



# CHADRON STATE COLLEGE FACT BOOK

ACADEMIC YEAR 2015-2016



The 2015-2016 edition of the Chadron State College Fact Book presents data relating to enrollment, graduates, demographics, and faculty and staff for the Fall, Spring, and Summer semesters. The Fact Book has several purposes:

- To provide data which may assist the administration in planning and decision making.
- To give the college community an overview of the students, personnel, and profile of the college.
- To serve as a reference document which answers many of the most often-asked questions about the college.

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**Publication Date**

January 2018



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# General Information

2015-2016 Fact Book



## General Information

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### Chadron State College

308-432-6000

[www.csc.edu](http://www.csc.edu)

#### MOTTO

Building futures every day.

#### MASCOT

Eagle

#### COLORS

Cardinal and White

Chadron State College is authorized by the Nebraska Legislature to offer undergraduate and masters programs. Continuation and development of applied research and, public service activities are additional, legislatively mandated priorities.

Chadron State College is the only four-year and graduate degree-granting college in western Nebraska, and is accredited by the Higher Learning Commission.

The academic areas are divided into the School of Liberal Arts; the School of Business, Entrepreneurship, Applied & Mathematical Sciences, and Sciences; the School of Education, Human Performance, Counseling, Psychology and Social Work. Pre-professional programs are offered for careers such as law, engineering, and health professions.

Through its distance alternative learning programs, the college provides off-campus and online services throughout western Nebraska. Courses are available each semester in Scottsbluff and North Platte.

The 281-acre campus has 24 major buildings, five of which are listed in the National Register of Historic Places. The buildings provide more than one million square feet of floor space. Classrooms, laboratory, and research facilities are available in several buildings. Several recent construction projects include The Lindeken-Carillon Clock Tower, the Rangeland Lab Building, Eagle Ridge student housing, and the Coffee Agriculture Pavilion. Renovations to Joseph Sparks Hall, which houses administrative and alumni offices, the Edna Work Hall dormitory, Old Admin, Reta E King Library (Library Learning Commons), Memorial Hall and the addition of the Chicoine Center to the Ross Armstrong Gym ensures that facilities remain current to provide a positive learning environment.

*Source: [www.csc.edu](http://www.csc.edu) 12/15/15*



## Primary and Program Accreditation

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Chadron State College is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; 1-800-621-7440) to confer residential and online baccalaureate degrees, the Master of Education degree, the Master of Arts in Education degree, the Master of Business in Administration degree, and the Master of Science in Organizational Management degree.



In addition to institution-wide accreditation through HLC, the following academic programs have been granted specialized accreditation through the following entities:

### TEACHER EDUCATION



The National Council for Accreditation of Teacher Education (NCATE) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. NCATE and the Teacher Education Accreditation Council (TEAC) consolidation into the Council for the Accreditation of Educator Preparation are recognized by the Council for Higher Education Accreditation (CHEA).

### SOCIAL WORK



The Council on Social Work Education (CSWE) is a nonprofit national association. The Associations Commission of Accreditation is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. CSWE is recognized by the Council for Higher Education Accreditation (CHEA).

### BUSINESS



The Accreditation Council for Business Schools and Programs (ACBSP) accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. ACBSP is recognized by the Council for Higher Education Accreditation (CHEA).



## Guiding Principles

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### LEGISLATIVE AUTHORITY

The Legislatively-created Coordinating Commission for Postsecondary Education (CCPE) in Nebraska articulates the Nebraska State College System which is comprised of three campuses which are “regional institutions that provide educational programs and public services to meet needs indigenous to their service areas.” Chadron State College, Peru State College and Wayne State College are dedicated to teaching, research, and community service.



### STATUTORY CHARGE

Priorities for Nebraska State Colleges are identified by the State Coordinating Commission for Postsecondary Education (CCPE). The programmatic service areas, as defined in statute, include:

- Their first instructional priority is the provision of baccalaureate general academic, occupational, and education degree programs;
- Their second instructional priority is to provide master's programs in education and other disciplines authorized by statute or by the Commission;
- Their third priorities are applied research, public service activities, and continuing education activities that serve their geographic service areas.

The Commission further defines Chadron State College’s programmatic service as a Master’s (comprehensive) College/University I. Carnegie classification. Chadron State College’s programmatic service area includes baccalaureate level liberal arts, occupational degree programs, and professional degree programs in education.

- The primary focus of Chadron State College’s educational programs is high quality, comprehensive undergraduate programs leading to baccalaureate degrees in arts and sciences, business, and teacher education, all of which are enhanced by a coherent general education program.
- Chadron State College’s new baccalaureate degree programs will reflect the needs of its service area and the priorities of the State College Board of Trustees.
- Chadron State College offers the Master of Education, the Educational Specialist, and the Master of Business Administration degrees.

*Source: [www.csc.edu/education/ncate/InstitutionalReport/report/report/overview/overview.csc](http://www.csc.edu/education/ncate/InstitutionalReport/report/report/overview/overview.csc) 09/16/16*





## Guiding Principles

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### VISION STATEMENT

Chadron State College aspires to be a premier institution of higher education in the western High Plains states, innovatively pursuing excellence in teaching, scholarship, and service.

### MISSION STATEMENT

Chadron State College will enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region.

### MASTER ACADEMIC PLAN

The Master Academic Plan (MAP), enacted in 2014, is the centerpiece for aligning campus-wide efforts. The MAP furnishes an avenue to self-reflect through a community of learners and learn through the implementation process to enhance the quality of the CSC learning environment, the alignment of resources within academic affairs, and the nature of the alignment of non-academic resources with academic pursuits. The College community embraced six priorities to address the most pressing concerns toward the pursuits of student and organizational learning successes. The six priorities include the Essential Studies Program, co-curricular experiences, teaching and learning resources, student recruitment and retention, the Graduate Studies Program, and faculty and staff recruitment and retention.

1. Continue to implement and improve the Essential Studies Program (ESP).
2. Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.
3. Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC), and the library learning commons (LLC).
4. Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement.
5. Study, create, and implement a strategic vision for the graduate studies program.
6. Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

*Source: Alex Helmbrecht, 09/19/16*

*Source: Chadron State College Master Academic Plan*

*Source: [www.csc.edu](http://www.csc.edu) 12/15/15*



## Nondiscrimination and Equal Opportunity

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### EQUAL EDUCATION AND EMPLOYMENT POLICY

Chadron State College is committed to an equal opportunity program to encourage admission and employment, and to provide procedures that will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status and that is consistent with nondiscriminatory policy including Title VII of the Civil Rights Act of 1964, as amended. Title IX of the Educational Amendments of 1972, as amended, and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding The Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources along with the provisions of the Americans with Disabilities Act, and the rights provided.

The following people have been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice regulations:

Program access – Vice President of Academic Affairs, Sparks Hall, (308) 432-6203

Physical access – Vice President for Administration and Finance, Sparks Hall, (308) 432-6202

Employee access – Associate Vice President of Human Resources, Sparks Hall, (308) 432-6224

### EQUAL OPPORTUNITY

Chadron State College is an equal opportunity institution. It does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated two individuals to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Reports regarding discrimination or harassment may be directed to one of the following Compliance Coordinators. In addition, inquiries regarding non-discrimination policies and practices may be directed to one of the Compliance Coordinators:

Associate Vice President of Human Resources  
Chadron State College  
1000 Main Street  
Chadron, NE 69337  
(308) 432-6224

Senior Director, Student Affairs  
Chadron State College  
1000 Main Street  
Chadron, NE 69337  
(308) 432-6280



## History of Chadron State College

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The mission of CSC has evolved from its state-normal-school heritage, which primarily prepared teachers, to its present role as the only four-year college serving the rural High Plains area of western Nebraska. The State Board of Education selected Chadron as the site of a normal school in 1910 and acquired eighty acres of land south of Chadron, including the grounds of Chadron Congregational Academy, which closed in the spring of 1910. Nebraska State Normal School was founded in Chadron in 1911.

In 1921, the Nebraska State Legislature changed the institution's name to Chadron State Teacher's College. As the name suggested, the primary purpose of the institution was teacher preparation; however, a statement in the 1921 catalog suggested a slightly expanded role: "to promote the educational interests of western Nebraska." The institution was granted the authority to confer the baccalaureate degree in education at this time. In 1949, an act by the State Legislature allowed the College to grant the degree of Bachelor of Arts in Arts and Sciences. Students could now enroll at Chadron and pursue curricula other than teacher training. However, the College continued to define itself as primarily a teacher's college, and the majority of the school's graduates were prepared for a teaching career.

In 1964, the State Legislature changed the name of the institution to Chadron State College. Since that time, the mission of CSC has changed from teacher education to a comprehensive institution offering liberal arts-based and pre-professional programs in a variety of disciplines. CSC has offered a Master of Education since 1956. In 1984, a Master of Business Administration was approved by the Board of Trustees. A Bachelor of Applied Sciences was approved in 2001. And a Master of Science in Organizational Management was approved in 2006.

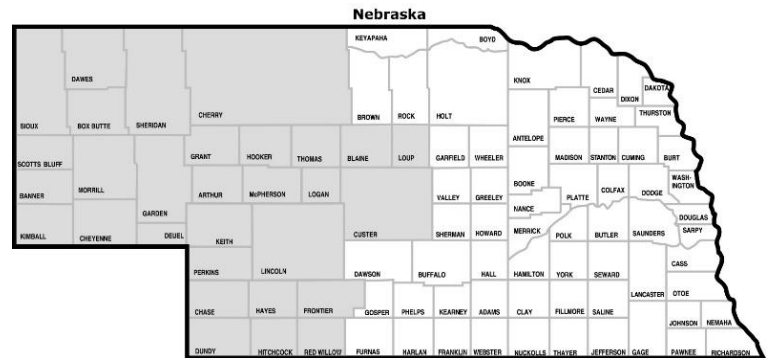
Western Nebraska is recognized as having a personality that is distinct from the eastern half of the state. As a result of location, this region plays a significant role in efforts of the United States and the world to solve the needs for food and energy while preserving the natural environment and improving the living and working conditions of people in both industrialized and developing nations. The College mission anticipates a continuing need for higher education in the High Plains. CSC also serves a significant number of students from the surrounding states of Colorado, Wyoming, and South Dakota.

*Source: 2015–2017 Undergraduate Catalog*



## Service Area

Chadron State College serves three overlapping geographic areas: the High Plains region, its service area which includes the western most 30 counties in Nebraska, and Frontier Rural Communities.



CSC is the only four-year Nebraska institution of higher education that serves the western half of Nebraska as well as

many Frontier Rural, or “frontier and remote” (FAR) communities. The western half of Nebraska consists of nearly 38,000 square miles. Chadron, and other towns in the service area are designated as a FAR Level Three. These communities are located more than 60 minutes from an urban area of 10,000 or more people. Only about 1.4 percent of the U.S. population lives in a FAR Level Three Community.

Frontier areas are the most remote and geographically isolated areas in the United States. Sparse populations face extreme distances and travel time to services. This makes Chadron State College’s commitment to its mission of higher education of greater value to the region. The college also strives to address “Food Desserts” (as defined by the Center for Disease Control and Prevention) within a 200 mile radius of Chadron.

Geography was an underlying factor for the State of Nebraska in opening Chadron State College in 1911. Chadron State College has long served as one of the leaders in distance education. As the institution has sought to serve its vast service region and other areas of the Great Plains and beyond, it has capitalized on cutting edge technologies. Stories from shortly after the college’s founding give an account of professors traveling to neighboring communities by car and airplane to offer courses. Later, interactive television served as the vehicle of choice. Now, the institution has embraced online education to provide an accessible and affordable quality education to the benefit of the region and beyond.

*Source: www.csc.edu 12/15/15*

*Source: College Relations Office*

*Source: “Defining Chadron State College’s Service Region” document*



## About the Community

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Chadron, rich in fur trade history, is named after Louis Chartran, a fur trapper who ran a trading post on Bordeaux Creek. Over time, the spelling eventually became "Chadron." However, Chadron was not always called by the same name, or in the same place as it is today.

In 1884 the town was formally established when the Fremont, Elkhorn, and Missouri Valley Railroad was constructed through the area from Omaha en route to Wyoming. Chadron was first named O'Linn for its founder Fannie O'Linn, who built a community at the confluence of the White River and Chadron Creek. This is where the railroad was expected to branch. When it was built six miles away on Bordeaux Creek and given the name Bordeaux, the townspeople of O'Linn packed up the entire town, buildings included, and moved it to the new location. It was then that Chadron gained the name that it has today.

Dawes County was split from Sioux County in July of 1886. The county was named for Nebraska Governor James Dawes who served two terms from 1870-1874. In 1886 the boundary was changed when the southern part became Box Butte County.

During the 1893 Chicago World's Fair, Chadron was the starting point of the 1,000-mile "Chadron-Chicago Cowboy Horse Race. Nine riders competed to be the first to reach the entrance of Buffalo Bill's Wild West Show and receive the \$1,000 prize. John Berry officially won the race in 13 days and 16 hours. Among the riders was the former outlaw Doc Middleton.

Chadron is friendly and scenic with a population of approximately 5,700. What began in 1885 as a few wooden shacks and dirt roads, has evolved into a 21<sup>st</sup> Century economic leader in the Nebraska Panhandle. Chadron is home to one of the three state colleges, beautiful city parks, a Commercial Historic District, quality public schools, and modern medical facilities. The city also has a Federal Aviation Administration FAA-approved Title 139, public airport.

*Source: [www.chadron-nebraska.com/about-chadron.html](http://www.chadron-nebraska.com/about-chadron.html) 12/15/15*

*Source: [www.wikipedia.com](http://www.wikipedia.com) 12/15/15*



## About the Community

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### POPULATION

	2010 Census	2015	Percent Change
Chadron	5,851	5,775	-1.3%
Dawes County	9,182	9,055	-1.4%

2015 COUNTY AGE DISTRIBUTION MEDIAN AGE: **State** 36.3 years **County** 34.1 years

	0-19	20-24	25-44	45-64	65+	85+	Total	Percent Split
Male	1,120	774	860	958	389	358	4,459	49.2%
Female	1,184	689	777	1,061	413	472	4,596	50.8%
Total	1,302	1,463	1,637	2,019	802	830	9,055	

### NUMBER OF PEOPLE IN THE COMMUNITY FLUENT IN A SECOND LANGUAGE

Spanish	French	German	Italian	Lakota
240	15	55	20	10

### CLIMATE DATA FOR CHADRON (1981-2010)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Average High °F	38.1	40.1	49.7	58.9	69.3	80.5	89.2	88.6	78.6	63.4	48.5	38.5	61.9
Average Low °F	14.0	16.2	23.7	32.4	43.3	53.1	60.0	58.2	47.3	34.1	23.1	14.3	35.0
Average Precipitation in Inches	0.38	0.58	1.27	2.09	2.90	2.80	2.03	1.59	1.46	1.24	0.55	0.51	17.39
Average Snowfall in Inches	5.4	6.8	9.8	4.4	0.5	0	0	0	0	3.3	4.5	7.9	42.5

Source: National Oceanic and Atmospheric Administration (NOAA)

Source: [econdevtools.nppd.com/aedc/fastfacts.asp?city=Chadron](http://econdevtools.nppd.com/aedc/fastfacts.asp?city=Chadron) 10/31/16



# The State of The College

2015-2016 Fact Book



## 2015-2016 Highlights

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### MILITARY/VETERAN RESOURCE CENTER OPENS

Eight West Court structures containing 22 apartments have been demolished over the past two summers. West Court buildings, #26 was remodeled and named the Chadron State College Military/Veteran Resource Center. The West Court units, constructed in the late 1950s and early 1960s were demolished as part of a three-year plan to remove the housing complex.

### SWIFT FOX RESEARCH TO CONTINUE

Chadron State College faculty member and Applied Sciences department chair Dr. Teresa Frink and students will have the opportunity to continue assessing the distribution of the swift fox thanks to a \$210,000 grant from the Nebraska Environmental Trust (NET). The scope of the study of the Tier 1 at-risk species covers 26,000 square miles in western Nebraska. The NET joins other partners in the pursuit including Nebraska Department of Roads, Nebraska Game and Parks and the U.S. Forest Service.

### CAMPUS HOSTS FFA COMPETITION

Chadron State College hosted the annual District 12 National FFA Organization Leadership Contest in November. More than 250 students representing sixteen Nebraska high schools from the area competed in ten different events to qualify for the Nebraska State FFA competition in April. The first and second place winner of each contest qualified for state.

### CAMPUS PREPARES FOR HLC'S 2017 VISIT

Twenty Chadron State College faculty and staff members joined 4,000 other colleagues during the Higher Learning Commission (HLC) North Central Region conference in Chicago in April. HLC, which was founded in 1895, accredits degree-granting post-secondary education institutions in 19 states, including CSC. Its annual conference is the main opportunity higher education institutions have to participate in sessions conducted by HLC staff, learn from the successes and failures of other institutions, and discuss trends in higher education. CSC, which will host an HLC peer review in April 2017, has more than 35 faculty and staff members engaged in six committees focusing solely on the college's reaffirmation.

### MAYS RECEIVES ARBORETUM AWARD

In March Lucinda Mays was recognized at the Nebraska Statewide Arboretum (NSA) awards reception in Lincoln with the Jim Kluck Honor Award recognizing individuals who have made a significant contribution to the Nebraska Statewide Arboretum or its affiliates. Mays is the horticulturist of the Chadron State College Arboretum, an NSA affiliate site, where she has worked to improve the beauty and functionality of the campus green space.





## 2015-2016 Highlights

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### WADA, HOEM NAMED TEACHING EXCELLENCE RECIPIENTS

Bruce Hoem, associate professor in the Counseling, Psychology and Social Work department, is the 2016 Nebraska State College System Teaching Excellence Award honoree. The award is presented annually to one full-time faculty member who demonstrates excellence in teaching, service, and leadership from across the NSCS which includes Chadron, Peru, and Wayne State Colleges. Dr. Jamie Wada, associate professor and chair of the Justice Studies department, was the 2015 recipient of the award. He earned a bachelor's and a master's degree in criminal justice from Boise State University, Boise, Idaho, and a doctor of philosophy in higher education administration from Washington State University in Pullman. Chadron State faculty members have won the award four of the last five years.

### BRUST LEADS ENTOMOLOGY RESEARCH

Dr. Matthew Brust, associate professor of physical and life sciences, published an article with a colleague about the discovery of a pine tree grasshopper in the peer-reviewed "Journal of Orthoptera Research." Brust said knowledge about the range and biology of the *Melanoplus punctulatus* is lacking in quantity and quality. Brust also played a major role in providing research for a website behind the launch of a new app, Grasshoppers of the Western U.S. The app helps ranchers, farmers, and scientists identify 76 common grasshopper species in the field.

### STUDENTS STUDY ZIKA VIRUS

Students enrolled in Dr. Ann Buchmann's Pathogenic Microbiology course completed two-weeks of research on Zika, a virus transmitted by mosquitoes with an initial outbreak in Brazil. They worked in study groups to discuss their research into the origin, transmittal, life cycle, and man-made events that may contribute to the spread of Zika.

### TWO COUNSELING GRADUATE DEGREES ONLINE

Faculty in the Counseling, Psychology and Social Work department have found ways to successfully offer two graduate counseling degrees – clinical mental health counseling and school counseling – almost entirely online with the exception of three courses: group counseling, practicum, and internships. In 2016-2017 the internships course will be offered completely online.

### GAUDET SPEAKS TO INTERNATIONAL AUDIENCE

In May, Dr. Laura Gaudet, a counseling and psychology professor and department chair, returned to China where she presented at a third conference in two years. The conference, "Neurotalk-2016: Innovations of Neuroscience," was in Beijing. Gaudet's presentation, "The Effectiveness of a Brief Educational Intervention on the Perceptions of Persons with Traumatic Brain Injury inside", explained differences of psychology students' perceptions between individuals with and without a Traumatic Brain Injury (TBI).



## 2015-2016 Highlights

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### WINCHELL WINS GOAT TYING TITLE

After being a strong contender for the championship three times previously, cowgirl Shelby Winchell won the National Intercollegiate Rodeo Association's goat tying championship in Casper in June. Winchell, who already had the lead heading into the championship go-round at the College National Finals Rodeo in Casper, also had the go-round's best time of 6.3 seconds. That gave her an aggregate time of 25 seconds flat on four runs. The Scottsbluff, Nebraska, native was the picture of consistency at the national rodeo. She completed her first two runs in 6.3 seconds and matched the fastest time of the rodeo, 6.1 seconds, in the third go-round.

### STUDENT CROWNED MISS RODEO NEBRASKA

Chadron State College senior Laramie Schlichtemeier has had a summer she won't soon forget. Schlichtemeier was crowned the Lady in Waiting Miss Rodeo Nebraska 2017 at the June pageant in North Platte. She becomes the fourth CSC student to win the title, joining Becky Grimm in 2011, Amy Amack in 2009, and Lisa (Poese) Jamison in 1990. The pageant began in 1955 in Burwell and has continued annually. In 1991, the pageant was moved to North Platte and scheduled in conjunction with NEBRASKALand Days. "I've wanted this since I was five. I'm literally living my dream. This will be an awesome experience. This is a great opportunity to represent the state of Nebraska. I've worked hard and this title means a lot," Schlichtemeier said.

### FIVE STUDENTS PLACE AT PBL NATIONALS

Five students placed in the top 10 at the Phi Beta Lambda National Leadership Conference in Atlanta, Georgia. Molly O'Connell of St. Onge, South Dakota, placed seventh in the Entrepreneurship Concepts and fourth in Management Concepts. Leyna Brummells of Ewing, Nebraska, placed fifth in Forensic Accounting. Drew Kasch of Highland Ranch, Colorado, and Troy Fields, of Halsey, Nebraska, placed ninth in Integrated Marketing Campaign. Kasch also placed sixth in Job Interview. Adviser for the PBL club, Todd Jamison was impressed with the national top 10 placings, especially since the club was only reactivated last year.

### THEATRE STUDENTS ASSIST WITH CONFERENCE

The annual Social Work senior class conference addressed the topic of sexual assault. The program included a keynote speaker, videos, legal and medical experts, plus three thematic vignettes written, directed, and performed by CSC theatre majors. Faculty and others in attendance agreed the performances were an effective and meaningful way to supplement audience discussion. Keynote speaker Dr. Brian Van Brunt, praised the theatre students for their work.

### BAND PERFORMS AT ROCKIES GAME

The Chadron State College Eagle Band, headed by Sid Shuler, performed the National Anthem to open the Colorado Rockies game against the San Diego Padres at Coors Field in Denver on September 20,



## 2015-2016 Highlights

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2015. “It’s a way to show what the college is able to do, maybe some outreach, advertising and marketing, and general fun time,” Shuler said of the weekend trip. The Eagle band, which has about 50 members and includes students who are majoring in music as well as those in other fields of study.

### RMEF APPROVES STUDENT CHAPTER, JECH EARNS SCHOLARSHIP

Members of the newly approved student Pine Ridge chapter of the Rocky Mountain Elk Foundation (RMEF), constructed a wildlife watering station at the Metcalf Wildlife Management Area north of Hay Springs in November. The chapter, only the second one to be established nationally, has 19 members. This was their second water tank installation funded by an RMEF grant in as many years and the effort was reported in the November/December 2015 issue of the “The Bugle” magazine. In other wildlife news, Missy Jech of Rushville, Nebraska, earned the National Wild Turkey Federation scholarship worth \$10,000 sponsored by Mossy Oak.

### HISTORY MAJORS EARN PRAISE IN OMAHA

Three undergraduate members of the local chapter of the Phi Alpha Theta National History Honor Society presented at two regional history conferences in March in Omaha, Nebraska. The three earned high praise and brought home one award, according to Dr. Dave Nesheim, assistant professor in the social and communication arts department. The three history majors – Broc Anderson, Marietta Kuhl, and Tory Snyder – presented research conducted during Dr. Kurt Kinbacher’s Process in World History, a senior level course requiring extensive research in primary sources. Anderson of Alliance, Nebraska, presented at the Missouri Valley Conference, which features advanced graduate students and faculty as presenters. His work on the globalization of the Cuban Revolution was featured in a Society for Military History panel.

### ‘NO HOLDS BARD’ HELPS MAKE SHAKESPEARE ACCESSIBLE TO YOUNG STUDENTS

The Chadron State College theatre department took Shakespeare to hundreds of Panhandle children with the production of “No Holds Bard,” a class project for Children’s Theatre Workshop. The traveling theatre combined many of playwright William Shakespeare’s plays and sonnets in a performance suited for elementary and middle schools. The eleven CSC students participating in the workshop project were responsible for all aspects of staging, costumes, organization, and performance. In addition to acting and completing behind the scenes work, the students also created and sent study guides containing information, puzzles, and questions related to Shakespeare to each participating school ahead of the performances.

### AMBASSADORS DEVELOP RECRUITING VIDEO

A team of International Student Ambassadors tasked with developing an online recruiting video worked with Danielle Lecher, director of market development, and Daniel Binkard, digital graphic designer, to create a six and a half minute video, “We are Eagles: The International Student Experience,” aimed at attracting foreign students to CSC.



## 2015-2016 Highlights

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### CARROLL LANDS INTERNSHIP WITH NSHS

MacKenzie Carroll became the first Chadron State College student to earn a paid internship with the Nebraska State Historical Society. The junior history major from Sacramento, California, plans to pursue a masters degree in historical preservation at an institution in the southern U.S. after she graduates from CSC. As part of the three credit hour internship, Carroll worked her way through a robust guided reading list during the spring semester to develop talking points she utilized during her summer on-site work at the NSHS museum at Fort Robinson where she served as an historical interpreter.

### BANNER SEASON FOR TRACK AND FIELD

Chadron State's track and field program had its best season in history. The women's team earned the first track and field championship in school history at the outdoor meet, and the men finished second and third, respectively, at the indoor and outdoor RMAC Championships. Stachia Reuwsaat, a junior long jumper, also made history by becoming CSC's first-ever female NCAA title winner in any sport. Damarcus Simpson, a sophomore long jumper, won his second national championship. At the same meet, Shelby Bozner won gold in the heptathlon, breaking her school record. Head coach Brad Gamble was named U.S. Track and Field Cross Country Coaches Association (USTFCCCA) Regional Coach of the Year, overseeing 14 All-American winners and three Academic All-Americans. To cap off an historic year, both Reuwsaat and Simpson qualified for and competed in the U.S. Olympic Trials in Eugene, Oregon.

### SOFTBALL RAISES THE BAR

Coming off a 15-35 record in 2015, CSC softball nearly doubled its victory total in 2016 by going 29-19-1. The team's 29 wins were the most in the 10 years since the program's revival. The Eagles were paced in the batter's box by shortstop Courtney Lecher's .401 average. Strong pitching played a large role in the softball team's success story. Ace Tayler Hall was named the conference's Pitcher of the Year, finishing with a 16-3 win-loss record, and had an RMAC best 2.62 earned run average. The Eagle's other primary pitcher, Cierra Closslett ranked fourth in the RMAC with an Earned Run Average (ERA) of 3.07.

### EAGLES HAUL IN AWARDS

The 2015-2016 academic year was a banner one for CSC student athletes. A total of 108 All-Academic honors were bestowed on Eagles by the Rocky Mountain Athletic Conference, up from 92 in 2014-2015. Twenty-six of these were First in Team awards and 82 were Honor Roll placements. Leading the way were three Academic All-Americans Stachia Reuwsaat, Alejandro Garcia, and Zerek Jones. Reuwsaat was a two-time RMAC Academic Athlete of the Year, the CSC Scholar-Athlete of the Year, and a national champ. Garcia was the RMAC outdoor Academic Athlete of the Year and CSC's male Scholar-Athlete. Jones, a two-time All-American, was CSC's Clyde Bond Memorial Award recipient. In addition, the men's cross country team and women's track and field team were each awarded the conference's Brechler Award for having the highest grade point average. The CSC women had the highest in any sport.

*Source: 2016 President's Report, Chadron State Foundation Alumni Report*



# Administration and Faculty

2015-2016 Fact Book



## NSCS Board of Trustees

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Nebraska's state colleges were established in 1867, when Nebraska became a state and Peru State College became Nebraska's first public postsecondary institution. The legislature provided for three more teacher education schools (normal schools) at Kearney in 1903, Wayne in 1910, and Chadron in 1911. In 1963, the legislature officially designated these schools as Chadron State College, Peru State College, and Wayne State College. Kearney State College became part of the University of Nebraska system on July 1, 1991.

The Board had its beginnings in an 1867 law. A 1909 act, which was later declared unconstitutional, created the Normal Board of Education. Through a 1921 constitutional amendment, normal school government was vested in a seven-member board called the Board of Education of State Normal Schools. Normal schools were renamed state schools by the 1936 Legislature. The board's name was changed to its current name in 1969. Later that year, the Legislature made the board a public corporation so it could issue bonds to build dormitories and other student service buildings.

The board has seven members, six of whom are appointed by the governor to six-year terms with legislative approval. The commissioner of education serves as an ex-officio member. The governor also appoints annually a nonvoting student board member from each of the state colleges.

The Board of Trustees hold public meetings five to eight times a year. Powers of the Board include, but are not limited to the following:

- Approves salary and benefits for all system employees.
- Reviews instructional courses and programs offered by the colleges, both on- and off-campus.
- Establishes system-wide tuition and fees annually.
- Inspects the physical properties of the state colleges to assure they are maintained in good repair and are accessible.
- Approves degrees awarded by colleges.

### NSCS Board of Trustees

Michelle Suarez, Chair

Gary Bieganski, Vice Chair

John Chaney

Bob Engles

Jess Zeiss

Carter "Cap" Peterson

Matt Blomstedt  
State Commissioner of Education



## College Presidents

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### ADMINISTRATIVE CONTACTS

Dr. Randy Rhine  
President  
Chadron State College

Dr. Charles Snare  
Vice President for Academic Affairs

Dale Grant  
Vice President of Finance  
& Administration

Jon Hansen  
Vice President of Enrollment  
Management, Marketing  
& Student Services

### ABOUT THE PRESIDENT

Dr. Randy Rhine was a familiar face at Chadron State College when he became the institution's interim president in May of 2012. The Nebraska State College System Board of Trustees appointed him to be CSC's eleventh president January 15, 2013 and Chancellor Stan Carpenter invested him on April 26, 2013 as president.



Rhine's career at CSC began in 2005 when he was hired to provide leadership in reversing the institution's enrollment decline and design initiatives targeting CSC's mission of access and affordable quality education.

His first position at Chadron State College was assistant to the president, lasting from December 2005 to May 2006, when he assumed a larger role for the institution. That's when he became CSC's vice president for enrollment management and student services. Prior to becoming interim president, his unit had grown to include a wide range of student services operations, including the CSC college relations department.

Rhine earned all three of his degrees from the University of Arkansas at Fayetteville. He was a member of that institution's Division of Continuing Education for 12 years, serving approximately four years each as director of conferences, assistant dean, and associate dean.

He and his wife, Ann, reside in Chadron. They have two adult children.

### PAST PRESIDENTS

Joseph Sparks (1911-1916)  
Robert I. Elliott (1916-1940)  
Wiley G. Brooks (1941-1954)  
Barton L. Kline (1954-1961)  
F. Clark Elkins (1961-1967)  
Edwin C. Nelson (1967-1973)

Larry G. Tageman (1973-1975)  
Edwin C. Nelson (1975-1986)  
Samuel H. Rankin (1986-1998)  
Thomas L. Krepel (1998-2005)  
Janie C. Park (2005-2012)

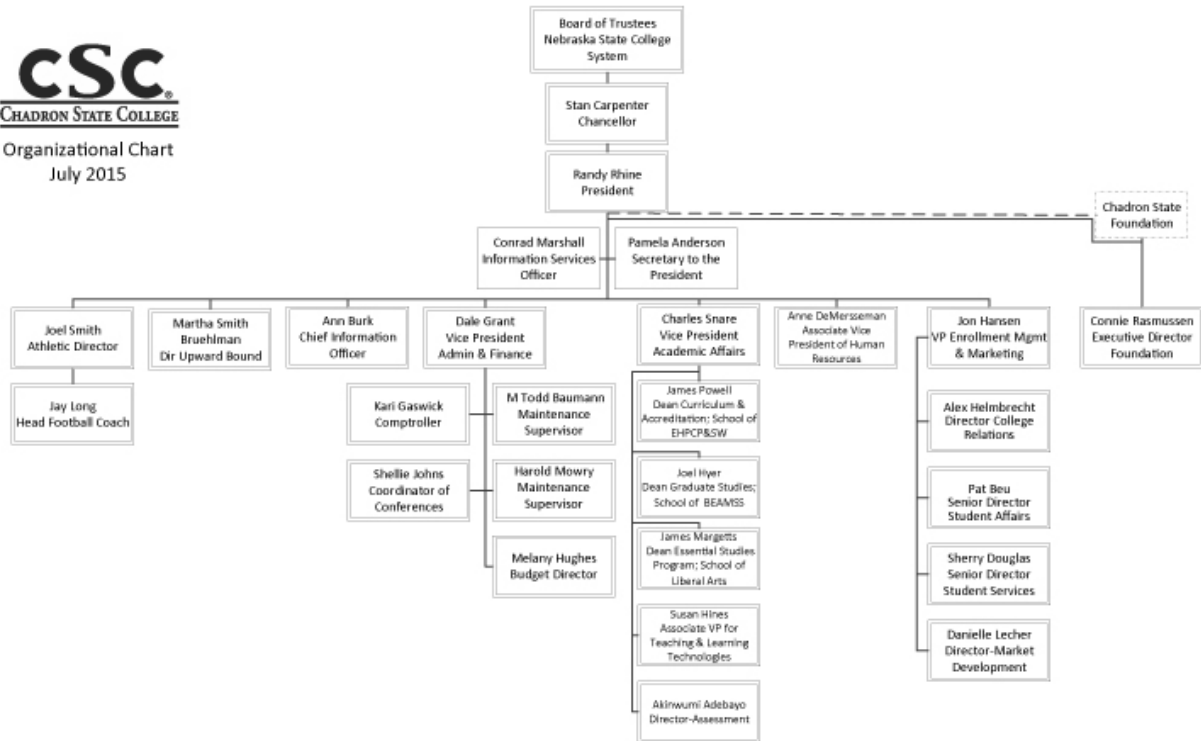
Source: [www.csc.edu](http://www.csc.edu) 12/15/15



# Organizational Chart



Organizational Chart  
July 2015



Source: President's Office





## Academic Departments

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Twelve academic departments are located within the three academic schools listed below with their associated academic deans:

### SCHOOL OF LIBERAL ARTS

The school is administered by the Dean of Essential Studies and the School of Liberal Arts. Departments within the School include:

- Communication and Social Sciences
- English and Humanities
- Justice Studies
- Music
- Visual and Performing Arts.

### SCHOOL OF BUSINESS, ENTREPRENEURSHIP, APPLIED & MATHEMATICAL SCIENCES, AND SCIENCES

The school is administered by the Dean of Graduate Studies and the School of Business, Entrepreneurship, Applied & Mathematical Sciences, and Sciences. Departments within the School include:

- Applied Sciences
- Business
- Mathematical Sciences
- Physical and Life Sciences.

### SCHOOL OF EDUCATION, HUMAN PERFORMANCE, COUNSELING, PSYCHOLOGY, AND SOCIAL WORK

The school is administered by the Dean of Curriculum and Accreditation and the School of Education, Human Performance, Counseling, Psychology, and Social Work. Departments within the School include:

- Counseling, Psychological Sciences, and Social Work
- Education
- Health, Physical Education, and Recreation.

*Source: 2015-2017 Undergraduate Catalog*



## Faculty and Staff Profile

Instructional Faculty by Gender and Ethnicity								
	Tenured		Tenure Track		Non-Tenure		Part-Time	
	Male	Female	Male	Female	Male	Female	Male	Female
American Indian or Alaska Native					1			1
Asian	2						1	
Pacific Islander	1						1	
White	29	23	13	9	5	6	17	36
Two or More Races								
Race and Ethnicity Unknown			1					2

Instructional Faculty Service Years	
Number of Years at Chadron State College	Number of Faculty
Less than 5 years	28
Five to Ten (5-10) years	20
Ten to Fifteen (10-15) years	17
Fifteen to Twenty (15-20) years	10
Twenty to Thirty (20-30) years	11
Thirty (30+) or more years	4

Non-Instructional Staff by Occupational Category				
	Full-Time		Part-Time	
	Male	Female	Male	Female
Archivists, Curators, and Museum Technicians		1	1	
Librarians		2		
Student and Academic Affairs and Other Education Services	8	29	1	7
Library and Student and Academic Affairs and Other Education Services			2	7
Management Occupations	10	13		
Business and Financial Operations		11		
Computer, Engineering, and Science Occupations	9	4		
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	14	10	6	4
Healthcare Practitioners and Technical Occupations				2
Service Occupations	12	13		
Office and Administrative Support Occupations		22		3
Natural Resources, Construction, and Maintenance Occupations	22	1		1
Production, Transportation, and Material Moving Occupations	4			

Source: IPEDS Human Resources Report, Office of Institutional Research



# New Student Information

2015-2016 Fact Book



## General Admission Information

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Chadron State College is committed to the policy that all persons have equal opportunity and access to programs without discrimination on the basis of race, color, national origin, marital status, gender, age, religion, or disability. All students seeking admission for enrollment must complete the Application for Admission and submit all related documents before final acceptance can be granted. All materials become the property of Chadron State College and are not returned. Admission may be revoked if granted on the basis of false information willfully submitted, or if the disclosure of facts required in the application process are intentionally concealed or omitted.

Chadron State College shall admit as students, those persons who have graduated from an accredited high school or who present evidence of the achievement of a High School Equivalency Certificate based on the General Educational Development examination.

Chadron State College is a college with open admission. No minimum GPA, ACT/SAT, or class rank is required for entering freshmen. All freshmen, with proof of graduation from an accredited high school are automatically accepted if the application process has been completed.

### MATRICULATION FEE INFORMATION

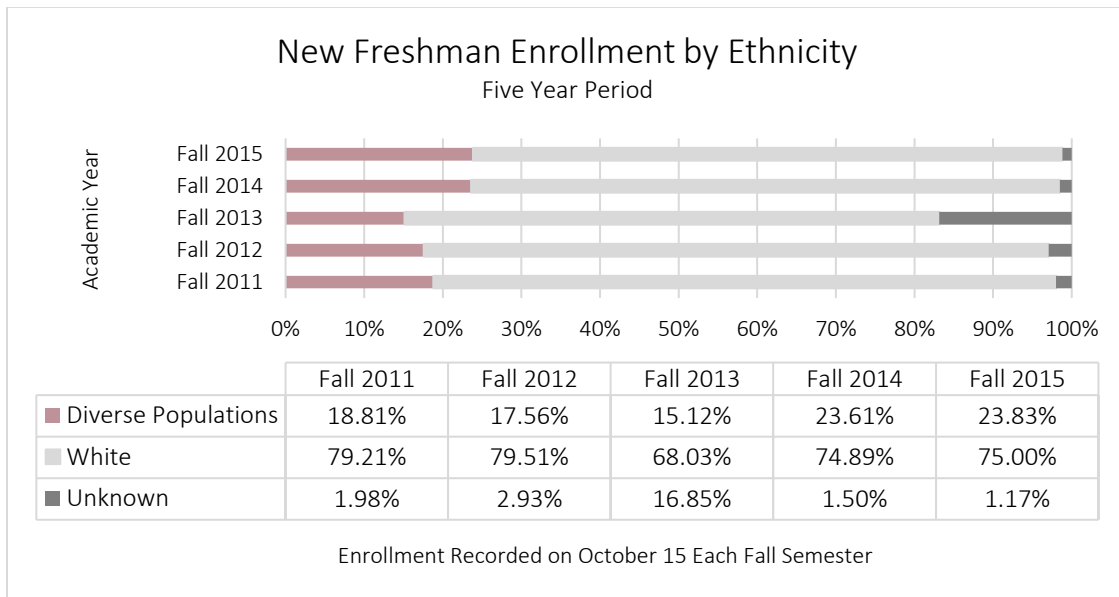
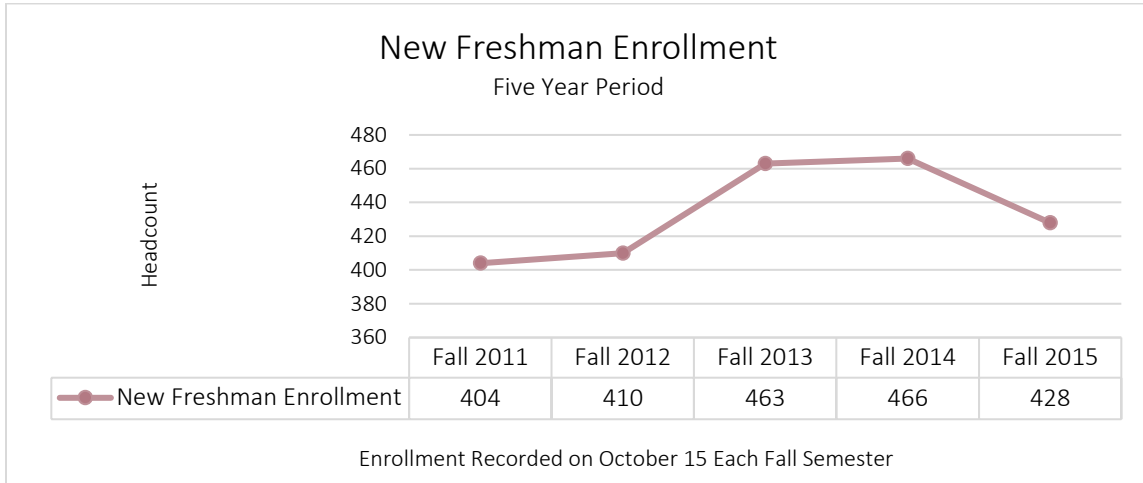
Every student who enrolls for the first time at Chadron State College shall pay a one-time, \$15 matriculation fee. The fee is used to establish a student's record and is non-refundable except in cases where the student is denied admission to CSC.

*Source: 2015-2017 Undergraduate Catalog*

*Source: [www.csc.edu](http://www.csc.edu) 1/6/15*



# New Freshman Enrollment



**Five Year Percent Change in New Freshman Enrollment**  
Fall 2011- Fall 2015

Diverse Populations	White	Total Enrollment
34.21%	0.31%	5.94%

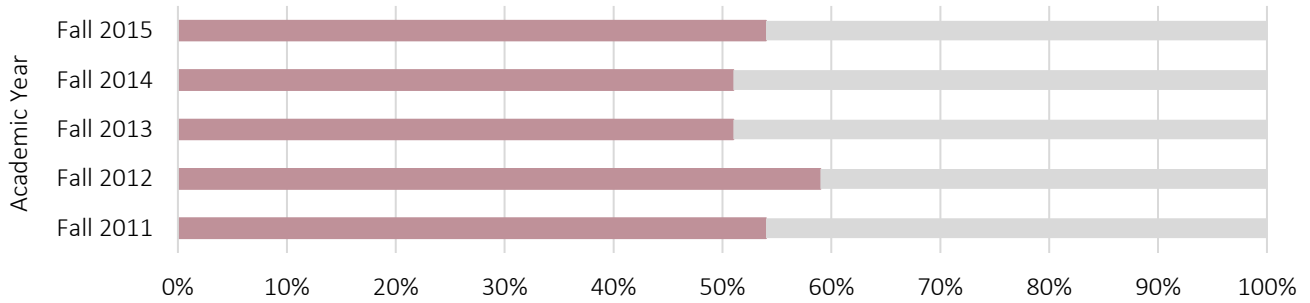
Source: IPEDS Fall Enrollment Report, Office of Institutional Research



# New Freshman Class Profile

## Freshman Class Percent In State/Out of State

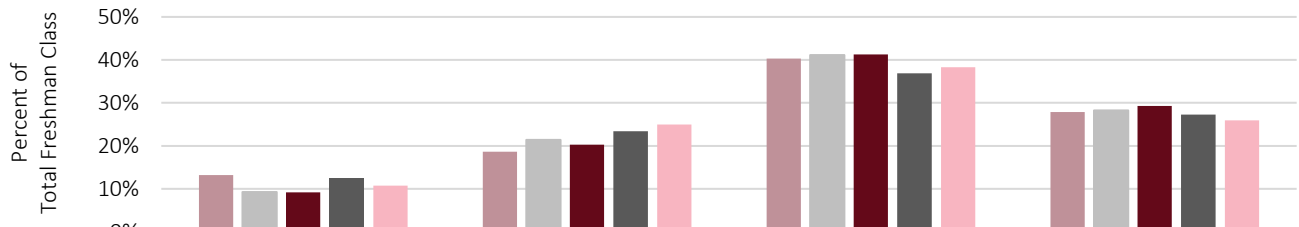
Five Year Period



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
In State	54	59	51	51	54
Out of State	46	41	49	49	46

## Fall Freshman Class ACT Composite Score Range Percent of Total Class

Five Year Period



	No Report	ACT 18 and Below	ACT 19-24	ACT 25 and Above
Fall 2011	13.2%	18.7%	40.3%	27.9%
Fall 2012	9.2%	21.4%	41.1%	28.2%
Fall 2013	9.2%	20.3%	41.3%	29.3%
Fall 2014	12.4%	23.4%	36.9%	27.3%
Fall 2015	10.7%	25.0%	38.3%	25.9%

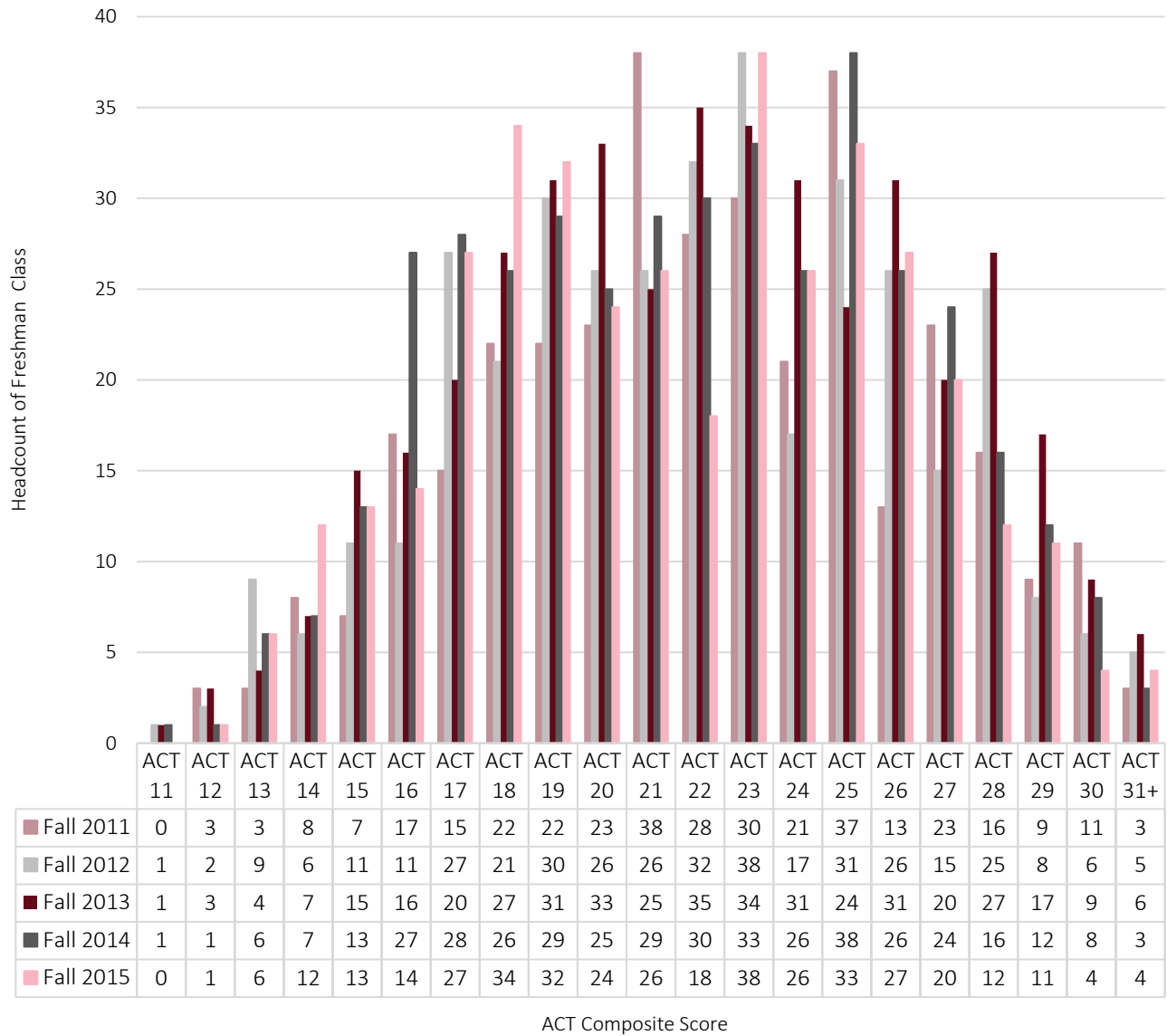
ACT Composite Range

Source: Freshman Cohort Summary Report, Office of Institutional Research Office



# New Freshman Class Profile

Fall Freshman Class ACT Composite Score Headcount  
Five Year Period

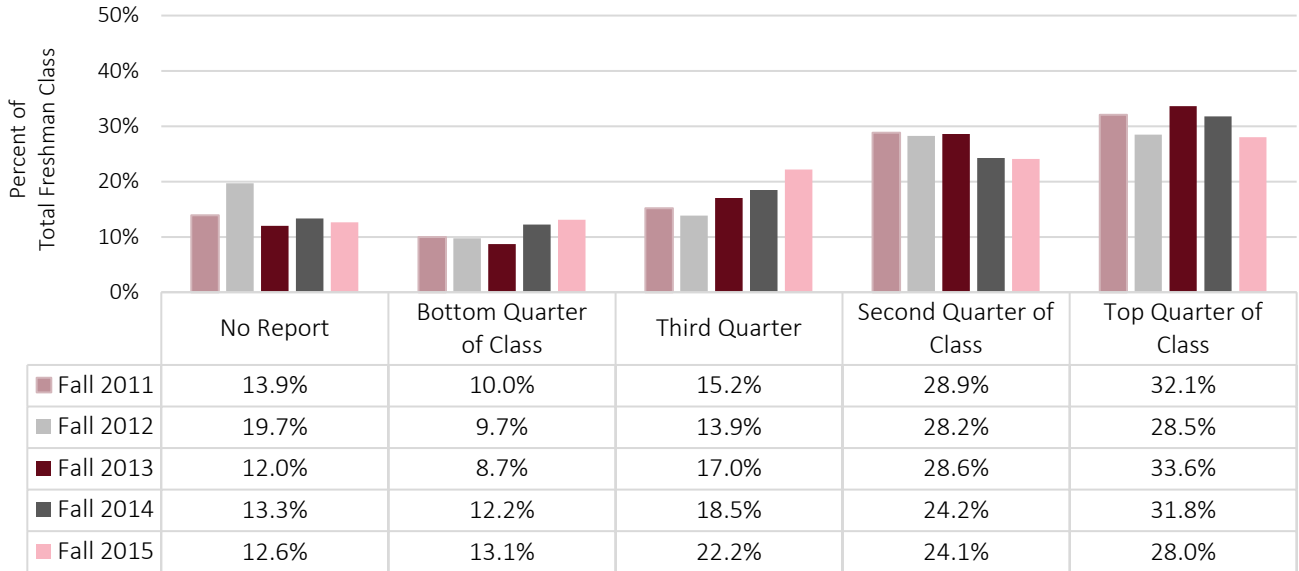


Source: NSCS Entering Freshman Profile Report, Office of Institutional Research



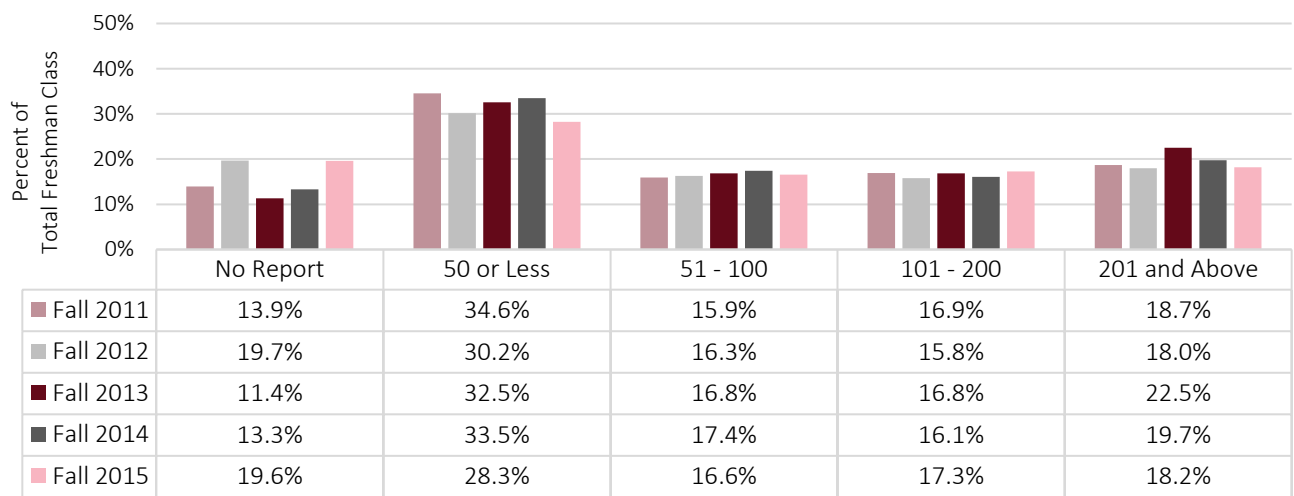
# New Freshman Class Profile

Fall Freshman Class Profile Summary - High School Class Rank  
Five Year Period



High School Class Rank by Quarters

Fall Freshman Class Profile Summary - High School Class Size  
Five Year Period



High School Class Size by Headcount

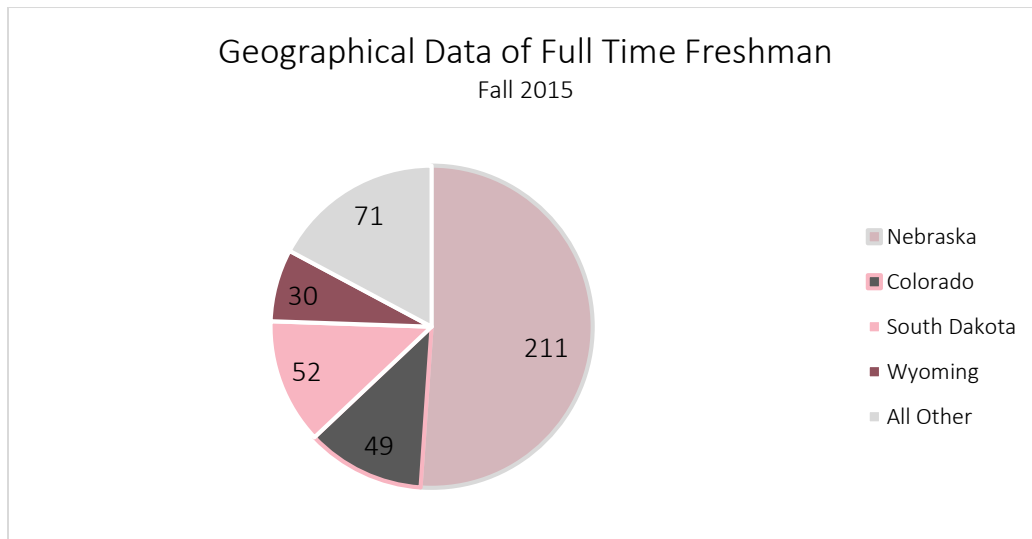
Source: NSCS Entering Freshman Profile Report, Office of Institutional Research





## New Freshman Class Profile

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All Other States and Canada Include:

Arizona	Iowa	New Mexico	Saskatchewan
California	Kansas	New York	Texas
Florida	Massachusetts	North Dakota	Virginia
Georgia	Michigan	Ohio	Washington
Idaho	Missouri	Ontario	Wisconsin
Illinois	New Jersey	Pennsylvania	

Source: Freshman Cohort Summary Report, Office of Institutional Research Office



# Applications and Enrollments Fall 2015

*Entering Freshman and Transfer Students*

Number of Students Who Took the ACT						382
Number of ACT Test Scores						
31 and above	4	24	26	17		27
30	4	23	38	16		14
29	11	22	18	15		13
28	12	21	26	14		12
27	20	20	24	13		6
26	27	19	32	12		1
25	33	18	34	No Report		46

Grade Point Average							
3.0 – 4.0	279	2.0-2.99	108	1.0-1.99	17	No Report	24

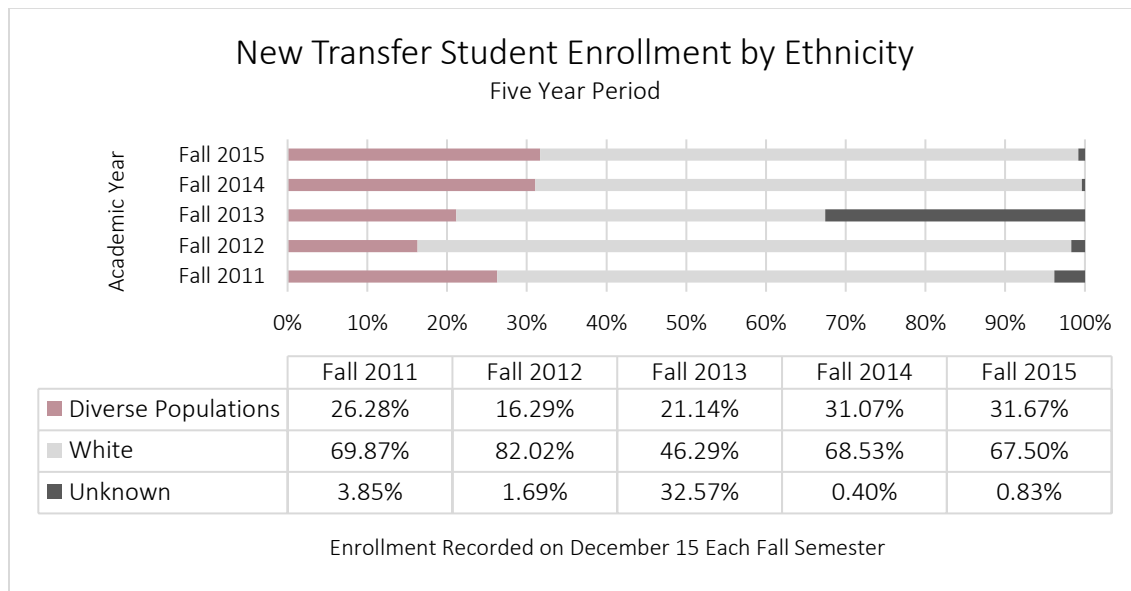
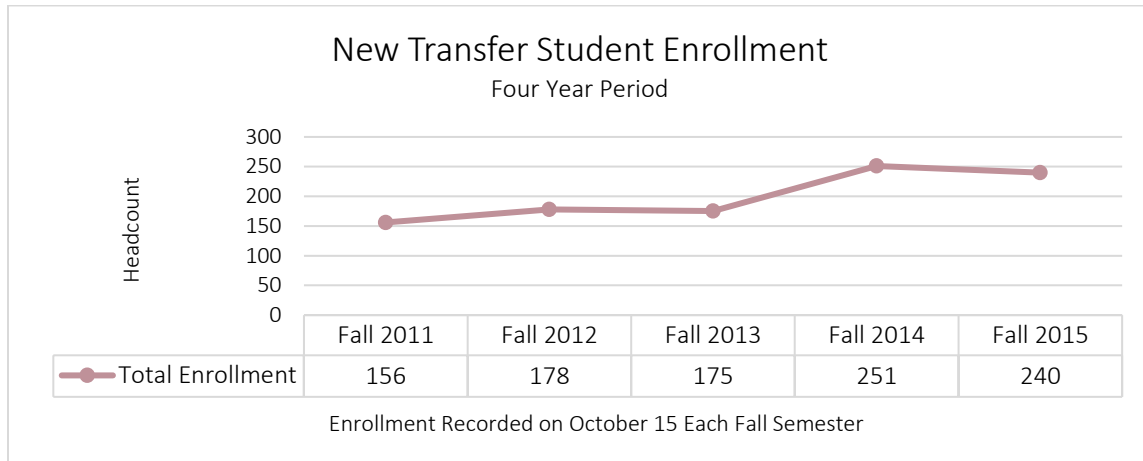
Class Rank					
<i>Headcount is Duplicated</i>					
Top tenth of class	40	Top half of class	223	Bottom quarter of class	56
Top quarter of class	120	Bottom half of class	151	No report	54

Size of High School Graduating Class					
201 and above	78	51 – 100	71	No report	84
101- 200	74	50 or less	121		
Number of Freshman Applications Fully Completed					497
Number of Freshman Applicants Who Enrolled					428
Percentage of Freshmen from Out-of-State					46%
Number of Fall Transfer Student Applications Fully Completed					269
Number of Freshmen Who Responded to First Generation Question					404
Number of Freshmen Who Responded to First Generation Question and Indicated They Were First Generation Students					208

*Source: NSCS Entering Freshman Profile Reports, Office of Institutional Research*



# New Transfer Student Enrollment



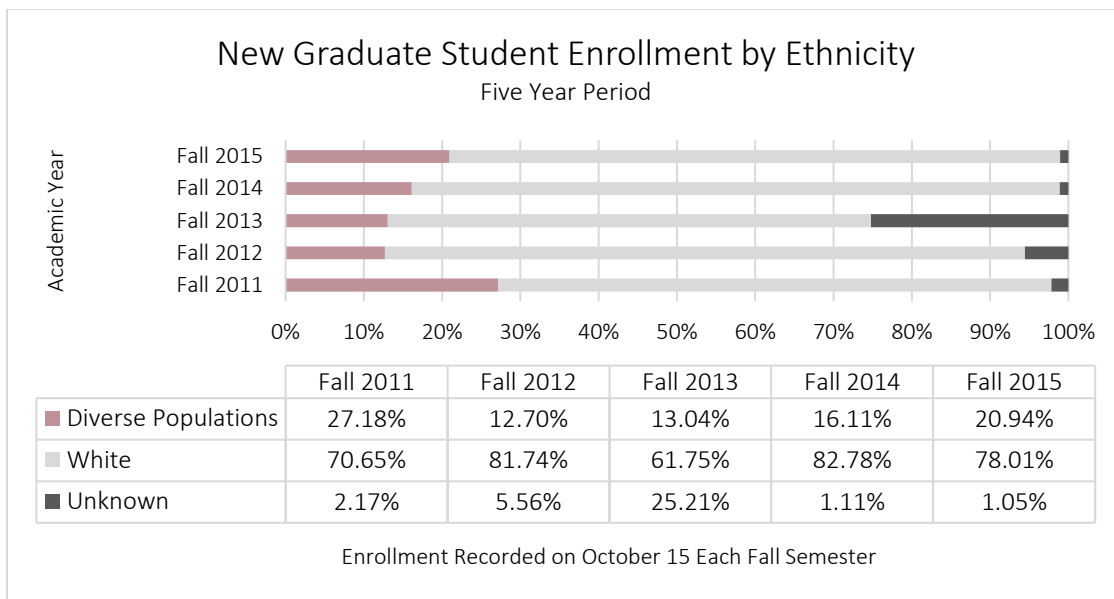
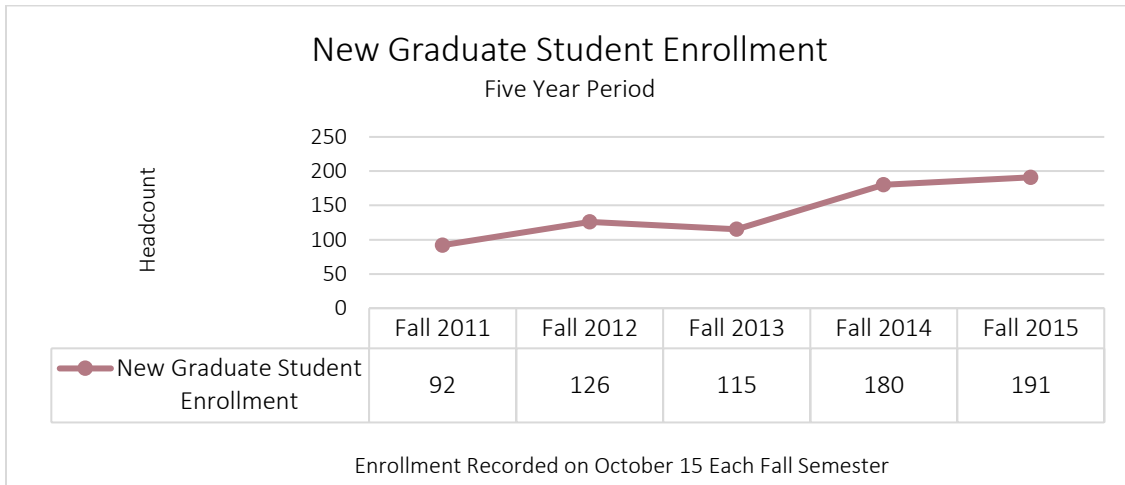
### Five Year Percent Change in New Transfer Enrollment Fall 2011-Fall 2015

Diverse Populations	White	Total Enrollment
85.37%	48.62%	53.85%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



# New Graduate Student Enrollment



### Five Year Percent Change in New Graduate Enrollment

Fall 2011-Fall 2015

Diverse Populations	White	Total Enrollment
60.00%	129.23%	107.61%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



## New Graduate Student Enrollment

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New Graduate Student by Program Fall 2015	
School/Program	Number of Students
Master of Arts in Education Clinical Mental Health Counselor	11
Master of Education Curriculum & Instruction Reading Specialist (PK-12)	3
Master of Education Curriculum & Instruction Elementary	6
Master of Education Curriculum & Instruction Secondary	11
Master of Education Educational Administration	17
Master of Arts in Education History	4
Master of Business Administration Business Administration	78
Master of Science in Organizational Management Organizational Management	32
Master of Education School Counseling	14
Master of Arts in Education Science/Mathematics	12
<b>Total New Graduate Students Enrolled</b>	<b>191</b>

Source IPEDS Fall Enrollment Report, Office of Institutional Research

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# ENROLLMENT

2015-2016 FACT BOOK



## Fall 2015 Enrollment Quick Facts

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- ❖ Majors and Programs: 52 undergraduate programs and 8 graduate programs
- ❖ Average class size: 14
- ❖ Student faculty ratio: 20-1
- ❖ Faculty excellence: 82 percent of our full-time faculty hold the highest degree in their field

ENROLLMENT; 2,993 from throughout the U.S.

- ❖ 2,362 Undergraduate
- ❖ 631 Graduate
- ❖ 240 Transfers
- ❖ Approximately 62 international students.

THE 2,362 ENROLLED UNDERGRADUATE STUDENTS AT CSC HAD THE FOLLOWING CHARACTERISTICS:

- ❖ Represented 32 countries including the U.S.
- ❖ Represented 45 states and Puerto Rico
- ❖ 58 percent of CSC students were from Nebraska, followed by South Dakota (9 percent), Wyoming (8 percent), and Colorado (8 percent)
- ❖ Ranged in age from 17-84
- ❖ 77 percent of the undergraduates were under the age of 25
- ❖ 74 percent of the undergraduates were full-time students
- ❖ 45 percent of the undergraduates were first generation college students

2015 INCOMING CLASS: 587 Students

- ❖ 413 Full-Time Freshman
- ❖ 174 Full-Time Transfers

NEW FRESHMAN ENROLLMENT

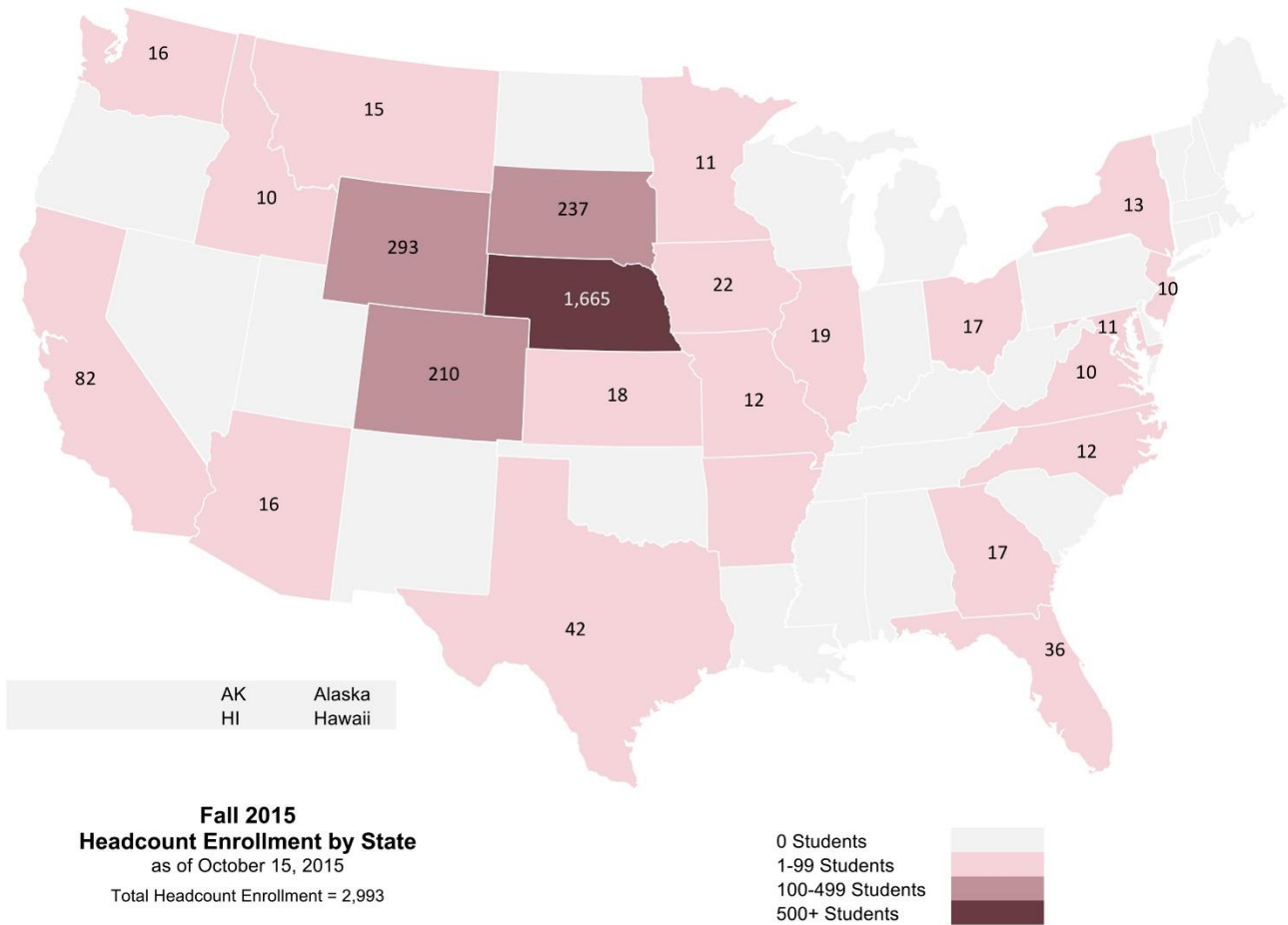
- ❖ Of the freshmen who submitted high school class rank, 60 percent were in the top half of their graduating class and 32 percent were in the top one-quarter
- ❖ Of the full-time freshman who submitted ACT reports, 29 percent scored 25 or above on the composite ACT and the top ACT composite score equaled 34
- ❖ Average ACT score of full-time freshman was 21.6, compared to a national average of 21.0.

*Source: Office of Institutional Research*





# Geographical Distribution

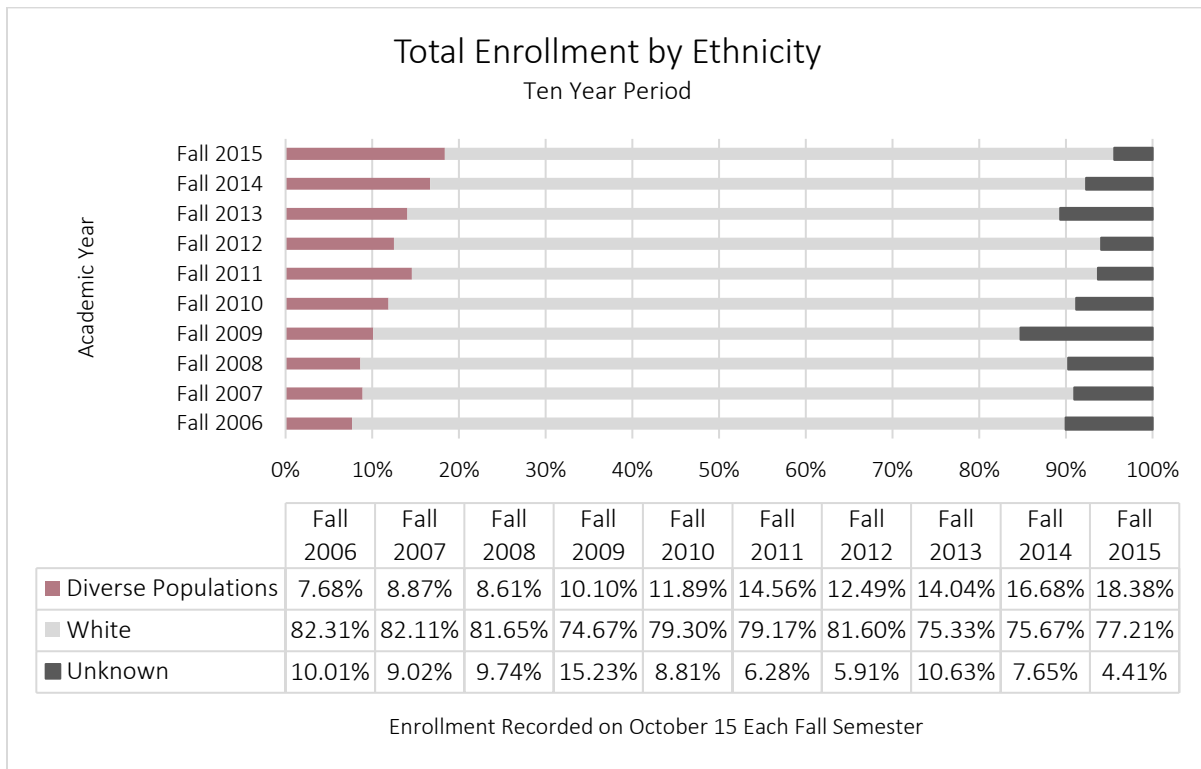
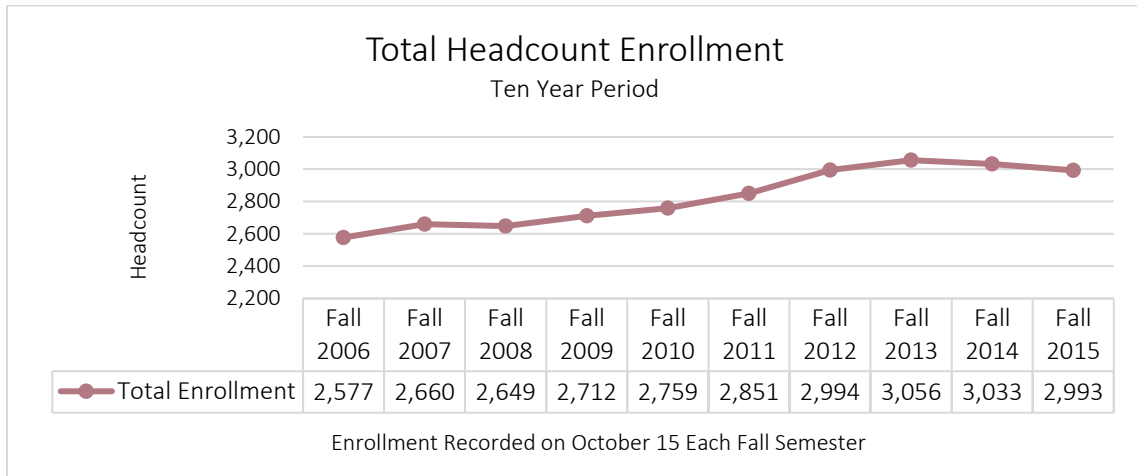


Distance Enrollment Geographical Distribution				
	All Distance Education	Some Distance Education	No Distance Education	Grand Total
Graduate	585	24	22	631
Nebraska	277	24	22	323
United States	303			303
Outside United States	5			5
Undergraduate	770	789	803	2,362
Nebraska	491	789	803	2,083
United States	275			275
Outside United States	4			4
<b>Total Distance Enrollment</b>	<b>1,355</b>	<b>813</b>	<b>825</b>	<b>2,993</b>

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



# Total Enrollment



### Ten Year Percent Change in Total Enrollment

Fall 2006-Fall 2015

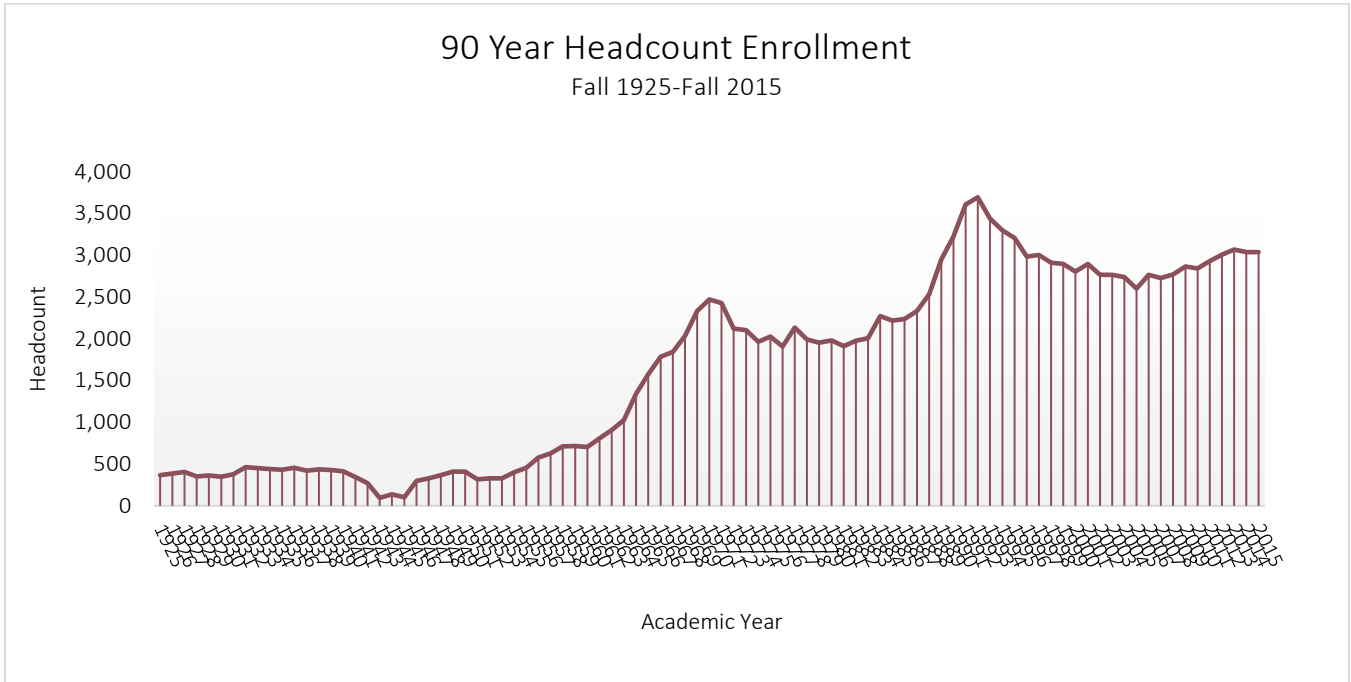
Diverse Populations	White	Total Enrollment
177.78%	8.96%	16.14%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



# Total Enrollment

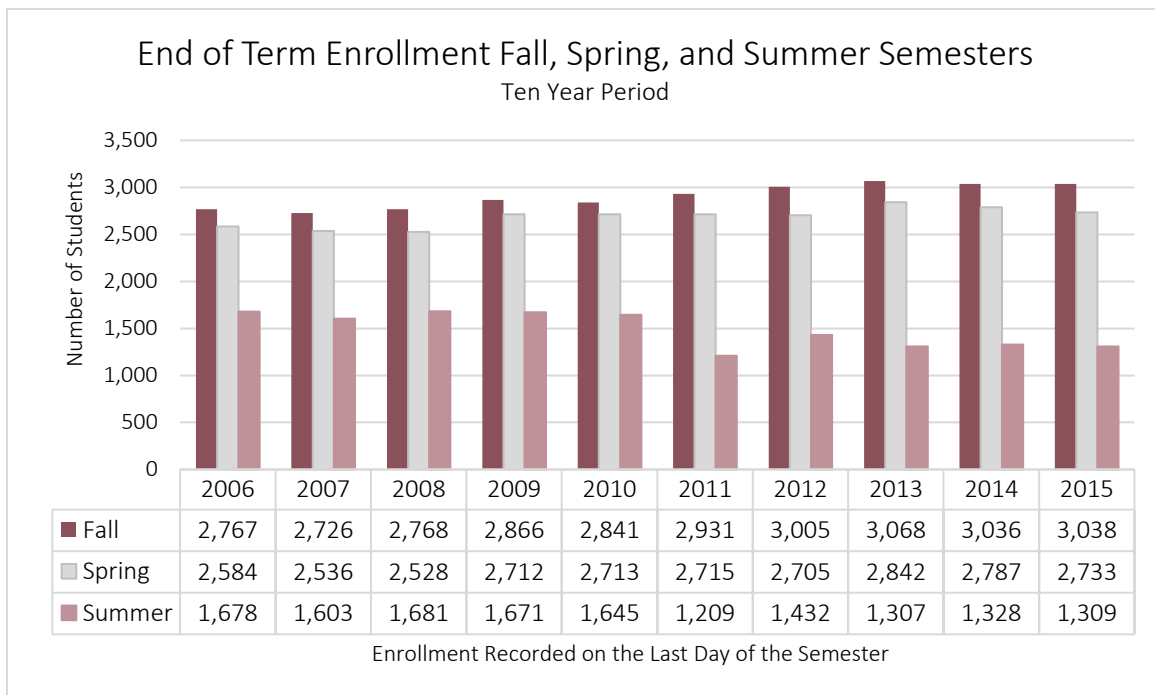
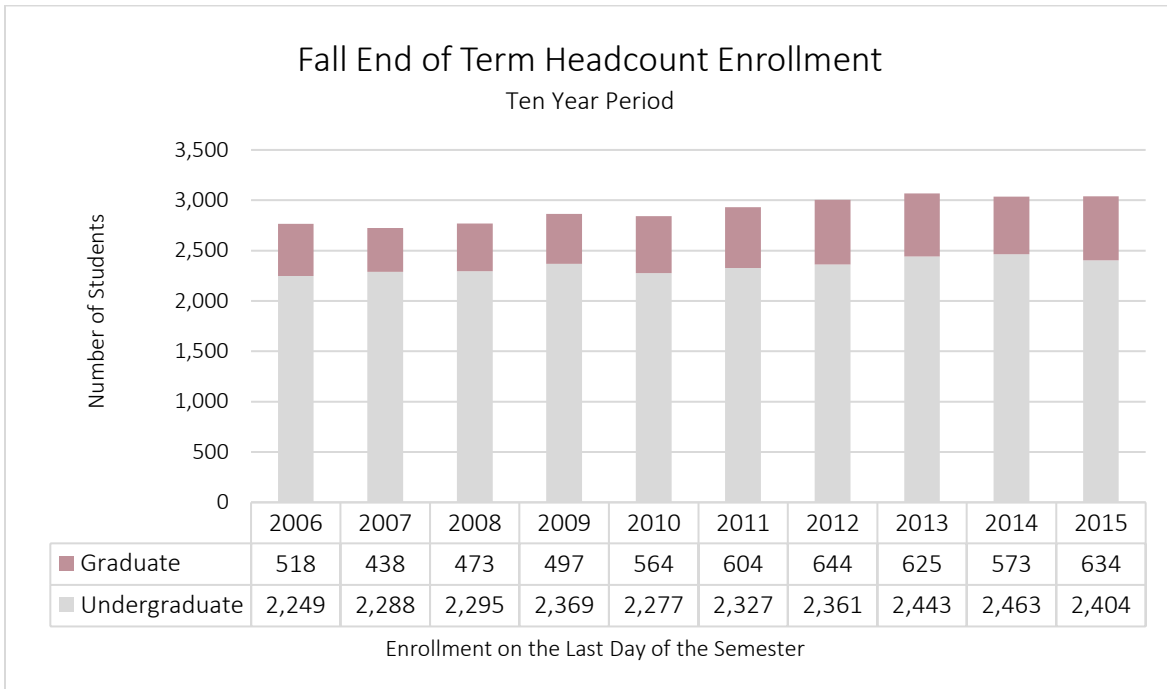
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Source: IPEDS Fall Enrollment Report, Office of Institutional Research



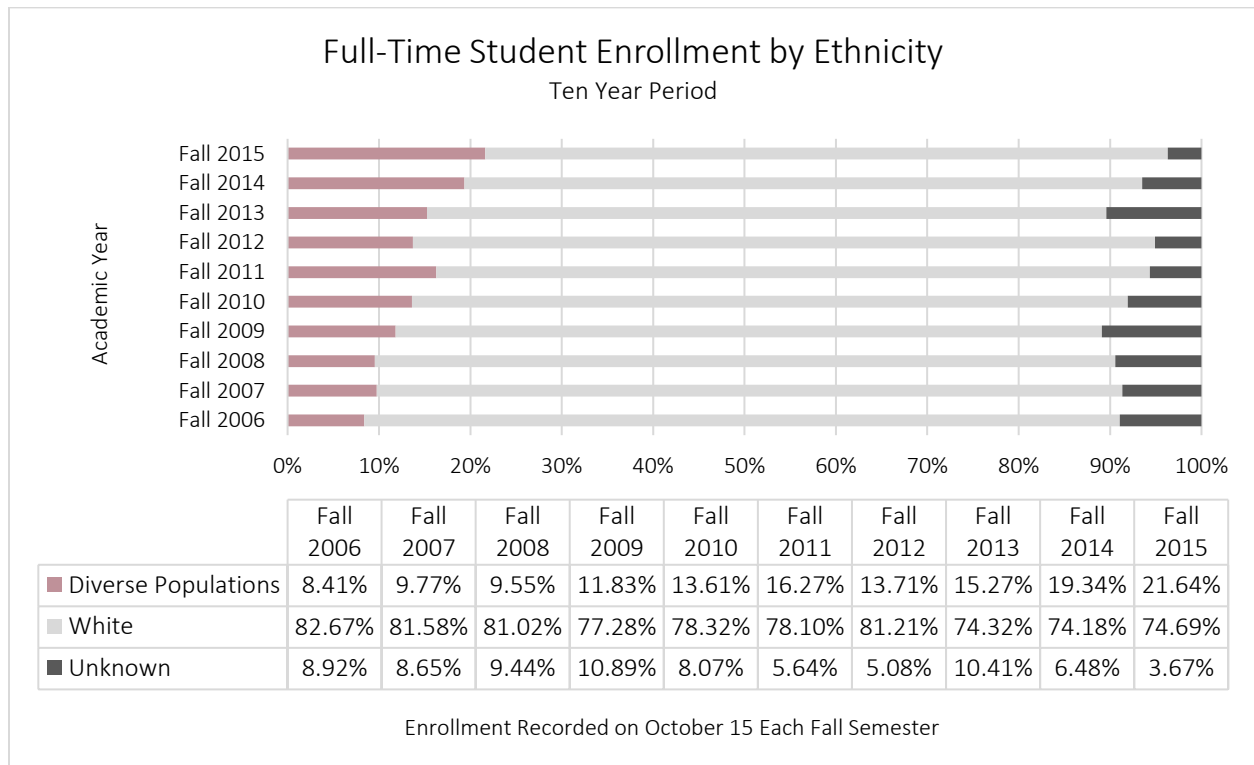
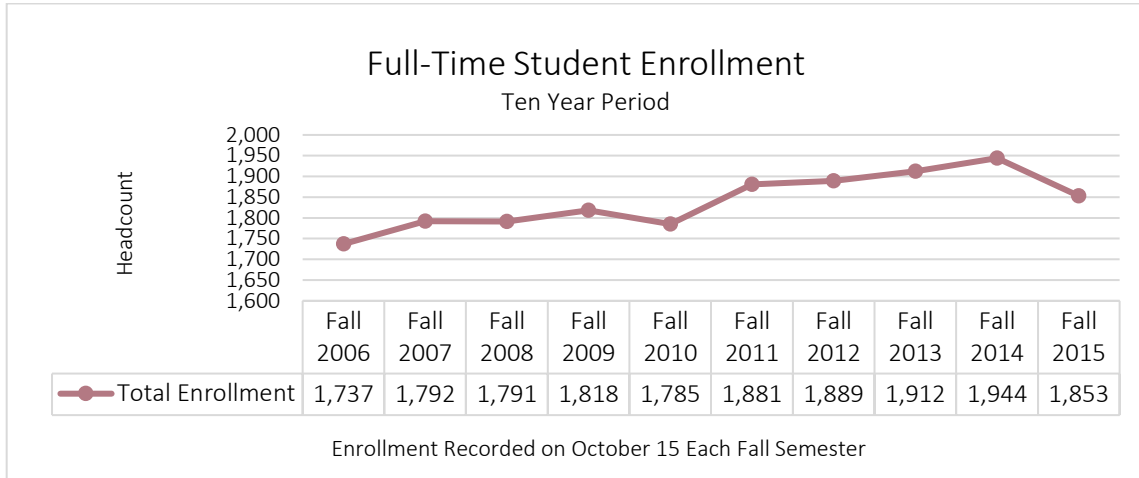
# Total Enrollment



Source: NSCS Enrollment Report, Office of Institutional Research



# Full-Time Student Enrollment



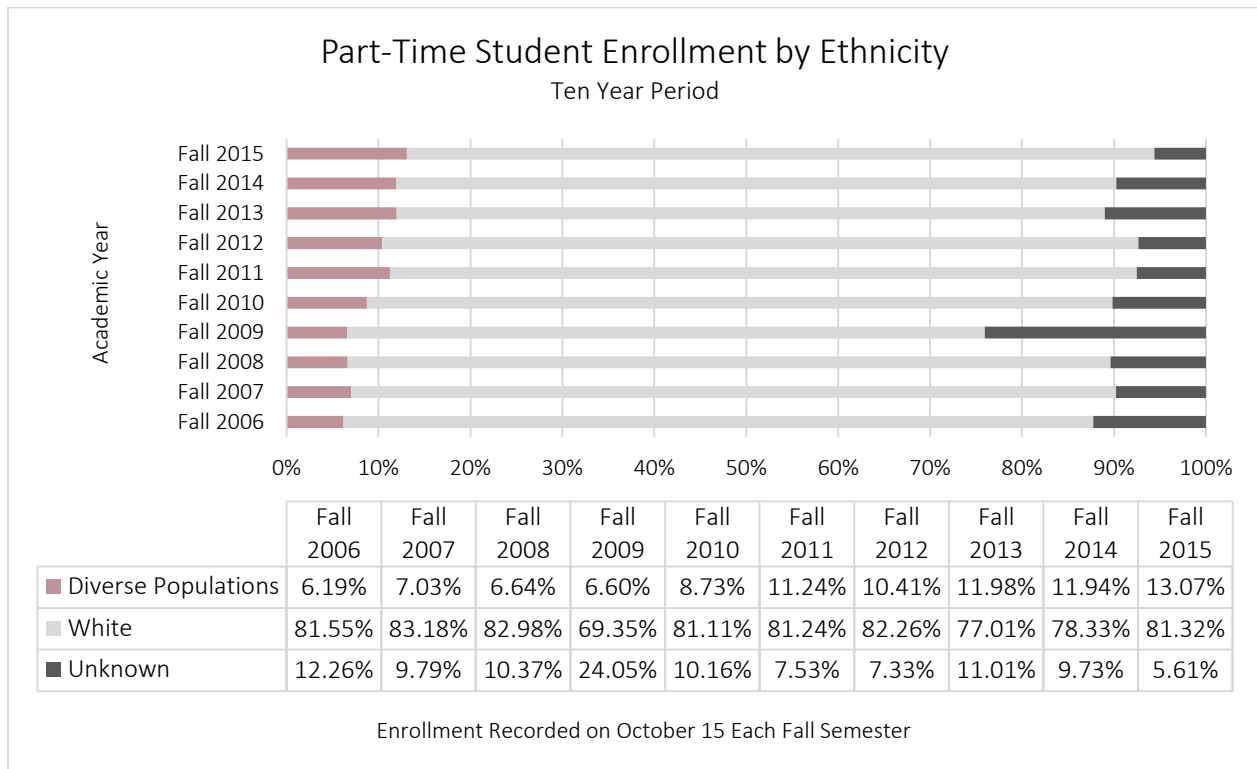
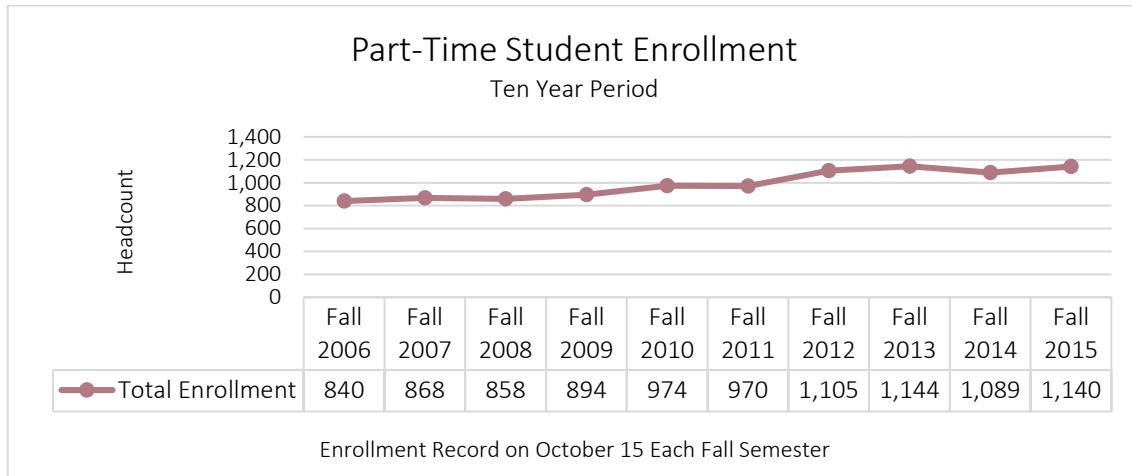
### Ten Year Percent Change in Full-Time Student Enrollment Fall 2006-Fall 2015

Diverse Populations	White	Total Enrollment
174.66%	-3.62%	6.68%

Source: IPEDS Data, Office of Institutional Research



# Part-Time Student Enrollment

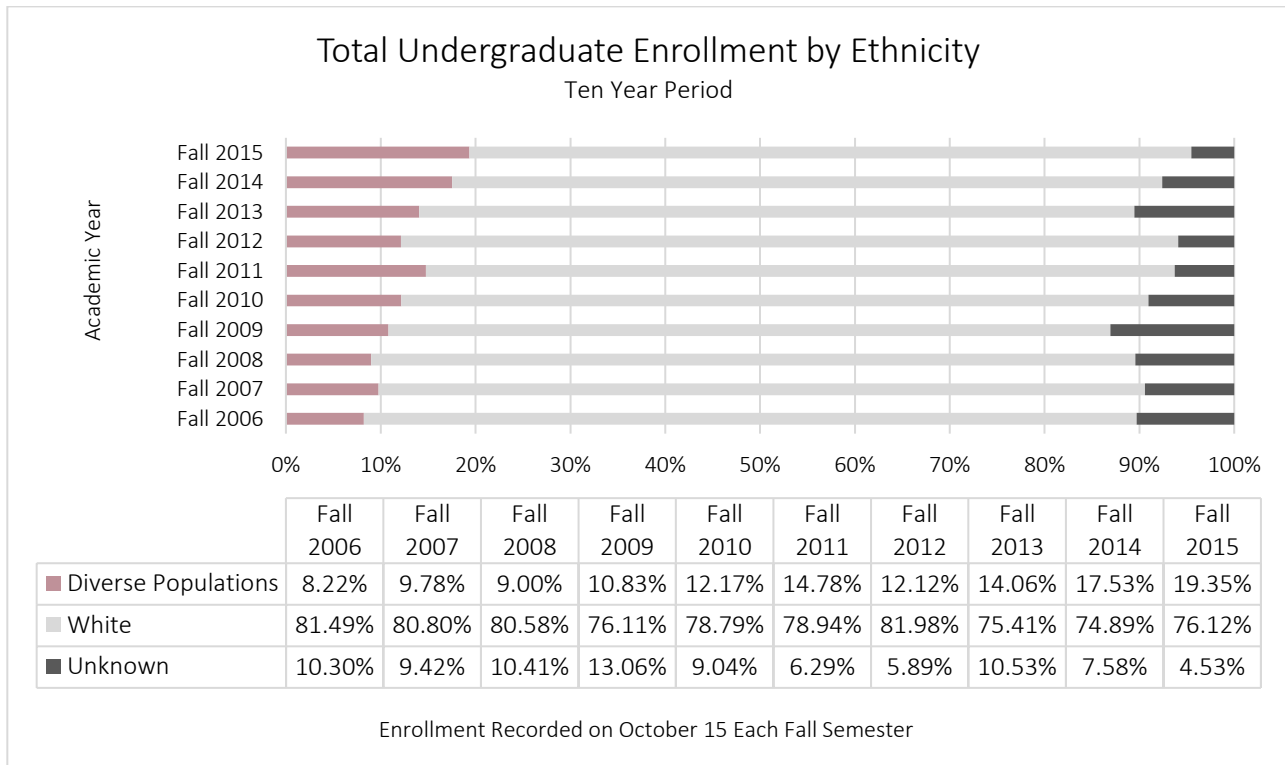
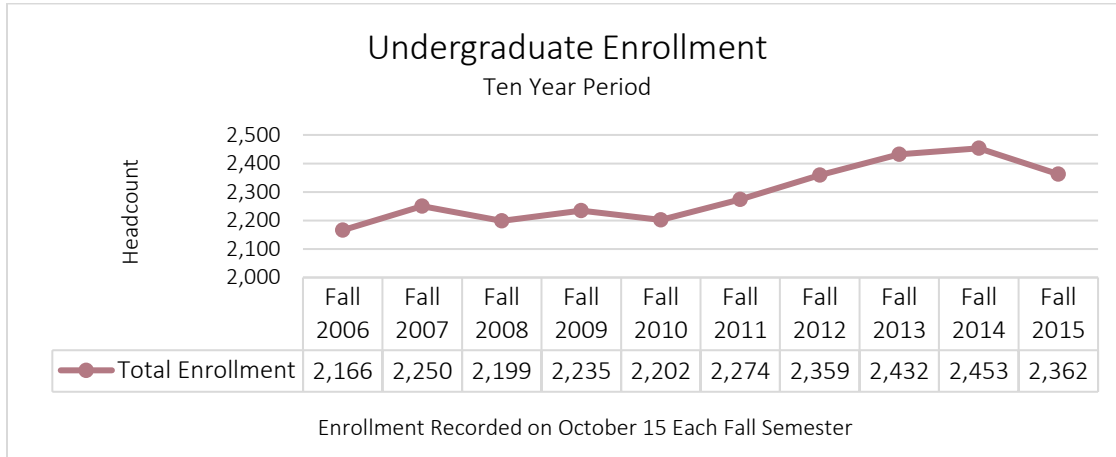


Ten Year Percent Change in Part-Time Student Enrollment		
Fall 2006-Fall 2015		
Diverse Populations	White	Total Enrollment
186.54%	35.33%	35.71%

Source: IPEDS Data, Office of Institutional Research



# Undergraduate Enrollment



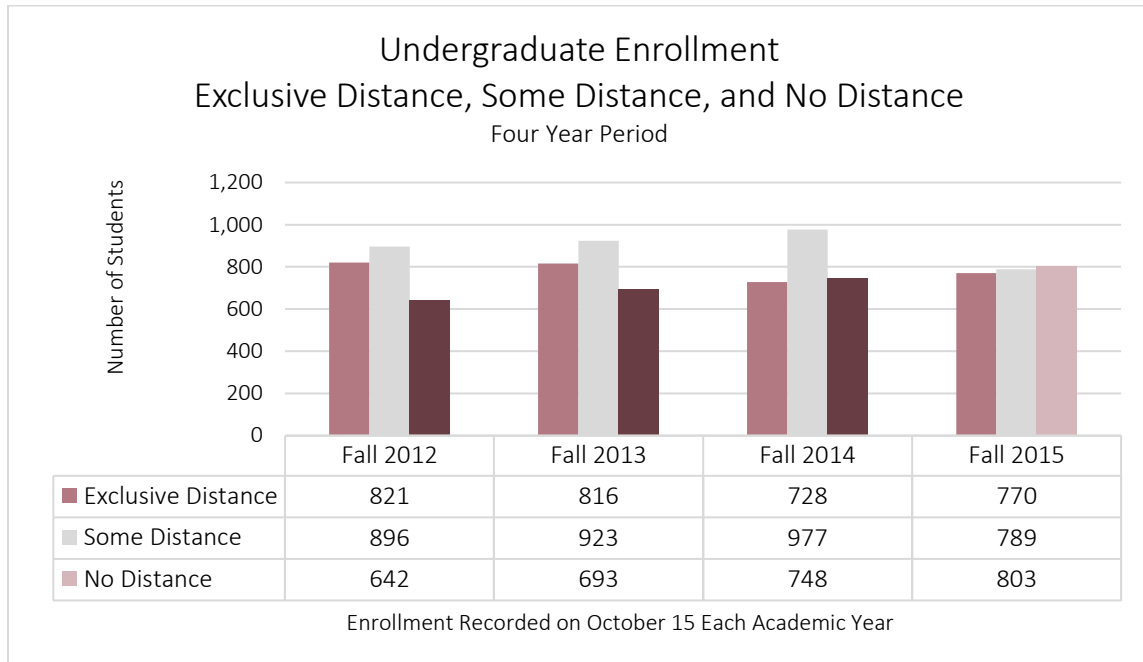
### Ten Year Percent Change in Undergraduate Enrollment Fall 2006-Fall 2015

Diverse Populations	White	Total Enrollment
156.74%	1.87%	9.05%

Source: IPEDS Data, Office of Institutional Research



## Undergraduate Enrollment



**No Distance Class Enrollment** -- Students who are not enrolled in any distance education courses.

**Some Distance Class Enrollment** -- Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses.

**Exclusive Distance Class Enrollment** -- Students who are enrolled only in courses that are considered distance education courses.

Four Year Percent Change in Undergraduate Enrollment  
Exclusive Distance, Some Distance, and No Distance Enrollment  
Fall 2012-Fall 2015

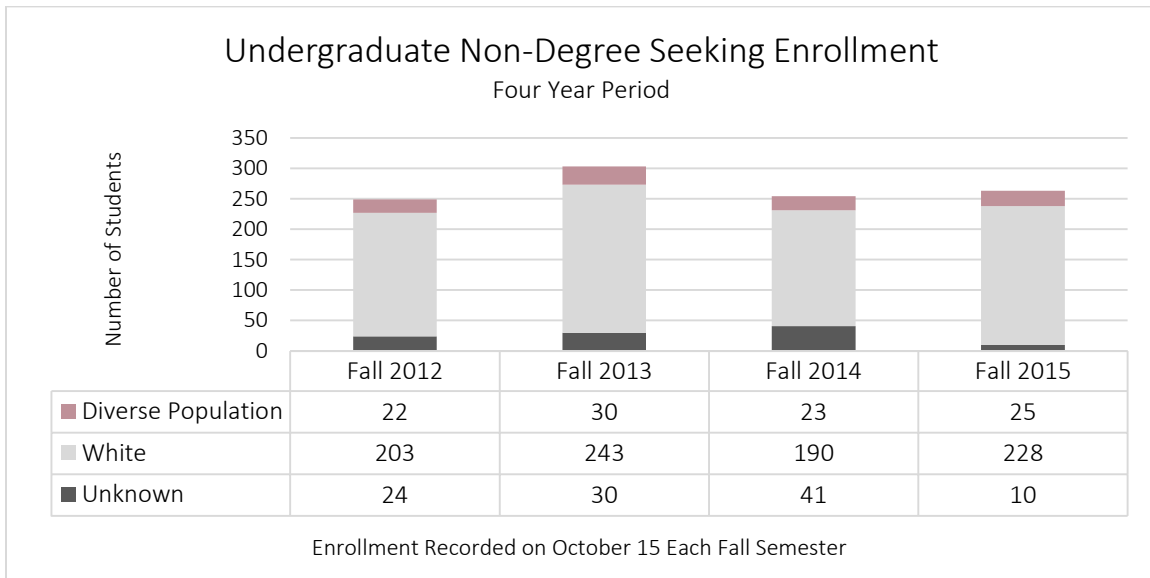
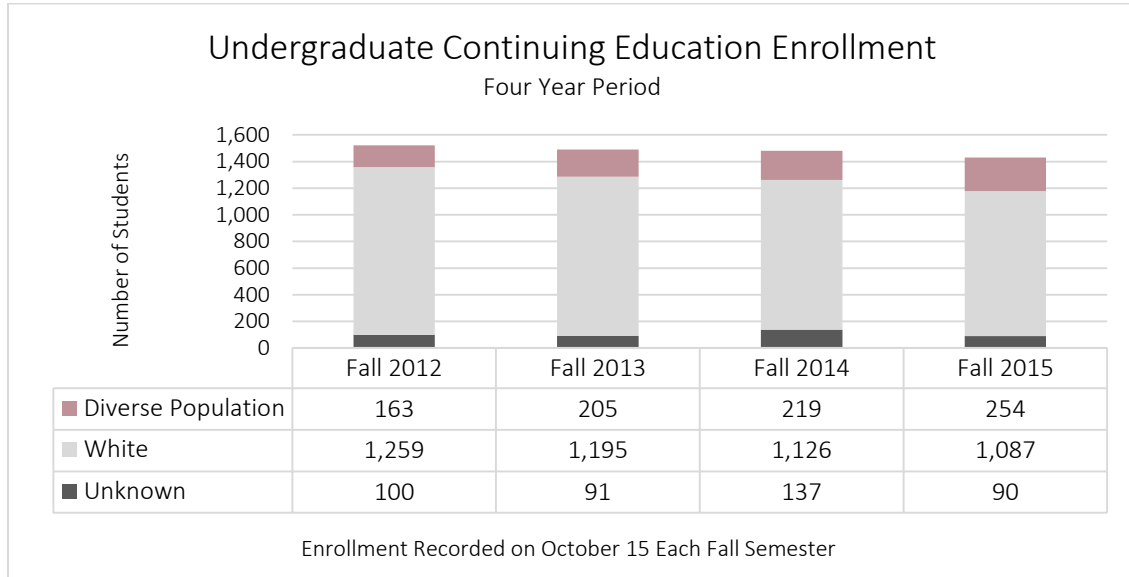
Exclusive Distance Enrollment	Some Distance Enrollment	No Distance Enrollment
-6.21%	-11.94%	25.07%

Source: IPEDS Data, Office of Institutional Research





# Undergraduate Enrollment



### Four Year Percent Change in Undergraduate Enrollment, Continuing Education Enrollment and Non-Degree Seeking Enrollment

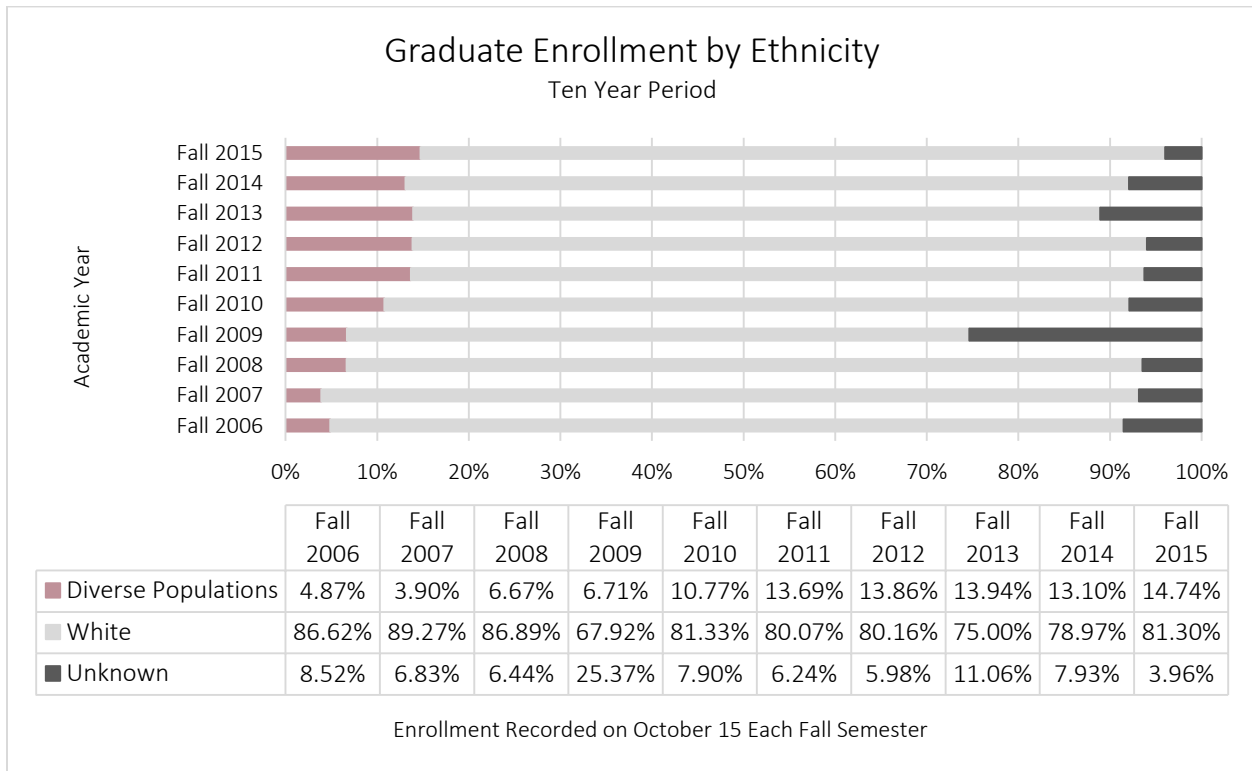
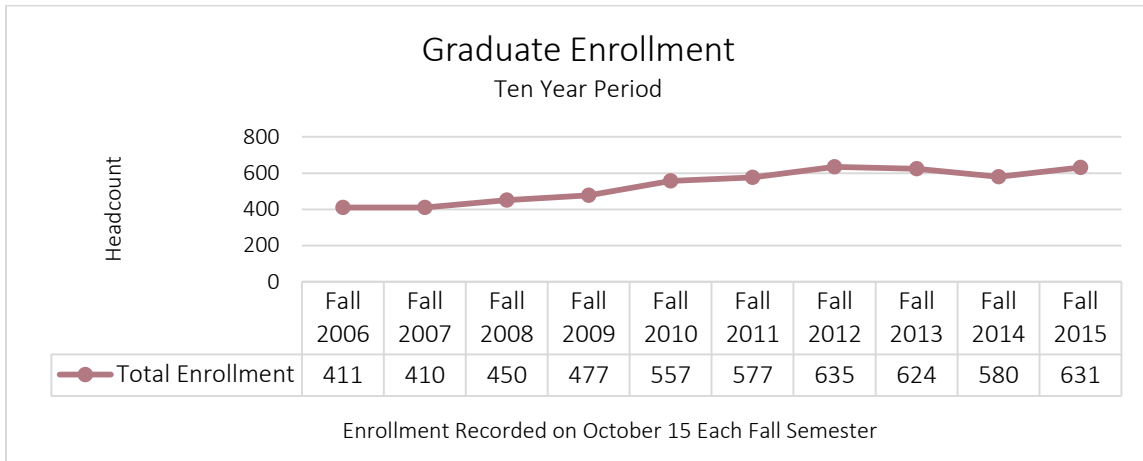
Fall 2012-Fall 2015

Continuing Education Enrollment	Non-Degree Seeking Enrollment
-5.98%	5.62%

Source: IPEDS Data, Office of Institutional Research



# Graduate Enrollment



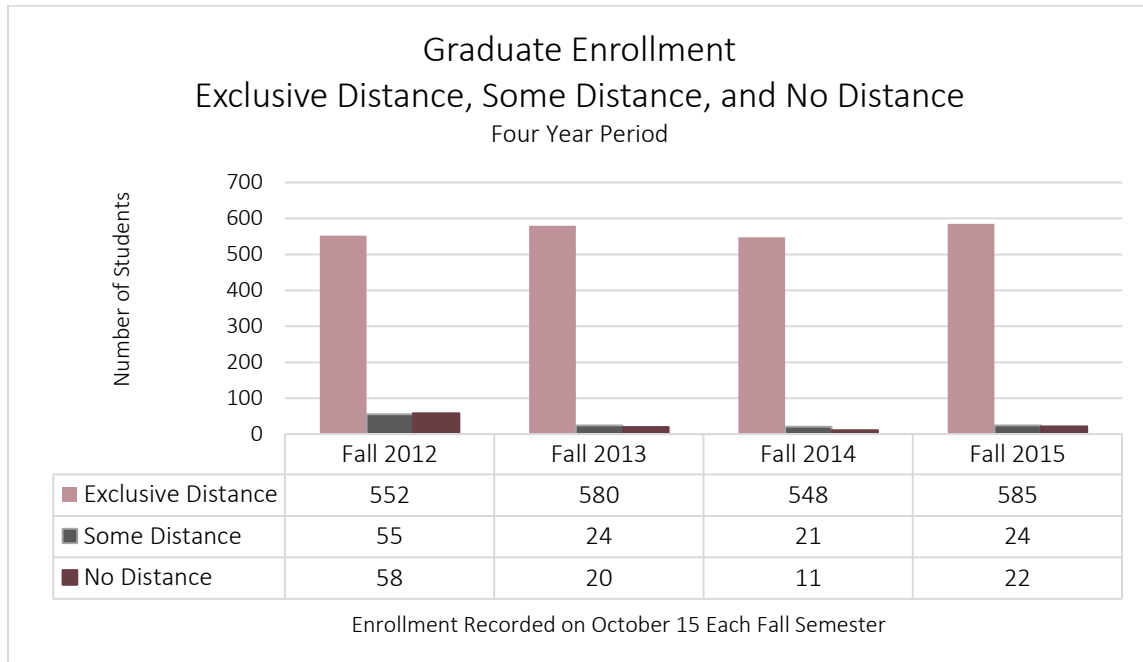
### Ten Year Percent Change in Graduate Enrollment Fall 2006-Fall 2015

Diverse Populations	White	Total Enrollment
365.00%	44.10%	53.53%

Source: IPEDS Data, Office of Institutional Research



## Graduate Enrollment



**No Distance Class Enrollment** -- Students who are not enrolled in any distance education courses.

**Some Distance Class Enrollment** -- Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses.

**Exclusive Distance Class Enrollment** -- Students who are enrolled only in courses that are considered distance education courses.

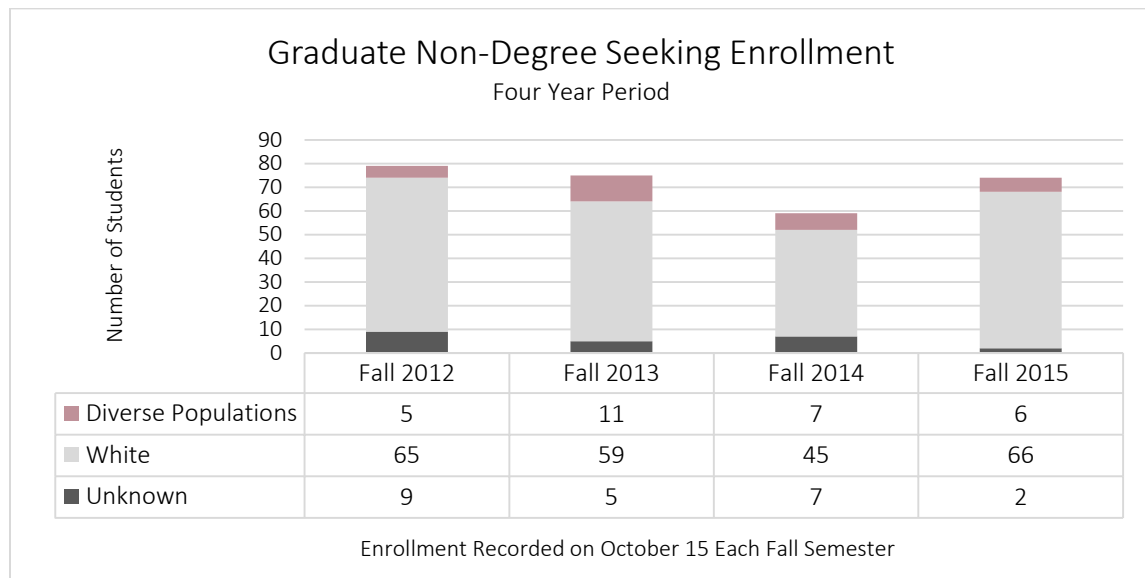
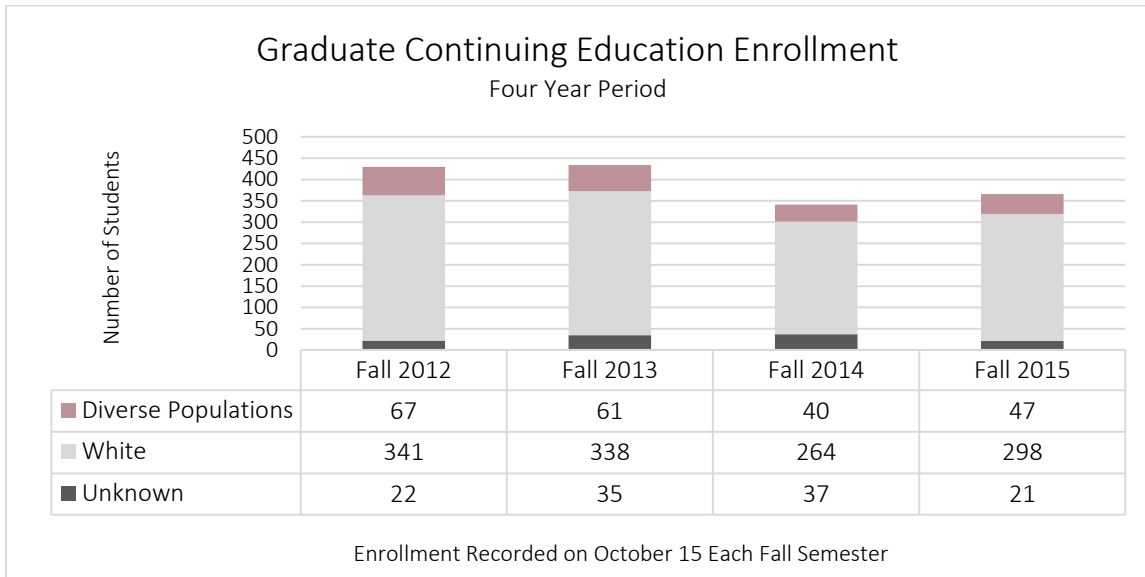
**Four Year Percent Change in Graduate Enrollment**  
Exclusive Distance, Some Distance, and No Distance Enrollment  
Fall 2012-Fall 2015

Exclusive Distance Enrollment	Some Distance Enrollment	No Distance Enrollment
5.9%	-56.36%	-62.07%

Source: IPEDS Data, Office of Institutional Research



# Graduate Enrollment



### Four Year Percent Change in Graduate Enrollment, Continuing Education Enrollment and Non-Degree Seeking Enrollment

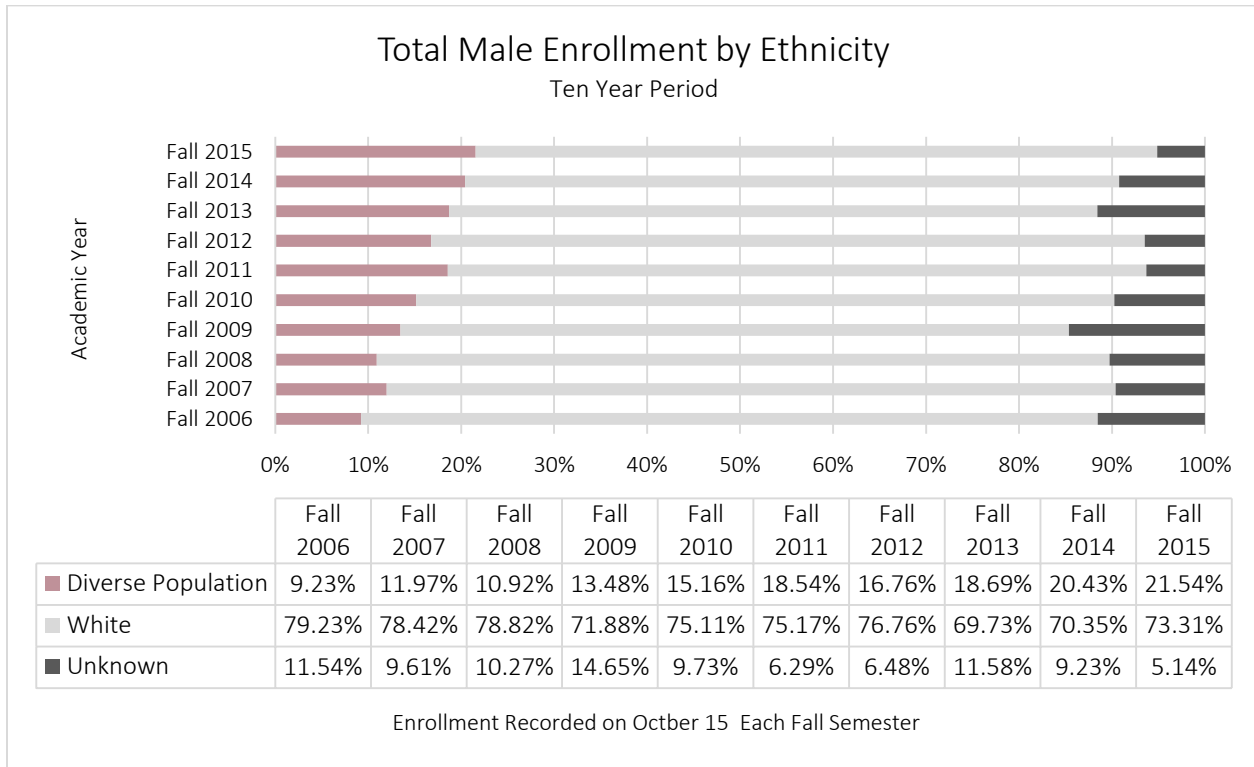
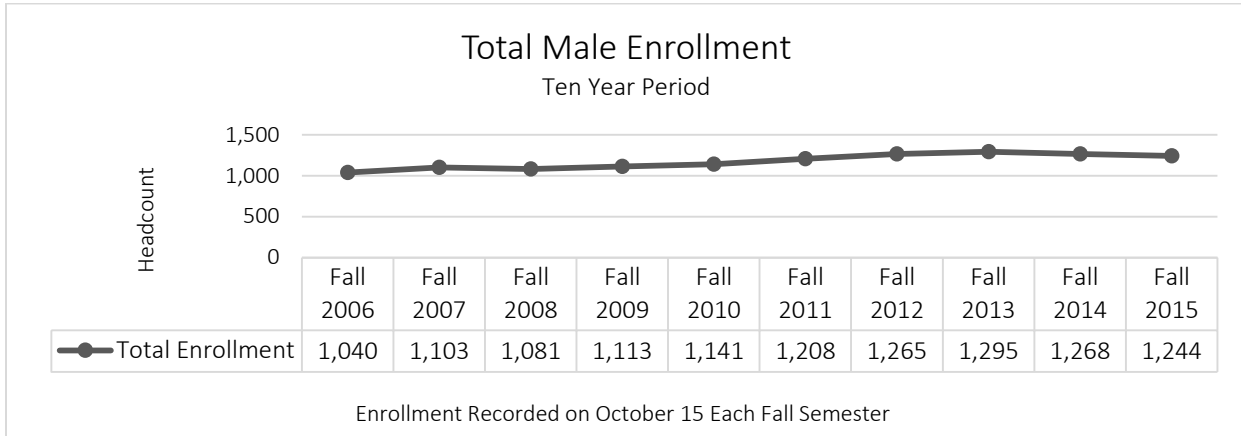
Fall 2012-Fall 2015

Continuing Education Enrollment	Non-Degree Seeking Enrollment
-14.88%	-6.32%

Source: IPEDS Data, Office of Institutional Research



# Male Enrollment



### Ten Year Percent Change in Total Male Enrollment

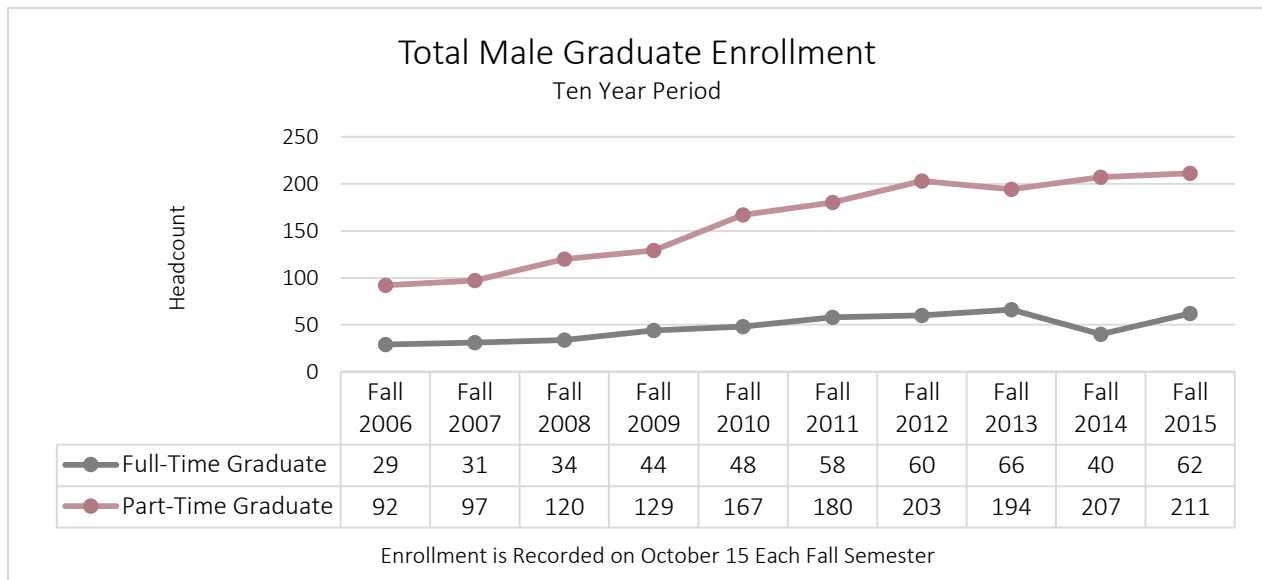
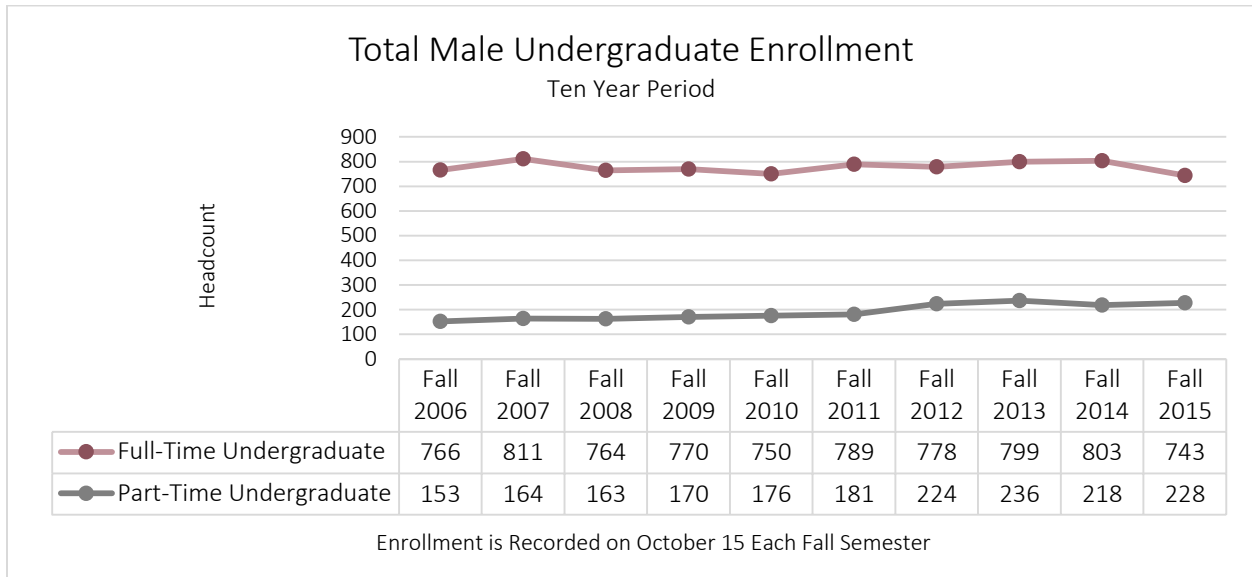
Fall 2006-Fall 2015

Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Enrollment
-3.02%	49.02%	113.79%	129.35%	22.56%

Source: IPEDS Data, Office of Institutional Research



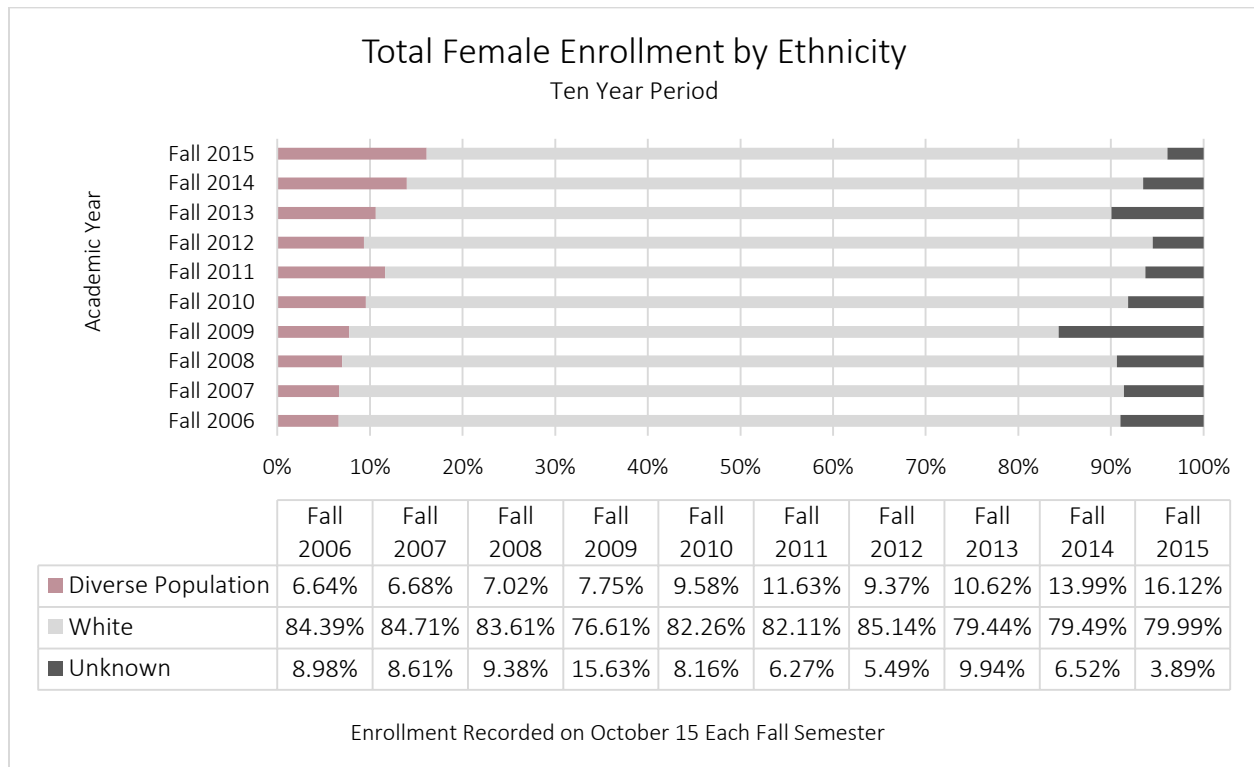
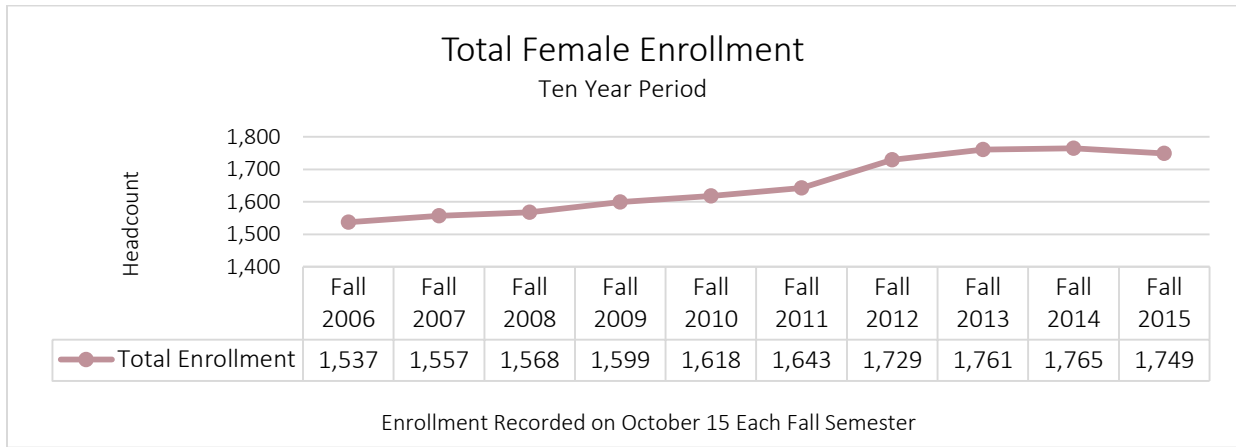
# Male Enrollment



Source: IPEDS Data, Office of Institutional Research



# Female Enrollment



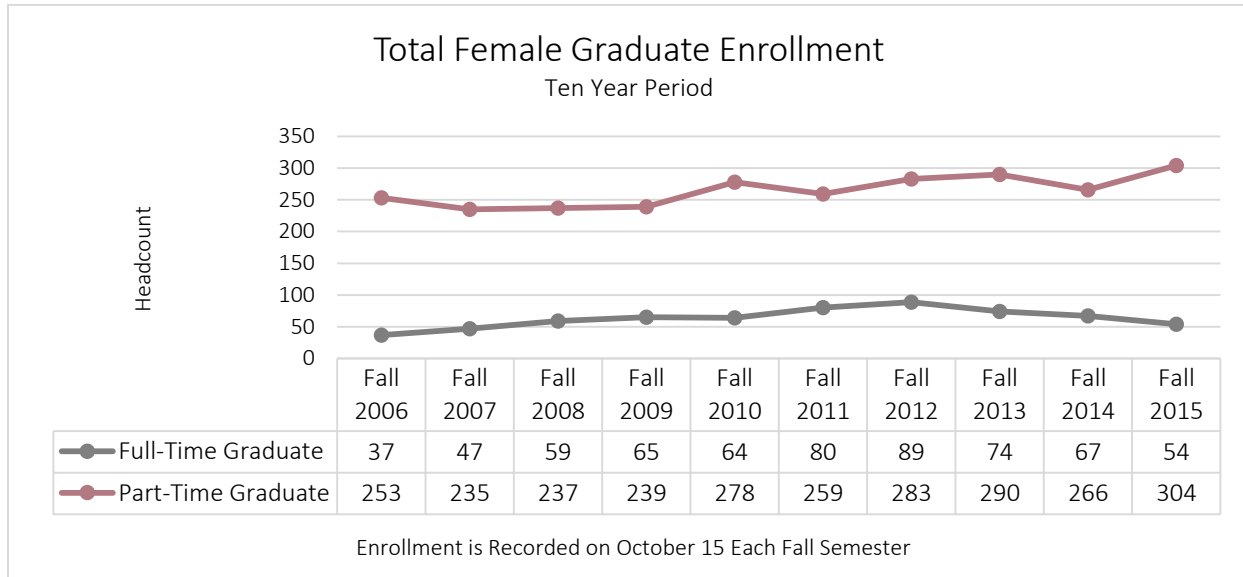
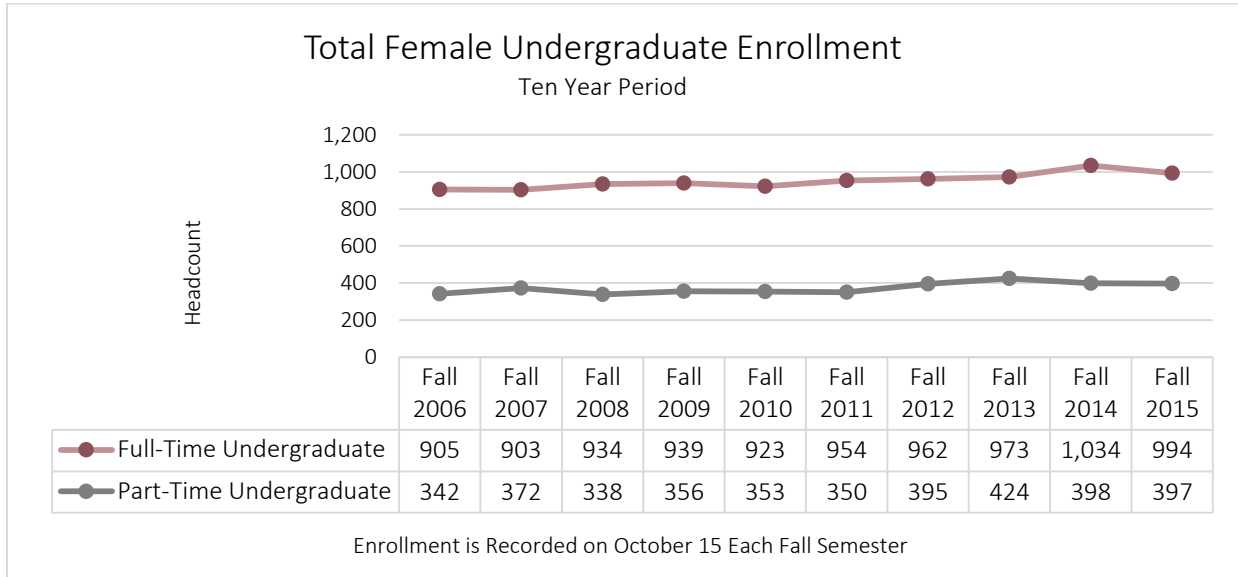
### Ten Year Percent Change in Total Female Enrollment Fall 2006-Fall 2015

Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Enrollment
9.83%	16.08%	45.95%	20.16%	13.79%

Source: IPEDS Data, Office of Institutional Research



# Female Enrollment

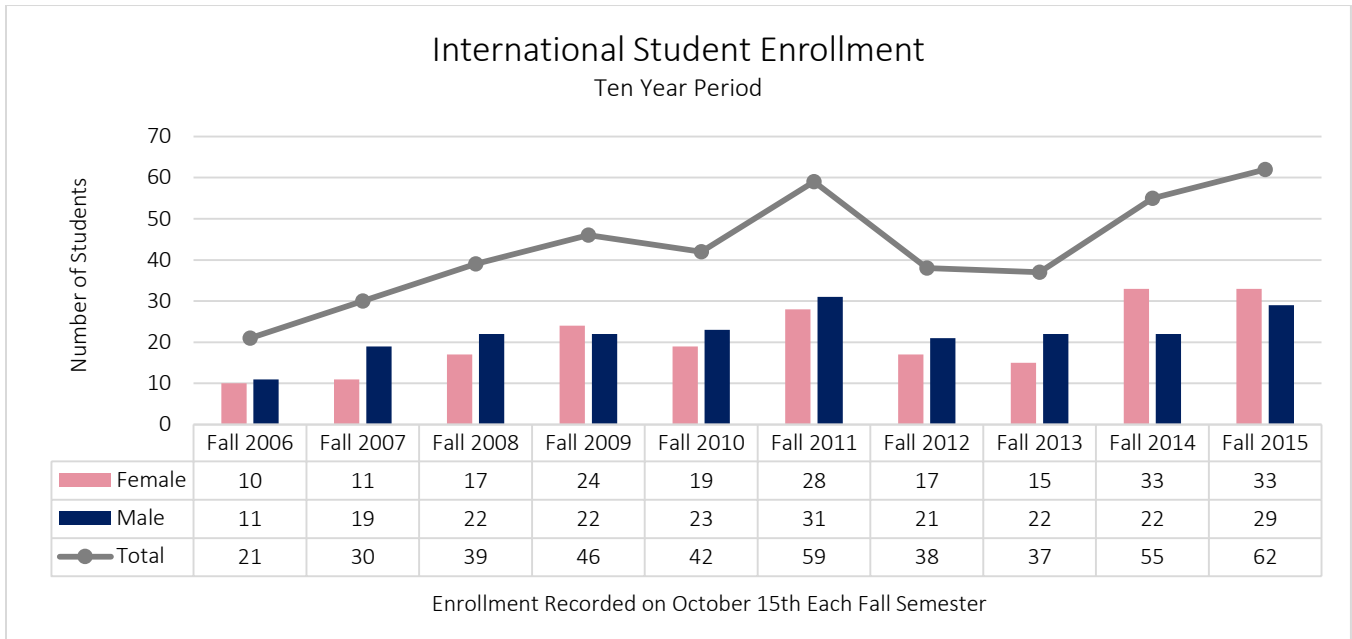


Source: IPEDS Data, Office of Institutional Research





## International Enrollment



Source: IPEDS Data, Office of Institutional Research

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# Student Outcomes

2015-2016 Fact Book



## Freshman Retention Rate Summary

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All Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	428	260*	60.75%*
Fall 2014	466	299	64.16%
Fall 2013	463	299	64.58%
Fall 2012	410	272	66.34%
Fall 2011	404	265	65.59%

\* Preliminary retention rate will be determined October 15, 2016

Full-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	413	256*	61.99%*
Fall 2014	460	298	64.78%
Fall 2013	458	298	65.07%
Fall 2012	399	268	67.17%
Fall 2011	392	260	66.33%

\* Preliminary retention rate will be determined October 15, 2016

Part-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	15	4*	26.67%*
Fall 2014	6	1	16.67%
Fall 2013	5	1	20.00%
Fall 2012	11	4	36.36%
Fall 2011	12	5	41.67%

\* Preliminary retention rate will be determined October 15, 2016

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



## Freshman Retention Rate Summary

Full-Time Freshman Students						
Transitional Student						
Cohort Term	Student Count	Number Retained to Fall	Retention Rate	TSP Student Count	TSP Number Retained to Fall	TSP Retention Rate
Fall 2015	413	256*	61.99%*	174	83*	47.70%*
Fall 2014	460	298	64.78%	189	103	54.50%
Fall 2013	458	298	65.07%	125	66	52.80%
Fall 2012	399	268	67.17%	93	53	56.99%
Fall 2011	392	260	66.33%	78	45	57.69%

\* Preliminary retention rate will be determined October 15, 2016

Part-Time Freshman Students						
Transitional Student						
Cohort Term	Student Count	Number Retained to Fall	Retention Rate	TSP Student Count	TSP Number Retained to Fall	TSP Retention Rate
Fall 2015	15	4*	26.67%*	9	2*	22.22%*
Fall 2014	6	1	16.67%	4	1	25.00%
Fall 2013	5	1	20.00%	0	0	0.00%
Fall 2012	11	4	36.36%	2	1	50.00%
Fall 2011	12	5	41.67%	2	0	0.00%

\* Preliminary retention rate will be determined October 15, 2016

Source: New Student Retention Report, Office of Institutional Research



## Transfer Retention Rate Summary

---

All Transfer Students Retention Rate Summary			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	240	119*	49.58%*
Fall 2014	249	130	52.21%
Fall 2013	173	103	59.54%
Fall 2012	177	106	59.89%
Fall 2011	155	104	67.10%

\* Preliminary retention rate will be determined October 15, 2016

Full-Time Transfer Students Retention Rate Summary			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	174	90*	51.72%*
Fall 2014	175	103	58.86%
Fall 2013	118	80	67.80%
Fall 2012	124	80	64.52%
Fall 2011	112	79	70.54%

\* Preliminary retention rate will be determined October 15, 2016

Part-Time Transfer Students Retention Rate Summary			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2015	66	29*	43.94%*
Fall 2014	74	27	36.49%
Fall 2013	55	23	41.82%
Fall 2012	53	26	49.06%
Fall 2011	43	25	58.14%

\* Preliminary retention rate will be determined October 15, 2016

Source: New Student Retention Report, Office of Institutional Research



## Transfer Retention Rate Summary

### Full-Time Transfer Student with Associate Degree Retention Rate Summary

Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number with Associate Degree	Number with Associate Degree Retained to Next Fall	Retention Rate for Transfer Students with Associate Degree
Fall 2015	174	90*	51.72%*	49	28*	57.14%*
Fall 2014	175	103	58.86%	43	31	72.09%
Fall 2013	118	80	67.80%	34	29	85.29%
Fall 2012	124	80	64.52%	47	40	85.11%
Fall 2011	112	79	70.54%	35	28	80.00%

\* Preliminary retention rate will be determined October 15, 2016

### Full-Time Transfer Student without Associate Degree Retention Rate Summary

Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number without Associate Degree	Number without Associate Degree Retained to Next Fall	Retention Rate for Transfer Students without Associate Degree
Fall 2015	174	90*	51.72%*	125	62*	49.60%*
Fall 2014	175	103	58.86%	132	72	54.55%
Fall 2013	118	80	67.80%	84	51	60.71%
Fall 2012	124	80	64.52%	77	40	51.95%
Fall 2011	112	79	70.54%	77	51	66.23%

\* Preliminary retention rate will be determined October 15, 2016

Source: New Student Retention Report, Office of Institutional Research



## Transfer Retention Rate Summary

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Part-Time Transfer Student with Associate Degree Retention Rate Summary						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number with Associate Degree	Number with Associate Degree Retained to Next Fall	Retention Rate for Transfer Students with Associate Degree
Fall 2015	66	29*	43.94%*	22	10*	45.45%*
Fall 2014	74	27	36.49%	23	7	30.43%
Fall 2013	55	23	41.82%	20	13	65.00%
Fall 2012	53	26	49.06%	13	7	53.85%
Fall 2011	43	25	58.14%	6	5	83.33%

\* Preliminary retention rate will be determined October 15, 2016

Part-Time Transfer Student without Associate Degree Retention Rate Summary						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number without Associate Degree	Number without Associate Degree Retained to Next Fall	Retention Rate for Transfer Students without Associate Degree
Fall 2015	66	29*	43.94%*	44	19*	43.18%*
Fall 2014	74	27	36.49%	51	20	39.22%
Fall 2013	55	23	41.82%	35	10	28.57%
Fall 2012	53	26	49.06%	40	19	47.50%
Fall 2011	43	25	58.14%	37	20	54.05%

\* Preliminary retention rate will be determined October 15, 2016

Source: New Student Retention Report, Office of Institutional Research





## Degree-Seeking Graduation Rate Cohort Summary

First-Time, Full-Time (FTFT) Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate	FTFT Enrolled for Fall of 2016*	Potential Graduation Rate if Graduating by August of Sixth Year
Spring 2014	2007	409	136	33.25%		
Spring 2015	2008	403	147	36.48%		
Spring 2016	2009	407	172	42.26%		
Spring 2017	2010	384	158	41.15%	4	42.19%
Spring 2018	2011	392	118	30.10%	9	32.40%
Spring 2019	2012	399	23	5.76%	64	21.80%
Spring 2020	2013	458	2	0.44%	181	39.96%
Spring 2021	2014	460	0	0.00%	222	48.26%
Spring 2022	2015	413	0	0.00%	256	61.99%

\* As of May 4, 2016

	Final to Date
	Opportunity
	Fall 2015 Preliminary Retention Rate

First-Time, Full-Time (FTFT) Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate	Headcount Completing Degree Beyond Eight (8) Years	Graduation rate
Spring 2014	2007	409	10	35.70%	1	35.94%
Spring 2015	2008	403	8	38.46%	0	38.46%
Spring 2016	2009	407	2	42.75%	0	42.75%
Spring 2017	2010	384	0	41.15%	0	41.15%
Spring 2018	2011	392	0	30.10%	0	30.10%
Spring 2019	2012	399	0	5.76%	0	5.76%
Spring 2020	2013	458	0	0.44%	0	0.44%
Spring 2021	2014	460	0	0.00%	0	0.00%
Spring 2022	2015	413	0	0.00%	0	0.00%

Source: IPEDS Graduation Report, Office of Institutional Research

Source: Institutional Research Graduation Report, Office of Institutional Research



## Degree-Seeking Graduation Rate Cohort Summary

First-Time, Part-Time (FTPT) Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate	FTPT Enrolled for Fall of 2016*	Potential Graduation Rate if Graduating by August of Sixth Year
Spring 2017	2010	12	1	8.33%	0	8.33%
Spring 2018	2011	12	0	0.00%	1	8.33%
Spring 2019	2012	11	0	0.00%	1	9.09%
Spring 2020	2013	5	0	0.00%	0	0.00%
Spring 2021	2014	6	0	0.00%	0	0.00%
Spring 2022	2015	15	0	0.00%	4	26.67%

\* As of May 4, 2016

	Final to Date
	Opportunity
	Fall 2015 Preliminary Retention Rate

First-Time, Part-Time (FTPT) Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate	Headcount Completing Degree Beyond Eight (8) Years	Graduation rate
Spring 2017	2010	12	0	8.33%	0	8.33%
Spring 2018	2011	12	0	0.00%	0	0.00%
Spring 2019	2012	11	0	0.00%	0	0.00%
Spring 2020	2013	5	0	0.00%	0	0.00%
Spring 2021	2014	6	0	0.00%	0	0.00%
Spring 2022	2015	15	0	0.00%	0	0.00%

Source: IPEDS Graduation Report, Office of Institutional Research

Source: Institutional Research Graduation Report, Office of Institutional Research



## Degree-Seeking Graduation Rate Cohort Summary

Transfer, Full-Time Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate	TRFT Enrolled for Fall of 2016*	Potential Graduation Rate if Graduating by August of Sixth Year
Spring 2014	2007	141	77	54.61%		
Spring 2015	2008	140	75	53.57%		
Spring 2016	2009	112	55	49.11%		
Spring 2017	2010	148	79	53.38%	0	53.38%
Spring 2018	2011	112	63	56.25%	1	57.14%
Spring 2019	2012	124	55	44.35%	2	45.97%
Spring 2020	2013	118	40	33.90%	13	44.92%
Spring 2021	2014	175	3	1.71%	56	33.71%
Spring 2022	2015	174	0	0.00%	90	51.72%

\* As of May 4, 2016

	Final to Date
	Opportunity
	Fall 2015 Preliminary Retention Rate

Transfer, Full-Time, Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate	Headcount Completing Degree Beyond Eight (8) Years	Graduation rate
Spring 2014	2007	141	0	54.61%	0	54.61%
Spring 2015	2008	140	1	54.29%	0	54.29%
Spring 2016	2009	112	0	49.11%	0	49.11%
Spring 2017	2010	148	0	53.38%	0	53.38%
Spring 2018	2011	112	0	56.25%	0	56.25%
Spring 2019	2012	124	0	44.35%	0	44.35%
Spring 2020	2013	118	0	33.90%	0	33.90%
Spring 2021	2014	175	0	1.71%	0	1.71%
Spring 2022	2015	174	0	0.00%	0	0.00%

Source: IPEDS Graduation Report, Office of Institutional Research

Source: Institutional Research Graduation Report, Office of Institutional Research



## Degree-Seeking Graduation Rate Cohort Summary

Transfer, Part-Time Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate	TRFT Enrolled for Fall of 2016*	Potential Graduation Rate if Graduating by August of Sixth Year
Spring 2017	2010	83	32	38.55%	1	39.76%
Spring 2018	2011	43	11	25.58%	0	25.58%
Spring 2019	2012	53	8	15.09%	5	24.53%
Spring 2020	2013	55	6	10.91%	7	23.64%
Spring 2021	2014	74	2	2.70%	12	18.92%
Spring 2022	2015	66	0	0.00%	29	43.94%

\* As of May 4, 2016

	Final to Date
	Opportunity
	Fall 2015 Preliminary Retention Rate

Transfer, Part-Time, Degree Seeking Cohort Summary						
Fall 2007–Fall 2015						
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate	Headcount Completing Degree Beyond Eight (8) Years	Graduation rate
Spring 2017	2010	83	0	38.55%	0	38.55%
Spring 2018	2011	43	0	25.58%	0	25.58%
Spring 2019	2012	53	0	15.09%	0	15.09%
Spring 2020	2013	55	0	10.91%	0	10.91%
Spring 2021	2014	74	0	2.70%	0	2.70%
Spring 2022	2015	66	0	0.00%	0	0.00%

Source: IPEDS Graduation Report, Office of Institutional Research

Source: Institutional Research Graduation Report, Office of Institutional Research



# NCAA Graduation Report

This report gives graduation information about students and student-athletes entering as freshmen in 2009. This is the most recent graduating class for which the required six years of information is available.

Freshman Cohort Graduation Rates		
	All Students	Student Athletes*
2009-2010 Graduation Rate	42%	55%
Four-Class Average	38%	48%
Student-Athlete Academic Success Rate		60%

\*Only students receiving athletic aid are included in this report

Undergraduate Enrollment Data indicates the number of full-time, undergraduate, baccalaureate, and degree-seeking students enrolled for the 2015 Fall term and the number of men and women in each racial or ethnic group. This data also identifies how many student-athletes were enrolled and received athletics aid for the 2015-2016 academic year and the number of men and women in each racial or ethnic group.

Undergraduate Enrollment Data						
All Full-time Baccalaureate-Degree Seeking Students Enrolled 2015-2016						
	All Students			Student-Athletes		
	Men	Women	Total	Men	Women	Total
American Indian	11	14	25	0	0	0
Asian	2	4	6	0	0	0
Black	64	24	88	41	8	49
Hispanic or Latino	68	70	138	22	10	32
Native Hawaiian / Pacific Islander	2	9	11	0	4	4
Non-Resident Alien	21	32	53	0	0	0
Two or More	28	24	52	11	3	14
Unknown	37	30	67	11	3	14
White	510	787	1297	103	68	171
<b>Total</b>	<b>743</b>	<b>994</b>	<b>1737</b>	<b>188</b>	<b>96</b>	<b>284</b>

\*Only students receiving athletic aid are included in this report

Source: 2016 NCAA Graduation Report



# NCAA Graduation Report

The Graduation Rate Report provides information about two groups of students at the college (1) all undergraduate students who were enrolled in a full-time program of studies for a baccalaureate degree, and (2) student-athletes who received athletics aid from the college for any period of time during their entering year. Athletic aid is a grant, scholarship, tuition waiver, or other assistance from a college or university that is awarded on the basis of a student's athletic ability.

The graduation rate (percent) is based on a comparison of the number (N) of students who entered the college and the number of those who graduated within six years. Two different measures of graduation rates are presented in this report: (1) freshman-cohort rate; and (2) Academic Success Rate (ASR). The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The ASR adds to the first-time freshmen, those students who entered midyear, first-time freshmen who did not receive athletics aid, but participated in athletics, and student-athletes who transferred into Chadron State College and participated in athletics.

Graduation Rate Data for All Students												
	Men				Women				Total			
	2009-2010		4-Class		2009-2010		4-Class		2009-2010		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	25%	18	22%	2	50%	17	18%	6	33%	35	20%
Asian	1	0%	4	0%	0	0%	5	80%	1	0%	9	44%
Black	5	20%	25	8%	0	0%	6	0%	5	20%	31	6%
Hispanic or Latino	8	38%	36	19%	11	27%	27	26%	19	32%	63	22%
Pacific Islander	3	67%	4	50%	0	0%	0	0%	3	67%	4	50%
Non-Resident Alien	3	0%	14	36%	4	25%	16	31%	7	14%	30	33%
Two or More	10	40%	11	45%	7	29%	7	29%	17	35%	18	39%
Unknown	19	11%	78	19%	17	35%	65	31%	36	22%	143	24%
White	140	39%	579	36%	173	53%	661	47%	313	47%	1,240	42%
<b>Total</b>	<b>193</b>	<b>35%</b>	<b>769</b>	<b>32%</b>	<b>214</b>	<b>49%</b>	<b>804</b>	<b>44%</b>	<b>407</b>	<b>42%</b>	<b>1,573</b>	<b>38%</b>

\*Only students receiving athletic aid are included in this report



# NCAA Graduation Report

Graduation Rate Data for Student Athletes															
Academic Success Rate															
	Men					Women					Total				
	2009-2010		4-Class		ASR	2009-2010		4-Class		ASR	2009-2010		4-Class		ASR
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
American Indian	2	50%	4	75%	50%	0	0%	1	0%	0%	2	50%	5	60%	43%
Asian	1	100%	3	33%	33%	0	0%	1	100%	100%	1	100%	4	50%	50%
Black	4	75%	17	24%	33%	0	0%	0	0%	0%	4	75%	17	24%	32%
Hispanic or Latino	4	0%	9	11%	13%	1	0%	1	0%	50%	5	0%	10	10%	18%
Pacific Islander	2	100%	2	100%	67%	0	0%	0	0%	0%	2	100%	2	100%	67%
Non-Resident Alien	0	0%	0	0%	100%	0	0%	0	0%	100%	0	0%	0	0%	100%
Two or More	0	0%	0	0%	50%	0	0%	0	0%	50%	0	0%	0	0%	50%
Unknown	1	0%	16	19%	23%	0	0%	4	50%	44%	1	0%	20	25%	32%
White	34	53%	111	50%	60%	28	61%	66	61%	85%	62	56%	177	54%	69%
<b>Total</b>	<b>48</b>	<b>52%</b>	<b>162</b>	<b>43%</b>	<b>50%</b>	<b>29</b>	<b>59%</b>	<b>73</b>	<b>59%</b>	<b>79%</b>	<b>77</b>	<b>55%</b>	<b>235</b>	<b>48%</b>	<b>60%</b>

Graduation Rates for Student Athletes		
Number of Students by Sports Category		
	Men	Women
Basketball	16	12
Cross Country/Track	38	32
Football	111	
Other	23	52

\*Only students receiving athletic aid are included in this report

Source: 2016 NCAA Graduation Report

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# Student Engagement

2015-2016 Fact Book



## National Survey of Student Engagement (NSSE)

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Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities are linked to student learning.

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

Colleges and universities participate in NSSE because they want to learn more about what their students think and how they can improve the undergraduate experience at their institution. The survey is completed by a random sample of students.

### 2015 NSSE SNAPSHOT

A total of 292 students from Chadron State College (first-year N=155) and (senior N=137) participated in the spring 2015 National Survey of Student Engagement (NSSE). The overall response rate was 23% for first-year students (*comparison groups 23%*) and 22% for seniors (*comparison groups 24%*). The annual survey collects information about student participation in activities and programs that are believed to enhance learning and personal development: (1) Academic Challenge, (2) Learning with Peers, (3) Experiences with Faculty, (4) Campus Environment, and (5) High-Impact Practices.

### Academic Challenges

Seventy-nine percent of both first-year and senior students reported that their instructors clearly explained course goals and requirements. Seniors specifically showed positive feedback in this area than first-year students. Eighty-one percent of the senior respondents and 73% of the first-year students reported that their coursework at CSC emphasized applying facts, or theories.

### Learning with Peers

Fifty-four percent of seniors and 45% of first-year students reported that they had asked another student to help them understand course material. Only 38% of the senior respondents, compared with 40% of first-year students, reported that they had prepared for exams by discussing or working through material with other students.

*Source: [nsse.indiana.edu/html/students\\_parents.cfm](http://nsse.indiana.edu/html/students_parents.cfm) 11/16/16*

*Source: [www.csc.edu/documents/vpaa/VPAA%20UPDATE%2015Oct2015\\_with%20attachments.pdf](http://www.csc.edu/documents/vpaa/VPAA%20UPDATE%2015Oct2015_with%20attachments.pdf) 11/15/16*

*Source: NSSE 2016 Snapshot Report for Chadron State College*



## National Survey of Student Engagement (NSSE) Snapshot

### Experiences with Faculty

Over 70% of first-year and senior students reported that their course instructors explained course goals and used examples to explain difficult points. More first-year students (70%), than their peers at other institutions (64%) indicated that their instructors provided prompt and detailed feedback on tests or completed assignments. Fifty-eight percent of seniors reported that they had talked about career plans with faculty members, compared with 43% of seniors at comparison institutions.

### Campus Environment

Fifty-six percent of the first-year students reported good interactions with academic advisors, compared to 48% of seniors. According to the data, 47% of seniors had good interactions with the student services staff, compared to 54% of first-year students. More than 80% of both seniors and first-year students believed that CSC emphasizes spending significant amounts of time studying and on academic work, followed by providing support to help students succeed academically.

### High-Impact Activities

Slightly over half (53%) of the first-year students and almost half (49%) of the seniors had a service learning component in “some” of their courses. However, only 3% of the first-year students and 45% of the seniors reported that they had a culminating senior experience (capstone or thesis).

### Perceived Gains

Students reported how much their experience at CSC contributed to their knowledge, skills, and personal growth. As one would expect, more seniors (85%), than first-year students (71%), reported that CSC had contributed to their personal development in thinking critically and analytically. Only (57%) of seniors, compared to their peers (61%), felt that their experience at CSC contributed to their ability to analyze numerical and statistical information.

### Satisfaction with Chadron State

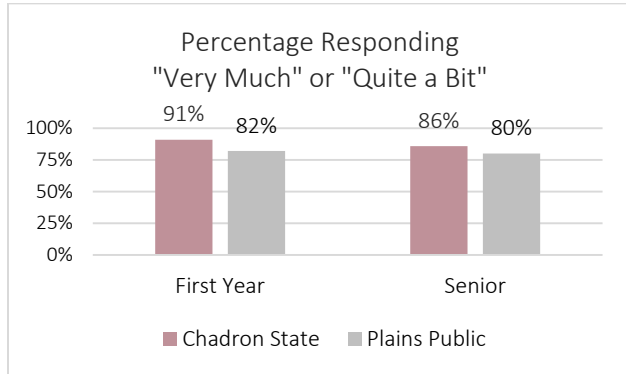
Students were asked to rate their satisfaction with Chadron State. The percentage of respondents rating their overall experience as “Excellent” or “Good” was slightly higher among first-year students (84%) than seniors (83%). When students were further asked if they would attend CSC again, a sizable majority (81%) of first-year students, and (82%) of seniors indicated that they would attend Chadron State again.



# National Survey of Student Engagement (NSSE) Snapshot

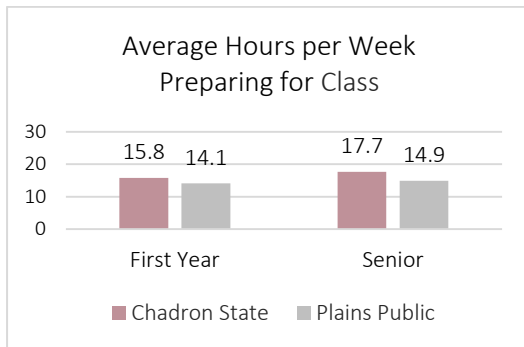
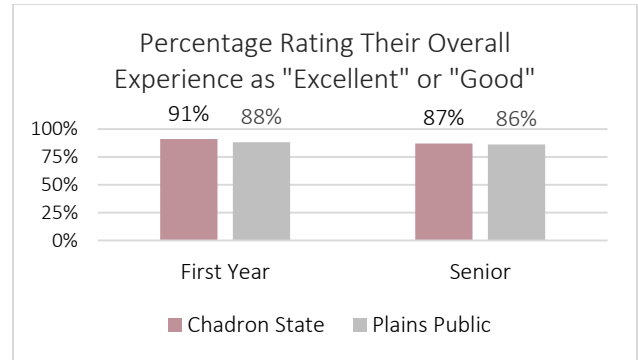
## ACADEMIC EMPHASIS

How much did students say Chadron State College emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



## SATISFACTION WITH CHADRON STATE

Students rated their overall experience at the institution, and whether or not they would choose it again.

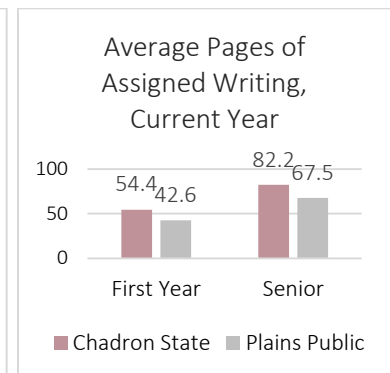
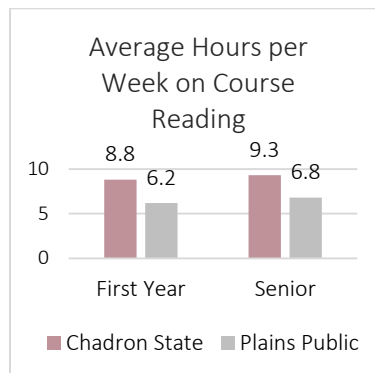


## TIME SPENT PREPARING FOR CLASS

This figure reports the average weekly class preparation time for CSC first year and senior students compared to students in the Plains Public comparison group.

## READING AND WRITING

These figures summarize the number of hours CSC students spent reading for their courses and the average number of pages assigned writing compared to students in the Plains Public comparison group. Each is an estimate calculated from two or more separate survey questions.



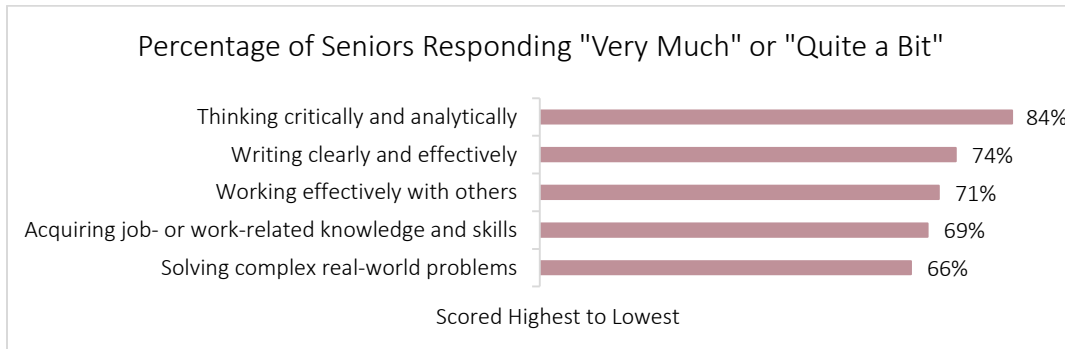
Source: NSSE 2016 Snapshot Report for Chadron State College



# National Survey of Student Engagement (NSSE) Snapshot

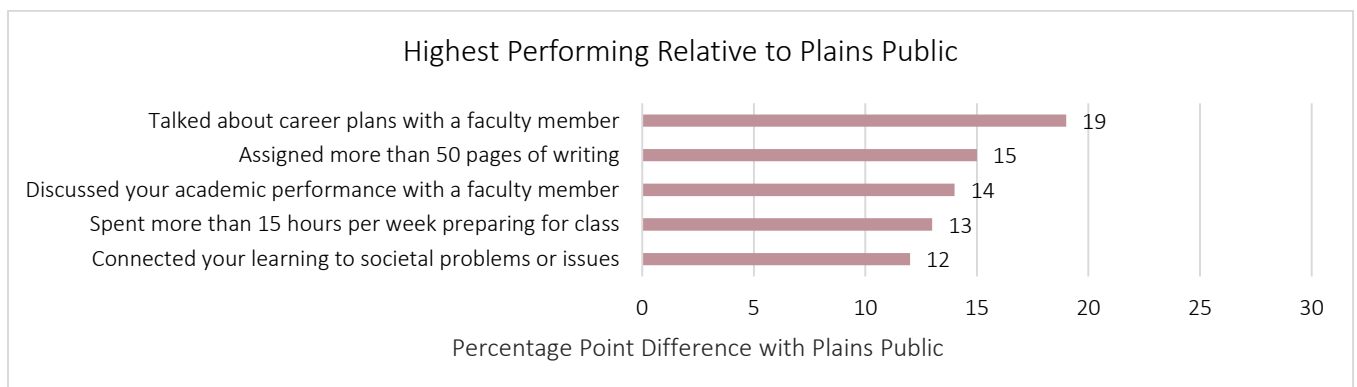
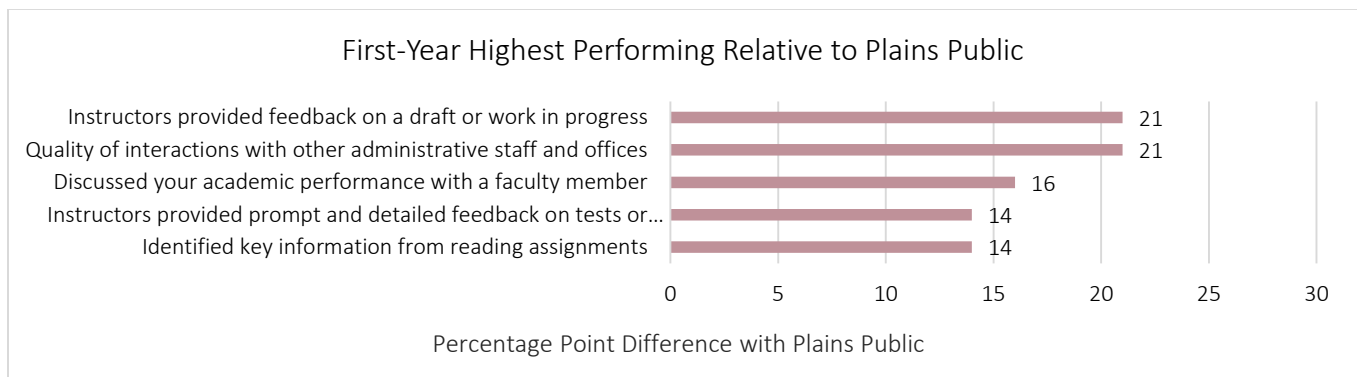
## PERCEIVED GAINS AMONG SENIORS

Students reported how much their experience at Chadron State College contributed to their knowledge, skills, and personal development. Below are the top five categories



## ITEM COMPARISONS

This section displays the five questions on which Chadron State College first-year and senior students scored the highest, relative to students in the Plains Public comparison group.



Source: NSSE 2016 Snapshot Report for Chadron State College



# National Survey of Student Engagement (NSSE) Snapshot

## Do students help each other learn?

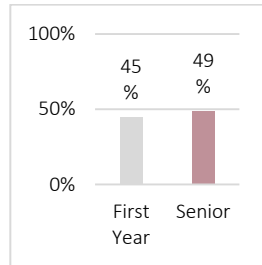
47 percent of students “frequently” explained course material to one or more students.

## How often do students work together to prepare for exams?

45 percent of First-Year students “frequently” prepared for exams by discussing or working through course material with other students.

## How often do students work together on class projects and assignments?

45 percent of First-Year students and 49 percent of seniors “frequently” worked with their peers on course projects and assignments.



## How often do students interact with others who have different viewpoints or who come from different backgrounds?

Among First-Year students, 64 percent “frequently” had discussions with people with different political views, 75 percent “frequently” had discussions with people from a different economic background, and 74 percent “frequently” had discussions with people from a different race or ethnicity.

## How well do students get along with each other?

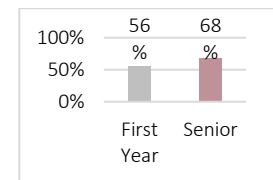
62 percent of First-Year students gave the quality of their interactions with their peers a “high” rating.

## How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 51 percent of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

## How many courses include community-based service-learning projects?

56 percent of First-Year students and 68 percent of seniors said “at least some” of their courses included a community based service-learning project.



## Are students encouraged to use learning support services (tutors, writing center)?

85 percent of First-Year students said CSC “substantially” emphasized the use of learning support services.

## How do students rate their interactions with academic advisors?

64 percent of First-Year students and 63 percent of seniors gave the quality of their interactions with academic advisors a “high” rating.

## How satisfied are students with their educational experience?

91 percent of First-Year students and 87 percent of seniors rated their entire educational experience at CSC as “excellent” or “good.”

Source: NSSE 2016 Snapshot Report for Chadron State College



# Credit Hour Production

2015-2016 Fact Book



## General Admission Information

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The Board of Trustees for the Nebraska State Colleges establish a schedule of tuition and fees to be charged by the State Colleges. Specific courses may have additional assessed fees. Online courses are assessed at a combined-tuition-and-fees rate per credit hour. The current tuition and fees schedule and on-campus housing rates may be obtained online and are also listed in the Tables and Schedules Section of this Fact Book.

### CIVILITY

Civil behavior enhances the learning environment and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment.

### CLASS ATTENDANCE AND/OR PARTICIPATION POLICY

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting or courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by the course instructor.





## Definitions of Course Formats

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Students are expected to achieve course learning outcomes irrespective of the course delivery formats or modality of instruction. Significant factors in student achievement or outcomes or competencies include active participation and focused efforts. At a minimum, one course credit consists of a 45-hour time commitment that includes:

- Designed learning activities (e.g. lectures, peer teaching presentations, and for student group work) that are the equivalent of at least 15 hours of instruction and student work.
- Student effort involving a *minimum* of 30 hours of preparation, practice, review, and study beyond the designed learning activities.

The completion of the 45-hour time commitment does not ensure a passing grade. Achievement of the course outcomes or competencies must be demonstrated.

### CLASSROOM BASED COURSES

Classroom-based courses require participation within the traditional classroom: these are *not* distance learning courses. Listed below are CSC course numbers that may be characterized as “classroom-based.”

- 01-10 Face-to-Face courses are conducted in an onsite face-to-face format or mode of instruction.
- 99 Hybrid courses are conducted in an onsite face-to-face format or mode of instruction that includes a virtual learning experience and/or component.
- 89 Blended courses accommodate both on-campus and distance learners.

### DISTANCE EDUCATION COURSES

Distance learning courses are fully online and can be completed without onsite classroom meetings. The following sections are available entirely on the Internet:

- 79 Online sections require that all students participate completely online and interact with one another and with their instructors.
- 89 Blended sections are designed to accommodate both distance learners and onsite learners. Distance learners access all course materials online. Required participation is electronically mediated. Onsite learners have online access to course materials, but are required to attend regularly scheduled face-to-face classroom instruction.

### DUAL-CREDIT (ACES) COURSES

ACES (Access to College Engagement to Success) or dual-credit refers to courses taught to high school students for which they receive both high school credit and college credit.

- 48 Face-to-Face sections are conducted in an approved high school.

*Source: 2015-2017 Undergraduate Catalog*



## Definitions of Course Formats

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### OFF CAMPUS ONSITE COURSES

Off-campus onsite course sections are conducted in a classroom geographically separate from the CSC campus in Chadron, NE. These locations do not have a full range of administrative and student services staffed by the facilities personnel. Such services are provided in Chadron. A facility may provide access to instruction requiring students to be present at a physical location that receives interactive video or other forms of web-based instruction. The following course sections are characterized as off-campus onsite courses:

- 40 Face-to-Face, Synchronous, or Interactive Video sections are conducted in Scottsbluff, NE.
- 65 Face-to-Face, Synchronous, or Interactive Video sections are conducted in North Platte, NE.



## Course Credit Alternatives

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### ADVANCED PLACEMENT

College credit may be earned through the Advanced Placement (AP) program. All advanced placement test scores accepted by Chadron State College must be a score of 3 or higher. Other policies may apply. Contact the Records Office for more information.

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Chadron State College accepts College Level Examination Program (CLEP) credit toward degree completion. Students must be enrolled at CSC to receive CSC credit for CLEP. CLEP tests must be completed before an individual has taken any college level course in the discipline in which credit is sought. A maximum of 18 CLEP credit may be applied to a degree. CLEP credits may contribute to a maximum of 42 credits of experiential learning credits. Other policies may apply. Contact the Extended Campus Programs Office for more information.

### COURSE CHALLENGE

Students enrolled at Chadron State College can earn college credit by “challenging” selected courses listed within the undergraduate catalog.

- Requests to challenge a course must be made to the dean of the school in which the course is listed.
- The dean and the appropriate department will determine if the course is available for challenge and whether the challenge shall be by comprehensive examination and/or by some other evidence of competence in the subject matter of the course.

#### Exceptions:

- When the course is a prerequisite to a course already taken
  - When the course has been taken previously for audit or credit
  - When the course has been determined to be ineligible for challenge by the academic school
- Credit will be granted only if the grade received on the challenge is a “C” or above.
  - The credit will be recorded on transcripts and calculated into earned CSC course credits.
  - Forms for course challenges are available from the Records Office.
  - Fees are determined annually and are charged through the Business Office.
  - Other policies may apply.

### INTERNATIONAL BACCALAUREATE CREDIT (IB)

Chadron State College accepts credit from students who have completed the International Baccalaureate diploma program through their high school. Acceptance of specific credits is determined in consultation with appropriate academic departments and the dean of the appropriate school. Contact the Records Office for more information.

*Source: 2015–2017 Undergraduate Catalog*



## Experiential Learning

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### INDEPENDENT STUDY

Independent Study allows students to learn under the supervision of faculty members outside the normal classroom setting.

An independent study course:

- Is permitted only under special circumstances and with the instructor, dean, and Academic Vice President approval.
- Can provide undergraduate students with no more than nine (9) credit hours of independent study. No more than six (6) hours may be completed in any one department (exceptions to this policy can be made only through written petition to the Dean of Curriculum and Accreditation and the school of Education, Human Performance, Counseling, Psychology, & Social Work (EHPCPSW).
- Must be initiated by the student, who should contact his or her advisor to begin the written documentation; this documentation must include a written letter from the student outlining specifically why an independent study is necessary and why a course substitution will not suffice.

### INTERNSHIPS

The Internship Program provides a structured educational experience integrating classroom theory with supervised, planned, and progressive work experience in the student's field of study. The program is designed to supplement and complement the traditional curriculum at Chadron State College. The goal of this experience will be to enhance the student's educational, professional, and personal development. Contact Career and Academic Planning Services in the Reta E. King Library Learning Commons for more information.

### STUDY ABROAD

Students can earn credit through Chadron State College-sponsored international studies programs.

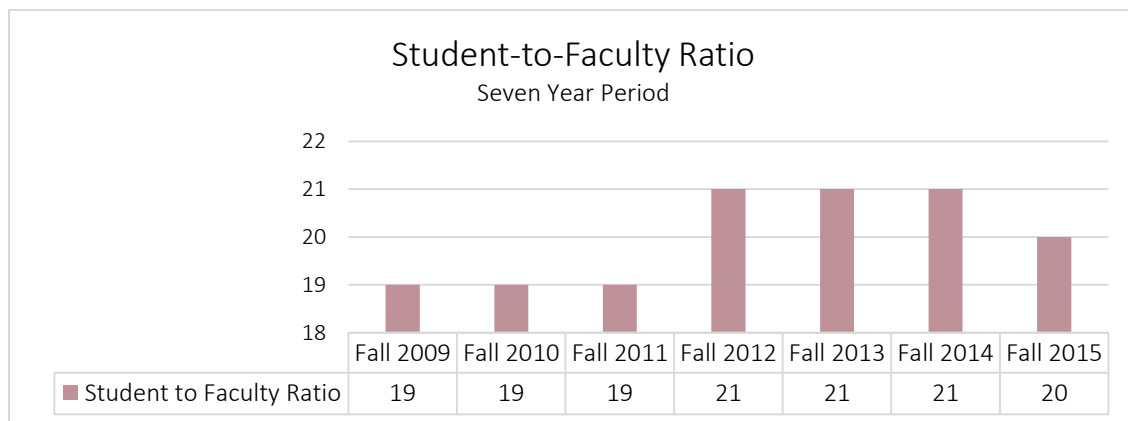
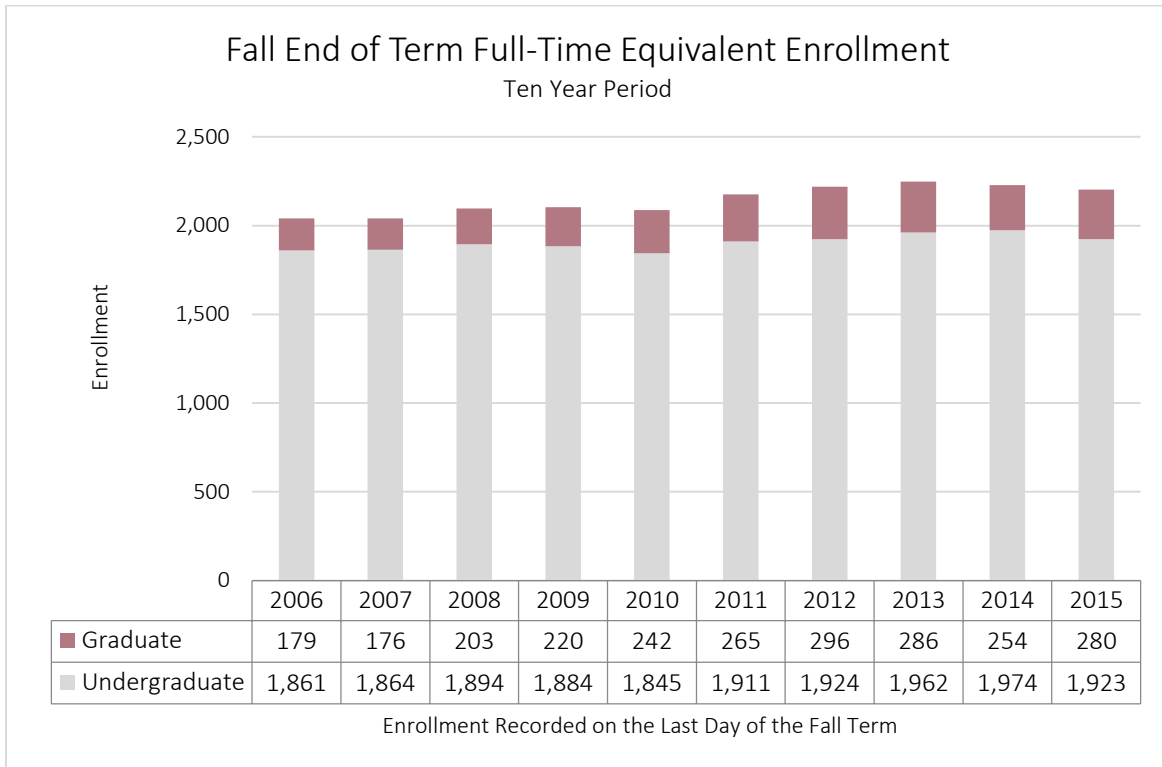
Students may:

- Study at foreign universities for one or more semesters, and transfer the credit to CSC
- Students can earn CSC course credit for short-term international study of courses, led by Chadron State College faculty
- Qualify for financial aid.

Contact the office of the Dean of Essential Studies and the School of Liberal Arts for more information.



## Full-Time Equivalent Enrollment



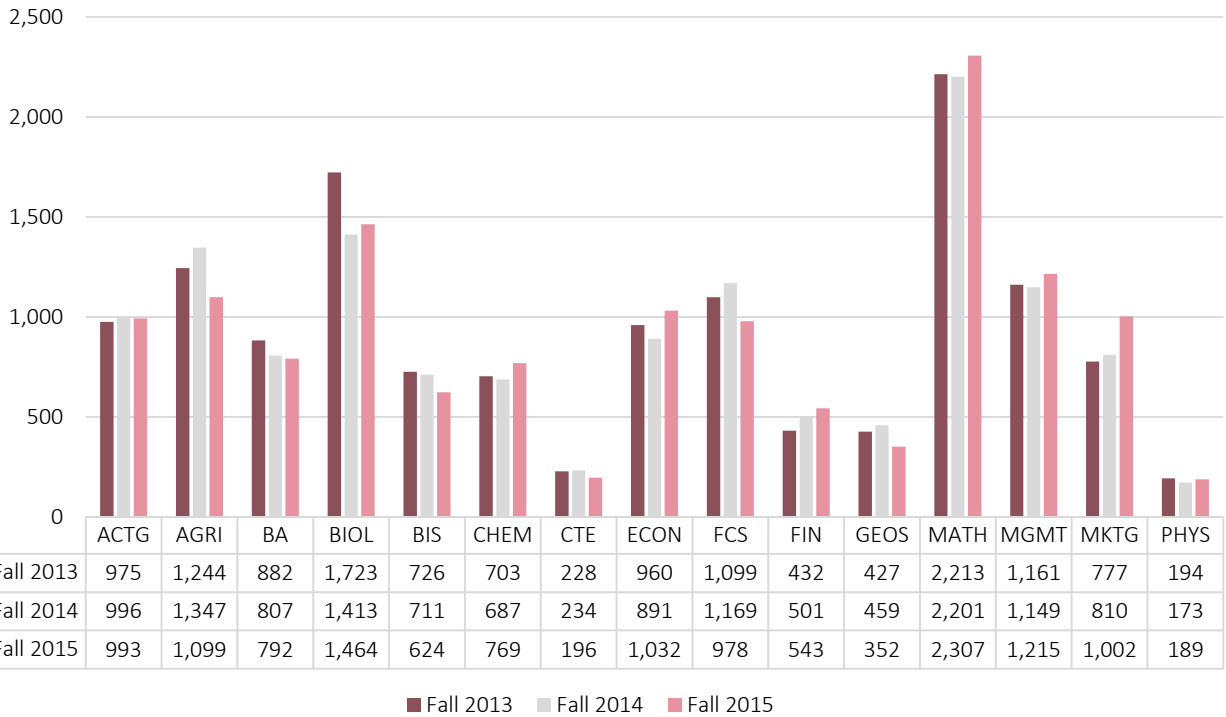
Source: NSCS Enrollment Report, Office of Institutional Research

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



## Credit Hour Production

### School of Business, Entrepreneurship, Applied & Mathematical Sciences, and Sciences

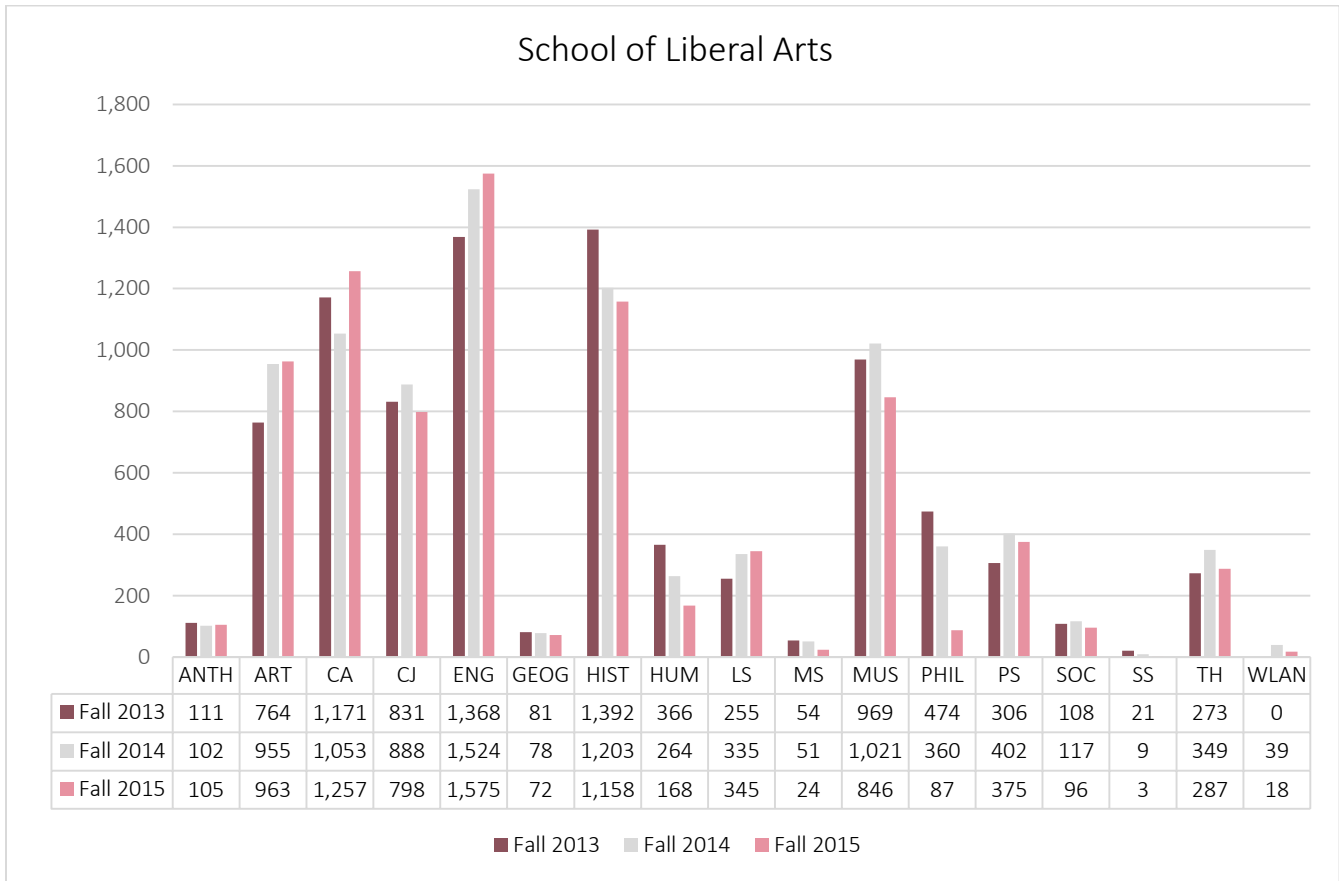


ACTG	Accounting
AGRI	Agriculture
BA	Business Administration
BIOL	Biology
BIS	Business Information Systems
CHEM	Chemistry
CTE	Comprehensive Technical Education
ECON	Economics
FCS	Family and Consumer Sciences
FIN	Finance
GEOS	Geoscience
MATH	Mathematics
MGMT	Management
MKTG	Marketing/Entrepreneurship
PHYS	Physical Science

Source: End of Term Student Course Information Freeze Files, Office of Institutional Research



# Credit Hour Production



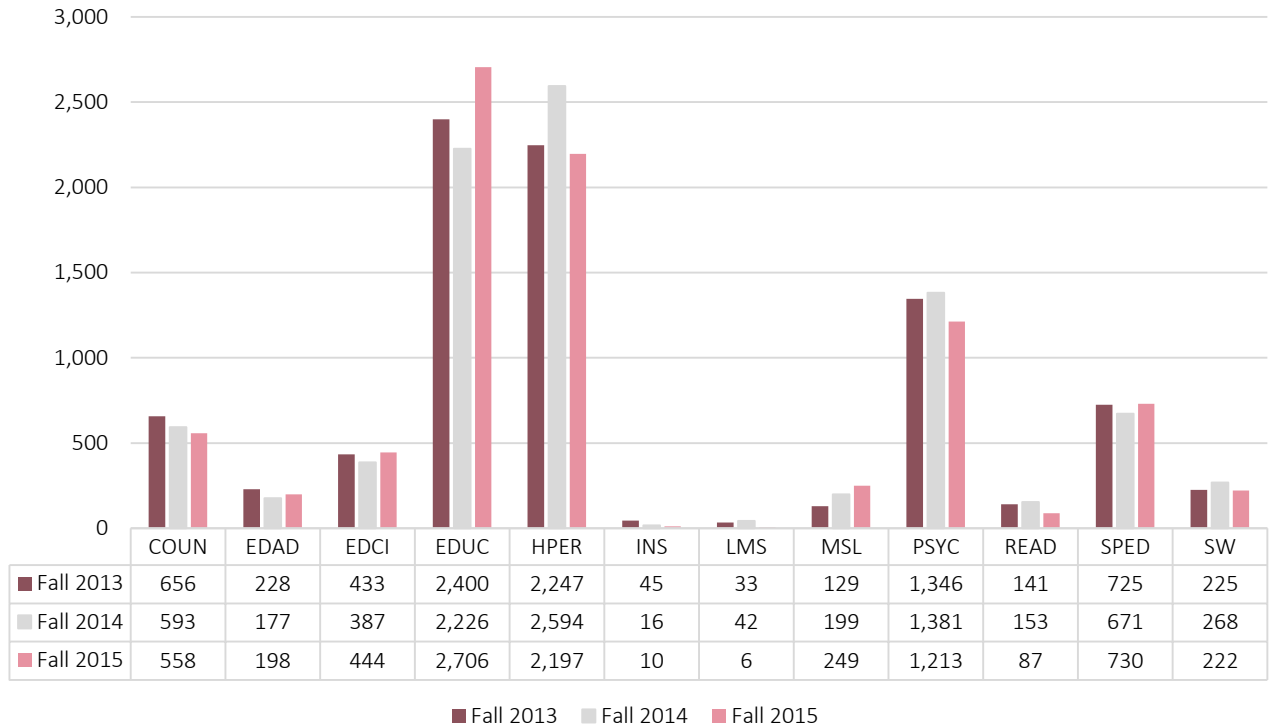
ANTH	Anthropology
ART	Art
CA	Communcation Arts
CJ	Criminal Justice
ENG	English
GEOG	Geography
HIST	History
HUM	Humanities
LS	Legal Studies
MS	Museum Studies
MUS	Music
PHIL	Philosophy
PS	Political Science
SOC	Sociology
SS	Social Science
TH	Theatre
WLAN	World Language

Source: End of Term Student Course Information Freeze Files, Office of Institutional Research



## Credit Hour Production

School of Education, Human Performance, Counseling,  
Psychology, and Social Work



COUN	Counseling
EDAD	Education Administration
EDCI	Education Curriculum Instruction
EDUC	Education
HPER	Health, Physical Education, and Recreation
INS	Inservice
LMS	Library
MSL	Military Science Leadership
PSYCH	Psychological Studies
READ	Reading
SPED	Special Education
SW	Social Work

Source: End of Term Student Course Information Freeze Files, Office of Institutional Research





## Academic Review Program Summary

Fall Semester Majors Headcount Undergraduate Studies							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 Year Average	5 Year Percent Change
Art*	60	54	47	61	48	54.00	-20.00%
Business*	412	425	429	471	499	447.20	21.12%
Communication Arts	26	34	38	50	45	38.60	73.08%
Elementary Education – Early Childhood*	279	284	248	243	247	260.20	-11.47%
English – Humanities*	55	54	55	64	51	55.80	-7.27%
Family & Consumer Sciences*	51	46	46	56	45	48.80	-11.76%
History*	52	42	47	37	43	44.20	-17.31%
HPER*	148	149	172	192	175	167.20	18.24%
Interdisciplinary Studies	40	44	42	48	47	44.20	17.50%
Justice Studies	121	126	138	141	127	130.60	4.96%
Life Sciences*	237	259	248	245	233	244.40	-1.69%
Mathematics*	92	84	69	68	66	75.80	-28.26%
Music*	60	52	49	55	44	52.00	-26.67%
Physical Sciences*	44	37	33	41	36	38.20	-18.18%
Psychology	120	120	127	140	143	130.00	19.17%
Range Management	117	124	132	123	128	124.80	9.40%
Social Science*	40	45	48	34	31	39.60	-22.50%
Social Work	53	42	44	57	49	49.00	-7.55%
Special Education*	64	76	71	78	74	72.60	15.63%
Technical Occupations	30	22	19	26	27	24.80	-10.00%

\*Secondary Education included

Note: Academic Year includes Fall, Spring, and Summer

Fall Semester Majors Headcount Graduate Studies							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 Year Average	5 Year Percent Change
Counseling	98	115	95	95	86	97.80	-12.24%
Education*	115	112	124	146	157	130.80	36.52%
MBA	112	163	176	159	193	160.60	72.32%
MSOM	100	106	101	81	87	95.00	-13.00%

\*Secondary Education included

Note: Academic Year includes Fall, Spring, and Summer

Source: Quantitative Academic Report (QAR), Office of Institutional Research

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# DEGREES CONFERRED

2015-2016 Fact Book



## Degree Programs

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The following degree programs are authorized for Chadron State College:

### GENERAL AUTHORIZATION

- Bachelor of Applied Science
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Education
- Master of Education
- Master of Business Administration
- Master of Arts in Education
- Master of Science in Organizational Management

### SPECIAL AUTHORIZATION, NON-TEACHING DEGREE PROGRAMS

#### BACHELOR

- Art
- Biology
- Business Administration
- Communication Arts
- Family & Consumer Sciences
- General Business
- Health Sciences
- History
- Interdisciplinary Studies
- Justice Studies – Criminal Justice
- Justice Studies – Legal Studies
- Literature
- Mathematics
- Music
- Music Studies
- Physical Sciences
- Psychology
- Rangeland Management
- Social Work
- Sports & Recreation Management
- Technical Occupations
- Theatre

#### MASTER

- Business Administration
- Clinical Mental Health Counseling
- History
- Organizational Management
- Science/Math

*Source: NSCS Degree Programs #4160 revised 9/11/15*



## Degree Programs

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### SPECIFIC AUTHORIZATION, TEACHER CERTIFICATION PROGRAMS BACHELOR

Art Education Middle Grade Content Areas of Specialization (4-9)  
Art Field Endorsement (K-12)  
Basic Business Education Subject Endorsement (6-12)  
Biology Education Subject Endorsement (7-12)  
Business Marketing & Information Technology Education Field Endorsement (6-12)  
Business Education Middle Grade Content Area of Specialization (4-9)  
Chemistry Subject Endorsement (7-12)  
Coaching Supplemental Endorsement (7-12)  
Cooperative Education-Diversified Occupation Supplemental Endorsement (9-12)  
Early Childhood Education Supplemental Endorsement (Age 3-Grade 3)  
Early Childhood Inclusive Field Endorsement (Birth-Grade 3)  
Earth and Space Science Subject Endorsement (7-12)  
Elementary Education Field Endorsement (K-8)  
English Language Arts Education Field Endorsement (6-12)  
English Language Arts Education Middle Grade Content Area of Specialization (4-9)  
Family & Consumer Sciences Education Middle Grade Content Area of Specialization (4-9)  
Family & Consumer Sciences Field Endorsement (6-12)  
Health & Physical Education Field Endorsement (K-12)  
Health & Physical Education Middle Grade Content Area of Specialization (4-9)  
Health Education Subject Endorsement (7-12)  
History Subject Endorsement (7-12)  
Mathematics Education Middle Grades Content Area of Specialization (4-9)  
Mathematics Field Endorsement (6-12)  
Middle Grades Field Endorsement (4-9)  
Music Field Endorsement (K-12)  
Physical Education Subject Endorsement (K-6) (7-12)  
Physics Subject Endorsement (7-12)  
Science Education Middle Grades Content Area of Specialization (4-9)  
Science Field Endorsement (7-12)  
Social Science Education Middle Grades Content Area of Specialization (4-9)  
Social Science Field Endorsement (7-12)  
Special Education Field Endorsement (K-12)  
Theatre Supplemental Endorsement (7-12)  
Vocal Music Subject Endorsement (K-8) (7-12)

### SPECIFIC AUTHORIZATION, TEACHER CERTIFICATION PROGRAMS MASTER

Educational Administration  
Curriculum & Instruction Education  
School Counseling

*Source: NSCS Degree Programs #4160 revised 9/11/15*



## Degree Programs

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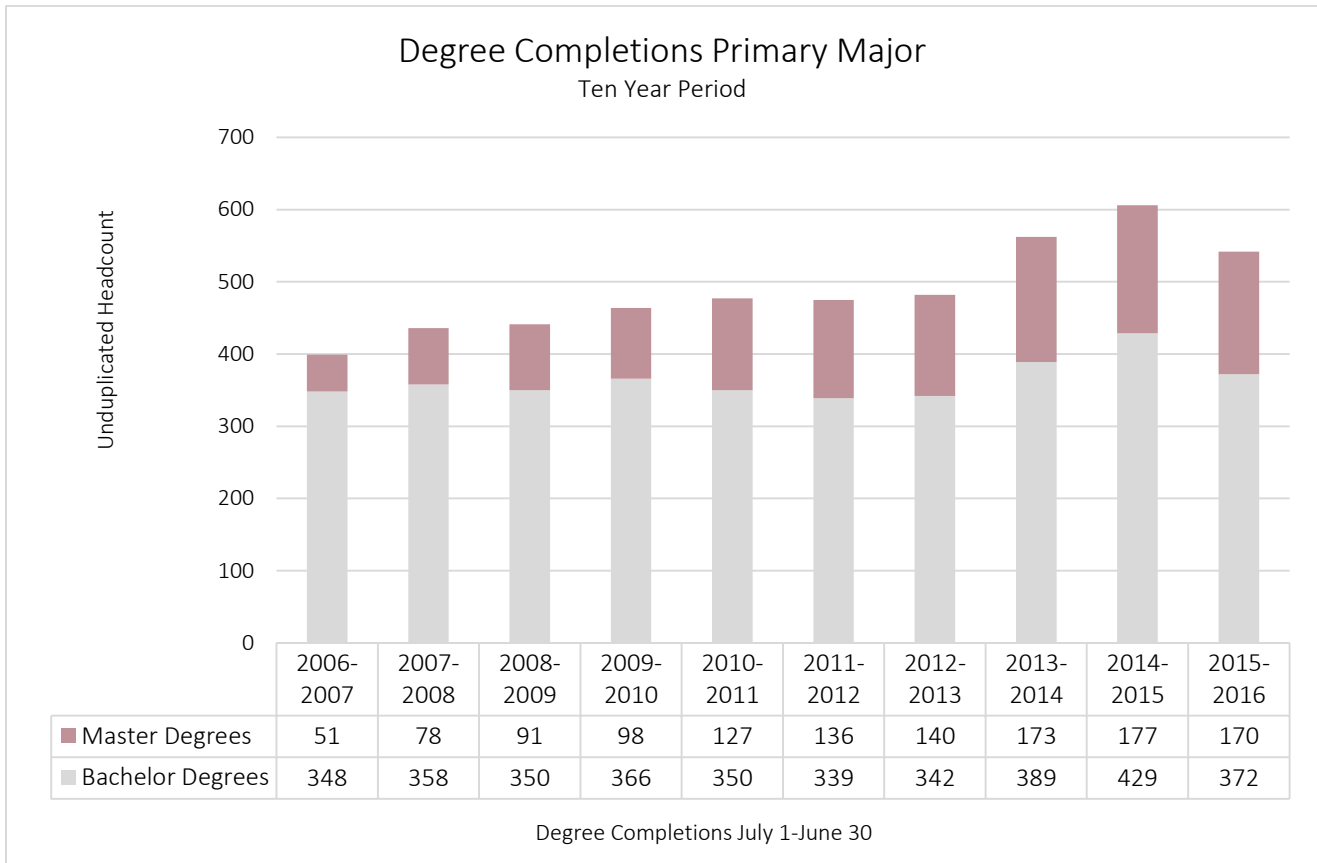
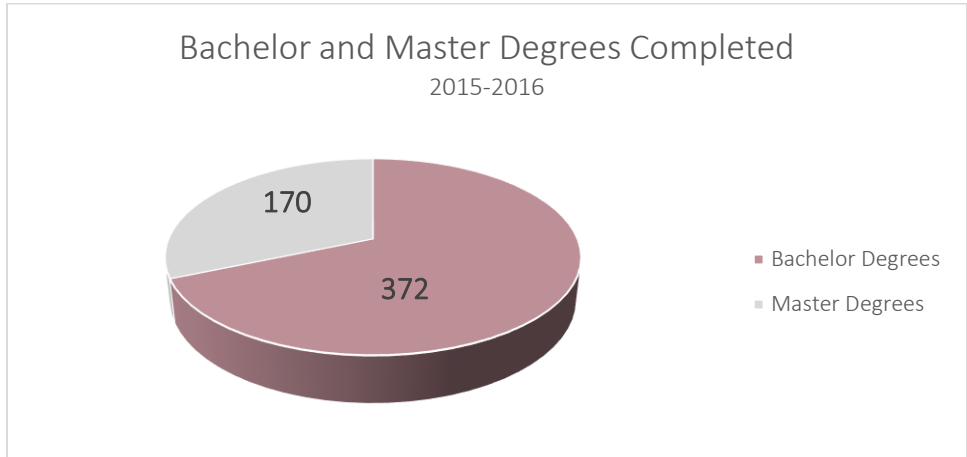
### MINORS

Agribusiness – Business	Journalism
Agricultural Plant Science	Legal Studies
American Indian Studies	Marketing/Entrepreneurship
Animal Science	Mathematics
Applied Statistics	Military Science
Art	Museum Studies
Biology	Music
Business	Nutrition & Wellness
Business Information Systems	Organismal Biology
Chemistry	Outdoor Adventure
Child & Family	Physics
Comparative Philosophy	Plant Sciences
Criminal Justice	Psychology
English	Public Relations
Equine Management	Rangeland Management
Exercise Science	Social & Personality
Finance	Sports Leadership
Geoscience	Textile & Fashion
Gerontology	Theatre
History	Veterinary Science
Hospitality	Water Resources Management
Human Biology	Wildlife Management
Interpersonal Communication	Writing

*Source: NSCS Degree Programs #4160 revised 9/11/15*



# Degree Completions



Source: IPEDS Completion Data, Office of Institutional Research



## Degree Completions

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Degrees Completed 2015-2016		
Program	Bachelors	Masters
Agriculture	25	
Art Studies, General	3	
Biological Sciences	18	
Business Administration	101	58
Communications/Journalism	10	
Computer and Information Sciences		
Corrections and Criminal Justice	18	
Education	84	58
Engineering Technology		
English Language and Literature	6	
Family Consumer Sciences	7	
Health/Medical Preparatory Programs	1	
History	10	
Interdisciplinary Studies/Technical Occupations	40	
Libraries Arts and Sciences		10
Library Science		
Mathematics	4	
Music	2	
Organizational Behavior Studies		29
Parks, Recreation, Leisure and Fitness	19	
Physical Sciences	2	
Psychology and Counseling	28	15
Social Work	7	
Theatre Arts	4	
<b>Total Degrees Completed</b>	<b>389*</b>	<b>170</b>

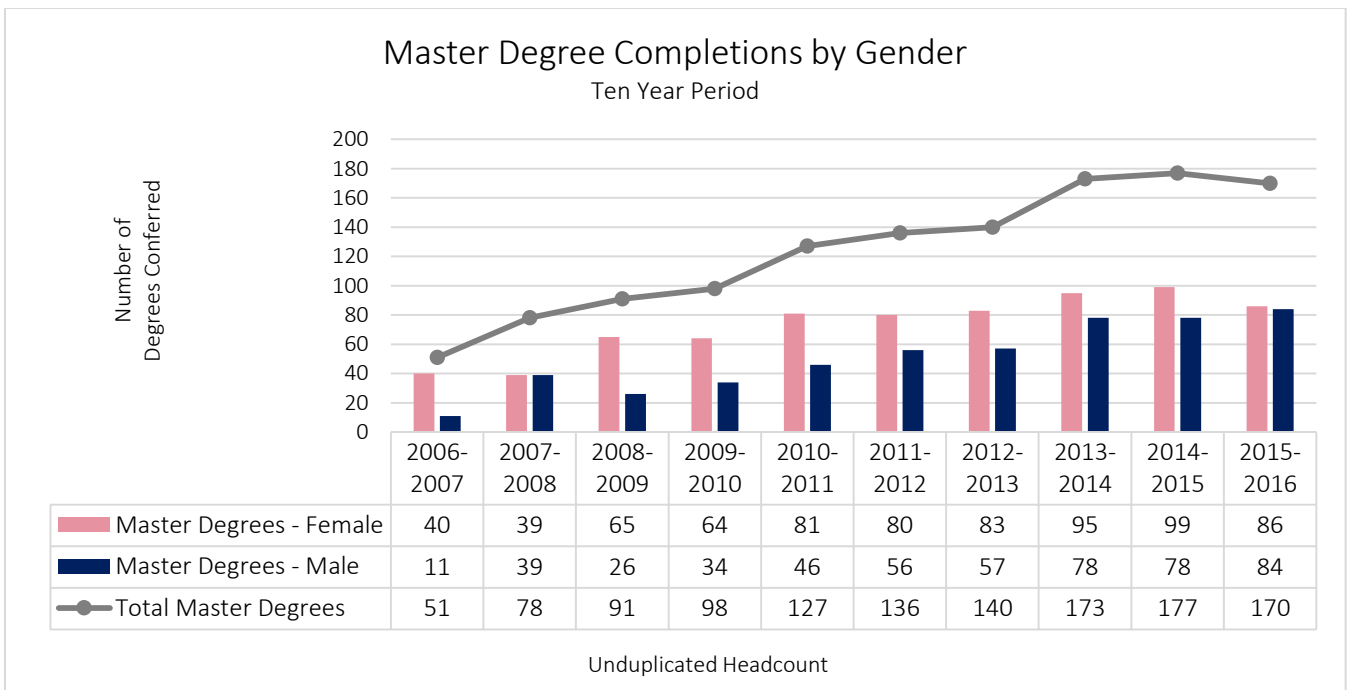
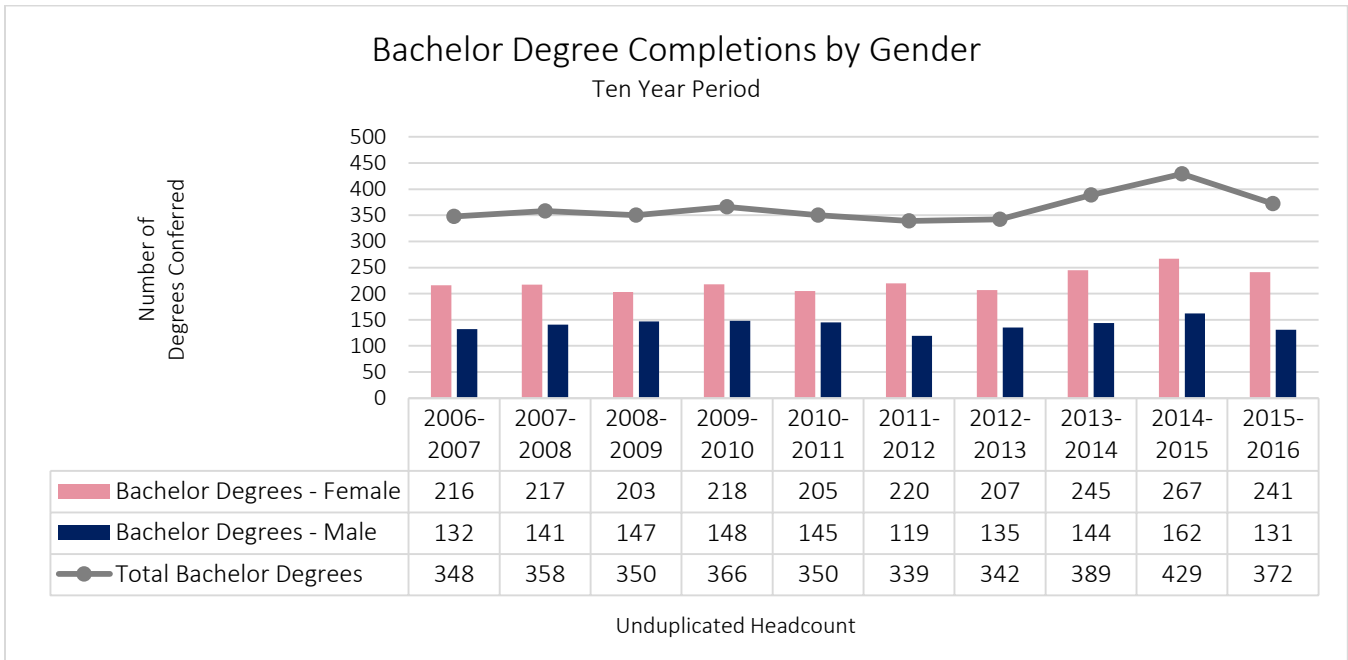
\* Total Degrees Completed include 1<sup>st</sup> Major and 2<sup>nd</sup> Major

Source: IPEDS Completion Data, Office of Institutional Research





# Degree Completions

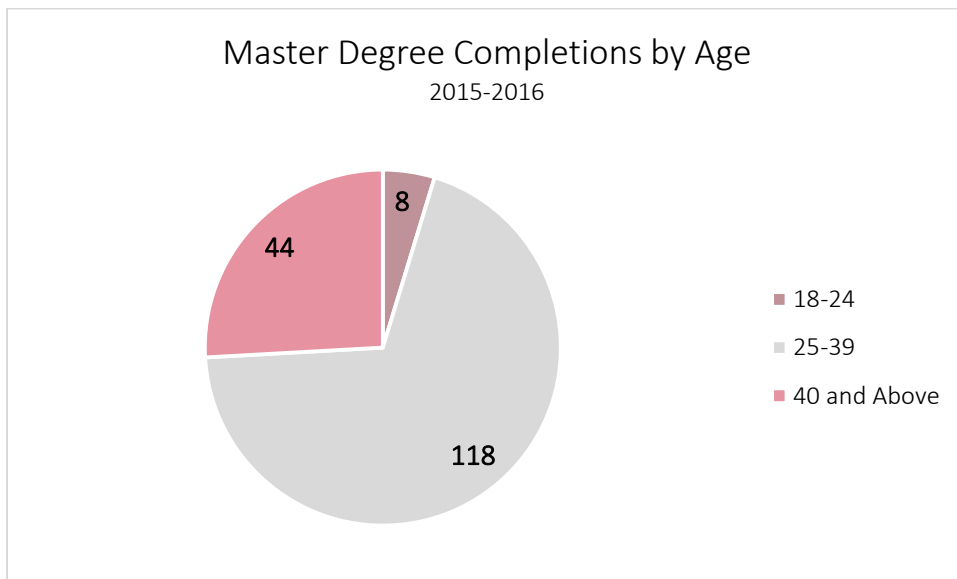
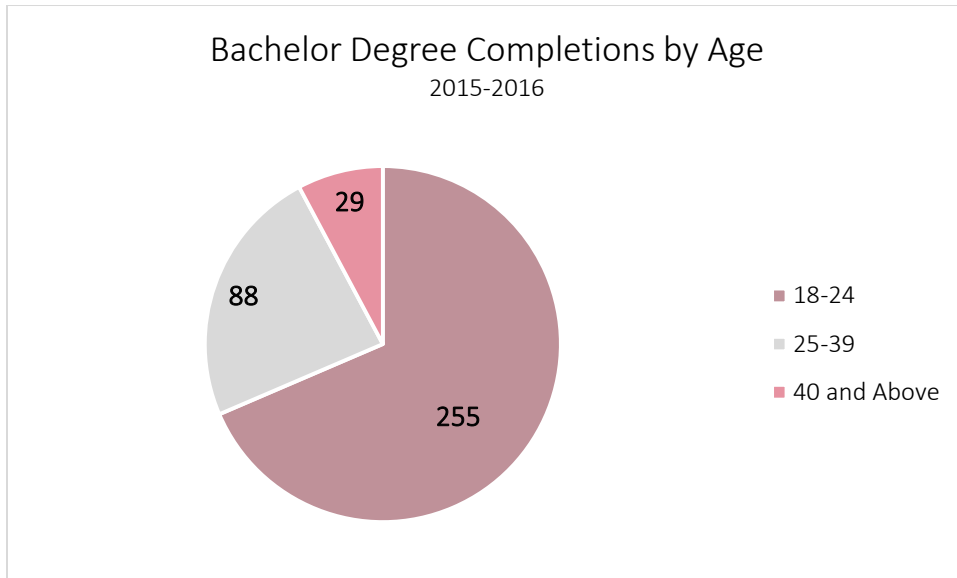


Source: IPEDS Completion Data, Office of Institutional Research



## Degree Completions

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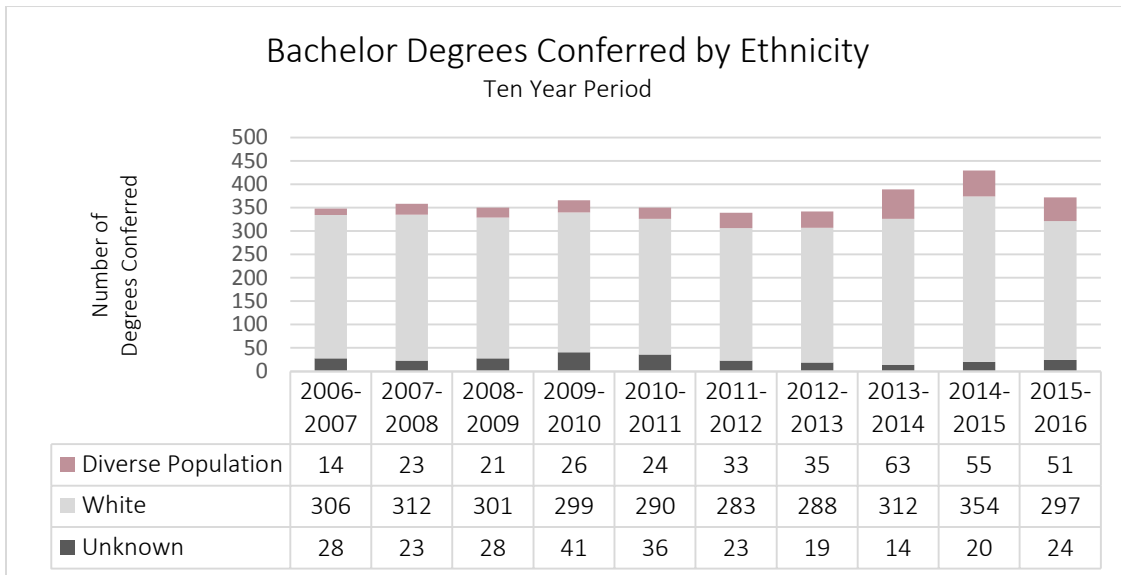


Source: IPEDS Completion Data, Office of Institutional Research



# Bachelor Degree Completions

Bachelor Degrees Completed by Ethnicity										
Five Year Period										
	Inter-national	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2011-2012	7	3	4	13	2	0	283	4	23	339
2012-2013	3	3	4	14	4	1	288	6	19	342
2013-2014	10	2	7	26	4	4	312	10	14	389
2014-2015	8	0	13	17	2	3	354	12	20	429
2015-2016	7	21	3	1	7	1	297	11	24	372



Ten Year Percent Change in Bachelor Degrees Completed		
Diverse Populations	White	Total Enrollment
264.28%	-2.94%	6.89%

Source: IPEDS Completion Data, Office of Institutional Research



## Master Degree Completions

Master Degrees Completed by Ethnicity										
Five Year Period										
	Inter-national	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2011-2012	3	1	1	3	1	0	114	2	11	136
2012-2013	7	2	1	4	1	1	114	1	9	140
2013-2014	4	4	7	10	1	0	136	2	9	173
2014-2015	0	8	3	7	1	1	135	3	19	177
2015-2016	1	6	1	1	8	0	141	1	11	170



Ten Year Percent Change in Master Degrees Completed		
Diverse Populations	White	Total Enrollment
260.00%	213.33%	233.33%

Source: IPEDS Completion Data, Office of Institutional Research



# Graduates

2015-2016 Fact Book



## General Information

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Each year the Office of Career and Academic Planning Services produces a report about the previous year's graduates. This report covers graduates that received Bachelor's or Master's degrees. This information is intended to assist currently enrolled and prospective students in selecting academic majors and making career decisions.

Information was collected through the use of surveys sent to graduates in January, February, July, and December. An electronic survey was also available and noted in the mailing. This report represents 33 percent of the 2014-2015 graduates.

A list of the specific job titles, employers, and employment locations of these graduates is available from the Office of Career and Academic Planning Services.

We find that 94 percent of the 2014-2015 CSC undergraduate respondents are employed or have enrolled in a graduate or professional service program.



*Source: 2014-2015 Career and Academic Planning Placement Report*



## Status of Bachelor's Degree Graduates 2014-2015

School of Business, Entrepreneurship, Applied & Mathematical Sciences, and Sciences

	Number Responding		Employment								Professional and Graduate School		Average Annual Salary	
			Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment							
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage			
Basic Business Education 6-12	1		0%											
Biology, Environmental Resources Management	1		0%											
Biology, General Biology	1		0%											
Biology, Human Biology	17	4	24%			2	50%			2	50%	1	\$19,000	
Biology, Molecular Biology	2		0%											
Business Administration, Accounting	18	5	28%	3	60%			1	20%	1	20%	2	\$43,250	
Business Administration, Accounting/CPA Path	6	1	17%	1	100%							1	\$24,648	
Business Administration, Agribusiness	8	1	13%											
Business Administration, Business Information Systems	6	1	17%	1	100%							1	\$40,000	
Business Administration, Finance	8	2	25%	2	100%							2	\$45,000	
Business Administration, Management	16	4	25%	2	50%	2	50%			2	50%	3	\$27,917	
Business Administration Management Info Systems	2		0%											
Business Administration, Marketing / Entrepreneurship	17	4	24%	2	50%	1	25%					3	\$22,167	
Family and Consumer Sciences, Child and Family Studies	3		0%											
Family and Consumer Sciences, Health and Human Services	1		0%											
Family and Consumer Sciences, Nutrition & Foods	1		0%											
Family and Consumer Sciences, Nutrition and Wellness	2		0%											
Family and Consumer Science, 6-12	2	2	100%	2	100%							1	\$32,575	
General Business	3		0%											
Mathematics	7	2	29%	1	50%	1	50%			1	50%	1	\$30,000	
Mathematics 6-12	3	2	67%	2	100%							1	\$31,000	
Physical Sciences	1		0%											
Rangeland Management, Rangeland Ecology	3	1	33%	1	100%							1	\$21,600	
Rangeland Management, Rangeland Fire Management	3		0%											

Source: 2014-2015 Career and Academic Planning Placement Report



# Status of Bachelor's Degree Graduates 2014-2015

School of Business, Entrepreneurship, Applied & Mathematical Sciences, and Sciences

	Employment												Average Annual Salary	
	Number Responding		Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment		Professional and Graduate School					
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage			
Rangeland Management, Rangeland Livestock Management	12	1	8%	1	100%					1	100%			
Rangeland Management, Rangeland Wildlife Management	5		0%											
Science 7-12	1		0%											
<b>Grand Total</b>	<b>150</b>	<b>30</b>	<b>20%</b>	<b>18</b>	<b>58%</b>	<b>6</b>	<b>20%</b>	<b>1</b>	<b>3%</b>	<b>7</b>	<b>23%</b>			

Note: "Other Employment" includes part-time and seasonal employment out of related field and full-time employment not in desired field.

Source: 2014-2015 Career and Academic Planning Placement Report





# Status of Bachelor's Degree Graduates 2014-2015

School of Education, Human Performance, Counseling, Psychology and Social Work

			Employment											
	Number Responding		Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment		Professional and Graduate School					
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Average Annual Salary		
Early Childhood Unified Birth-3	1		0%											
Elementary Education K-8	36	20	56%	18	90%			2	10%			8	\$32,842	
Elementary Education K-8, Early Childhood	3	2	67%	2	100%									
Elementary Education K-8, Family & Consumer Sciences 4-9	1	1	100%	1	100%							1	\$32,000	
Elementary Education K-8, Mild/Moderate Disabilities	4	2	50%	2	100%							2	\$28,750	
Elementary Education k-8, Physical Education	2	1	50%	1	100%									
Elementary Education K-8, Social Science	3	2	67%	2	100%							1	\$33,150	
English 7-12	3	3	100%	3	100%							1	\$42,680	
Health & Physical Education K-12	9	3	33%	3	100%							1	\$33,000	
Middles Grades, Business Education 4-9	2	2	100%	2	100%							1	\$36,000	
Middle Grades, English Language Arts 4-9	1		0%											
Middle Grades, Language Arts 4-9	1	1	100%					1	100%	1	100%			
Middle Grades, Mathematics 4-9	2	2	100%	2	100%					1	50%	2	\$33,000	
Mild/Moderate Disabilities K-12	6	5	83%	5	100%							1	\$34,200	
Psychological Sciences	19	1	5%	1	100%							1	\$30,000	
Social Work	10	4	40%	4	100%							3	\$34,667	
Sports and Recreation Management, Exercise Science	17	2	12%	1	50%	1	50%					1	\$55,000	
Sports and Recreation Management, Outdoor Adventure	2		0%											
Sports and Recreation Management, Sports Leadership	5		0%											
<b>Grand Total</b>	<b>127</b>	<b>51</b>	<b>40%</b>	<b>47</b>	<b>92%</b>	<b>1</b>	<b>2%</b>	<b>3</b>	<b>6%</b>	<b>2</b>	<b>4%</b>			

Note: "Other Employment" includes part-time and seasonal employment out of related field and full-time employment not in desired field.

Source: 2014-2015 Career and Academic Planning Placement Report



# Status of Bachelor's Degree Graduates 2014-2015

School of Liberal Arts

	Number Responding		Employment								Professional and Graduate School		Average Annual Salary	
			Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment							
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage			
Art, Art Studio	4	1	25%	1	100%									
Art, Graphic Design	7	1	14%	1	100%							1	\$20,000	
Art K-12	2	1	50%	1	100%							1	\$35,510	
Communication Arts, Interpersonal Communication	1		0%											
Communication Arts, Journalism	2		0%											
Communication Arts, Public Relations	3	1	33%	1	100%							1	\$35,000	
History	3	2	67%							2	100%			
History 7-12	1	1	100%					1	100%					
Justice Studies, Criminal Justice	19	5	26%	4	80%	1	20%					3	\$34,320	
Justice Studies, Corrections	1		0%											
Justice Studies, Forensic Studies	4		0%											
Justice Studies, Law Enforcement	1		0%											
<u>Double Major</u> Justice Studies – Nutrition and Wellness,	1		0%											
Justice Studies, Legal Studies	5	2	40%	1	50%	1	50%					1	\$25,000	
Language Arts 7-12	1	1	100%	1	100%							1	\$33,000	
Literature	3		0%											
Music Business	1		0%											
Music Performance	1		0%											
Music K-12	2		0%											
Music Studies	1		0%											
Social Science 7-12	3	1	33%	1	100%							1	\$32,000	
Theatre, Performance/Directing	1	1	100%	1	100%							1	\$25,600	
Theatre, Technical/Design	1		0%											
Theatre 7-12	1	1	100%	1	100%					1	100%	1	\$32,800	
<b>Grand Total</b>	<b>69</b>	<b>18</b>	<b>26%</b>	<b>13</b>	<b>72%</b>	<b>2</b>	<b>11%</b>	<b>1</b>	<b>6%</b>	<b>3</b>	<b>17%</b>			

Note: "Other Employment" includes part-time and seasonal employment out of related field and full-time employment not in desired field.

Source: 2014-2015 Career and Academic Planning Placement Report



# Status of Bachelor's Degree Graduates 2014-2015

Records

	Employment												Professional and Graduate School		Average Annual Salary	
	Number Responding		Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment		Number	Percentage	Number	Percentage				
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number					Percentage			
Interdisciplinary Studies	25	7	28%	5	71%	2	29%							6	\$35,856	
Technical Occupations	7	2	29%	2	100%									2	\$70,000	
<b>Grand Total</b>	<b>32</b>	<b>9</b>	<b>28%</b>	<b>7</b>	<b>78%</b>	<b>2</b>	<b>22%</b>									

Note: "Other Employment" includes part-time and seasonal employment out of related field and full-time employment not in desired field.



## Status of Master's Degree Graduates 2014-2015

	Number Responding		Employment						Professional and Graduate School		Average Annual Salary		
			Employed Full Time in Related Field		Other Employment *		Seeking Full Time Employment						
	Total Graduates	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage		
Business Administration MBA	62	26	42%	19	73%	5	19%	2	8%	6	23%	22	\$84,795
Clinical Mental Health Counseling	17	4	24%	3	75%	1	25%			1	25%		
Curriculum and Instruction, Reading Specialist PK12	1	1	100%	1	100%							1	\$45,000
Curriculum and Instruction, Special Education K-12	4	1	25%							1	100%		
Curriculum and Instruction, Elementary	17	5	29%	4	80%					2	40%	4	\$48,694
Curriculum and Instruction, Secondary	5	4	80%	4	100%					1	25%	4	\$55,300
Educational Administration	22	12	55%	11	92%	1	8%			4	33%	11	\$59,409
History MAE	1		0%										
Organizational Management	25	10	40%	8	80%	2	20%			2	20%	8	\$49,516
School Counseling	11	5	45%	3	60%	2	40%			5	100%	3	\$52,983
Science/Mathematics	5	2	40%	1	50%	1	50%			1	50%	2	\$46,875
<b>Grand Total</b>	<b>170</b>	<b>70</b>	<b>41%</b>	<b>54</b>	<b>77%</b>	<b>12</b>	<b>17%</b>	<b>2</b>	<b>3%</b>	<b>23</b>	<b>33%</b>		

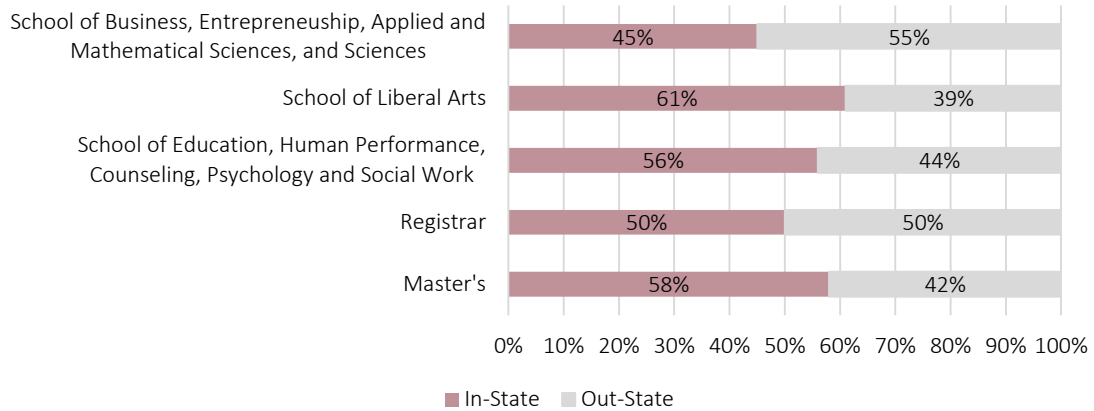
Note: "Other Employment" includes part-time and seasonal employment out of related field and full-time employment not in desired field.

Source: 2014-2015 Career and Academic Planning Placement Report



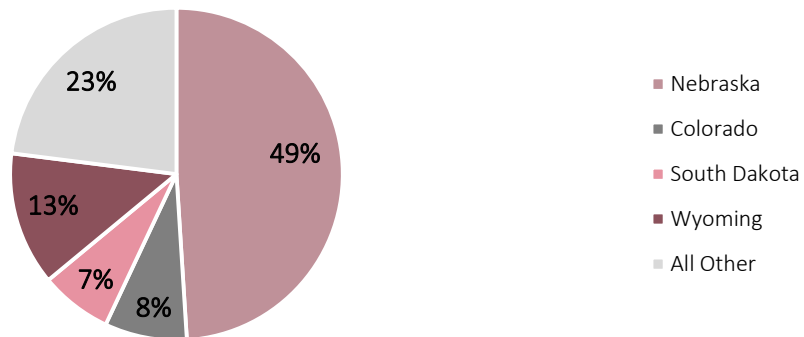
# Status of Graduates 2014-2015

## In-State vs. Out-of-State Pursuits of 2014-2015 Graduates



## Location of 2014-2015 Graduates by State

Including Graduate or Professional Schools



All Other States Include:

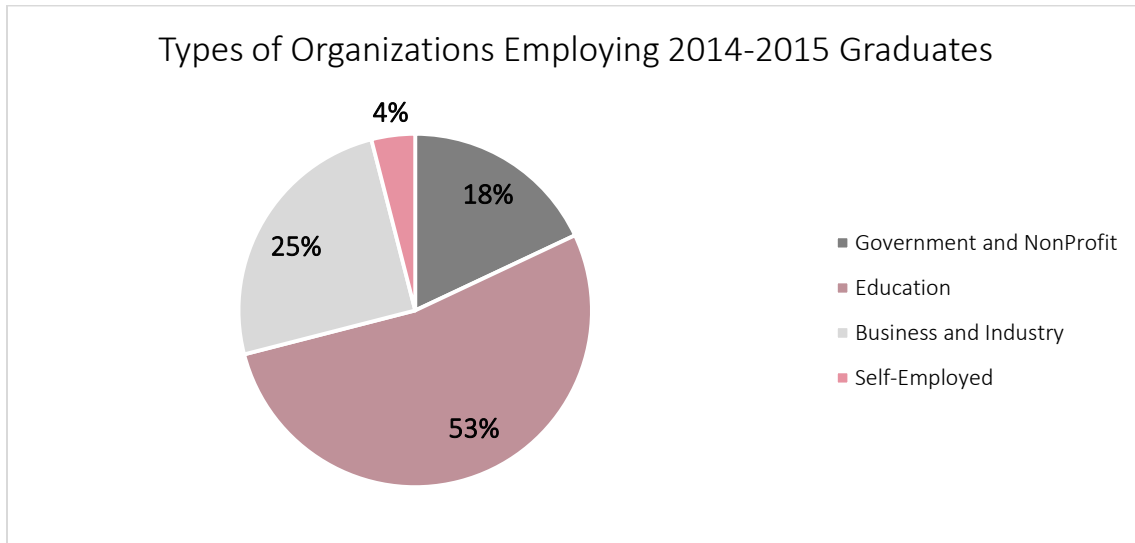
- |            |               |              |               |
|------------|---------------|--------------|---------------|
| Alaska     | Indiana       | New Mexico   | Virginia      |
| Arizona    | Iowa          | New York     | Washington    |
| California | Kansas        | North Dakota | Washington DC |
| Florida    | Maryland      | Oklahoma     |               |
| Georgia    | Massachusetts | Texas        |               |
| Hawaii     | Montana       | Utah         |               |

Source: 2014-2015 Career and Academic Planning Placement Report



## Status of Graduates 2014-2015

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### COMPANIES HIRING 2014-2015 GRADUATES

4 Quarters, Agri-Cats, Inc., American National Bank, Bank of the West, Banyan Tree Foundations Academy, Baptist Healthcare, Behavioral Health Specialists, Best Western - West Hills Inn, Bethany Christian Services, Boys and Girls Club, Brink Construction, Buckle, Cargill, Casper Re-Entry Center, Central Montana Coop, Chadron Public Library, Cheyenne Transitional Center Avalon Correctional Facility, Child & Family Therapy Institute of Nebraska, Crites & Shaffer Law Firm, Dakota Players, Dignity Health-MHF, Encore Uniform and Apparel, Farm Credit Services of America, First National Bank North Platte, Fort Lee Army Logistics University, Frontier Harley-Davidson, Gen-X Energy Development, Happy Times Photo, Hilti, Huffman Ranch, IBM, Inceptia/NSLP/FES, JTA, Kay Management, Kelby Bond Farms, Koch Industries, Library of Congress, M&M Transfer, Inc., Making Life Changes Sustainable (MLCS), McKesson, Motion Industries, MSD, LLC, National Parks Department, NaviNet Inc., Nebraska Department of Roads, Nebraska Game and Parks Commission, Nebraska National Guard, Nebraska Public Power, NEPSAC, Nooney & Solay, LLP, North Platte Public Library, Northwestern Mutual, Outlaw Printers, Petersen Drug, Plastics Resources, Regional West Physicians Clinic, Retail Bank, Siemens Energy Inc., St. Joseph's Children's Home, State of Nebraska, State of Wyoming, Target, TD Ameritrade, The Andrews Institute, Tranmo F/X, Trask Ranch, U.S. Army, United State Postal Service, United Therapies, USAA, USDA Forest Service, VVS, Inc., Wall, SD Economic Development, and Willowbrook Centre

*Source: 2014-2015 Career and Academic Planning Placement Report*



## Status of Graduates 2014-2015

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### EDUCATIONAL INSTITUTIONS HIRING 2014-2015 GRADUATES

Alliance Public Schools, American River College, Aurora Public Schools, Banner County School District, Baylor University, Carbon County School District #1, Chadron Public Schools, Chadron State College, Chase County Schools, Clear Creek Amana High School, Cobby County School District, Community Christian School, Crook County School District #1, Daytona State College, Educational Service Unit #1, Educational Service Unit #13, Elba Public School, Fairbury Jr./Sr. High School, Garden County Schools, Gering Public Schools, Gordon-Rushville High School, Goshen County School District #1, Haakan County School District, Highland High School, Hot Springs School District, Jefferson Elementary, Kearney Public School, Keya Paha County Schools, Kimball Public Schools, Laramie County School District #1, Lexington Public Schools, Lincoln Public Schools, Lower Yukon School District, McPherson County Schools, Mid-Plains Community College, Mitchell Public Schools, Mullen Public Schools, Newcastle High School, North Florida Community College, Oelrichs Public School District, Otis School District, Paxton Consolidated Schools, Platte County School District #2, Rapid City Area School District, Santa Clara University, Scottsbluff Public Schools, Shining Mountain Elementary, Southwest Public Schools, St. Agnes Catholic School, St. Petersburg College, Sterling High School, Twin River Schools, University of South Dakota School of Law, UNMC Medical School, Ute Pass Elementary School, Vernal Junior High, Weston County School District #1, and Williston School District #1

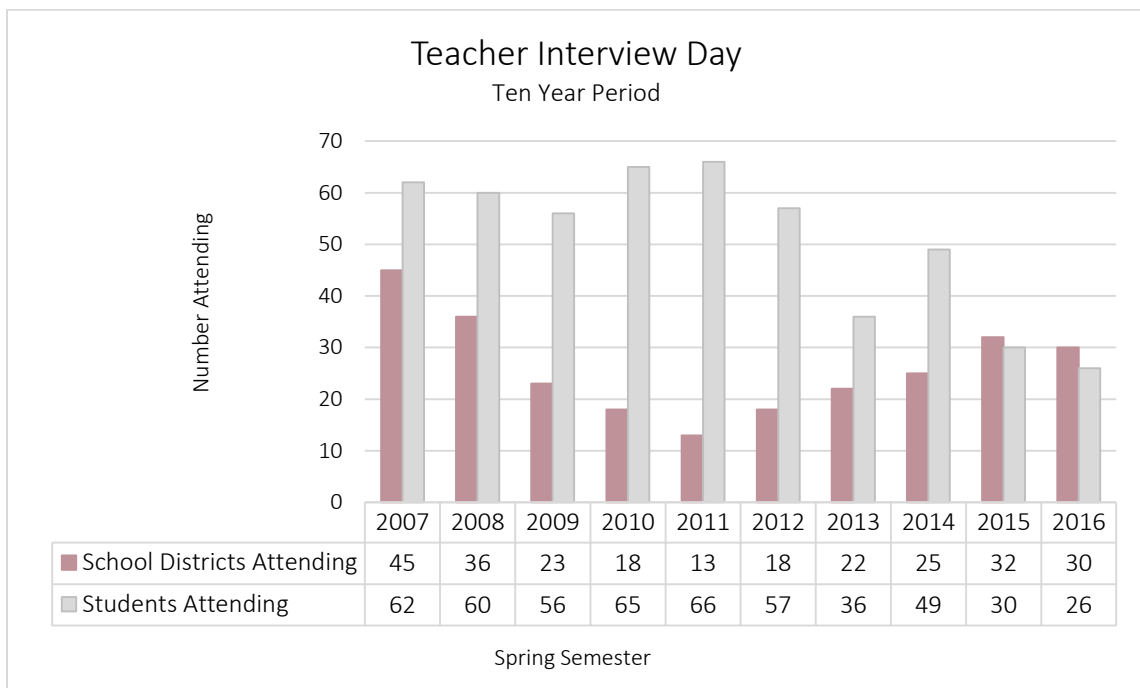
### GRADUATE SCHOOLS THAT 2014-2015 GRADUATES ARE ATTENDING

Baylor University, Chadron State College, St. Thomas University, University of Nebraska-Kearney, University of South Dakota, University of South Dakota School of Law, UNMC Medical School, and Utah State University



## Career Fairs

Career Fair Attendance		
	Employers Attending	Students Attending
Fall 2015	20	118
Spring 2016	29	180



Source: Career and Academic Planning Services





# Financial Resources

2015-2016 Fact Book



## Financial Aid

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### GRANTS

Grants are based on financial need and do not have to be repaid. In order to be considered for grant money, a student must submit the FAFSA to Chadron State to determine qualification. Grants are often times referred to as gift aid. The types of grants that may be available are:

- Federal Pell Grants  
Pell grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is based on enrollment status, cost of attendance, and expected family contribution.
- Federal Supplemental Educational Opportunity Grant (SEOG)  
SEOGs are awarded to undergraduate students who have not earned a bachelor's or professional degree who have exceptional financial need. Priority is given to students who receive Federal Pell Grants and are awarded on a first-come first-serve basis.
- Nebraska Opportunity Grant (NOG)  
This gift aid is awarded to undergraduate students who have not earned a bachelor's or professional degree, who are residents of Nebraska, and who demonstrate financial need as defined by state statutes. This grant is awarded on a first-come first-serve basis.
- TeamMates Program Award  
The TeamMates Program Award is a waiver of one-half resident tuition for four years (up to 16 credit hours per semester and up to a maximum of 128 hours toward an undergraduate degree). Recipients are identified by TeamMates and must meet TeamMates criteria including Nebraska residency, first-time freshmen, enrolled in at least 12 on-campus semester credit hours, in good academic standing with a minimum of a 2.5 GPA, and partnered with a TeamMates postsecondary mentor.
- Nebraska State College System (NSCS) Advantage Program  
The NSCS Advantage program is designed for students who enroll at one of the Colleges as new first-time freshmen and receive a federal Pell Grant. Qualified students will pay no tuition at any of the Nebraska State Colleges. Participants must be a resident of Nebraska, receive a federal Pell Grant, enroll as a new first-time freshmen, and be enrolled in at least 12 on-campus credit hours. The award is limited to a maximum of 16 credit hours per semester. Additional limitations are in place for the award of any remissions for online courses taken in addition to the 12 on-campus credit hours.

### WORK STUDY

Federal Work Study is awarded to undergraduate and graduate students based on financial need and availability of funds. In order to be considered for Work Study, students must submit their FAFSA to Chadron State to determine qualification. This program provides job opportunities for students to earn

*Source: [www.csc.edu/start/finaid/available/index.csc](http://www.csc.edu/start/finaid/available/index.csc) 12/6/16*



## Financial Aid

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money to help offset educational expenses for the academic year. These funds are limited and it is strongly recommended that students meet the June 1 deadline to be considered. A variety of positions are available, some including community service and off campus sites.

The amount of the Work Study award is the maximum amount students may earn during the term(s) specified. The award is earned according to the number of hours the student works successfully. Students are paid at the current federal minimum wage. Students are responsible for locating a job and completing the necessary payroll paperwork.

- America Reads Program

The America Reads program is part of the Work Study Program. This special work study program is designed to provide reading/writing tutors for preschool and elementary children. The reading tutors provide our young students the opportunity to develop sound reading skills. To qualify as a reading tutor, student must be Work Study recipient who have at least a 2.5 cumulative grade point average and be of sophomore status or above. First preferences are given to education majors. Currently, Eastward Elementary, Kenwood Elementary, CSC Child Development Center, and Chadron Public Library participate in the America Reads Program.

- Community Service

CSC provides many community service Work Study positions both on and off campus every year. Community services are designed to improve the quality of life for community residents, particularly low-income individuals, or to solve certain problems related to their needs. Such fields include health care, childcare, literacy training, education, welfare, social services, public safety, crime prevention, recreation, and community improvement.

### STUDENT LOANS

#### Federal Direct Loan

The federally funded loan program includes both need-based and non-need-based loans and are available to undergraduate and graduate students. In order to be considered for federal student loans, students must submit their FAFSA to Chadron State to determine qualification. Eligibility depends upon the student's enrollment status, grade level, and prior borrowing.

- Subsidized Direct Loans are need-based and interest free while the student is enrolled at least half time. Freshman annual limits are \$3,500. Sophomore annual limits are \$4,500. Junior/Senior annual limits are \$5,500.
- Unsubsidized Direct Loans are non-need-based and interest accrues while the student is enrolled in school.
- Total annual limits (both subsidized/unsubsidized) are as follows for dependent students: Freshman- \$5,500, Sophomores- \$6,500, Juniors/Seniors- \$7,500. Annual limits for independent

*Source: [www.csc.edu/start/finaid/available/index.csc](http://www.csc.edu/start/finaid/available/index.csc) 12/6/16*



## Financial Aid

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- undergraduate students and dependent students whose parents cannot get a Parent Loan for Undergraduate Students (PLUS) Loan: Freshman- \$9,500, Sophomore- \$10,500, Junior/Senior- \$12,500.
- Annual limits for graduate students is \$20,500 or cost-of-attending (COA) (whichever is lower).

Annual loan limits reflect the maximum combined borrowing from both the subsidized and unsubsidized programs. The annual grade level loan limits are as follows:

Grade Level	Loan Amounts Dependent	Loan Amounts Independent
Freshman (0-29 earned credit hours)	\$5,500	\$9,500
Sophomore (30-59 earned credit hours)	\$6,500	\$10,500
Junior (60-89 earned credit hours)	\$7,500	\$12,500
Senior (90-120 earned credit hours)	\$7,500	\$12,500

For most students the annual loan limits are applicable to a scheduled academic year which begins with the fall semester and ends with the summer session.

All CSC Direct Loan borrowers who are graduating, leaving school, or dropping below half-time (6 credit hours) enrollment are required to complete Exit Loan Counseling.

Repayment of the principal is generally deferred until six months after the student graduates, withdraws, or drops below half-time status. Students may be allowed up to 10 years to repay the loan. Monthly payments are set depending on the size of debt with \$50 being the minimum payment. Interest rates for Federal Direct Loans disbursed between July 1, 2015 and June 30, 2016 are as follows:

- Undergraduate: 4.29 percent
- Graduate: 5.84 percent
- PLUS Loan: 6.84 percent

Three year loan default rate on student loans for 2015-2016 year was 9.7 percent.

### PARENT LOANS

#### Federal PLUS Loans

This federally funded Parent Loan for Undergraduate Students (PLUS) is available for parents of dependent undergraduate students. Parents may borrow up to the total cost of attendance less financial aid. Proceeds are to be used for educational expenses.

*Source: [www.csc.edu/start/finaid/available/index.csc](http://www.csc.edu/start/finaid/available/index.csc) 12/6/16*



## Financial Aid

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Repayment begins within 60 days after the second disbursement is made. However, interest begins to accrue on the date the first disbursement is made. Minimum monthly payments are \$50. The borrower may be allowed up to 10 years to repay the loan.

What are the options if credit is declined for the PLUS loan?

1. Appeal the decision. This involves the Department of Education taking a second look at the credit application.
2. Add an endorser. The endorser is a cosigner that may be added to the credit application. Parents and endorsers who utilize this option MUST complete entrance loan counseling prior to loans disbursing. This is done on the *studentloans.gov* website.
3. If the loan is pursued and denied due to a credit check, if the student does not proceed to seek approval or the appeals are denied, the fact that the loan has been denied will be sent to CSC. A student does have the option of then requesting to be evaluated for additional student loans. The student must request this in writing by emailing *start@csc.edu*.

### CSC PACKAGING PHILOSOPHY – FINANCIAL AID

Financial aid is awarded on a first-come first-serve basis. Students are strongly encouraged to complete the FAFSA application process to be considered for all financial aid programs.

Financial aid awards are based on cost of attendance, enrollment status, expected family contributions, grade level, and other aid that is designated to cover college costs.

### TRIO PROGRAMS

Student Support Services' Educational Learning Initiatives Towards Excellence (ELITE) program is a federally funded program which emerged out of the Higher Education Act Amendments of 1965. Chadron State College was awarded a four-year renewable grant to fund this program and assist its population of eligible students. Implemented in 2001, the ELITE program serves about 160 first-generation, lower income or disabled students.

### SCHOLARSHIPS

Chadron State College offers a variety of scholarships based on area of study, extracurricular activities, and academic criteria, which includes class rank, cumulative grade point average, and composite ACT/SAT score.

*Source: [www.csc.edu/start/finaid/available/index.csc](http://www.csc.edu/start/finaid/available/index.csc) 12/6/16*



## Undergraduate Student Financial Aid

Financial Aid				
Full-Time Beginning Undergraduate Students 2015-2016				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Any Student Financial Aid*	393			
Grant or Scholarship Aid	348	84%	\$2,071,686	\$5,953
Federal Grants	172	42%	\$729,790	\$4,243
Pell Grants	172	42%	\$693,085	\$4,030
Other Federal Grants	24	6%	\$36,705	\$1,529
State/Local Government Grant or Scholarships	47	11%	\$88,351	\$1,880
Institutional Grants or Scholarships	274	66%	\$1,253,545	\$4,575
Student Loan Aid	225	54%	\$1,071,036	\$4,760
Federal Student Loans	223	54%	\$984,667	\$4,416
Other Student Loans	12	3%	\$86,369	\$7,197

Beginning Students are Those Who Are Entering Postsecondary Education for the First Time

\* Includes students receiving Federal work study aid and aid from other sources not listed above

Grants or Scholarship Aid				
Full-Time Beginning Undergraduate Students 2015-2016				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Grant or Scholarship Aid*	1,597	68%	\$8,984,044	\$5,626
Pell Grants	861	36%	\$3,193,752	\$3,709
Federal Student Loans	1,250	53%	\$7,070,093	\$5,656

Beginning Students are Those Who Are Entering Postsecondary Education for the First Time

\* Grant or scholarship aid includes aid received from the federal government, state or local government, the institution, and other sources known by the institution.

Source: IPEDS Financial Aid Data, Office of Institutional Research



# Campus Activities

2015-2016 Fact Book



## NCAA SPORTS AND OTHER ATHLETICS

Chadron State offers a well-rounded athletic program for the benefit of both the student body and the general public. Intercollegiate competition is available in football, basketball, wrestling, track and field, and cross country for men; and volleyball, basketball, track and field, cross country, golf, and softball for women. The Eagles belong to the Rocky Mountain Athletic Conference and NCAA Division II. Intramurals are available for men, women, and coed teams in a variety of activities. The college also has a strong Physical Education Department that annually produces outstanding teachers and coaches. Physical education, fitness, and recreational activities on the Chadron State campus benefit greatly from the Nelson Physical Activity Center, one of the region’s outstanding multi-use facilities.

Varsity Athletes		
	Men	Women
Cross Country/Track and Field	124	90
Basketball	17	17
Football	141	
Golf		9
Softball		21
Volleyball		24
Wrestling	41	



Club Sports include Rodeo and Men's and Women's Rugby.



Chadron State College has a wonderful Intramurals program with a wide range of activities.

Source: [www.csc.edu/athletics/](http://www.csc.edu/athletics/) 12/1/16

Source: College Navigator 08/23/16





## Student Athletes by Sport and Academic Plan

Fall 2015 Student Athletes Department and Academic Plan	Men's Basketball	Men's Football	Men's Track	Men's Wrestling	Men's Cross Country	Rodeo	Women's Basketball	Women's Golf	Women's Track	Women's Softball	Women's Volleyball	Women's Cross Country	Grand Total
<b>Applied Science</b>		7	5	2	2	7			2		1	1	27
Family and Consumer Science			2						2			1	5
Rangeland Management		7	3	2	2	7					1		22
<b>Business</b>	5	21	8	8	5	14	3	1	4	4	1	1	75
Business Administration	4	17	7	6	5	13	3	1	3	4	1	1	65
Business Marketing, and IT (6-12)		1	1	1									3
General Business	1	3		1		1			1				7
<b>Counseling, Psychology, and Social Work</b>	1	8	3		1		2		3	2	2	1	23
Psychology	1	6	3				2		1	2	2		17
Social Work		2			1				2			1	6
<b>Education</b>		9	1		1	6	2	1	5	5	4	1	35
Early Child Education (Birth-3)									1				1
Early Childhood Inclusive											1		1
Elementary Education (K-8)		4			1	5	2		4	5	3	1	25
Middle Grades (4-9)		3	1			1							5
Mild/Moderate Disability (K-12)		1						1					2
Special Education		1											1
<b>English and Humanities</b>		2									1	1	4
English (7-12)		1											1
English Language Arts (6-12)											1	1	2
Literature		1											1
<b>Human Performance</b>	2	35	8	13	5	1	4	1	3	2	4	2	80
Health (7-12)							1	1					2
Physical Education and Health (K-12)	1	5	2	2	4	1			1				16
Physical Education (7-12)		8		1									9
Sports & Recreational Management	1	22	6	10	1		3		2	2	4	2	53
<b>Interdepartmental</b>		1		1		1					2		5
Interdisciplinary Studies		1		1							2		4
Technical Occupations						1							1

Enrollment Recorded on October 15th

Source: IPEDS Data, Office of Institutional Research



## Student Athletes by Sport and Academic Plan

Fall 2015 Student Athletes Department and Academic Plan	Men's Basketball	Men's Football	Men's Track	Men's Wrestling	Men's Cross Country	Rodeo	Women's Basketball	Women's Golf	Women's Track	Women's Softball	Women's Volleyball	Women's Cross Country	Grand Total
<b>Justice Studies</b>	1	19		2	1	1	1	1	4	1	1	1	33
Justice Studies, Criminal Justice		18		2	1	1	1		3	1	1	1	29
Justice Studies, Legal Studies	1	1						1	1				4
<b>Mathematics</b>		2	1	1		1				1			6
Mathematics		1	1	1		1				1			5
Mathematics (7-12)		1											1
<b>Physical and Life Science</b>	3	12	4	2		4	1	1	3	7	6	2	45
Biology	1	6	2	2		2		1	2	7	4	1	28
Dental Hygiene		1	1				1						3
Earth Science (7-12)	1												1
Health Sciences	1	3	1			1					1		7
Natural Science (7-12)						1						1	2
Physical Sciences		2											2
Pre-Nursing									1				1
Radiography											1		1
<b>Social and Communication Arts</b>	3	6	1	1	1	1		1	1			2	17
Communication Arts	3	5										2	10
History								1					1
History (7-12)			1		1	1			1				4
Social Science (7-12)		1		1									2
<b>Undeclared</b>		7		1		1		1			3		13
Undeclared		7		1		1		1			3		13
<b>Visual and Performing Arts</b>						2			1				3
Art						2							2
Art (K-12)									1				1
<b>Graduate</b>	1	3	1			3			2				10
Business Administration (MBA)		3	1										4
Organizational Management	1					2			2				5
School Counseling						1							1
<b>Grand Total</b>	<b>16</b>	<b>132</b>	<b>32</b>	<b>31</b>	<b>16</b>	<b>42</b>	<b>13</b>	<b>7</b>	<b>28</b>	<b>22</b>	<b>25</b>	<b>12</b>	<b>376</b>

Enrollment Recorded on October 15th

Source: IPEDS Data, Office of Institutional Research



## National Athletic Championships

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A summary of the national championship accomplishments are as follows:

- (Rodeo) **Don Meter** was the national collegiate calf roping champion in 1956.
- (Wrestling) **Bob Lynch** was the NAIA 158-pound national champion in 1971-1972, concluding his season with a perfect 30-0 record.
- (Rodeo) **Jean Fuchs** was the national collegiate breakaway roping champion in 1978.
- (Rodeo) **Kathy Kennedy** was the national collegiate breakaway roping champion in 1979.
- (Rodeo) **Shelly Meter** (Don's daughter) was the all-around cowgirl at the National College Finals Rodeo in 1987.
- (Football) **David Jones** was both the NAIA and NCAA Division II rushing champion with 1,570 yards in 1990.
- (Football) **David McCartney** was the NCAA Division II scoring champion in 1992 with 154 points on 25 touchdowns and 2 two-point conversions.
- (Track and Field) **Tracy Heiman** was the NCAA Division II indoor high jump champion in 1994 by clearing 6 feet 9  $\frac{3}{4}$  inches.
- (Rodeo) **Will Farrell** was the national collegiate bull riding champion in 1999.
- (Football) The Chadron State College Eagles led the nation in kickoff returns in 2001, averaging 27.04 yards.
- (Rodeo) **Dustin Elliott** was the national collegiate bull riding champion in 2001.
- (Rodeo) **Will Farrell** was the national collegiate bull riding champion in 2002.
- (Football) **Danny Woodhead** led NCAA Division II rushing (1,840 yards), all-purpose yards (2,087) and scoring (162 points on 27 TDs) in 2004.
- (Football) **Danny Woodhead** led NCAA Division II in rushing (2,756), all-purpose yards (3,158), and scoring (228 points in 38 TDs) in 2006. Each of the figures also led all of college football in 2006. He concluded his career as football's all-time leading rusher with 7,962 yards. He ranks second in all-purpose yards with 9,479.
- (Wrestling) **Brent Hunter** was the NCAA II 165-pound national champion in 2006-2007, concluding his season with a 35-7 record.
- (Wrestling) **Josh Majerus** was the NCAA II 197-pound national champion in 2007-2008, concluding his season with a 37-3 record.
- (Women's Basketball) The Chadron State Eagles led NCAA II in 3-pointers made per game in 2008-2009, averaging 9.7 per game.
- (Wrestling) **Brett Hunter** won the Division II 174-pound national championship in 2008-2009, concluding his season with a 35-8 record.
- (Track and Field) **Brad Gamble** was the NCAA Division II indoor heptathlon champion in 2011 by scoring a meet record of 5,456 points.

*Source: The Year in Sports 2015-2016*



## National Athletic Championships

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- (Track and Field) **Damarcus Simpson** was the Division II outdoor long jump champion in 2015 with a leap of 26 feet 3  $\frac{3}{4}$  inches.
- (Track and Field) **Stachia Reuwsaat** was the NCAA Division II indoor long jump champion in 2016 by leaping 20 feet 4  $\frac{1}{2}$  inches (6.21 meters).
- (Track and Field) **Shelby Bozner** was the NCAA Division II outdoor heptathlon champion in 2016 by scoring a school record 5,428 points.
- (Track and Field) **Damarcus Simpson** was the Division II outdoor long jump champion in 2016 by leaping a school record 26 feet 4  $\frac{1}{2}$  inches (8.03 meters).
- (Rodeo) **Shelby Winchell** was the national collegiate goat tying champion in 2016.

*Source: The Year in Sports 2015–2016*



## Student Clubs and Organizations

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### LIST OF CLUBS AND ORGANIZATIONS

Learn new things and meet new people in the clubs and activities listed here.

Ag Club	Newman House
Archery Club	Night of Country Swing (NOCS)
Art Guild	Nu Delta Alpha
Band	Omega Phi Rho
Beta Beta Beta	Outdoor Adventure Club
Blue Key	Phil Beta Lambda Chapter (PBL)
Brooks Hall Council	Pit Events
Campus Activities Board (CAB)	Pitch Club
Campus Recreation and Intramurals	PlainsWalker's Society
Cardinal Key	Pre-Vet
Cheer Team	Public Relations
Chi Alpha Christian Fellowship	Residence Life Association (RLA)
Choir	Revive
Collegiate Farm Bureau	Rocky Mountain Elk Foundation (RMEF)
CSC Dance	Rodeo Club
CSC Rugby Club	Sigma Tau Delta
CSC Strength Club	Soccer Club
Eagle Dance	Social Science Club
Family and Consumer Sciences Club	Social Work
Health Professions	Sports Medicine
Hearts and Minds	Student Alumni Council (SAC)
International Club	Student Senate
Land Surfers Club	Table Tennis
Live Action Role Play (LARP)	The Eagle Newspaper
Music Teachers National Association (MTNA)	United
National Association for Music Educators (NAIME)	War Eagles
National Alliance on Mental Illness (NAMI)	Wildlife
Native American Club	Xi Delta Zeta
Natural Science Club	Zeta Alpha Kappa

*Source: Office of Student Affairs*



## Awards and Recognitions

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### ART GUILD WINS COMMUNITY BENEFACTOR AWARD

(November 2015) The Chadron State College Art Guild received a Community Benefactor Award from the Spirit of Nebraska Girl Scout organization November 10. The award was presented to the group for its work organizing and hosting an artVenture Day for girls from kindergarten through 12<sup>th</sup> grade the past three years. Teena Redfern, a former member of the CSC Art Guild and a parent affiliated with Girl Scouts nominated the Art Guild for the award. She said the event has served an average of 34 girls the past three years. The attendees have been from Chadron, Crawford, Gordon, Hemingford, and Sidney. The event, which takes place in Memorial Hall has included college students, faculty and residents teaching acrylic painting, watercolor painting, jewelry making, graphic design, drawing, calligraphy, photography, ceramics, polymer clay, and textiles. Art Guild members were responsible for deciding what art forms to include and how many girls could participate. Items created at artVenture Day are sold at a combined fundraising auction and reception hosted by area Girl Scouts after the projects are completed.

### THE EAGLE WINS NO. 6

(April 2016) The Chadron State College “Eagle” newspaper staff won its sixth straight Best in Overall Excellence title in the Nebraska Collegiate Media Association’s (NCMA) annual Golden Leaf Awards Saturday, April 16, at Doane College. The Eagle’s website, [csceagle.com](http://csceagle.com), also won its second straight Excellence in Digital Medium award. “The Eagle” staff earned awards in 17 of 19 individual categories, and scored points in 15 of 19 categories en route to earning 49 points for its title. Eleven different student journalists from “The Eagle” scored points across 14 categories, while the staff garnered points in three other categories. “The Eagle” earned three first-place awards, eight second places, and 10 third places. “The Doane Owl” finished second in the best overall category with 41 points, while “The Collegian,” of Hastings College finished third with 38 points.

### CHADRON STATE’S SHELBY WINCHELL IS NATIONAL GOAT TYING CHAMPION

(June 2016) Chadron State College cowgirl Shelby Winchell is the 2016 National Intercollegiate Rodeo Association’s goat tying champion. After not competing last year, Winchell re-enrolled at Chadron State as a graduate student this year, earning one more year of eligibility. She easily won the goat tying title in the Central Rocky Mountain Region this year, compiling 1,080 points, 465 more than the runner-up. Winchell is Chadron State’s seventh national champion rodeo contestant. Three cowboys, Nate McFadden of Elsmere, Nebraska, in bareback riding, Prestyn Novak of Newell, South Dakota, in tie down roping and Colby Anders of Bayard, Nebraska, in steer wrestling also qualified for the NIRA competition.

*Source: News Archives [www.csc.edu/56news](http://www.csc.edu/56news) 7/31/16*



## Awards and Recognitions

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### PBL MEMBERS MAKE IMPRESSIVE CHOWING AT NATIONALS

(June 2016) Chadron State College students finished with impressive rankings at the annual Phi Beta Lambda National Leadership Conference in Atlanta, Georgia, June 24-27. Students participated in events ranging from Business Communications to Statistical Analysis. The students were grateful for the financial support from CSC and the community of Chadron that made the trip to nationals possible.

CSC student placings:

- Entrepreneurship Concepts-Molly O'Connell of St. Onge, S.D., seventh
- Forensic Accounting-Leyna Brummells of Ewing, Neb., fifth
- Integrated Marketing Campaign-Drew Kasch of Highlands Ranch, Colo., and Troy Fields, of Halsey, Neb., ninth
- Job Interview-Drew Kasch, sixth
- Management Concepts-Molly O'Connell, fourth

*Source: News Archives [www.csc.edu/news](http://www.csc.edu/news) 7/31/16*



Many clubs and organizations, and an active residence life program, help students gather and learn with people who share their interests. In addition to the myriad of student plays, concerts, and presentations, programs such as the Galaxy Series and other cultural events attract big-name performers and exhibits.

### CHADRON STATE COLLEGE 2015-2016 THEATRE SEASON

- October 8-11 *The 25<sup>th</sup> Annual Putnam County Spelling Bee*  
This Tony Award-Winning Musical features six geeky spelling bee contestants (as well as members of the audience) who compete under the supervision of three equally quirky adults. The music is so good the album was nominated for a Grammy Award! You won't want to miss the fun as these youngsters hilariously struggle to fulfill both their dreams for themselves and the expectations of their families and teachers.
- November 19-22 *The Money Shot* by Neil LaBute  
To sell out or not to sell out? That is the question. Author Neil LaBute puts this issue on a white-hot burner in his latest adult comedy. As renowned theatre critic Ben Brantley on the New York Times puts it: "How many Hollywood actors does it take to screw in a light bulb? Neil Labute neither poses nor answers that question in *The Money Shot* ... But if he did, I'm sure he'd have a body slam of a punch line. As it is, he...manage(s) to stretch what is essentially a single dumb movie star joke into 100 minutes of...hilarious stage time."
- February 25-28 *Rosencrantz & Guildenstern Are Dead* by Tom Stoppard  
If you've ever struggled to make sense of Shakespeare's *Hamlet*, you're not alone. This mind-bending comedy presents Hamlet through the eyes of two of his most hapless characters: the Prince of Denmark's college buddies Rosencrantz and Guildenstern, who also struggle to make sense of the whole affair. Jennifer Clements writes that this is "comedy at its finest. For the linguistically inclined, banter and wordplay abound. For the Shakespeare aficionado, there's more than a sprinkling of the Bard. For the philosopher, there's that sticky issue of whether life has meaning. And for kink, well, there's Alfred in his skirt." DC Theatre Scene.
- *No Holds Bard- A Shakespeare Buffet for Young Audiences*  
The Chadron Public Library and CSC Children's Theatre Workshop once again take their show on the road with a highly entertaining and educational hour of history, comedy, tragedy, poetry, and prose from the immortal "Swan of Avon." Touring to area Panhandle Schools as well as presenting on campus for the Chadron Elementary and Middle Schools, this "Shakespeare Buffet" should satisfy all theatrical appetites. Through sponsorship of the Chadron Public Library, the CSC Children's Theatre Workshop will be touring to Rushville, Hay Springs and Gordon/Rushville on April 7; Alliance Grandview on April 14; Crawford and Sioux County on April 21; as well as presenting to Chadron Schools on April 28.

Source: CSC Theatre Department, Roger Mays





### CHADRON STATE COLLEGE GALAXY SERIES 2015-2016

- September 24 -- Kathy Mattea, award winning country music artist.
- October 22-- Jean-Michael Cousteau, Renowned French oceanographic explorer, environmentalist, educator, and film producer
- November 12-- Bill Miller, musician and educator of Native American history and spirituality
- February 10-- *All My Sons*, theatrical performance by the Montana Repertory Theatre
- March 24-- Kathy Kosins, jazz recording artist

### CHADRON STATE COLLEGE GALLERY SERIES 2015-2016

- Charles Luna (mixed medium artist), August 17-September 11, Main Gallery.
- Sam Cikauskas (printmaker), September 21-October 9, Main Gallery.
- Chris Blume (mixed medium artist), September 21-October 9, Gallery 239.
- Todd Christensen (film located scout and painter), October 19-November 13, Main Gallery.
- Doug Waterfield (oil and acrylic painter, pen and ink artist), January 11-February 19, Main Gallery.
- Belgin Yucelen (sculptor and painter), February 16-March 6, Gallery 239.
- Sheldon Exhibit (The Romance of the Moon: Science Fiction Invaders Art), March 3-March 30, Main Gallery.
- Alison Harris (Figure Drawing Artist), March 14-March 30, Gallery 239.



### EXHIBITS AT THE MARI SANDOZ HIGH PLAINS HERITAGE CENTER 2015-2016

- August 24-October 15, 2015 -- “The Bonfire of Liberties: Censorship of the Humanities”  
“The Bonfire of Liberties” gives an overview of censorship in its various guises over time. Furthermore, it examines the struggle between those who want to censor difficult, controversial, and revolutionary material from sensitive viewers and those who want to protect the freedoms of all people to read, view, and think for themselves. Viewers may be surprised to learn just how many of their favorite books and plays have been censored at some point in history. An exhibition by Humanities Texas, a state affiliate of the National Endowment for the Humanities.
- November 21-December 24, 2015 -- “Parading Through History: The Apsaalooke Nation”  
This traveling exhibit provides visitors a chronological journey through the history of the Crow tribe as it explores the impact of outside forces on Crow culture. The exhibit also features hands-on items, two kiosks, and educational materials. Like the exhibit, the materials were created by members of the Crow to help tell their story from their point of view. The exhibit is part of the American Indian Tribal Histories Project exhibit, created to allow new audiences to experience the culture and history of the Crow and Northern Cheyenne tribes.
- January 11-March 4, 2016 -- “Changing the Face of Power: Women in the U.S. Senate”  
This exhibit features photographs by Melina Mara of 13 women in the U.S. Senate in 2001. “Changing the Face of Power: Women in the U.S. Senate,” which opened at the Smithsonian Institution in 2003, includes informative text provided by the Center for American Women and Politics at Rutgers University. Sarah Polak, Sandoz Center director, scheduled the exhibit before knowing there would be two women running for the U.S. presidency. “Nebraska has a great history of women in politics from the first state to have two women running against each other for governor to more locally Virginia Smith, Eva Bowring and now Deb Fischer. With that said, Nebraska is just at or below the national average of women in state office,” Polak said. At a time when access to national politicians is increasingly controlled, Mara persuaded a majority of the senators to allow her to document the unprecedented role of women in the Senate, both behind the scenes and before microphones. Veteran White House journalist Helen Thomas conducted interviews with 10 of the senators, which have been distilled into two audio presentations. A photography-based video presentation portrays exhibition images with narration by Mara. The exhibit was created by the Dolph Briscoe Center for American History, The University of Texas at Austin, presented in partnership with Humanities Texas, the state affiliate of the National Endowment for the Humanities and made possible, in part, by a “We the People” grant from the National Endowment for the Humanities.
- March 14-May 14, 2016 -- “America’s Parks Exhibit”  
Artists world-wide were invited to submit paintings of national parks, city parks such as Central Park in New York City, state and county parks in the U.S. as well as parks of all kinds in Canada and Mexico. The history of park art in America is broad and deep, going all the way back to 1871

*Source: Mari Sandoz High Plains Heritage Center*



and the campaign to rescue Yellowstone by transforming it into the nation's first National Park. Other National Parks, including Yosemite in 1890 and the Grand Canyon in 1919 followed in rapid succession. The centennial of the National Park Service will kick off a second century of stewardship of America's National Parks and engaging communities through recreation, conservation, and historic preservation programs. *America's Parks* is a new initiative of David J. Wagner, LLC.

- May 20-August 12, 2016 -- "Northwest Nebraska Places and Things"

In the eye of Chadron artist Robin Smith there was a distinct similarity between seeing buildings placed on the broad horizons of the northwest Nebraska landscape, and the close up views of familiar objects that have inspired still life paintings for centuries. Smith has been painting since 1960, and said he fell in love with the beauty of the Panhandle landscape when he was a Nebraska Arts Council artist-in-residence at schools in the area in 1982. His oil paintings are in prominent public collections, including the Sheldon Memorial Gallery at the University of Nebraska Lincoln and with many private collectors, including famed Nebraska investor Warren Buffet in Omaha. Smith has painted many landscapes and still-life scenes in the past, but said the works in this show represent a new take on the forms of the region.

### C.F. COFFEE GALLERY TELLS HISTORY OF BANKING

The Coffee Gallery, located in the lower level of the Sandoz Center unveiled a new exhibit focused on banking and commerce in the west, a subject that runs parallel with the development of cattle ranches in the High Plains region. The exhibit covers the Federal Reserve Act of 1913 and the Banking Act of 1933. The Federal Reserve Act provided the nation with a stable monetary and financial system, while the Banking Act of 1933 created the Federal Deposit Insurance Corporation (FDIC) to insure bank deposits. And the most famous banker featured in the new exhibit just so happens to be the gallery's namesake – Charles F. Coffee. Coffee, who despite having the equivalent of a fifth-grade education was an excellent businessman and rancher. The banking exhibit is one of seven permanent exhibits at the C.F. Coffee Gallery. The others revolve around cattle origins and trails, the cowboy, open range ranching, transition on the plains, women in ranching, and a comparative history of ranching in the past and present. The gallery, which opened in 2007 also features historical branding books. The brand registration books date back to 1885 and several editions are still working documents.

*Source: Mari Sandoz High Plains Heritage Center*

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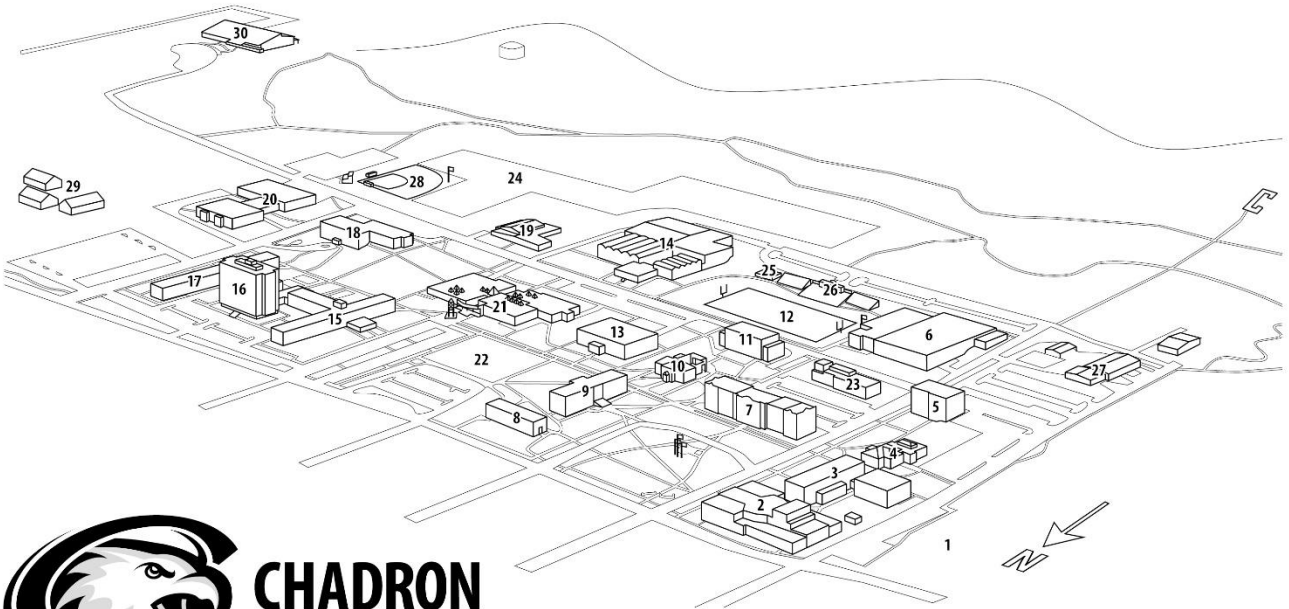


# Facilities

2015-2016 Fact Book



# Campus Map



## CHADRON STATE COLLEGE

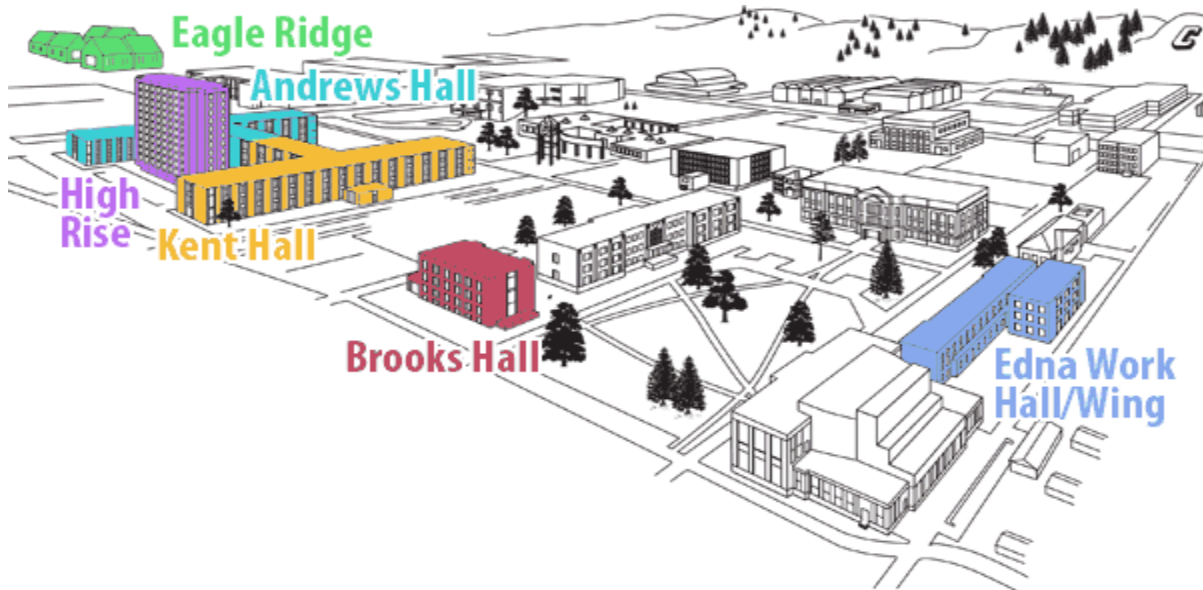
- |   |  |   |                                   |
|---|--|---|-----------------------------------|
| 1. West Court CSC Apartment Housing   | 7. Old Admin – Social Sciences, Justice Studies, Education, Communication Arts, English and Humanities | 13. Reta King Library   | 21. Student Center                |
| 2. Memorial Hall – Fine Arts  | 8. Brooks Hall – Residence Hall  | 14. Chicoine Event Center/<br>Armstrong Gymnasium   | 22. Amphitheater                  |
| 3. Edna Work Hall/Wing<br>– Residence Hall  | 9. Crites Hall – Student Services  | 15. Kent Hall – Residence Hall  | 23. Boiler House                  |
| 4. Mari Sandoz High Plains<br>Heritage Center                                     | 10. Sparks Hall – Administrative<br>Offices and Foundation   | 16. High Rise – Residence Hall  | 24. Intramural Fields             |
| 5. Hildreth Hall  | 11. Miller Hall – Information<br>Technology, Psychology,<br>Graduate Studies                           | 17. Andrews Hall – Residence Hall   | 25. Concession Stand              |
| 6. Nelson Physical Activity<br>Center (NPAC) – Physical<br>Education & Recreation | 12. Elliott Field/Don Beebe Stadium  | 18. Math and Science Building   | 26. Con Marshall Press Box        |
|   |  | 19. National Guard Armory   | 27. Maintenance Services Building |
|   |  | 20. Burkhiser Complex – Family &<br>Consumer Sciences, Business,<br>Agriculture, Print Shop | 28. Softball Field                |
|   |  |   | 29. Eagle Ridge Housing Complex   |
|   |  |   | 30. Coffee Agriculture Pavilion   |

Source: College Relations Office



## Campus Housing

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Chadron State College takes great pride in our on campus housing. Our residence halls offer double and single occupancy in a variety of room arrangements. The rooms are spacious and well furnished. All residence halls are located on campus in close proximity to classrooms and campus activities.

CSC has five dormitory halls on campus: Edna Work Hall/Wing, Brooks Hall, High Rise, Andrews Hall, and Kent Hall. Room sizes are as follows:

Andrews Hall: 11-feet 10 inches by 18 feet, shared bathroom

Kent Hall: 13-feet 7 inches by 14-feet 11 inches

High Rise: 11-feet 10 inches by 18-feet 10 inches, shared bathroom

Edna Work: 12-feet 7 inches by 13-feet 6 inches, shared living area 15-feet by 12-feet 5 inches

Brooks Hall: 12-feet 4 inches by 13-feet 4 inches

Eagle Ridge is the newest addition to campus housing and is located on the east side of campus and provides co-ed housing for predominately upper-division students. Each apartment has 4 private bedrooms, a bathroom with 2 sinks, toilet and shower, and a common living area. Each private bedroom is furnished with a bed, dresser, desk, and chair. There is a community lounge area, laundry facilities, and open desk areas in each building.

In addition, West Court family housing is located on the west edge of campus next to Memorial Hall and Edna Work Hall/Wing. West Court contains 24 one-bedroom units and 4 two-bedroom units. West Court is located less than one block from a city park, and has a playground area available for children of family housing residents.

*Source: [www.csc.edu/housing/faqs.csc](http://www.csc.edu/housing/faqs.csc) 06/30/16*



## Facilities

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The campus consists of 24 buildings, five of which were listed in the National Register for Historic Places on September 8, 1983. These include Crites Hall, Edna Work Hall, the Mari Sandoz High Plains Heritage Center, Miller Hall, and Sparks Hall.

### ADMINISTRATIVE SERVICES FACILITIES

#### **Sparks Hall (1914)**

Sparks Hall was originally a women's dormitory. This 17,218 GSF structure was renovated in 2006 for administration, human resources, college relations, public information office, and Alumni and Chadron State Foundation Offices. It is listed on the National Register of Historic Places.

### STUDENT SERVICES FACILITIES

#### **Crites Hall (1938)**

Originally a men's dormitory and later a cafeteria, and sorority house, Crites Hall was renovated in the early 1980s to make use of the building for office space and then again in 2016 to provide handicap access and renovate the front entrance. This 37,616 GSF building currently houses Student Services including the START office, admissions office, business office, records office, housing and residence life, health services, and counseling services.

#### **Reta E. King Library (1966)**

This 46,037 GSF structure houses the campus' main print collections, circulation and reference services, an open computer lab, group study rooms, a student lounge, and a mediated classroom/computer lab. Accessibility improvements were made in 1996 and finishes were updated in 2000. A major renovation moved the majority of the books to the upper level to create The Library Learning Commons on the main level (which includes tutoring services, career services, Project Strive-TRIO, transitional studies, a coffee shop, and the IT Help Desk) was completed in 2015.

#### **Student Center (1989, 1991)**

This 52,183 GSF structure, built in two phases, contains the campus food service facilities, ballroom, Campus Activities Board and Student Senate offices, conferencing and meeting rooms, lounge and game rooms, and the Eagle Pride Bookstore.

### ACADEMIC FACILITIES

#### **Old Admin Building (1911-1918)**

The oldest building on campus, this historic structure of 60,772 GSF has housed the library, administrative offices, classrooms, dormitory rooms, science labs, and the School of Liberal Arts. Built in four phases over several years, it consists of an original center section (1911), first partial west wing (1914), second partial west wing (1916), and east wing (1918). It was completely renovated in 2007 to serve as a classroom building. Referred to as the Old Admin Building, it currently houses the Social





## Facilities

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Studies, Justice Studies, Education, Communication Arts, English and Humanities Department, and the staff of the Eagle Newspaper. It also houses a mock courtroom and a computer lab. The building is listed on the National Register of Historic Places.

### **Miller Hall (1920)**

This 22,586 GSF structure was the first gymnasium on campus and was built in conjunction with an athletic field and quarter mile track. It was remodeled in 1967 and then adapted and renovated in 1998 providing distance learning classrooms, general purpose classrooms, mediated classrooms, an IT Data Center, and offices for the Graduate Studies Program, Counseling, Psychology and Social Work Department, and the Information Technology Department. The building is listed on the National Register of Historic Places.

### **Hildreth Hall (1926)**

Originally the Glen Hildreth Education Building, this 23,908 GSF structure once served as the Campus Laboratory School, and later as the home for the Department of Education. This structure is currently vacant.

### **Mari Sandoz High Plains Heritage Center (1929)**

Originally the campus library, this 15,795 GSF building was renovated in 2000 to house the Mari Sandoz High Plains Heritage Center. Inside the center, the Chicoine Atrium is available as a meeting space and often hosts small musical performances. This building is listed on the National Register of Historic Places.

### **Memorial Hall (1953)**

Originally constructed as the campus auditorium and campus student center, Memorial Hall now houses the Visual and Performing Arts Department, which includes the Music, Art, and Theatre programs. Memorial Hall features two theatres and three galleries. A partial renovation of this 50,408 GSF building took place in 2002.

### **Math and Science Building (1968)**

This 60,701 GSF building is home to the Department of Mathematical Sciences and the Department of Physical Life Sciences. A variety of classrooms and labs, including a cadaver lab, a microbiology lab, and a chemistry lab, are utilized by students pursuing a degree in the health professions. The CSC Planetarium, located on the lower level, serves the college and western Nebraska with educational programs in Astronomy. The Math and Science Building is also home to the High Plains Herbarium which contains approximately 60,000 specimens of plants primarily from the northern Great Plains. The Eleanor Barbour Cook Museum of Geology, located on the basement level, began in 1938 and features donated fossil specimens, minerals, and rocks from Black Hills pegmatite mines, meteorites, agates, and rock-forming minerals from around the world.



## Facilities

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### **Burkhiser Technology Complex (1970)**

This 63,472 GSF was last renovated in 1999. Burkhiser houses the Departments of Business and Economics, Ag and Rangeland Management, Family and Consumer Science, the CSC Print Shop, and the Nebraska Business Development Center. The CSC Child Development Center Laboratory, has been in existence since 1972. It serves as an educational program for the purpose of “educating educators”, who care for and about young children. The laboratory is state-licensed by the Nebraska Department of Health and Human Services, and Nationally-Accredited by the National Academy of Early Childhood Programs. The Burkhiser complex also features a wildlife display donated to Chadron State College by Cabela's.

### **Rangeland Complex and Coffee Agriculture Pavillion (2015)**

At 28,150 square feet, the Coffee Agriculture Pavillion includes an indoor arena which provides room for hands-on instruction and demonstrations with live animals, as well as space for seminars, exhibitions and workshops with animals, and gives the CSC rodeo team an indoor arena for practice. Phase II is a 12,240 square foot structure that will contain two dedicated laboratory spaces for animals, soils, and grasses. It will also feature classrooms and office space for faculty and is scheduled to open in 2016.

## CAMPUS HOUSING FACILITIES

### **Edna G. Work Hall (1932)**

This 39,111 GSF building was built as a women's dormitory and expanded in 1960 to provide additional student housing space. The building was extensively renovated in 2008 into suite style housing. Edna Work Hall has 48 suite style rooms and is one of the finest student housing facilities in Nebraska. The rooms are spacious and measure 12'8" x 14'9". There is a living room measuring 15' x 12'5" between the bedrooms, each of which includes a complete bathroom. The cost for these rooms is 10 percent higher than the other CSC residence halls. It houses predominately first year students. The hall offers a TV lounge/recreation area, a study room, a computer lab, a kitchen, and laundry facilities.

### **Brooks Hall (1957)**

This 24,504 GSF building was built as a residence hall and is located on the north side of campus. It is a three-story residence hall offering coed housing. Room size is 12'4" x 13'4". There are some rooms that are double and even triple in size. Doubles accommodate three students and triples accommodate four students. These rooms are great for a group of three or four friends that would like to live together. Brooks Hall has a recreation room with a ping-pong table, a pool table, and a TV/VCR on the garden level. Other service areas include a TV lounge, a laundry room, a kitchen, study lounges, and a computer lab.



## Facilities

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### **West Court Family Housing (1957, 1961)**

Built in two phases, these single-story family apartment buildings were constructed for family housing. Twenty-four single bedroom and, 4 two-bedroom units are available. West Court is located less than one block from a city park and has a playground area available for children of Family Housing residents. During the Summer of 2015 the Veterans Affairs Office, was moved to West Court Unit #26. This office provides assistance to veterans wishing to enroll at Chadron State College. As part of the campus Facilities Master Plan, 10 units were demolished during the summer of 2015 and 22 units in the summer of 2016.

### **Kent Hall (1965)**

This three-story, 91,635 GSF structure is on the west side of the main residence hall complex which also includes High Rise Residence Hall and Andrews Hall. This residence hall is coed by floor/wing with bathroom and shower facilities located in the center of the hall on each floor. Room size is 13'7"x14'11". Kent Hall is equipped with laundry facilities, storage rooms, and a TV lounge. It also features the "Red Room" which is a large game room equipped with tables, a furnished lounge area, a big screen TV, a foosball table, and a pool table.

### **Andrews Hall (1966)**

This three-story, 92,182 GSF structure is on the east side of the main residence hall complex which also includes High Rise Residence Hall and Kent Hall. Andrews Hall provides coed housing for predominately upper-division students. Andrews Hall is arranged in suites with every two rooms sharing a bathroom. Room size is 11'10"x18'. The TV/recreational lounge is located in the basement and includes a ping-pong table, a pool table, and other entertainment equipment. Residence Hall programming is held in the Gold Room.

### **High Rise Residence Hall (1967)**

This eleven-story 127,315 GSF structure is located in the center of the three-building main residence hall complex which also includes Kent Hall and Andrews Hall. The coed by suite arrangement allows every two rooms to share a bathroom. Room size is 11'10"x18'10". Located on each floor is a lounge and utility and storage rooms. Study rooms are located throughout the hall. Located in the basement are laundry facilities, a study area, and an exercise area. A lounge on the ground level serves as an attractive visiting area. High Rise houses a 24-hour computer lab, located in the lobby. Snackers C-Store is located in the lobby of the High Rise Residence hall and is open for late night cravings courtesy of CSC Dining Services.

### **Eagle Ridge (2014)**

Three units containing 6 four-bedroom apartments opened with the 2014 fall semester and provides coed housing for predominately upper-division students. Interior amenities include bedrooms larger than



## Facilities

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those in typical college housing, integrated bathrooms, a common living area, and a kitchenette in each building. These apartments are the first housing units built on campus since the 1960s. Each apartment has four private bedrooms and a common living area. There is a community lounge area, laundry facilities, and open deck areas in each building.

### ATHLETIC & RECREATIONAL FACILITIES

#### **Elliott Field/Beebe Stadium (1929)**

The football field and four hundred meter track were first built in conjunction with Miller Hall, the first gymnasium on campus. The 8,770 GSF stadium and football field was upgraded in 1998. The field, which is named after Robert I. Elliott, the college's second president and an ardent football fan, is one of the relatively few that runs east and west. The playing surface is natural grass. In 2000 a 990 GSF press box facility was added. The pressbox is named in honor of Con Marshall, longtime sports and news information director at CSC. The renovation also included additional seating, concessions, and restrooms. The renovated facilities were dedicated and named in honor of former CSC standout, Don Beebe.

#### **Ross Armstrong Gym (1964) and Chicoine Event Center (2014)**

This structure houses the Health and Physical Education programs. It is home to both the volleyball and basketball programs. Renovations in 2014 replaced the aging gymnasium and natatorium with a 6,250 square foot strength and conditioning center, new locker rooms, training facilities, sports medicine clinic, and administrative offices. The renovation also included the addition of The Chicoine Center housing a horseshoe-shaped arena seating 1,750 spectators. The court in the new facility is dedicated and named for coach Loy Young, the Eagle's basketball coach from 1951-1956.

#### **Nelson Physical Activity Center-NPAC (1986)**

This 75,230 GSF structure was designed to replace the old gymnasium with a sports arena and physical education classrooms and offices. It is named after Edwin C. Nelson, who served as the college's seventh president from 1967-1985. The main activity area is 265'x280' and contains a five-lane, 170-meter track with a six-lane 60-meter straightaway, and three combination basketball, volleyball-tennis courts. The lower level contains three handball-racquetball courts, a weight room, a cardio-vascular workout room, several locker rooms, an athletic training room, and offices. The upper level contains a practice area for the wrestling team, a dance studio, classrooms, and offices. This facility is home to the Health, Physical Education & Recreation Department, wrestling program, track and field program, and the intramural program. It is also utilized constantly by both college students and community members for recreational and fitness purposes.



## Facilities

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### **Softball Field (2006)**

The women's softball field opened with its first game in 2006. The field, at the southeast corner of the campus, features bleachers, fencing, press box, scoreboard, restrooms, concessions, dugouts, landscaping, and a batting cage.

### **Intramural Fields (2006)**

The Intramural Fields are located south and east of the Armstrong Gym. As the name implies they are available for use by the Intramural Sports teams and also serve as practice fields for the athletic teams.

### CAMPUS SUPPORT FACILITIES

#### **Boiler House (1912)**

The 10,484 GSF heating plant houses steam boilers and chillers that serve the campus. The plant was expanded in 1967 and again in 1990 to include a wood-fired boiler system and in 2003 to include an absorption chilled water system. This system runs through the core of campus and is being expanded as renovation projects are implemented.

#### **Maintenance Building (2002)**

This 11,800 GSF structure houses the campus maintenance shops, vehicle storage, campus security, mailroom, and offices.

### OTHER BUILDINGS

#### **National Guard Readiness Center (1962)**

The Chadron National Guard Readiness Center was built in 1962. C Battery 1/168<sup>th</sup> Field Artillery utilized this building until August of 1997 when the Nebraska Army National Guard unit transformed into the 1057<sup>th</sup> Transportation Company and will again transform soon to the 1057<sup>th</sup> Military Police Company. The unit in Chadron assists the Chadron State College Reserves Officers' Training Corps (ROTC) program in helping to mold some of our future leaders with different training opportunities.

*Source: [chadroneagles.com/news/2015/2/13/MBB\\_0213150044.aspx](http://chadroneagles.com/news/2015/2/13/MBB_0213150044.aspx) 11/21/16*

*Source: [www.athleticbusiness.com/project-1176.html](http://www.athleticbusiness.com/project-1176.html) 11/21/16*

*Source: Housing and Residence Life Office*

*Source: Pam Newberg, Interim Director of the LLC*

*Source: SFC Colby McCoy*

*Source: 2012 Campus Master Plan*

*Source: Department Directory*

*Source: 2015-2017 Student Handbook*

*Source: [chadroneagles.com/Sports/2012/7//13/facilities.apx](http://chadroneagles.com/Sports/2012/7//13/facilities.apx) 6/28/16*

*Source: [www.csc.edu/modules/news/public\\_news/view/11064](http://www.csc.edu/modules/news/public_news/view/11064) 6/28/16*



# Library Learning Commons

Reta E. King Library

The mission of the Library Learning Commons is to serve as an educational, informational, and cultural resource center for Chadron State College and the surrounding community, by providing knowledgeable staff and innovative services to support the effectiveness of learning.



## Library Learning Commons

308-432-6271

library@csc.edu

## Building Hours

Monday-Thursday  
7am-10pm

Friday  
7am-4:30pm

Saturday  
CLOSED

Sunday  
1pm-9pm

Special Hours Observed for  
College Breaks and Holidays

## OTHER OFFICES LOCATED IN THE LLC

IT Helpdesk

Career Services

Learning Center

Project Strive-TRIO

Transitional Studies

The majority of the library's collections are located on the upper level and include non-fiction, juvenile and curriculum materials, a law collection, and music score collection. Interspersed are comfy places to sit and study quietly. Located on the main level is the fiction collection, current periodicals, the ready reference collection, and the Adult Rotating collection. Circulation and Reference Services are located here, and there are two group study rooms available.

Computers are scattered around the pillars on the main level and the upper level of the Library Learning Commons. The mediated classroom/computer lab on the ground level of the library (Room 106) contains 30 computers. These computers can be used by CSC students when the room is not reserved for classes or instruction sessions. The room contains PC-based, touch screen machines on the CSC network and the computers are loaded with many programs.

There are three public use computers located by the reference desk. Public users are required to sign in at the reference desk prior to using these computers. Public computers are intended for research and educational purposes.

*Source: Pam Newberg, Interim Director of the LLC*



## Facilities

*Rangeland Complex and Chicoine Center*

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On September 28, 2015, Chadron State College President, Dr. Randy Rhine cut ceremonial ribbons twice as the college dedicated its newest physical facilities, the Rangeland Complex and the Chicoine Center.

A combination of public and private funding went into building the Rangeland Complex, which includes the 25,000 square foot Coffee Agriculture Pavilion and the adjacent laboratory and classroom building, slated to open for students in the fall of 2016. Private support, particularly from the family of pioneer rancher C.F. Coffee, paid for the pavilion, while the state of Nebraska supported construction of the \$4 million lab and classroom building, and the Chadron State Foundation raised an additional \$600,000 for equipment.



Completion of the project will help recruit students for Chadron State's rangeland science program. The new classrooms and labs will allow for more interaction in the classroom and the outside will be utilized as a living laboratory.



The Chicoine Center, named after Chadron businessman and philanthropist Vernon Chicoine, whose \$2.6 million bequest was the largest gift ever made to the Chadron State Foundation.

The center, with a 1,750 seat arena, 52,000 square foot renovation, which occupies the former role of the 60s-era Armstrong gym, also includes a strength and conditioning center, new locker rooms, offices, and training facilities. The renovated and expanded structure hosted its first competitions in the fall of 2014 and gives the college "a premier athletic facility" that will help in recruiting athletes, who form a significant portion of the campus-based student body.

Planning is already underway for an addition and renovation of the college's Math and Science building, work on Elliott Field and stadium, and a new outdoor track.

*Source: [www.csc.edu/modules/news/public\\_news/view/11083](http://www.csc.edu/modules/news/public_news/view/11083) 12/9/16*

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# Alumni and Foundation

2015-2016 Fact Book



## Alumni and Foundation Office

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### Alumni and Foundation Office

308-432-6366  
800-242-3766  
alumni@csc.edu

#### ADMINISTRATIVE CONTACTS

Connie Rasmussen  
Executive Director

Karen Pope  
Director Alumni & Development

Leslie Barga  
Development Officer

Ben Watson  
Director of Major Gifts

Cricket Haag  
Business Manager

SuAn Reece  
Office Assistant

Jennifer Galbraith  
Staff

The duties and responsibilities of the Chadron State Foundation include the administration of scholarship funds, endowments, and other funds that are established through private support. The Foundation manages planned, current, and deferred gifts.

The Chadron State Foundation is dedicated to enhancing Chadron State College's ability to meet its primary educational mission in western Nebraska through undertaking fund-raising activities which provide resources vital to the mission in the areas of instruction, research, service, and scholarship programs.

Contributions received by the CSC Foundation are administered by the Finance Committee of the Foundation Board of Directors. The Finance Committee establishes the investment policy and supervises the portfolio of the Chadron State Foundation with an outside fund manager.

The Chadron State Alumni Association strives to foster and strengthen the relationship between Chadron State College and its alumni and friends; to preserve and promote the college's traditions, purposes, goals, and growth; and to keep alive the spirit of affection for Chadron State College.





## Alumni and Foundation Office

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### ALUMNI BOARD

Lou Alcorn  
Tammy Calamari  
Dorine Daniels  
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Del Hussey  
Jeannie Mohr  
Clayton Riesen  
Vince Ryan  
Shane Shepherd

### CHADRON STATE ALUMNI

There are over 17,000 Chadron State College alumni. The thing that unites them, besides a degree from CSC, is their shared memories and an investment in our alma mater. Chadron State alumni are called to join the CSC Alumni Office and support our efforts to serve and unite all alumni, and create a stronger alumni and college opportunity.

Bringing alumni together is the heart of our mission. Annual events such as reunions, Homecoming activities, and Family Day, connect alumni to the College and to each other. Activities for alumni and friends also spread beyond the campus.

### CHADRON STATE FOUNDATION

Annual gifts help the college respond to a challenging economy. Donations can be made to a specific program or department within the college or in support of the Greatest Need fund. Donors are encouraged to sustain their Annual Fund support through the Annual Fall Campaign during the phonathon, or in response to a letter.

Scholarships and endowments provide financial support to hundreds of Chadron State College students each year. There are two types of scholarships:

- Annual Scholarships may be established to honor or recognize a group, family, or a business. Annual scholarships require a minimum of \$500 and rely on continued annual contributions.
- Endowments that honor a group, family, or loved one are a perpetual fund that provides ongoing support to CSC students. Criteria for the grant may be as general or specific as the donor wishes and may be changed upon written notification to the Chadron State Foundation.

### FOUNDATION

#### BOARD OF DIRECTORS

Thomas D. Bass, Swanton, NE  
Tom H. Chinnock, Fort Collins, CO  
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Sheila Dormann, Sidney, NE  
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Stephen Willnerd, Rushville, NE  
Robert J. Zahm, Chadron, NE

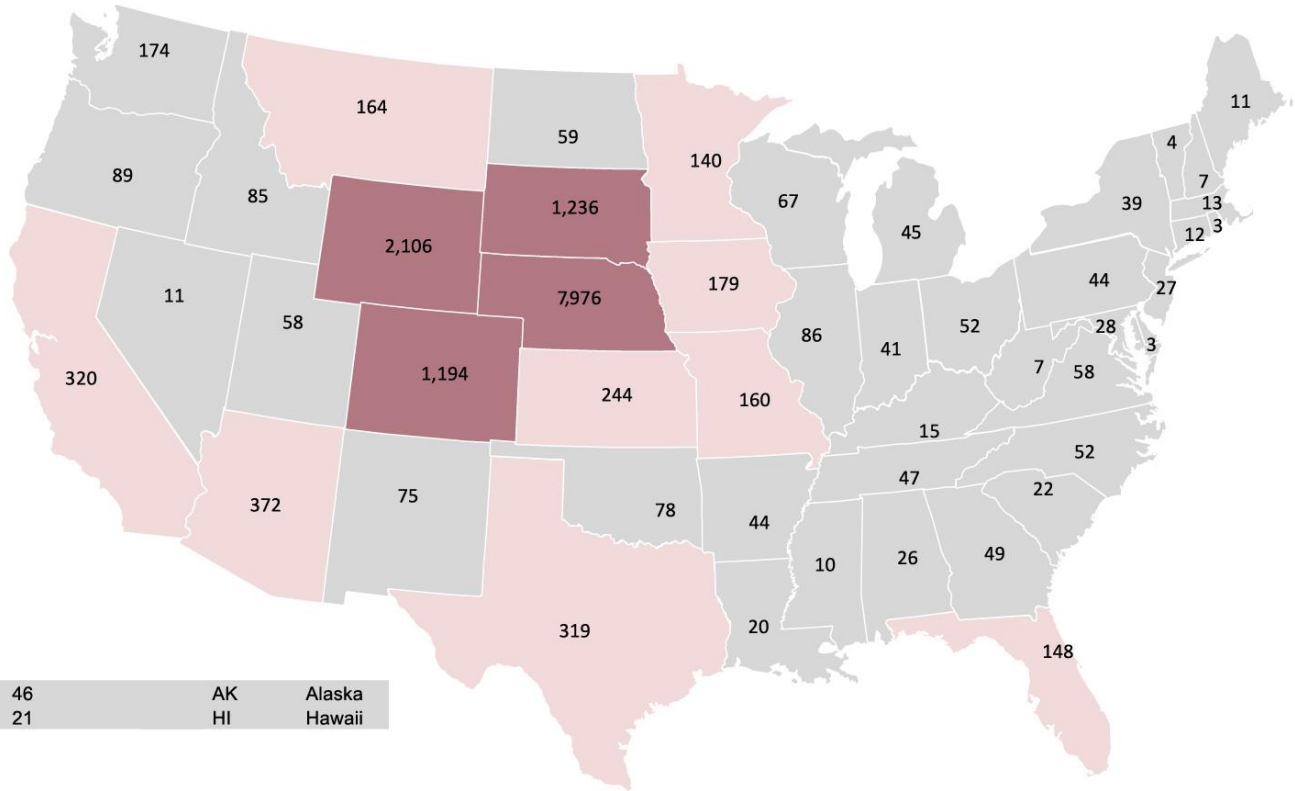
*Source: [www.csc.edu/alumnifoundation/index.csc](http://www.csc.edu/alumnifoundation/index.csc) 12/16/16*

*Source: 2016 Chadron State Foundation Alumni Report*

*Source: 2015 Chadron State Foundation Alumni Report*



# Alumni Geographical Distribution



**CSC Alumni Fall 2015  
Headcount Enrollment by State**



Source: Alumni Office



## Notable Alumni

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- Val Logsdon Fitch, Nobel Prize-winning American nuclear physicist attended for three years before being drafted into the U.S. Army in 1943.
- Dr. Gretchen Glode-Berggren (1954), leader in improving public health care around the world.
- Jim Anderson (1955), Republican member of the Wyoming Senate (2001-incumbent; former member of the Wyoming House of Representatives (1997-2000).
- Dr. Eugene Hughes (1956), President Emeritus of Northern Arizona University and Wichita State University.
- Dr. John Harms (1962), former president at Western Nebraska Community College; served 2 terms in the Nebraska Legislature from 2007-2015.
- Jerry D. Mahlman (1962), American meteorologist and global warming expert.
- Marilyn Moulds (1966), retired immunohematology specialist and former Vice President of Immucor, Inc.
- Larry Riley, (1966), National Basketball Association coach.
- Lolo Letalu Matalasi Moliga, 57<sup>th</sup> Governor of American Samoa.
- Glenn Novotny (1969), operating partner at Telegraph Hill Partners
- Dr. JoAnne Owens-Nauslar (1970), leading authority on children’s health and fitness.
- Togiola Tulafono (1970), 56<sup>th</sup> Governor of American Samoa.
- Ron Rawalt (1971), leading FBI authority on forensic minerology.
- John Streep (1972), Founded Furst Group Inc., the first long distance resale company in the U.S.
- Silvia Morrell Alderman (1973), CSC’s first female Ivy Day speaker went on to practice environmental law as a partner at Akerman Senterfitt in Tallahassee, Florida.
- Dr. Barbara Dutrow (1977), geologist and professor at Louisiana State University.
- Steve McClain (1984), head basketball coach for the University of Wyoming from 1998-2007.
- Susan Salka (1985), CEO and President of AMN Healthcare.
- Tim Walz (1989), U.S. House of Representatives Minnesota 1<sup>st</sup> District.
- Don Beebe (1996), National Football League player.
- Rafinha Bastos, found by New York Times analysis to be the “most influential” profile on Twitter. He attended Chadron in 1999.
- Danny Woodhead (2008), National Football League player.
- Garrett Gilkey (2012), National Football League player.



## 2015-2016 Annual Alumni Report Highlights

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### THOMPSON PRESERVE A LASTING LEGACY OF GRADUATE'S GENEROSITY

A foresighted gift by a depression-era graduate of Chadron State College and his wife more than 40 years ago continues to benefit the college, its students, and residents of the Chadron area.

The 50-acre Harold and LaVerne Thompson Natural History Preserve, located on the southwest corner of the CSC campus was established in 1974 through a \$40,000 gift from the Thompsons to the Chadron State Foundation. Purchase of the property from its local landowners was initiated by the imminent possibility that the land would be sold for residential or commercial development. Harold V. Thompson, a 1932 CSC graduate who became a successful realtor in California, got interested in donating funds to buy the L-shaped tract after he saw a newspaper article about the Foundation taking an option on the purchase.



At the time the property, which includes two ponds fed by overflow water from the Chadron water treatment plant and a portion of the ridge overlooking the CSC campus, was not in good condition with trash and junk in the ravines and the ponds filling with silt. Even so college officials could see the potential benefits from acquiring the land. In addition to creating a buffer zone from development, the property could be used for a botanical garden and tree nursery, nature trails, and environmental and nature studies, a 1974 report suggested.

The Thompsons, both natives of western Nebraska, favored keeping the property in a natural state, and at a 1975 ceremony it was named in their honor and dedicated as a natural history preserve "to service and research that promotes the general welfare and continued improvement of our social heritage."

In the following years, the property's value in preserving the scenic beauty of Chadron State's campus has become apparent, as nearby land has been developed for housing. Appreciation of the natural space it creates has been reflected in efforts such as a mid-1990's project by a local community organization to remove debris, stop erosion, and create a looped walking path.

A Department of Roads grant in 2004 allowed CSC to build a mile-long paved recreation trail that winds through the preserve and links to city streets to the north and west and C-Hill to the east. The trail is regularly used for walking and jogging by local residents and CSC students.

The preserve has also fulfilled its promise as an education tool. Students in CSC's burgeoning rangeland program study the water-saturated soils and use the native vegetation in plant identification classes. Other college science classes study the insects and wildlife living in and around the ponds.

*Source: 2016 Chadron State Foundation Alumni Report*



## 2015-2016 Annual Alumni Report Highlights

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### CSC PERFECT MATCH FOR ALUMNA

Alumna Jackie Hasselbalch-Webb's career has included teaching primary school, working as a park ranger, becoming the first female member of the rope team, responsible for maintenance of Mt. Rushmore National Memorial, and helping visitors at the U.S. Holocaust Memorial Museum in Washington, D.C. Hasselbalch-Webb completed her bachelor's degree in criminal justice in 1991 and earned a degree in secondary education in 1993. She was active in student government and was the third woman to be elected student body president.

### BOOK RECOUNTS CHILDHOOD IN SPARKS HALL

Silvia Morell Alderman, a 1973 CSC graduate, writes on the legends and legacies of her parents' role in Cuba's political upheaval in the 20<sup>th</sup> Century and subsequent life in the United States in her book, *The Front Row, The Life and Times of Rosa Maria Teresa de la Concepcion de Varona de Morell Romero*. She also included memories of the time she and her parents, Cuban exiles Jose and Rosy Morell Romero, lived in Sparks Hall, while her father was a professor of Spanish at CSC.

### BLACK TIE CALF FRY HOSTS ELLIOTT

Former college and professional world champion bull rider Dustin Elliott was the featured speaker at the Rodeo Club's annual Black Tie Calf Fry in April. Elliott, a CSC alumnus, was hired as the rough stock rodeo coach at Mid-Plains Community College in January 2013. He lives in North Platte with his wife, Cynthia, and twin children, Ethan and Emma. He qualified for the College National Finals three times while attending CSC and won the bull riding national title in 2001. Three years later, he won the PRCA World Championship.

### STUDENTS PUBLISH BOOK

Jaycie Cheatham, a December 2015 English Literature graduate from Greybull, Wyoming, and Mackenzie Swanson, a senior art student from Hill City, South Dakota, paired together to work on the final project of a fall 2014 capstone course on the Great Plains taught by faculty members Dr. Matt Evertson and Dr. Kurt Kinbacher. The product of their efforts was a 188-page book, titled *The Great Plains: A collection of Works Exhibiting its Past and Perseverance*. Completing the work of research, writing, selecting and editing content, and designing, extended the project into the spring 2015 semester. The two successfully landed a Dean's Council grant for high impact activities allowing them to publish a set of 13 of the books for the college library and distribution elsewhere in fall 2015. Additional copies are available on demand through the online printing service, Blurb.

*Source: 2016 Chadron State Foundation Alumni Report*



## 2015-2016 Annual Alumni Report Highlights

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### THREE GRADS ENTERING VET SCHOOL THIS FALL

Three May graduates earned entrance to veterinary medicine schools for the Fall 2016 semester. Since 1985, 43 CSC graduates have been accepted into veterinary schools. Amber Christianson and Dallas Shaw will begin classes at Washington State University's veterinary school this fall, while Brittany Senecal will attend Illinois State. Christianson, a December 2015 graduate, and Shaw, who completed her undergraduate degree in May, are both from Wyoming. Senecal, who graduated in 2014, is from Colorado.

### NEW FACES IN ATHLETICS

Three head coaches in men's and women's basketball and volleyball have been hired since March. Riann Mullis, the volleyball coach, was a part of two national championship seasons at Cowley College and continued the program's success as head coach in 2014 and 2015, placing at the national tournament. Houston Reed comes to CSC from Otero Junior College to be the head men's basketball coach. Reed, a two-time NJCAA Region IX Coach of the Year, won the regional title and advanced to the national quarterfinals in 2012. Janet Raymer, an alumna takes over as head coach of the Eagles after serving for two seasons as assistance coach.

*Source: 2016 Chadron State Foundation Alumni Report*





## Alumni Awards

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### ROTELLO TO RECEIVE SECOND CSC ALUMNI AWARD DURING HOMECOMING

This is the second time Dr. Rocco Rotello has received special recognition from his alma mater. He also was presented Chadron State College's Distinguished Young Alumni Award in 1997. In October he received the Distinguished Alumni Award.

Since 2010, Rotello has been associated with Cedarville University's new School of Pharmacy as an associate professor of pharmaceutical sciences. He teaches pharmaceutical science and pharmacogenomics at Cedarville and also leads students in team- and problem-based learning. Rotello also is in charge of an active research laboratory at Cedarville and is a primary consultant with Aerpio Therapeutics in Cincinnati. This past year, he received Ohio's Excellence in Education Award for College Professors.

Before accepting his current position, he worked 15 years as a scientist in the biotechnology core for Procter and Gamble Pharmaceuticals at Mason, Ohio. After just two and one-half years with the company, he was promoted to senior scientist in cellular and molecular biology. He also was the coordinator for a group of about 20 scientists.

Highlights of his tenure with Procter and Gamble included leading the development of therapeutic antibodies, and being the inventor of several antibody patents. Two of the patents are being developed and tested in humans as potential therapies for treating blood vessel disorders.

Rotello is a graduate of Mapleton High School in Denver and was recruited to play football at Chadron State. He saw action at wide receiver for the Eagles all four years, catching 66 passes for 826 yards and returning punts and kickoffs as a senior.

He also starred academically at Chadron State. Besides earning academic all-district honors in football, during his junior year he was named the college's outstanding undergraduate major in chemistry and at Ivy Day just before his graduation in May 1983, he was recognized as the college's outstanding senior in the physical sciences. He majored in both chemistry and biology.

Soon after graduating, he entered the University of Nebraska Medical Center in Omaha, where he earned a master's degree in anatomy. He also holds a Ph.D. in experimental pathology from the University of Colorado in Boulder, and was the first postdoctoral fellow in Dr. Junying Yuan's Cardiovascular Research Center at the Harvard Medical School in Boston.

During his three years at Harvard, he researched and published cutting-edge work on cell death. He then wrote chapters for several books on indicators of cell death.

Rotello has been married for 34 years to his high school sweetheart, Alisha. Outside of academia he enjoys mentoring students, gardening, playing golf, coaching youth sports, and is active in his church and the YMCA in Lebanon, Ohio, where the family resides. The Rotellos have two sons. Zach is a junior at Cedarville University and Lucas is a high school freshman. He said his boys have led him to appreciate music and baseball.

*Source: [www.csc.edu/modules/news/public\\_news/view/11096](http://www.csc.edu/modules/news/public_news/view/11096) 1/17/16*



## Alumni Awards

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### OWENS, LONG TIME EDUCATOR, RECEIVES DISTINGUISHED ALUMNI AWARD

Dr. Richard T. Owens of Sioux City, Iowa, has had a long and distinguished career as an educator, beginning in the 1950s in rural schools in Nebraska and continuing as an adjunct professor at Morningside College in Sioux City and the University of Sioux Falls.

He was honored with the Chadron State College Distinguished Alumni Award during Homecoming on Saturday, October 8. He has been recognized many times, particularly for his leadership in special education. His honors include being selected Educator of the Year by the Association of Learning Disabilities International in 2014.

Dr. Owens was born and raised on a farm near Sparks in Keya Paha County in north central Nebraska. He was the first boy from his community to graduate from a four-year high school. That training included preparation in “normal training” and he taught at area rural schools for three years after graduating in 1950.

He then served in the U.S. Army three years and used the GI bill to attend Chadron State, primarily in the summers while he taught during the regular school year. He graduated summa cum laude from Chadron State in 1962 and also earned a master’s degree from the college in 1965. He earned a doctorate in school psychology, special education, and guidance from the University of Nebraska in 1969.

Dr. Owens spent more than 20 years teaching in K-12 schools in Nebraska and Iowa, eight years supporting K-12 schools as an administrator for Western Hills Area Education Agency in Iowa, and more than 20 years as a professor at Morningside College.

Now, 65 years since he began teaching, he still teaches graduate courses at Morningside and in recent years was the Education Department’s professional development coordinator and the college’s director of special projects.

Through the years, he has been on the board of directors of the Iowa Learning Disabilities Association and served several terms as its president. He also has been on the steering committee for the Iowa Higher Education Network, the state’s Special Education Licensure Committee and the state Consortium for Behavior Disabilities.

Some of the awards he has received include the Council for Exceptional Children’s Meritorious Service Award (1977), the Easter Seals Society’s Service Award (1977), the Arc Outstanding Educator of the Year Award (1989-1990), and the Learning Disabilities Association of Iowa President’s Award (2002), as well as its Helping Hand Award (2013).

In addition, he was presented the Iowa Commission of Persons With Disabilities’ Distinguished Service Award (2002), was recognized as one of Siouxland’s Treasures in Education (2005), and received the Iowa Governor’s Volunteer Award for his work to ensure that appropriate education and services are available for those with learning disabilities (2007).

After he received the Educator of the Year Award from the Association for Learning Disabilities International for 2014 during the convention in Chicago, it was announced that he would receive the



## Alumni Awards

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Celebrating Community Award for his work with the disabled and his bust will be part of a display in downtown Sioux City.

Owens' wife, the former Verlee Peterson, also earned her bachelor's degree from Chadron State and was a middle school and high school teacher 38 years. They met at CSC in 1960 while both were attending summer school. Both tried out for an all-college play, "You Can't Take It With You". He was cast as Mr. Kirby and she was cast as Mrs. Kirby. They were married the following year and have four children.

Both of Verlee's parents, Arthur and Anna (Sellers) Peterson, were Chadron State graduates. Two of the Petersons' other daughters, Kaye and Janet, also earned teaching degrees at CSC.



## Alumni Awards

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### JENNIFER BARP HONORED WITH CSC ALUMNI AWARD

During Chadron State College's Homecoming Saturday, October 8, Jennifer J. Barp of Johnston, Iowa, received the college's Distinguished Young Alumni Award.

Barp earned her bachelor's degree in finance and economics, as well as an accounting minor in 1996. Later, she went on to receive her master's degree in business administration from Drake University in Des Moines, Iowa.

Barp and her husband, Eric, also a CSC graduate and recipient of the Distinguished Young Alumni Award, have two children, Alexis and Tyler.

While a student at CSC, she worked as an accounting tutor and assisted Cliff Hanson in the Small Business Development Center.

Barp is the worldwide vice president of finance for Kemin Industries, a global company where she is responsible for the financial information and systems. Barp joined the organization in 1998 as a financial accountant. In 2001, she became the finance director of Kemin Agri-Foods North America before moving to her current role in 2004.

Volunteer work is also an important part of Barp's life. She currently serves on the United Way of Central Iowa Board of Directors as a member of its Finance and Audit Committee. She was also recently elected to serve as Treasurer for the Board of the Sun Vail Homeowners Association. She previously served on the board for the Des Moines "I Have a Dream" Foundation, in the roles of treasurer and president.



## Alumni Awards

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### ERIC BARP TO RECEIVE DISTINGUISHED YOUNG ALUMNI AWARD DURING CSC HOMECOMING

Dr. Eric A. Barp, a foot and ankle surgeon in Des Moines, Iowa, is a recipient of the Chadron State College Distinguished Young Alumni Award and was honored during Homecoming on Saturday, October 8.

Barp's wife, Jennifer, is also a CSC graduate and recipient of the Distinguished Young Alumni Award. The couple lives in Iowa with their children.

He received his undergraduate biology degree from CSC in 1997. He assisted Dr. Ron Weedon in the botany lab as a work study student while studying at CSC.

Barp is a Fellow of the American College of Foot and Ankle Surgeons (FACFAS) and a Board Certified Podiatric Surgeon with The Iowa Clinic and Chief of Staff for Iowa Methodist Medical Center. He is the first podiatrist to serve as Chief of Staff for one of Des Moines' tertiary medical centers.

He earned his medical degree from the College of Podiatric Medicine and Surgery at Des Moines University-Osteopathic Medical Center and completed his podiatric surgery residency at Broadlawns Medical Center in Des Moines where he also served as chief resident.

This isn't Barp's first alumni award. He was honored as the 2012 alumnus of the year by the College of Podiatric Medicine and Surgery.

Barp serves on The Iowa Clinic board of directors, is an adjunct assistant professor at Des Moines University for the College of Podiatric Medicine and Surgery, and is a manuscript reviewer for the trauma section of the Journal of Foot and Ankle Surgery. He was also appointed by the Iowa Governor to the State Board of Podiatric Medical Examiners and served as both a board member and chair during his 2007-2012 term.

In addition to his work in Iowa, he has presented scientific lectures in Arizona, California, Colorado, Florida, Louisiana, Minnesota, Nevada, New Jersey, Pennsylvania, Texas, Washington, D.C. and Wisconsin.



## Alumni Awards

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### DISTINGUISHED ALUMNI AWARD CAPS BUSY DAY FOR CARLISLE

At the opening of his undergraduate commencement address Saturday, May 7, Chadron State College alumnus Chris Carlisle said it was the most important day of his life. It was also likely one of his busiest.

Carlisle, a 1985 graduate of Chadron State College and the Seattle Seahawks' strength and conditioning coach, delivered a passionate speech to the 2016 graduating class in a near capacity-filled Chicoine Center Saturday morning before being honored with the college's Distinguished Alumni Award at a private luncheon.

Carlisle was appreciative when he received the award from President Randy Rhine. Carlisle then thanked members of his family and the audience in a brief speech.

Carlisle has had an impressive career. He has coached and taught in six different states and has worked closely with some prominent collegiate and professional athletes. In addition, he has worked with numerous All-Americans, three Heisman Trophy winners, Olympic gold medalists and world champions. He's also been involved with 19 national championship teams and he's just the second CSC graduate to ever earn a Super Bowl ring.

Four of his national championships occurred in football while he worked on staffs at Trinity Valley, the University of Tennessee and the University of Southern California (USC).

Carlisle is the 65<sup>th</sup> person to receive the Distinguished Alumni Award since 1996. Recipients of the award must have attended CSC for at least two years or earned at least 60 hours and have demonstrated exceptional service to the college or distinguished themselves in their career or their community through volunteer efforts.



# Community Outreach

2015-2016 Fact Book



## Community Outreach Activities

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### 'SANDHILLS WOMEN' THEME OF SANDOZ CONFERENCE

(September 2015) Mari Sandoz and other Sandhills women will be the focus of the Mari Sandoz Heritage Society Conference at Chadron State College September 17-18. Renee Martini Laegreid author of *Women on the North American Plains*, will present the Pilster Great Plains Lecture, a free public event, in the Student Center Thursday, September 17. Laegreid specializes in the history of the American West with a focus on gender and culture in the late 19th to mid-20th century. Her current research projects involve cultural and social analysis of western iconography, examining how symbols of the West have been created and shaped over time and across international boundaries. Other speakers include historian Jillian Wenburg, cookbook author Christianna Reinhardt, and Lakota Sioux women Cecelia Fire Thunder, Janice Richards, and Theresa Two Bulls.

### REGIONAL LANDSACPE AND NURSERY EXPERTS TO MEET ON CAMPUS

(September 2015) Tree, nursery and landscape professionals from public agencies and private companies will converge on the Chadron State College campus September 24-25 to learn more about plants and trees at the 2015 Western Field Day sponsored by the Nebraska Nursery and Landscape Association, Nebraska Arborists and Chadron State College. CSC horticulturist Lucinda Mays, is helping host the event and will also be a session presenter, along with Blair Brennan, CSC project manager. Presenters Thursday afternoon will lead discussions about insect and disease issues, environmental stressors of urban trees and utilizing urban tree waste. Indoor demonstrations will include trunk injections and pest treatments. Wood products from local mills and artisans will also be on display. Friday sessions will cover choosing good plants for the region, managing water-wise landscapes, and discussions about managing trees following the October 2013 winter storm Atlas. A panel of experts will also talk about ways cities can plan for future natural disasters. "A tour of CSC water-wise landscapes led by Brennan and Mays will be the focus of Friday afternoon

### OUT OF THE DARKNESS WALK BRINGS AWARENESS TO SUICIDE PREVENTION

(October 2015) Western Community Health Resources partnered with the Out of the Darkness national campaign and Chadron State College students and faculty to hold the inaugural Out of the Darkness Walk at Wilson Park in Chadron on October 1 with approximately 50 people in attendance. The walk was intended to bring recognition to suicide awareness on campus and in the community. Before the walk began, local minister Russ Seger offered a prayer, and Jeanice Caporaso, Human Services Director at Western Community Health Resources, talked to attendees about suicide prevention. National Suicide Prevention hotline information and other campus, state and national resource information posters were displayed on campus

Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)





## Community Outreach Activities

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### SEXUAL ASSAULT CONFERENCE EXPLORES TIMELY TOPIC

(October 2015) As the nation's attention has been drawn to the concern that one of five female college students will be assaulted within her college career, Chadron State College has increased awareness about sexual assault prevention. In February, CSC's theatre department presented "Extremities" with the intention of starting a conversation about reducing and reversing the national statistic. On Wednesday, October 7, the CSC Social Work senior class continued the conversation by presenting "Not Asking For It: A Workshop on Sexual Assault". Keynote speaker Dr. Brian Van Brunt, a professor, former emergency medical technician and family therapist, gave presentations on consent, bystander intervention, and care for survivors. Other speakers covered topics such as the role of school officials, law enforcement, and medical professionals when a sexual assault is reported. Sonja Dressel, Project Strive/TRiO counselor, discussed forms of sexual coercion, harassment and intimidation perpetrated through social media. She also mentioned Circle of 6, an app that allows those who feel unsafe to instantly message six friends on a mobile device and be located through GPS technology. Dressel outlined prudent behavior for students who do decide to meet a person face-to-face after an online conversation.

### HEALTH PROFESSIONS SHOWCASE WELL ATTENDED

(October 2015) Suturing a banana and flossing a set of mock human teeth were two of the modules over 125 high school students from 35 high schools in Nebraska and South Dakota participated in during the annual Chadron State College Health Professions Showcase Wednesday, October 7. Approximately 25 parents, teachers, counselors and other adults accompanied the students to the modules as well as tours of the human cadaver lab and a student panel discussion.

### THEATRE DAY PULLS BACK THE CURTAIN

(October 2015) More than 300 high school students learned about the onstage and backstage aspects of theatre during the 21<sup>st</sup> annual CSC Theatre Day on October 8. Eleven high schools in three states attended the session taught by about 20 CSC students and faculty. Participants could choose to attend two of the 10 workshops offered which included technology, writing scenes, games, auditioning, and combat.

### SCIENCE SATURDAYS AT CSC

(October 2015) Funded through the National Aeronautics and Space Administration (NASA), CSC's Science Saturdays program is aimed at getting young learners interested in becoming scientists. Faculty members adapt educational materials supplied by NASA in designing the classes. CSC is also using the program to give future grade school teachers experience in teaching math and science, something that often is neglected because of the perception that the subjects are too difficult. Science Saturdays are held twice a month from October through December with programs from 8:30 a.m.-11:30 a.m. in Room 144 of the Math and Science building. Sessions are limited to 35 students each

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*



## Community Outreach Activities

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### ART DAY BRINGS STUDENTS, ART EDUCATORS TOGETHER

(November 2015) About 150 high school students from 13 area schools attended Chadron State College's annual Art Day on Monday, November 7. Subjects included, graphic design, drawing, glass blowing, ceramics, printmaking, photography, museum studies, and mixed media. CSC students Phil Colella and Jordan Koch led the photography and drawing sessions, respectively, and over 40 other students assisted faculty and fellow students leading the other workshops. Laura Bentz, chair of the CSC Art Department, was particularly pleased to offer a breakout session designed specifically for the high school teachers to help build the art education community in the region. As an extension of ideas generated during the breakout session, an exhibit of high school student art work will be hosted at CSC in the spring of 2016. For the first time, Museum Studies, now aligned with the Art program as degree option or as a minor, was one of the eight Art Day modules.

### CSC HOSTS VETERAN'S DAY PROGRAM

(November 2015) Veterans will be saluted during a Veterans Day program Wednesday, November 11 in the Mari Sandoz High Plains Heritage Center at 9 a.m. Stacy Swinney, president of the Dawes County Veterans of Foreign Wars (VFW) Gray Eagle Post 1375, will serve as the speaker for the program, organized by the Chadron State Army ROTC. At 1 p.m., the public is invited to an Open House/Grand Opening of the Veteran/Military Resource Center, formerly West Court #26, and meet the staff.

### OXFAM HUNGER BANQUET HOSTED ON NOVEMBER 16

(November 2015) Chadron State College students enrolled in Communication Arts 239 taught by Dr. Shaunda French will host two Oxfam Hunger Banquets Monday, November 16, to help raise awareness of hunger issues across the world. The banquets will be in the Student Center Ballroom at 5 and 7 p.m., with each section of CA239 hosting its own 45-minute banquet. Pastor Ann Sundberg of Immanuel Lutheran Church in Chadron will speak on local hunger and poverty issues during each program. At the banquets, participants will be divided into the following classes; high, middle, or low. Each class will be treated differently to show how the different classes deal with hunger needs. The high class members will receive a full meal of salad, a main course, dessert, and tea or coffee. Middle class members will receive rice and beans and water to drink, while low class members will receive only rice and water.

### WELLNESS CONFERENCE AND POWWOW SET FOR NOVEMBER 13-14

(November 2015) A wellness conference and powwow sponsored by the CSC Native American Club, the CSC Diversity Committee, and the Chadron Native American Center, will take place Friday and Saturday in the Chadron State College Student Center. Wellness presentations will address suicide prevention and bullying, diabetes prevention, and developing healthy eating and exercise habits. Keynote speaker Dr. Roberto Dansie will speak to the group during noon lunch. He will discuss cultural wisdom, the four

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*



## Community Outreach Activities

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elements of wellness: consciousness, conduct, culture and community, and their impact on individuals, families, groups, and communities. Wolf Creek Dance Club will perform Lakota dance styles at 1 p.m. and Rueben Fast Horse, a Lakota from Standing Rock Indian Reservation, flute player, storyteller, and tour guide who performs native sign language at 2 p.m. On Saturday, a powwow will take place in the CSC Student Center Ballroom from 2 p.m.-5 p.m.

### FFA CONTEST COMES TO CAMPUS

(November 2015) Chadron State College hosted the District 12 National FFA Organization Leadership Contest Wednesday, November 18. Sixteen Nebraska high schools, which included more than 250 students, from the area competed in 10 different events to qualify for the Nebraska State FFA competition April 6-8, 2016. The first and second place winner of each contest qualified for state.

### CHADRON STATE, COMMUNITY CELEBRATE MLK DAY

(January 2016) January 18, Martin Luther King Jr. Day, brought members of Chadron State College and the community together for a very successful celebration. In the morning, four panel discussions and the viewing of a documentary film were held at the college. Following the morning discussion, students, faculty, staff, and community members gathered at the intersection of Third and Main for the annual MLK March, rerouting past Chadron Public Schools to pick up additional march participants. The march ended at the Chicoine Center and culminated in a program featuring Dr. Albert Bimper, an assistant professor in the Colorado State University department of ethnic studies.

### HIGH PLAINS FESTIVAL BRINGS 21 SCHOOLS TO CAMPUS



(February 2016) More than 140 students from 21 high schools participated in the 44<sup>th</sup> annual High Plains Band and Choir Festival, February 1-2 in Chadron State College's Memorial Hall. The final concert, comprised of an honor choir of about 65 students, led by honorary guest conductor Dr. Geoffrey Boers, and an honor band conducted by Chadron State's Dr. Sid Shuler capped the two-day festival.

### HISTORY DAY

(February 2016) Nearly 70 middle school and high school students participated in the 10<sup>th</sup> Annual Western District History Day competition hosted at Chadron State College February 26, 2016. Students representing Chadron, Crawford, Ainsworth, and Sioux County schools developed websites, displays, documentaries, and performances in line with the 2016 theme: "Exploration, Encounter and Exchange in History." A wide range of topics included the meat industry, Navajo Code Talkers, the Holocaust, Marie Curie, the Salem Witch trials, Dorthea Lange's photography, and the work of gorilla expert Dian Fossey. The top three contestants in each age division of each category will advance to the state contest on April 16 in Lincoln. Judges for the event included community members and representatives of civic organizations from Chadron, Alliance, and Red Cloud, as well as CSC faculty, staff, and graduate students.

Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)



## Community Outreach Activities

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### 2016 SCHOLASTIC DAY RESULTS ANNOUNCED

(April 2016) Students from 45 high schools in Nebraska, South Dakota, and Wyoming participated in more than 40 tests during the 56th annual Scholastic Contest at Chadron State College Friday, April 1. More than 1,400 students registered to take tests in a wide range of subjects including business law, human development and family life, Nebraska history, psychology and wildlife ecology, and management. The popular Eagle Cook-Off drew a large audience to watch teams prepare, serve and describe the ingredients, nutritional content and cost of their meals for a panel of judges.

- Division I Winner: Stevens High School of Rapid City, South Dakota
- Division II: Sidney High School of Sidney, Nebraska
- Division III: Chadron High School of Chadron, Nebraska
- Division IV: West Holt High School of Atkinson, Nebraska
- Division V: Hyannis High School of Hyannis, Nebraska

### THE BIG EVENT MAKES A DIFFERENCE AT 50 WORK SITES

(April 2016) About 500 volunteers worked at 50 sites including businesses, government and church buildings, and private residences during the fourth annual The Big Event (TBE) Saturday, April 23. Work ranged from serving ice cream and helping with a pet adoption event to painting, yard work and picking up trash. Another crew helped prepare the trailhead for the Cowboy Trail east of Chadron by clearing debris from the trail and right of ways. A new job site this year consisted of sidewalk chalk art with an Earth Day theme. The purpose of the art was to draw awareness to substances that go into storm drains, said Jacki Dailey, Keep Chadron Beautiful education coordinator. Head football coach Jay Long said planting trees and painting picnic tables at Chadron State Park was a great experience for his team.

### NEARLY NAKED MILE COLLECTS CLOTHING FOR CHARITY

(April 2016) The fifth annual Chadron State College Nearly Naked Mile resulted in the collection of 8,832 donated articles of clothing. Donations were accepted for several days before the 9 p.m. race on campus Thursday, April 28. The clothing was donated to the Catholic Ladies Rummage organization of Chadron. More than 60 runners participated and about 30 volunteers helped sort clothing and monitor the race, according to race co-director Jade Capezzutto of Colorado Springs, Colorado. Capezzutto said she enjoyed organizing the event with co-director Gabi Perez of Sioux City, Iowa.

### 'WRITING WILD' THEME OF STORY CATCHER WORKSHOP



(June 2016) The 2016 Story Catcher Summer Writing Workshop and Festival, "Writing Wild," general sessions will be at the Mari Sandoz High Plains Heritage Center June 11-12. The faculty includes poet Robert Wrigley, author Kim Barnes and writer Alan

Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)



## Community Outreach Activities

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Wilkinson. The Story Catcher Writing Workshop and Festival keynote reading Saturday is free and open to the public. The reading, at 6 p.m. in the Mari Sandoz Chicoine Atrium, will feature Kim Barnes, professor of English in the MFA program at the University of Idaho, and Robert Wrigley, who has taught at Lewis-Clark State College, Warren Wilson College, the University of Oregon, the University of Montana, Warren College, and the University of Idaho. The festival continues on Sunday from 8:30 a.m.-noon in the same location and is also free and open to the public. It will include an open mic by workshop participants and a special presentation from Alan Wilkinson, who hails from Durham, England.

### PUBLIC TV, RADIO, AND EDUCATION EVENTS PLANNED FOR CHADRON JUNE 13-14

(June 2016) Nebraska's PBS and NPR stations will be presenting four free public events in Chadron June 13-14. Monday, June 13, a "Nebraska Stories" screening will be at 7 p.m. in the Mari Sandoz High Plains Heritage Center. It will feature segments about Agate Fossil Beds, Toadstool Geologic Park, local artist Mary Tejada Brown, bullfighters, and trail rides. Plans include having several of the show's subjects in attendance. Tuesday, June 14, from 9 a.m.-10:15 a.m., following an 8 a.m. town hall meeting with NET leadership at the Bean Broker, local guests will appear with host Genevieve Randall for a taping of "Friday LIVE." The public is invited to attend. CSC accompanist Bobby Pace, music faculty members Brooks Hafey and McKay Tebbs will be among the guests appearing with Randall during the recording of "Friday LIVE." From noon-2 p.m. Tuesday, Jet Propulsion, the lead character in the PBS children's program "Ready Jet Go," will appear at the CSC Child Development Center. Hands-on activities will include coloring sheets, button making, an iPad lab, play with wooden blocks called Keva planks. All area families are welcome to attend the free event. Children will receive a number of give-away items. No registration is needed.

### RANGE SHORT COURSE OFFERED IN JUNE

(June 2016) The Nebraska Range Short Course is scheduled for June 20-24, at Chadron State College. The short course is sponsored by the University of Nebraska-Lincoln, Chadron State College, and the Nebraska Section of the Society for Range Management (SRM). It is designed to provide individuals who have a background in range management, natural resources, or agriculture an opportunity to increase their knowledge in the field of range management. The weeklong course taught through a series of classroom and field sessions focuses on underlying principles of range management for efficient, sustainable use of rangeland for multiple purposes.

### FREE GOVERNMENT CONTRACTING WORKSHOPS SET FOR JUNE 30

(June 2016) The Nebraska Business Development Center at Chadron State College will provide a series of three free workshops about government contracting by Chuck Beck on Thursday, June 30, in the Chicoine Atrium of the Mari Sandoz High Plains Heritage Center. Participants may sign up for one or all of

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*



## Community Outreach Activities

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the workshops. The first workshop will provide a general overview of government contracting and provide information for company leaders as they prepare to enter the government market. The second workshop will focus on the HUBZone Program and certification process. Companies in Dawes and Sheridan Counties may qualify for the HUBZone Program, which may be beneficial when marketing to federal agencies. The third workshop provides information about the Davis-Bacon Act, which is important for companies working on federally-funded construction projects.

### SUMMER UPWARD BOUND PROVIDES SAMPLE OF COLLEGE LIFE

(June 2016) For four weeks each summer, students from area high schools move into the Chadron State College residence halls to sample college life as part of Summer Upward Bound. Upward Bound is one of six U.S. Department of Education TRiO programs aimed at motivating and supporting students from disadvantaged backgrounds in furthering their education. This year, 22 students from Chadron, Crawford and Alliance completed courses in art, cooking, composition, literature, math, music, science, Spanish and sports. And thanks to a collaboration between Upward Bound and the Chadron Police Department, they also got lessons in keeping themselves safe in the cyber age. Five students who won the annual writing competition earned a trip to San Francisco in late September. Off campus activities involved horseback riding at Chadron State Park, a visit to the Fur Trade Museum and a trip to Fort Robinson State Park including a stop at the Trailside Museum and a guided tour of the Post Playhouse. This culmination of this year's summer Upward Bound course will be a trip to Colorado, where students will stay at the Colorado School of Mines, visit museums in Denver, attend a concert at Red Rocks Amphitheater, and go on a whitewater rafting trip.

### CSC FACILITY TOURS OFFERED DURING FUR TRADE DAYS

(July 2016) The C.F. Coffee Gallery and the Coffee Rangeland Complex will be offering free guided tours during Fur Trade Days Saturday, July 9. Public tours will begin at 2 p.m. and the last tour will start at 3:15 p.m. Polaris of Chadron has volunteered to provide transportation for visitors between the facilities. Visitors are encouraged to park in the parking lot west of the Sandoz Center and take advantage of the provided transportation.

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*



## Guest Speakers

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### 2015-2016 LIBRARY LEARNING CENTER GRAVES LECTURE SERIES

- September 22 - Josh Ellis: "Nutritional Ketosis: Fat is Phat"  
Ellis discusses fitness through the years and social factors that influence nutritional patterns.
- October 13 - Steve Coughlin: "Another City: A Creative Writing Reading"  
Coughlin reads from his collection, *Another City*; his poems illustrate the harsh struggles of a working class family, which will leave the audience considering what healing, if any, the imagined world can offer.
- October 27 - Shaunda French: "My Confidant, My Coworker: The Interpersonal Relationship or Work Spouses"  
French discusses work-spouse relationships and how they positively and negatively influence other relationships, both at work and at home.
- November 10 - Peggy Hinman: "Life: It Depends on How You Look at It"  
Hinman will discuss techniques for improving perspectives in all phases of life.
- February 16 - McKay Tebbs: "The Making of Strawberry Fields Forever"  
Tebbs explains how the Beatles song developed from an idea to a finished recording. During his presentation, he will also perform various pieces of the song.
- March 1 - John Buttiglieri: "Gifted Education and the Underrepresentation of Minorities"  
Participants explore with Buttiglier why minorities are not proportionally represented in gifted programs.
- March 22 - Terrie Wood: "Business Success: Pain or Pleasure?"  
The conflicting values that hinder individuals from business (and personal) success is examined by Woods; she discusses how to recognize these values and how to move forward with confidence.
- April 5 - Janice Haynes: "Romance and Marriage Plots: Restoration for Family in Narratives of Single Mothers"  
Haynes discusses the restoration of family through romance and marriage plots centered on single mothers. Restoration themes include "children's desire for 'normal' family," "transformations of desire for marriage and family," and the "fragility of single mothers."

### 2015-2016 GUEST SPEAKERS

(August 2015) **Marc Mero** selflessly gives of his time and talent to impact young lives with amazing results. Through the nonprofit organization he founded in 2007 called Champion of Choices, this self-proclaimed "Happiest Person on the Planet" shares his powerful story of tragedy and triumph, speaking candidly about where his good and bad choices took him. His anti-bullying, substance abuse, and suicide prevention message reaches students at a heart-level during a dynamic stage production. Lives are saved and changed by his honest portrayal and courage to stand up, step up, and speak up. Thousands of

Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)



## Guest Speakers

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young people credit Marc Mero with giving them hope, inspiring them to live healthy, successful lives by empowering them to make positive choices. Mero was part of the alcohol Awareness programs hosted by Residence Life Association.

(October 2015) On October 1 Chadron State College's First Year Inquiry (FYI) Survival Skills 101 class hosted **Kyle Roberson**, a former correctional officer and current supervisor of education at Federal Prison Camp. Roberson was on campus to speak at three different times throughout the day about his "Habitue Journey." Other classes to attend his presentation included Perspectives in FCS, Professional Career Development and Introduction to Animal Science. During his speech, Roberson taught the audience about Dr. John Krumboltz's theory of planned happenstance and how the theory affected his life and choices. Krumboltz's theory of planned happenstance consists of a four-step process: clarify, remove the blocks, expect the unexpected and take action. Roberson said the first step is to clarify your interests, as well as look at what attracts your curiosity. Step two is to remove the blocks, altering negative behaviors into positive ones. Step three is to expect the unexpected and to take advantage of opportunities. Step four is to take action: learn everything you can, develop new skills, and remain open to any changes that arise. Roberson related this theory during his presentation about his personal and professional life, including how he positively impacts the lives of inmates.

(November 2015) The manager of one of the West's largest and most historic ranches discussed his efforts to make it more productive and environmentally sound during a talk to Dr. Ron Bolze's rangeland management students at Chadron State College Friday, November 6. His audience included at least 30 area ranchers who were also invited to the session. **James Rogers** has managed the Winecup Gamble Ranch located in extreme northeast Nevada the past five years. The ranch encompasses a million acres of high desert country spanning from 4,000-8,500 feet in elevation. The smallest of the 23 pastures has 18,000 acres; the largest 96,000 acres, he said. The cowherd numbers about 7,000. While the ranch has 247,000 deeded acres, Rogers said it is in "partnership with the federal government" because the remaining 750,000 acres are under the jurisdiction of the Bureau of Land Management. During his video presentation, he showed maps of where the herds are run at various times of the year to help prevent overgrazing. Because of its growing popularity, grass fat beef is Winecup Gamble's specialty. Rogers said it takes from 22-26 months for those steers to be ready for marketing

(November 2015) Mob grazing, carbon sequestration and plant diversity have been common threads among the Nebraska Grazing Lands Coalition (NGLC) programs at Chadron State College the past several years and this year's speaker, **Tony Malmberg**, continued in that vein at the Student Center, Monday, November 9. Malmberg is a native of the Nebraska Sandhills south of Gordon and manages eight ranches, including those in Hawaii, New Zealand, and in Oregon where he lives. Malmberg supports the best approach for preserving and improving grasslands is for ranchers to simulate natural migratory herds of wildlife that roamed the land, trampling organic material or mulch, into the soil, defecating,

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*





## Guest Speakers

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urinating and moving on, leaving the soil enriched in their wake. To help the attendees visualize the human, financial, skill and ecological resources they have available to manage, Malmberg provided blank asset inventory sheets and coached participants through completing them.

(November 2015) **Paul Wesselmann**, also known as “The Ripples Guy,” spoke to over 200 Chadron State College employees and students Thursday, November 5. The former residence life director explained his nickname comes from the ripples of possibility that can be created when his audiences unleash their potential to transform. He discussed how to improve communication and relationships with others by trying to see the world from their view and trying to find the gift they have to offer, even if it is under one or more layers of difficulty. Wesselmann also touched on different personality types, specifically how thinkers process information internally while feelers process by talking. With an animated, humorous approach, he described the frustration that can occur for both parties, even over something as seemingly simple as choosing a restaurant.

(November 2015) The Chadron State College Student Senate hosted two speakers during their Leadership Summit. On Tuesday, November 17 in Memorial Hall. **Brian Banks**, a former athlete and current activist against wrongful convictions, spoke about sexual assault awareness. Banks, a former professional football player, was falsely accused of sexual assault and imprisoned for a crime he didn’t commit. His conviction was overturned in 2012 and he has since become an activist against wrongful convictions and assists in exonerating wrongfully convicted individuals. On Saturday, November 21, **Nick Scott**, who survived a traffic accident at a young age to become a wheelchair pro bodybuilder with the International Federation of Bodybuilding and Fitness, spoke on overcoming odds, using determination and a positive mindset to reach personal goals in Memorial Hall.

(January 2016) On January 28, celebrated livestock handling expert and autism activist **Temple Grandin** visited Chadron State College. Grandin’s daylong visit included sessions with CSC education and rangeland students, an afternoon talk to 4-H and FFA members about animal care and treatment, and an evening meal with students in the Project Strive/TRIO program. At an evening presentation in Memorial Hall that was free and open to the public, Grandin touched on both topics that have brought her to public attention: humane treatment of livestock and understanding the special abilities and needs of autistic individuals.

(February 2016) **Devin C. Hughes**, speaker, coach, and author spoke about the power of positivity in the Chadron State College Student Ballroom Thursday, February 11. Hughes’ presentation looked at bullying with an insight into finding inner happiness and maintaining a positive outlook. The message was heard by the community and the schools which will help give students the insight to see that being positive and challenging oneself creates benefits for everyone. The program was sponsored by the Galaxy Series, the Diversity Committee, and Project Strive.

*Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)*



## Guest Speakers

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(February 2016) CSC welcomed Early Childhood Conference attendees on February 19-20. Pre-session workshops on Friday were about language and literacy, economics activities, Shaken Baby Syndrome, preventing SIDS, and child abuse. On Saturday, keynote speaker **Denita Dinger** emphasized the importance of play in a child's life. To reinforce her belief in the importance of play, Dinger displayed an image of a Finnish proverb numerous times throughout the program: "Those things you learn without joy you will forget easily." She also shared statistics about the academic success of Finland's students to support the philosophical statement. Dinger urged child care providers in attendance to take a stand against governmental and regulating bodies assessing children for abilities that are not age appropriate, such as computer skills in kindergarten. Parents can also be a source of unrealistic expectations based on hyper vigilant preparation for and success in school. Dinger said too much time on mobile devices, tablets or iPads during preschool can harm a child's visual tracking skills and other normal vision development. She encouraged low tech activities such as watching a ball or other objects as the best way for an infant's eyes to develop. The child care providers in attendance were able to play and get their hands messy during the final hour of the daylong course. Dinger guided participants through about 10 stations featuring homemade play materials from her recipes including foam, sculpting dough, colored vinegar and baking soda combinations, a magnetic pendulum and a high-powered blower and tubing.

(April 2016) Children's book author and editor of NEBRASKAland magazine, **Jeff Kurrus**, spoke at Chadron State College Monday, April 4, in the Mari Sandoz Center Chicoine Atrium. His presentation "Writing with a Camera," was free and open to families, 4-H, Scouts, and any other youth organizations interested in conservation and nature photos. Various groups of CSC and public school students met with Kurrus Tuesday and Wednesday. He also spoke at the Chadron Public library. On Wednesday, April 6, Kurrus spoke at CSC's King Library. This presentation for adults was entitled, "Cranes, Foxes and NEBRASKAland Magazine."

(April 2016) Author **Kent Meyers** gave a public reading of selected excerpts from his book *Twisted Tree* to an audience that included CSC students, faculty and staff, as well as Chadron community members on Thursday, April 7. *Twisted Tree* is set in small-town South Dakota and unfolds the story of Hayley Jo Zimmerman, a young woman who disappeared through mysterious means. The book is comprised of 16 individual stories that attempt to patch Haley Jo's story together, through unique accounts from characters like a supermarket clerk, a caregiver and a town poacher. Then, Meyers read pieces from *Wanderings*, which records the accounts of the town poacher, a vastly intelligent and observant person who is oblivious to the importance of his own information. The event was the first installment of the Distinguished Visitor Writing Series, which is intended to bring in writers of national renown to experience Chadron culture and to perform a public reading. Meyers is a professor at Black Hills State University and works with the writing workshop at Pacific Lutheran University.

Source: [academic.csc.edu/lc/blog/?page\\_id=50](http://academic.csc.edu/lc/blog/?page_id=50) 7/29.16

Source: [www.csc.edu/news/search/index.csc](http://www.csc.edu/news/search/index.csc)



# Tables and Schedules

2015-2016 Fact Book



## Academic Calendar

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### FALLTERM 2015

Classes begin for 16-week and 1st 8-week sessions	August 24
Last Day to Enroll in 1st 8-week session	August 26
Last Day for 100% Refund for 1st 8-week session	August 26
Last Day to Enroll in 16-week session	August 30
Last Day for 100% Refund for 16-week session	August 30
Last Day to Withdraw from 1st 8-week session	September 23
Homecoming	October 10
Classes end for 1st 8-week session	October 16
Mid-Term Break	October 19-20
Classes begin for 2nd 8-week session	October 26
Last Day to Enroll in 2nd 8-week session	October 28
Last Day for 100% Refund for 2nd 8-week session	October 28
Last Day to Withdraw from 16-week session	November 6
Last Day to Withdraw from 2nd 8-week session	November 25
Fall Break	November 25-27
Classes end for 16-week and 2nd 8-week sessions	December 18
December Commencement	December 18

### SPRING TERM 2016

Classes begin for 16-week and 1st 8-week sessions	January 11
Last Day to Enroll in 1st 8-week session	January 13
Last Day for 100% Refund for 1st 8-week session	January 13
Last Day to Enroll in 16-week session	January 17
Last Day for 100% Refund for 16-week session	January 17
Last Day to Withdraw from 1st 8-week session	February 10
Classes end for 1st 8-week session	March 4
Mid-Term Break	March 7-11
Classes begin for 2nd 8-week session	March 14
Last Day to Enroll in 2nd 8-week session	March 16
Last Day for 100% Refund for 2nd 8-week session	March 16
Spring Break	March 28
Last Day to Withdraw from 16-week session	April 1
Scholastic Day	April 1
Last Day to Withdraw from 2nd 8-week session	April 13
Classes end for 16-week and 2nd 8-week sessions	May 6
May Commencement	May 7

Source: <https://www.csc.edu/academics/calendar/5/10/16>



## Academic Calendar

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### SUMMER TERM 2016

Classes begin for 16-week, 1st 4-week, and 1st 8-week sessions	May 9
Last Day to Enroll and last day for 100% Refund for 1st 4-week sessions	May 10
Last Day to Enroll and last day for 100% Refund for 1st 8-week sessions	May 11
Last Day to Enroll and last day for 100% Refund for 16-week sessions	May 15
Last Day to Withdraw from 1st 4-week sessions	May 23
Classes end for 1st 4-week sessions	June 3
Classes begin for 2nd 4-week and 2nd 8-week sessions	June 6
Last Day to Enroll and last day for 100% Refund for 2nd 4-week sessions	June 7
Last Day to Enroll and last day for 100% Refund for 2nd 8-week sessions	June 8
Last Day to Withdraw from 1st 8-week sessions	June 8
Last Day to Withdraw from 16-week and 2nd 4-week sessions	June 20
Classes end for 2nd 4-week and 1st 8-week sessions	July 1
Classes begin for 3rd 4-week sessions	July 5
Last Day to Enroll and Last Day for 100% Refund for 3rd 4-week sessions	July 6
Last Day to Withdraw from 2nd 8-week sessions	July 6
Last Day to Withdraw from 3rd 4-week sessions	July 18
Classes end for 16-week, 3rd 4-week, and 2nd 8-week sessions	July 29

Source: <https://www.csc.edu/academics/calendar/5/10/16>



## Flat Rate Tuition Schedule 2015-2016

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Undergraduate Flat Rate	
Hours	Total Cost
1	\$246.00
2	\$492.00
3	\$738.00
4	\$984.00
5	\$1,230.00
6	\$1,476.00
7	\$1,722.00
8	\$1,968.00
9	\$2,214.00
10	\$2,460.00
11	\$2,706.00
12	\$2,952.00
13	\$3,198.00
14	\$3,444.00
15	\$3,690.00
16	\$3,936.00
17	\$4,182.00
18	\$4,428.00
19	\$4,674.00
20	\$4,920.00

Graduate Flat Rate	
Hours	Total Cost
1	\$307.50
2	\$615.00
3	\$922.50
4	\$1,230.00
5	\$1,537.50
6	\$1,845.00
7	\$2,152.50
8	\$2,460.00
9	\$2,767.50
10	\$3,075.00
11	\$3,382.50
12	\$3,690.00
13	\$3,997.50
14	\$4,305.00
15	\$4,612.50
16	\$4,920.00



## On-Campus Undergraduate Fee Schedule 2015-2016

Undergraduate/Resident									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$153.00	\$4.30	\$5.66	\$8.95	\$19.50	\$10.00	\$0.41	\$8.75	\$210.57
2	\$306.00	\$8.60	\$11.32	\$17.90	\$39.00	\$20.00	\$0.82	\$17.50	\$421.14
3	\$459.00	\$12.90	\$16.98	\$26.85	\$58.50	\$30.00	\$1.23	\$26.25	\$631.71
4	\$612.00	\$17.20	\$22.64	\$35.80	\$78.00	\$40.00	\$1.64	\$35.00	\$842.28
5	\$765.00	\$21.50	\$28.30	\$44.75	\$97.50	\$50.00	\$2.05	\$43.75	\$1,052.85
6	\$918.00	\$25.80	\$33.96	\$53.70	\$117.00	\$60.00	\$2.46	\$52.50	\$1,263.42
7	\$1,071.00	\$30.10	\$39.62	\$62.65	\$136.50	\$70.00	\$2.87	\$61.25	\$1,473.99
8	\$1,224.00	\$34.40	\$45.28	\$71.60	\$156.00	\$80.00	\$3.28	\$70.00	\$1,684.56
9	\$1,377.00	\$38.70	\$50.94	\$80.55	\$175.50	\$90.00	\$3.69	\$78.75	\$1,895.13
10	\$1,530.00	\$43.00	\$56.60	\$89.50	\$195.00	\$100.00	\$4.10	\$87.50	\$2,105.70
11	\$1,683.00	\$47.30	\$62.26	\$98.45	\$214.50	\$110.00	\$4.51	\$96.25	\$2,316.27
12	\$1,836.00	\$51.60	\$67.92	\$107.40	\$234.00	\$120.00	\$4.92	\$105.00	\$2,526.84
13	\$1,989.00	\$51.60	\$67.92	\$107.40	\$253.50	\$130.00	\$5.33	\$113.75	\$2,718.50
14	\$2,142.00	\$51.60	\$67.92	\$107.40	\$273.00	\$140.00	\$5.74	\$122.50	\$2,910.16
15	\$2,295.00	\$51.60	\$67.92	\$107.40	\$292.50	\$150.00	\$6.15	\$131.25	\$3,101.82
16	\$2,448.00	\$51.60	\$67.92	\$107.40	\$312.00	\$160.00	\$6.56	\$140.00	\$3,293.48
17	\$2,601.00	\$51.60	\$67.92	\$107.40	\$331.50	\$170.00	\$6.97	\$148.75	\$3,485.14
18	\$2,754.00	\$51.60	\$67.92	\$107.40	\$351.00	\$180.00	\$7.38	\$157.50	\$3,676.80
19	\$2,907.00	\$51.60	\$67.92	\$107.40	\$370.50	\$190.00	\$7.79	\$166.25	\$3,868.46
20	\$3,060.00	\$51.60	\$67.92	\$107.40	\$390.00	\$200.00	\$8.20	\$175.00	\$4,060.12

Undergraduate/Non-Resident									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$154.00	\$4.30	\$5.66	\$8.95	\$19.50	\$10.00	\$0.41	\$8.75	\$211.57
2	\$308.00	\$8.60	\$11.32	\$17.90	\$39.00	\$20.00	\$0.82	\$17.50	\$423.14
3	\$462.00	\$12.90	\$16.98	\$26.85	\$58.50	\$30.00	\$1.23	\$26.25	\$634.71
4	\$616.00	\$17.20	\$22.64	\$35.80	\$78.00	\$40.00	\$1.64	\$35.00	\$846.28
5	\$770.00	\$21.50	\$28.30	\$44.75	\$97.50	\$50.00	\$2.05	\$43.75	\$1,057.85
6	\$924.00	\$25.80	\$33.96	\$53.70	\$117.00	\$60.00	\$2.46	\$52.50	\$1,269.42
7	\$1,078.00	\$30.10	\$39.62	\$62.65	\$136.50	\$70.00	\$2.87	\$61.25	\$1,480.99
8	\$1,232.00	\$34.40	\$45.28	\$71.60	\$156.00	\$80.00	\$3.28	\$70.00	\$1,692.56
9	\$1,386.00	\$38.70	\$50.94	\$80.55	\$175.50	\$90.00	\$3.69	\$78.75	\$1,904.13
10	\$1,540.00	\$43.00	\$56.60	\$89.50	\$195.00	\$100.00	\$4.10	\$87.50	\$2,115.70
11	\$1,694.00	\$47.30	\$62.26	\$98.45	\$214.50	\$110.00	\$4.51	\$96.25	\$2,327.27
12	\$1,848.00	\$51.60	\$67.92	\$107.40	\$234.00	\$120.00	\$4.92	\$105.00	\$2,538.84
13	\$2,002.00	\$51.60	\$67.92	\$107.40	\$253.50	\$130.00	\$5.33	\$113.75	\$2,731.50
14	\$2,156.00	\$51.60	\$67.92	\$107.40	\$273.00	\$140.00	\$5.74	\$122.50	\$2,924.16
15	\$2,310.00	\$51.60	\$67.92	\$107.40	\$292.50	\$150.00	\$6.15	\$131.25	\$3,116.82
16	\$2,464.00	\$51.60	\$67.92	\$107.40	\$312.00	\$160.00	\$6.56	\$140.00	\$3,309.48
17	\$2,618.00	\$51.60	\$67.92	\$107.40	\$331.50	\$170.00	\$6.97	\$148.75	\$3,502.14
18	\$2,772.00	\$51.60	\$67.92	\$107.40	\$351.00	\$180.00	\$7.38	\$157.50	\$3,694.80
19	\$2,926.00	\$51.60	\$67.92	\$107.40	\$370.50	\$190.00	\$7.79	\$166.25	\$3,887.46
20	\$3,080.00	\$51.60	\$67.92	\$107.40	\$390.00	\$200.00	\$8.20	\$175.00	\$4,080.12

Source: Business Office



## On-Campus Graduate Fee Schedule 2015-2016

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Graduate/Resident									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$191.25	\$4.30	\$5.66	\$8.95	\$19.50	\$10.00	\$0.41	\$8.75	\$248.82
2	\$382.50	\$8.60	\$11.32	\$17.90	\$39.00	\$20.00	\$0.82	\$17.50	\$497.64
3	\$573.75	\$12.90	\$16.98	\$26.85	\$58.50	\$30.00	\$1.23	\$26.25	\$746.46
4	\$765.00	\$17.20	\$22.64	\$35.80	\$78.00	\$40.00	\$1.64	\$35.00	\$995.28
5	\$956.25	\$21.50	\$28.30	\$44.75	\$97.50	\$50.00	\$2.05	\$43.75	\$1,244.10
6	\$1,147.50	\$25.80	\$33.96	\$53.70	\$117.00	\$60.00	\$2.46	\$52.50	\$1,492.92
7	\$1,338.75	\$30.10	\$39.62	\$62.65	\$136.50	\$70.00	\$2.87	\$61.25	\$1,741.74
8	\$1,530.00	\$34.40	\$45.28	\$71.60	\$156.00	\$80.00	\$3.28	\$70.00	\$1,990.56
9	\$1,721.25	\$38.70	\$50.94	\$80.55	\$175.50	\$90.00	\$3.69	\$78.75	\$2,239.38

Graduate/Non-Resident									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$382.50	\$4.30	\$5.66	\$8.95	\$19.50	\$10.00	\$0.41	\$8.75	\$440.07
2	\$765.00	\$8.60	\$11.32	\$17.90	\$39.00	\$20.00	\$0.82	\$17.50	\$880.14
3	\$1,147.50	\$12.90	\$16.98	\$26.85	\$58.50	\$30.00	\$1.23	\$26.25	\$1,320.21
4	\$1,530.00	\$17.20	\$22.64	\$35.80	\$78.00	\$40.00	\$1.64	\$35.00	\$1,760.28
5	\$1,912.50	\$21.50	\$28.30	\$44.75	\$97.50	\$50.00	\$2.05	\$43.75	\$2,200.35
6	\$2,295.00	\$25.80	\$33.96	\$53.70	\$117.00	\$60.00	\$2.46	\$52.50	\$2,640.42
7	\$2,677.50	\$30.10	\$39.62	\$62.65	\$136.50	\$70.00	\$2.87	\$61.25	\$3,080.49
8	\$3,060.00	\$34.40	\$45.28	\$71.60	\$156.00	\$80.00	\$3.28	\$70.00	\$3,520.56
9	\$3,442.50	\$38.70	\$50.94	\$80.55	\$175.50	\$90.00	\$3.69	\$78.75	\$3,960.63

Source: Business Office





## Off-Campus Undergraduate Fee Schedule 2015-2016

Undergraduate/Resident							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$153.00	\$8.95	\$18.00	\$10.00	\$0.41	\$8.75	\$199.11
2	\$306.00	\$17.90	\$36.00	\$20.00	\$0.82	\$17.50	\$398.22
3	\$459.00	\$26.85	\$54.00	\$30.00	\$1.23	\$26.25	\$597.33
4	\$612.00	\$35.80	\$72.00	\$40.00	\$1.64	\$35.00	\$796.44
5	\$765.00	\$44.75	\$90.00	\$50.00	\$2.05	\$43.75	\$995.55
6	\$918.00	\$53.70	\$108.00	\$60.00	\$2.46	\$52.50	\$1,194.66
7	\$1,071.00	\$62.65	\$126.00	\$70.00	\$2.87	\$61.25	\$1,393.77
8	\$1,224.00	\$71.60	\$144.00	\$80.00	\$3.28	\$70.00	\$1,592.88
9	\$1,377.00	\$80.55	\$162.00	\$90.00	\$3.69	\$78.75	\$1,791.99
10	\$1,530.00	\$89.50	\$180.00	\$100.00	\$4.10	\$87.50	\$1,991.10
11	\$1,683.00	\$98.45	\$198.00	\$110.00	\$4.51	\$96.25	\$2,190.21
12	\$1,836.00	\$107.40	\$216.00	\$120.00	\$4.92	\$105.00	\$2,389.32
13	\$1,989.00	\$107.40	\$234.00	\$130.00	\$5.33	\$113.75	\$2,579.48
14	\$2,142.00	\$107.40	\$252.00	\$140.00	\$5.74	\$122.50	\$2,769.64
15	\$2,295.00	\$107.40	\$270.00	\$150.00	\$6.15	\$131.25	\$2,959.80
16	\$2,448.00	\$107.40	\$288.00	\$160.00	\$6.56	\$140.00	\$3,149.96
17	\$2,601.00	\$107.40	\$306.00	\$170.00	\$6.97	\$148.75	\$3,340.12
18	\$2,754.00	\$107.40	\$324.00	\$180.00	\$7.38	\$157.50	\$3,530.28
19	\$2,907.00	\$107.40	\$342.00	\$190.00	\$7.79	\$166.25	\$3,720.44
20	\$3,060.00	\$107.40	\$360.00	\$200.00	\$8.20	\$175.00	\$3,910.60

Undergraduate/Non-Resident							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$246.00	\$8.95	\$18.00	\$10.00	\$0.41	\$8.75	\$292.11
2	\$492.00	\$17.90	\$36.00	\$20.00	\$0.82	\$17.50	\$584.22
3	\$738.00	\$26.85	\$54.00	\$30.00	\$1.23	\$26.25	\$876.33
4	\$984.00	\$35.80	\$72.00	\$40.00	\$1.64	\$35.00	\$1,168.44
5	\$1,230.00	\$44.75	\$90.00	\$50.00	\$2.05	\$43.75	\$1,460.55
6	\$1,476.00	\$53.70	\$108.00	\$60.00	\$2.46	\$52.50	\$1,752.66
7	\$1,722.00	\$62.65	\$126.00	\$70.00	\$2.87	\$61.25	\$2,044.77
8	\$1,968.00	\$71.60	\$144.00	\$80.00	\$3.28	\$70.00	\$2,336.88
9	\$2,214.00	\$80.55	\$162.00	\$90.00	\$3.69	\$78.75	\$2,628.99
10	\$2,460.00	\$89.50	\$180.00	\$100.00	\$4.10	\$87.50	\$2,921.10
11	\$2,706.00	\$98.45	\$198.00	\$110.00	\$4.51	\$96.25	\$3,213.21
12	\$2,952.00	\$107.40	\$216.00	\$120.00	\$4.92	\$105.00	\$3,505.32
13	\$3,198.00	\$95.40	\$234.00	\$130.00	\$5.33	\$113.75	\$3,776.48
14	\$3,444.00	\$95.40	\$252.00	\$140.00	\$5.74	\$122.50	\$4,059.64
15	\$3,690.00	\$95.40	\$270.00	\$150.00	\$6.15	\$131.25	\$4,342.80
16	\$3,936.00	\$95.40	\$288.00	\$160.00	\$6.56	\$140.00	\$4,625.96
17	\$4,182.00	\$95.40	\$306.00	\$170.00	\$6.97	\$148.75	\$4,909.12
18	\$4,428.00	\$95.40	\$324.00	\$180.00	\$7.38	\$157.50	\$5,192.28
19	\$4,674.00	\$95.40	\$342.00	\$190.00	\$7.79	\$166.25	\$5,475.44
20	\$4,920.00	\$95.40	\$360.00	\$200.00	\$8.20	\$175.00	\$5,758.60

Source: Business Office



## Off-Campus Graduate Fee Schedule 2015-2016

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Graduate/Resident							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$191.25	\$8.95	\$18.00	\$10.00	\$0.41	\$8.75	\$237.36
2	\$382.50	\$17.90	\$36.00	\$20.00	\$0.82	\$17.50	\$474.72
3	\$573.75	\$26.85	\$54.00	\$30.00	\$1.23	\$26.25	\$712.08
4	\$765.00	\$35.80	\$72.00	\$40.00	\$1.64	\$35.00	\$949.44
5	\$956.25	\$44.75	\$90.00	\$50.00	\$2.05	\$43.75	\$1,186.80
6	\$1,147.50	\$53.70	\$108.00	\$60.00	\$2.46	\$52.50	\$1,424.16
7	\$1,338.75	\$62.65	\$126.00	\$70.00	\$2.87	\$61.25	\$1,661.52
8	\$1,530.00	\$71.60	\$144.00	\$80.00	\$3.28	\$70.00	\$1,898.88
9	\$1,721.25	\$80.55	\$162.00	\$90.00	\$3.69	\$78.75	\$2,136.24

Graduate/Non-Resident							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	\$382.50	\$8.95	\$18.00	\$10.00	\$0.41	\$8.75	\$428.61
2	\$765.00	\$17.90	\$36.00	\$20.00	\$0.82	\$17.50	\$857.22
3	\$1,147.50	\$26.85	\$54.00	\$30.00	\$1.23	\$26.25	\$1,285.83
4	\$1,530.00	\$35.80	\$72.00	\$40.00	\$1.64	\$35.00	\$1,714.44
5	\$1,912.50	\$44.75	\$90.00	\$50.00	\$2.05	\$43.75	\$2,143.05
6	\$2,295.00	\$53.70	\$108.00	\$60.00	\$2.46	\$52.50	\$2,571.66
7	\$2,677.50	\$62.65	\$126.00	\$70.00	\$2.87	\$61.25	\$3,000.27
8	\$3,060.00	\$71.60	\$144.00	\$80.00	\$3.28	\$70.00	\$3,428.88
9	\$3,442.50	\$80.55	\$162.00	\$90.00	\$3.69	\$78.75	\$3,857.49

Source: Business Office



## Description of Fees

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Health Fee	This fee is used to help pay services and employment of a school health office.
Activity Fee	This helps provide funding for the student Campus Activities Board (CAB).
Event Fee	As the cost of providing athletics and cultural programs (fine arts) continue to grow, so too has the need for Chadron State College to generate revenue to support this expense.
Facilities Fees	The facility fee is used for revenue bond projects that are not funded by the state, such as improvements to the student center, residence halls, parking lots, and pedestrian enhancements.
Capital Improvement Fee	Renovation and upgrade of instructional space on each of the state college campuses excluding those covered by facility fees.
Technology Fee	This fee is used to support general access computer lab hardware and software, the campus network, special projects, and provide technical support.
Records Fee	This fee helps offset the cost of managing student records.
Matriculation, degree, placement, and transcript fees as well as late payments and parking/library penalties.	These fees are deposited in general and cash funds to directly or indirectly support activities and other services related to the department assessing the charge.
Department Fees	Other departments may charge lab and other fees for certain courses and services.

Source: [www.csc.edu/businessoffice/fees.csc](http://www.csc.edu/businessoffice/fees.csc) 12/20/16



## Estimated Cost of Attendance

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Financial aid is available to cover certain educational costs based on period of enrollment known as estimated Cost of Attendance (COA). The COA is based on costs for two semesters and includes allowances for tuition, fees, room, board, books and supplies, transportation and miscellaneous personal expenses. Tuition, fees and book costs are based on enrollment status (full time, 3/4, 1/2 and less than halftime). Room, meals, transportation and personal expense costs are based on weeks of enrollment. The following figures represent the estimated costs based on enrollment status, residency status and living arrangements for the 2015-2016 academic year.

### UNDERGRADUATE

#### FULL TIME: (12+ CREDIT HOURS)

	Undergraduate On/Off Campus			With Parents	
	Resident	Non-Resident	Online Only	Resident	Non-Resident
Tuition/ Fees	\$6220	\$6250	\$7216	\$6220	\$6250
Books	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544
Room/Meals	\$190/week	\$190/week	\$190/week	\$127/week	\$127/week
Transportation	\$56/week	\$56/week	\$56/week	\$17/week	\$17/week
Personal Expenses	\$71/week	\$71/week	\$71/week	\$34/week	\$34/week

#### 3/4 TIME: (9-11 CREDIT HOURS)

	Undergraduate On/Off Campus			With Parents	
	Resident	Non-Resident	Online Only	Resident	Non-Resident
Tuition/ Fees	\$3,732	\$3,750	\$4,330	\$3,732	\$3,768
Books	\$1,160	\$1,160	\$1,160	\$1,160	\$1,160
Room/Meals	\$190/week	\$190/week	\$190/week	\$127/week	\$127/week
Transportation	\$42/week	\$42/week	\$42/week	\$13/week	\$13/week
Personal Expenses	\$49/week	\$49/week	\$49/week	\$25/week	\$25/week

Source: [www.csc.edu/start/paying/index.csc](http://www.csc.edu/start/paying/index.csc) 05/25/16



## Estimated Cost of Attendance

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### 1/2 TIME: (6-8 CREDIT HOURS)

	Undergraduate On/Off Campus			With Parents	
	Resident	Non-Resident	Online Only	Resident	Non-Resident
Tuition/ Fees	\$2,488	\$2,500	\$2,886	\$2,488	\$2,500
Books	\$774	\$774	\$774	\$774	\$774
Room/Meals	\$190/week	\$190/week	\$190/week	\$127/week	\$127/week
Transportation	\$27/week	\$27/week	\$27/week	\$9/week	\$9/week
Personal Expenses	\$37/week	\$37/week	\$37/week	\$17/week	\$17/week

### LESS THAN 1/2 TIME: (1-5 CREDIT HOURS)

	Undergraduate On/Off Campus			With Parents	
	Resident	Non-Resident	Online Only	Resident	Non-Resident
Tuition/ Fees	\$1,244	\$1,250	\$1,444	\$1,244	\$1,250
Books	\$386	\$386	\$386	\$386	\$386
Room/Meals	\$0	\$0	\$0	\$0	\$0
Transportation	\$14/week	\$14/week	\$14/week	\$4/week	\$4/week
Personal Expenses	\$0	\$0	\$0	\$0	\$0

These costs listed were estimated at the time of publication.

Non-Resident Scholars recipients receive Resident COA. Online students receive Resident COA.

Source: [www.csc.edu/start/paying/index.csc](http://www.csc.edu/start/paying/index.csc) 05/25/16



## Estimated Cost of Attendance

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### GRADUATE

FULL TIME: (9+ CREDIT HOURS)

	<b>Resident Graduate</b>	<b>Graduate Online Only</b>
Tuition/ Fees	\$4,452	\$5,416
Books	\$1,544	\$1,544
Room/Meals	\$190/week	\$190/week
Transportation	\$56/week	\$56/week
Personal Expenses	\$71/week	\$71/week

1/2 TIME: (6-8 CREDIT HOURS)

	<b>Resident Graduate</b>	<b>Graduate Online Only</b>
Tuition/ Fees	\$2,968	\$3,610
Books	\$774	\$774
Room/Meals	\$190/week	\$190/week
Transportation	\$27/week	\$27/week
Personal Expenses	\$37/week	\$37/week

These costs listed were estimated at the time of publication.

Non-Resident Scholars recipients receive Resident COA. Online students receive Resident COA.

Source: [www.csc.edu/start/paying/index.csc](http://www.csc.edu/start/paying/index.csc) 05/25/16



## Housing Rates

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### HOUSING RATES

*All dorm rates are per semester*

Semi-Private Room (2 person occupancy)	\$1,525.00
Private Room (1 person occupancy)	\$2,270.00

*For Edna Work Hall:*

Semi-Private Room (2 person occupancy)	\$1,599.00
Private Room (1 person occupancy)	\$2,387.00

### FAMILY HOUSING

1 bedroom	\$467.00
2 bedroom	\$507.00

### MEAL PLAN RATES

*All meal plan rates are per semester*

14 Meal Plan + \$100 bonus bucks	\$1,500.00
150 Meal Block Plan + \$200 bonus bucks (approx.. 9 meals per week)	\$1,435.00
280 Meal Block Plan + \$200 bonus bucks (approx.. 17 meals per week)	\$1,654.00

*Not available to students in residence halls:*

5 meal commuter plan	\$644.00
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*Source: [www.csc.edu/housing/rates.csc](http://www.csc.edu/housing/rates.csc) 05/25/16*

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# Glossary

2015-2016 Fact Book



## Glossary

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**Academic Year** Begins the first day of the fall semester and ends the last day of the summer session of the following year.

**ACT** Acronym for the American College Test, a standardized test used to assess a student's level of knowledge in basic areas such as mathematics, reading, science, writing, and English. Colleges may require the results of either the ACT or SAT before granting admission.

**Activity Fee** Provides funding for the Campus Activities Board (CAB).

**Adjunct Faculty** Part-time instructors who are employed on a term basis.

**Alumni** A person who has attended or has graduated from Chadron State College.

**Bachelor of Applied Sciences** A specialized baccalaureate degree restricted to individuals who transfer to Chadron State College with a completed Associate of Science, Associate of Applied Science, or Associate of Occupational Science degree from an accredited community or technical college.

**Bachelor of Arts** An undergraduate degree that provides content area programs of study for entrance into a professional workforce or continued graduate-level study. In addition to the general requirements for graduation, candidates are required to complete the Essential Studies program and the requirements for at least one subject major and either a second major or a minor, or one comprehensive major. Elective courses may be selected to reach the total 120 semester credit hour minimum requirement for graduation. The Bachelor of Arts degree requires that a significant portion of the student's studies be dedicated to the arts- literature, language, music, etc.

**Bachelor of Science** An undergraduate degree that provides content area programs of study for entrance into a professional workforce or continued graduate-level study. In addition to the general requirements for graduation, candidates are required to complete the Essential Studies program and the requirements for at least one subject major and either a second major or a minor, or one comprehensive major. Elective courses may be selected to reach the total 120 semester credit hour minimum requirement for graduation. The Bachelor of Science degree requires that a significant portion of the studies be in the sciences- chemistry, biology, math, etc.

**Bachelor of Science in Education** An undergraduate degree conferred upon those who complete the teacher-preparation programs of study. In addition to the general requirements for graduation, candidates must complete the Essential Studies program, graduation literacy, and the Professional Education requirements for their certificate.



## Glossary

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**Building Gross Square Footage (GSF)** The sum of all square feet of floor areas within the outside faces of a building's exterior walls.

**Capital Improvement Fee** Provides funding for renovation and upgrade of instructional space on each of the state college campuses excluding those covered by facility fees.

**Career Fair** An event for employers to meet with job seekers, especially students.

**Catalog** Undergraduate and Graduate catalogs are a resource and guide to the policies, degree programs and services available. It also lists the institution's history, accreditation status, courses of study, physical facilities etc.

**Classroom-Based Courses** Classroom-based courses require participation within the traditional classroom, these are *not* distance learning courses.

**CLEP** The College Level Examination Program can be administered to students who desire to obtain college credit by taking proficiency tests in selected courses. If the student scores high enough on the test, college credit can be awarded. There is a charge for each test taken.

**Cohort Summary** Students who are grouped together for a potential planned outcome.

**Credit Hour** Courses taken in college are measured in terms of credit hours. To earn one credit hour, a student must attend a class for one classroom hour (usually 50 minutes) per week for the whole semester (usually 16 weeks).

**Curriculum** Classes prescribed or outlined by an institution for completion of a specific program of study leading to a degree.

**Degree Requirements** Those requirements prescribed for completion of a program of study are generally termed degree requirements. Requirements may include a minimum number of hours, required GPA, prerequisite and elective courses within the specified major, and/or minor areas of study.

**Degree-Seeking Students** Students enrolled in courses for credit who are recognized by the college as seeking a degree.

**Degree** A statement of accomplishment awarded for the successful completion of a prescribed program of study. This means that required credits have been earned.



## Glossary

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**Department** The basic organizational unit that is responsible for the academic functions in a field of study. It may also be used to indicate an administrative or service unit of an institution.

**Department Fee** Departments may charge lab and other fees for certain courses and services.

**Distance Learning Courses** Distance learning courses are fully online and can be completed without onsite classroom meetings.

**Double Major** Program in which students may complete two undergraduate programs of study simultaneously.

**Dual-Credit (ACES) Courses** Access to College Engagement to Success (ACES) or dual-credit refers to courses taught to high school students for which the students receive both high school credit and college credit. These courses are conducted in an approved high school classroom.

**Duplicated Headcount** Occurs when a student is counted more than one time because they are enrolled in more than one course or term.

**End-of-Term** The last day of classes for a semester or full summer session.

**Equal Opportunity** The aggregation of policies and practices in employment and other areas that do not discriminate against persons on the basis of race, color, age, sex, national origin, religion, or mental or physical disability.

**Essential Studies Program** Provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry. Includes First Year Inquiry (FYI) courses to help students develop inquiry skills.

**Event Fee** Provides funding to support athletic and cultural programs (fine arts).

**Facilities Fee** Provides revenue for bond projects that are not funded by the state, such as improvements to the student center, residence halls, parking lots, and pedestrian enhancements.

**Faculty** Personnel who teach classes for the college.



## Glossary

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**Faculty Survey of Student Engagement (FSSE)** A survey designed to complement the National Survey of Student Engagement (NSSE). FSSE measures instructional staff expectations for student engagement in educational practices that are linked with student learning and development.

**Fee** Additional charges not included in tuition.

**Financial Aid** Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than relatives/friends) provided to students to meet expenses. This includes subsidized and unsubsidized loans made directly to students. The types and amounts of aid awarded are determined by financial need, available funds, student classification, academic performance, and the timeliness of application.

**First-Time Student** A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

**Fiscal Year** An accounting period of 12 months. The accounting period for Chadron State begins on July 1 and continues through June 30 of the following year.

**Food Desert** As defined by the Center for Disease Control and Prevention, an area that lacks access to affordable fruits, vegetables, whole grains, low-fat milk, and other foods that make up the full range of a healthy diet.

**Free Application for Federal Student Aid (FAFSA)** Universal application for financial aid, including loans, grants, college work-study and other federal and state programs. And can be required for need-based scholarships.

**Freshman** A grade level/classification for a student who has completed less than 30 credit hours.

**Frontier and Remote (FAR)** A methodology used by the Office of Rural Health Policy (ORHP) and the U.S. Department of Agriculture (USDA). The FAR methodology uses travel time to population centers to categorize areas as FAR level 1-4. The aim is to provide a geographically detailed, multi-level delineation of frontier areas for use in policy and research. Refer to the website [frontier.us.org](http://frontier.us.org) for more information.



## Glossary

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**Full-Time Equivalent Faculty (FTE)** A faculty member who is teaching a full load as defined by one or more academic departments, or equivalent release time as defined by an academic department. Full-time teaching load varies by department but is generally defined as at least 24 credit hours per academic year.

**Full-Time Graduate Student (MA, MAE, and MSOM)** A graduate student enrolled in 9 or more credit hours per semester.

**Full-Time Graduate Student (MBA)** A graduate student enrolled in 6 or more credit hours per semester.

**Full-Time Undergraduate Student** An undergraduate student enrolled in 12 or more credit hours per semester.

**GED** The General Education Development (GED) exam refers to a system of standardized examinations which entitle those who pass them to receive a credential equivalent to a high school diploma.

**Graduate Assistant** A student engaged in a postgraduate degree program who is employed by the institution for a limited number of hours.

**Graduate Student** A student who has successfully earned an undergraduate academic degree and is working towards a graduate degree.

**Grant** Money awarded to a student to fund his or her education and is not required to be repaid.

**Headcount** The number of students enrolled in one or more courses. This number may be duplicated or unduplicated.

**Health Fee** Provides funding to pay for the services and employment of a school health office.

**Higher Learning Commission (HLC)** An independent corporation, founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary education institutions in the North Central region, which includes Nebraska.

**In-State Student** A student who is a Nebraska resident.



## Glossary

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**Integrated Postsecondary Education Data System (IPEDS)** The core postsecondary education data collection program of interrelated surveys for the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education.

**International Student** A student who is not a citizen or a permanent resident of the United States.

**Junior** A grade level/classification for a student who has completed more than 60 credit hours but less than 90 credit hours.

**Library Learning Commons (LLC)** Serves as an educational, informational, and cultural resource center for Chadron State College and the surrounding community by offering assistance through tutors, workshops, computer programs, or audiovisual equipment.

**Loan** Money awarded to a student to fund his or her education and is required to be repaid.

**Major** A student's chosen field of study. It usually requires the successful completion of a specified number of credit hours.

**Master's Degree** A statement of accomplishment awarded for the successful completion of a prescribed graduate program of study. This means that required credits have been earned.

**Matriculation Fee** Every student who enrolls for the first time at Chadron State College shall pay a one-time matriculation fee. The fee is used to establish a student's record and is non-refundable except in cases where the student is denied admission to CSC.

**Minor** Designated as a specific number of credit hours in a secondary field of study.

**National Collegiate Athletic Association (NCAA)** A non-profit association which regulates athletes, institutions, conferences, organizations, and individuals. It also organizes the athletic programs of many colleges and universities in the United States and Canada, and helps college student-athletes who compete annually in college sports. Chadron State College is an NCAA Division II school and may offer scholarships to athletes for playing a sport.

**National Register of Historic Places** An official list of the Nation's historic places worthy of preservation. Authorized by the National Historic Preservation Act of 1966, the National Park Service's National Register of Historic Places is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect America's historic and archeological resources.



## Glossary

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**National Survey of Student Engagement (NSSE)** A survey mechanism used to measure the level of student participation at universities and colleges as it relates to learning and engagement. The survey targets first-year and senior students.

**Nebraska State College System** The governing body for Nebraska's three public colleges: Chadron State College, Peru State College, and Wayne State College but is not part of the University of Nebraska System.

**Non-Degree Seeking Student** A student who does not wish to pursue a degree. A student in this classification may take courses for purposes such as certification, self-improvement, or employment requirements.

**Off-Campus Onsite Course** A course conducted in a classroom geographically separate from the CSC campus in Chadron, Nebraska. These locations do not have a full range of administrative and student services staffed by the facilities personnel. A facility may provide access to instruction requiring students to be present at a physical location that receives interactive video or other forms of web-based instruction. At this time off-campus onsite courses are available in Scottsbluff and North Platte.

**Out-of-State Student** A student who is not a Nebraska resident.

**Parent Loan for Undergraduate Students (PLUS)** A loan available for parents of dependent undergraduate students to help fund educational expenses. Parents may borrow up to the total cost of attendance less financial aid. Monies are to be used for educational expenses.

**Part-Time Graduate Student (MA, MAE, and MSOM)** A graduate student enrolled in 6 to 8 credit hours per semester.

**Part-Time Graduate Student (MBA)** A graduate student enrolled in 3-5 credit hours per semester.

**Part-Time Undergraduate Student** An undergraduate student who is enrolled in less than 12 credit hours per semester.

**Prairie Public** A comparison group used in the National Survey of Student Engagement (NSSE) that contains forty-one public colleges and universities within a Plains geographic region defined as the states of Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.





## Glossary

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**Pre-Professional Program** Students may pursue programs such as pre-law, pre-engineering, or pre-med before transferring to a professional school. Pre-professional programs last from one to four years depending upon the profession, professional schools, and the student's specific academic and extra-curricular interests.

**Race/Ethnicity** Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions or anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Categories include: Nonresident alien, Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or More Races, and Race and Ethnicity Unknown.

**Race/Ethnicity Unknown** Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

**Records Fee** Provides funding to offset the cost of managing student records.

**Retention** Students who registered for a fall semester and register again the following fall semester.

**SAT** Acronym for the Scholastic Aptitude Test, which is designed to measure a student's level of knowledge in basic areas such as math, evidence-based reading and writing, and essay. Colleges may require the results of either the ACT or SAT before granting admission.

**Scholarship** A grant awarded made to support a student's education, awarded on the basis of academic or other achievement.

**Second Major** A student may earn multiple majors simultaneously at Chadron State College by satisfying the requirements for each major as outlined by the institution. Only one degree is granted, although all completed majors are recognized on the student's transcript.

**Semester Calendar System** A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester. There may be additional summer session(s).

**Senior** A grade level/classification for a student who has 90 or more completed credit hours.

**Service Area** The territory in which the College provides services.



## Glossary

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**Sophomore** A grade level/classification for a student who has completed more than 30 credit hours but less than 60 credit hours.

**Student Services** Encompasses several departments that support student success, emotional and physical health, and cultural, social, and intellectual development outside the context of the formal classroom. These include Admissions, Enrollment, Financial Aid, Health, Counseling, Student Activities, Career Guidance, Intramurals, Clubs and Organizations.

**Summer Session** A term that is shorter than a regular semester and part of the academic year. The institution may have two or more sessions occurring in the summer months.

**Technology Fee** Provides funding to support general access computer lab hardware and software, the campus network, the DS3 Internet connection, and to provide technical support.

**Title IX** Title IX is the federal law prohibiting sex discrimination in educational institutions. It is from the Higher Education Act of 1965, amended in 1972 and 1987. Title IX forbids sex discrimination in all College student services and academic programs including, but not limited to admissions, financial aid, academic advising, housing, athletics, recreational services, college residential life programs, health services, counseling and psychological services, Records Office, classroom assignments, grading and discipline.

**Transfer Student** A student entering Chadron State College for the first time that is known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the institution the prior summer term. The student may transfer with or without credit.

**Transitional Studies** A program that prepares students for success in entry-level college courses.

**Tuition** Amount of money charged to students for courses registered for institutional services.

**Undergraduate** A student who has not yet earned a bachelor's degree.

**Unduplicated Headcount** The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.

**Work Study** A need-based employment program that is supported by federal and state monies. Students may qualify for this program provided they demonstrate a need for financial aid.

