



Wisdom to make a difference.

Office of Institutional Research and Assessment

Findings from 2019 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. In Spring 2019, 93% of the 617 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.

Table of Contents

Key Findings.....	3
Detailed Findings.....	4
Overall Satisfaction with KSC Education.....	4
High-Impact Educational Practices.....	6
Course Scheduling.....	8
Perceived Changes in Class Size.....	8
Perceived Accuracy of KSC’s Mission Statement.....	10
Internship Participation.....	10
Employment of Graduates.....	12
College-Wide Learning Outcome Awareness and Achievement.....	13
Familiarity with CWLOs.....	13
Experiences that Helped Students Achieve CWLOs.....	14
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.”.....	16
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.”.....	23
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.”.....	29
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.”.....	35
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.”.....	40

KEY FINDINGS

Note: Paragraph Headings link to corresponding sections of report.

- [Overall Satisfaction](#). 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, and that overall, they were satisfied with their KSC education. Slightly fewer (78%) agreed or strongly agreed that they would recommend KSC to friends or sibling (down from 80% in 2018), and that KSC provided the support needed to thrive socially (71%--down from 78% in 2018).
- [High-Impact Educational Practices](#). Nearly nine of 10 (86%) graduates participated in at least one high impact educational practice (HIEP), and 72% participated in two (up from 60% in 2018). Practices most frequently reported include senior seminar/capstone course (61%), internship, cooperative education, or practicum (46%), and community service (35%).
- [Employment](#). Relatively few graduates reported either full-time (15%) or part-time (20%) employment. However, findings from the most recent Alumni Survey (Class of 2018) indicate that nearly all (90%) are likely to obtain employment within one year of graduation.
- [Perceived Accuracy of KSC's Mission Statement](#). When presented with the full KSC Mission Statement, 78% agreed or strongly agreed that the statement reflects the character of the college.
- [Course Scheduling Ease](#). Over half (56%) indicated that it was easy or very easy to get into courses required for one's major, but fewer indicated that courses required for the ISP (47%), or those offered during convenient times (37%) were easily obtained. Approximately 20% reported that it was difficult or very difficult to schedule courses in one's major or ISP courses, and a third indicated that it was difficult or very difficult to schedule courses offered during times that work for them.
- [Perceived Changes in Class Size](#). When asked if they noticed changes in class sizes throughout their KSC enrollment, 48% of graduates indicated that they had not changed in size and 44% indicated they had become smaller or much smaller. Only 8% indicated that they had become larger.
- [Internships Taken for KSC Credit](#). Over a third of graduates (37%) completed at least one credit-earning internship.
- [College-Wide Learning Outcome \(CWLO\) Familiarity](#). Over half (52%) indicated that they had never heard of the CWLOs, but fewer graduates selected this choice in 2019 than in 2018 (62%). Moreover, the combined percentage of students reporting some familiarity with the CWLOs increased from 38% in 2018 to 48% in 2019. However, the percentage who reported that they had achieved one or more CWLOs remains very small. Five percent did so in 2018, and 6% did in 2019.

DETAILED FINDINGS

Overall Satisfaction with KSC Education

The 2019 survey contained nine global measures of satisfaction with a KSC education; six used in prior versions of the survey and three used for the first time. Among the group used previously, 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, and that overall, they were satisfied with their KSC education (Table 1). Each of these findings is consistent with findings from previous graduating classes.

Among the new items, over 80% agreed or strongly agreed that KSC professors encourage free discussion, inquiry, and expression (86%). Far fewer agreed or strongly agreed that KSC professors evaluate student performance solely on an academic basis (67%) and that Student government adequately addresses the issues and needs of students (40%). However, for both of these items, the most common response was “Neutral.” Only 10% disagreed or strongly disagreed with the grading statement, and 20% disagreed with the student government statement.

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

Statement	% Agree or Strongly Agree	<i>n</i>*
I have felt welcome at KSC.	87%	573
My academic program has challenged me to do my very best work.	84%	573
KSC has provided the assistance I need to succeed academically.	84%	571
KSC professors encourage free discussion, inquiry, and expression.	86%	572
KSC professors evaluate student performance solely on an academic basis.	67%	570
KSC has provided the support I need to thrive socially.	71%	570
Student government adequately addresses the issues and needs of students.	40%	565
I would recommend KSC to friends or siblings as a good place to go to college.	78%	568
Overall, I am satisfied with my Keene State College education.	86%	568

*Number of participants responding to item.

High-Impact Educational Practices

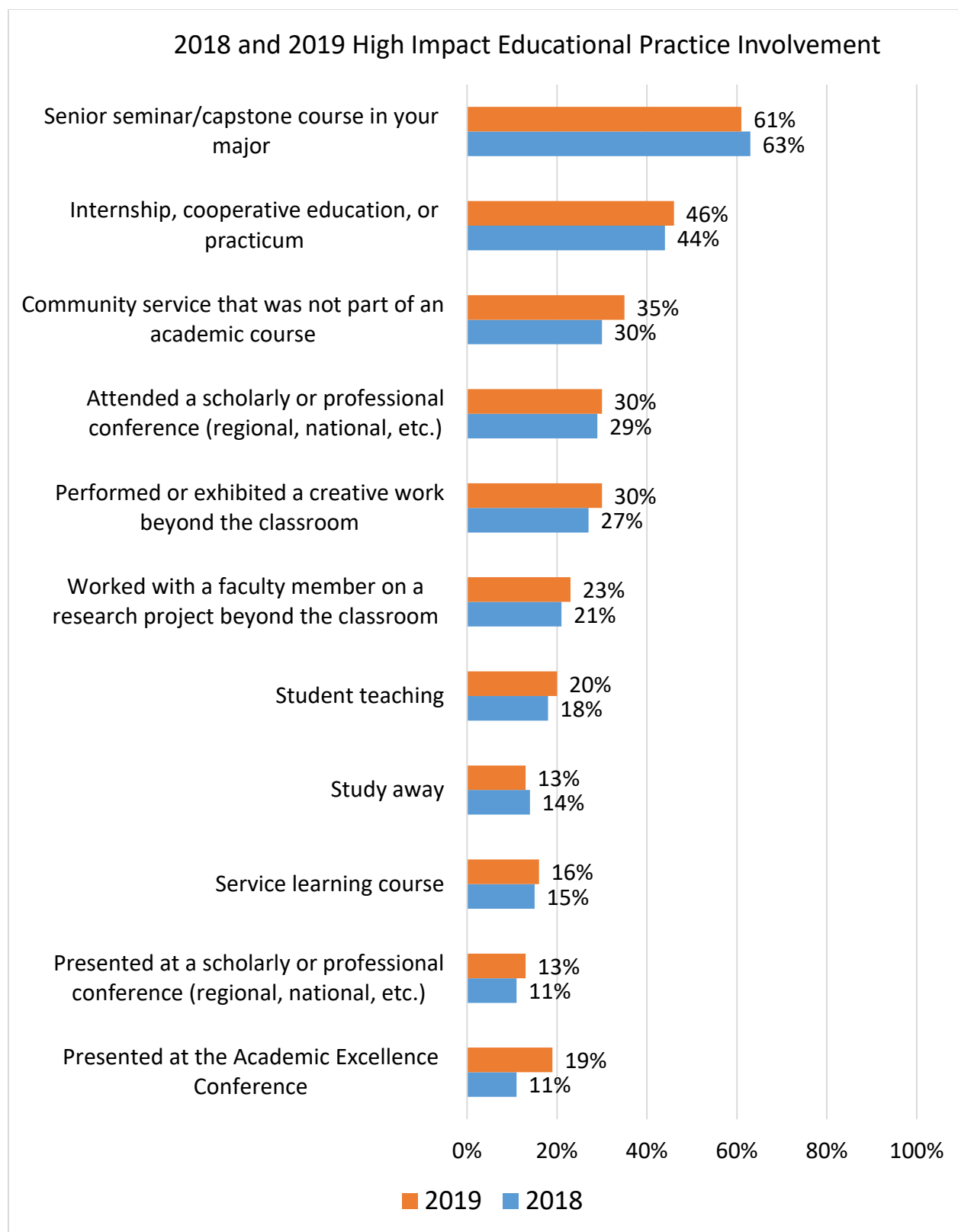
Research by Kuh (2008) and others found that participating in high-impact educational practices (HIEPs) enhances student engagement, retention, and academic success. Specific examples of HIEPs include undergraduate research, global learning, internships, and service learning experiences. The Graduating 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 (72%--up from 60% in 2018) met this goal; 86% participated in at least one HIEP.

Practices most frequently reported include senior seminar/capstone course (61%), and internship, cooperative education, or practicum (46%) (Figure 1). Practices reported by fewer than 20% of the sample included presenting at the Academic Excellence Conference, presenting at an external conference, study away, and enrolling in a service learning course.

With the exception of slight declines for capstone courses and study away, participation in each HIEP increased between 2018 to 2019. Practice involvement percentages with the greatest increases include participating in the AEC (11% to 19%) and community service outside of a class (30% to 35%). This year's increases are particularly noteworthy because each of the 2018 percentages lagged behind those from 2017

HIEP participation was not associated with measures of overall satisfaction with KSC or with employment or acceptance into a graduate program at the time of graduation.

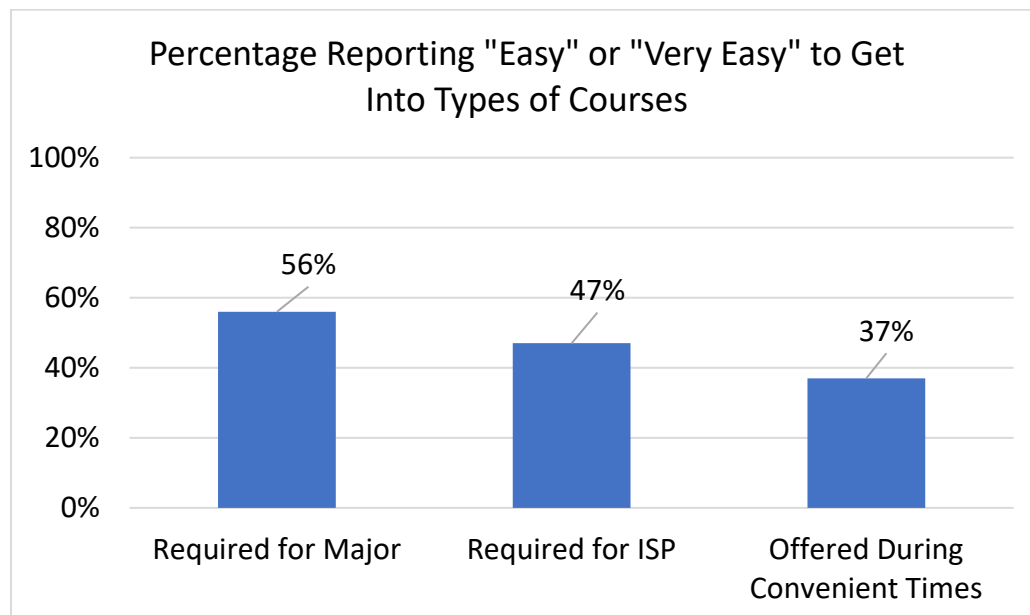
Figure 1



Course Scheduling

This year a set of questions was added to assess student perceptions about the ease of obtaining desired courses. (Figure 2).

Figure 2



Perceived Changes in Class Size

Two items added to the survey in 2019 assessed student perceptions about changes in the size of their classes during their time at KSC. The first asked students if they believe their classes have become smaller, larger, or if they have not changed. Nearly half (48%) indicated that they had not changed in size and 44% indicated they had become smaller or much smaller (Figure 3).

The second item asked graduates to indicate how much any noticeable changes in class size affected their ability to learn course content. Nearly half (48%) said that it had no effect and another 36% reported that it had only a slight effect (Figure 4). Only 14% reported a moderate to large impact on course content learning.

Figure 3

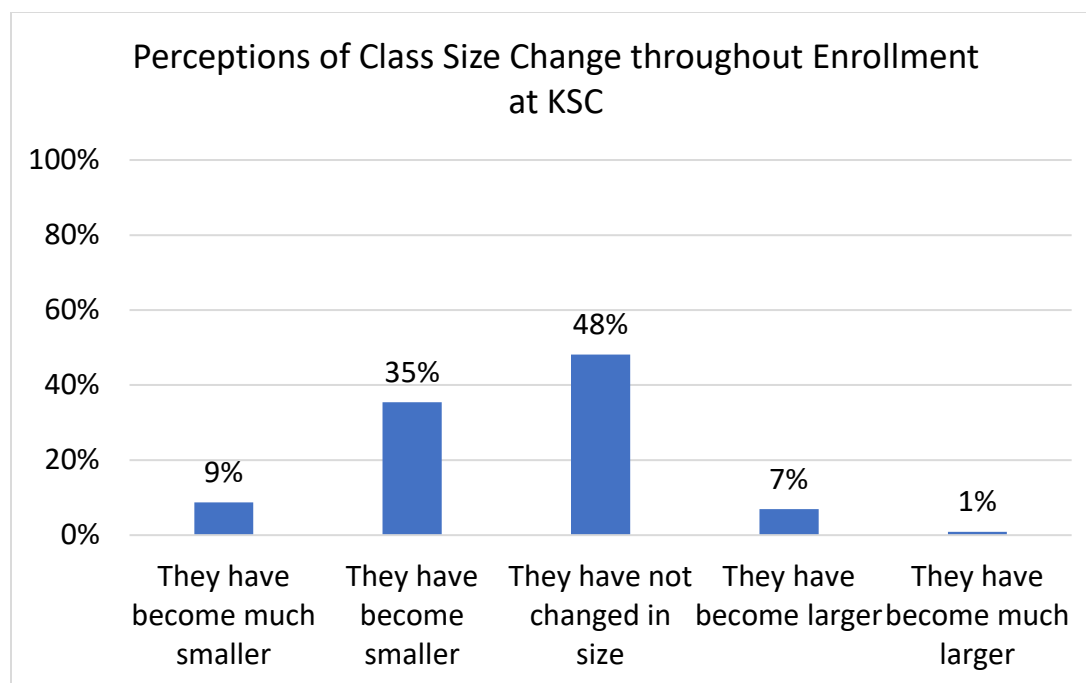
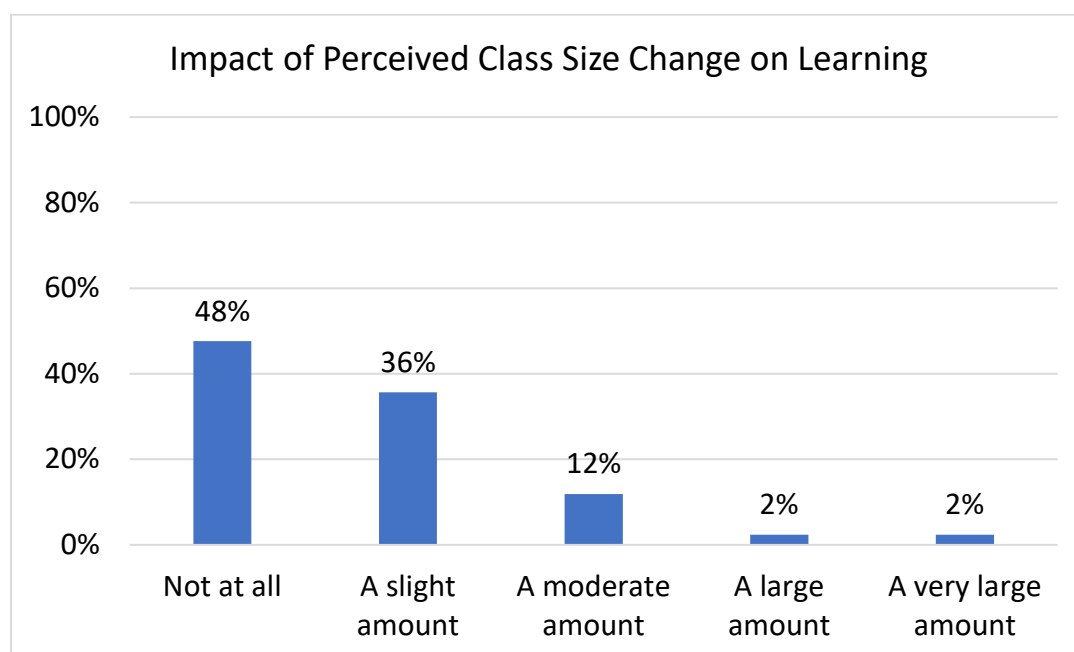


Figure 4

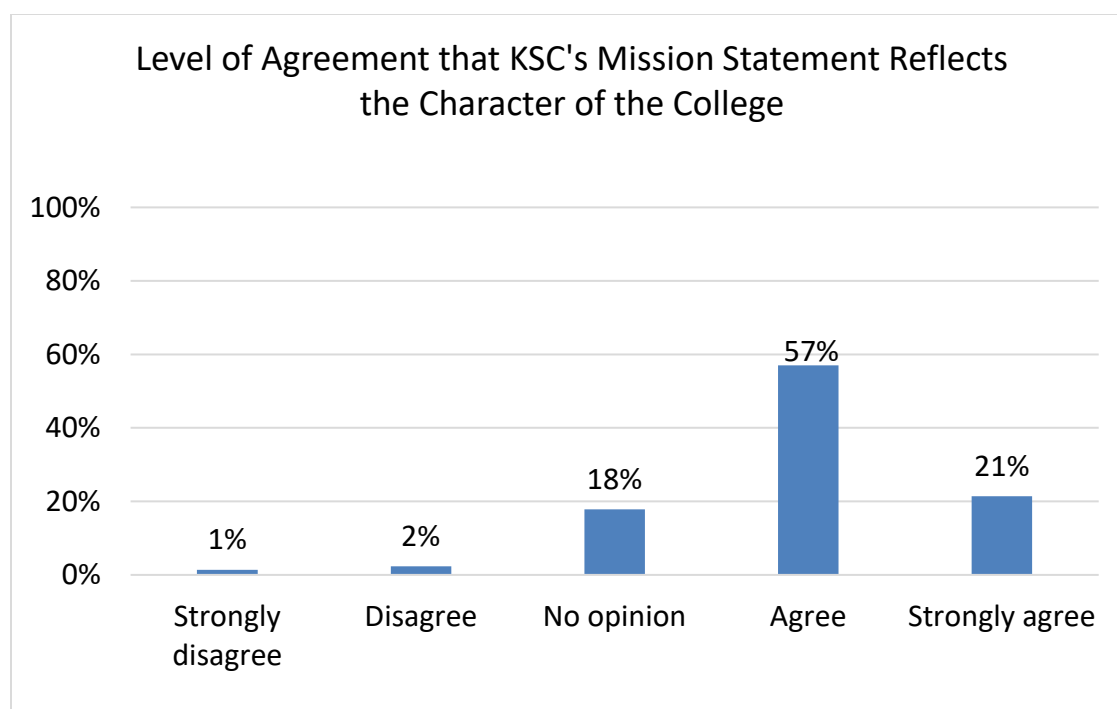


Perceived Accuracy of KSC's Mission Statement

As part of the College's preparation for its NECHE Accreditation Self-Study two new survey items assessed graduates' perceptions of the College's mission statement. The first item presented the full mission statement and asked graduates to indicate whether they agreed or disagreed that the statement reflected the character of the college. Nearly 80% agreed or strongly agreed, and only 3% disagreed or strongly disagreed (Figure 5).

The second question asked graduates who responded with disagreement to explain why the mission does not accurately reflect the College's character. Only 17 of the 617 2019 graduates provided responses to this question. Common to most responses was the perception that fellow students and faculty were not sufficiently committed to the College (e.g., "I have met few students who actually care about their school. Most professors don't care either," and "I feel that most of the teachers and student here don't care about their own work and vice versa.").

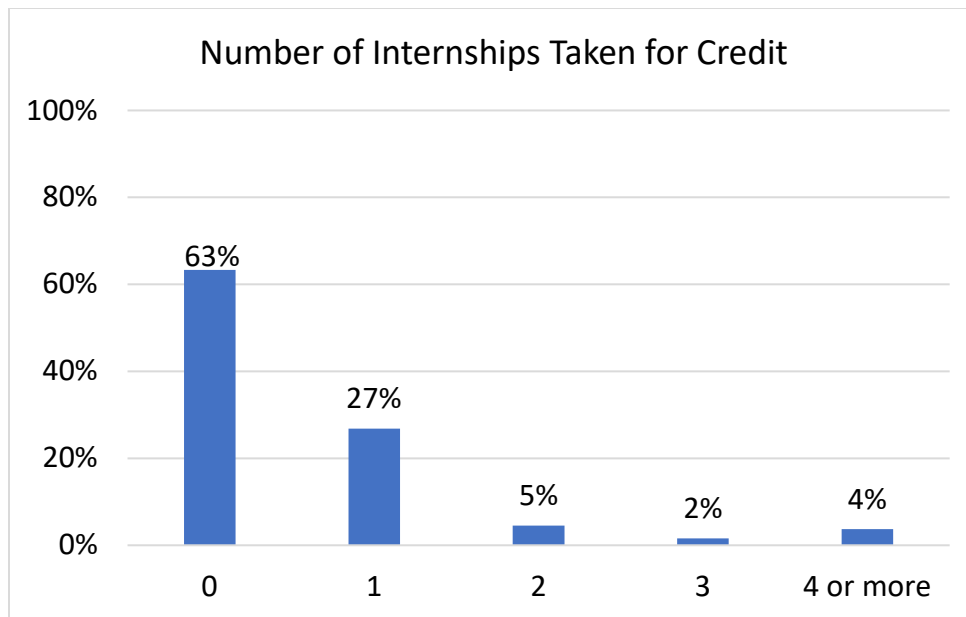
Figure 5



Internship Participation

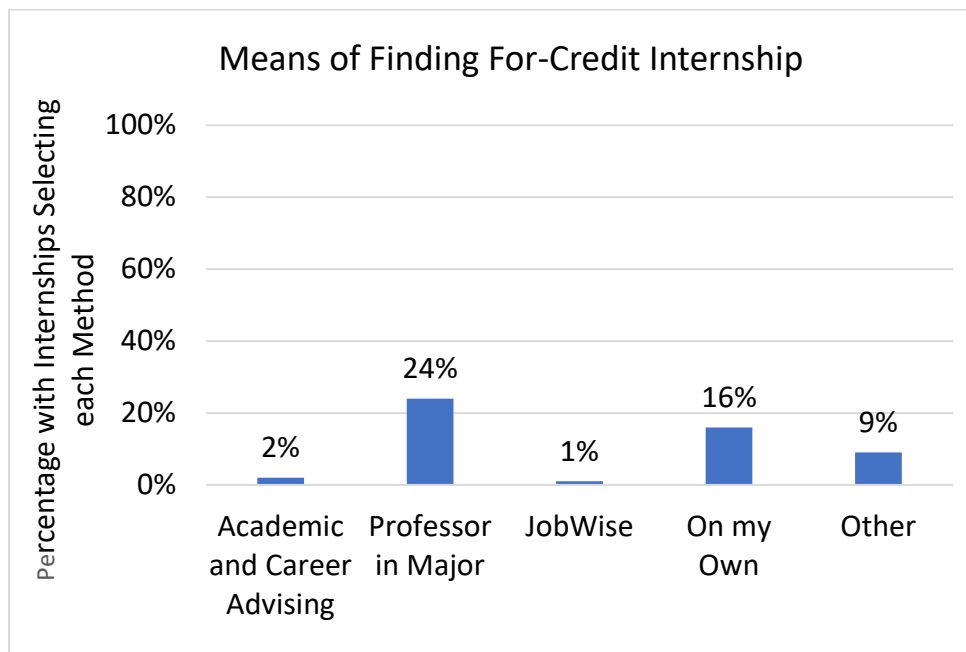
Although the set of items assessing participation in high-impact educational practices summarized in Figure 1 included a question that asked graduates if they had completed an internship or practicum, this question did not specify whether the experience was done for credit as a component of KSC's curriculum or if it was an activity students did on their own. Further, it did not ask how many internships students completed. To provide additional insight into this activity, the 2019 survey asked students how many internships they completed for credit. Although 46% of students reported that they completed at least one internship, cooperative education experience or practicum, only 37% reported completing at least one internship taken for credit (Figure 6). Of these the most common number of internships was one.

Figure 6



Graduates who reported completing at least one internship for credit were asked to indicate whether or not they used each of a list of possible means of finding the internship (Figure 7). Methods most commonly reported included a professor in one's major (24%), finding the internship on one's own (16%), and "Other" (9%). Common "Other" responses included student teaching and a job fair.

Figure 7

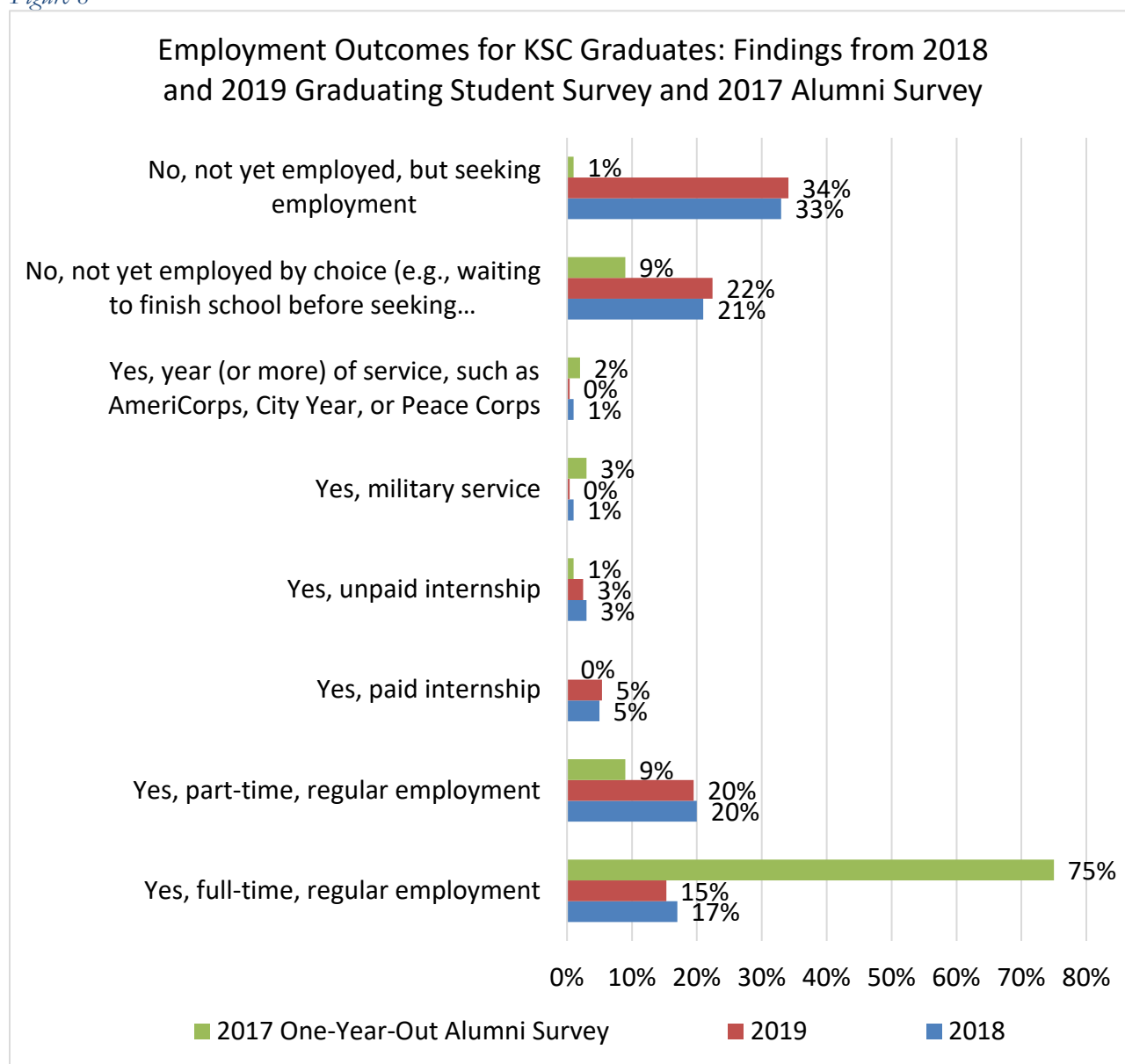


Employment of Graduates

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 2018 and 2019 Graduating Student Surveys included the same set of employment questions used in the Alumni Survey.

Figure 8 compares employment responses obtained from 2018 and 2019 graduates with those obtained one year after graduation from the 2017 Alumni Survey. Relatively few of the past two groups of graduates reported full-time or part-time employment upon graduation, but 90% of the Class of 2017 reported employment one year following their graduation.

Figure 8



College-Wide Learning Outcome Awareness and Achievement

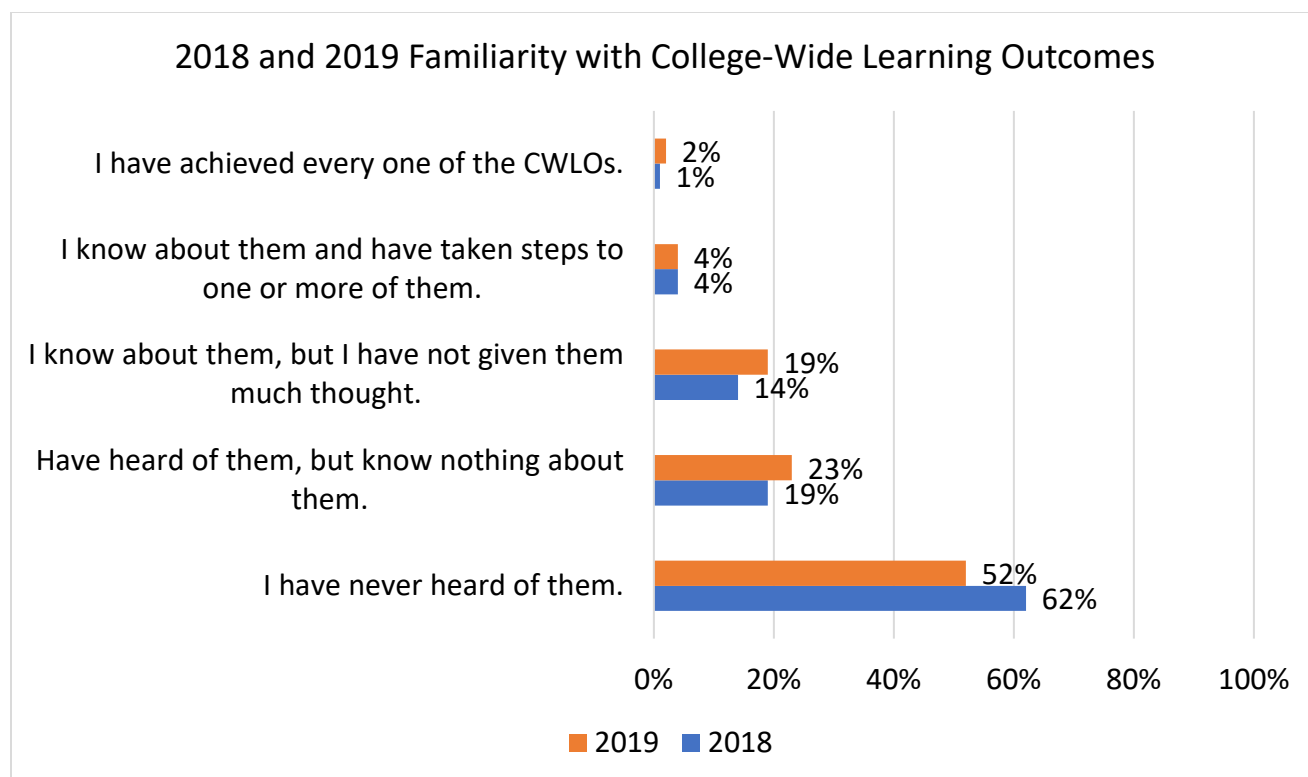
As specified in the KSC website, “Regardless of major, by the time Keene State College students complete their undergraduate experience they develop critical thinking, creative inquiry, intercultural competence, civic engagement, and commitment to well-being that will serve them as active citizens and 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 2019’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 and were also included in the 2019 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

Figure 9 compares responses to the global familiarity item made by the 2018 and 2019 graduating classes. During both years, the most common response was “I have never heard of them.”, but fewer graduates selected this choice in 2019 (52%) than in 2018 (62%). In addition, the combined percentage of students who reported some familiarity with the CWLOs increased from 38% in 2018 to 48% in 2019. However, the percentage who reported that they had achieved one or more CWLOs remains very small. Five percent did so in 2018, and 6% did in 2019.

Figure 9



Experiences that Helped Students Achieve CWLOs

For each CWLO, the survey asked graduates, “Please list one or two classes, assignments, or 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.” Consistent with the findings from the familiarity item, greater familiarity with the CWLOs was also evident from the responses to these items. In 2019 between 57 (Commitment to Well Being) and 91 (Critical Thinking) of 706 (8%-13%) survey respondents provided examples of ways they achieved CWLOs. In 2018, however, between 102 (Well Being) and 159 (Critical Thinking) of 617 (17%-26%) did so.

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. Over 150 students provided a response to this item. With 56 responses, the largest category of responses by far was high-impact educational practices. Commonly cited examples of these included capstone courses, independent research projects, and internships. Other common response categories included courses offered by KSC’s Department of Sociology/Anthropology/Criminal Justice (21 comments), and courses offered by KSC’s Department of Communication and Philosophy (16 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. One-hundred-twenty graduates provided examples of experiences that enabled them to achieve this outcome. Once again, the largest category was HIEPs such as capstone courses and independent studies (48 comments). Other major response themes included Art Department courses (15 comments), and writing courses and experiences (14 comments). [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. Over 110 graduates provided examples of experiences that enabled them to achieve this outcome. Common themes for the outcome include courses offered by KSC's Education Department (9 comments), courses offered by KSC's Department of Sociology/Anthropology/Criminal Justice (7 comments), and courses offered by KSC's Department of Women and Gender Studies (14 comments). [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. One-hundred-twenty graduates provided examples for this CWLO. The most common theme for this CWLO was courses offered by KSC's Department of Environmental Studies (24 comments), courses offered by KSC's Department of Sociology/Anthropology/Criminal Justice (23 comments), and extra/co-curricular experiences and campus events (16 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. Over 100 graduates provided responses for this CWLO. The largest response themes for this outcome consisted of courses offered by KSC's Department of Public Health (28 comments), extra/co-curricular experiences and out-of-class experiences (12 comments), and HIEPs. [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
High-Impact Educational Practices (56 comments)	<ul style="list-style-type: none"> • Working with evidence-based research • Undergraduate research • Trip to DC • Theatre Capstone • student teaching and practicums • Strategic Management- capstone project • Senior Sociology Capstone: Ethnic Relations • Senior project, Sex Gender Justice • Senior Project- The Rhetoric is Consumerism • Senior capstone, theory of comm and rhetoric, • Senior capstone, design 4 • Seminar river research project and macroinvertebrate study • Safety Capstone- we were hands on with UNFI which helped us understand a real life, practical industry setting. • student teaching • public speaking internship • Public health capstone • Practicum: Population Health Class -- Internship has allowed me to critically think and to complete projects on my own outside of the classroom. • my practicum seminar. • My travel course with the Morris-August Honors Program • My strategic management capstone • my advertising and promotion final project. • My senior capstone with professor Siebert • My senior capstone for communications Rhetoric in Consumerism, and my senior capstone for psychology about consciousness. • My Math Capstone • Working in practicum I have had to figure out how to program and explain exercises to people who are not athletes and do not have the knowledge I consider to be obvious. • my internship at Keene Montessori School • My capstone project challenged me to ask real world questions and get out into the field • My capstone paper and my internship experience both for credit and not for credit. • MGT capstone • Links program

- Internship
- Internship course
- In my student teaching seminar, we discussed law and ethics. We had a small group assignment to look at different situations through different "lenses" and change the outcome.
- I would say the biggest one was my capstone project where we had planned to do a study on the effects of road salt on water quality. Part of the way through the study my partner and I learned that the equipment the ENST department said they had for our project had gone missing. Essentially, we had to problem solve our way to an entirely different method of collecting the data we needed. In the end it all worked out but that involved lots of looking at evidence, compiling our findings, and defending our findings in front of many people with lots of questions during our presentation.
- Honors senior seminar- Landscape and Fictions
- Honors senior capstone class - I wrote a paper on some misconceptions of jazz history, and how they affect the music industry and may even create a glass ceiling as they continue to perpetuate myths that limit the way we can describe the music. In doing my research for this, I was challenged to analyze the way jazz music is described in literature, as well as how I have experienced the racialization on jazz in my own study of music. Jazz music is an incredibly complex subject, so my research had to consider many different perspectives, and how the social and political climate of the time of publishing could have had an effect on the way the music was described.
- Honor's Program capstone
- HGS seminar
- Health science capstone
- Health promotion project
- Focus group in behavior change
- Health Promotion Program: Leflourish Mississippi Public Health Capstone
- Geography Junior Seminar
- Geography Senior Seminar, GIS
- Public Health Capstone with Dr. Hickey.
- independent study
- EDUC 211 final project
- DC Management Project Facilitate a Focus Group
- Community Health Practicum
- Classroom discussions helped to engage my critical thinking
- Capstone, Industrial Hygiene
- Capstone paper for both sociology and criminal justice
- Capstone experience

	<ul style="list-style-type: none"> • Capstone & Critical Incident Response • art critiques in the art department classes • 1.Countless hours during every possible weather condition known to the Earth of standing at road cuts and outcrops being asked what we were looking at, how it fits into the location, when it got there, how it got there and why that is important. HOURS 2. Nearly countless hours spent taking lab exams sometimes in the field. Every question required critical thinking. • AEC personal presentation • We typically have debates in class about different topics in different classes. The ENST program has many debates • Trends and theories- the Secondary Education "capstone" class helped me achieve the Critical Thinking CWLO.
Sociology/ Anthropology/ Criminal Justice Courses (21 comments)	<ul style="list-style-type: none"> • Culture of Northern Plains Indians with Jack Bouley • The Human Cultural Mosaic • Sociological Quantitative Analysis • Sociological Theory • Social Problems let you chose your side on a social problem and write about it. • Social problems • social problems • Social Problems • Sociology of the Holocaust • Homelessness in NH & US • Social Justice • Qualitative and Quantitative Methods • Sociological Theory • Race, Crime, and the Media • my research methods class with Carolyn Keller • My forensic anthropology class taught me quite a bit about analyzing complex problems. • Intro to sociology • Forensic Science • Criminal Justice • Archaeology of the Americas ITW • Any class that talks about restorative justice.

<p>Communication and Philosophy Courses (16 comments)</p>	<ul style="list-style-type: none"> ● rhetoric & aesthetics ● Rhetorical Criticism ● Rhetorical criticism with Dr. Davisson ● Philosophy of Law and Logical Argumentation. ● The ideal of the apocalypse, ● My Persuasion class with Professor Nigel Malcolm was very engaging and made me want to participate in class. ● Ethics ● Ethics with Liz Pacilio: I am currently in this course and love it. Liz is enthusiastic and has really forced me to reevaluate my decisions and life choices through the lens of ethics. ● My ethics class is one that has taught me to analyze complex problems and it has made me consider a multitude of perspectives. ● Ethics, ● Ethics ● COMM 490-Advanced Special Topics ● PHILL 360-Aesthetics ● Quantitative and qualitative research ● sex gender and justice ● Theory comm
<p>Health and Nutrition Courses (11 comments)</p>	<ul style="list-style-type: none"> ● Food, Health and Environment ● Food, Health and Environment ● Food Health and Environment, ● Exercise testing and programming, kinesiology ● Health Promotion ● Nutrition ● endocrine disruption ● Epidemiology ● Health in Society ● Behavior change project Health promotion simulation project ● Behavior Change Nutrition Through the Lifespan
<p>Education Courses (9 comments)</p>	<ul style="list-style-type: none"> ● EDUC 432 Theories and Trends ● Methods 1 and 2 ● Methods 1 and 2 ● Methods NCLB ● Educational Theories and Trends with Dr. Cuper (Secondary Education) ● Elementary Education Methods I and II ● EDSP 202 ● Each education class has students consider multiple perspectives. ● Science courses provide opportunity to evaluate evidence, defend

	<p>positions and analyze complex problems.</p> <ul style="list-style-type: none"> • All elementary education classes.
ITW and other Writing Courses (9 comments)	<ul style="list-style-type: none"> • Thinking and writing ITW • Thinking and Writing • My ITW I had to take freshman year made us really evaluate things from all points of view. • ITW, • ITW Paper • ITW Forgiveness and Reconciliation • ITW - Fall 2014 - Thinking and Writing, with Jack Bouley • ITW Reasoning & Proofs • ITW research paper
Other ISP Courses (9 comments)	<ul style="list-style-type: none"> • A Just World was a great class where we often debated current and past issues going on in the country and the world as a whole. The activism project allowed us to do community service with an organization we were interested in outside of class. It was taught by Betsy Dubois who was clearly passionate about the course content and loved to have conversations with her students about what was going on in the world. • A Just World class discussions and interview project • A just world and methods 1 & 2 • A Just World • IQL -Matter and energy in the environment • IQL Economic Statistic class has expanded my critical thinking in a way like never before. I had never been familiar with economic statistics before. I had to critically think of the problems that I was given and the formulas to use. I had never been to strong in math, this class had surprised me. I had understood and had performed this IQL class with my best work. • IIPHYS399 Data Analysis for Scientists • Data Analysis for the Sciences and Plant Biology were two classes that challenged me to solve complex problems and evaluate evidence, thoroughly. • Data analysis for scientists
Psychology Courses (9 comments)	<ul style="list-style-type: none"> • Neurodevelopmental Disorders with Karen Jennings • Neurodevelopment disorders • Neurodevelopmental Disorder • Neurocognitive Science • In my psych research methods course, our final project required a lot of critical thinking to make sure the research was extensive enough. • In my eco psychology course, we had many class discussions in which critical thinking was used to share ideas

	<ul style="list-style-type: none"> • Culture & Psychology • Abnormal Psychology • Cognitive Processes
Extra/Co-Curricular Activities (9 comments)	<ul style="list-style-type: none"> • The Equinox • The Alternative Break program made me feel like my community service made a difference • Study abroad • Student Government • Resident Assistant • Films that were presented by the public health department and Health and Society class. • Habitat for Humanity • my participation in the Humanitarian Affairs Asia Peace Summit of Emerging Leaders. • Courageous Conversations was a good use of this.
Women and Gender Studies Courses and Related Courses from other Departments (6 comments)	<ul style="list-style-type: none"> • Women in Cinema • Women and Gender Studies • Women and Gender Studies Creative Writing • Women and Education and Feminist Practices • Women and Education Social Problems • Intro to Women's and Gender Studies
Other Sciences, Sustainability, and Health Courses (30 comments)	<ul style="list-style-type: none"> • Biology Genetics with Dr. Launen • Genetics • Barely Tolerating Yourself with Dr. Strong • all of my biology courses. • Data Analysis for the Sciences and Plant Biology were two classes that challenged me to solve complex problems and evaluate evidence, thoroughly. • Environmental Governance • Environmental Law and Regulation. • Environmental Ethics Senior Seminar • Env Law and Reg • Global Environment Change • Management information systems • CS classes. The whole point of Computer Science is to solve problems, and the beauty of it is there's a myriad of different ways to achieve that. Any of my coding classes are testaments to this: Internet Programming, Web Design, even the base, intro-level classes. • Definitely Data Structures Mobile Computing Internet Programming and AI and Robotics • 2018 southwest geography field course with Sasha Davis. • Geography

	<ul style="list-style-type: none"> • Math Reasoning and Proof, • Number Theory • Calculus II • Algebra k-8 • statistics 101 • Product Design 1 2 3 • pd2 • materials • Manufacturing Enterprise • Inorganic Chemistry with Dr. Anderson (Chemistry) • Experimental Design and Analysis Seminar • earth systems science • Architecture studio classes • Intro to Macroeconomics • My research methods class • woodworking 101
Other Arts, Education, and Culture Courses (20 comments)	<ul style="list-style-type: none"> • Writing editorials for a journalism class • Television Journalism • multimedia journalism • media campaigns • United States Politics • Film Theory • Research in choreography • Human Trafficking Across the Globe • Genocide • Human Rights in Latin America • Holocaust and Film and the Holocaust • History of Sexuality • Keystone in Political Science • rethinking the Holocaust • the Holocaust • Spanish Literature with Dr. Giovanni • English 315 - The Novel - with Dr. Anna Schur English 215 • Literary Analysis - with Dr. Mark Long • Design Center with Randall Hoyt. • Civil War Research -Riots, Rebellions and Revolutions

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 (48 comments)</p>	<ul style="list-style-type: none"> • Within my practicum one class, I had to conduct a learning experience plan that falls under the creative expression of the early learning standards. I had decided to use the Author Eric Carle, as my inspiration. I had studied him and shared him with the children. The children painted, texturized, cut, sketched and glued their artwork on the paper. The children were artists inspired by Eric Carle. The children's art work had been demonstrated in the art gallery at KSC. It was such an accomplishment for not only myself but for the children at the CDC. • We are doing experiments and writing official studies in our experimental design class which I think will be eligible for publication. • Undergraduate Research Grants that were presented at Academic Excellence • Trends and theories- the Secondary Education "capstone" class helped me achieve the Creative Inquiry CWLO. • The findings from the capstone for my Environmental Studies Major presented useful information for the NH Department of Transportation in their continuing studies of the effects of road salt on roadside vegetation. These findings will further the mitigation of these issues and hopefully lead to an alternative to the use of road salt. • Study Away • Student research through NH-INBRE, multiple research conferences, ISURF research fellowship • Senior Seminar Geography • Senior capstone • Senior Project • Physics independent study of Binary Stars (Phys 498) • Research Experience Presented at AEC • senior project • Public Health Capstone • Public Health Capstone • Public health capstone • Presenting in the AEC • participating in all of the productions the TAD department has put on the past 4 years here. • Practicum 1 • National Society of Leadership and Success • My independent studies with Leaf Seligman and Dr. Nancy Peck. • My final software engineering project fits this perfectly.

- My capstone class.
- My American Masculinities course challenged me to create a research project where I would interview men and analyze the data that I found.
- My 2 independent research studies: “Hope in Survivors of Domestic Violence” (fall 2018) and “Neurodevelopmental Impacts of Psychological Trauma” (spring 2019).
- MIS group project
- senior seminar
- presenting [ITW] paper my freshmen year
- Internship portfolio
- Internship course
- Independent study that I'm working on right now.
- Independent study Population and community ecology
- Independent research in the Whittemore lab
- I received the Surf Grant
- I partnered with another writing tutor to do research pertaining to our Center for Writing. We then created a poster with data and talking points and presented at a poster session for the 2018 New England Writing Center Conference.
- I assisted Dr. Hucks and Dr. Sturtz on their research project in the Fall of 2018.
- focus group behavior change
- practicum
- Final Project for Math Capstone that was presented at a scholarly conference.
- Computer Science Research Paper - I worked with a few other students and one professor, Shari Bemis of the Computer Science Department, to complete a research paper on the inclusion of computer science education in modern liberal arts curriculums titled "Computer Programming in the Liberal Arts - Defending Computer Programming; a Necessity in College Curriculum". The paper was presented at the Academic Excellence Conference in 2018, and it was submitted for review to several computer science journals.
- Capstone,
- Capstone
- Capstone
- Software Engineering Project
- My independent study on coastal sedimentology and storm processes is the first that comes out mind. It was just me, three Nor-Easter storms and spring break 2018. Under the guidance of Dr. Bill, I was able to obtain some extremely important data which has been requested by the geological and science community. I did something important which provides for the community at large. The second was actually in my, "Living in a Just World", class. I participated in the

	<p>Plymouth Indigenous People's Day of Mourning for my semester long project. Without getting into too much detail, I can tell you I would not have participated if it had not been for this class. I am grateful, (beyond the capacity to adequately express), for this opportunity for many personal reasons.</p> <ul style="list-style-type: none"> • Senior Seminar -Poetry Club • Safety Capstone - Law and Ethics in Safety
<p>Art Department Courses (15 comments)</p>	<ul style="list-style-type: none"> • Sculpture • Portfolio Illustration • My drawing 1 class was amazing • as is my ceramics class that I am currently taking • intro to drawing • intro to design • In my printmaking class, I learned to make art into something other people want to wear, and I learned to express myself in that way. • final papers, LEPs • Drawing 1 • Ceramics and drawing • Ceramics 1 • Ceramics • All 3 ceramics courses • Art classes. • ART 462 Illustration
<p>Writing Courses and Experiences (14 comments)</p>	<ul style="list-style-type: none"> • Thinking and Writing with Dr. Porter-Utley (BEST LLC ITW, Fall 2015) • Creative writing • Screenwriting • My Creative Writing class was one that contributed to my growth in self-expression. • ITW research paper on learning styles in the classroom • ITW Paper • ITW • in the ITW forgives and reconciliation we researched for a 20-page paper on a topic of our choice based off of the class curriculum • Writing courses • In Creative Writing I had the chance to work on something I was passionate about as part of the class. It gave me a chance to expand my writing ability. • English 315 - The Novel - with Dr. Anna Schur • Creative writing with Michael Antonucci • Creative Writing • Writing and Research

	<ul style="list-style-type: none"> • writing for the media
Film Courses (9 comments)	<ul style="list-style-type: none"> • The films which I wrote and directed while here allowed me great freedom to explore my creativity. • In one of my freshman year film courses, I got to create a piece of work with a partner that demonstrated the different character archetypes in a unique way. • I took a film class for the honors program that was okay... I am not sure if I really took any other creative courses. • Film history [was] also [very fun]. [It and History of Jazz] gave me good exposure to media I wouldn't have otherwise viewed alone • Film Theory Gothic and Horror Film - York St John course • Film Production Capstone I • Film Production Capstone II • Fall 2015 - Intro to Digital Film Production with Ted White • Apocalypse cinema.
Environmental Studies Courses (7 comments)	<ul style="list-style-type: none"> • environmental research methods • Matter and Energy in the Environment • Ecology of a Changing Planet • Sustainability • sustainability • Principles of Sustainability • Global Environmental Change
Extra/Co-curricular Experiences (7 comments)	<ul style="list-style-type: none"> • Working with PRIDE • The Equinox • the equinox • Orientation Week • My TEDx Talk. Except it had nothing to do with KSC and I did all that work on my own. • CFON, MVP • KSCTV
Other Sciences, Sustainability, and Health Courses (42 comments)	<ul style="list-style-type: none"> • White collar crime • Computational Science with Dr. McGregor (Physics II, Fall 2017) • Quantitative Analysis with Dr. Kraly (Chemistry, Fall 2017) • The whole mathematics degree incorporates this outcome. • Social Problems • Environmental Geography • Political Geography • Design 1. Learning about different locations for building and planning. • design 4 • Sedimentology and Stratigraphy (Geo 306) • Research Methods.

	<ul style="list-style-type: none"> • Research Methods • Neurocognitive Science • Psychological statistics • In organizational theory and behavior, we would research and write white papers • Human Psychophysiology with Harlan Fichtenholtz • experimental design and analysis • Health in society • Health and Wellness • Addiction Theory • Health in Society • Medical Nutrition Therapy • Epidemiology • endocrine disruption and advance special topics • anatomy • Plant biology • Microbial diversity • Animal Behavior • Product Design I • Product Design II • Product Design III • My Web Design course really allowed me to be creative • AI and Robotics Course • Advanced Software Development • Modular Wood Design • Linear Algebra • Ethnographic Research Methods • Data Analysis for the Sciences • Culture of Consumerism • Modular Wood Design • II The Other Side of Possible with Dr. Porter-Utley (BEST LLC II, Spring 2016) • IQL
Other Arts, Education, and Culture Courses (33 comments)	<ul style="list-style-type: none"> • The Holocaust • philosophy of the Holocaust • Rethinking the Holocaust • History of Economic Thought • HIST-495: Civil War Research • Civil war research, methods • Civil War Research • multimedia journalism

	<ul style="list-style-type: none"> • Teaching music to children and board game design • Student teaching. • Methods I and II • Elementary Education Methods I and II • Methods and Student Teaching • Methods 1 and 2 • Methods NCLB • History course • rhetorical criticism with Amber Davisson!! • strategic digital communication • Rethinking the Holocaust • Rethinking the Holocaust • Quantitative and qualitative methods • Quantitative and qualitative methods • Public speaking • Politics of multiculturalism, comm 472 • piano class • Panpipes- a great class that was fun but still challenged me on history of the panpipes. • Opera Workshop and performing • Latin American Music • History of Jazz was very fun • Feminists Practices • Ethics • Acting Theatre shop
--	---

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
Education Courses (19 comments)	<ul style="list-style-type: none"> • Women and Education • women and education • Women and Education • Inclusive School Counselor • All of my education courses have also challenged me to take different perspectives into account when planning lessons. • All of my Education courses helped me achieve the Intercultural Competence CWLO • All education classes, specifically EDUC 431 • My Methods classes • my Educational Trends and Theories class • Methods 2 • Methods • methods • Issues in education with Shirley Mcloughlin • Curriculum in the Diverse World with Professor Hansel (Education, Fall 2016) • Educational Theories and Trends with Dr. Cuper (Education, Fall 2018) • The course A Just World with Dr. Cuper • I took the class A Just World in the spring of 2017. • A Just World • A Just World class discussions
Sociology/ Anthropology/ Criminal Justice Courses (17 comments)	<ul style="list-style-type: none"> • White Collar Crime • Transitional Justice • anthropology of conflict • My Race, Sexuality, and Representation of Minorities in Popular Culture course challenged me to see the intersectionality of culture and communities. • Magic, Witchcraft and Religion • I have taken many anthropology courses, all of which have heavily emphasized the above statement. • Anthropology • anthropology with Rosemary Gianno • anthropology • Cultural anthropology • Globalization of sociology

	<ul style="list-style-type: none"> • Archeology • Archaeology of the Americas • Sociology -US Politics • sociology • Social problems • Social Problems
Women and Gender Studies Courses (14 comments)	<ul style="list-style-type: none"> • Women's and gender studies • Women in Education and Latin American Music and History course • Women and genders studies • Women and gender studies all classes • Women & Gender studies class discussions • Intro to WGS • Sexual Representation • Intro to Women and Gender Studies • Intro to Women and Gender Studies • Intro to women's and gender studies with Anne Wiley • Women and Gender studies intro, was an eye opener. The perspectives of people of many different cultures was so enlightening. I have a new understanding as to how people may feel or why people respond in the way they do. The world is so diverse but the treatment is so cruel. I had been engaged in all types of different topics of gender studies that had been so empowering. • Feminist Practices with Taneem Husain • all the WGS classes I took • Gender and the Media Art History
Study Abroad Experiences and Travel within the United States (14 comments)	<ul style="list-style-type: none"> • Studying abroad, globalization class • Study abroad!!! Amazing! • Study Abroad and the opportunity to live with a Foreign Exchange student • Study Abroad - Spring 2018 - Rome, Italy • study abroad • study abroad • My travel course with the Morris-August Honors program Sociology of Rwanda • Honor's Global Engagement course to Cuba and studying abroad in Italy • Global Engagement Trip to Uganda and Rwanda • Global Engagement Ecuador • National Student Exchange -Spanish –

	<ul style="list-style-type: none"> • The 6 Alternative Break trips that I have been on has really helped me accomplish this CWLO. • Alternative break • a trip I took to the Southwest of the US with a class
Psychology Courses (12 comments)	<ul style="list-style-type: none"> • abnormal psychology • Culture and Psychology • My culture and psychology class with Professor Morris was a very insightful experience. Learned different perspectives I would never have previously considered • Cultural Psychology with Dottie Morris • Culture of Psychology • Culture and Psychology is a class that's meant to let students explore and evaluate other cultures. It is taught by Dottie Morris and she is an excellent professor. • Culture and psychology • Culture and psychology • Culture & Psychology • Cultural psychology was a course that really opened my eyes to the vast cultural differences and provided a safe space to ask questions to be more culturally aware. • Introductory psychology • All of my Psychology courses
HEIPs (11 comments)	<ul style="list-style-type: none"> • Public health capstone • Practicum Senior Center Experience Shadowing and Observing at Head Start and WIC • Throughout my 4 years at KSC I have worked every semester with a diverse group of politically oriented people across the state known as NextGen Climate. We work closely with communities of different race, gender, and political view. I have learned A LOT from this job/internship about cross cultural communication, and communication skills in general. It has been a very challenging and rewarding experience working to fight for the rights and needs of anyone and everyone. • My practicum with Tiffany Mathews • My internship at the Monadnock Center for Violence Prevention • In my senior sociology capstone, I had the subject of race and ethics. I studied the culture of others as well as the social constructs that are created within this country due to race. There is so much information that I had learned about different cultures. I conducted research on the inequality of the inner-city schools. • my attendance at the Peace Summit • practicum two with Dr. Nancy Peck and Dr. Lance Neeper • Practicum 1

	<ul style="list-style-type: none"> • Practicum 2 • Internship in Addictions
Communication and Philosophy Courses (10 comments)	<ul style="list-style-type: none"> • Comm 490- communicating in the workplace • Intercultural communication • Intercultural Communications • Public speaking • Public speaking • media campaigns • Ethics • Ethics, • Ethics • ethics
Extra/Co-Curricular Experiences (10 comments)	<ul style="list-style-type: none"> • The Equinox • RA training, RA of global/cultural wing in p3 when it had themes halls. • Multicultural leadership retreat. • I've been lucky to be a part of OMSSS, and they gave me resources to have a lot of great conversations from people with different cultural backgrounds. • Safe Space • Greek life involvement • My sorority, Delta Xi Phi, is the only multicultural sorority on campus and through working with them and going to conferences for them, I've learned and hosted events to spread multicultural awareness • Being an orientation leader • Presentations during Orientation, working with Hunter, Kya and Dottie Morris • Pride
Public Health Courses (8 comments)	<ul style="list-style-type: none"> • Public Health- showed me the difference of health within our society based on race. • Health in Society, all of my Public Health classes emphasize intersectionality • Health in Society • Food and Culture • Food and culture • community nutrition • All of my public Health courses • Advanced Drug Treatment Methods

Modern Languages Courses (6 comments)	<ul style="list-style-type: none"> • All of my German Language courses! Go Deutsch! • All German language courses • French I • French 101 • Spanish 1 • All of my Spanish classes
Other Arts, Education, and Culture Courses (28 comments)	<ul style="list-style-type: none"> • multimedia journalism • politics of multiculturalism with Emily McGill • Women in Cinema • Cinema Diversity • intro to film studies • Intro to film history • Film Music Hist & Tech • Sex Gender Justice • Sex Gender Justice • Rethinking the Holocaust • Latina Feminist Theories • HGS427 Rwandan Society and Genocide • HGS major • ITW • ITW: Social justice, Health in society • ITW: Literature of social justice • ITW Social Aspect of Sport • The Chinese Revolution (II 399), Modern Japan (II399) courses. • Latina/Latino Spirituality and Religion • Race, Sexuality, and Representation • History of rock and roll • Avant-rock • Music Cultures of the World • Forgiveness and Reconciliation with Leaf Seligman • Muslim American Lit • English 315 - The Novel - with Dr. Anna Schur • Literature of the Holocaust (IHEng 251) • Art History (IAArt 110) • Anything with Mark Long • American perspectives to 1887

<p>Other Sciences, Sustainability, and Health Courses (17 comments)</p>	<ul style="list-style-type: none"> • We somewhat discuss different cultural preferences in consumer behavior and we study different organizational cultures in many business classes • Sustainability • design 4 • Safety and Health Standards, • Politics of place • Globalization, Culture and Place with Sasha Davis • Any course taught by Dr. Sasha Davis in the Geography Department Political Geography, Human and Mosaics, Natural Resource Management • Global water resources • Organizational diversity • Organizational theory & behavior • microeconomics • Human Resources management • Although I did not enjoy the class, my Intro to Management course fits the description. • Global Politics • Collaborative design • Citizenship culture difference • pd1
---	--

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
Environmental Studies Courses (24 comments)	<ul style="list-style-type: none"> • All of my enviro studies classes • environments in New England • population and community ecology, • Population and Community Ecology • Population and Community Ecology • environmental new England • I once took an Environment course here, that seems to fit. • Global Environmental Change, • Global Environmental Change and • Global Environmental Change • Global environmental change • global environmental change • Global Environmental Change • environmental sustainability • Environmental Governance • Environmental Governance • Environmental governance • Environmental Law and Regulation • Env Law and Reg • Environmental Advocacy • Environmental advocacy • ENST program - environmental advocacy • environmental health • Rethinking Energy (IIENST)
Sociology/ Anthropology/ Criminal Justice Courses (23 comments)	<ul style="list-style-type: none"> • Transitional Justice • Transitional Justice • Sociology • Sociology Now • social justice • Sociology Now: On TV Intro to Geography • Social Problems - Dr. Nicole Wengerd • Social Problems • Social Problems • Social problems • Social Problems • ISSOC 310 Social Problems • IS sociology 310, social problems

	<ul style="list-style-type: none"> • social policy, • Social Policy, and Intro to Social Work. • Social Policy and Introduction to Social Work are two classes that helped me achieve the civic engagement CWLO. • Social Justice • globalization • Juvenile Delinquency Policy Paper • Cultural Anthropology. • Cultural anthropology • Cultural anthropology • Corrections, Rehab, and Re-entry
Extra/Co-curricular Experiences, Campus Events (16 comments)	<ul style="list-style-type: none"> • working with the office of sustainability • Through my sorority on campus, we took part in take back the night. We had marched around the streets of Keene in hopes for awareness for the issues of assault. • The Equinox • Mentors in Violence Prevention • Service Projects - Alternative Break • Psi Upsilon • Voting • Participating in an AB trip and voting • Nextgen Climate and eco reps experiences can apply to this description. Facing many different issues including issues with gender or race profiling at the college, recycling, ban the bottle campaign, compost initiatives, trash clean up days, the list goes on. • March for gun law reform • Went to a Hillary Clinton and Bernie Sanders rally through campus • I got involved with the Teach-In every time it came around. I tried to participate in volunteer work as much as I could. • Campus Ecology member/eboard and Fair Trade Club, alternative break • Alternative Break has also helped me accomplish this CWLO. • Alternative Break • Working for Res Life -Out and About

Education Courses (15 comments)	<ul style="list-style-type: none"> ● Women in Education ● Special Education ● Methods 1 ● Methods 2 ● Methods NCLB ● methods ● A Just World - class discussion on what it means to be a member of a community ● A just world ● A Just World ● A Just World ● A Just World ● Physiology of Education (Honor's course) ● Educational Trends and Theories class. ● Educational Theories and Trends with Dr. Cuper (Education, Fall 2018) ● Student Empowerment
Communication and Philosophy Courses (8 comments)	<ul style="list-style-type: none"> ● Logical argumentation ● philosophy of language ● Ethics ● Ethics ● Ethics ● Ethics ● Sex Gender Justice ● An assignment I had was to choose one controversial topic that is happening in the world, choose a side on it, and defend it. I had to record myself and show it to the class while reflecting on the ethical and civic duties we all have and why we should all be vocal activists and stand up for matters we truly believe in.
Public Health Courses (8 comments)	<ul style="list-style-type: none"> ● Food, Health, and Environment ● Food, Health and the Environment really opened my eyes about what is going on in the environment and really made me focus more on my carbon footprint. ● health in society ● Program planning ● Health in Society ● Health Promotion Practice ● Health and Wellness ● Health and Society

Political Science Courses (7 comments)	<ul style="list-style-type: none"> ● United States Politics ● US Politics ● Political science courses ● Political Science Course ● Global Politics ● Foreign Policy ● Honestly, a great majority of my classes since I studied both HGS and Political Science.
Women and Gender Studies Courses (7 comments)	<ul style="list-style-type: none"> ● Women and gender studies ● Through my Women and Gender Studies, we had to take action in any way we could. I stood up for someone, I took part in my sororities multicultural event and volunteered at the local shelter. All of these engagements were important for myself to do. ● Intro to WGS ● Sex and Virginity ● Feminist Practices ● Feminist Practices ● Gender and the Media
HIEPs (6 comments)	<ul style="list-style-type: none"> ● Study abroad ● Student teaching ● Senior capstone ● Communication capstone the popular is political ● my internship at MCVP ● Public health practicum
ITW Courses (6 comments)	<ul style="list-style-type: none"> ● Thinking and writing class ● My ITW class and paper. ● ITW - Social Justice Issues ● ITW ● ITW ● ITW The Women and Gender Studies courses
Psychology Courses (6 comments)	<ul style="list-style-type: none"> ● Psychology of Prejudice with Stephen Clark ● psychology of women ● I took Eco psychology the Fall of 2015. ● health psych ● Child and Adolescent Psych ● Brain and Behavior

<p>Other Arts, Education, and Culture Courses (13 comments)</p>	<ul style="list-style-type: none"> • Honestly, a great majority of my classes since I studied both HGS and Political Science. • multimedia journalism • Journalism Law and Ethics • journalism law and ethics • media and society • intro to film studies • Holocaust Cinema • Spanish 315 • Descriptive Grammar • Politics of multiculturalism • History ww2 class • 100 Level History • Freedom and Responsibility
<p>Other Sciences, Sustainability, and Health Courses (13 comments)</p>	<ul style="list-style-type: none"> • Management courses • Business management - business and society • design 4 • Microbiology • literally any class I have taken with Emily McGill or Sasha Davis • Oceanography (GEOL 206) • Meteorology (INMet 225) • Geoscience Issues and Society • Any class taught by Dr. Sasha Davis in the Geography Department • Geography Human and Mosaics Natural Resource Management • II399 Sustainability by design, Rick Foley • Sustainable Product Design & Innovation • [Peak Oil and] sustainable solutions

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 (28 comments)	<ul style="list-style-type: none"> • the whole Public Health curriculum • all Public Health courses • any of the Health Sci courses • All health science classes • Behavior Change • Behavior Change • Stress management by Janelle Boyer!!! The only class I truly enjoyed and left every single day with something new to keep and mind, and/or practice to further improve my well-being. EVERYONE should take this class as a requirement I say :) • stress management • stress management • Public health • Program planning • health in society • Over our heads: Manage stress • Nutrition • Nutrition • Nutrition classes discussions (meat crisis, bees, etc.) • Essentials of Nutrition • Medical Nutrition Therapy • Health and Wellness • Health and Wellness • Health and Wellness • Health and Wellness • Health and Wellness • Nutrition • Health and Society • Physical Activity and Health

<p>Extra/Co-curricular, and Out-of-class Experiences (12 comments)</p>	<ul style="list-style-type: none"> • This was not a lesson Keene State could teach me, although I found ways to learn it myself since I've been here. • I took no courses which emphasized this, though again, the campus community certainly exposed me to many options. • I have taken the time to slow down over my college experience and take in all that KSC has to offer. It has been a great experience being able to grow on my own and pursue my many passions without judgement or outside influence • The Equinox • Study abroad • Resident Assistant • PRIDE • Intramural Sports • Delta Phi Epsilon/Greek Life sponsored events • Events during orientation • Community Service Day Public Health Club • being in Tau Phi Xi
<p>HIEPs (11 comments)</p>	<ul style="list-style-type: none"> • Senior capstone • My seminar on prejudice makes me reflect on not only myself and my views, but the views we all share as a country and how we have come to have these views and common mindset. We discuss the problems our country is facing and what we can do to not just stop the problems but prevent new ones from occurring. • My practicum with Tiffany Mathews in the health and wellness center • My practicum seminar • My internship. I helped organize a diversity and inclusion event with the Keene family YMCA • My capstone course, with professor Peterson- Writing a 30-page research paper reflection on a terrorism group. This course challenged me. • independent study • Comparative Healthcare Systems in German Study Abroad • Community Health Practicum • Applied Psychology Seminar and Practicum with Karen Jennings • An independent study I did with my advisor, Wes

Biology Courses (10 comments)	<ul style="list-style-type: none"> • Anatomy and Physiology 1 • Anatomy and Physiology 2 • Anatomy and physiology • Neurobiology • Microbial diversity • advanced biology of germs and disease • Barely Tolerating Yourself (class about immunology) • Plant Biology Population • Community Ecology • tropical ecology
Psychology Courses (10 comments)	<ul style="list-style-type: none"> • all of my psychology classes • Lifespan Psychology • Social Psychology • In my seminar class for Psychology we did an assignment where we had to do 5 sub-assignments. One that I chose was to do yoga and meditation for a week and that was something that has really helped me. • In my eco psychology class we did a project/ experiment that was all about the impact of different factors on our personal health and the health of our planet. • In eco psychology we take a lot about other issues in the world, but also practiced mindfulness during class. So, in that course, ideas to better the world and ourselves was included. In my sorority, I've learned a lot of leadership skills to better myself, and through spreading multicultural awareness, completing community service, and fundraising- I've been able to help not only myself and sorority sisters, but people across multiple communities. • Eco psychology • Psychology Women • Abnormal Psychology • Neurodevelopmental Disorders
Education Courses (9 comments)	<ul style="list-style-type: none"> • All of my education courses have instructed me on mindfulness and different ways of meditation to maintain mental health. • Educational Theories and Trends with Dr. Cuper (Education, Fall 2018) • Teaching • Student Teaching with Jayme Hines. • Student teaching • A Just World let us think about the world as a whole a try to brainstorm ways to make the world more just. The professor, Betsy Dubois, was excellent. She let the students lead most discussions and debate issues from all sides. • "A Just World?"

	<ul style="list-style-type: none"> • Methods • Student Empowerment and Activism
Environmental Studies Courses (9 comments)	<ul style="list-style-type: none"> • environmental studies • Rethinking energy • Future of energy • Food Health and Environment • Food Health and Environment • environmental sustainability • Environmental Law and Regulation, Sustainable Wildlife Management • Environmental Health and Law- Dr. Traviss • Environmental health
Campus Offices and Services (7 comments)	<ul style="list-style-type: none"> • The Counseling Center here at KSC is amazing and very helpful\ • Counseling Center • The campus's recycling and sustainability programs are impressive to me • Res life and wellness wheel • KSC Wellness Group • visiting the health center/advocating for myself • Advisor helped me learn this
Human Performance and Movement Science Courses (7 comments)	<ul style="list-style-type: none"> • I have taken Zumba classes while at KSC offered at the gym to maintain physical health. • Zumba • Psycho Social aspect of sport • Physical Activity and Disease Prevention • Fitness Classes at the Gym • classes offered at the gym • Exercise testing and programming
Communication and Philosophy Courses (6 comments)	<ul style="list-style-type: none"> • Ethics • Ethics • logic • Ethics • Ethics • ethics. Liz very good professor

Other SSH Courses (16 comments)	<ul style="list-style-type: none"> • SPDI-304 • design 4 • Human Factors in Safety • Behavioral-based Safety • MGT • business and society • intro to management • Product design I • Product design II • Cultural Anthropology • Cultural anthropology • social problems • ISSOC 310 Social Problems • In my sociology consumption class, I had learned about the way in which we over consume. I had learned about in which ways this harms the planet and overall ourselves. It had changed my ways in which I don't consume items that I don't need or that harm the earth. The promotion of a clean earth and care was a factor within the class. • Social Justice • GEOG studies
Other AEC Courses 11 comments)	<ul style="list-style-type: none"> • multimedia journalism • woman and gender studies • Intro women's & gender studies • Queer Theories • Feminist Practice • sex gender and justice • ITW, • ITW Paper • Descriptive Grammar • Dance as a way of knowing • Career Development in Film