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Office of Institutional Research and Assessment

Findings from 2020 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 March 2020, 99% of the 445 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.

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KEY FINDINGS

- [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, they would recommend KSC to friends or siblings, and that overall, they were satisfied with their KSC education. Slightly fewer (77%) agreed or strongly agreed that KSC provided the support needed to thrive socially (up from 71% in 2019).
- [High-Impact Educational Practices](#). A majority of graduates participated in two or more HIEPs (62%--down from 72% in 2019); 75% participated in at least one (down from 86% in 2019). Practices most frequently reported include senior seminar/capstone course (57%), internship, cooperative education, or practicum (40%), and community service that is not part of an academic course (30%).
- [Employment](#). Relatively few graduates reported either full-time (17%) or part-time (19%) 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.
- [Satisfaction with Specific KSC Experience Areas](#)
 - Individual KSC experience areas with the highest percentages of satisfied and extremely satisfied responses include the Mason Library (91%), courses in one's major (89%), quality of instruction (81%), level of individual attention (78%), and events (71%).
 - Very few graduates expressed dissatisfaction with any of the areas examined. Campus Dining was the area with the highest dissatisfied or very dissatisfied percentage (27%). High percentages of neutral responses (25% or more) obtained for areas with lower satisfied percentages suggests that graduates were more likely to be unfamiliar than unsatisfied with them
- [College-Wide Learning Outcome \(CWLO\) Familiarity](#). Nearly two-thirds (63%) indicated that they had never heard of the CWLOs—a higher percentage than that obtained in 2019 (52%). When provided with the full outcome statement for each CWLO, between 12% (Critical Thinking) and 5% (Commitment to Well Being) of seniors listed one or more classes, assignments, or outside-of-class experiences that helped them achieve the CWLO.

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DETAILED FINDINGS

Overall Satisfaction with KSC Education

The 2020 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, and that overall, they were satisfied with their KSC education (Table 1). Each of these findings is very consistent with the percentages obtained in 2019. Consistent with findings from 2019 and prior years, the item with the lowest agreement percentage (77%) was, “KSC has provided the support I need to thrive socially.”

Table 1: Percentage of 2019 and 2020 Graduating Seniors Who Agreed or Strongly Agreed with Each Statement Pertaining to Satisfaction of Graduates’ Overall College Experience

Statement	2019	2020
I have felt welcome at KSC.	87%	90%
My academic program has challenged me to do my very best work.	84%	91%
KSC has provided the assistance I need to succeed academically.	84%	82%
KSC has provided the support I need to thrive socially.	71%	77%
I would recommend KSC to friends or siblings as a good place to go to college	78%	82%
Overall, I am satisfied with my Keene State College education	86%	87%

¹2019 number of participants = 568

²2020 number of participants = 440

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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 (62%--down from 72% in 2019) met this goal; 75% participated in at least one HIEP (down from 86% in 2019).

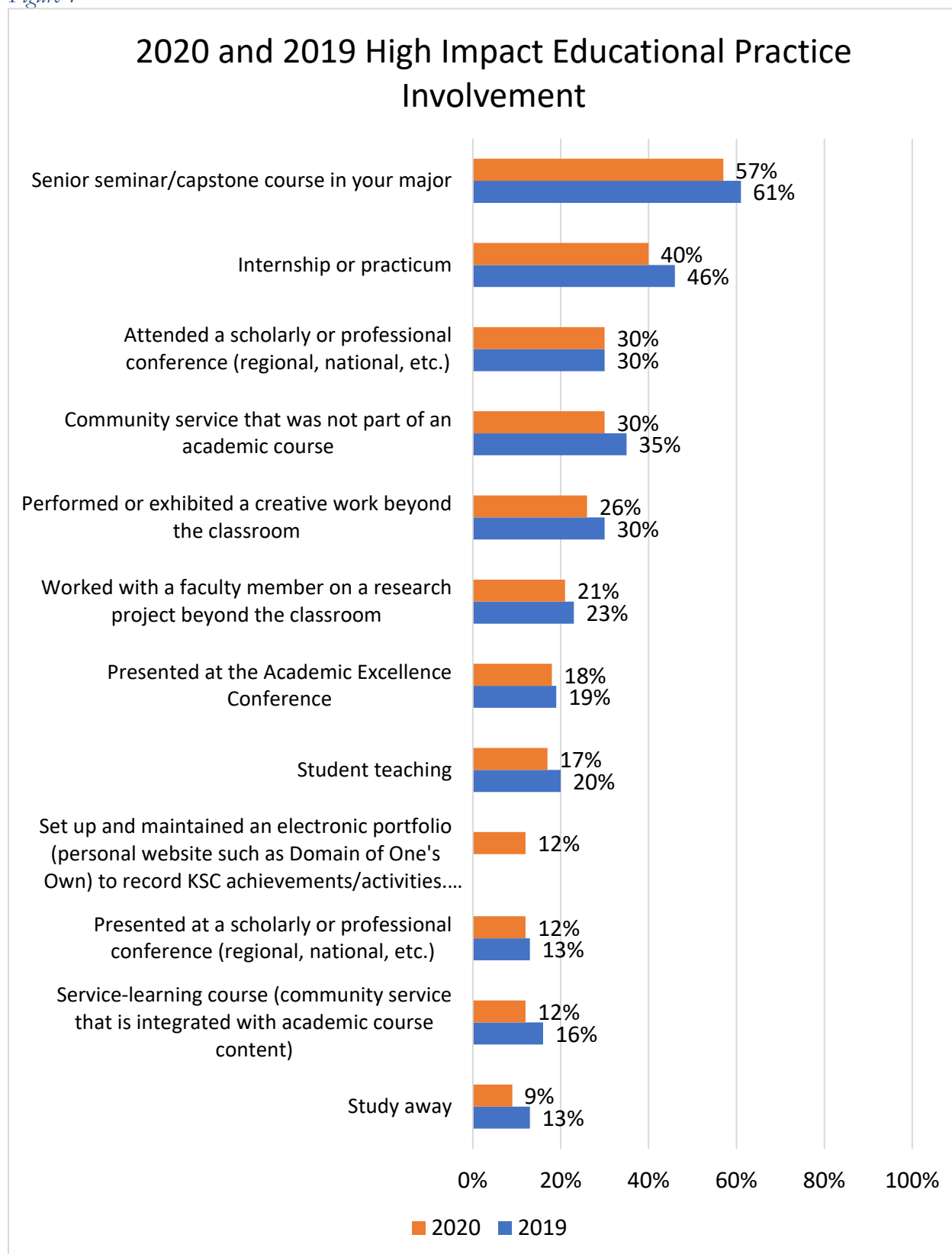
Practices most frequently reported include senior seminar/capstone course (57%), and internship, cooperative education, or practicum (40%) (Figure 1). Practices reported by fewer than 20% of the sample included presenting at the Academic Excellence Conference, student teaching, presenting at an external conference, study away, and enrolling in a service learning course. For the first time, the 2020 version of the survey included “Set up and maintain an electronic portfolio.” Reported by only 12% of the sample, this practice is still relatively uncommon.

Consistent with the percentages for those engaging in at least one or at least two HEIPs, participation in all but one of the HIEPs decreased in 2020 as compared to 2019. The only exception was attending a scholarly conference, which remained constant.

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Figure 1



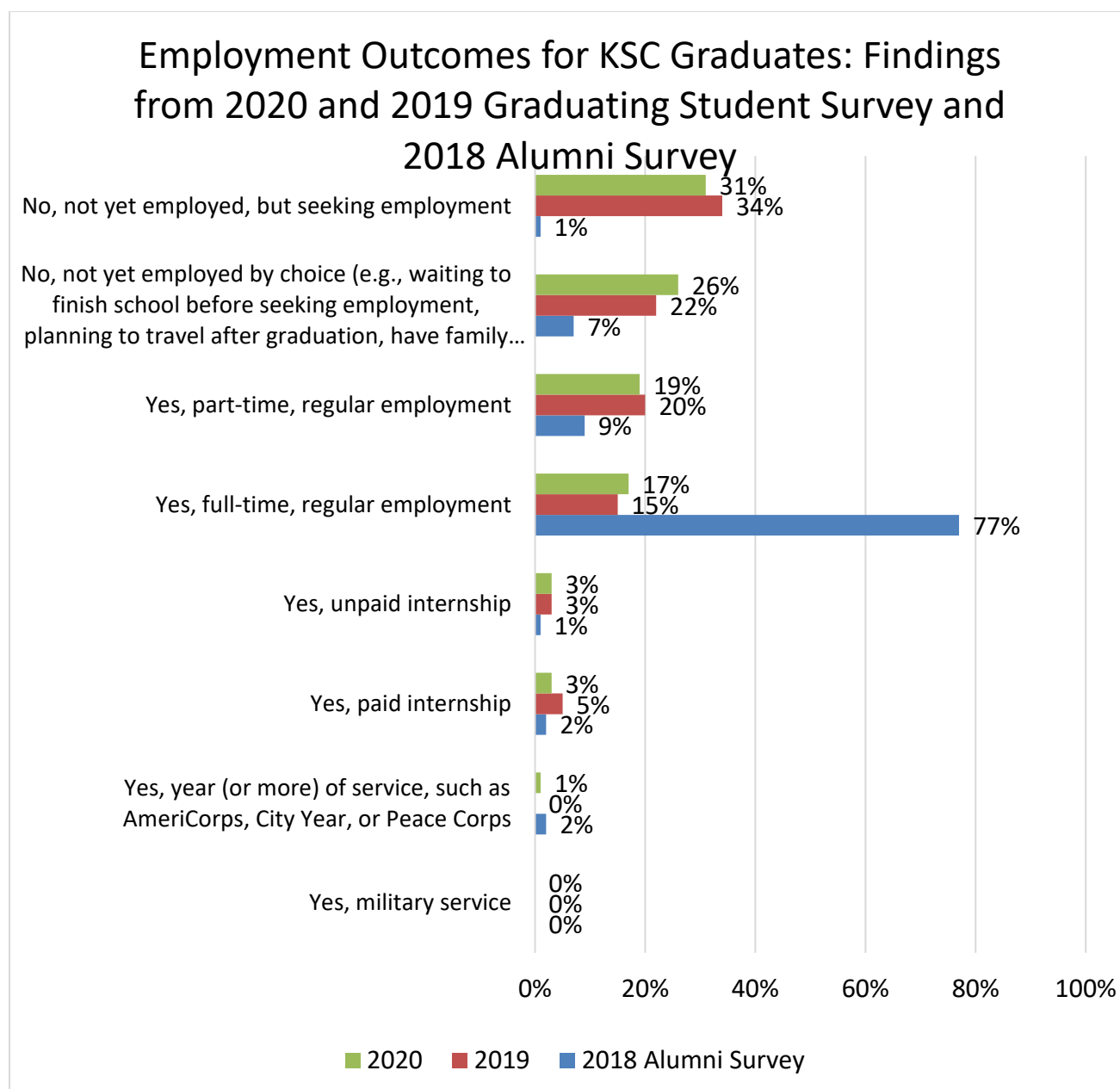
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Employment of Graduates

As a means of comparing employment upon graduation with employment one year later, Figure 2 compares employment responses obtained from 2019 and 2020 graduates with those obtained one year after graduation from the 2018 Alumni Survey. Although relatively few of the past two groups of graduates reported employment upon graduation, fewer 2020 graduates (31%) than those from 2019 (34%) were seeking employment, and slightly more from this class (17% as compared with 15%) had full-time employment. Findings from the Class of 2018, however, suggest that over 90% of recent graduates will be employed within a year of graduation.

Figure 2



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Satisfaction with Specific KSC Experience Areas

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

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 (39%), the second most frequent response to that item (selected by 31% 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	60%	6%	11%	423
Campus Security	51%	18%	6%	425
Diversity and Multiculturalism	39%	4%	31%	632
Level of Individual Attention	78%	3%	3%	621

*Number of participants responding to item.

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Academic Affairs

With ‘Satisfied’ or ‘Extremely Satisfied’ responses from 91% of graduating seniors, the Mason Library obtained the highest level of Academic Affairs satisfaction (Table 3). Nearly as many (89%), reported that level of satisfaction for courses in their major and quality of instruction across all courses (81%), but fewer did so for Courses in Integrative Studies (61%). Research/Creative Inquiry Opportunities (51%), Study Away/Abroad Opportunities (31%) and Honors Program (21%) 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	61%	8%	9%	423
Courses in Major	89%	3%	0%	424
Honors Program	21%	3%	50%	422
Library	91%	0%	1%	419
Quality of Instruction	81%	2%	2%	671
Research/Creative Inquiry Opportunities	51%	3%	24%	419
Study Away/Abroad Opportunities	31%	3%	48%	420

*Number of participants responding to item.

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Finance and Administration

Nearly two-thirds (64%) 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 (60%), 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 Administration 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	60%	4%	18%	422
Student Accounts	64%	6%	8%	418

*Number of participants responding to item.

Student Affairs

Of the 17 experience areas affiliated with Student Affairs (Table 5), Events obtained the largest percentage of satisfied responses (71%). In addition, approximately two-thirds of survey participants indicated they were satisfied with Student Activities/Organizations (68%), Academic and Career Advising (66%), Residence Halls (63%), and Career Preparation (61%).

Areas with the highest percentages of dissatisfied responses include Campus Dining (27%), the Center for Health and Wellness (17%) and Financial Aid (14%).

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 (19% satisfied; 49% unfamiliar), Disability Services (27% satisfied; 49% unfamiliar), Athletics (35% satisfied; 37% unfamiliar), and Recreational Sports (44% satisfied; 36% unfamiliar).

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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	66%	5%	13%	427
Athletics—Men’s/Women’s Sports	35%	5%	37%	426
Campus Dining	43%	27%	4%	424
Career Preparation	61%	10%	8%	425
Center for Health and Wellness	62%	8%	13%	423
Civic Engagement/Community Service Opportunities	50%	2%	21%	423
Counseling Center	45%	8%	27%	424
Disability Services	27%	0%	49%	423
Events	71%	5%	5%	423
Extra-/Co-Curricular Programming	55%	2%	20%	422
Financial Aid	57%	14%	7%	423
Fraternity/Sorority Life	19%	12%	49%	421
Internship/Cooperative Education/Practicum Opportunities	53%	8%	22%	421
Recreational Sports	44%	2%	36%	418
Residence Halls	63%	11%	8%	419
Student Activities/Organizations	68%	2%	15%	419
Student Leadership Opportunities	56%	1%	22%	420

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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 2020’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 included in subsequent Graduating Senior Surveys. 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.

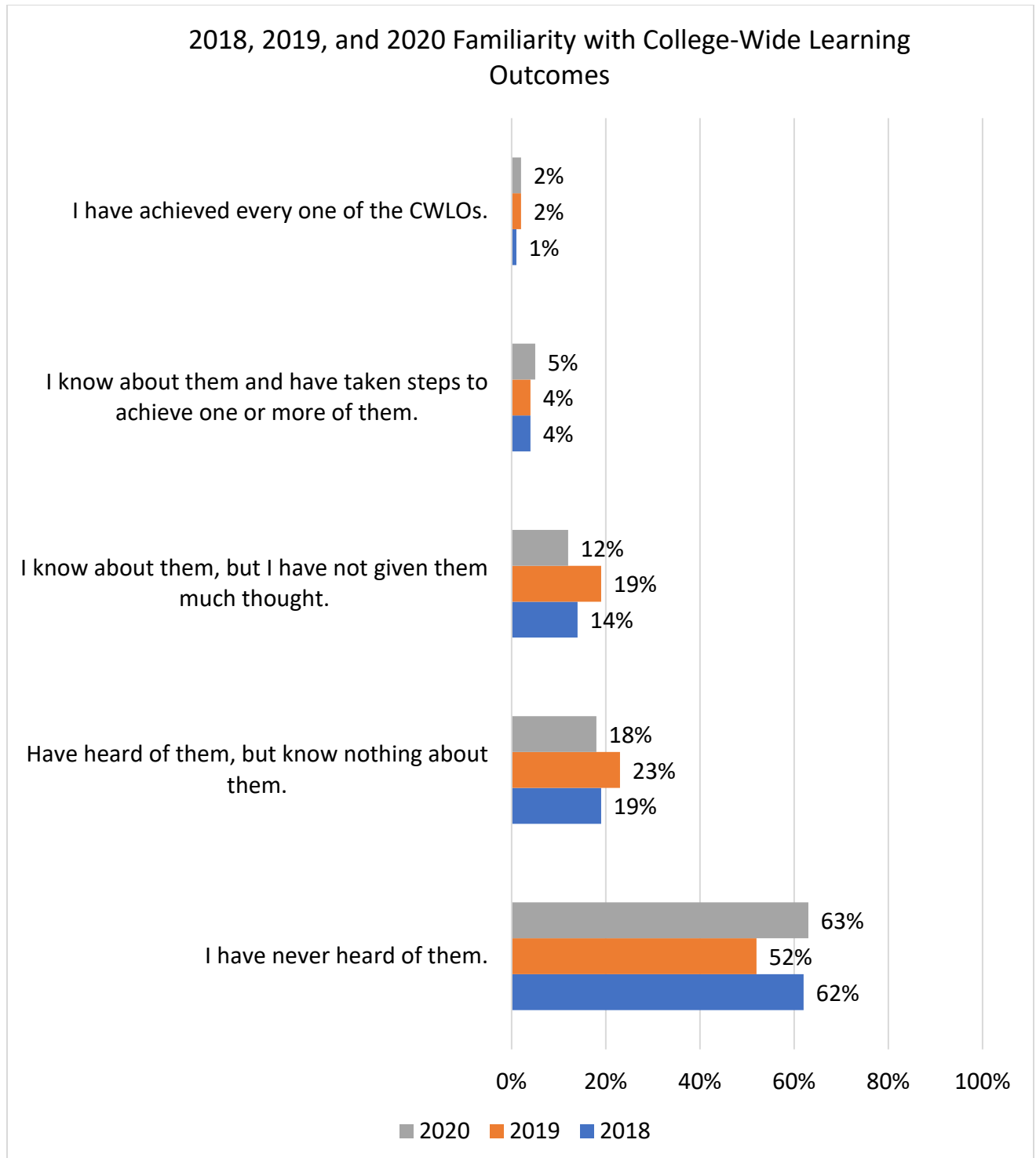
Familiarity with CWLOs

Figure 3 compares responses to the global familiarity item made by the 2018, 2019, and 2020 graduating classes. During each year, the most common response was “I have never heard of them.” Moreover, the 2020 percentage for this response (63%) is the highest of the three years this question was asked. Finally, the percentage who reported that they had either achieved or taken steps to achieve one or more CWLOs remains very small. Five percent did so in 2018, 6% did in 2019, and 7% did in 2020.

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Figure 3



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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.”

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. Fifty-two students provided a response to this item. With 15 responses the two largest categories were high-impact educational practices and the Other Arts, Education, and Culture Courses category. Commonly cited examples were capstone courses. Other popular response categories included Sociology/ Anthropology/ Criminal Justice Courses (10 comments), and the Other Sciences, Sustainability, and Health Courses category (9 comments). [Appendix A](#) provides the full set of comments grouped by themes.

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. Thirty-seven graduates provided examples of experiences that enabled them to achieve this outcome. Once again, the largest category was HIEPs such as capstone courses (12 comments). Other major response themes included the Other Sciences, Sustainability, and Health Courses (10 comments) and Other Arts, Education, Culture and Diversity Courses (9 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. Thirty-nine graduates provided examples of experiences that enabled them to achieve this outcome. The most common theme selected by these respondents was the Other Arts, Education, Culture and Diversity Courses category (20 comments). Another popular selection was Women and Gender Studies Courses (6 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. Thirty-four graduates provided examples for this CWLO. The most common theme for this CWLO was Extra/Co-curricular Experiences, Campus Events (11 comments). Additionally, other frequent themes were Other Arts, Education, Culture and Diversity Courses (7 comments), Other Sciences, Sustainability, and Health Courses (7 comments), and Environmental Studies Courses (6 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. Twenty-four graduates provided responses for this CWLO. The largest response theme for this outcome was Extra/Co-curricular, and Out-of-class Experiences (10 comments) and the next most selected response was for KSC’s Department of Public Health (7 comments). [Appendix E](#) provides the full set of themes and comments for this CWLO.

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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 (15 comments)	<ul style="list-style-type: none"> • While being on campus for four years now I have done several community service-based opportunities that have helped me to be stronger and less shy with my community. I have used critical thinking in several ways, one example is when I volunteered to serve dinner at the local 100 nights shelter. I learned a lot about my community, and how many people really struggle to find meals every day for their families. I learned to use critical thinking to be able to provide a meal for people that cannot otherwise afford it. • Public Health Capstone • PH 494 Public Health Capstone • Safety capstone course (innovative leadership) • My senior American Studies 495 capstone class • My capstone project • My Architecture Capstone class really allowed me to expand my knowledge of my major. • I have had research experience during my time at Keene State, both within my class projects as well as a research assistant working to create lactation spaces throughout New Hampshire. I have learned the challenges of policy and program planning that come with policy implementations, and finding ways to reach a variety of audiences. • Historical Independent Studies • Elementary Ed Math Capstone • EDUC 314/315 • Student teaching • my Methods/Student Teaching experiences in local schools • Senior Seminar in the Honors Program • Practicum: health science
Other Arts, Education, and Culture Courses (15 comments)	<ul style="list-style-type: none"> • Robot Stories • Film and the Holocaust Cinema and Diversity • Both my Film classes • Comparative Genocide • Confronting Evil and Genocide class - looking at data from genocides worldwide and evaluating possible prevention strategies. • Art Management • Print journalism • Media & society • Public Speaking

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	<ul style="list-style-type: none"> • All projects that were in my Qualitative and Quantitative Research course with Professor Halford. • My many history research papers • Literary Criticism and Analysis with Michael Antonucci • African American literature class • Jazz combos with Professor Steve Cady has challenged me to think about achieving one goal in many different ways from a wide variety of perspectives. • FR-315: Conversation and Composition I with Dr. Graboski - discussed modern immigration problems and examined French familial policies that contributed to a strong wave of immigration that has led to the growth of extremist voices such as Marine le Pen.
Sociology/ Anthropology/ Criminal Justice Courses (10 comments)	<ul style="list-style-type: none"> • Sociology of Deviance • Social Deviance by Angela Barlow. Amazing class. • Globalization of culture and place • Sociology methods • Social Problems • All of my Sociology courses • What is Justice Class- Thinking about a topic of justice (I chose justice within education) and analyzing this complex social issue • Homeland Security with Dr. Peter Stevenson • Sociological Research Methods with Dr. Niall Moran • I wrote a paper on prison reform and justice for prisoners
Other Sciences, Sustainability, and Health Courses (9 comments)	<ul style="list-style-type: none"> • ISPOSC-223: US and Canadian Comparative Politics with Dr. Wes Martin - examined common problems that both sides of the border have, possible solutions, and cultural-political differences within each country. • Studying an architectural site in person • Design Studios in the Architecture major • Law and ethics in safety • Safety chemistry • Safety chemistry • Math 171 • All nursing courses ensure that student meet CWLO's • Money and banking

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Health and Nutrition Courses (5 comments)	<ul style="list-style-type: none"> ● Semester-long projects in Health Promotion, ● PH 491 Assessment/Treatment in Addictions ● In public health, we talk a lot about how to give preventative health advice while also trying to understand differing perspectives surrounding controversial health topics. ● Behavior Change ● Health Promotion
Education Courses (4 comments)	<ul style="list-style-type: none"> ● Issues in Elementary Education ● Elementary Methods 1 ● Elementary Methods 2 ● EDUC 202
Biology Courses (4 comments)	<ul style="list-style-type: none"> ● In my ecology class we developed our research topic and made a case for why our research should be pursued ● Biology courses ● Bioethics ● Biochemistry micronutrient project
Environmental Studies Courses (4 comments)	<ul style="list-style-type: none"> ● ENST seminar ● I took a class called information environment my sophomore year and I thought that class was very resourceful ● Food, health, and the environment ● Food Health and the Environment class
Psychology Courses (4 comments)	<ul style="list-style-type: none"> ● Assignment on Post-Traumatic Stress ● Prejudice seminar with Stephen Clark ● Human psychophysiology ● How would you handle counseling someone from a different culture/ethnicity as you?
Extra/Co-Curricular Activities (4 comments)	<ul style="list-style-type: none"> ● Women's event ● The Equinox ● KSC-TV ● being in SAAC
Women and Gender Studies Courses and Related Courses from other Departments (3 comments)	<ul style="list-style-type: none"> ● Women's and gender studies classes. Most, if not all, the ones I have taken. ● Feminist practices ● Any WGS course.

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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
HIEPs (12 comments)	<ul style="list-style-type: none"> • Senior capstone • Practicum 1, 2 & Student Teaching • POSC-401: Political Science Capstone with Dr. Wes Martin and GEOG-424: GIS II with Dr. Brehme, because of the project "The Geopolitics of Populism" which illustrated that populism is not just a political issue, it can be attributed to geographic factors, which literature widely available does not address. • PH 494 Public Health Capstone • My WGS seminar course where we submitted research articles to undergraduate publishers. • My senior recital challenged me to bring out the most I could as a musician and person to share with my friends, family, peers, and professors. • Senior Studio Exhibit class • My internship through the history department • My capstone project has allowed me to do research in an area of interest. • I created my own research project • Capstone • I made a photobook for one of my courses. I learned how to physically hand make books and use my own images.
Other Sciences, Sustainability, and Health Courses (10 comments)	<ul style="list-style-type: none"> • Safety capstone Thinking and writing • Research project with Public Health professor, outside of the classroom • Psychological Statistics Child & Adolescent Psychology • Product Design • Human psychophysiology • Exercise Science Practicum • Biology courses • Architecture program • All of my architecture design classes strongly affected my creativity here. • Sociological Research Methods with Niall Moran

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Other Arts, Education, and Culture Courses (9 comments)	<ul style="list-style-type: none"> • Transnational modernism class • Spanish 315- we read and translated a Spanish play by Federico Garcia Lorca. We then performed a shortened version of the play (in Spanish) in front of an audience. • Dance as A Way of Knowing • Modern Dance Courses (1-6) • Elementary Methods 1 and 2 • Elementary Education Methods I/Methods II -Sociological Research Methods • Theater • Literary Criticism and Analysis with Michael Antonucci • Film Production Capstone 16mm Film Production
Art Department Courses (7 comments)	<ul style="list-style-type: none"> • Art of imagination • Sculpture • Printmaking 1 Ceramics 1 • Painting 1, Drawing 2 • Mural painting class • Mural design • Art 101
Extra/Co-curricular Experiences (3 comments)	<ul style="list-style-type: none"> • Delta Phi Epsilon Sorority and working at BodyWorks at the Rec Center • Research assistant job on campus • Creative art opportunities outside the classroom

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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
Other Arts, Education, Culture and Diversity Courses (20 comments)	<ul style="list-style-type: none"> • Cinema • My listening to Brazilian music class really affected my cultural understandings. • My Global Engagement class taught me a lot about intercultural competence and then I was able to apply it when we went to Nepal. • Global Engagement • Literary Criticism and Analysis with Michael Antonucci • Intercultural Communication • Honors Global Engagement • HNRS-301-02: Ancient Philosophy with Dr. Emily McGill - looked at how ancient and modern Greek philosophy has contributed to modern societies and problems. • Globalization of culture & place American masculinities • Elementary French History of the modern world • Culture psychology • Culture Psych. Just the information we were taught was helpful. • African American Literature class • Global Engagement • Multidiversity leadership conference • Business Diversity • Practicum 2 • In our education classes we had conversations about these topics and how to address them in the class • All courses taken with Professor Akkoor. • Intercultural Communication -Race, Gender, and Sexuality in the media with Dr. Hussain
Women and Gender Studies Courses (6 comments)	<ul style="list-style-type: none"> • Women and Gender Studies 101 • Women and Diversity • my WGS classes addressed all of this • Intro to WGS Critical Ethnic Studies Social Problems • Any WGS class. Introduction to Women and Gender Studies
Sociology/ Anthropology/ Criminal Justice Courses (5 comments)	<ul style="list-style-type: none"> • Sociology of families • Sociology course • Social Deviance by Angela Barlow • Religion and Politics • Native American class

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Study Abroad Experiences and Travel within the United States (5 comments)	<ul style="list-style-type: none"> ● Study Abroad in Viña Del Mar, Chile. ● I studied away in a different country ● Traveled to Greece for Honors Global Engagement class. ● French Study Abroad to Dakar, Senegal because most Americans do not understand the shifting nature of West African society. Senegal is a predominantly Islamic society and faces threats due to Chinese IGOs putting economic strains on society that have been intensified. Other economic strains are from French neo-colonialism, as the currency le Franc CFA are controlled by the French Treasury Department. ● I travelled to Ecuador for this Global Engagement class.
Extra/Co-Curricular Experiences (5 comments)	<ul style="list-style-type: none"> ● Student-athlete ● My RA/HRA experiences. ● My job as a resident assistant ● Delta Phi Epsilon Sorority and working at BodyWorks at the Rec Center ● Delta Xi Phi Multicultural Sorority
Other Sciences, Sustainability, and Health Courses (4 comments)	<ul style="list-style-type: none"> ● Health in Society Addictions courses ● Health Communications class, Health in Society, Epidemiology ● Community nutrition and food culture ● PH 491 Assessment/Treatment in Addiction ●
HEIPs (2comments)	<ul style="list-style-type: none"> ● Student Teaching ● Exercise Science Practicum

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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 (11 comments)	<ul style="list-style-type: none"> • Walk a mile fundraiser • The EcoReps Sustainability Pledge that is completed during Orientation. • Student Leadership Summit • Initiatives I led with Eco-Reps • Winter Rec in NE • I led the KSC climate strike in September and was able to create an event of mass civic engagement. • Delta Phi Epsilon Sorority and working at BodyWorks at the Rec Center • Community service events with the SNAKS club • American democracy project LLC • Acting as president of campus ecology • Alternative Break •
Other Arts, Education, and Culture Courses (7 comments)	<ul style="list-style-type: none"> • Some of my history classes, specially a history of Boston class, really affected my views in this area. • Literary Criticism and Analysis with Michael Antonucci • Crisis and Conflict in Africa • EDUC 121 • Machiavellian Politics • ISPOSC-399: Young People and Politics with Dr. Michael Welsh - explored social issues that prevent young people from voting, political participation, and how to encourage young people to vote. • Sex, Gender. And Justice as well as A Just World
Other Sciences, Sustainability, and Health Courses (7 comments)	<ul style="list-style-type: none"> • Org Theory and Behavior • Marketing, Management 101 • HNRSS class • INGEOG-199: Apps, Drones, and Activism with Dr. Christopher Cusack - first class for the Geography LLC, explored environmental and social techniques that have affected individuals such as the Alta Dam in Norway, redlining techniques that led to racial housing divisions, and the location of superfund sites in poor areas. • Exercise Science Practicum • Basically, all of my Health science courses • Mental illness in 20th Century America

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Environmental Studies Courses (6 comments)	<ul style="list-style-type: none"> • Political and policy- Environmental Laws and Regulations, Environmental Governance; Social and environmental issues- basically all of my Environmental Studies courses. • In my Environmental Advocacy class, I volunteered with Sunrise Movement which helps to educate people about the climate crisis and elect into power climate champions. • Honors course- Political Power and the Environment • Environmental issues and the media • Environmental Advocacy, Community Solutions to Climate Change • Ecology of a changing planet Farming with nature in mind, Sustainability
Sociology/ Anthropology/ Criminal Justice Courses (4 comments)	<ul style="list-style-type: none"> • In my SOC 370: Homelessness in NH and the US course we engaged in service learning and assessed policy briefs. • All of my sociology courses, specifically the ones taught by Dr. Wengerd • Introduction to Sociology - -Sociology in Education • Homeland Security -Sci Fi and Systems of Control
Women and Gender Studies Courses (4 comments)	<ul style="list-style-type: none"> • Intro to women's studies class • Feminist practices where we did projects and activism (I did women in homeless shelters) • Any WGS class • Introduction to Women and Gender Studies
HIEPs (1 comment)	<ul style="list-style-type: none"> • I interned with them in the environmental studies internship class. This experience allowed me to communicate my passions with people and help educate them on the climate crisis which is more than an environmental issue, it is an all-encompassing social issue.

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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
Extra/Co-curricular, and Out-of-class Experiences (10 comments)	<ul style="list-style-type: none"> • Yoga club • Wellness center and athletic training room • Student Support Network and Mentors in Violence Prevention. • Student Support Network • My RA/HRA experiences. • Delta Phi Epsilon Sorority and working at BodyWorks at the Rec Center • Counseling center hosted a test anxiety mini lecture to help students cope. • Community solutions to climate change • Circle K club • Active minds group
Public Health Courses (7 comments)	<ul style="list-style-type: none"> • Public Health Epidemiology Health Psychology • Health in society Health and wellness • Health and Wellness class. We even had a project to do that was similar. • Essentials of Nutrition Science Student Leadership Summit • Essentials of nutrition • Health and Wellness class • Essentials of Nutrition Science
Psychology Courses (3 comments)	<ul style="list-style-type: none"> • Psychology • Personality psychology class • Behavior Change class
Other SSH Courses (2 comments)	<ul style="list-style-type: none"> • Through environmental and geography classes such as intro to geography I was able to explore different parts of the world around me. • Homeland Security -Advanced Criminology • Exercise Science Practicum
Other AEC Courses 2 comments)	<ul style="list-style-type: none"> • Literary Criticism and Analysis with Michael Antonucci • All education classes

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