

# 2023 Annual Accreditation Report

CAEP ID:	10015	AACTE SID:	675
Institution:	Chadron State College		
Unit:	Department of Education		

## Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information in the system is up-to-date and accurate.

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



## Section 2. EPP's Program Graduates [Academic Year 2021-2022]

### 2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure<sup>1</sup>

79

2.1.2 Number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)<sup>2</sup>

71

**Total number of program graduates** 150

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<sup>1</sup>In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

<sup>2</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?**

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change  No Change / Not Applicable

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3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change  No Change / Not Applicable

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3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change  No Change / Not Applicable

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3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

The Higher Learning Commission

Status:

Accredited

Does this represent a change in status from the prior year?

Change  No Change / Not Applicable

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3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change  No Change / Not Applicable

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## Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.csc.edu/academics/education/accreditation/>

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer<sup>3</sup> effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**  
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**  
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

<sup>3</sup>For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] <https://www.csc.edu/academics/education/accreditation/>

CAEP Accountability Measures (Advanced) [LINK] <https://www.csc.edu/academics/education/accreditation/>

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

### **CAEP: Areas for Improvement (ITP)**

1 Content and Pedagogical Knowledge

**The EPP provided limited evidence that candidates understand the InTASC standard at the appropriate progression levels (Component 1.1).**

This continues to be a work in progress. For all undergraduate candidates who are in our professional studies courses, the InTASC standards are aligned in course syllabi addressing the academic needs of learners. We have begun work on curriculum alignment and a part of that work has focused on how we create lessons and activities connected to the InTASC standards to help students see the connection between the standards and the outcomes expected in the education program. Faculty continue to have ongoing discussions through program meetings and data analysis for the purpose of aligning InTASC standards in courses. The program is addressing content and pedagogical knowledge by embedding InTASC standards in professional studies courses throughout the program. The program has created an assessment tool to help the student see their own growth in the program using the InTASC standards. This document is attached in 6.2.

### **CAEP: Areas for Improvement (ITP)**

3 Candidate Quality, Recruitment, And Selectivity

**The EPP provided an insufficient recruitment plan with goals to recruit and support candidates from a broad range of backgrounds and diverse populations (Component 3.1).**

There is an ongoing recruitment effort by the EPP focused on PK-12 schools. A graduate and special programs position was created with intentional recruitment focused around the state of Nebraska. This position has also resulted in new programs developed in the state of Alaska. The individual will work with first-generation, transfer, and international students. A part-time recruiter position was also created with a specific focus on rural and urban areas. We are sending out postcards and/or brochures to schools with diverse student populations across the United States to reach students who may not be aware of our program.

## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

### 6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

As a result of the feedback data from the Nebraska Clinical Evaluation from supervisors, cooperating teachers, and preservice teachers, the classroom management course was redesigned to include more depth of content and practical application. We determined that the classroom management course needed to change from 1 credit to 2 credits to accommodate the increased content added. We will continue to take feedback from our stakeholders to make adjustments similar to this in the future. Between the changes last year to the ESL/ELL in the elementary education program, and addressing student needs in classroom management this year, we feel we are continuing to use data and stakeholder feedback to meet the needs of our students.

Our C&I program culminating experience has a revised rubric, cut scores, and interrater scoring system. This is a revision we started last year and are just starting to collect data in March 2023. The EPP program has been working to revise our Curriculum and Instruction culminating experience in our graduate program to minimize some of the subjective grading and to be more transparent with our students. In the last year and a half, we have removed the oral exam and have revised our culminating experience to provide two options: a portfolio or an essay exam. We have included an interrater reliability component and refined the rubric to identify four competency categories: advanced, proficient, progressing, and not acceptable. The first option that students have is a portfolio. The second option was added to provide students with a focus on the InTASC standards and is offered in an essay format instead of a portfolio. Additionally, the program created screencast videos that explained why the changes were being made and how the students could address the changes. These changes and the supplemental videos were made to help eliminate confusion students have expressed with the assessment as well as provide an additional option for students to demonstrate their understanding/comprehension of the 10 InTASC standards. We provided the updated rubric and scoring in 6.2 demonstrating the revisions that have occurred.

#### 6.1.2 Optional Comments

Please provide feedback on the two attached documents in regards to areas of continuous improvement.

**A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**  
**A.5.4 Continuous Improvement**  
**R1.1 The Learner and Learning**  
**R1.2 Content**  
**R1.3 Instructional Practice**  
**R3.3 Competency at Completion**  
**R4.1 Completer Effectiveness**  
**R4.2 Satisfaction of Employers**  
**R5.3 Stakeholder Involvement**  
**R5.4 Continuous Improvement**

**Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).**

 **CI\_PortfolioRubricWinter2022.docx**

 **SelfAssessment\_Tool\_March\_2023.docx**

## Section 8: Feedback for CAEP & Report Preparer's Authorization

**8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.**

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

N/A

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

**I am authorized to complete this report.**

### Report Preparer's Information

Name: Dr. Grant Sasse

Position: Interim Dean of Curriculum, Accreditation, and the School of Professional Studies & Applied Sciences

Phone: 308-432-6330

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**Secondary Contact Person for Annual Report Feedback***(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Dr. Catherine Rust

Position: Chair of Education

Phone: 308-432-6337

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**I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.**

See [CAEP Accreditation Policy](#)

**Acknowledge**