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Office of Institutional Research and Assessment

Findings from 2021 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 2021, 87% of the 551 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 and that they were satisfied with their KSC education. Slightly fewer agreed or strongly agreed that KSC provided the support to thrive socially (69%), and that they would recommend KSC to friends or siblings (77%).
- [High-Impact Educational Practices](#). A majority of graduates participated in two or more HIEPs (54%--down from 62% in 2020); 66% participated in at least one (down from 75% in 2020). Practices most frequently reported include senior seminar/capstone course (63%), internship, cooperative education, or practicum (48%), and community service that is not part of an academic course (37%).
- [Employment](#). Relatively few graduates reported either full-time (16%) or part-time (22%) employment.
- [Satisfaction with Specific KSC Experience Areas](#)
 - Individual KSC experience areas with the highest percentages of satisfied and extremely satisfied responses include the courses in one's major (87%), The Mason Library (86%), and quality of instruction (81%).
 - Very few graduates expressed dissatisfaction with any of the areas examined. Campus Security and Campus Dining were the areas with the highest dissatisfied or very dissatisfied percentages (27% and 26%). 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](#). 52% of graduates indicated that they had never heard of the CWLOs—an improvement from 2020 (63%).

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DETAILED FINDINGS

Overall Satisfaction with KSC Education

The 2021 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 they were satisfied with their KSC education.

Many of these findings are consistent with the percentages obtained in 2020 and prior years, the two items with the lowest agreement percentage were, “KSC has provided the support I need to thrive socially” (69%) And “I would recommend KSC to friends or siblings” (77%).

Table 1: Percentage of 2020 and 2021 Graduating Seniors Who Agreed or Strongly Agreed with Each Statement Pertaining to Satisfaction of Graduates’ Overall College Experience

Statement	2020	2021
I have felt welcome at KSC.	90%	87%
My academic program has challenged me to do my very best work.	91%	86%
KSC has provided the assistance I need to succeed academically.	82%	82%
KSC has provided the support I need to thrive socially.	77%	69%
I would recommend KSC to friends or siblings as a good place to go to college.	82%	77%
Overall, I am satisfied with my Keene State College education.	87%	83%

¹2020 number of participants = 440

²2021 number of participants = 519

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High-Impact Educational Practices

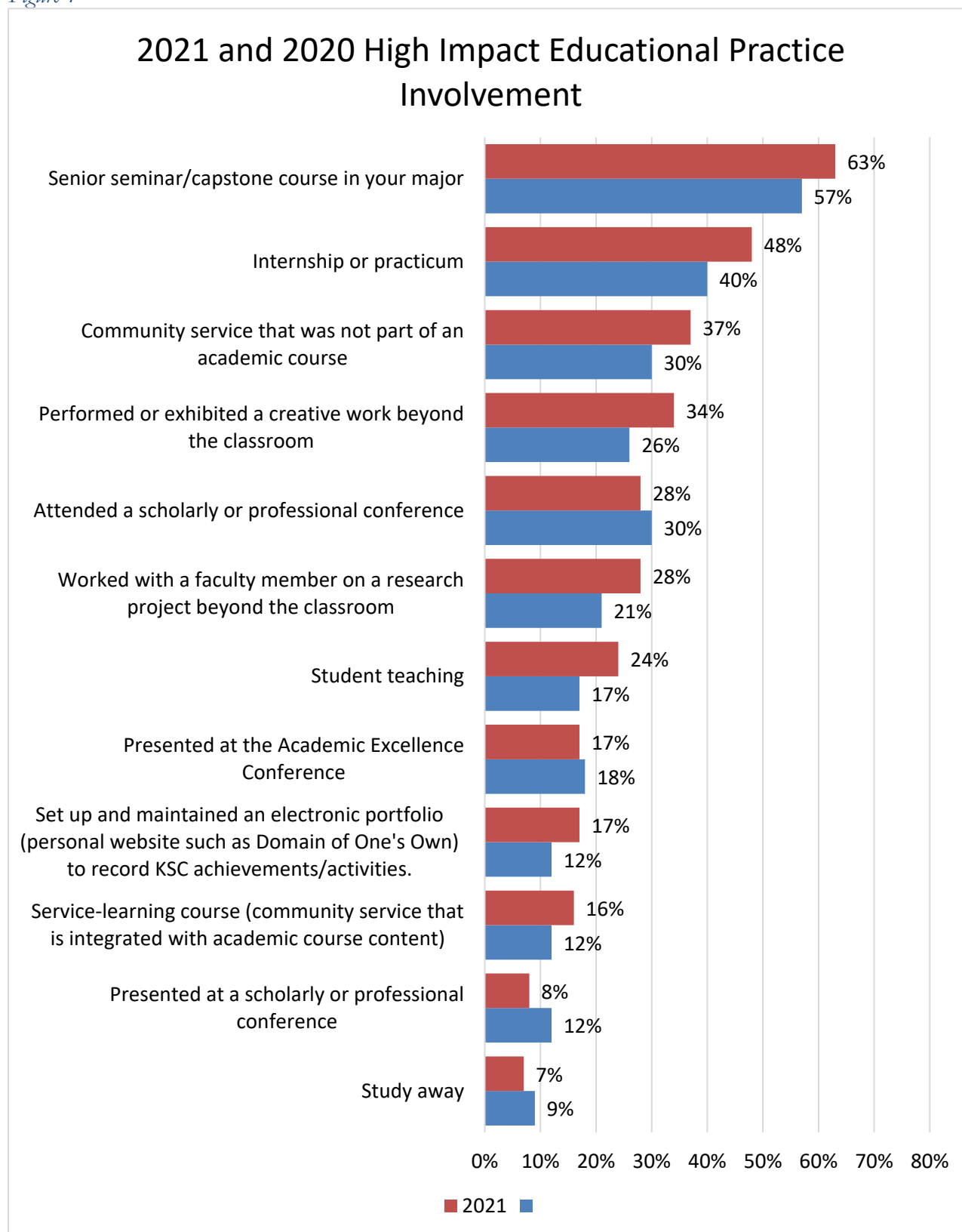
Research by Kuh (2008) and others found that participating in high-impact educational practices (HIEPs) enhances student engagement, retention, and academic success. Specific examples of HIEPs include undergraduate research, global learning, internships, and service learning experiences. The Graduating 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 (54%--down from 62% in 2020) met this goal; 66% participated in at least one HIEP (down from 75% in 2020).

Practices most frequently reported include senior seminar/capstone course (64%), and internship, cooperative education, or practicum (48%) (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. For the first time, the 2020 version of the survey included “Set up and maintain an electronic portfolio.” Reported by 17% of the sample, this practice has increased slightly (up from 12% in 2020).

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Figure 1



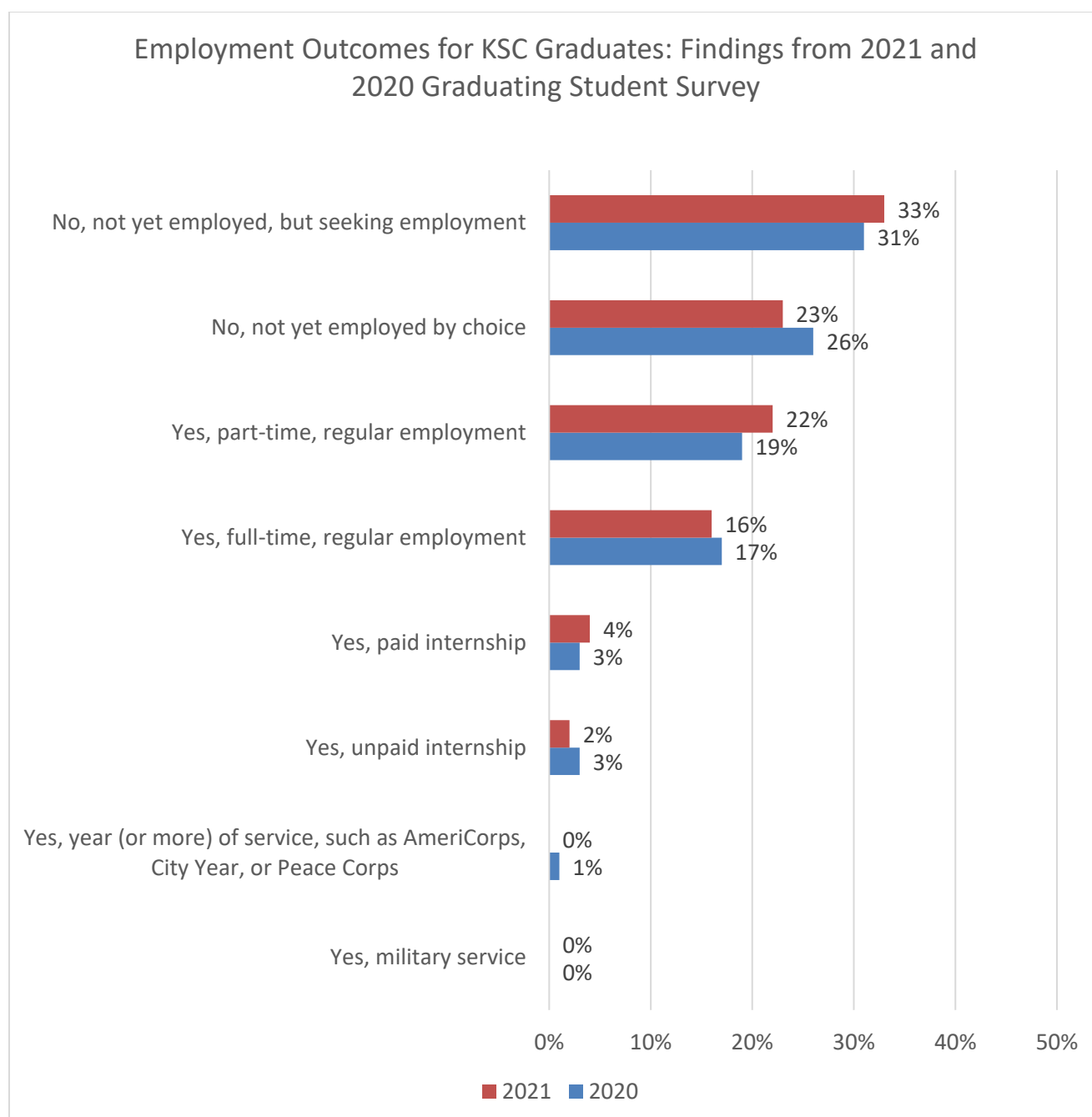
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Employment of Graduates

Figure 2 compares employment responses obtained from 2020 and 2021 graduates. Although relatively few of these graduates reported employment upon graduation, slightly more 2021 graduates (33%) than those from 2020 (31%) were seeking employment but fewer had full-time employment (16% as compared with 17%).

Figure 2



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Satisfaction with Specific KSC Experience Areas

In addition to including global measures of satisfaction with the College, the Graduating Student Survey included measures of satisfaction with 3 specific KSC experience areas spanning the Student Affairs (SA), Academic Affairs (AA), and Finance and Administration (FP) administrative divisions of the College. This set of items provides baseline data points for assessing long-term changes in student satisfaction with each area.

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 and Level of Individual Attention, consistent with findings in prior years (Table 2). Campus Security has the lowest satisfaction percentage (42%-- down from 51% in 2020).

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	n*
Campus Administration	57%	11%	12%	463
Campus Security	42%	27%	7%	464
Diversity and Multiculturalism	35%	10%	33%	446
Level of Individual Attention	73%	5%	5%	426

*Number of participants responding to item.

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Academic Affairs

With “Satisfied” or “Extremely Satisfied” responses from 87% of graduating seniors, courses in their major obtained the highest level of Academic Affairs satisfaction (Table 3). Nearly as many reported that level of satisfaction for quality of instruction across all courses (81%) and Mason Library (86%). Courses in Integrative Studies Program (58%), Research/Creative Inquiry Opportunities (45%), Study Away/Abroad Opportunities (23%) and Honors Program (17%) 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	58%	5%	19%	448
Courses in Major	87%	5%	1%	450
Honors Program	17%	5%	55%	437
Library	86%	1%	3%	428
Quality of Instruction	81%	3%	2%	428
Research/Creative Inquiry Opportunities	45%	3%	32%	425
Study Away/Abroad Opportunities	23%	4%	56%	424

*Number of participants responding to item.

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Finance and Administration

Nearly two-thirds (62%) 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 (62%), 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	n*
IT Office and Help Desk	58%	4%	22%	428
Student Accounts	62%	8%	7%	425

*Number of participants responding to item.

Student Affairs

Of the 17 experience areas affiliated with Student Affairs (Table 5), Academic and Career Advising obtained the largest percentage of satisfied responses (70%). In addition, approximately two-thirds of survey participants indicated they were satisfied with the Center for Health and Wellness (66%), Events (66%), Student Activities/Organizations (62%), and Residence Halls (61%).

Areas with the highest percentages of dissatisfied responses include Campus Dining (26%), Residence Halls (14%), Career Preparation (13%), and Financial Aid (13%).

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 (16% satisfied; 55% unfamiliar), Disability Services (24% satisfied; 54% unfamiliar), Athletics (39% satisfied; 36% unfamiliar), and Recreational Sports (41% satisfied; 40% 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	70%	7%	9%	469
Athletics—Men’s/Women’s Sports	39%	6%	36%	466
Campus Dining	42%	26%	6%	465
Career Preparation	58%	13%	9%	464
Center for Health and Wellness	66%	8%	11%	459
Civic Engagement/Community Service Opportunities	47%	6%	29%	456
Counseling Center	45%	7%	33%	457
Disability Services	24%	2%	54%	447
Events	66%	8%	8%	439
Extra-/Co-Curricular Programming	53%	5%	20%	438
Financial Aid	60%	13%	8%	438
Fraternity/Sorority Life	16%	10%	55%	438
Internship/Cooperative Education/Practicum Opportunities	47%	8%	27%	433
Recreational Sports	41%	3%	40%	427
Residence Halls	61%	14%	8%	429
Student Activities/Organizations	62%	4%	19%	426
Student Leadership Opportunities	51%	2%	28%	426

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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 (CWLOs). 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 2021’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 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.

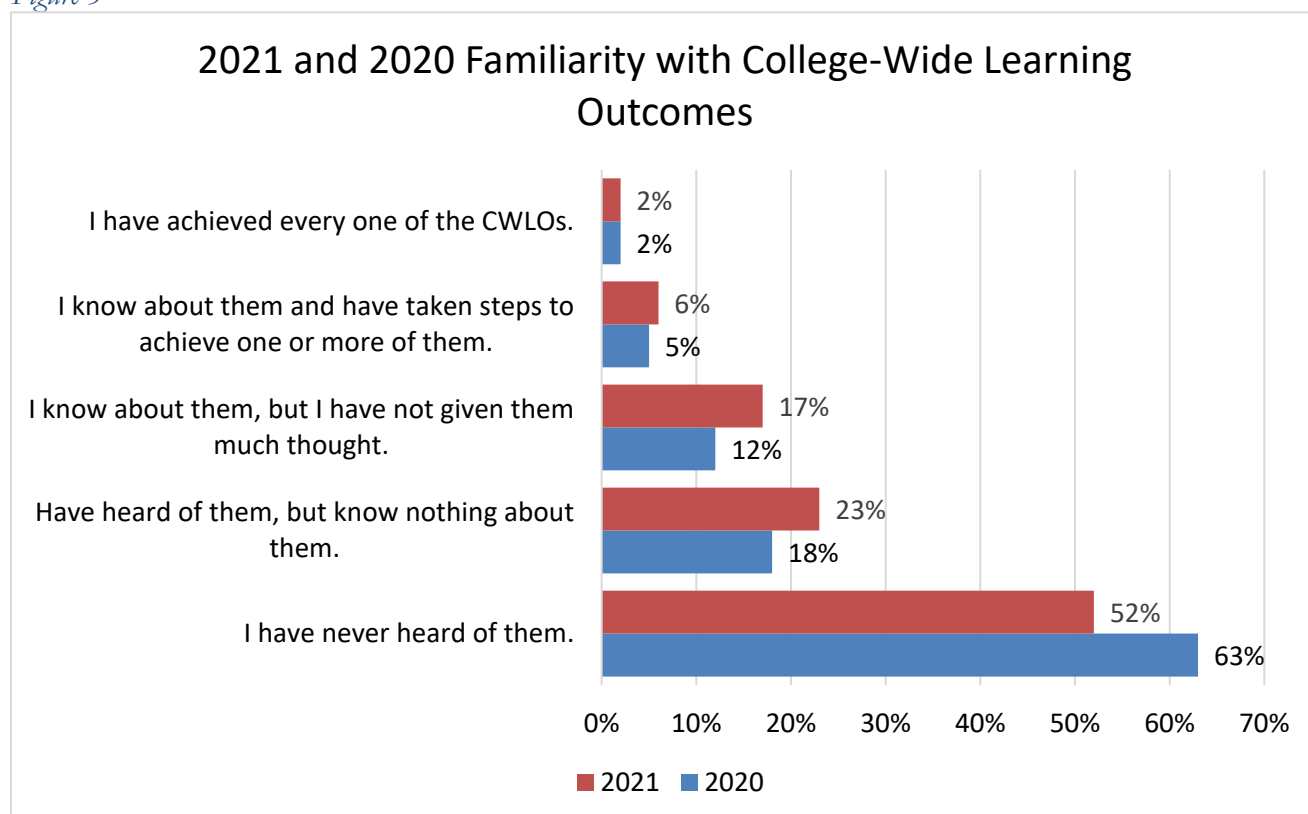
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Familiarity with CWLOs

Figure 3 compares responses to the global familiarity item made by the 2021 and 2020 graduating classes. During each year, the most common response was “I have never heard of them.” However, 2021 percentage for this response (52%) was an improvement from prior years. Finally, the percentage who reported that they had either achieved or taken steps to achieve one or more CWLOs remains very small. Six percent did so in 2019, 7% in 2020, and 8% in 2021.

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, 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.”

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. Sixty-one students provided a response to this item. [Appendix A](#) provides the full set of 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. Sixty-one graduates provided examples of experiences that enabled them to achieve this outcome. [Appendix B](#) provides the full set of comments.

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. [Appendix C](#) contains the complete set of intercultural competence 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-five graduates provided examples for this CWLO. [Appendix D](#) contains all 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. Thirty-one graduates provided responses for this CWLO. [Appendix E](#) provides the full set of themes and comments for this CWLO.

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

Student Comments
<ul style="list-style-type: none"> • Conflict and Crisis in Africa Peace Studies • My internship with the city of Keene and seminars • Software Engineering Operating Systems Design • Behavior change • Health and wellness taught by Jeff Sarri and classes taught by Karen Jennings • Health Promotion Project Capstone Project Addiction classes Co-Occuring disorders • Nutritional biochemistry Public speaking • EDUC-321 & EDUC-322 • Senior seminar, environmental research methods • Intro to Women and Gender Studies Brain and Behavior • My woman and gender studies class has allowed me to see multiple perspectives on what can be some political • Kinesiology and my time in BodyWorks • Research paper that I then presented at AEC • Global Engagements Greek Philosophy • The Honors Global Engagement course: Ancient Philosophy in the Modern World Other courses: Money & Banking (economics), Politics of Place (geography) • Practicum allowed me to grow as a personal trainer and prepared me for future endeavors. • PSYC 495-03 • Early Childhood classes with Dr. Jayme Hines WGS classes with Patrice Strifert • One experience that helped me achieve this goal was my Logical Argumentation class. • Any class with Professor Knouff (e.g., HIST-650: Africans in the Colonial Atlantic World, HIST-650: Native North • Film Analysis & Film Theory • the entire nursing program involves critical thinking • Industrial Hygiene with Professor Chris Rennix and my internship with Turner Construction • student teaching- unit planning

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- Term papers in National Security Law, discussions in Foreign Policy & all the political debates I started with my classmates & professor in Honors ITW
- Real Analysis
African Art History
- Public health capstone
Rhetorical criticism
- My HNRSTW and public speaking courses my first semester both pushed me to evaluate nuanced situations and social issues and develop and defend my perspective thereof. My ITW paper was so successful, it was later published on the KSCommons Digital Repository.
- Independent Study with Teresa Podlesney, and Feminist Media Theory with Karen Honeycutt
- All my broadcast classes forced me to evaluate real like issue stories, consider perspectives, and analyze complex problems through media. As a broadcaster I had to research, write, and present.
- My Public Speaking course prepared me to public speak and how to create a proper presentation. This course included how to put together a persuasive presentation.
- All 3 med surg classes
- My Social Problems class adequately encompasses the CWLOs. We always had to think of alternate reasoning for society's current-day social problems, and we also had to come up with possible solutions as well. We talked of the social, financial, mental, and environmental sides to such social problems as racial injustices, climate change, and many more.

- Critical incident response
construction safety standards
- Professor Von Forgey-Goeden discussed them & that was all I have ever heard of them
- Rhetorical Criticism, Forensic Science
- Capstone
Internship
- my class construction safety practices
- Manufacturing Enterprise
- IHHIST 399: Living the French Revolution
HIST 363: U.S. in Civil War Period
- - Software Engineering
- One class that I took that made me consider multiple perspectives was Group interaction. Being in that class taught me more about how work with different types of students.
- Internship
Group Interaction
- Post 9/11 Muslim lit and Gender and Race in the media
- Multimedia Journalism
- * Advanced criminology
* Financial Management
- Industrial Hygiene
Risk Management
- - What is justice
- Human Trafficking across the globe

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- -Critical Ethnic Studies
- -Women and Education
- Logical Argumentation Course and Introduction to Sociology
- Persuasion with Jeff Halford and human resources with Dave Beaudry
- Nursing Health Promotion and Assessment

- Age of the Enlightenment- Professor Nicholas Germana
- Fascism Past and Present?- Professor Nicholas Germana
- Making an Emergency Action Plan
- Industrial Hygiene and Innovative Safety Leadership
- In participatory cultures, we explored internet culture and the impact it has beyond just entertainment. In this course we had to consider the differing perspectives on topics such as race, religion and politics within the context of social media and even memes.
- Organizational Theory and Behavior
- Intro To Management
- Any class with Theresa Podlesney:
 - Intro to Film Analysis
 - Robot Stories
 - The Marvel Cinematic Universe
 - Film Theory

I also was a Learning Assistant for The Marvel Cinematic Universe class, also working with Theresa, and it was one of my best experiences at the school

- Role playing the French Revolution, Germana
- Senior capstone
 - Micro fiction stories in a blink
- Professor Jo Derry worked on a film over the 2020 winter break and it was one of the best experiences that I had while being a film student at Keene State College. This opportunity gave students real world experience and projects such as this are a necessity for film students to grow and thrive in the industry once they graduate from KSC.

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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.”

Student Comments

- Conflict and Crisis in Africa
Peace Studies
- My internship with the city of Keene and seminars
- Software Engineering
Operating Systems Design
- Behavior change
- Health and wellness taught by Jeff Sarri and classes taught by Karen Jennings
- Health Promotion Project
Capstone Project
Addiction classes
Co-Occuring disorders
- Nutritional biochemistry
Public speaking
- EDUC-321 & EDUC-322
- Senior seminar, environmental research methods
- Intro to Women and Gender Studies
Brain and Behavior
- My woman and gender studies class has allowed me to see multiple perspectives on what can be some politically debated topics and discuss them openly with one another.
- Kinesiology and my time in BodyWorks
- Research paper that I then presented at AEC
- Global Engagements Greek Philosophy
- Practicum allowed me to grow as a personal trainer and prepared me for future endeavors.
- PSYC 495-03
- Early Childhood classes with Dr. Jayme Hines
- WGS classes with Patrice Strifert
- One experience that helped me achieve this goal was my Logical Argumentation class.
- Any class with Professor Knouff (e.g., HIST-650: Africans in the Colonial Atlantic World, HIST-650: Native North America)
- Film Analysis & Film Theory
- the entire nursing program involves critical thinking
- Industrial Hygiene with Professor Chris Rennix and my internship with Turner Construction
- student teaching- unit planning
- Term papers in National Security Law, discussions in Foreign Policy & all the political debates I started with my classmates & professor in Honors ITW
- Real Analysis
African Art History
- Public health capstone
Rhetorical criticism

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- Manufacturing Enterprise
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HIST 363: U.S. in Civil War Period
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- Making an Emergency Action Plan
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- Role playing the French Revolution, Germana
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- Professor Jo Derry worked on a film over the 2020 winter break and it was one of the best experiences that I had while being a film student at Keene State College. This opportunity gave students real world experience and projects such as this are a necessity for film students to grow and thrive in the industry once they graduate from KSC.

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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.”

Student Comments

- Intro to HGS
Global Politics
- Music cultures of the world
- I was able to engage in circles discussing race through TREC And RJ work but that was the only experience I had. I think the college stands to improve in this area
- Treatment of addictions
Food culture and community health
- II-330 & IIWGS-101
- Transnational Feminism
Feminist Media Theory
- Honors Film Class
- The Alternative Break program
- PSYCH 495-03
- Early Childhood classes with Dr. Jayme Hines
WGS classes with Patrice Strifert
- My experience as a facilitator for Courageous Conversations.
- Any class with Professor Knouff (e.g., HIST-650: Africans in the Colonial Atlantic World, HIST-650: Native North America)
- Film History and Film Analysis
- My internship with Turner Construction
- Many mathematics conferences (WiMiN, Hudson River, MAA, NCUWM, etc.)
- Intercultural communication
- As early as June Orientation, I began meeting and building friendships with international students. Through them, I have learned much about varied cultures, languages, and identities.
- Women's and Gender Studies, Perspectives in Education
- Media and Society was huge. Creative Digital Non-Fiction also explored culture and diversity through film which I loved.
- In my Nutrition and Addictions courses we have covered cultural competencies that you should keep in mind when working with patients. I have taken a food culture course in which we cooked and tried foods from different ethnicities.
- My Culture Psychology class is an example of this. We learned about different cultures from around the world and what psychology meant to them, as well as how they used psychological terms differently from where I live. We also talked about the intersectionality of different cultures , and saw the interactions between gender,race, age, economic standing, etc.
- HGS courses
- Safe Space Sessions with the OMSSS
- Professor Akkoor into to communicate we had a paper on intercultural communication
- Literacy and Climate Change

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- Intercultural Communication
Sex, Gender, and Justice
- History of Disabilities and Sociology Now
- - Globalization Culture and Place
- Crossing borders
- -Methods one and two
-Critical Ethnic Studies
-Women and Education
- My Post-Colonial Literature, Holocaust Literature, African-American Literature, and Women and Gender Studies courses
- Intercultural communication with Chitra Akkoor
- Community Nursing
- Intercultural communication and Organizational diversity
- Through working for Orientation and Residential Life, I learned a lot about culture and the intersectionality of a variety of other identities.
- Strategic Management
- Any class with Theresa Podlesney:
Intro to Film Analysis
Robot Stories
The Marvel Cinematic Universe
Film Theory
I also was a Learning Assistant for The Marvel Cinematic Universe class, also working with Theresa , and it was one of my best experiences at the school
- Overseas internship in Wellington, NZ
- Dr. Dottie Morris's Cultures and Psychology class
- Mareim Page's Race in the Middle Ages

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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.”

Student Comments

- All HGS courses
- Barely Tolerating Yourself
Animal Tracking
- Global Environmental Change
- Any work done in a classroom whether that’s student teaching or practicums
- Treatment of addictions
- PSYC-495
- U.S. Politics
Environmental Science
- In orientations when we have all had different help the community prjevt, mine picked to trash
- Arch Sustainable Classes
Natural Disasters Class
- The Alternative Break program
- HNRS 290 Machiavellian Pol.Thought
- Early Childhood classes with Dr. Jayme Hines
WGS classes with Patrice Strifert
- Community service day for orientation.
- I suppose my HIST-670 class counts because I will be presenting my thesis as part of the SSH seminar series, which is a public event.
- Film History and East Asian Cinema Film Seminar
- Representing KSC on the D3 National Student-Athlete Advisory Committee
- My AEC project on melting ice, climate change as a topic in Homeland Security(course)
- Health in Society
Math Conferences
- Ethics
- I organized a student-led petition to promote accountability among KSC faculty in regard to students' diverse identities and experiences. I strongly believe educators should *never* be the factor which restricts one’s education and socioeconomic mobility.
- Cinema and Diversity, Capstone Film Production (Through my own documentary)
- Broadcast and Media & Society.
- Being a student leader for the Hungry Owl I have had the opportunity to demonstrate my knowledge from the classroom and share that with my peers who need assistance.
- In my Women and Gender Studies course, there was a lot of information on not only past political and social issues regarding women, but what can be done now and what is being done now. I left the course with not only the knowledge of women’s history and rights, but some tools in order to rewrite social activism closer to the top of my wants list.
- Ethics
- Farming with Nature in Mind
- Interpersonal Communication

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- Sociology 101 and Abnormal Psychology
- - Global Politics
- - US Politics
- -Farming with Nature in Mind
- Writing in an Endangered World and Women and Education and Intro to Women and Gender Studies
- Health and Society
- I was able to vote in various elections because of opportunities presented by the college.
- The Modern World
- Food, Health & Environment
- Global Environmental Change

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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.”

Student Comments

- Public health department really cared and contributed so much to help students with school and overall mental health.
- Health Psychology with Professor Boyer was all about the mind and body. How to stay healthy and grounded.
- Every public health class
- EDUC-321 & EDUC-322
- Women and Gender studies Capstone w Taneem
Psychology Capstone - Social Justice w Clark
- Stress Management
- Education in Emergencies
- I attended the health and wellness center for counseling and was so great full for my experience.
- Early Childhood classes with Dr. Jayme Hines
WGS classes with Patrice Strifert
- Wellness Center.
- Math Club
- Health in society
Behavior change
- In the fall of my sophomore year, I was placed on administrative medical leave. At first, I was furious, but as time passed I began to better understand myself as an individual and all of the complex factors which influence my health and well-being. I was able to come back to Keene State with a better understanding of what I need to be a healthy part of the communities I'm in.

You left out the Sustainability CWLO. Watching KSC Dining transition to becoming virtually plastic free, then rapidly regressing with the onset of the pandemic has made me much more conscious of the amount of plastic waste I produce as an individual.

I've also pulled 28 shopping carts and several hundreds of pounds of other scrap metal out of the Ashuelot River.

- Feminist Media Theory, Women and Gender Studies
- Digital Imaging, Photography 1, all my photography classes really reflected on the photographers own state of mind.
- My public health/ health science degree has shaped my well-being for the better. All of my course as a Nutrition major have addressed how I can advocate for myself and promote a good well-being for others.
- My senior seminar, Positive Psychology, encompasses this CWLO very well. In that class we went over things such as meditation, therapy, mindfulness, gratitude, suicide prevention, etc. that are very applicable and useful to everyday life. We learned about ways to deal with stress and how to better manage our lives and also how to prioritize the things we want out of life and balance our days better.
- Skills for a Healthy Life

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- My experience with the title 9 office
 - Intro to Sustainability
 - Autism Senior Seminar and Brain and Behavior
 - * Business and Society
 - - Marine Ecology
 - - Media and Society
 - -Farming with Nature in Mind
 - -Methods One and Two
 - Writing in an Endangered World
 - Nursing Clinical
 - EDUC 333 Special Education Class- Professor Neeper
 - I had the opportunity to work with student nutritionists and physical trainers in an effort to lead a healthier lifestyle while at Keene State.
 - Principles of Marketing
 - Any class with Theresa Podlesney:
 - Intro to Film Analysis
 - Robot Stories
 - The Marvel Cinematic Universe
 - Film Theory
- I also was a Learning Assistant for The Marvel Cinematic Universe class, also working with Theresa, and it was one of my best experiences at the school
- Food, Health & Environment
 - Global Environmental Change

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