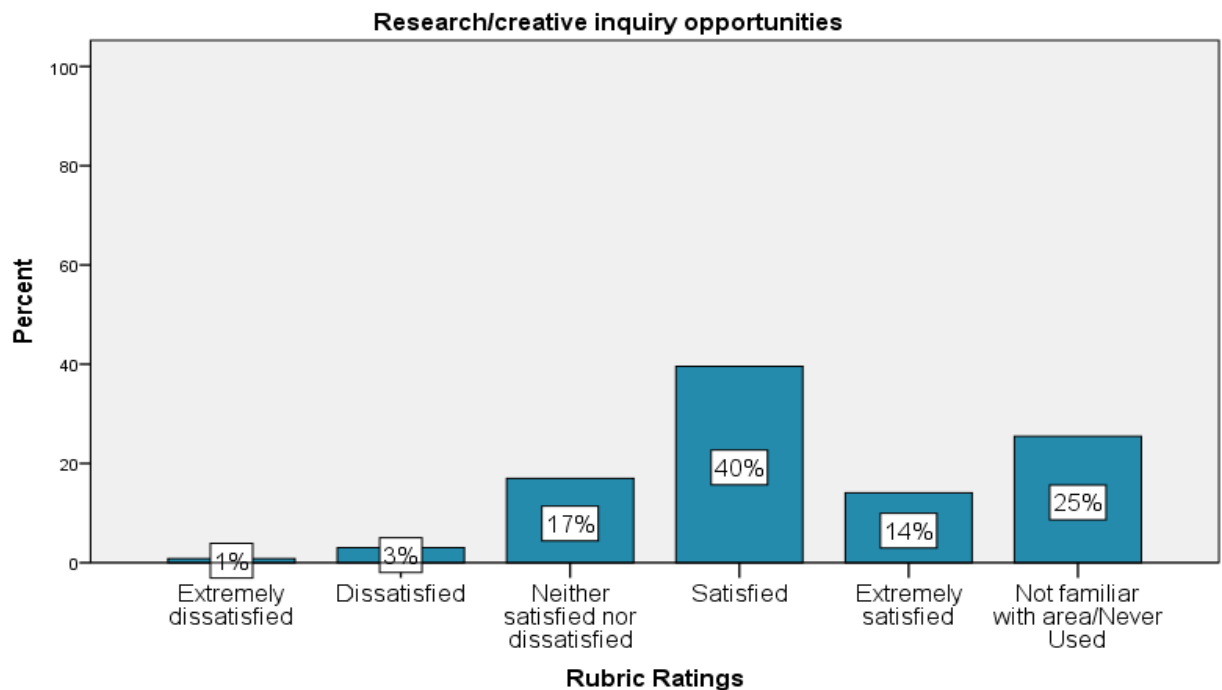
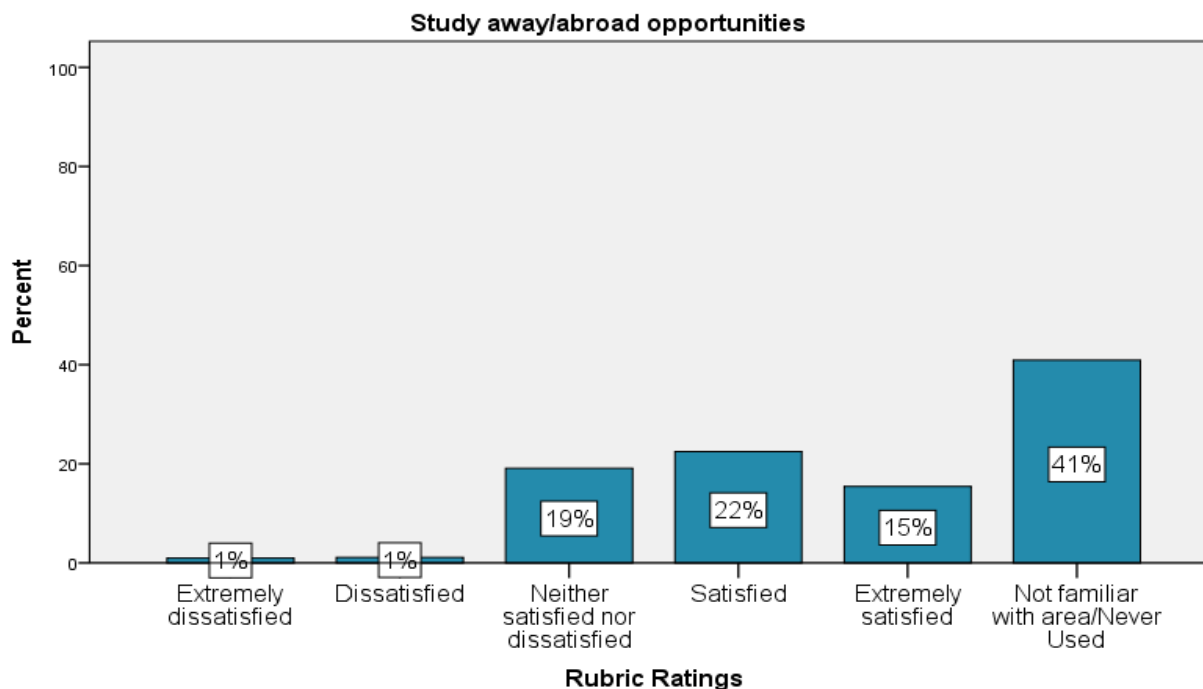


Figure 13



Finance and Planning

Nearly two-thirds (65%) of those who responded to the Student Accounts satisfaction item indicated they were satisfied or extremely satisfied (Table 4). The percentage expressing satisfaction with the IT Office and Help Desk was somewhat smaller (59%), but nearly one-fifth of those responding to this item indicated they were unfamiliar with that area. Very few graduates reported being dissatisfied with either area.

Table 4: Percentages of Graduates Responding to each Finance and Planning Experience Area Satisfaction Item with Satisfied, Dissatisfied, and Unfamiliar Responses

Experience Area	% Satisfied or Extremely Satisfied	% Dissatisfied or Extremely Dissatisfied	% Unfamiliar with Area	<i>n</i>*
IT Office and Help Desk	59%	5%	18%	627
Student Accounts	65%	6%	8%	621

*Number of participants responding to item.

Figure 14

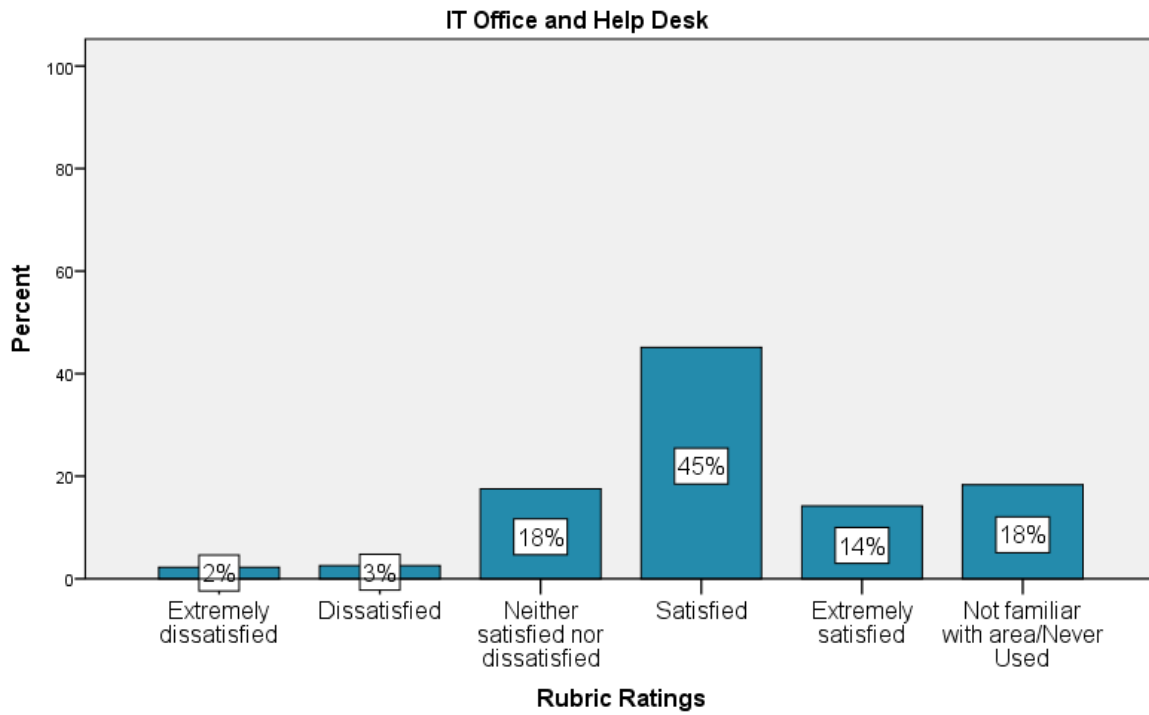
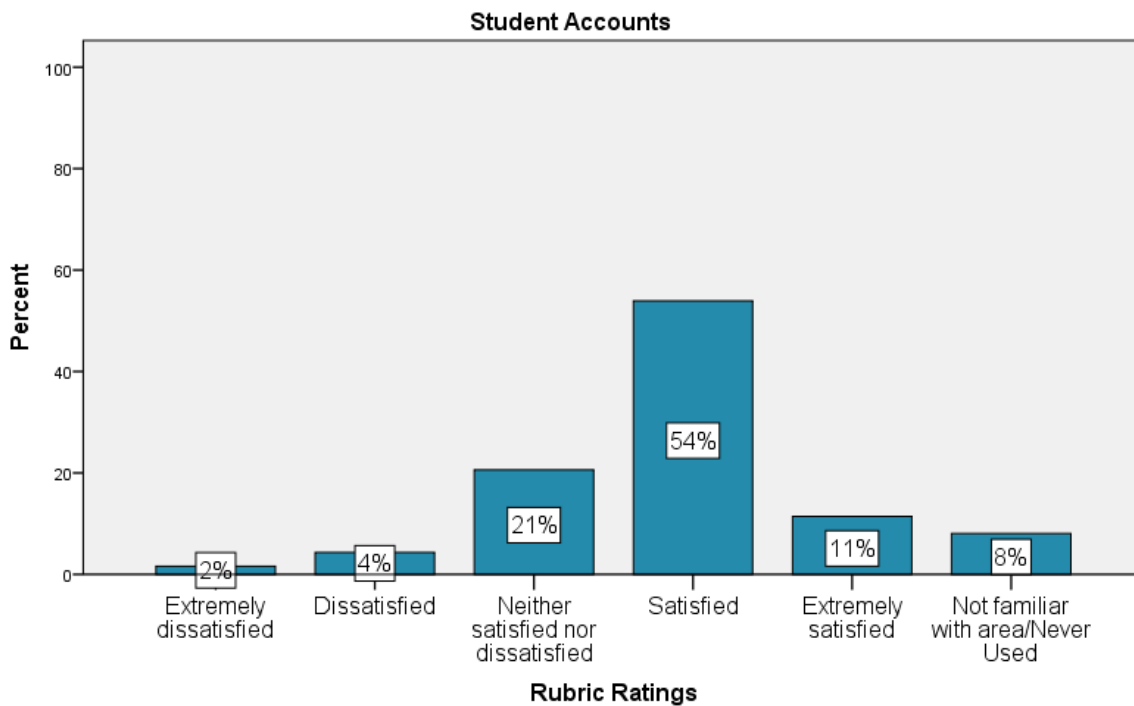


Figure 15



Student Affairs

Of the 17 experience areas affiliated with Student Affairs (Table 5), Academic and Career Advising obtained the largest percentage of satisfied responses (70%). In addition, approximately two-thirds of survey participants indicated they were satisfied with Extra-/Co-Curricular Programming (66%), Residence Halls (66%), Student Activities/Organizations (65%), Events (64%), and Career Preparation (60%).

Areas with the highest percentages of dissatisfied responses include Campus Dining (20%), the Center for Health and Wellness (17%), and Financial Aid (15%).

As was the case for the other divisions, experience areas with the lowest satisfaction percentages tend to have higher percentages of unfamiliar rather than dissatisfied responses. These include Fraternity/Sorority Life (21% satisfied; 48% unfamiliar), Disability Services (24% satisfied; 53% unfamiliar), and Athletics (37% satisfied; 36% unfamiliar), and Recreational Sports (44% satisfied; 36% unfamiliar).

Table 5: Percentages of Graduates Responding to each Student Affairs Experience Area Satisfaction Item with Satisfied, Dissatisfied, and Unfamiliar Responses

Experience Area	% Satisfied or Extremely Satisfied	% Dissatisfied or Extremely Dissatisfied	% Unfamiliar with Area	n*
Academic and Career Advising	70%	5%	12%	643
Athletics—Men’s/Women’s Sports	37%	4%	36%	644
Campus Dining	55%	20%	3%	644
Career Preparation	60%	11%	10%	641
Center for Health and Wellness	54%	17%	13%	640
Civic Engagement/Community Service Opportunities	50%	4%	26%	640
Counseling Center	46%	7%	31%	639
Disability Services	24%	1%	53%	633
Events	64%	5%	7%	627
Extra-/Co-Curricular Programming	66%	4%	20%	629
Financial Aid	50%	15%	8%	630
Fraternity/Sorority Life	21%	10%	48%	627
Internship/Cooperative Education/Practicum Opportunities	59%	11%	18%	630
Recreational Sports	44%	3%	36%	627
Residence Halls	66%	11%	7%	625
Student Activities/Organizations	65%	2%	16%	624
Student Leadership Opportunities	56%	4%	23%	621

Figure 16

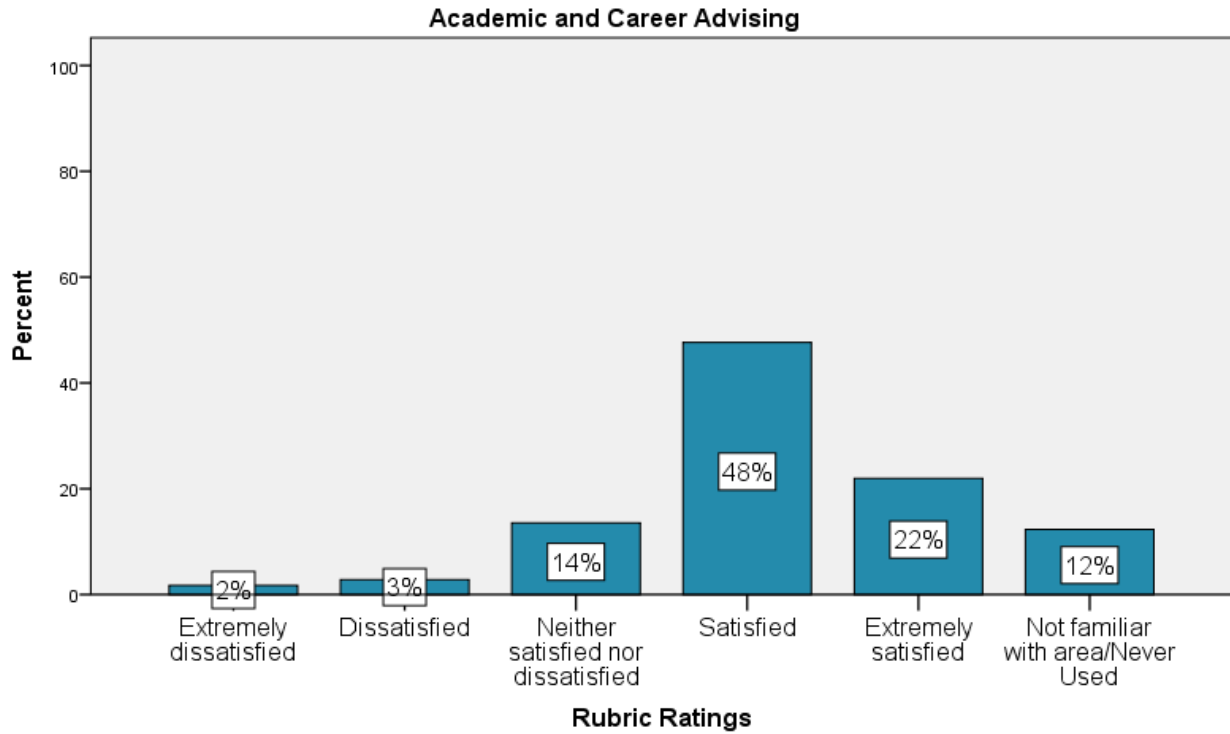


Figure 17

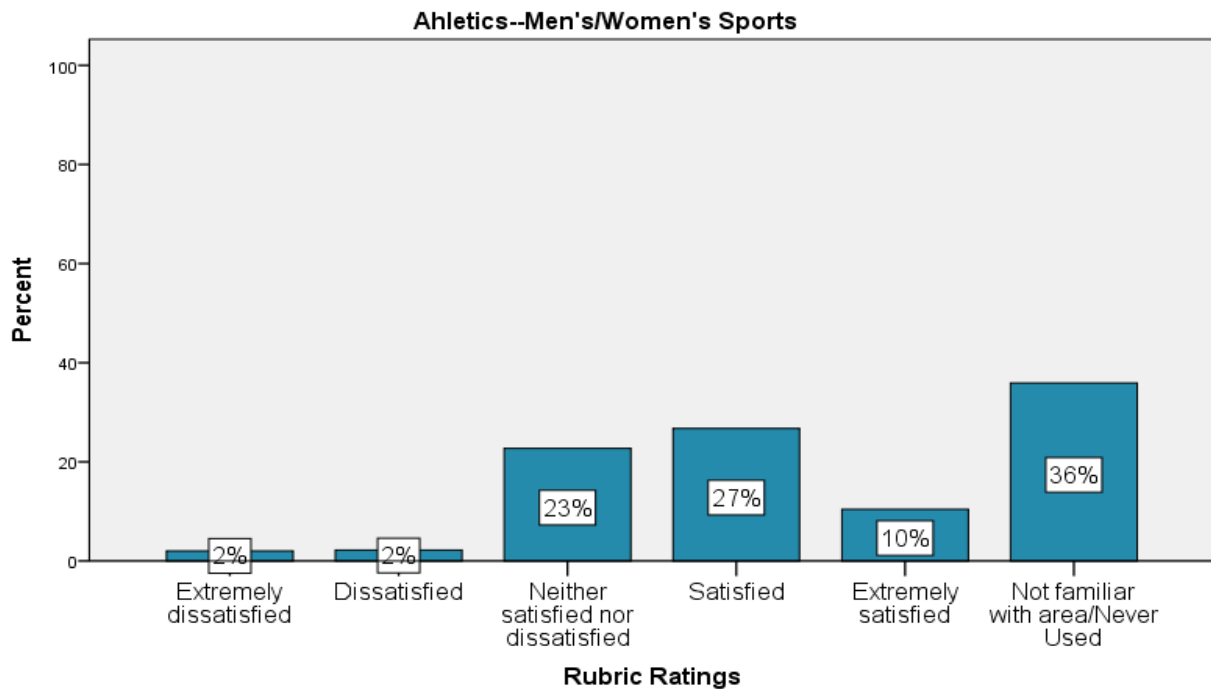


Figure 18

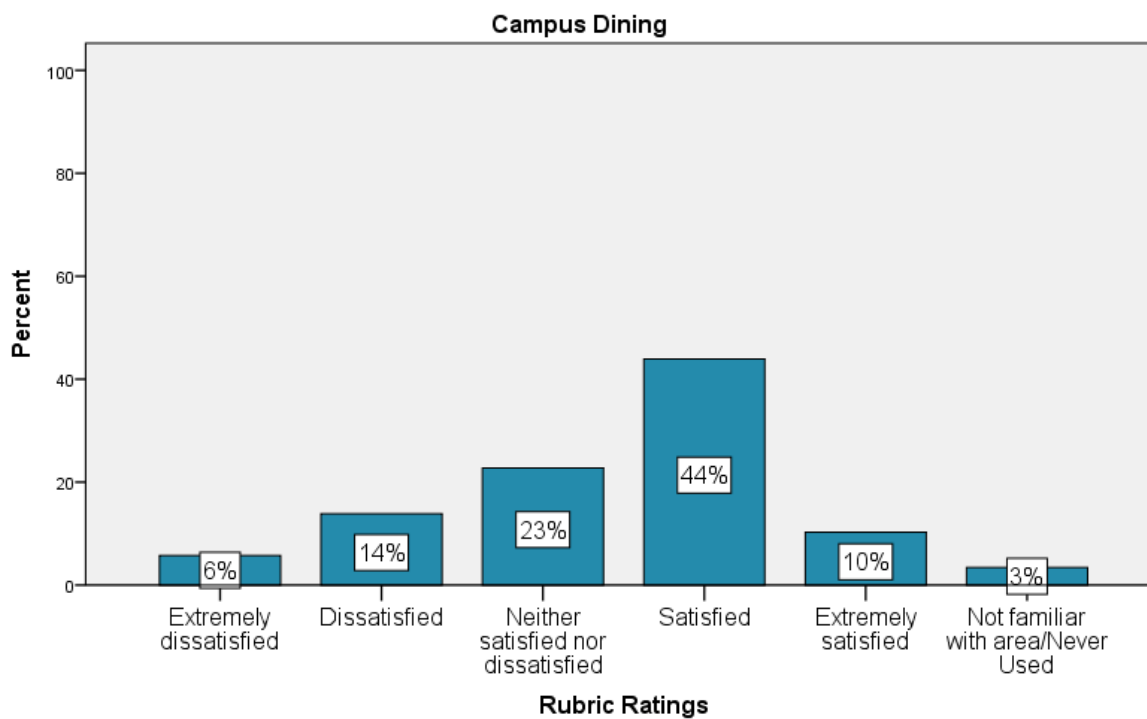


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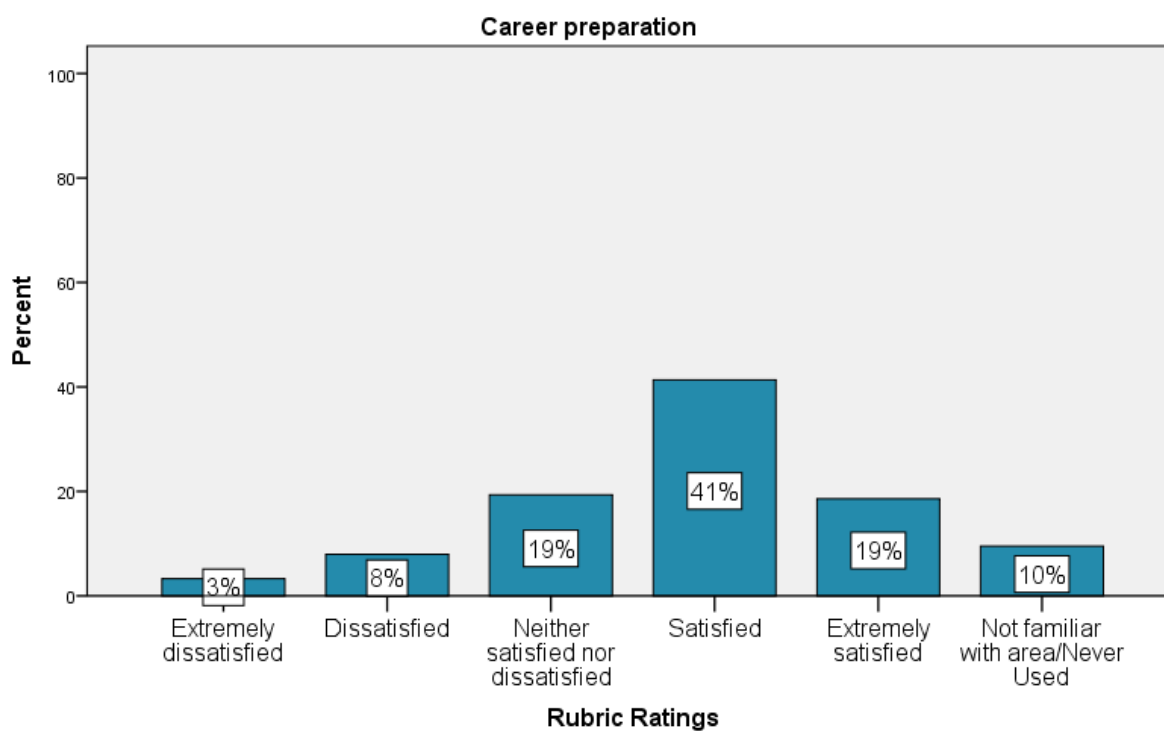


Figure 20

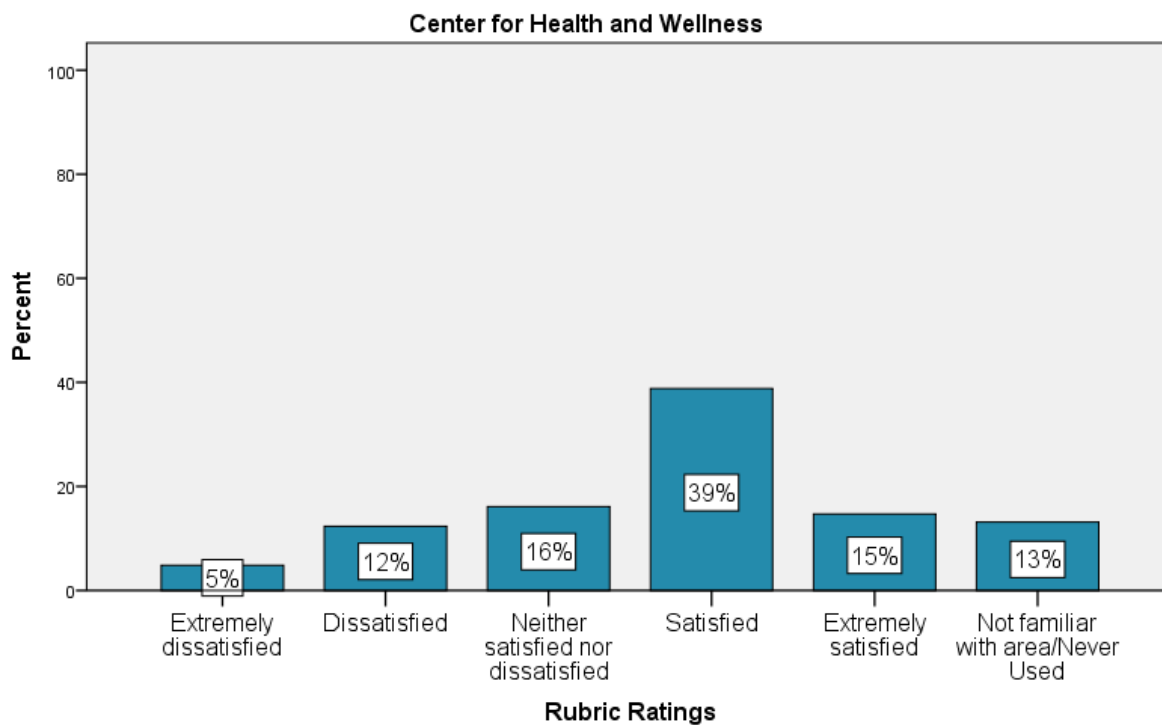


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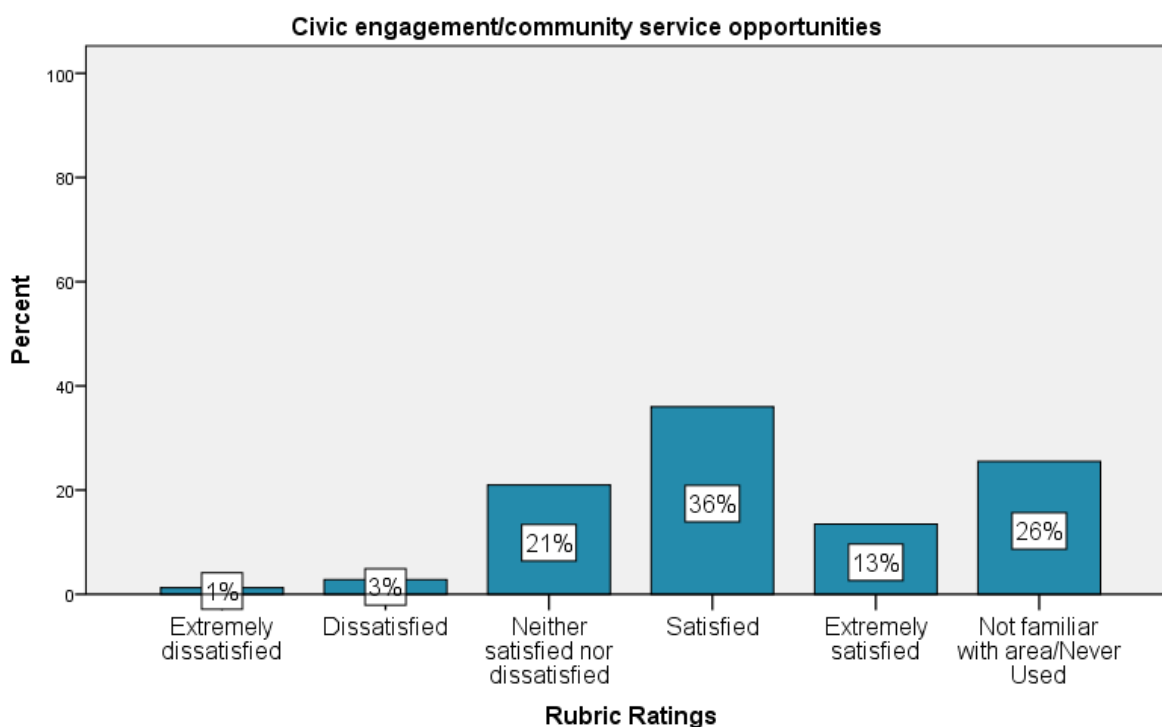


Figure 22

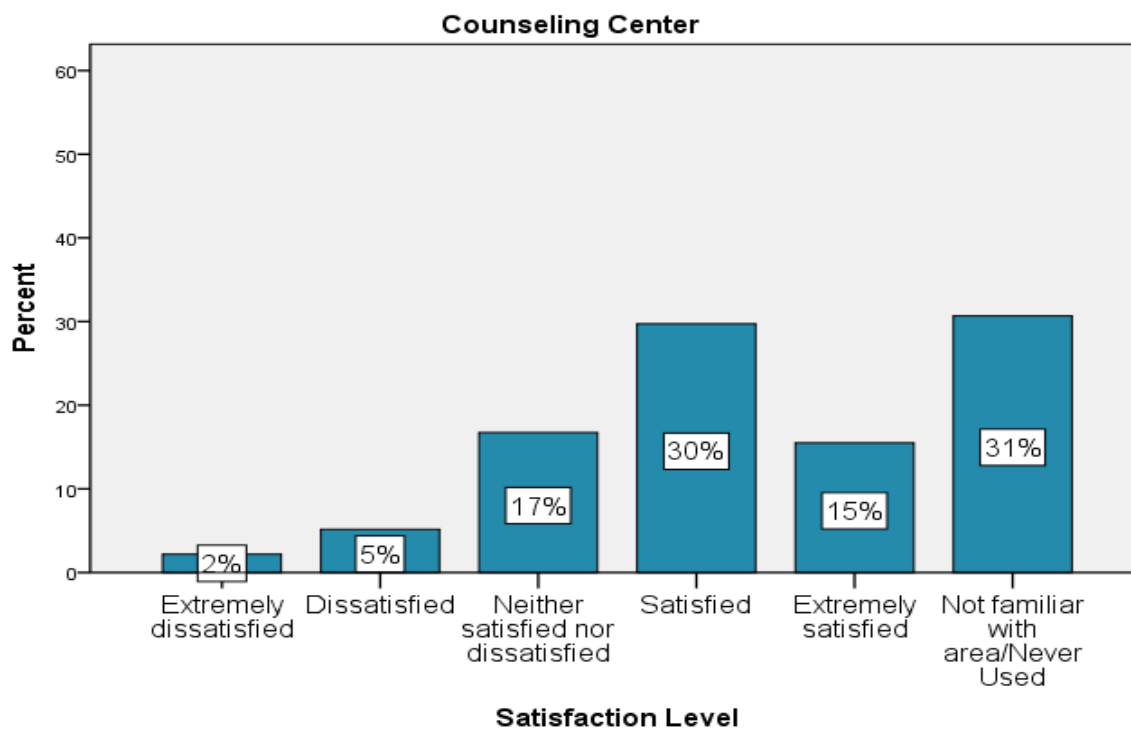


Figure 23

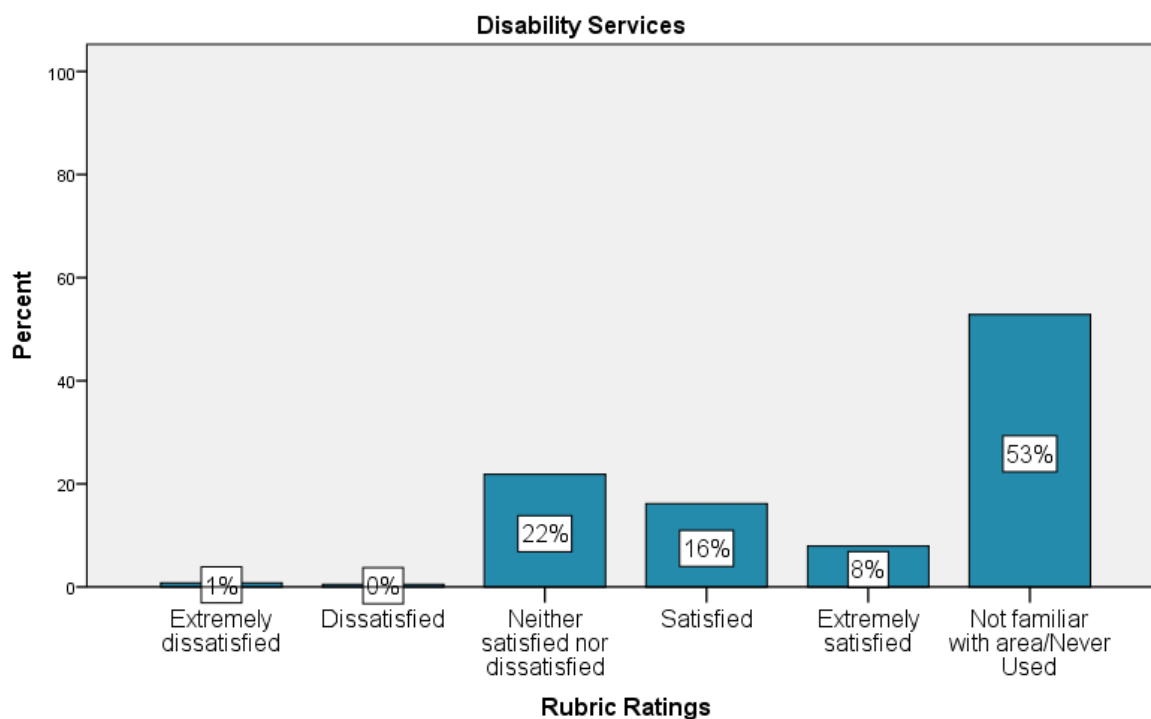


Figure 24

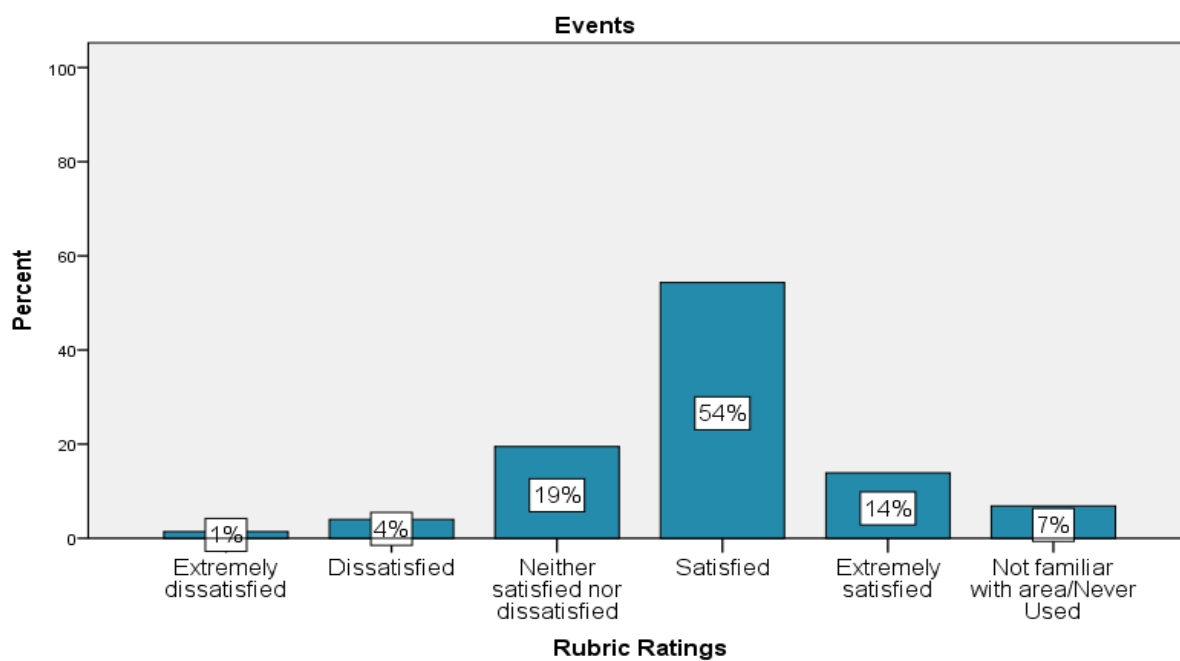


Figure 25

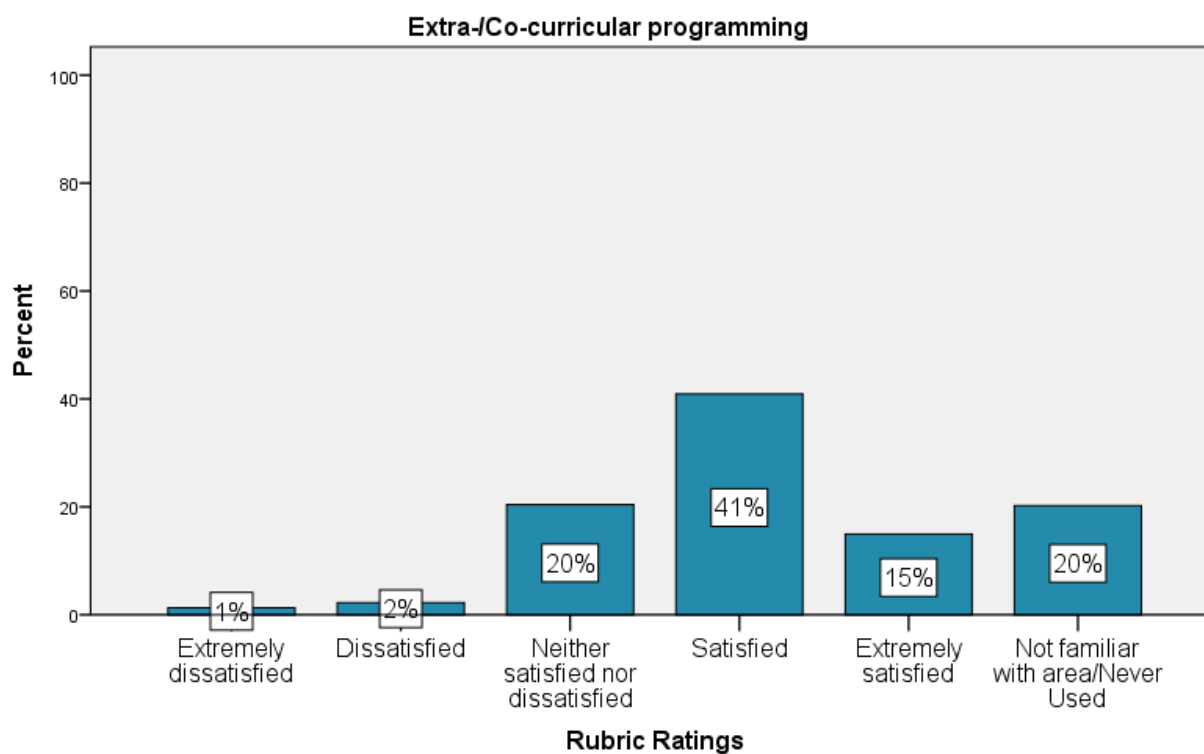


Figure 26

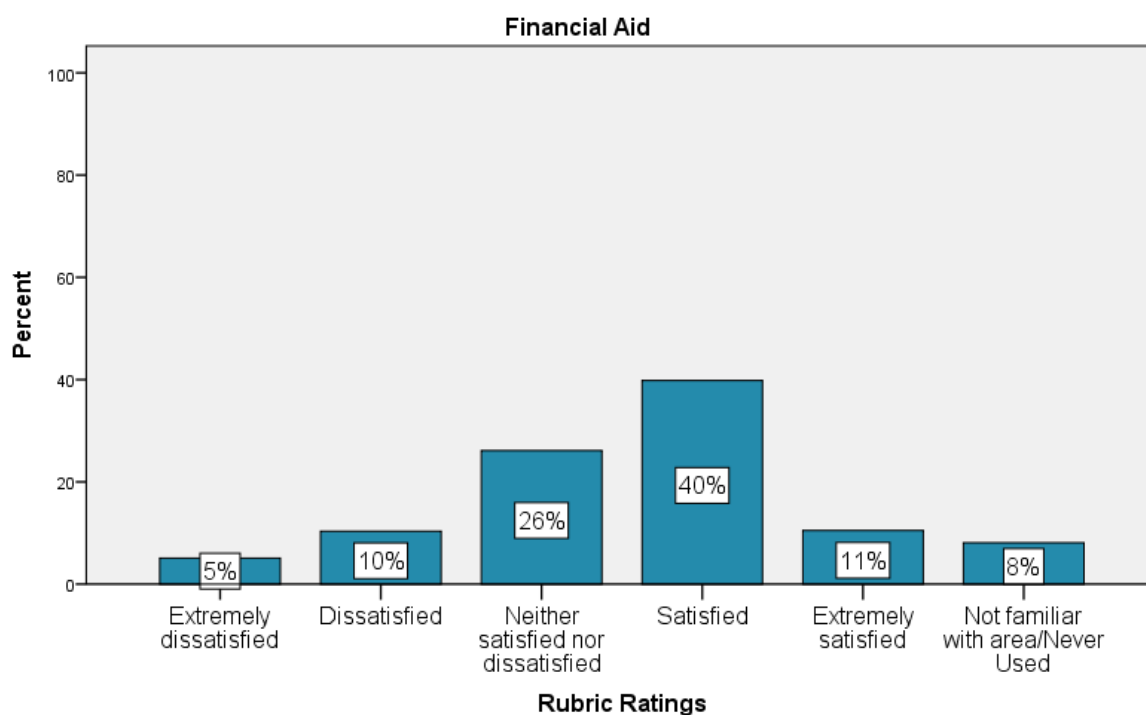


Figure 27

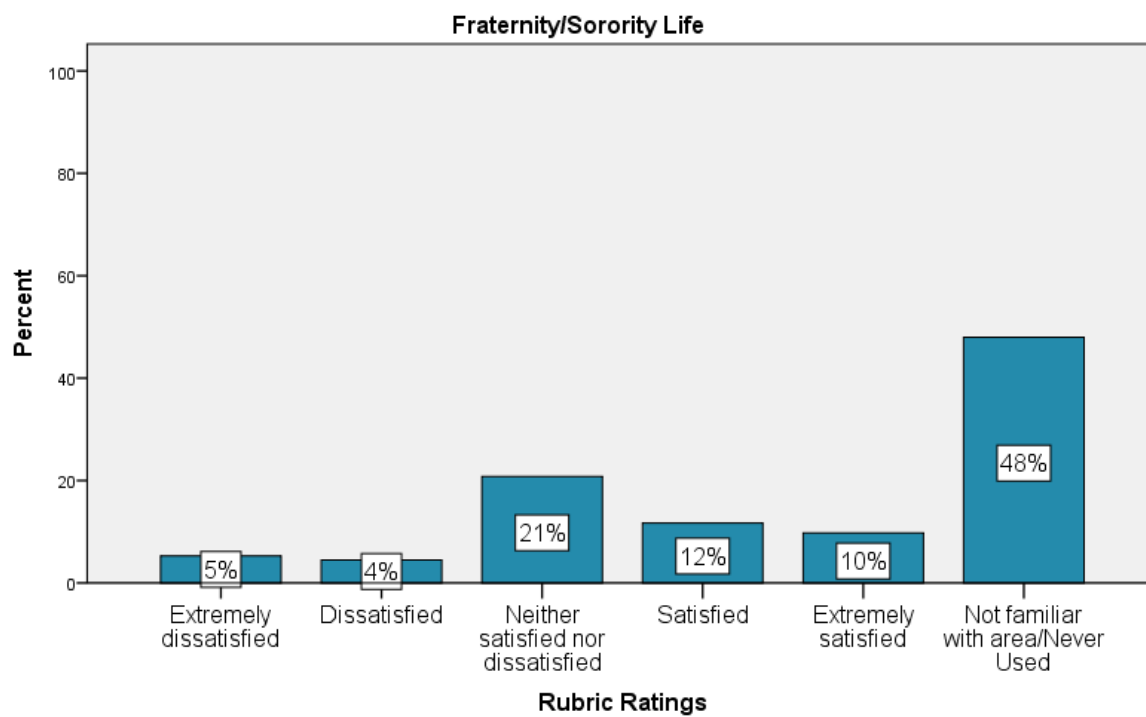


Figure 28

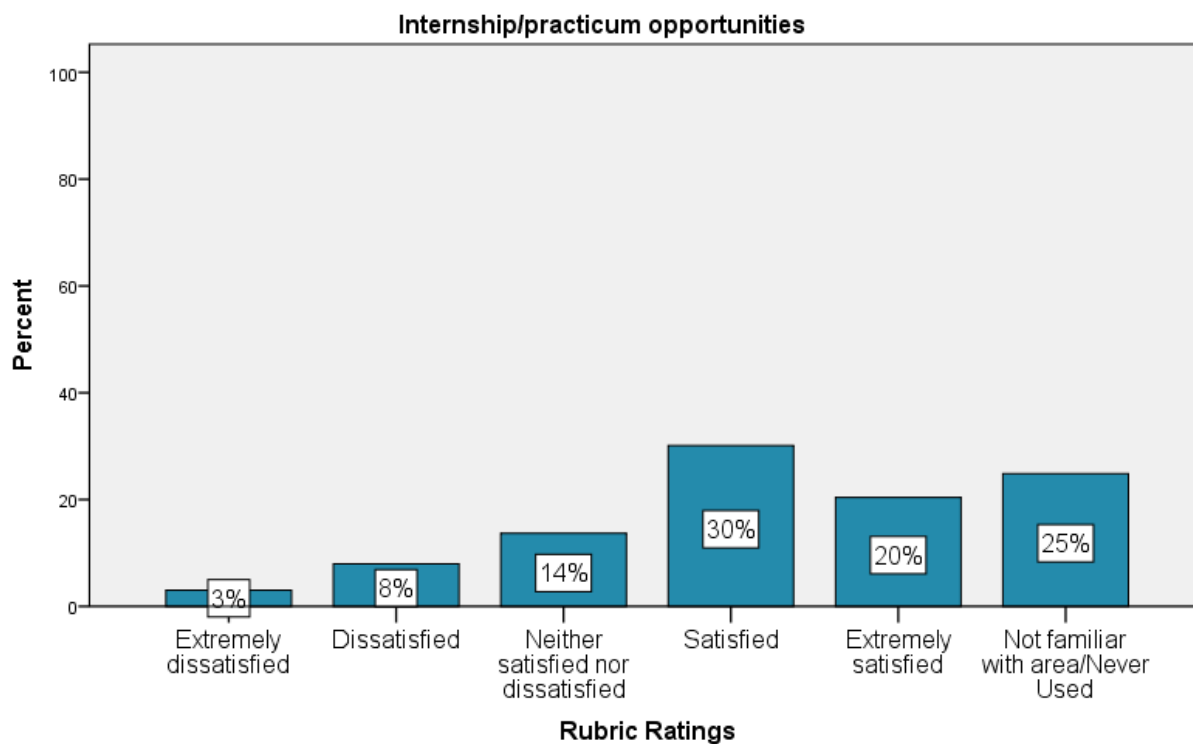


Figure 29

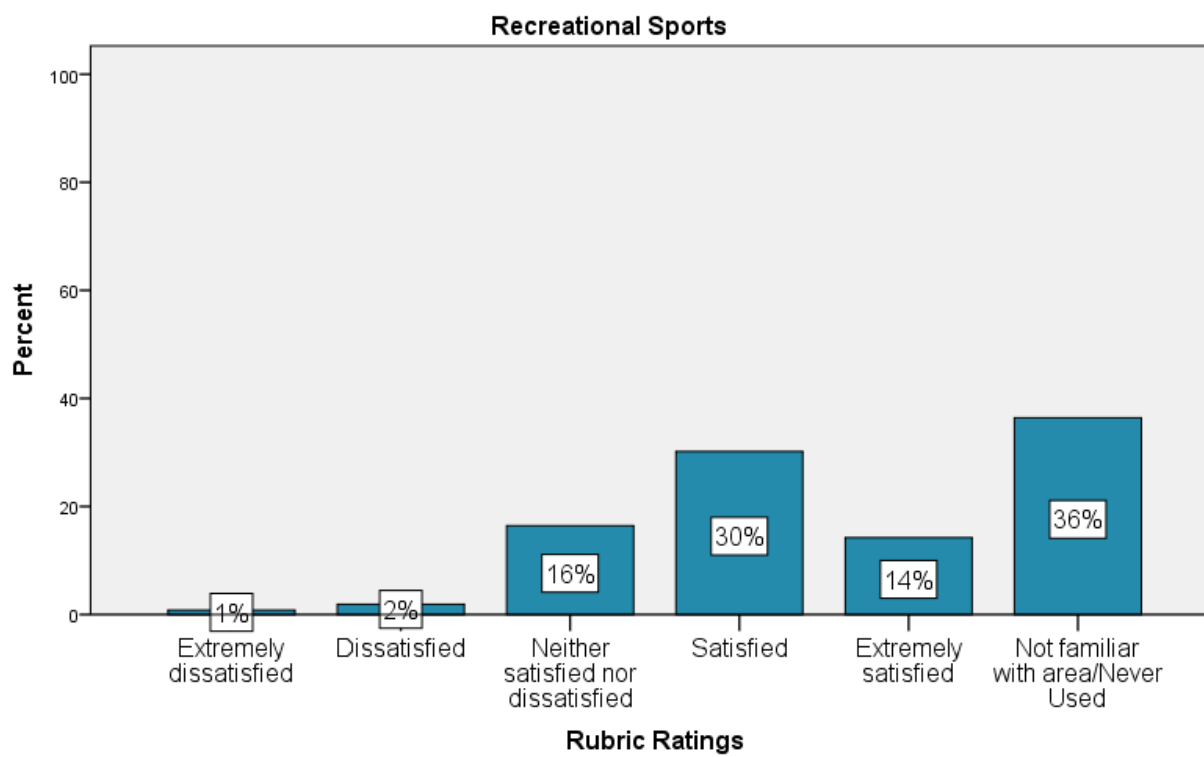


Figure 30

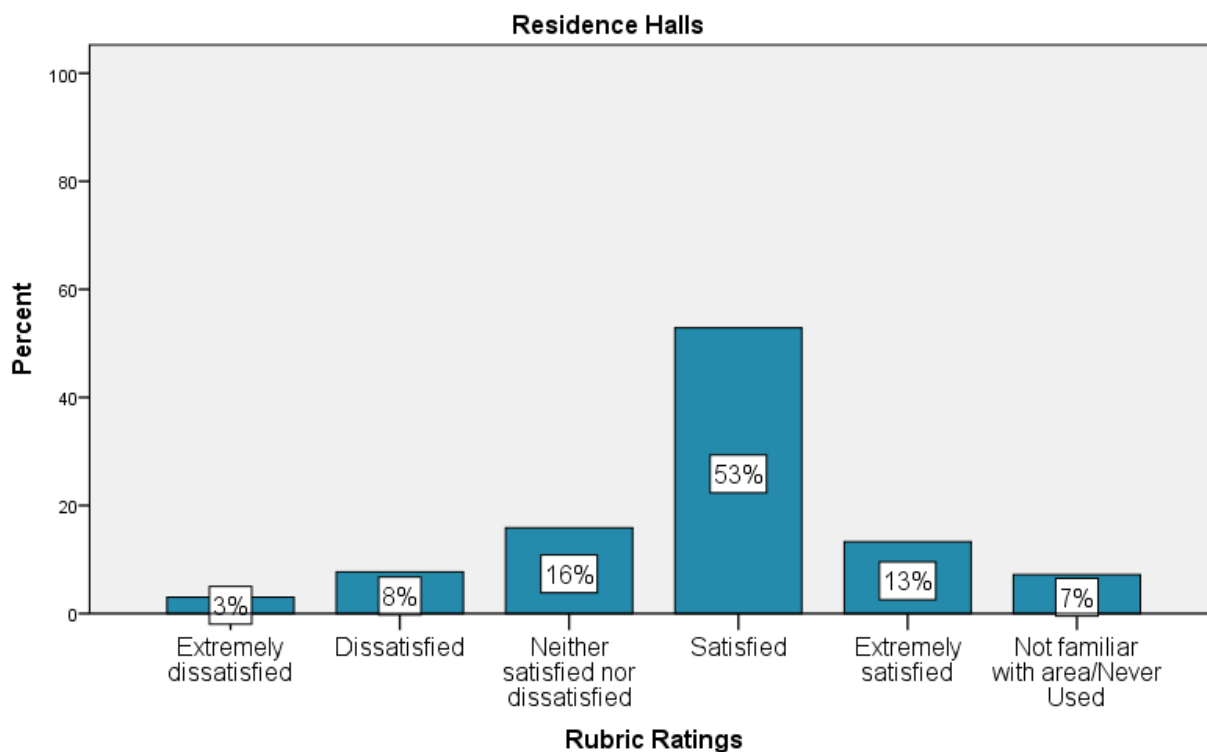


Figure 31

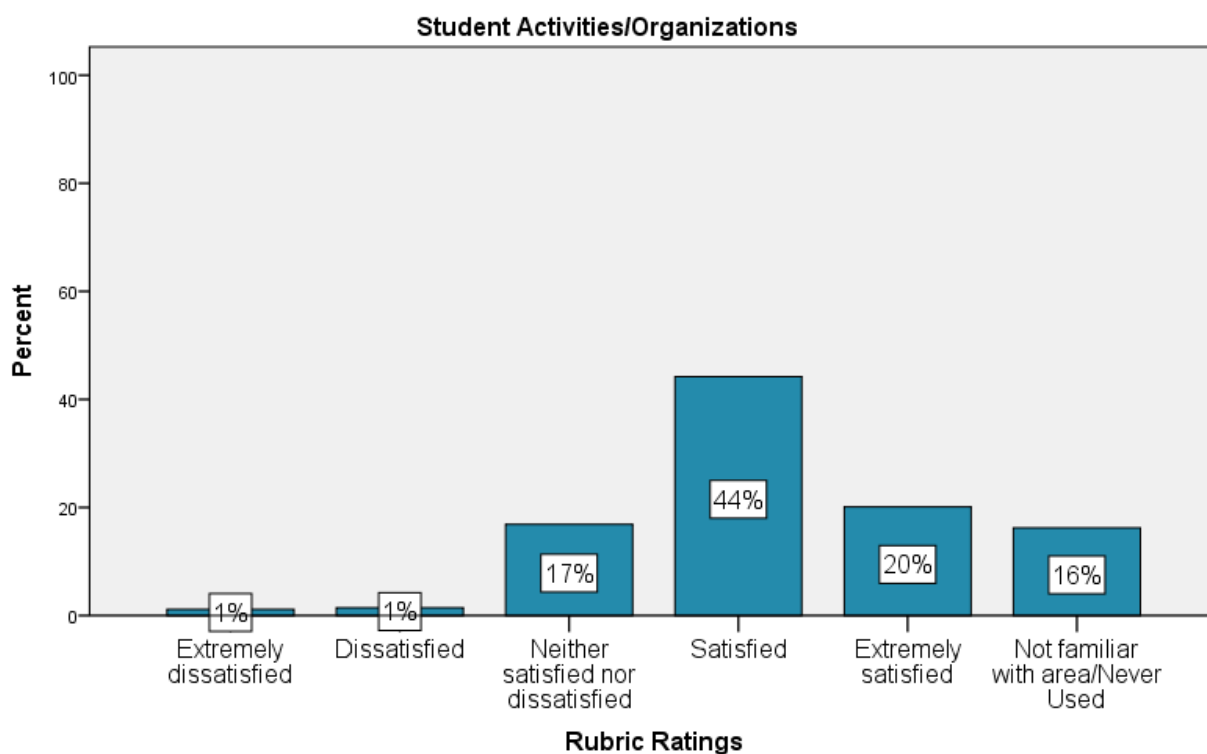
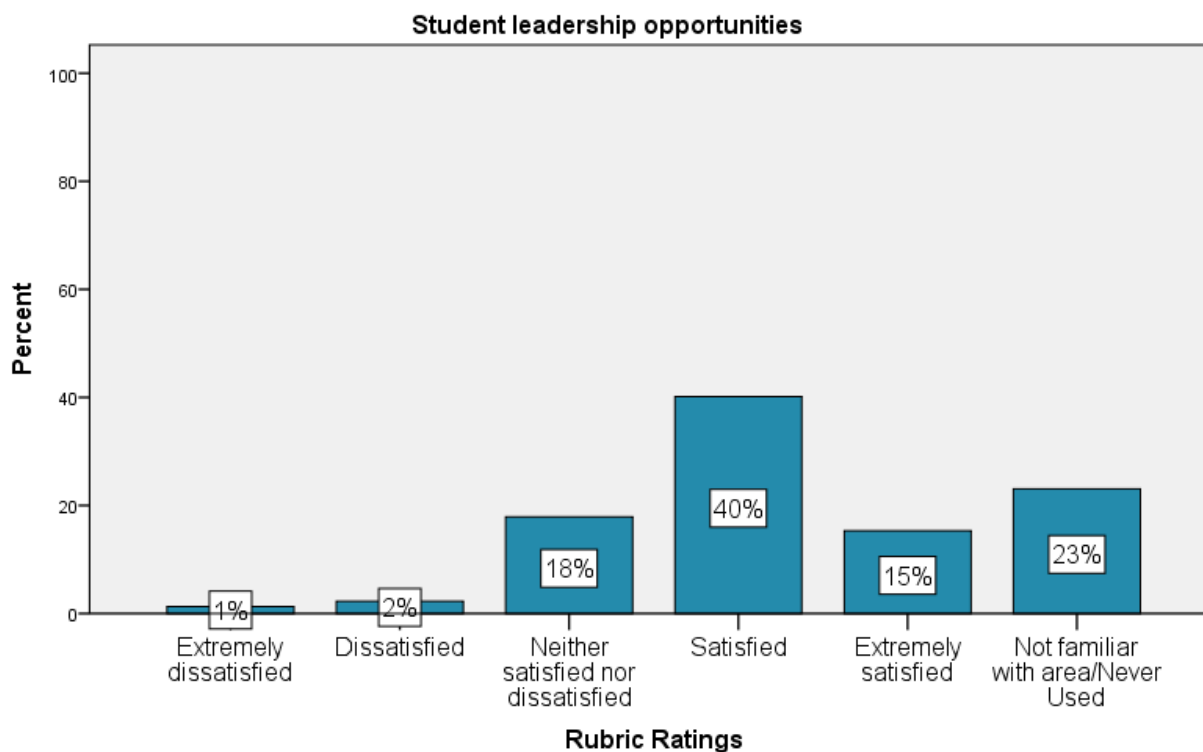


Figure 32



College-Wide Learning Outcome Awareness and Achievement

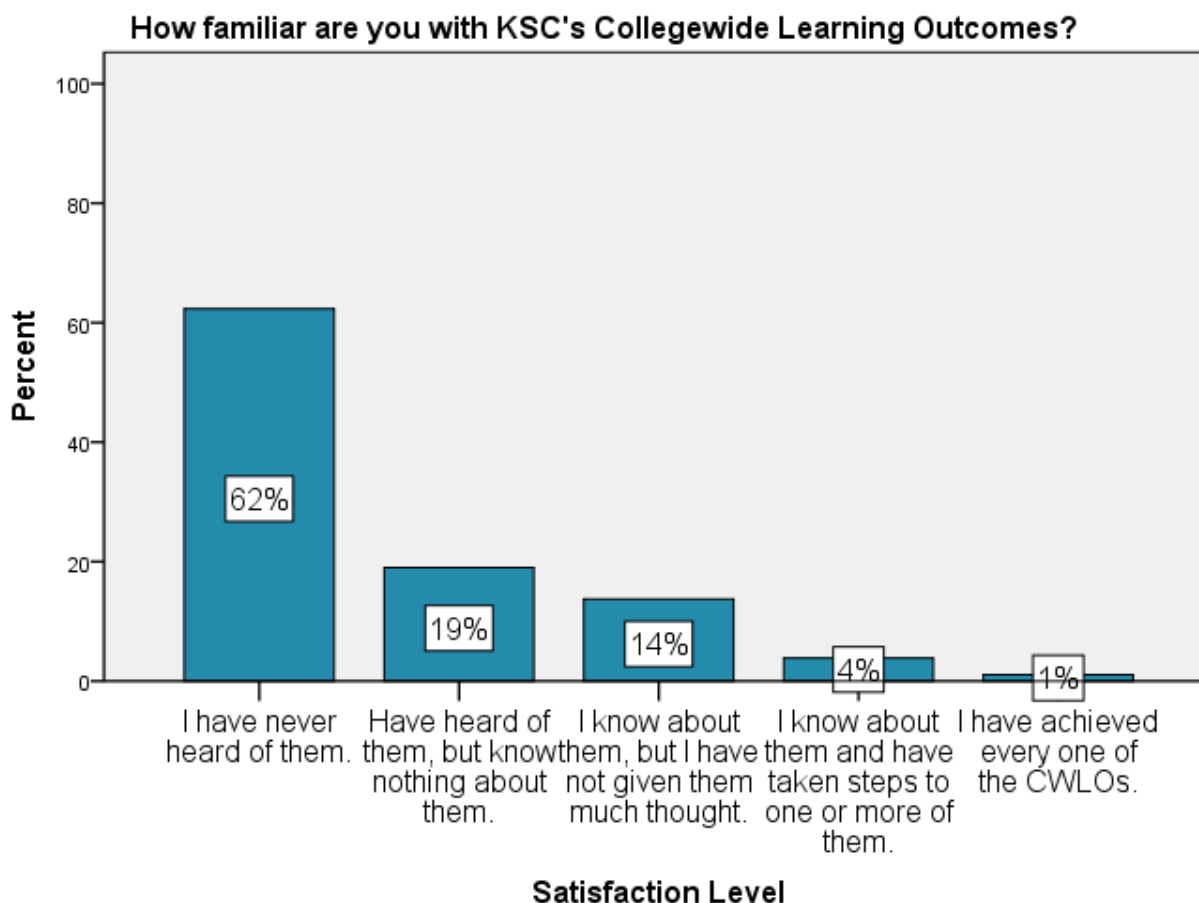
As specified in the KSC website, “Regardless of major, by the time Keene State College students complete their undergraduate experience they develop critical thinking, creative inquiry, intercultural competence, civic engagement, and commitment to well-being that will serve them as active citizens and lifelong learners.” (<https://www.keene.edu/academics/liberal-arts/outcomes/>). Collectively this set of competencies comprise KSC’s College-Wide Learning Outcomes (CWOLs). Closely linked to the College’s Mission and Values, the CWLOs are integral to the unique educational experience KSC provides for all of its students. As evidence of their centrality to the College’s academic program, NEASC (now NECHE) noted in their response to KSC’s most recent fifth-year self-study that, “As part of the comprehensive evaluation in 2020, we look forward to learning about the institution’s success in implementing its plans to assess the College-Wide Learning Outcomes.”

Approved in spring 2015, they were in effect for much of the Class of 2018’s KSC enrollment, but it is not clear if members of this class are aware of the CWLOs, and to what extent they have taken steps to achieve them. For this reason, a set of items relating to the CWLOs was added to the 2018 survey. In addition to a global item that assesses awareness of the full set of outcomes, the survey provided each outcome statement and asked students to provide examples of experiences in or outside of class that helped them achieve that outcome.

Familiarity with CWLOs

When asked to assess their familiarity with the CWLOs, the most common response was “I have never heard of them,” (62%). In addition, 19% reported that they had heard of them, but they knew nothing about them, and 14% reported that they knew about them, but had not given them much thought. Together these three choices comprised 95% of responses to the item. Of the remaining 5%, 4% had taken some steps to achieve one or more of them, and 1% indicated that they had achieved all of the CWLOs.

Figure 33



n = 568

Experiences that Helped Students Achieve CWLOs

For each CWLO, the survey asked graduates, “Please list one or two classes, assignments, our outside-of-class experiences that helped you achieve the [CWLO name: full CWLO outcome statement].” Following the statement, the survey indicated, “If you cannot think of an example, please leave this blank.” This instruction was included to discourage participants from giving offhand responses if they could not think of any specific experiences relating to the outcome. Summarized below are the responses from the five outcomes in effect at the time of survey administration.

Critical Thinking CWLO: Keene State College students will evaluate evidence, consider multiple perspectives, choose and defend a position from several alternatives, and analyze complex problems. Ninety-one students provided a response to this item, but of these one responded, “What is Critical Thinking CWLO? This isn't a thing,” and two others simply noted that they were unfamiliar with the outcome.

Of those providing specific examples of experiences that enabled them to achieve the Critical Thinking CWLO, the largest category of responses (16 responses) mentioned courses offered by the SAC department. The next largest response theme consisted of HIEPs. These included capstone courses, independent research experiences, and internships. Other themes that emerged included Health and Nutrition courses (11 comments), ITW and other writing courses (8 comments), Women and Gender Studies courses (8 comments), and Psychology courses (7 comments). The remaining comments noted a variety of other courses in the schools of Sciences, Sustainability, and Health (SSH) (19 comments) and Arts Education and Humanities (AEH) (13 comments). See [Appendix A](#) for the full set of themes and comments.

Creative Inquiry CWLO: Keene State College students will engage in research, scholarly activity or creative work to contribute new knowledge, art or expression and reflect on the process of inquiry or self-expression. Seventy-four graduates provided examples of experiences that enabled them to achieve this outcome. By far the largest group of responses (25 comments) consisted of examples of HIEPs such as capstone courses, research experiences, and presenting creative works outside of class. Other response themes included Art Department courses (8 comments), and writing courses and experiences (8 comments). The remainder consisted of a variety of SSH courses (23 comments) and other AEH courses (13 comments). Finally, three students noted extra/co-curricular experiences. [Appendix B](#) provides the full set of comments grouped by themes.

Intercultural Competence CWLO: Keene State College students will reflect critically on their own culture and on the intersectionality of culture and social location, demonstrate knowledge of a diversity of cultures, and communicate effectively with people from a variety of backgrounds. Sixty-six graduates provided examples of experiences that enabled them to achieve this outcome. Common themes for the outcome include study abroad experiences (13 comments), experiences outside of class such as working as an RA and attending KSC events (10 comments), Sociology/Anthropology/Criminal Justice courses (9 comments), course field trips and other domestic travel experiences such as Alternative Spring Break (7 comments), and Holocaust and Genocide Study courses (6 comments). The remainder consisted of AEH courses (32 comments) such as those offered by Women and Gender Studies, English, and Modern Languages, and SSH courses (10 comments) such as those offered by Psychology and Public Health. [Appendix C](#) contains the complete set of intercultural competence themes and comments.

Civic Engagement CWLO: Keene State College students will demonstrate knowledge of one or more social or environmental issues including relevant cultural, political and policy contexts; take action individually or collectively to address issues; and reflect on the ethical dimensions of civic engagement. Fifty-eight graduates provided examples for this CWLO. The most common theme for this CWLO (14 comments) consisted of outside-of-class experiences such as involvement in student organization, community groups, and political participation. Other themes included Sociology/Anthropology/Criminal Justice Courses (9 comments), Environmental Studies courses such as Global Environmental Change (9 comments), HIEPs (8 comments) such as internships and capstone experiences, and Public Health courses (8 comments). The remaining comments noted other AEH (14 comments) and SSH courses (4 comments). [Appendix D](#) contains all themes and comments for this CWLO.

Commitment to Well Being CWLO: Keene State College students will reflect critically on their own well-being and that of the larger world, demonstrate knowledge of issues that impact health and wellness, advocate for themselves, and commit to one or more practices that promote well-being. Fifty-seven graduates provided responses for this CWLO. The largest response theme for this outcome consisted of Public Health courses (21 comments), followed by examples of out-of-class experiences (14 comments), and Environmental Studies courses (6 comments). The remaining comments cited examples of other SSH courses (10 comments) and AEH courses (5 comments). Two graduates noted that they did not believe that KSC had a commitment to well-being. [Appendix E](#) provides the full set of themes and comments for this CWLO.

Appendix A: Themes and comments obtained from, “Please list one or two classes, assignments or outside-of-class experiences that helped you to achieve the Critical Thinking CWLO.”

[Click to return to “Experiences that helped...”]

Comment Theme	Student Comments
Sociology/ Anthropology/ Criminal Justice Courses (16 comments)	<ul style="list-style-type: none"> • Any sociology course elective • Sociology of Deviance with Dr. Barlow • Sociological Research Methods Sociological Quantitative Analysis • Soc 490- transitions in inequality with Dr. Keller • My sociology courses have challenged me to think about multiple perspectives especially my sociology of Ireland course in which we delved into the Irish culture and traveled to Ireland and Northern Ireland my junior year to learn more about the conflict between the Protestants and the Christians. • My sociology capstone - Political Sociology - and Anthropological Theory. • I'm an Anthropology and sociology major so most of my classes deal with analyzing and multiple perspectives • Dr. James Waller's Deeply Divided Societies Course • Race, Crime and Media with Professor Barlow • The II, A Just World • A Just World? with Dr. Judith Reed • A Just World? (II-330) • Dr. Ashley Greene's Transitional Justice Course • Transitional Justice taught by Ashley Greene • Criminal Justice Administration Advanced Criminology Human Behavior and the Legal System • When harm is done course. White collar crime- criminal justice capstone
HIEPs (14 comments)	<ul style="list-style-type: none"> • Working with a Living Learning Community initially made me aware of Critical Thinking CWLO. After that, I worked alongside my faculty advisor to promote this for both my residents and myself. Finally, my senior capstone followed a research model that mirrored the values of Critical Thinking CWLO. • The best out of class experience was attending the Washington Center in D.C for an internship and academic seminar. • Tailoring my research papers around the work I do at my internship/job. Professors inquire about and encourage incorporation of career-focused subjects at the beginning of the semester to work into curriculum. • Participating in spring break trip through environmental outing club presented us with challenges in planning and adapting

	<ul style="list-style-type: none"> • Our entire geography capstone is about using critical thinking and applying it to an issue in Keene. Student teaching and teaching in general requires critical thinking but also to teach critical thinking to students. • Senior seminar applied psychology Interpersonal com • Quality Improvement project done second semester senior year that incorporated something from my practicum placement. • Internships have required me to use critical thinking the most. Presenting at the Academic Excellence Conference was also challenging, but rewarding. • Internship at Ruger firearms Classroom activities • During my summer paid job internship at Electric Boat Corporation, I researched information about data of the parts listings from previous submarines. This was done in order to see if some items could be pre-ordered for the next group of subs to save money. I presented the information in an Excel spreadsheet and a PowerPoint. • Capstone- Innovative Safety Leadership Law and Ethics in Safety • Capstone senior paper • My undergraduate research required evaluating evidence, and considering multiple perspectives. • Research Project- Seminar
Health and Nutrition Courses (11 comments)	<ul style="list-style-type: none"> • Nutritional Biochemistry, Medical Nutrition Therapy • Nutritional Biochemistry Lab • Health Science Capstone • My public health class as well as my health promotion class • Medical nutrition therapy and nutritional biochemistry • Medical nutrition therapy nutrition through the life span • HLSC 494 Capstone HLSC 485 Health Promotion • Health promotion, capstone, Practicum, global health, women's health • Health in Society and Public Health are both courses that challenge students to think critically about what barriers or obstacles are in the way of people access healthcare as well as other reasons why people do not receive healthcare. • Health in Society Women's health • Alcohol and Drug fundamentals with professor Finneran

<p>ITW and other Writing Courses (8 comments)</p>	<ul style="list-style-type: none"> • Writing in an Endangered World • Writing historical essays are the purest form of critical thinking that I believe is possible at college. • One assignment where I considered multiple perspectives and developed my own hypothesis was my ITW paper where I wrote about the need for gun control. • My ITW course made me extremely knowledgeable in the sense that I am more aware of the innumerable social injustices that are currently taking place in our country. The 25-page paper that I wrote regarding America's incarceration system gave me an insight into the several broken systems within our society that need rehabilitation. • My ITW class and any of my management classes require critical thinking. • ITW and Harfenist's Physics of Music. Both had large projects that really tested my ability to put my thoughts to paper in a purely analytical manner. • ITW • ITW
<p>Women and Gender Studies Courses and Related Courses from other Departments (8 comments)</p>	<ul style="list-style-type: none"> • Women in Crime class/capstone • Women and Gender Studies; Trip to Baltimore for the National Women's Studies Association Conference 2017 Feminist Practices Fall 2017, Patricia Pedroza • Similarly to the Intercultural Competence CWLO, my Psychology of Women class with Patrice Strifert was really the best class that exemplified this. ... no class challenged the WAY I critically think like PoW did. It changed the way I view correct and incorrect, helped me adjust black and white thinking, challenged me to contribute to the group, and listen to understand not listen to respond. It was an incredible class and probably my favorite at KSC. • Psychology of Women Religion and Violence • My Women in Crime capstone class with Dr. Barlow, really challenged my critical thinking abilities and helped me grow them immensely • Intro to WGS, • History of Sex final paper, analyzing the different ways that men and women were gendered throughout history that ultimately was based on power and not genitalia. • As a women's and gender studies major, analyzing issues from multiple perspectives has been a crucial part of my education at KSC. Especially the courses I took called Women of Color and Queer Theories helped me develop critical thinking skills and successfully translate these skills into writing assignments.

<p>Psychology Courses (7 comments)</p>	<ul style="list-style-type: none"> • Cognitive Neuroscience • Abnormal psychology • Culture and Psychology with Dr. Dotti Morris • Abnormal Psychology Co-Occurring Disorders • Behavior change, and group interaction • Behavior change • Psychology research methods
<p>Other Sciences, Sustainability, and Health Courses (19 comments)</p>	<ul style="list-style-type: none"> • The two class assignments that has helped me achieve my critical thinking is advertising and promotion class where we helped incorporate an integrated marketing plan for a travel agency. • Sustainable by Design • Strategic Management and Sustainable Solutions were two courses I learned a lot from and enjoyed. • Staff selection, evaluation with Rick Nannicelli. • risk and the environment principles of sustainability • Organometallics and Biochemistry final papers • One class that made me think was my speaking for success course that I had taken during my junior year. I never realized the level of bias that may interfere with the course material (also had a similar experience with my Managerial Accounting course and Organizational Theory. This pushed me to ask greater questions about attitudes, philosophy and if everything I was hearing had been true from all sorts of people. Currently I am taking History of Economic Thought and it has been absolutely wonderful to finally be taught about these great thinkers that have shaped our modern society. • Materials: A life cycle view • Environment of Central New England • Industrial Hygiene with Brian Bethel • Fred Taylor classes Nora Travis classes • environmental governance • Data Structures and Cryptography • Information Policy (INFO-310) • Any Architecture course • Advanced special topics (sales class) with Rodney Erb • Strategic management - Michael Reopel • PE 484 and PE 384 • Research sequence capstone

<p>Other Arts, Education, and Humanities Courses (13 comments)</p>	<ul style="list-style-type: none"> • Persuasion, Aesthetics • Honors Humanities Fall 2015 - War and Revolution in Spain with Lisa DiGiovanni • Every day of my major I had to be critically thinking. Music education is a tough major and I had to be thinking of how my education applies to a K-12 spectrum. • ethics • Eng 490-insiders outsiders and strangers • Elementary Ed Methods I. Elementary Ed Methods II. Math 171. • EDUC 432 Education Trends and Theories • Class: Methods 2 with Carrah Fisk Hennessy Assignments: Math Learning Segment & Science learning Segment • As an education major, all of my classes have provided me with opportunities to think critically. • African American literature-English 490 • A history paper that was 20 pages long to defend my thesis of what started World War I • changing American identities • Comparative Genocide taught by James Waller • Quantitative and Qualitative Methods
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Appendix B: Themes and comments obtained from, “Please list one or two classes, assignments or outside-of-class experiences that helped you to achieve the Creative Inquiry CWLO.”

[Click to return to “Experiences that helped...”]

Comment Theme	Student Comments
<p>HIEPs (25 comments)</p>	<ul style="list-style-type: none"> • Psychology Seminar: Psychology and the Law • My research with Jason Pellettieri • My geography capstone/ seminar fits this exactly • I had the opportunity to work with a faculty mentor to both apply for a creative inquiry grant and attend and present at a conference in Boston. • I feel that through my research experience I've had to do literature review on specific questions and defend my hypothesis. I can see this especially through my honors thesis work I have designed my own research study. • I did an independent study with Sandra Howard. She was amazing in helping me find a subject to research that I was passionate about. • I student conducted the Chamber Singers with an American spiritual! It made me grow as an artist, conductor, musician, and educator, thanks to Dr. Sandra Howard! • Health promotion Capstone • Practicum: nutrition • Geography Junior and Senior Seminar classes • HLSC 473 Practicum (Innovator Project) • Communications senior project • -outside of class research with Dr. Adams • Colab and capstone • Class: Senior Project with Dr. Jeff Halford Assignment: Senior project • Capstone, • Capstone poster • Capstone & Alternative Break • Capstone • AST: Information Studies (INFO-490) and my final project for that class, which will be presented at AEC. • Professors refocusing your interests into an occupational H&S standpoint to make research more relevant and enjoyable. • Photography Department Art Department; Day trip to New York Women and Gender Studies; Trip to Baltimore for the National Women's Studies Association Conference 2017 Social Problems Fall 2017, Nicole Wengerd Contemporary Art, Marin Sullivan • Biology Senior Capstone

	<ul style="list-style-type: none"> • Any of my product design classes helped me with my creativity. I build design and try to sell the products I make • By the time I graduate Keene State, I will have premiered 4 film projects, 2 of which were done mostly outside of class and are perhaps the strongest examples of my abilities. The second of which I directed by myself, wrote myself, funded mostly myself, and often filmed myself. These projects have shown me how to work creatively with others and express artistically our ideas and stories, and my most recent project in particular has shown me how to get things done when all the odds are against me, and when success is determined solely by me.
<p>Art Department Courses (8 comments)</p>	<ul style="list-style-type: none"> • Intro to art • Introduction to Art with professor Lucey • My IA drawing course helped me achieve the creative inquiry CWLO when we had to do a self-portrait, and it didn't have to be a traditional self-portrait. • Lance's digital photo / video class at the entry level really changed the way I looked at the creative process. • I took a drawing class that was a lot of fun and made us look at things creatively and also my ethnographic research methods is making us do our own research. • I took 2 ceramic classes that helped me really solidify my ability to create amazing projects • Fundamentals of Art with Paul McMullen Ceramics with Paul McMullen • Drawing 1
<p>Writing Courses and Experiences (8 comments)</p>	<ul style="list-style-type: none"> • Writing and self-publishing two works of fiction. • Writing a paper about a military veteran in my IQL class. • poetry anthology • I did a research paper in which I answered what exactly a loyalist is (not as easy as it sounds), why should we care about them, and what drove them to loyalism. • English 490 • Creative Nonfiction and Educational Theories and Trends. • Creative Non-Fiction Writing and Statistics. • Writing Funny

<p>Sciences, Sustainability, and Health Courses (23 comments)</p>	<ul style="list-style-type: none"> • The master's program has required me to contribute new knowledge to the field of Safety and Health. • Sociological Research Methods • Race gender representation • Nutritional Biochemistry • My first Semester I had taken intro to Macro Economics and was allowed to re-create the flow of money in the US Economy through a series of switches and lights that had allowed me to express my thoughts more clearly, which greatly benefited my grade. • Marketing • laws and regulations global environmental change • Juvenile Delinquency with Peter Stevenson • Foundations of Political Thought • Health Promotion Practice Behavior Change • Financial Management • Financial/Managerial Accounting • Experimental Design and Analysis and Epidemiology • Experimental design and analysis • Experimental design and analysis PE 494 • Earth's Climate: Past and Future, and Medieval Literature • developmental economics and seminars • Denise Burchsted classes (ENST) • Data Structures and Cryptography • Cultures of northern plains Indians -Jacob Bouley • Economics - Marie Duggan • Behavior Change • Physical Activity and Health
<p>Other Arts, Education, and Humanities Courses (13 comments)</p>	<ul style="list-style-type: none"> • Teaching Music to Children • Storytelling through video • History of Rock & Roll • Film Production 3/4 (Capstone) • Seminar I: The Cinema Of Reenactment • As a musician, everything involved creative inquiry. I had to know about the songs I was singing and had to express the music through conducting. Everything is creative. • Feminist Practices • Education Research design with Ellen Nuffer • Research in Choreography class • Research in Choreography class • Producing a paper and poster board about Broadway shows. Also working at the Redfern. • Modern Dance (all levels)

	<ul style="list-style-type: none"> • Taking an acting class.
<p>Extra/Co-curricular Experiences (3 comments)</p>	<ul style="list-style-type: none"> • I was a part of Chock Full O' Notes, the a cappella group on campus, for the first 2 years I was here (my sophomore and junior year) and it really helped open me up. As someone who has been in a chorus or choir since the 4th grade, not being in music was unacceptable to me. I didn't feel particularly welcome with music majors (which was an unfortunate experience) and so CFON was the one place I found a little family with music. It helped me continue to think methodically and work on myself artistically. Creating beautiful music and a fun atmosphere with people is an extraordinary and incredible feat when you have crippling social anxiety, but the superordinate goal makes it easier. • I played soccer here, and although that is not "creative" it made me express myself through a sport rather than through a canvas. • I created rings for gifts out of wood, and inset a pearl in the one for my mother. I used a drill press, a knife and a file to create them. Then I used sand paper to finish it off. It was made out of cherry wood from our family's favorite Cherry Tree that was taken down. It was for a memory. I used the same cherry tree wood (brought from home) to create a wand for my sister as a gift to remember the tree as well. Neither of these were assignments, but they were worked in open shop and finished at home.

[Appendix C: Themes and comments obtained from, “Please list one or two classes, assignments or outside-of-class experiences that helped you to achieve the Intercultural Competence CWLO.”](#)

[Click to return to “Experiences that helped...”]

Comment Theme	Student Comments
Study Abroad Experiences (13 comments)	<ul style="list-style-type: none"> • Studying Abroad • Study Away Semester in Florence, Italy • Study abroad program • Study abroad - Florence • Study Abroad • Study abroad • studying abroad • My trip to Nepal definitely challenged me to experience a new culture and communicate with people who are different than me. Internships are also a great way to work with diverse groups. • My classes over in Australia, I took communications classes and classes about their indigenous people that helped me learn about intercultural relationships and encounters. • I had studied abroad last semester in Berlin, Germany and it really gave me a better understanding of European culture, attitudes and governmental functionality. • Global Engagement: Nepal taught by Len Fleischer and Renate Gebauer Gender and Genocide in Latin America taught by Lisa DiGiovanni • Global Engagement: Nepal • Global Engagement
Experiences Outside of Class (10 comments)	<ul style="list-style-type: none"> • My training and experience as a Resident Assistant helped me to achieve the Intercultural Competence CWLO • Residential Life (RA position) • working as an RA • Colab • Working as a lab tech for the environmental studies department • Latin cultural fair and being a part of the multicultural club on campus • Keene State has given me the opportunity to attend the Teach In where I got to learn about "Insiders and Outsiders" which gave insight into a lot of the problems we are seeing in our country. This idea was applied to many different areas and perspectives and demonstrated that this impacts all of us. • Circle K's celebration of Holi • Residential Life and Housing • Counseling Center

	<ul style="list-style-type: none"> • LGBTQ Community, Hunter Kirschner
Sociology/ Anthropology/ Criminal Justice Courses (9 comments)	<ul style="list-style-type: none"> • Sociology of Deviance Criminology/Adv. Criminology • social problems, • Social Problems • Soc 490- transitions in inequality with Dr. Keller • Anthropology with professor Gianni • Another one of my sociology courses discussed those who are experiencing homelessness and we looked at a variety of backgrounds in terms of people and the social culture that is created based upon those backgrounds. • Again, as a Anthropology and sociology major is essentially all we do. • Gender & Culture • Magic, Witchcraft, And Religion
Field Trips and Travel within the United States (7 comments)	<ul style="list-style-type: none"> • Probably my Behavior change project where we went to a school. • [trip to] crackhouse (history class) • Participating in and leading an alternative break trip has shaped my intercultural competence. • Going to Standing Rock, and being able to embrace another culture as well as work journalistically to get photos taken and published. • alternative break • Alternative Break Program • Alternative Break
Holocaust and Genocide Study Courses (6 comments)	<ul style="list-style-type: none"> • Dr. Hank Knight's Religion and Violence Course • Religion and Violence • Religion and Violence • Religion and violence • Religion and violence • Holocaust Literature
Other Arts, Education, and Humanities Courses (32 comments)	<ul style="list-style-type: none"> • Any American studies course would fill this requirement in my opinion • Seminar: Citizenship AMST450 • Women and education • Women and education • in my education classes we learned about teaching social studies in a fair and diverse way (not just white male history) and how to teach in a diverse classroom. • The diversity that many of the English courses offered was so mind expanding. I am walking away from this school a better

	<p>person for having read works which attempt to explain what other cultures went through.</p> <ul style="list-style-type: none"> • Eng 480-insiders outsiders and strangers • Eng 215- lit of the holocaust • Ieng 300- young adult literature • I studied manual farm labor in developing countries to positively influence vulnerable populations that positively influence countries, markets, and societies like the ones found in the U.S. • Public Speaking • Intercultural Communication • Intercultural com • Studies in African American Literature with Dr. Michael Antonucci • History of Sexuality Fall 2016, Susan Wade • Women and education • Darby's Music Cultures • Art History • Cinema and Diversity - Allowed me to think critically about diversity and its role in relation to film. • Iranian Film. • The II, A Just World • A Just World • All the music I had to learn came from various backgrounds and cultures. This is intercultural competence used everyday. • Women of Color with Husain was incredible • Race, Sexuality, and Representation • Latina Feminist Theory • Intro to Women and Gender Studies with Patricia Pedroza • my capstone in Women's & Gender Studies • SP 405. Contemporary Spanish Usage • Spanish 405 • Intro to German • Elementary French
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Other Sciences, Sustainability, and Health Courses (10 comments)	<ul style="list-style-type: none">• Geography is largely about diversity and how places are different and similar• Health psychology• Health promotion• Epidemiology• Food Culture• Health in Society• Culture and Psychology• Culture and Psychology class with Dottie Morris• Culture in Psychology with Dr. Morris. During that course, I learned about how culture is inextricably linked to our psychology being. Her class gave me great insight into how psychology is more than just how the mind functions.• Psychology of Women class with Patrice Strifert.
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[Appendix D: Themes and comments obtained from, “Please list one or two classes, assignments or outside-of-class experiences that helped you to achieve the Civic Engagement CWLO.”](#)

[Click to return to “Experiences that helped...”]

Comment Theme	Student Comments
Extra/Co-curricular Experiences, Campus Events (14 comments)	<ul style="list-style-type: none"> • Working as a State Representative, especially in the area of trying to help get a gender identity non-discrimination ordinance passed. • The way geography is set up here is that we create an original research project that has the opportunity to create change in our community. Our project was involved with keeping students in Keene after graduating and how to market Keene to Young professionals. After presenting this at City Hall, many members were in agreement with our findings. We hope that our project sparks change. • R.O.C.K.S program and Re-Use Room Intro to Women's and Gender Studies Spring 2015, Patricia Pedroza Feminist Practices Fall 2017, Patricia Pedroza • Public health club • My main access to this CWLO was through working with MVP. Mentors in Violence Prevention gave me a sense of responsibility and with passion I found it easier to engage with others to help educate my peers. • I was able to lead multiple alternative break trips which focus on complex social justice issues. • I was also heavily involved in the student chapter of Habitat for Humanity. • Habitat for Humanity involvement Jazz class with Patricia • I got to be a part of ADP and travel learning about civic engagement and how to use my voice in the world we live in. • Being part of sigma pi we volunteer often within the community • Activism • Active Minds KSC Pride • Alternative break is a great opportunity to learn more about different cultural, political, social, and environmental issues. Through Alternative Break I was able to learn more and get involved in creating change. • Alternative Break • Something I didn't realize moving to New Hampshire is how politically driven this state is during election season. Because of this I was inspired to become politically engaged and attend as many presidential campaigns I could. I'm very grateful for this opportunity.

	<ul style="list-style-type: none"> • Being at a school during the presidential election and being able to attend their speeches • Residential Life • Student Government
Sociology/ Anthropology/ Criminal Justice Courses (9 comments)	<ul style="list-style-type: none"> • Soc 490- transitions in inequality with Dr. Keller • Political Sociology • Sociology of Consumption • My Social Problems class really helped me grasp a lot of current social problems in society. • Deeply Divided Societies taught by James Waller Human Trafficking in Africa taught by Ashley Greene • Criminology Advanced Criminology • All sociology courses I have taken. • Intro to Sociology, we dove into the culture/issues with homelessness in Keene. We even visited the Hundred Nights Shelter. • In my undergrad, I took globalization in third world countries. I have never had (before or since) I class that has made me think outside my own world view so extensively. I loved it.
Environmental Studies Courses (9 comments)	<ul style="list-style-type: none"> • Global Environmental Change • Global Environmental Change • Global environmental change • Environmental Advocacy • environmental advocacy • Denise Burchsted classes • Principles of Sustainability • Food Health and the Environment taught me so much and made me realize I want to be a vegetarian and help the Earth! • Food Health and the Environment
Public Health Courses (8 comments)	<ul style="list-style-type: none"> • Public Health class • Health Promotion Practice • Health Promotion Practice • Health in Society • Health Promotion Practice • Health in Society • Advanced Drug Treatments (ethics) • Health in society

HIEPs (7 comments)	<ul style="list-style-type: none"> • The Washington Center Internship program • Service Learning Project for Dr. Katherine Tirabassi in "Writing in the World" • Senior Project: Freedom Of Expression Ethics • In my Communications Capstone, we participated in several discussions that were focused on civic engagement. As the class was during the time of the election, we were also given opportunities to engage with political speakers that were coming to campus. • Colab and capstone • I'm student teaching a history class at Keene High and I teach them about how government works • In Feminist Practices, I teamed up with Planned Parenthood to get involved with political activism in the Keene area focused on women's health and reproductive rights.
Other Arts, Education, and Humanities Courses (14 comments)	<ul style="list-style-type: none"> • WGS • Ethics • The II, A Just World • Modern American Literature • Practicum I and II and III • ITW - Social Justice • In my Genocide course, we frequently covered material about genocides in the world. The most eye-opening aspect was that we could look back to genocide events in retrospect and realize what mistakes and smaller events contributed to them, many of which were within our lifetimes and continue to occur all around the world. We learned how to see these events for what they are and watch out for warning signs in the future of similar discrimination and violence. • Dr. James Waller's Comparative Genocide Course • HNRS290:Confronting Evil in Genocide- Community Impact Project • Global Engagement • English 490 • Education theory course focused on a lot of contemporary problems that public schools face. • Dr. William Bendix's The US Presidency Course

Other Sciences, Sustainability, and Health Courses (4 comments)	<ul style="list-style-type: none">• My intro to politics class helped me with civic engagement• My IIPsych class "When Harm Is Done" really helped me to achieve the Civic Engagement CWLO. This class focused on restorative justice, and helped me and my classmates practice having difficult conversations surrounding politics, human rights, and we went to out-of-class experiences as well.• Intro to geography• Intro to geology
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[Appendix E: Themes and comments obtained from, “Please list one or two classes, assignments or outside-of-class experiences that helped you to achieve the Commitment to Well Being CWLO.”](#)

[Click to return to “Experiences that helped...”]

Comment Theme	Student Comments
Public Health Courses (21 comments)	<ul style="list-style-type: none"> • This would have to be all my health science courses that tackled this problem and concerns. • Making a health and wellness grant proposal in my health promotion class • Intro to Nutrition • Health Promotion practice • Health promotion practice • Health in Society Food, Health and The Environment • Health Hazard ID Occupational Safety • Health center Counseling services Great professors who care about their students' well-being • Health and Wellness • Health and wellness • health and wellness • Health and Society • Health and society public health • All of my health-science related courses not only promoted the wellness of others but also of yourself. • Behavior Change • Physical Activity and Health • Meditation Spring 2015 • stress management • health and wellness • wellness theory to practice • Stress Relief (week long summer course)
Extra/Co-curricular, and Out-of-class Experiences (14 comments)	<ul style="list-style-type: none"> • I had a wonderful experience in the Goddess Group Counseling run by Brenda. And it turned my whole perspective. It was more unconventional and that's what I really needed to feel comfortable and safe. • Student Support Network Goddess group in the counseling center • Residential Life • Public health club • Participation at several of the relaxation days held by the Counseling Center and Center for Health & Wellness. Furthermore, opportunities to promote well-being in the residence hall through programming opportunities involving the nine dimensions of wellness (wellness wheel).

	<ul style="list-style-type: none"> • Our students and faculty seem to be on top of the importance of mental and physical health. The counselors that are provided to us are easy to access and I've only had positive experiences with them. The stigmas surrounded by mental health are often discussed on campus and Keene state is always providing outreach for those who are in need. • Tom Bassarear Group Classes at the Keene State Recreational Center; Yoga, Butts Guts and More, Cycling, Pool Counseling Center • I wish I still had time for yoga... • I joined Fencing club to get regular exercise, and I go to the gym. • I have learned about the impact of sugar and carbs on an eating plan. • Being an RA has greatly improved my commitment to well-being, I have learned that it's important to take care of yourself before you can help others. • Being able to overcome Bipolar, which I hadn't been diagnosed with until Freshman year, and manage it throughout college. • I have participated in a lot of self-care at this school, from attending yoga at the recreational center, or participating in the "relaxation day" right before every finals week. These opportunities allowed for self reflection and provided resources for practices that promote well-being. • My time studying abroad in Krakow, Poland
Environmental Studies Courses (6 comments)	<ul style="list-style-type: none"> • Global Environmental Change • Fred Taylor classes • Food, Health and the Environment • Food Health and Environment class I took made me become a more conscious eater for the animals sake and my own health also college gave me clinical anxiety that i now have to take meds for so now I know from helping myself what is more important than an education which is being healthy • Food Health and Environment • Environmental health with Nora Traviss

Other SSH Courses (11 comments)	<ul style="list-style-type: none"> • Positive Psychology • One course I took was Neuropsychology of Meditation which taught us how to practice mindfulness and how it benefits our overall well-being. It was also a great experience because we could take what we learned in class and use it in our own lives. • Nursing clinicals exposed me to different issues that impact health and wellness • Lifespan Psychology • Introduction to Coaching. • All of the sociology courses I have taken. • Any sociology (sociology now) or American studies course • Education and geography are all about this and looking at critical issues in our classrooms, communities, and the world. After the school shooting in Florida I spent an entire class period talking to my students about it and to let them know about health and wellness and how to advocate for themselves. • Information Environment (IIINFO-110) • MGT-451-02-SP118 • Exercise Testing and Programing
Other AEH Courses (5 comments)	<ul style="list-style-type: none"> • Women and education • Public Speaking • My Feminist Practices class involved a lot of information about self-care through a feminist lens. • Feminist Practices • As a teacher, we learn to teach the whole child. Not just our subject. This is a commitment to the well-being of our students but also of ourselves