



CHADRON STATE COLLEGE

FACT BOOK

ACADEMIC YEAR 2019-2020

Foreword

The 2019-2020 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 serves the following purposes:

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

Produced by:

Chadron State College Institutional Research

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General Information

2019-2020 Fact Book



GENERAL INFORMATION

Chadron State College

308-432-6000

www.csc.edu

MOTTO

Follow Your Frontier

MASCOT

Eagle

COLORS

Cardinal and White

As a public institution with its roots in teacher education, Chadron State takes pride in its accessibility. The curriculum has grown to offer programs and courses in 49 undergraduate (bachelors) programs and eight graduate (masters) programs.

CSC's academic areas are divided into the School of Business, Mathematics and Science; the School of Liberal Arts; and the School of Professional Studies and Applied Sciences. Pre-professional programs are offered for careers such as law, engineering, and health professions.

CSC is the only four-year and graduate degree-granting college in western Nebraska. It is accredited by the Higher Learning Commission.

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

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 encompasses 25 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 an outdoor track and field, the Rangeland Complex, the Coffee Agriculture Pavilion, and Eagle Ridge student housing. Renovations to Joseph Sparks Hall (which houses administrative and alumni offices), the Edna Work Hall dormitory, the Old Administration building, the Reta E. King Library (Library Learning Commons), Memorial Hall, and the sports complex, along with the addition of the Chicoine Center (to the Ross Armstrong Gym, ensure that facilities remain current and continue to provide a positive learning environment.



GENERAL INFORMATION

Primary and Program Accreditation

Chadron State College is accredited by the Higher Learning Commission (HLC) (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.

Chadron State College has attained the following specialized accreditations:



BUSINESS

The degree programs offered by the CSC Business Academy have been accredited by the Accreditation Council for Business Schools and Programs (ACBSP), a professional accreditation agency. The ACBSP emphasizes teaching excellence. Such accreditation matches CSC's central purpose as a learner-centered institution.



MUSIC DEPARTMENT

The CSC Music Department has earned specialized accreditation through the National Association of Schools of Music (NASM). The announcement was made at the NASM annual meeting in Dallas, Texas, in November 2016. The address of NASM is: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. The phone number is 703-437-0700.

SOCIAL WORK

The CSC Social Work program is accredited by CSWE. The **Council on Social Work Education (CSWE)** is a nonprofit national association recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. CSWE accreditation is required for CSC graduates if they intend to be certified in the State of Nebraska and wish to practice as social workers.



Teacher EDUCATION

The Council for Accreditation of Educator Preparation (CAEP), formerly 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. CAEP consolidated NCATE and the Teacher Education Accreditation Council (TEAC) creating the Council for the Accreditation of Educator Preparation which is recognized by the Council for Higher Education Accreditation (CHEA).

In addition, the Education Program is formally accredited through the State of Nebraska's Department of Education.

CHILD DEVELOPMENT CENTER

CSC operates a Child Development Center as a community service and as a laboratory for students planning to work professionally with young children. This Center is accredited through the National Association for the Education of Young Children (NAEYC), which sets standards for early childhood educational programs.



Source:

<https://www.csc.edu/education/ncate/InstitutionalReport/report/report/overview/overview.csc> 01/20/2021

<https://www.csc.edu/about/accreditation/>



GENERAL INFORMATION

Guiding Principles

LEGISLATIVE AUTHORITY

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



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

The Commission further defines Chadron State College's programmatic service as a Master's (comprehensive) College/University I. Carnegie classification. CSC'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 baccalaureate degree programs 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.

Like Peru State College and Wayne State College, CSC's two sister schools, Chadron State is a regional institution dedicated to teaching, research, and community service. All three schools serve an individually defined geographical region.



Guiding Principles

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 delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MASTER ACADEMIC PLAN (MAP)

CSC's Master Academic Plan (MAP) is a four-year plan that was developed in Fall 2013 and rolled out in Spring 2014. The MAP serves the purpose of molding and sustaining a high quality and cost-effective learning experience that differentiates Chadron State College from other institutions of higher learning.

The MAP also includes the following plans of action:

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

STRATEGIC PLANNING

Chadron State 2030, the college's collection of strategic plans, comprises the Master Academic Plan, the Campus Master Plan, and Next Horizon, the Chadron State Foundation's comprehensive campaign.

The 2019-23 MAP - People, Purpose, and Place - builds upon its predecessor, the 2014-18 MAP, and is the centerpiece of Chadron State 2030.

The 2014-18 MAP reaffirmed the Essential Studies Program (ESP) philosophy and the Graduate Studies Program purpose and deliberately advanced selected 2011-14 Intentional Initiatives. The purpose of 2014-2018 MAP also included efforts to differentiate CSC, reduce the possibility of drifting from one initiative to another, improve communication through shared understanding, advance alignment of campus-wide resources, and incorporate a practical and flexible plan that responds to emerging opportunities and challenges.

Sources: <https://www.csc.edu/library/mapsupport/index.csc> 01/20/2021
www.csc.edu/president/2020/introduction/index.csc - 01/20/2021
<https://www.csc.edu/president/2030/index.csc> 01/20/2021



Nondiscrimination and Equal Opportunity

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 ensure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner that does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy that includes 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 or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

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

Program access: (308) 432-6203	Vice President of Academic Affairs, Sparks Hall
Physical access: (308) 432-6202	Vice President for Administration and Finance, Sparks Hall
Employee access: (308) 432-6224	Associate Vice President of Human Resources, Sparks Hall

EQUAL OPPORTUNITY

Chadron State College is an equal-opportunity institution. Chadron State College 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. Inquiries regarding non-discrimination policies and practices may be directed to:

Anne DeMersseman
Title VI, VII, Compliance Coordinator
Chadron State College
1000 Main Street
Chadron NE 69337
(308) 432-6224
ademersseman@csc.edu

Ted Tewahade
Title IX Compliance Coordinator
Chadron State College
1000 Main Street
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(308) 432-0980
titleixcordinator@csc.edu



History of Chadron State College

Chadron State College is an open-admissions public institution committed to teaching and learning. Intentional dedication to meaningful instructional experiences, practices, and connections have always been the college's primary focus. Student-centered learning is conducted within a community of learners.

Chadron State College, founded in 1911, began as a school that primarily prepared teachers. The institution has evolved into offering a strong undergraduate baccalaureate general education in pre-professional programs in a variety of disciplines. The undergraduate offerings are complemented with a limited number of master's programs in education (1956), business (1984), and organizational management (2006). Within the Carnegie classification of institutions in higher education Chadron State College is under the category of Master's Colleges and Universities -- Medium Programs. Chadron State College has consistently maintained accreditation with the Higher Learning Commission and selected subject-oriented specialized accrediting agencies. Chadron State College is accredited by the Higher Learning Commission (<https://www.hlcommission.org>), a regional accreditation agency recognized by the U.S. Department of Education.

Chadron State College is the only four-year college serving the western half of Nebraska. The region served is the nexus of western Nebraska, High Plains, and the Frontier and Remote (FAR) communities. Chadron and other towns in the college's service region are classified as FAR level three communities because of the distance from an area of more than 10,000 people. Only about 1.4% of the U.S. population resides in FAR level three communities.

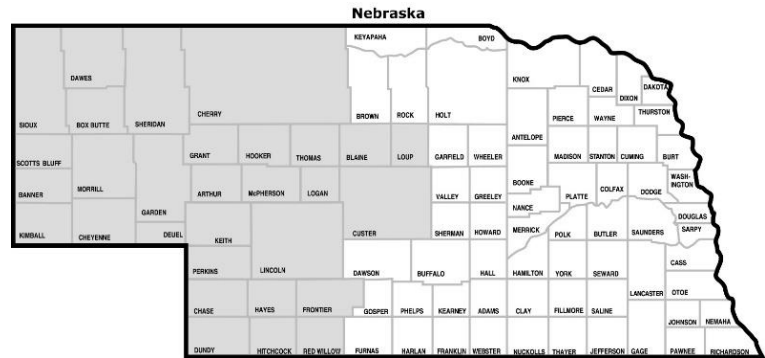
CSC has a special cultural and economic component to its regional role. A strong sense of community, resilience to adversity, and a practical approach have embodied the character of the college and region for more than a century.



GENERAL INFORMATION

Service Area

Geographically, CSC services an area larger than the states of New Jersey, Connecticut, Rhode Island, Delaware, and most of Massachusetts, combined. Our service region encompasses 30 counties, including nearly 49,000 square miles, covering vast expanses and limited services. “Geographic isolation” is a reality of Nebraska’s Panhandle. Twenty-six school districts (excluding Class I school districts) are located within the Chadron State College service region (Chadron State College List, 2004). Denver, Colorado is the closest major city and is located approximately 300 miles southwest of Chadron. The Nebraska State Capital is located in Lincoln, about 425 miles to the east. Figure OI.2 illustrates CSC’s legislatively designated Nebraska service region, as well as CSC’s expanded “operating” service area.



The region’s population meets the definition of “frontier rural area” as developed by a network of mental health professionals who gathered, analyzed, and disseminated data regarding needs in rural areas of the United States (Focusing on “Frontier”: Isolated Rural America, 1996). They defined “frontier rural areas” as having less than 7 persons per square mile, where geography of the land protects it from populous settlement, “(due to)...harsh climate, difficult terrain, lack of water, distance from metropolitan areas, lack of exploitable resources, and various access restrictions on large federal land tracts” (Duncan, 1993; Popper, 1986, as referenced by Focusing on “Frontier”: Isolated Rural America, 1996). These ‘frontier areas’ are unique in the magnitude of difficulties encountered (due to geographic, cultural, and limited human resources) in providing services to the ‘frontier rural’ population.

As a result of these geographic parameters and the politically-defined service region, Chadron State College strives to provide appropriate educational services to a region defined by sparse population, mediocre communication and transportation infrastructure, as well as restricted economic base. We embrace this challenge, serving our region through creative and innovative mechanisms to ensure access to quality educational offerings.

Sources: <https://www.csc.edu/education/ncate/InstitutionalReport/report/report/overview/overview.csc>

College Relations Office

“Defining Chadron State College’s Service Region” document, Dr. Charles Snare,



About the Community

Chadron is located at the foot of the Pine Ridge in Northwest Nebraska. The Pine Ridge lies to Chadron's south and east, characterized by steep cliffs, ravines, buttes, and ponderosa pine forests. Nebraska's first State Park, Chadron State Park, is located just 8 miles south of Chadron, and much of the Pine Ridge is open to the public as part of the Nebraska National Forest. North and west of Chadron lies a vast expanse of treeless prairie.

Native American tribes were the original inhabitants of the area. The first Europeans to arrive were not generally permanent settlers. They were mountain men, and fur traders, and a trading post south of Chadron, managed by Louis Chartran is what, through spelling changes, gave Chadron Creek, and thereby the city of Chadron its present name. Another nearby trading post, the Bordeaux fur trading post, built in 1845-1846, is the present home of the Museum of the Fur Trade. Chadron is proud of its Fur Trading history, and every July Chadron's fur trading heritage is put on display during Fur Trade Days.

The current town site of Chadron was formally established in 1885 as a town on the Fremont, Elkhorn, and Missouri Valley Railroad. The town grew very quickly, and in a few years had a population of over 2,000. In 1893 a lack of rain caused a panic because crops were failing. In order to offset the panic a 1,000 mile horse race from Chadron to Chicago was organized and held, which created positive publicity for the town. Unfortunately, the positive publicity was not enough to immediately turn around Chadron's fortunes. However, in 1910 Chadron's fortunes changed for the better as Chadron was named the site of Nebraska's new state normal school. The school eventually became Chadron State College, one of three colleges in Nebraska's State College System, and the largest 4-year college in western Nebraska.

Although Chadron went through another hard time during the great depression, it fared better than many western Nebraska towns, and it has a strong economy in the present day. In 1965 the Pine Ridge Job Corps was established near Chadron, and in 1966 the National Forest Service moved its office from Lincoln to Chadron as well. Although Chadron still faces many of the problems that are characteristic of rural America, the future looks bright with new economic opportunities in recreation and travel, and a broader based economy than many other western Nebraska towns.

Fun Fact: Chadron was first named O'Linn for its founder Fannie O'Linn.

Fun Fact: In the Lakota Language, Chadron is known as *čhápa wakpá othúŋwahe*, meaning "beaver river city".

Fun Fact: World Champion Buffalo Chip Throw is held in Chadron in July during the Annual Fur Trade Days festival.



GENERAL INFORMATION

About the Community

POPULATION

	2010 Census	2019 (Est.)	Percent Change
Chadron	5,851	5412	-7.50%
Dawes County	9,182	8,589	-6.46%

Source: <https://www.census.gov/quickfacts/fact/table/chadroncitynebraska#09/30/21>

2019 COUNTY AGE AND SEX

Under 5 Years	Under 18 Years	65 Years and Over	Female
4.6%	17.4%	19.0%	50.4%

Source: <https://www.census.gov/quickfacts/fact/table/dawescountynebraska/POP64521909/30/21>

2019 RACIAL MAKEUP OF CHADRON

White	Native American	African American	Asian	Pacific Islander	Hispanic or Latino	Two or More
86.1%	4.5%	6.8%	0.8%	0.0%	5.2%	1.8%

Source: <https://www.census.gov/quickfacts/fact/table/chadroncitynebraska#09/30/21>

CLIMATE DATA FOR CHADRON

	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	62
Average Low °F	14	16.2	23.7	32.4	43.3	53.1	60	58.2	47.3	34.1	23.1	14.3	35
Monthly Rainfall in Inches	0.4	0.6	1.3	2.1	2.9	2.8	2.0	1.6	1.5	1.2	0.6	0.5	17.5
Monthly Snowfall in Inches	5.4	6.8	9.8	4.4	0.5	0	0	0	0	3.3	4.5	7.9	42.6

Source: <https://www.weather-us.com/en/nebraska-usa/chadron-climate#snowfall-09/30/21>



The State of the College

2019-2020 Fact Book



Greetings from the President

It is safe to say that 2020 is unlike any other year we've experienced at Chadron State College. With that being said, I'm pleased that the Nebraska State College System and its three colleges renewed their commitment to face-to-face instruction this fall. Students want to be on campus and we're excited to have them back.

Although the current pandemic is a challenging situation to manage, let me assure you all our decisions are implemented only after careful consideration of the health and safety of our students and employees. The President's Cabinet is working on several options to ensure our campus remains open and safe for everyone, including students, employees, and the public. We have plans in place and some in development, but all of them will assist the college in dealing with whatever scenario comes our way.

I want to publicly thank Student Services' staff who surveyed students eligible to receive Higher Education Emergency Relief Fund grants as part of the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, and disbursed the aid with amazing efficiency this summer. Thanks to their work, 458 students received \$540,638 to help them recover expenses related to disruption of campus operations due to COVID-19.

The Chadron State Foundation also initiated the Eagles Rise Relief fund that assisted additional students who were not eligible for the CARES funds with \$11,000 from donors. Looking to the future, we are excited about the Math Science renovation and construction. Design and development documents were approved for construction and the facility's new name, the Math Science Center of Innovative Learning (COIL), was approved. Renovation of the original building and the additional north wing received widespread support throughout the region last year when more than 40 organizations endorsed the project. Nine representatives, including faculty, students, staff, and community members participated in the renaming discussion this spring.

For more than a century, Chadron State College has been the educational leader in our region and I am confident with the help of students and employees, our legacy will grow stronger. We will come through this difficult time united in our commitment to Chadron State College's mission and one another.

Dr. Randy Rhine
President

Source: 2020 Chadron State Alumni Report



2019-2020 Highlights

SCULPTURES DEDICATED

“Heart and Soul,” a large outdoor sculpture by Karen Yank of Albuquerque, New Mexico, was dedicated in mid-October at the Chicoine Center plaza. The 12-foot high, 14-foot wide sculpture weighs about 2,000 pounds. Yank said it is made of steel, stainless steel, and a metal with a high copper content. Yank uses sandblasting and acid to accelerate the rusting process and its associated colors. “I work primarily in mixed metals, because of their strength and durability while providing a beautiful and varied tactile presence through the surfaces’ beautiful textures and colors. My sculpture will look virtually the same in 20 years, while requiring little to no maintenance,” Yank said. Yank hopes that viewing the sculpture will create a thought provoking and inviting focal point for the campus.

STUDENTS ANALYZES HOLMES AND WATSON PRESTIGIOUS CONFERENCE

Contrary to some modern interpretations, the relationship between Sherlock Holmes and John Watson, the famous fictional detectives created by Victorian author Arthur Conan Doyle, didn’t have homosexual overtones, and might better be labeled as a bromance. That’s the thesis that landed Chadron State College senior English major Rachel Mitchell the opportunity for a poster presentation at the prestigious North American Victorian Studies Association Conference in Columbus, Ohio. Mitchell was one of 19 undergraduates invited to attend the annual conference, which attracts experts in Victorian studies from colleges and universities across the country. English faculty Dr. Kimberly Cox and Dr. Mary Clai Jones were also invited presenters at the conference. In a panel discussion about representations of sexual violence in Victorian literature, Cox spoke of her research on how novelists of the period used uninvited grabbing of female character’s hands to represent the threat of rape. Jones took part in a roundtable discussion about female fantasy writers of the 1890s and 1920s that focused on a recently published book that includes a chapter of her research about writer Marie Corelli.

FOUR ALL-AMERICANS ADDED IN 2019-20

Despite the cancellations of NCAA winter sport championships and much of the spring seasons, CSC athletics programs added four new All-Americans to their tradition in the past academic year. All four were winter sport athletes whose seasons ended abruptly while awaiting the start of their national championship meets. For the track and field program, sophomore Brodie Roden and freshman Naishaun Jernigan, both attending their first indoor national championships, were all set to compete in Birmingham, Alabama, when they received the news. For their appearance in the NCAA start lists, however, they were granted All-America status by the USTFCCCA coaches association. Likewise, senior wrestlers Chase Clasen and Wade French were primed to compete alongside junior Tate Allison in Sioux Falls on the eve of their national meet, when the cancellation was announced. Following their return to Chadron, the National Wrestling Coaches Association selected 10 of 18 qualifiers in each weight class, including Clasen and French, as its 2020 All-Americans.

WILSON TO HELP LEAD BHECN PANHANDLE

Chadron State College will become a more integral partner in the state’s efforts to recruit and retain behavioral health professionals with the announcement of Dr. Tara Wilson, associate professor in Counseling, as co-director of the new Behavioral Health Education Center of Nebraska (BHECN)



2019-2020 Highlights

Panhandle. Dr. Cate Jones-Hazledine, an adjunct faculty member and licensed, private-practice psychologist based in Rushville, is the other co-director. Both codirectors will be part-time. The announcement of Nebraska's second BHECN distance site is especially exciting for Wilson, who completed the internship for her master's degree in Community Counseling with Jones-Hazledine in 2010. Jones-Hazledine's offices throughout the Panhandle have been internship sites for numerous CSC students. BHECN, pronounced beacon, was established in 2009 by the Nebraska Legislature to help meet behavioral health needs in rural Nebraska. The organization, directed by the University of Nebraska Medical Center, is making an impact. In 2018, 32 Nebraska counties reported no behavioral health care providers compared to 48 counties without behavioral health care in 2014.

TEBBS TEACHES AT NATIONAL TRADE SHOW

For the first time, a Chadron State College faculty member taught sessions at the National Association of Music Merchants (NAMM) trade show in January. Dr. McKay Tebbs, assistant professor, taught two sessions about music publishing. He was accompanied by Austen Pfeiffer of Alliance, Nebraska, who earned the NAMM President's \$750 scholarship for trip expenses. While at NAMM, Pfeiffer completed assignments, including interviewing vendors, for the Music Business (MUS 420) course he is taking with Tebbs. Tebbs said there was standing room only for his workshop, "Music Publishing 101: What it is and how to start your own company," in a classroom with about 90 seats. In his presentation, Tebbs reviewed the steps to establish a publishing company and detailed the role of copyrights, licenses, registration, and royalties in the music industry. He also described major performance rights organizations and included a case study about how the Beatles lost ownership of their music catalog and how Paul McCartney regained his rights in 2017.

TUCKER'S BOOK DETAILS WALKING IN FILM

Chadron State College Professor Deane Tucker's newest book, "The Peripatetic Frame: Images of Walking in Film," takes a critical look at the intersections between walking and cinema. Tucker, a professor of English and Humanities who has taught at CSC since 1998, said he has always had an interest in walking, as well as its importance to philosophy and film. Tucker is not alone in his fascination. In his book, he writes about the first moving picture, shot with a single lens camera in 1888, that documented a leisurely stroll through a garden featuring a pair of men and women. The first photo of a human also dealt with movement. The photo, taken by Louise Daguerre in 1838, is of a bustling street in Paris, but due to the long exposure time, the only living thing not moving is a man having his shoe shined. "The Peripatetic Frame: Images of Walking in Film" is Tucker's second book. His first book, "Derridada: Duchamp as Readymade Deconstruction," was published in 2008. Tucker has also co-edited a collection of essays about filmmaker Terrence Malick.

PABEN TO LEAD MEN'S BASKETBALL

Shane Paben, with a career head coaching record of 275-100, was named the 20th head coach in CSC men's basketball history this summer. At Paben's previous coaching stop, Bellevue University, he led the Bruins to 10 consecutive regular season conference titles, and six conference tournament titles in 11 seasons. His teams finished nationally ranked and went to the NAIA postseason each year. Prior to Bellevue, Paben was an assistant at Southern Nazarene in Oklahoma and Morningside in Iowa. Both



2019-2020 Highlights

programs sent teams to the NAIA championships and received top-15 rankings during his tenure. He was also a successful high school boys basketball coach from 1996-2004. Paben graduated from Nebraska Wesleyan University in 1997, and he received his master's in 2007 from the University of South Dakota. Paben is married to Dr. Michelle Burns, and he has two sons, Drew and Will.

PERLINSKI RECIEVES SRM AWARDS

Dr. Tony Perlinski, associate professor, received two awards at the Society for Range Management (SRM) international convention in late February. Perlinski was one of three recipients of the SRM's Outstanding Young Professional Award and the sole recipient of the Range Science Education Council's award for Early Career Undergraduate Teaching. Criteria for the Young Professional Award includes service to the profession and SRM. Perlinski said it was humbling to be recognized by the SRM for service as a full-time college educator since the focus of the award is often about research or extension. "CSC sends alumni all over the Great Plains from Texas to North Dakota, and west to California. To be recognized for that was nice. CSC has quite a footprint. Our impact in range management is pretty big," Perlinski said.

WAUGH, WILLIAMS NAMED DEANS

Chadron State College Vice President for Academic Affairs Jim Powell announced in July that Dr. Wendy Waugh and Dr. Alaric Williams are new deans at Chadron State College. Waugh, who served as Interim Dean of the School of Business, Math and Science, and Graduate Program last academic year, shed the interim tag. Williams, a native of Stamps, Arkansas, will be the Dean of Professional Studies and Applied Sciences. He replaces Dr. Margaret Crouse, who was an interim appointment when Powell became the VPAA. Waugh is in her fourth decade of employment at CSC. She started as a Residence Hall Director in 1992 and began teaching in the Business Academy in 1993. She has distinguished herself among her peers, winning Chadron State College's Teaching Excellence Award in 2009, delivering the 2016 Graduate Commencement Address, and serving as Department Chair. Williams has had -a variety of administrative experience in his career in higher education, most recently serving as a Department Head and Professor at Arkansas Tech University in Russellville. Williams managed two different programs for nearly five years as the Department Head for Student Affairs Administration and the Center for Leadership and Learning, while also teaching half time.

STUDENTS ORGANIZE PEACEFUL PROTEST

Chadron State College students and employees had the opportunity to join other campuses nationwide in supporting the Black Lives Matter movement June 3 in a peaceful protest organized by students and community residents. The peaceful protest originated at the Lindeken Clock Tower and proceeded to the Dawes County Courthouse. Organizers encouraged the group of about 200 to wear face coverings and distributed masks before the march started. Theatre major Trajan Garcia of Alliance, Nebraska, explained the purpose of the event by asking those who gathered at the clock tower to say in unison, "We want peace for the children." The clip was used for a video compiled by rap artist Ali Tomineek, who performed at CSC for Martin Luther King Jr. Day in January. When convened at the Dawes County Courthouse, CSC students BriYanna Lyon of Fountain, Colorado, Tyreek Bryant of Denver, and Justin



2019-2020 Highlights

Cauley of Los Angeles, and recent CSC graduate Virginia Renee Spotted Thunder of Hay Springs, Nebraska, spoke to the group about their past experiences with racism and hopes for a better future. Dr. Dave Nesheim, professor and adviser to the Social Science Club, also addressed the crowd, reviewing the country's past with slavery and other social injustices.

VOLLEYBALL PROGRAM SEES MAJOR TURNOVER UNDER FIRST-YEAR HEAD COACH

The volleyball team wrapped up 2019 with its first winning season since 2003, finishing with a 14-12 overall mark and an 8-10 Rocky Mountain Athletic Conference record. The eight conference wins equal the most since 2003, which was the last in which the Eagles made the Rocky Mountain Athletic Conference postseason. New to the program in 2019, head coach Jennifer Stadler increased the team's win total by six, with three players earning conference postseason honors. Senior libero Ashton Burditt, an All-RMAC Second Team selection, was also the league's Co-Defensive Player of the Year as well as an All-South Central Region pick. Sophomore middle Chandler Hageman also landed on the All-RMAC Second Team, and senior hitter Shelby Schouten received honorable mention. Senior middle Timmi Keisel and Burditt both made the RMAC All-Academic First Team, and Keisel was named to the CoSIDA Academic All District First Team as well.

JUSRTCE STUDIES STUDENTS ACCEPTED TO GRADUATE SCHOOLS

Seven Chadron State College graduates of the Justice Studies program will be advancing to graduate programs this fall, according to Kate Pope, project coordinator. The students are Carlos Calle and Alexandria Nobiling of Chadron, John Klintworth of Moorfield, Nebraska, Gabriele Moody of Burwell, Nebraska, Chessa Parker of Cambridge, Nebraska, Cole Retchless of Bridgeport, Nebraska, and Elizabeth Rotherham of Crawford, Nebraska. Klintworth will attend the University of Nebraska-Lincoln College of Law, and Moody will attend the University of South Dakota School of Law. The remaining five graduates, who were current CSC students when they were accepted into the Rural Law Opportunities Program (RLOP) in 2017, will attend various programs this fall. Parker and Retchless will join Klintworth at the University of Nebraska Lincoln College of Law, and Rotherham will study at the University of North Dakota School of Law. Calle will pursue a Master's of Business Administration at the University of Alaska Fairbanks, and Nobiling is entering CSC's Master of Science in Organizational Management program.

KLUEBER APPOINTED AS STUDENT TRUSTEE

Governor Pete Ricketts has appointed Konery Klueber of Rapid City, South Dakota, Tyler Harms of Falls City, Nebraska, and Amanda Jaixen of Platte Center, Nebraska, to serve as student trustees on the Nebraska State College System Board of Trustees. They will each serve a one-year term in the 2020-21 academic year. Harms was appointed from Peru State College, and Jaixen was appointed to represent the students of Wayne State College. Klueber, a senior at Chadron State College, is earning a degree in justice studies-legal studies and a minor in military science. He is the vice president of Student Senate, War Eagles President (Company Commander), Blue Key member, Chadron State Student Ambassador, and an Eagle Mentor. Klueber said in his application he wants to be a passionate voice for students and be an effective liaison between the Board of Trustees and Chadron State students. He is the son of Ed and Mary Klueber of Rapid City, South Dakota.



2019-2020 Highlights

EDUCATION DEPARTMENT COMPLETES SUCCESSFUL ACCREDITATION VISIT

The Chadron State College Education program hosted a successful virtual accreditation from a Council for the Accreditation of Educator Preparation (CAEP) peer review team in April. The visit was originally intended to be a face-to-face visit on campus, but was changed because of the COVID-19 pandemic. Although CSC is not aware of the number of stakeholders who participated in virtual video interviews with the CAEP team, the college does know there was a good turnout including school superintendents and supervising teachers, according to former Interim Dean of Professional Studies and Applied Sciences Dr. Margaret Crouse. Crouse said the CAEP peer review team members, who came from similar sized campuses, mostly in the western U.S., were impressed with CSC's year-long student teaching program and special education apprenticeship. The CSC committee expects to receive a written report in October. At that time, the Education program will know if its next follow-up visit will be in three or five years.

BURDITT NAMED CLYDE BOND AWARD WINNER

Burditt named Clyde Bond Award winner Ashton Burditt, who now owns several defensive records for the Chadron State College volleyball program, is the 2019-20 recipient of the Clyde Bond Memorial Award. The Bond Award is given annually to a Chadron State scholar-athlete who exemplifies the leadership skills, character and athletic abilities which Bond, a 1980 graduate on the CSC baseball team, displayed during his four years at the college. Burditt is the 40th recipient of the award. A former walk-on from Spearfish, South Dakota, Burditt earned a scholarship and a travel roster spot during her freshman preseason, and changed positions from setter to libero, where she went on to set new school records for digs in three-set, four-set, and five-set matches. She will teach fourth grade at Piedmont, South Dakota, this fall.

Source: 2020 Chadron State Foundation Alumni Report



Administration and Faculty

2019-2020 Fact Book



ADMINISTRATION AND FACULTY



NSCS Board of Trustees

Nebraska's state colleges were established in 1867, when Nebraska became a state and Peru State College became Nebraska's first public post-secondary institution. The Legislature provided for three more teacher education schools (normal schools), at Kearney in 1903, at Wayne in 1910, and at 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, 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 non-voting student board member from each of the state colleges.

The Board of Trustees holds 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 ensure they are maintained in good repair and are accessible.
- Approves degrees awarded by colleges.

MISSION STATEMENT

The Nebraska State College System serves our students, communities and state by providing high quality, accessible educational opportunities.

Sources: <https://www.nscs.edu/board-of-trustees-2/1/2021>
<https://www.csc.edu/news/story.csc?article=12080>

NSCS Board of Trustees

Gary Bieganski, Chair

Jess Zeiss Vice Chair

John Chaney

Bob Engles

Carter "Cap" Peterson

Michelle Suarez/ Marjean Terrell

Matt Blomstedt

State Commissioner of Education

Sam Klammer, Student Trustee
Chadron State College

Kayla Myers, Student Trustee
Peru State College

Ashley VanMeeteren, Student
Trustee
Wayne State College



College Presidents

ADMINISTRATIVE CONTACTS

Dr. Randy Rhine
President
Chadron State College

Dr. Charles Snare
Vice President for Academic Affairs

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

His first position at Chadron State College was as assistant to the president, which lasted from December 2005 to May 2006. He then assumed a larger role for the institution, becoming CSC’s vice president for enrollment management and student services. Prior to his being named 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. Tangeman (1973-1975)
Edwin C. Nelson (1975-1986)
Samuel H. Rankin (1986-1998)
Thomas L. Krepel (1998-2005)
Janie C. Park (2005-2012)

Source: <https://www.csc.edu/president/biography/index.csc> Source: <http://catalog.csc.edu/undergraduate/administration-faculty/>

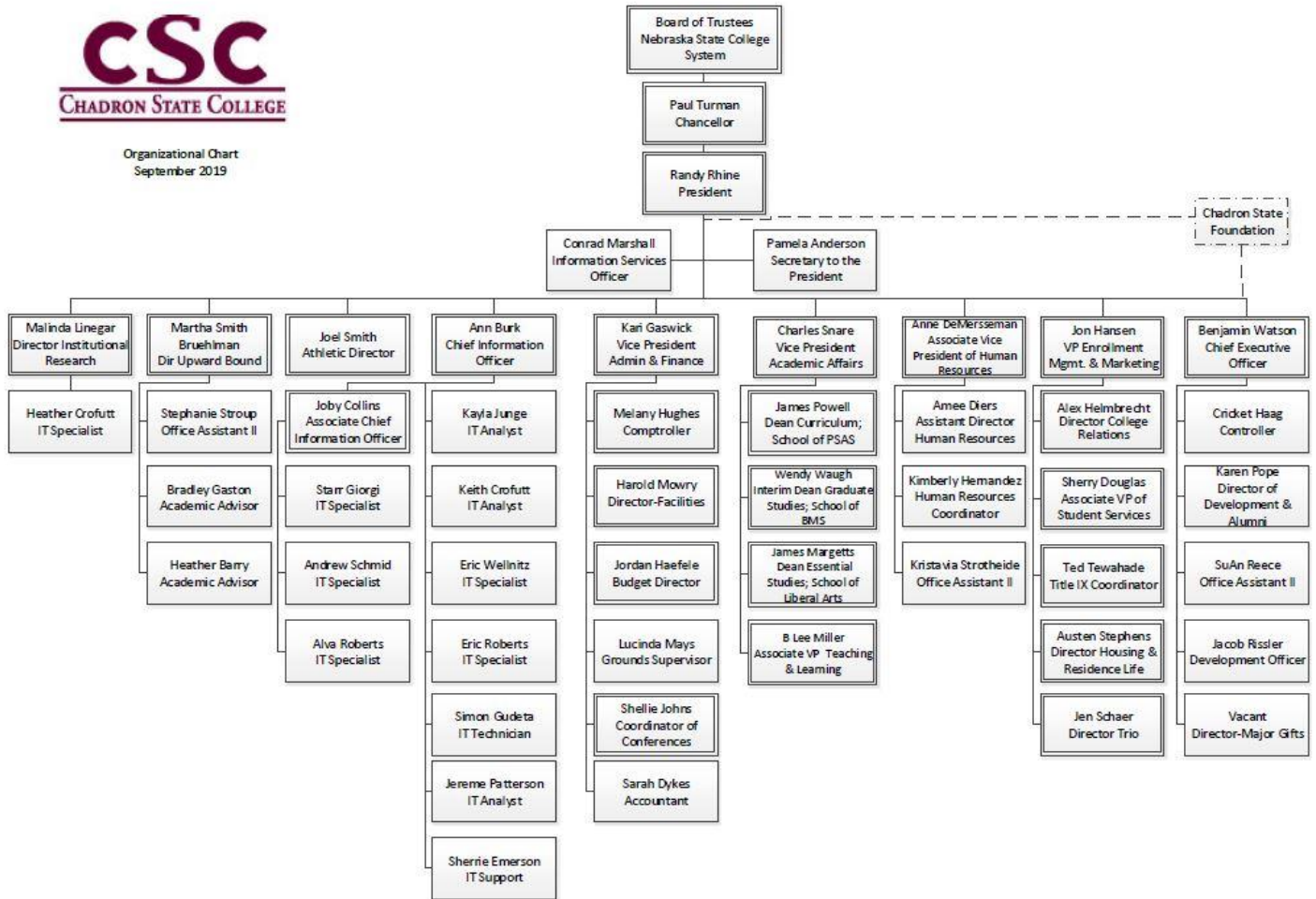


ADMINISTRATION AND FACULTY

Organizational Chart



Organizational Chart
September 2019



Source: <https://www.csc.edu/hr/policies.csc>



Academic Departments

CSC's three academic schools are comprised of twelve academic departments, 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
- Music
- Art
- Theatre
- Justice Studies
- Social sciences
- English

SCHOOL OF BUSINESS, MATHEMATICS, AND SCIENCE

The School is administered by the Dean of Graduate Studies and the School of Business, Mathematics, and Sciences. Departments within the School include:

- Business
- Mathematical Sciences
- Natural Sciences

SCHOOL OF Professional Studies, AND APPLIED SCIENCES

The School is administered by the Dean of Curriculum and Accreditation and the School of Professional Studies and Applied Sciences. Departments within the School include:

- Education
- Counseling, Psychological Sciences, Social Work
- Health, Physical Education, and Recreation
- Family and Consumer Sciences
- Agricultural and Ringland Management
- Military Science Leadership

Source: <http://catalog.csc.edu/undergraduate/governance-organizational-structure/>



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
Hispanic							2	
American Indian or Alaska Native					1			
Asian	1		1	1	1			
Black or African American			1	1				
Native Hawaiian or Pacific Islander	1							1
White	23	19	14	14	6	4	10	31
Two or More Races								
Race and Ethnicity Unknown							1	
Total	25	17	16	16	8	4	13	32

Instructional Faculty Service Years	
Number of Years at Chadron State College	Number of Faculty
Less than 5 years	54
Five to Ten (5-10) years	29
Ten to Fifteen (10-15) years	18
Fifteen to Twenty (15-20) years	11
Twenty to Thirty (20-30) years	15
Thirty (30+) or more years	6

Non-Instructional Staff by Occupational Category				
	Full-Time		Part-Time	
	Male	Female	Male	Female
Archivists, Curators and Museum Technicians			1	
Librarians		2		
Library Technicians		1		
Student and Academic Affairs and Other Education Services	10	35	1	2
Management Occupations	8	11		
Business and Financial Operations		11		
Computer, Engineering, and Science Occupations	8	3		
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	19	11	2	1
Healthcare Practitioners and Technical Occupations		1		
Service Occupations	13	10		
Office and Administrative Support Occupations	1	20		2
Natural Resources, Construction, and Maintenance Occupations	22	2		
Production, Transportation, and Material Moving Occupations	3			
Total	84	110	4	5

Source: IPEDS Human Resources Report, Office of Office of Institutional Research



New Student Information

2019-2020 Fact Book



General Admissions Information

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 may 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 been 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.

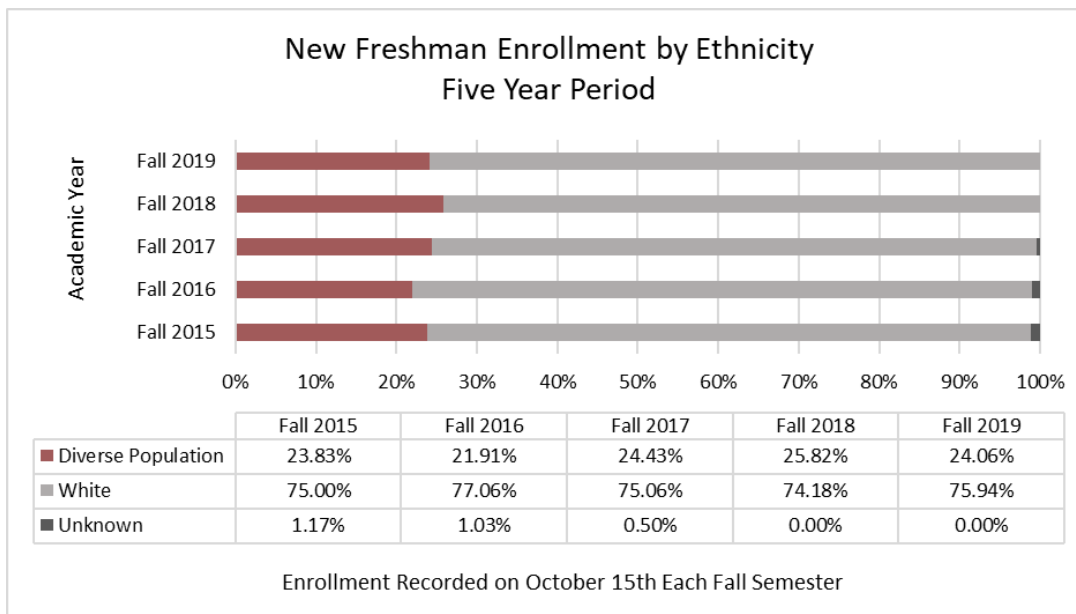
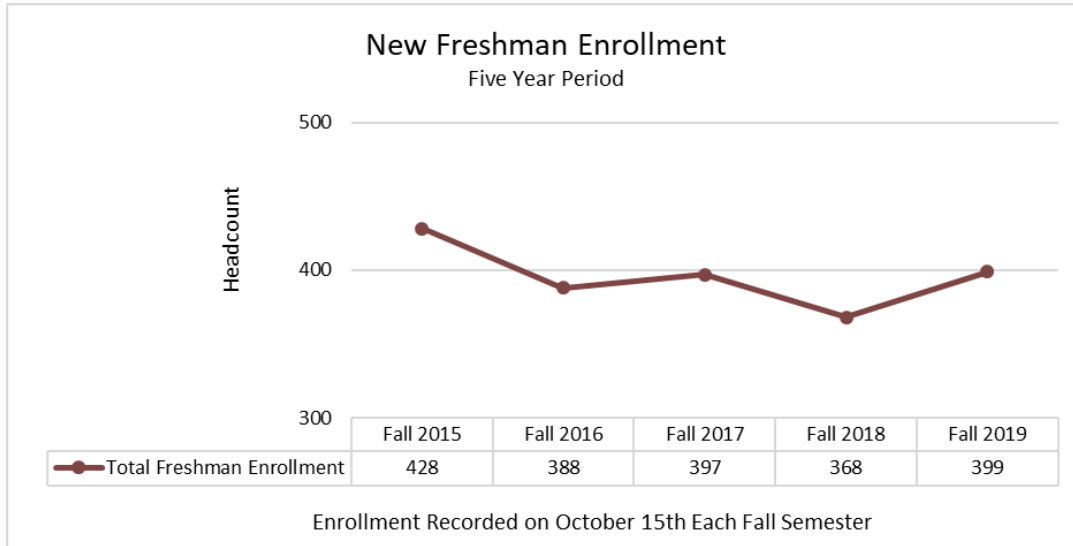
MATRICULATION FEE INFORMATION

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 in which the student is denied admission to CSC.



NEW STUDENT INFORMATION

New Freshman Enrollment

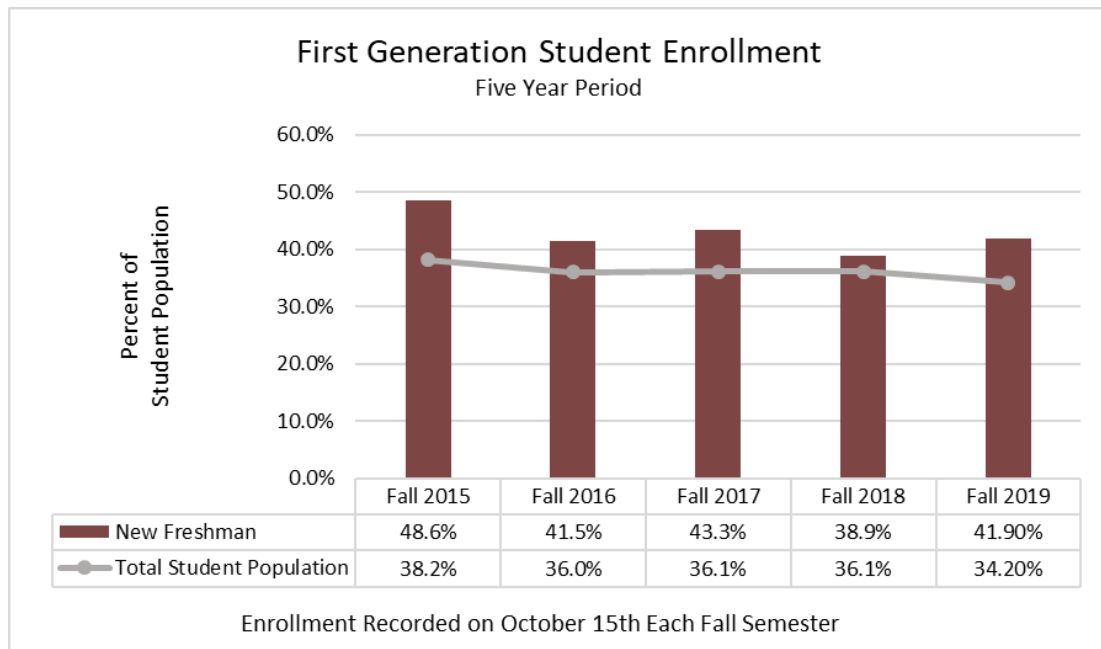
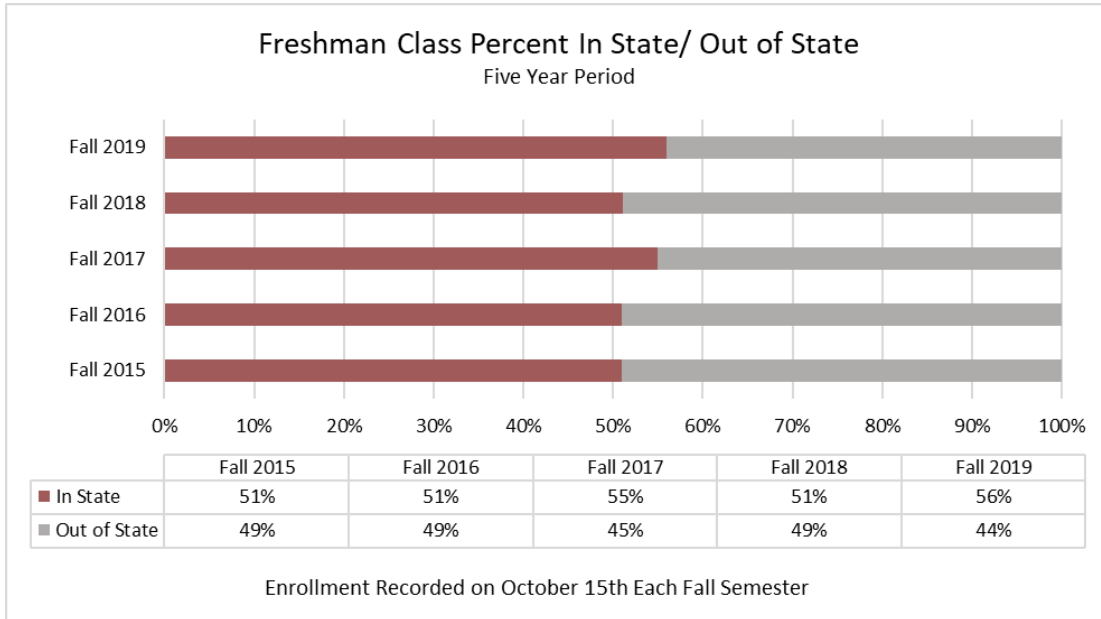


Five Year Percent Change in New Freshman Enrollment		
Fall 2015- Fall 2019		
Diverse Population	White	Total Enrollment
-5.88%	-5.61%	-6.87%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



New Freshman Class Profile

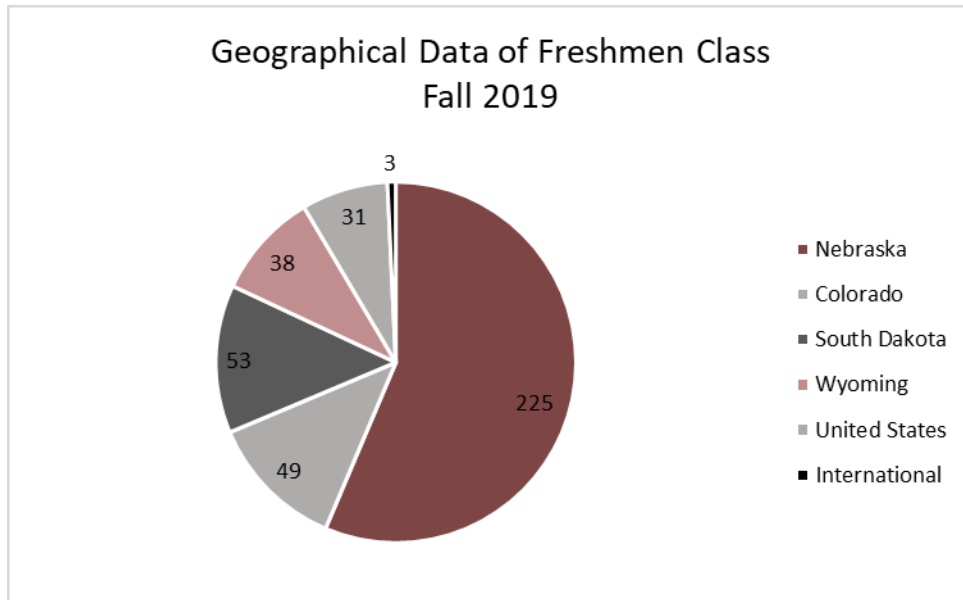


Source: IPEDS Fall Enrollment Report, Office of Institutional Research



NEW STUDENT INFORMATION

New Freshman Class Profile (Cont'd)



United States include:

Alaska
Arizona
California
Florida
Georgia

Indiana
Kansas
Maryland
Massachusetts
Minnesota

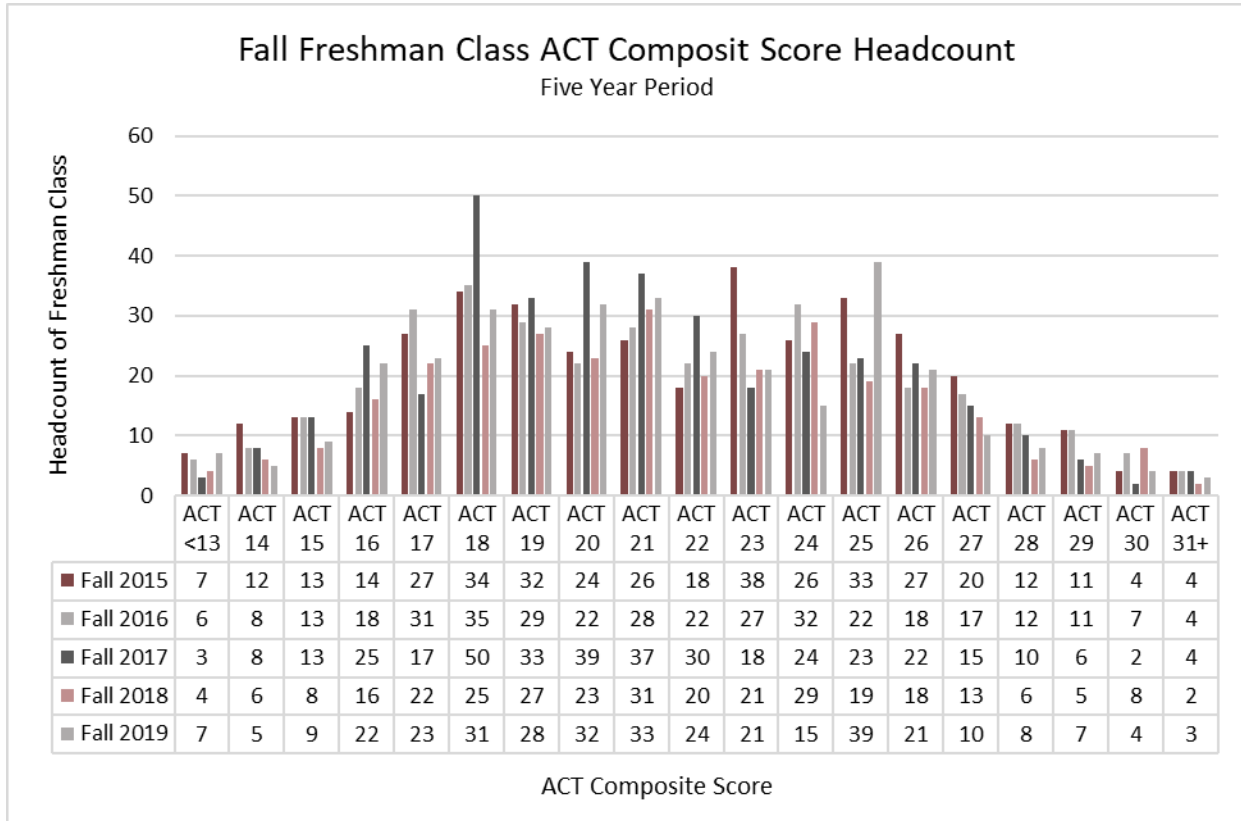
Missouri
Montana
Nevada
North Carolina
North Dakota

South Carolina
Wisconsin

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



New Freshman Class Profile (Cont'd)

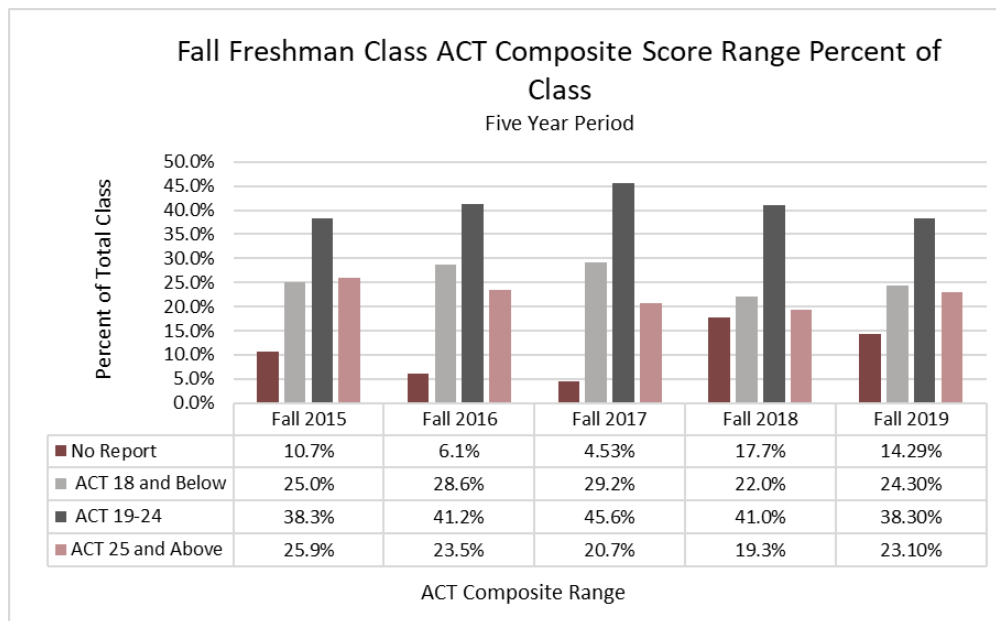
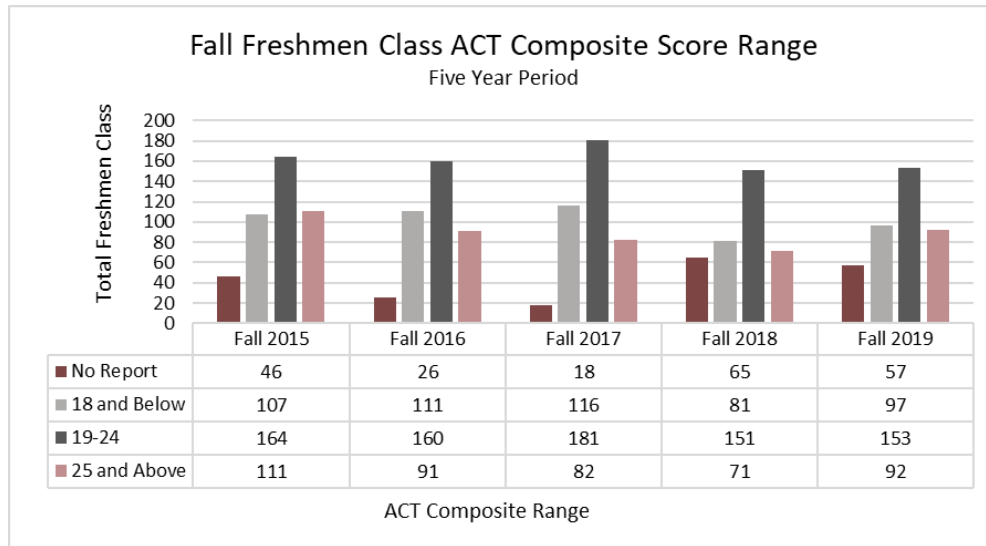


Source: NSCS Entering Freshman Profile Report, Office of Institutional Research



NEW STUDENT INFORMATION

New Freshman Class Profile (Cont'd)

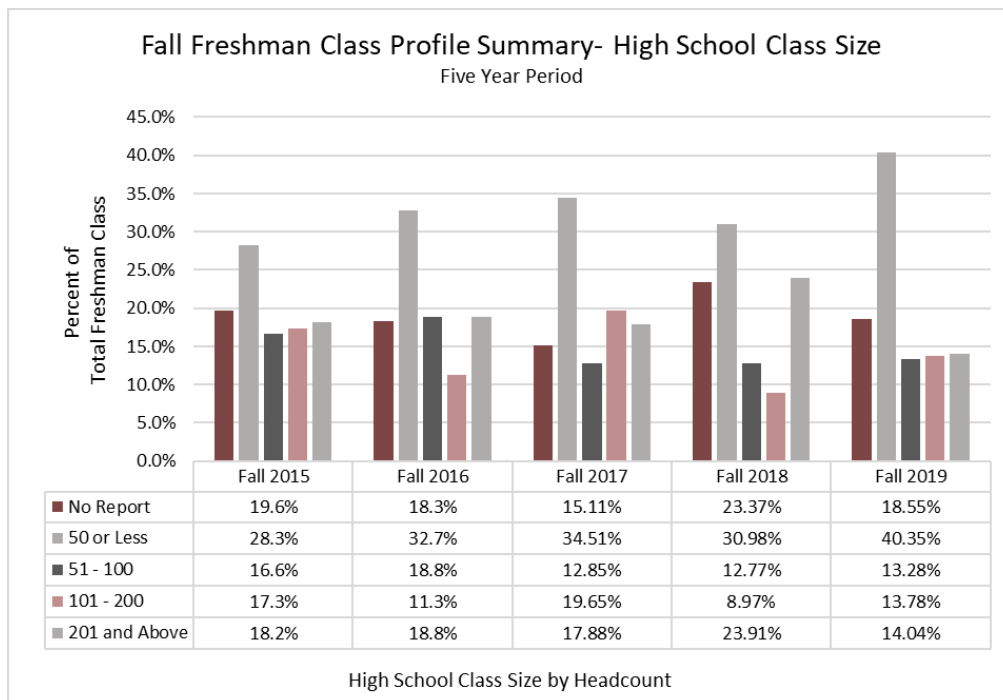
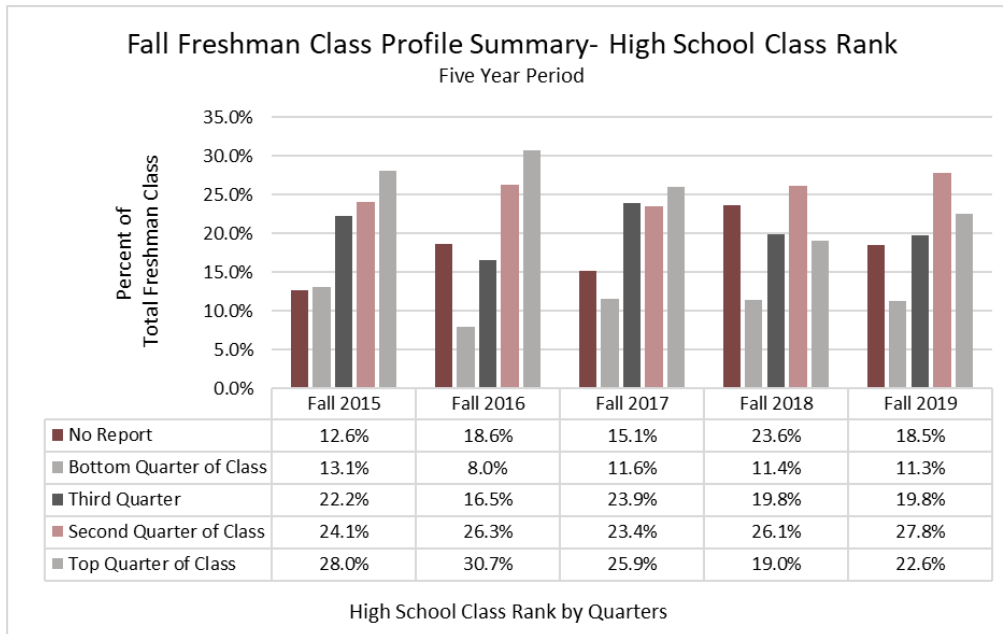


Source: Freshman Cohort Summary Report, Office of Institutional Research



NEW STUDENT INFORMATION

New Freshman Class Profile (Cont'd)



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



Applications and Enrollments Fall 2019

Entering Freshman Students

Number of Students Who Took the ACT					342
Number of ACT Test Scores					
31 and above	3	24	15	17	23
30	4	23	21	16	22
29	7	22	24	15	9
28	8	21	33	14	5
27	10	20	32	13 and below	7
26	21	19	28	No Report	57
25	39	18	31		

Grade Point Average							
3.0 – 4.0	289	2.0-2.99	89	1.0-1.99	9	No Report	12

Class Rank					
<i>Headcount is Duplicated</i>					
Top Tenth of Class	27	Top Half of Class	201	Bottom Quarter of Class	45
Top Quarter of Class	90	Bottom Half of Class	124	No Report	74

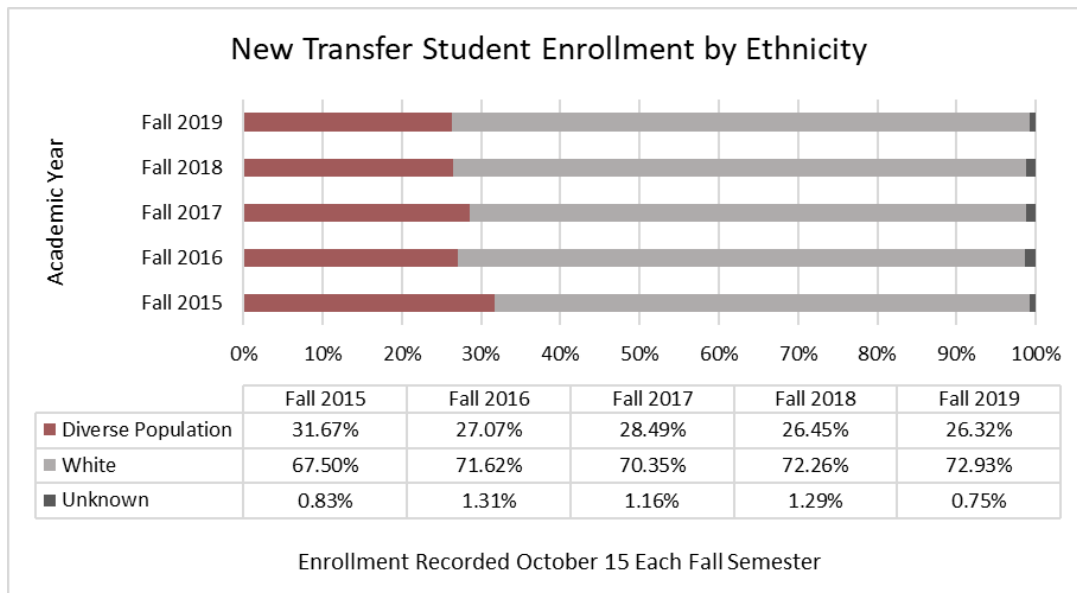
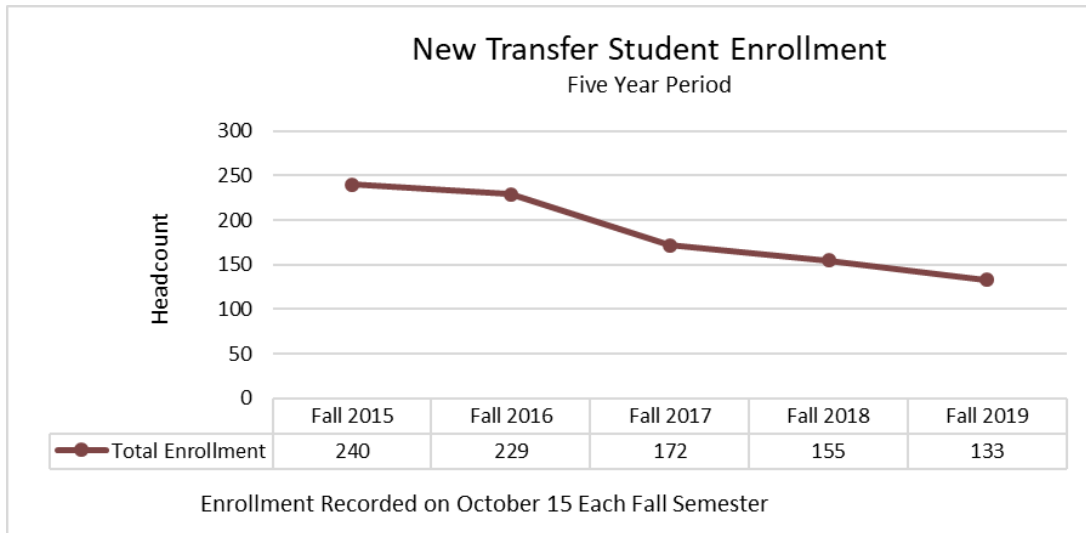
Size of High School Graduating Class					
201 and above	56	51 – 100	53	No report	74
101- 200	55	50 or less	161		
Number of Freshman Applicants Eligible to Enroll					672
Number of Freshman Applicants Who Enrolled					399
Percentage of Freshmen from Out-of-State					44%
Number of Freshmen Who Responded to First Generation Question					185
Number of Freshmen Who Responded to First Generation Question and Indicated They Were First Generation Students					167

Source: NSCS Entering Freshman Profile Reports



NEW STUDENT INFORMATION

New Transfer Student Enrollment



Five Year Percent Change in New Transfer Enrollment
Fall 2015-Fall 2019

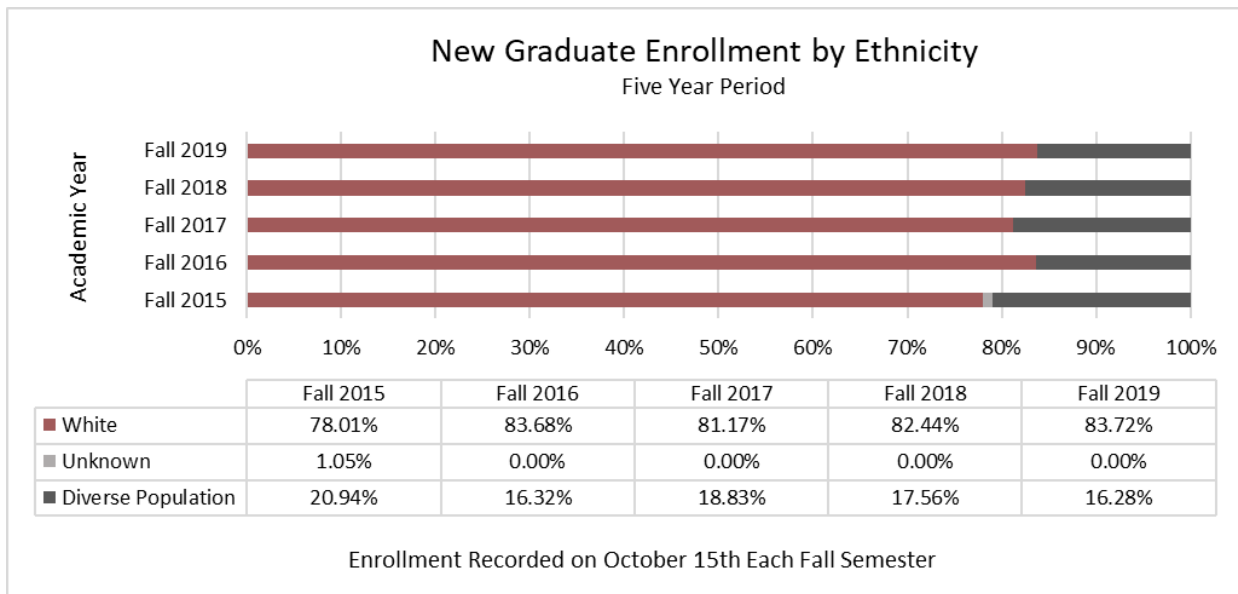
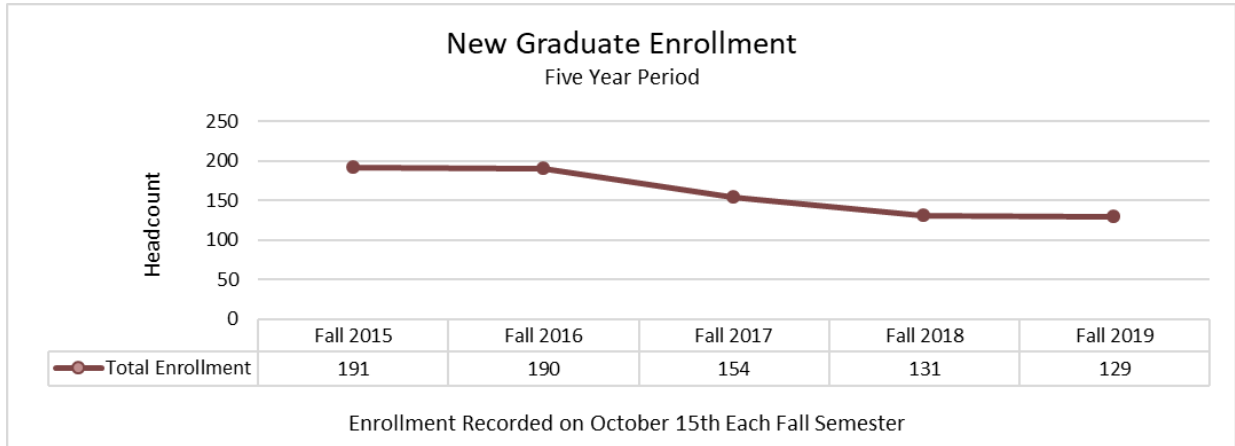
Diverse Population	White	Total Enrollment
-53.95%	-40.12%	-44.58%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



NEW STUDENT INFORMATION

New Graduate Student Enrollment



Five Year Percent Change in New Graduate Enrollment
Fall 2015-Fall 2019

Diverse Populations	White	Total Enrollment
-47.50%	-27.52%	-32.46%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



New Graduate Student Enrollment (Cont'd)

New Graduate Student Enrollment by Program Fall 2019	
School/Program	Number of Students
Business Administration MBA	24
Clinical Mental Health Counsel	11
Curr & Instr Reading Spec PK12	11
Curr & Instruct Spec Ed K-12	6
Curriculum and Instruct Elem	3
Curriculum and Instruction Sec	6
Education Administration	19
History MAE	1
Organizational Management	27
School Counseling	14
School Counseling Path 2	1
Science/Mathematics	6
Total New Graduate Students Enrolled	129

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Enrollment

2019-2020 Fact Book



Fall 2019 Enrollment Quick Facts

- ❖ Majors and Programs: 49 undergraduate programs and 8 graduate programs
- ❖ Average class size: 15
- ❖ Student faculty ratio: 17-1
- ❖ Faculty excellence: 83% of our full-time faculty hold the highest degree in their field

- ❖ Enrollment 2,407 from throughout the U.S.
 - 1,923 Undergraduate
 - 484 Graduate
 - 133 Transfers
 - 44 International

- ❖ 2019 Fall Incoming Class = 486 students
 - 390 Full-Time Freshman
 - 98 Full-Time Transfers

The 1,923 enrolled undergraduate students at CSC had the following characteristics:

- ❖ Represented 42 states and Puerto Rico
- ❖ 59% of CSC students were from Nebraska, followed by Colorado (10%), Wyoming (9%), and South Dakota (9%)
- ❖ Ranged in age from 15-68
- ❖ 81% of the undergraduates were under the age of 25
- ❖ 75% of the undergraduates were full-time students
- ❖ 40% of the undergraduates were first generation college students

- ❖ Of the freshmen who submitted high school class rank, 64% were in the top half of their graduating class and 30% were in the top one-quarter

- ❖ Of the full-time freshman who submitted ACT reports, 27% scored 25 or above on the composite ACT and the top ACT composite score equaled 32

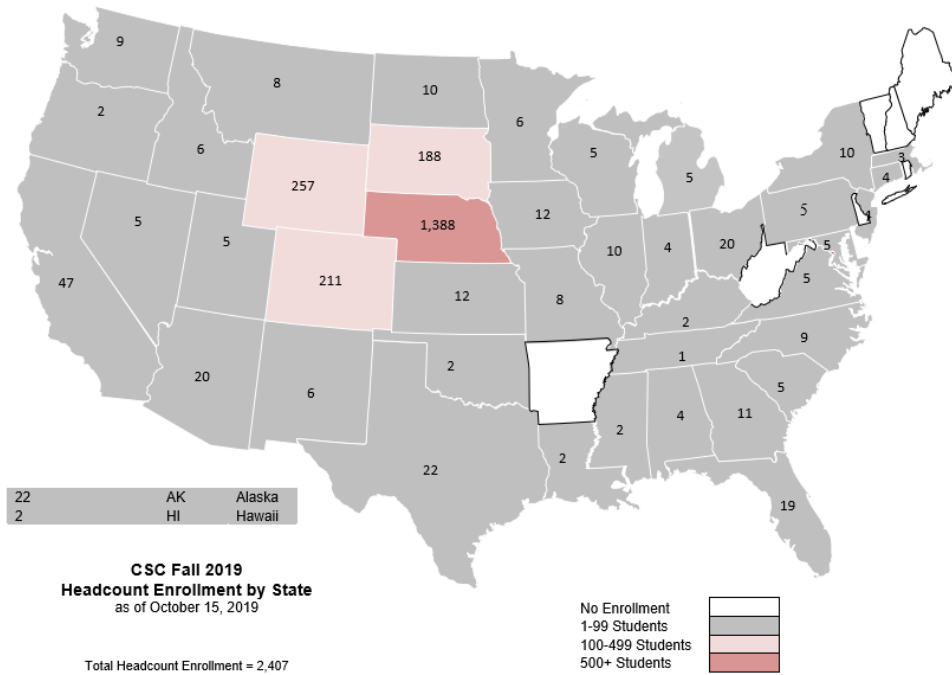
- ❖ Average ACT score of full-time freshmen was 21

Source: Office of Institutional Research



ENROLLMENT

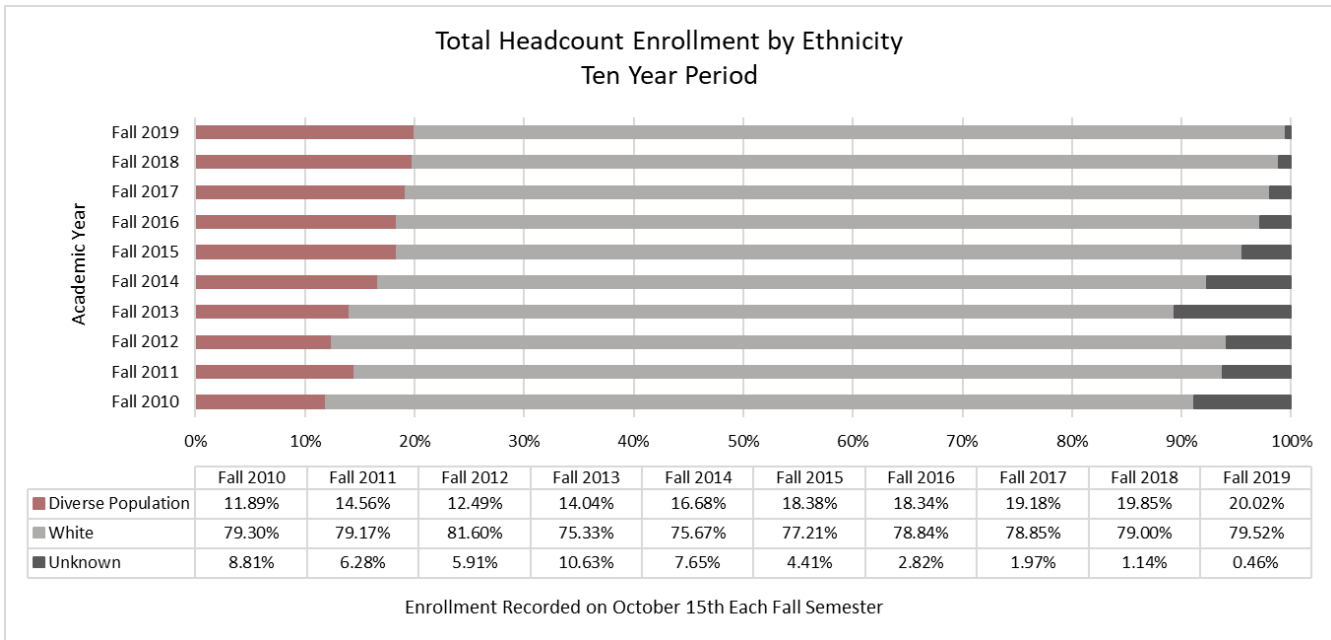
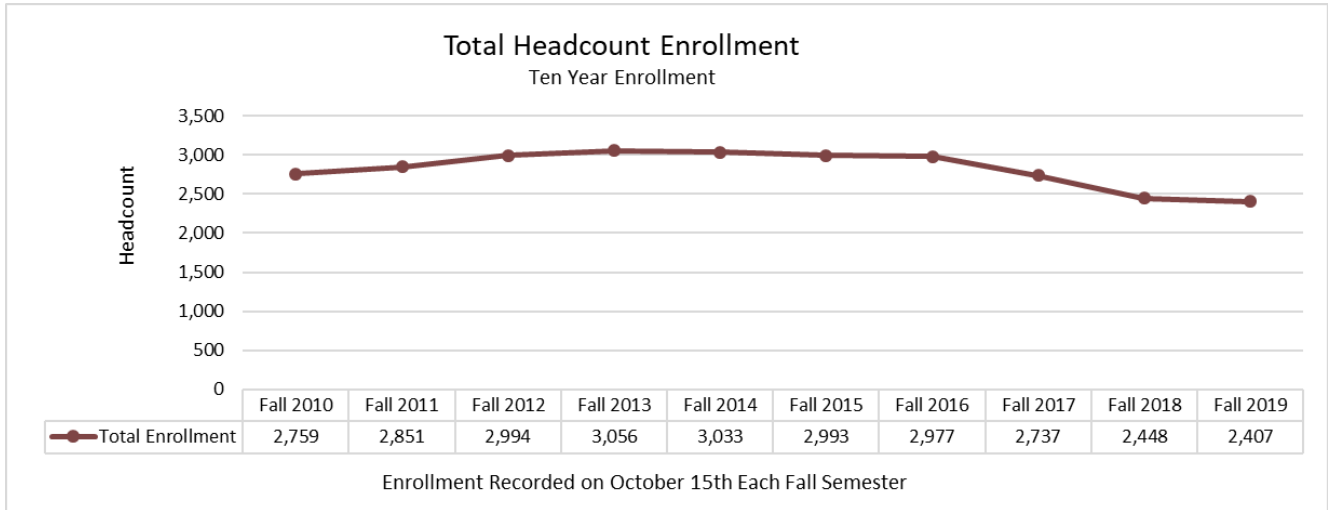
Geographic Distribution





ENROLLMENT

Total Enrollment



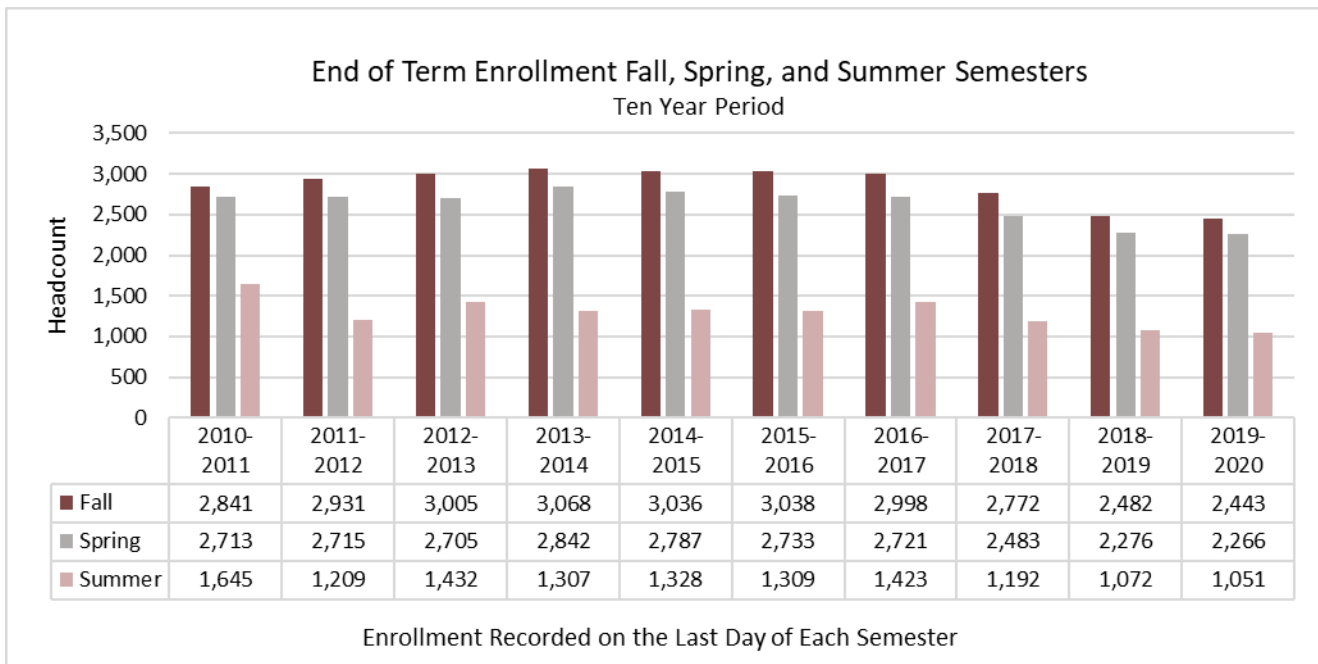
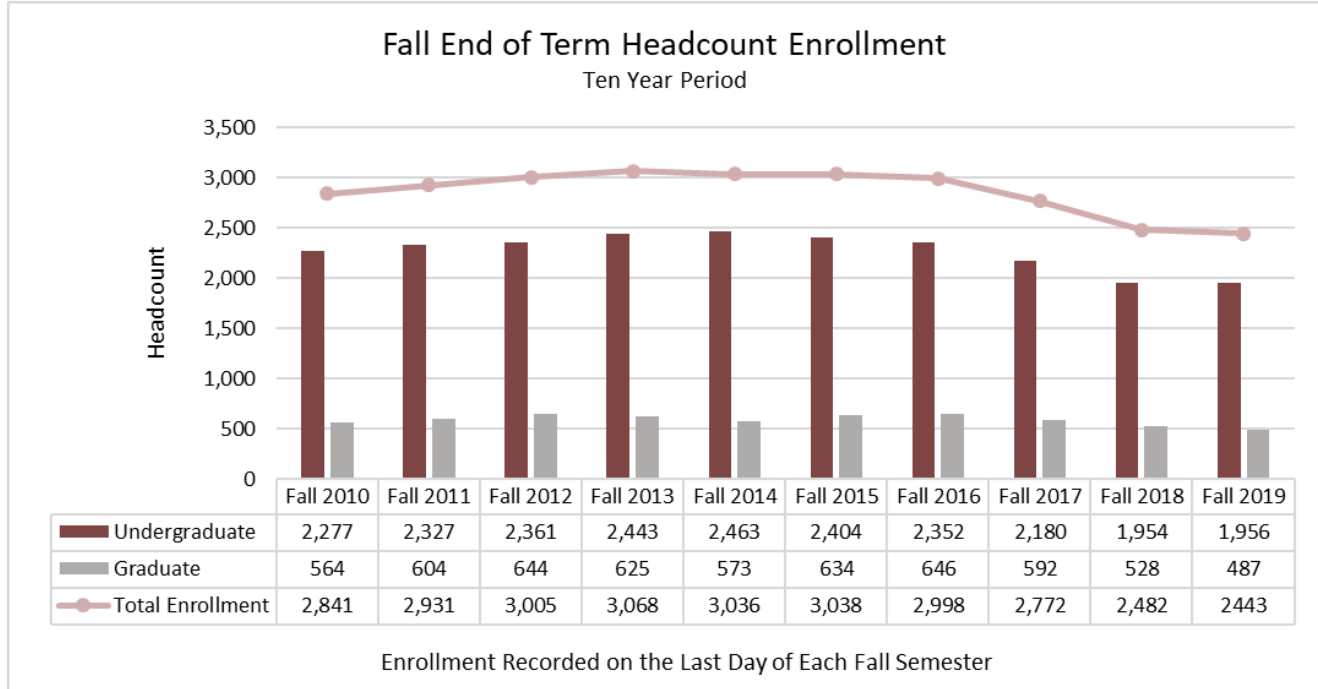
Ten Year Percent Change in Total Headcount Enrollment		
Fall 2010-Fall 2019		
Diverse Population	White	Total Enrollment
46.95%	-12.52%	-12.76%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Total Enrollment

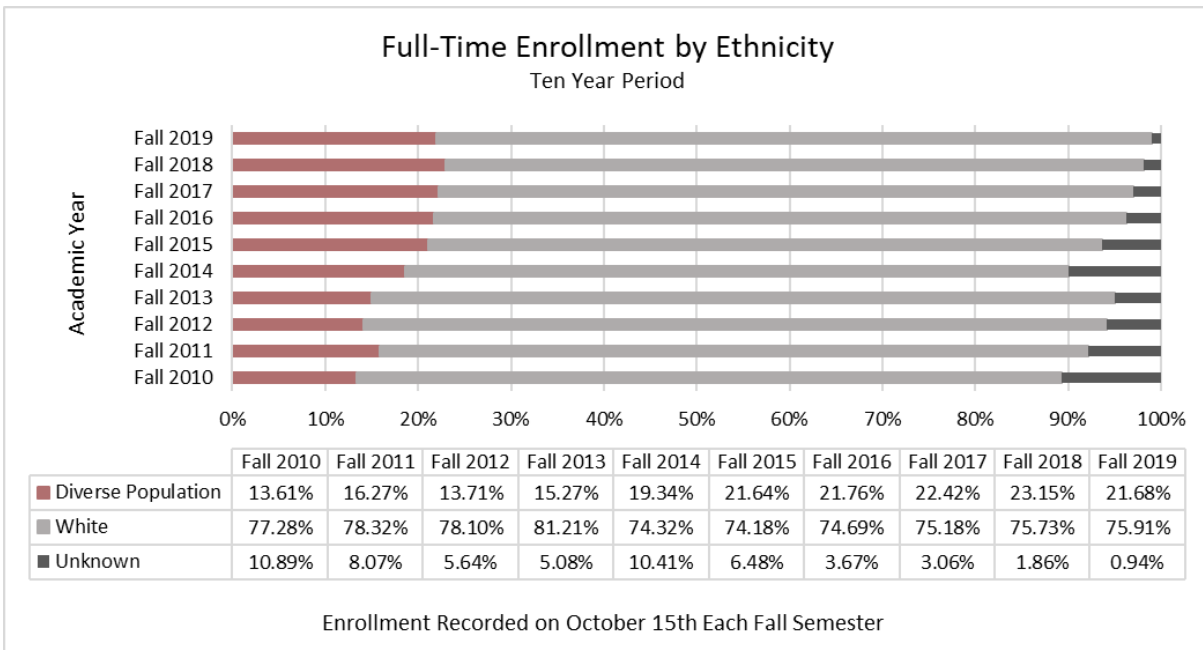
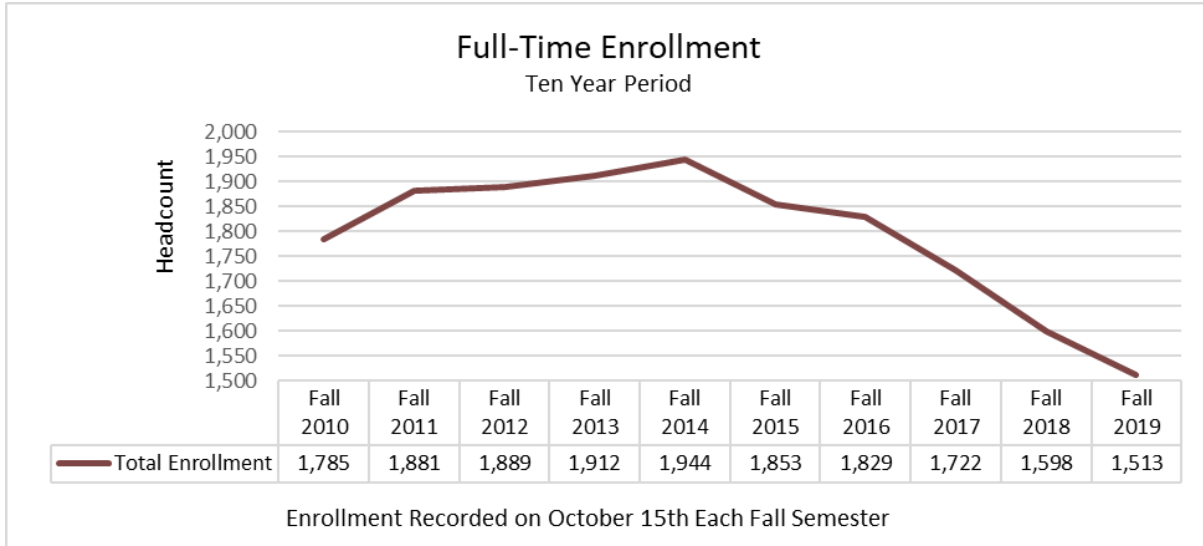


Source: NSCS Enrollment Report, Office of Institutional Research



ENROLLMENT

Full-Time Enrollment



Ten Year Percent Change in Full-Time Enrollment
Fall 2010-Fall 2019

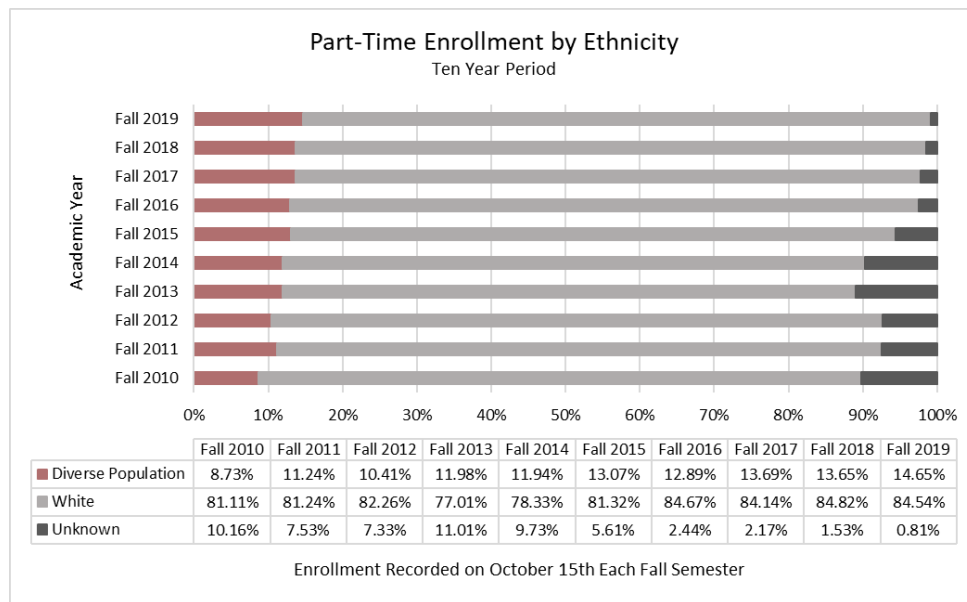
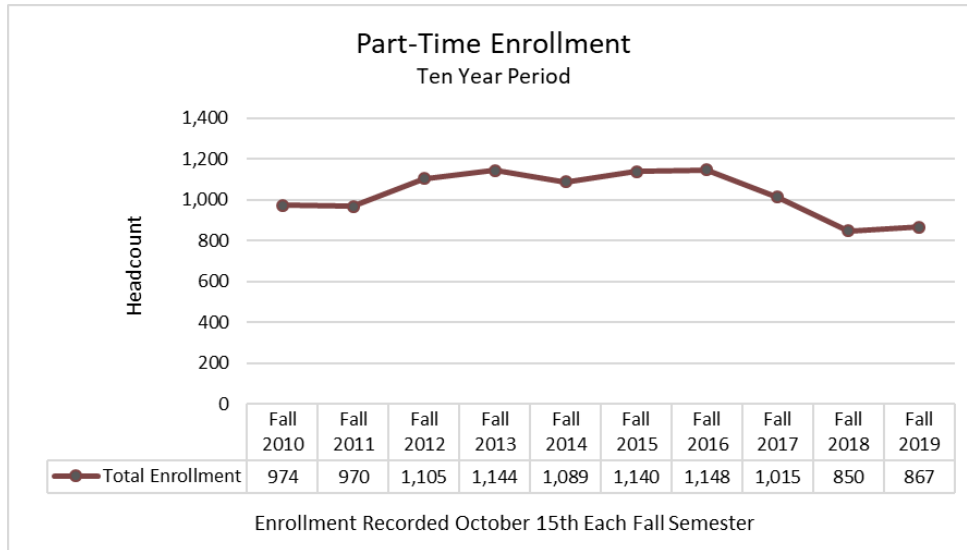
Diverse Populations	White	Total Enrollment
34.98%	-15.52%	-15.24%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Part-Time Enrollment



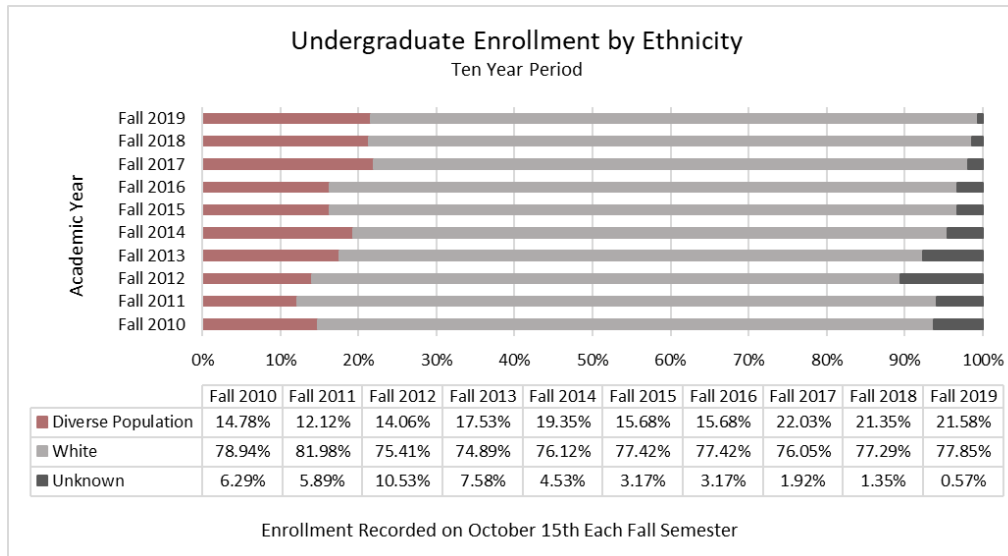
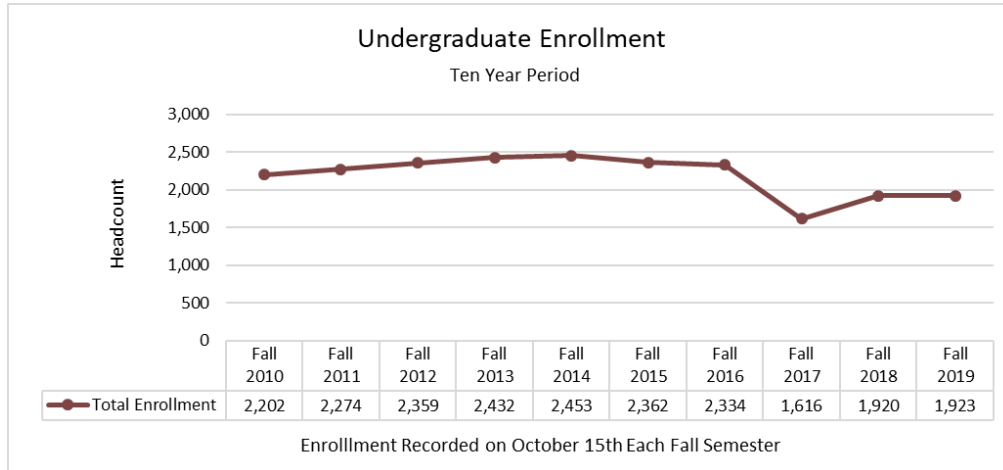
Ten Year Percent Change in Part-Time Enrollment		
Fall 2010-Fall 2019		
Diverse Population	White	Total Enrollment
49.41%	-7.22%	-10.99%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Undergraduate Enrollment



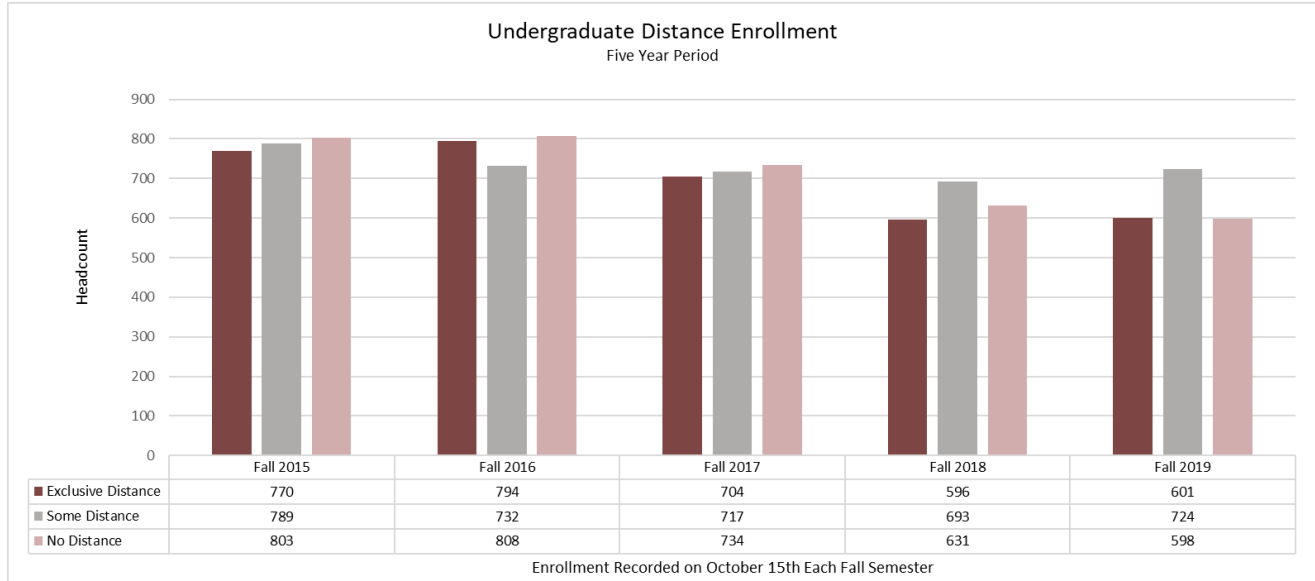
Ten Year Percent Change in Undergraduate Enrollment
Fall 2010-Fall 2019

Diverse Population	White	Total Enrollment
54.85%	-13.72%	-12.67%

Source: IPEDS Fall Enrollment Report, 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.

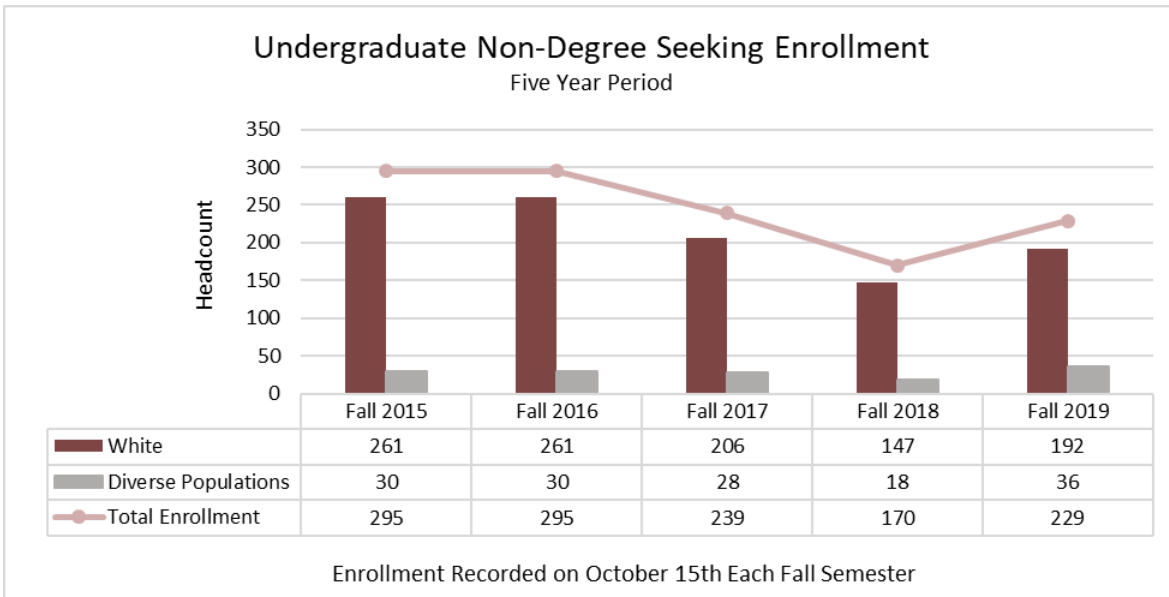
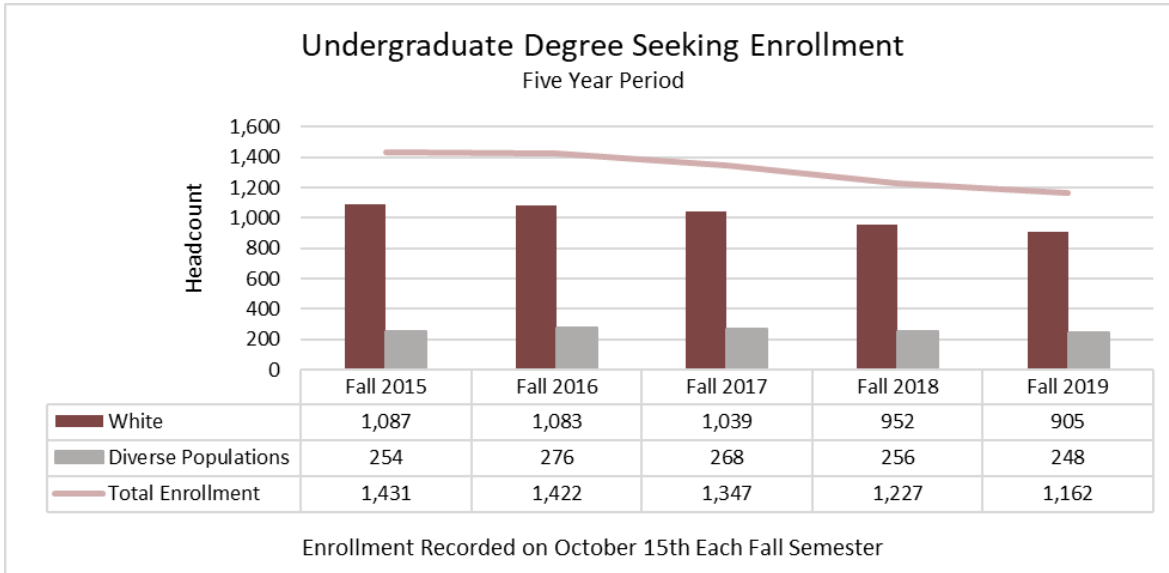
Exclusive Distance Class Enrollment -- Students who are enrolled only in courses that are considered distance education courses.

Five Year Percent Change in Undergraduate Distance Enrollment		
Fall 2015-Fall 2019		
Exclusive Distance Enrollment	Some Distance Enrollment	No Distance Enrollment
-21.95%	-8.24%	-25.53%



ENROLLMENT

Undergraduate Enrollment



**Five Year Percent Change in Undergraduate
Continuing Education Enrollment and Non-Degree Seeking Enrollment
Fall 2015-Fall 2019**

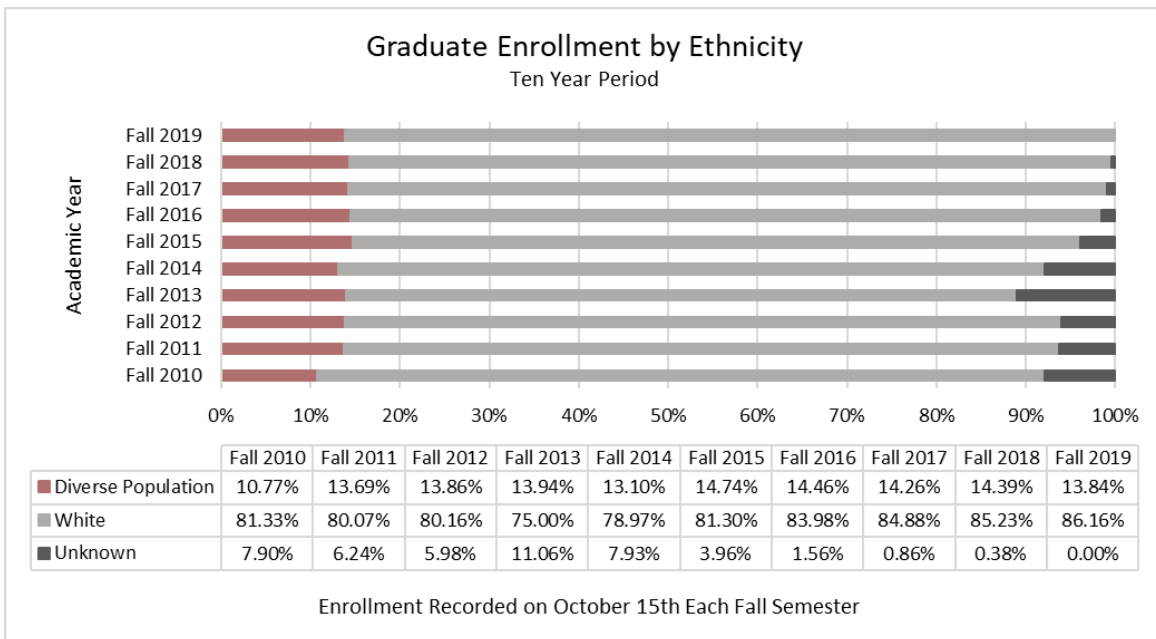
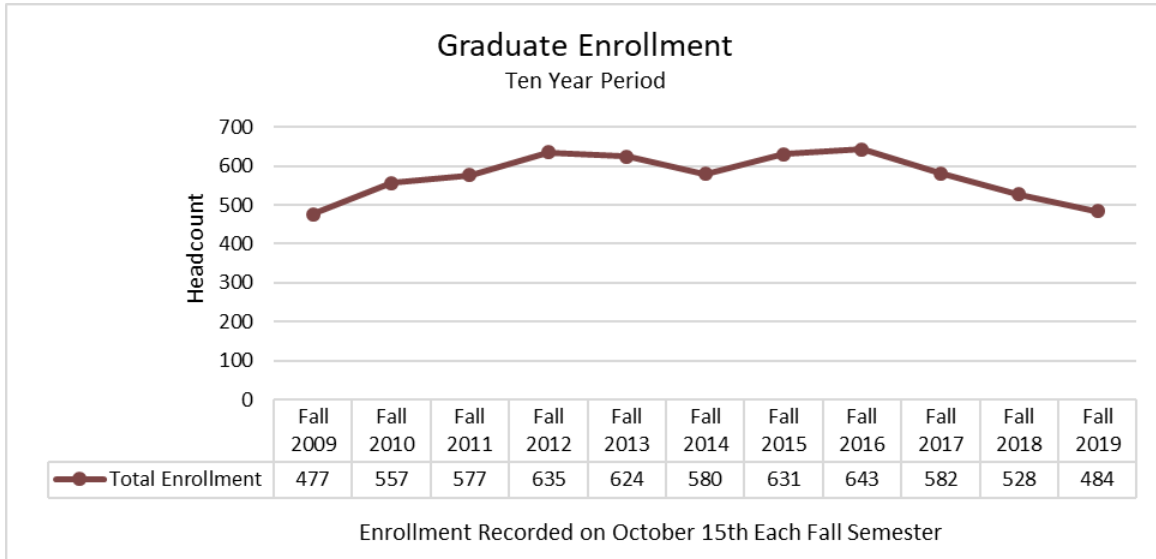
Continuing Education Enrollment	Non-Degree Seeking Enrollment
-18.80%	-22.37%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Graduate Enrollment



Ten Year Percent Change in Graduate Enrollment
Fall 2010-Fall 2019

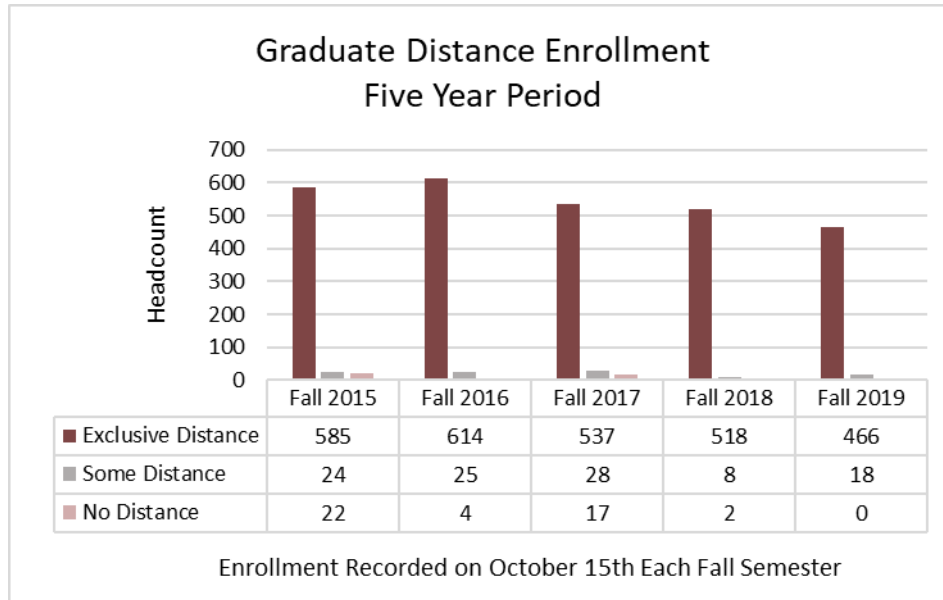
Diverse Population	White	Graduate Enrollment
11.67%	-7.95%	-13.11%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

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.

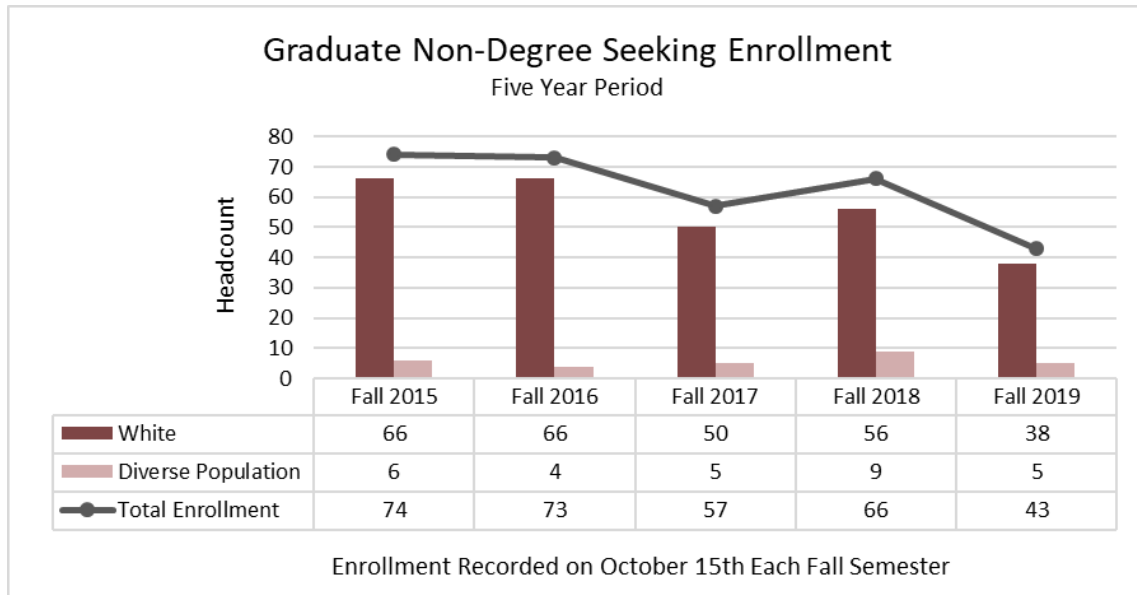
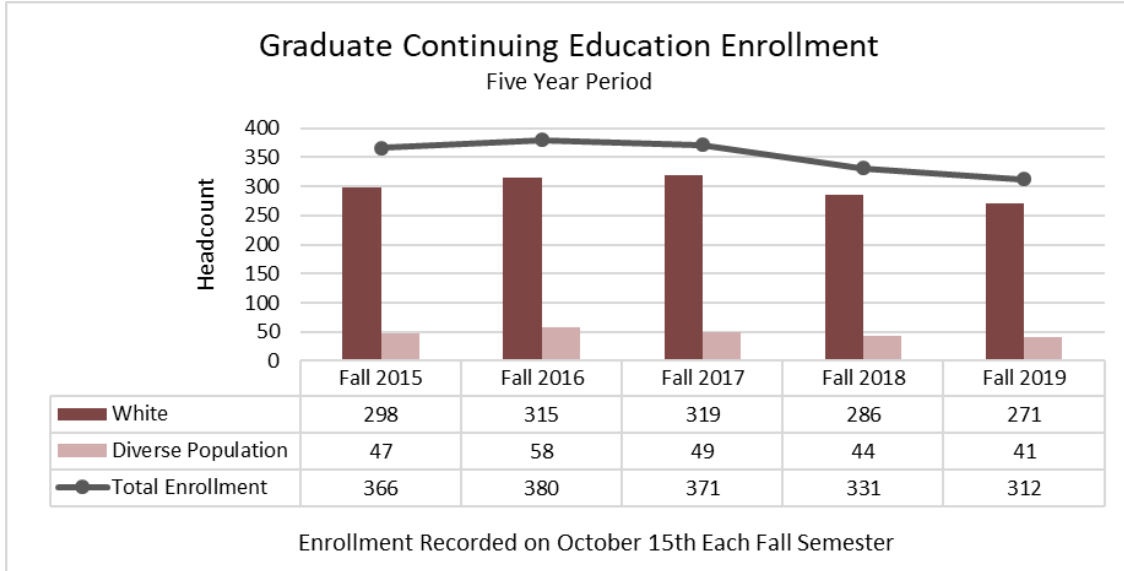
Five Year Percent Change in Graduate Distance Enrollment Fall 2015-Fall 2019		
Exclusive Distance	Some Distance	No Distance
-20.34%	-25.00%	-100%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Graduate Enrollment



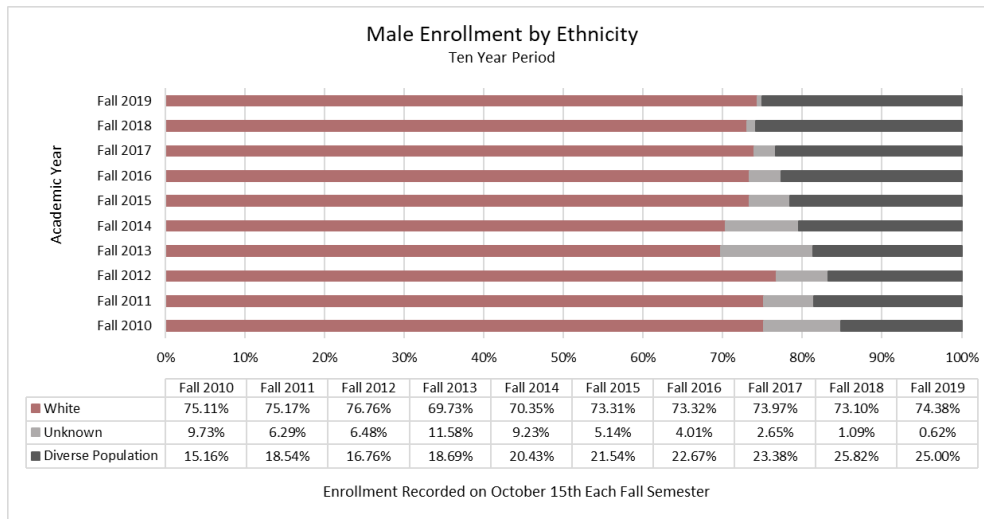
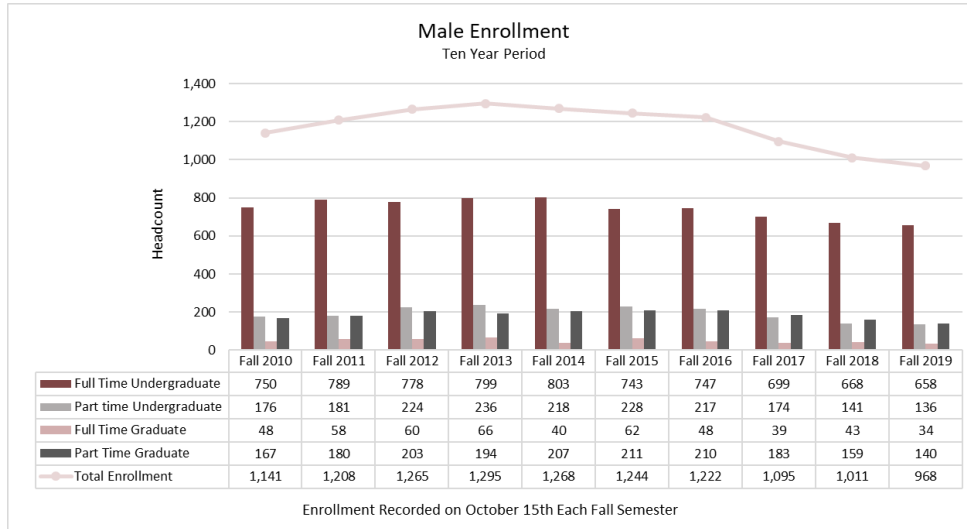
Five Year Percent Change in Graduate Continuing Education Enrollment and Non-Degree Seeking Enrollment	
Fall 2015-Fall 2019	
Continuing Education Enrollment	Non-Degree Seeking Enrollment
-14.75%	-41.89%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Male Enrollment



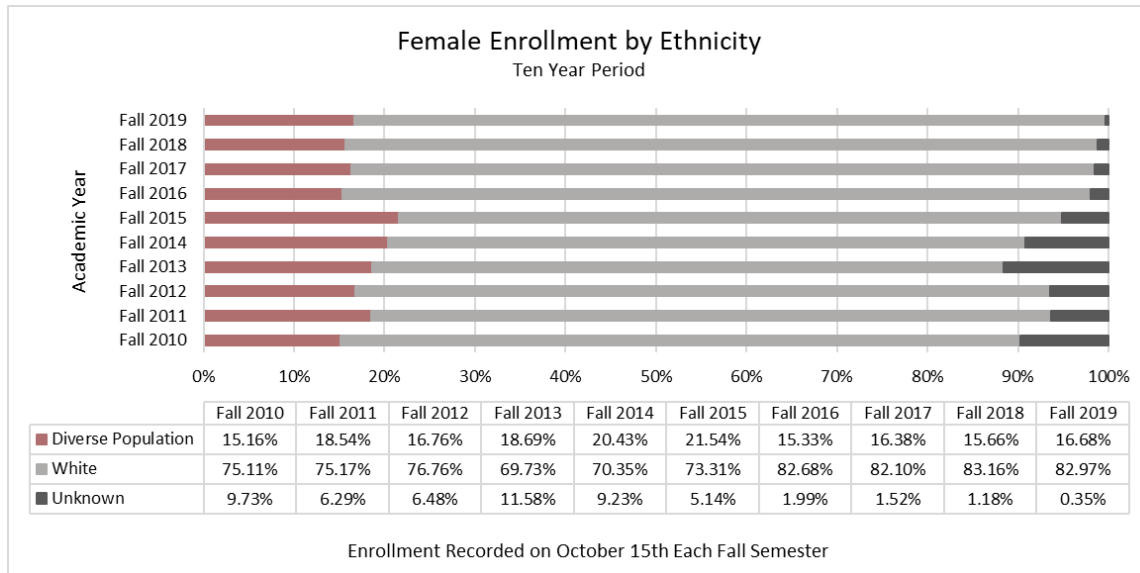
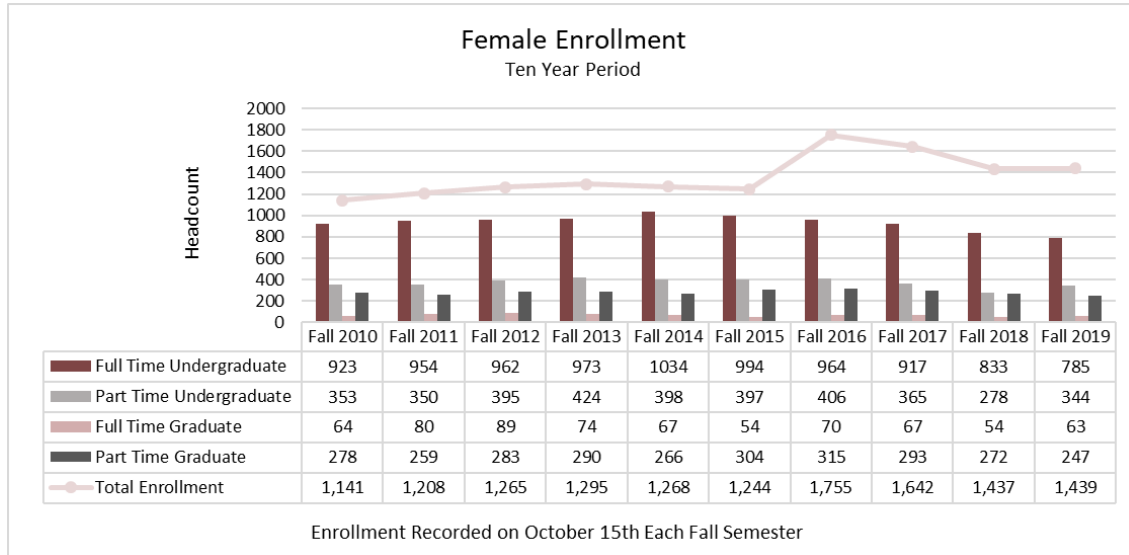
Ten Year Percent Change in Male Enrollment				
Fall 2010-Fall 2019				
Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Male Enrollment
-12.27%	-22.73%	-29.17%	-16.17%	-15.16%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

Female Enrollment



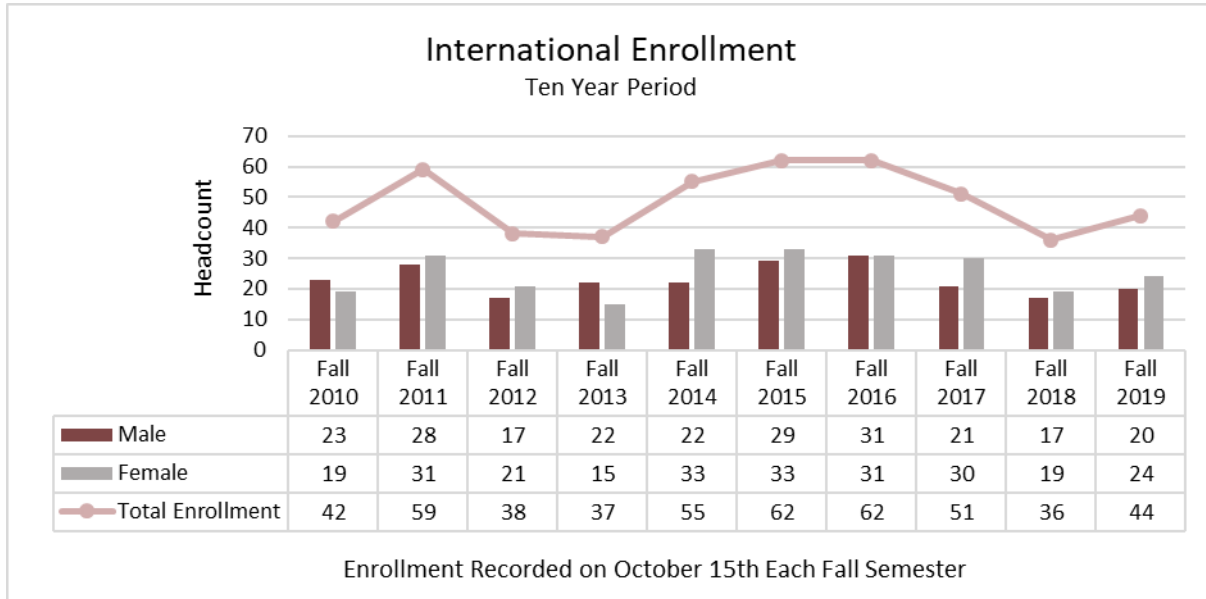
Ten Year Percent Change in Female Enrollment				
Fall 2010-Fall 2019				
Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Female Enrollment
-14.95%	-2.55%	-1.56%	-11.15%	26.12%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



ENROLLMENT

International Enrollment



Ten Year Percent Change in International Enrollment
Fall 2010-Fall 2019

Male Enrollment	Female Enrollment	Total Enrollment
-13.04%	26.32%	4.76%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Student Outcomes

2019-2020 Fact Book



Freshman Retention Rate Summary

All Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	399	270	67.67%
Fall 2018	368	263	71.47%
Fall 2017	397	226	56.93%
Fall 2016	388	254	65.46%

Full-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	390	268	68.72%
Fall 2018	367	262	71.39%
Fall 2017	394	227	57.61%
Fall 2016	382	251	65.71%

Part-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	9	2	22.22%
Fall 2018	1	1	100%
Fall 2017	3	0	0.00%
Fall 2016	6	3	50.00%



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 2019	390	268	68.72%	116	75	64.66%
Fall 2018	367	262	71.39%	143	85	59.44%
Fall 2017	394	227	57.61%	171	82	47.95%
Fall 2016	382	251	65.71%	160	87	54.37%

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 2019	9	2	22.22%	4	1	25.00%
Fall 2018	1	1	100%	1	1	100%
Fall 2017	3	0	0.00%	2	0	0.00%
Fall 2016	6	3	50.00%	1	0	0.00%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Transfer Retention Rate Summary

All Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	133	91	68.42%
Fall 2018	155	99	63.87%
Fall 2017	172	124	72.09%
Fall 2016	229	159	69.43%

Full-Time Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	98	64	65.31%
Fall 2018	119	82	68.91%
Fall 2017	119	88	73.95%
Fall 2016	159	124	77.99%

Part-Time Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2019	35	27	77.14%
Fall 2018	36	16	44.44%
Fall 2017	53	36	67.92%
Fall 2016	70	34	48.57%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Transfer Retention Rate Summary

Full-Time Transfer Student with Associate Degree						
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 2019	98	64	65.31%	28	17	60.71%
Fall 2018	119	83	69.75%	57	48	84.21%
Fall 2017	119	88	73.95%	56	46	82.14%
Fall 2016	159	125	78.62%	57	50	87.72%

Full-Time Transfer Student without Associate Degree						
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 2019	98	64	65.31%	70	47	67.14%
Fall 2018	119	83	69.75%	62	34	54.84%
Fall 2017	119	88	73.95%	63	42	66.67%
Fall 2016	159	125	78.62%	102	75	72.55%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Transfer Retention Rate Summary

Part-Time Transfer Student with Associate Degree						
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 2019	35	27	77.14%	7	5	71.43%
Fall 2018	36	16	44.44%	11	4	36.36%
Fall 2017	53	36	67.92%	24	15	62.50%
Fall 2016	70	34	48.57%	17	11	64.71%

Part-Time Transfer Student without Associate Degree						
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 2019	35	27	77.14%	28	22	78.57%
Fall 2018	36	16	44.44%	25	12	48.00%
Fall 2017	53	36	67.92%	29	21	72.41%
Fall 2016	70	34	48.57%	53	23	43.40%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research



Degree-Seeking Graduation Rate Cohort Summary

First Year First Time (FTFT) Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	384	166	43.23%
Spring 2017	2011	392	164	41.84%
Spring 2018	2012	399	173	43.36%
Spring 2019	2013	458	206	44.98%
Spring 2020	2014	460	193	41.96%

First Year First Time (FTFT) Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2017	2009	407	7	43.98%
Spring 2018	2010	384	4	44.27%
Spring 2019	2011	392	3	42.60%
Spring 2020	2012	399	2	43.86%

Source: Degree Seeking Graduation Rate Cohort Summary Report, Office of Institutional Research



Degree-Seeking Graduation Rate Cohort Summary

First Year Part-Time (FYPT) Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	12	1	8.33%
Spring 2017	2011	12	0	0.00%
Spring 2018	2012	11	1	9.09%
Spring 2019	2013	5	0	0.00%
Spring 2020	2014	6	0	0.00%

First Year Part-Time (FYPT) Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2017	2009	15	0	6.67%
Spring 2018	2010	12	0	8.33%
Spring 2019	2011	12	0	0.00%
Spring 2020	2012	11	1	9.09%



Degree-Seeking Graduation Rate Cohort Summary

Transfer Full-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	148	79	53.68%
Spring 2017	2011	111	67	60.36%
Spring 2018	2012	124	64	51.61%
Spring 2019	2013	118	62	52.54%
Spring 2020	2014	175	77	44.00%

Transfer Full-Time Eight Years				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2017	2009	113	1	50.44%
Spring 2018	2010	148	2	54.73%
Spring 2019	2011	111	0	60.36%
Spring 2020	2012	124	1	52.42%

Source: Degree Seeking Graduation Rate Cohort Summary Report Office of Institutional Research



Degree-Seeking Graduation Rate Cohort Summary

Transfer, Part-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	83	33	39.76%
Spring 2017	2011	43	14	32.56%
Spring 2018	2012	53	14	26.42%
Spring 2019	2013	55	17	30.91%
Spring 2020	2014	74	21	28.38%

Transfer, Part-Time Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2017	2009	64	3	28.13%
Spring 2018	2010	83	0	40.96%
Spring 2019	2011	43	0	32.56%
Spring 2020	2012	53	1	28.30%

Source: Degree Seeking Graduation Rate Cohort Summary Report Office of Institutional Research



Degree-Seeking Graduation Rate Cohort Summary

Graduate, Full-Time Six Years				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	30	23	76.67%
Spring 2017	2011	40	24	60.00%
Spring 2018	2012	53	37	69.81%
Spring 2019	2013	42	24	57.14%
Spring 2020	2014	42	31	73.81%

Graduate, Full-Time Eight Years				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2018	2010	30	0	76.67%
Spring 2019	2011	40	2	65.00%
Spring 2020	2012	53	1	71.70%

Source: Degree Seeking Graduation Rate Cohort Summary Report Office of Institutional Research



Degree-Seeking Graduation Rate Cohort Summary

Graduate, Part-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2016	2010	47	28	59.57%
Spring 2017	2011	55	20	36.36%
Spring 2018	2012	75	50	66.67%
Spring 2019	2013	74	42	56.76%
Spring 2020	2014	138	92	66.67%

Graduate, Part-Time Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2018	2010	47	0	59.57%
Spring 2019	2011	55	3	41.82%
Spring 2020	2012	75	3	70.67%



NCAA Graduation Report

The NCAA Graduation Rates Institution Report gives graduation information about the most recent six-year graduating class of students and student-athletes who entered as freshmen in 2013-2014.

Freshman Cohort Graduation Rates		
	All Students	Student Athletes*
2013—2014 Graduation Rate	45%	54%
Four-Class Average	43%	51%
Student-Athlete Academic Success Rate		61%

*Only students receiving athletic aid are included in this report

Undergraduate Enrollment Data indicates the number of full-time, undergraduate, baccalaureate, degree-seeking students enrolled for the 2019 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 2019-2020 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 2019-2020						
	All Students			Student-Athletes		
	Men	Women	Total	Men	Women	Total
American Indian	11	12	23	2	1	3
Asian	3	4	7	0	0	0
Black	56	8	64	30	0	30
Hispanic or Latino	72	70	142	16	11	27
Native Hawaiian / Pacific Islander	2	3	5	1	0	1
Non-Resident Alien	17	18	35	1	1	2
Two or More	22	34	56	6	4	10
Unknown	3	1	4	0	0	0
White	469	632	1101	108	58	166
Total	655	782	1437	164	75	239

*Only students receiving athletic aid are included in this report

Source: 2020 NCAA Graduation Report



NCAA Graduation Report

The Graduation Rates Institution Report provides information about two groups of students:

- 1) All undergraduate students who were enrolled in a full-time program of studies for a baccalaureate degree
- 2) Student-athletes who received athletics aid from the school for any period of time during their entering year. Athletics 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 athletics ability.

The graduation rate (percent) is based on a comparison of the number (N) of students who entered Chadron State College and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60%.

	Men				Women				Total			
	2013-2014		4-Class		2013-2014		4-Class		2013-2014		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	1	0%	16	13%	1	0%	10	20%	2	0%	26	15%
Asian	2	50%	3	33%	2	50%	4	50%	4	50%	7	43%
Black	6	17%	50	24%	1	0%	10	40%	7	14%	60	27%
Hispanic or Latino	19	26%	67	24%	11	55%	38	47%	30	37%	105	32%
Pacific Islander	0	-	0	-	0	-	3	67%	0	-	3	67%
Non-Resident Alien	2	100%	13	69%	7	86%	10	70%	9	89%	23	70%
Two or More	12	25%	35	34%	5	60%	23	52%	17	35%	58	41%
Unknown	52	33%	67	36%	24	38%	41	34%	76	34%	108	35%
White	133	46%	561	41%	180	51%	682	50%	313	49%	1243	46%
Total	227	40%	812	38%	231	50%	821	49%	458	45%	1633	43%

*Only students receiving athletic aid are included in this report

Source: 2020 NCAA Graduation Report



NCAA Graduation Report

Two different measures of graduation rates are presented in this report. Federal Graduation Rate and Academic Success Rate. The Federal Graduation Rate indicates the percentage of freshmen who entered and received athletics aid during a given academic year who 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 CSC and participated in athletics. Both the Federal Graduation Rate and the ASR subtracts students from the entering cohort who are considered allowable exclusions (i.e. those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission). In addition, the ASR subtracts those who left the institution prior to graduation, had athletics eligibility remaining and would have been academically eligible to compete had they returned to the institution.

Graduation Rate Data for Student Athletes															
Academic Success Rate															
	Men					Women					Total				
	2013-2014		4-Class		ASR	2013-2014		4-Class		ASR	2013-2014		4-Class		ASR
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
American Indian	1	100%	7	43%	38%	1	0%	3	33%	50%	2	50%	10	40%	40%
Asian	0	-	1	0	50%	0	-	1	100%	100%	0	-	2	50%	67%
Black	3	33%	35	37%	40%	0	-	3	0%	50%	3	33%	38	34%	41%
Hispanic	4	0%	17	18%	30%	3	33%	9	56%	73%	7	14%	26	31%	42%
Pacific Islander	0	-	0	-	67%	0	-	1	0%	100%	0	-	1	0%	80%
Non-Res Alien	0	-	0	-	-	0	-	0	-	100%	0	-	0	-	100%
Two or More	4	25%	14	43%	56%	1	100%	3	67%	63%	5	40%	17	47%	58%
Unknown	8	0%	10	20%	22%	0	-	0	-	-	8	0%	10	20%	22%
White	47	57%	157	50%	61%	22	86%	84	73%	86%	69	67%	241	58%	70%
Total	67	45%	241	44%	52%	27	78%	104	67%	81%	94	54%	345	51%	61%

*Only students receiving athletic aid are included in this report



NCAA Graduation Report

Graduation Rates for Student Athletes		
Number of Students by Sports Category		
	Men	Women
Basketball	16	15
Cross Country / Track	22	16
Football	99	
Other	27	44

*Only students receiving athletic aid are included in this report

Source: 2020 NCAA Graduation Report



Student Engagement

2019-2020 Fact Book



National Survey of Student Engagement (NSSE)

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 resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at Chadron State College.

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.

2020 NSSE SNAPSHOT

A total of 244 students from Chadron State College (first year N=122) and (senior N=244) participated in the spring 2020 National Survey of Student Engagement (NSSE). The overall response rate was 40 percent for first-year students and 33% for seniors. 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.



National Survey of Student Engagement (NSSE)

ACADEMIC CHALLENGE

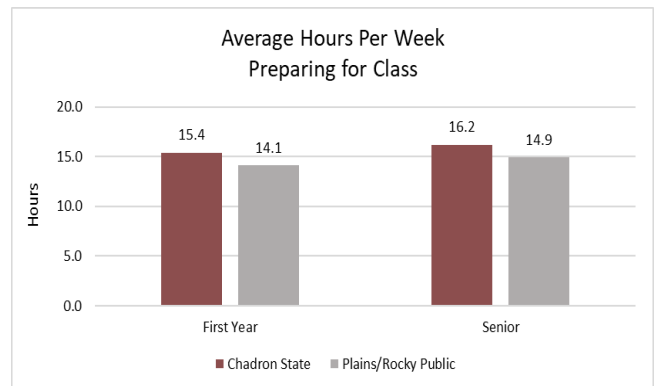
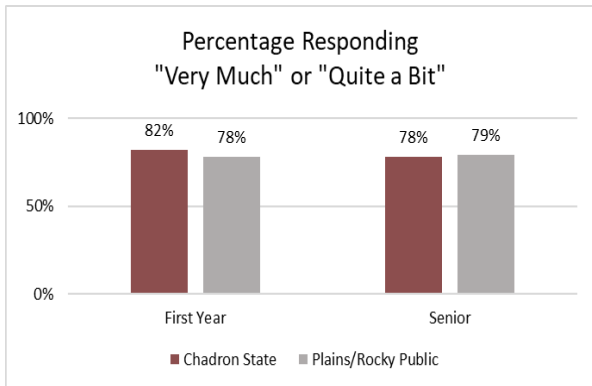
The Academic Challenge theme contains four Engagement indicators as well as several important individual items. The results present here provide an overview of these individual items.

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."

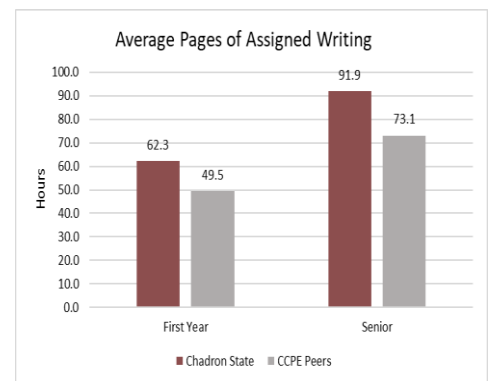
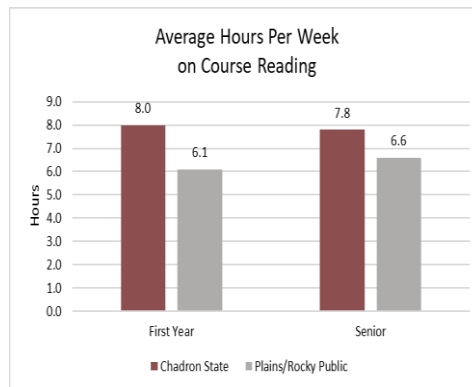
TIME SPENT PREPARING FOR CLASS

This figure reports the average weekly class preparation time for CSC students compared to students in the 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 of assigned writing compared to students in the comparison group. Each is an estimate calculated from two or more separate survey questions.



Sources: NSSE 2020 Snapshot Report for Chadron State College

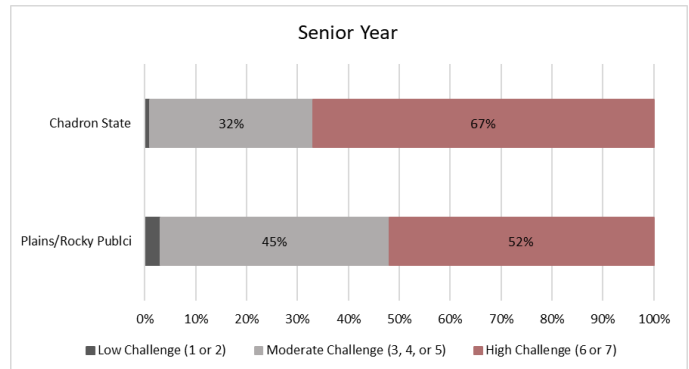
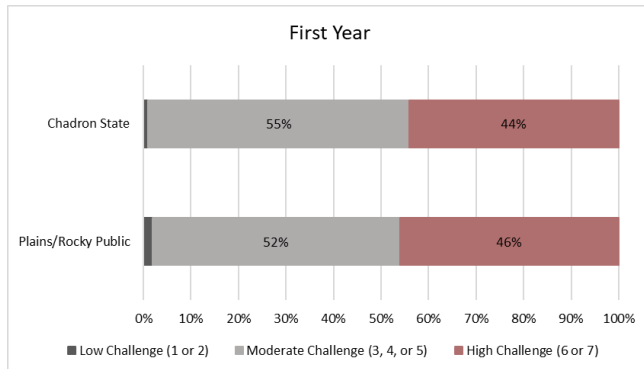


STUDENT ENGAGEMENT

National Survey of Student Engagement (NSSE)

CHALLENGING STUDENTS TO DO THEIR BEST WORK

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very Much"

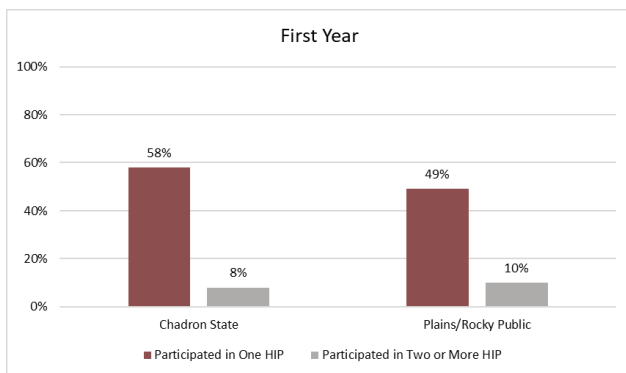


HIGH-IMPACT PRACTICES

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high impact".

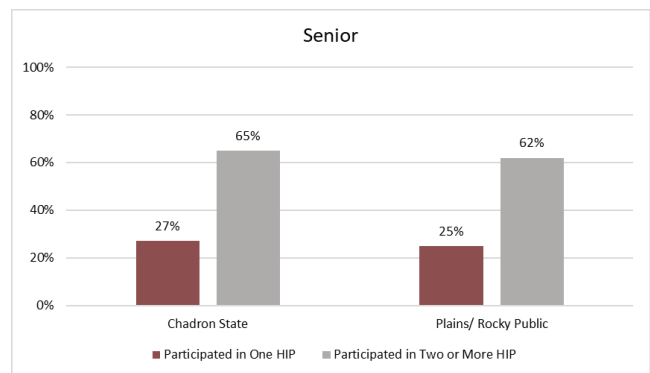
First Year

Service-Learning, Learning Community, and Research with Faculty



Senior

Service-Learning, Learning Community, Research with Faculty, Internship, Study Abroad, and Culminating Senior Experience



Sources: NSSE 2020 Snapshot Report for Chadron State College

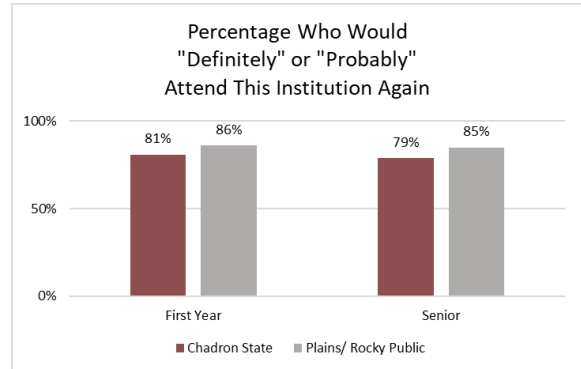
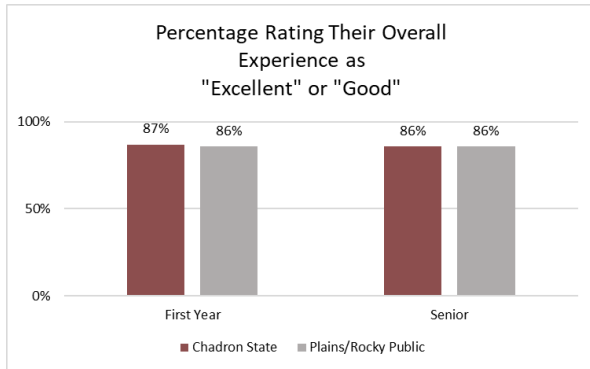


STUDENT ENGAGEMENT

National Survey of Student Engagement (NSSE)

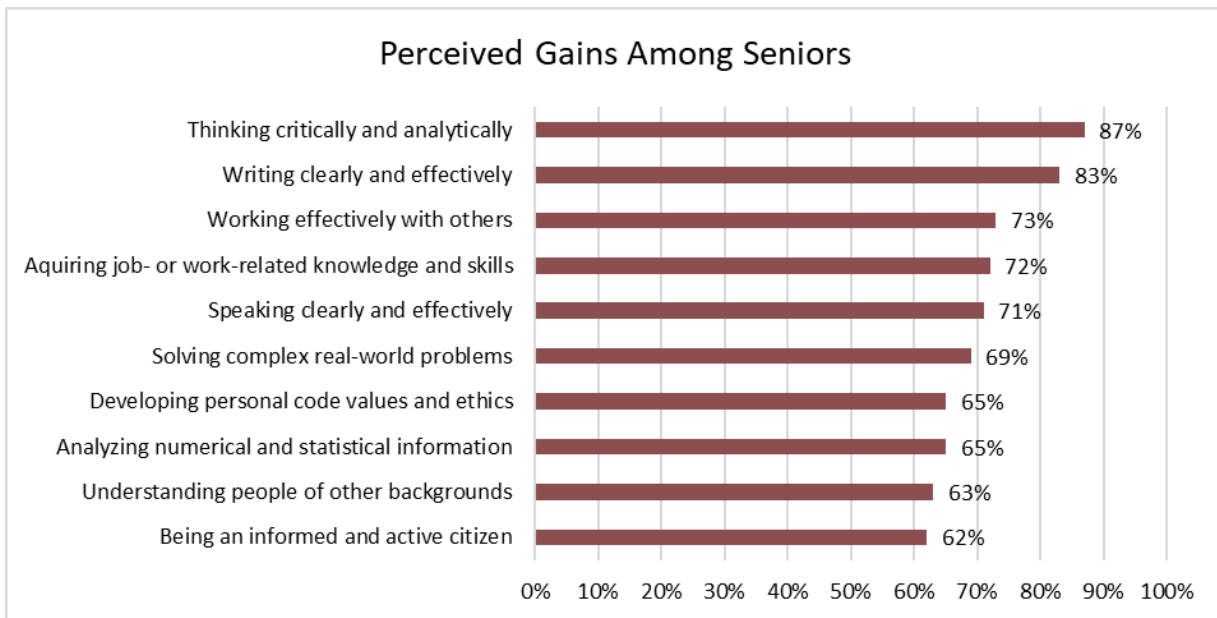
SATISFACTION WITH CHADRON STATE

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



PERCEIVED GAINS AMONG SENIORS

Students reported how much their experience at Chadron State College contributed to their knowledge, skills, and personal development in ten areas.



Sources: NSSE 2020 Snapshot Report for Chadron State College



National Survey of Student Engagement (NSSE)

This section displays the five questions on which students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group.

First Year Highest Performing Relative to Plains/Rocky Public

- Talked about career plans with a faculty member
- Institution emphasis on attending campus activities and events
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Instructors provided feedback on a draft or work in progress
- Institution emphasis on attending events that address important social/econ./polit. Issues

First Year Lowest Performing Relative to Plains/Rocky Public

- Instructors taught course sessions in an organized way
- Quality of interactions with academic advisors
- Included diverse perspectives in course discussions or assignments
- Participated in a learning community or some other formal program where...
- Instructors clearly explained course goals and requirements

Senior Highest Performing Relative to Plains/Rocky Public

- Quality of interactions with student services staff
- Extent to which courses challenged you to do your best work
- About how many courses have included a community-based project (service-learning)
- Quality of interactions with other administrative staff and offices
- Quality of interactions with academic advisors

Lowest Performing Relative to Plains/Rocky Public

- Discussions with people of a race or ethnicity other than your own
- Participated in a study abroad program
- Instructors used examples or illustrations to explain difficult points
- Discussions with people with religious beliefs other than your own
- Worked with other students on course projects or assignments



Credit Hour Production

2019-2020 Fact Book



General Admission Information

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges (NSCS Board Policy 6021). Specific courses may have additional assessed fees. Online courses are assessed at a combined-tuition-and-fees set rate per credit hour. See current tuition and fees at <http://www.csc.edu/businessoffice/tuition.csc>. On-campus housing rates are also available at <http://www.csc.edu/businessoffice/housing.csc>. Payment plans are available upon discussion with the CSC Business Office at

<http://www.csc.edu/businessoffice/billing/paymentplan/index.csc>

Account information is distributed through MyCSC. Students should check their account balance regularly. For more information about costs, visit <http://www.csc.edu/businessoffice/tuition.csc>.

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 will not be 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.

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. Please refer to NSCS Board Policy 3100 (Conduct and Discipline; Students) for further information.

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.

Source: <http://catalog.csc.edu/undergraduate/costs-financial-aid/> 2/11/21

<https://www.csc.edu/admissions/> 2/11/21

<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba> 2/11/21

<http://catalog.csc.edu/undergraduate/expectations-academic-conduct/> 2/11/21



Definitions of Course Formats

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 and are *not* distance learning courses.

- 01-1000 Face-to-Face courses are conducted in an on-site face-to-face format or mode of instruction.
- 99 Hybrid sections are conducted in an on-site face-to-face format or mode of instruction with a virtual learning experience and/or component.
- 89 Blended sections accommodate both on-campus and distance learners

DISTANCE EDUCATION COURSES

Distance learning courses are available entirely on the Internet:

- 79 Online sections require that all students participate completely online. This involves faculty-to-student and student-to-student interaction.
- 89 Blended sections are designed to accommodate both On-campus learners and distance learners. Campus-based 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 the students receive both high school credit and college credit.

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



Definitions of Course Formats

OFF-CAMPUS ONSITE COURSES

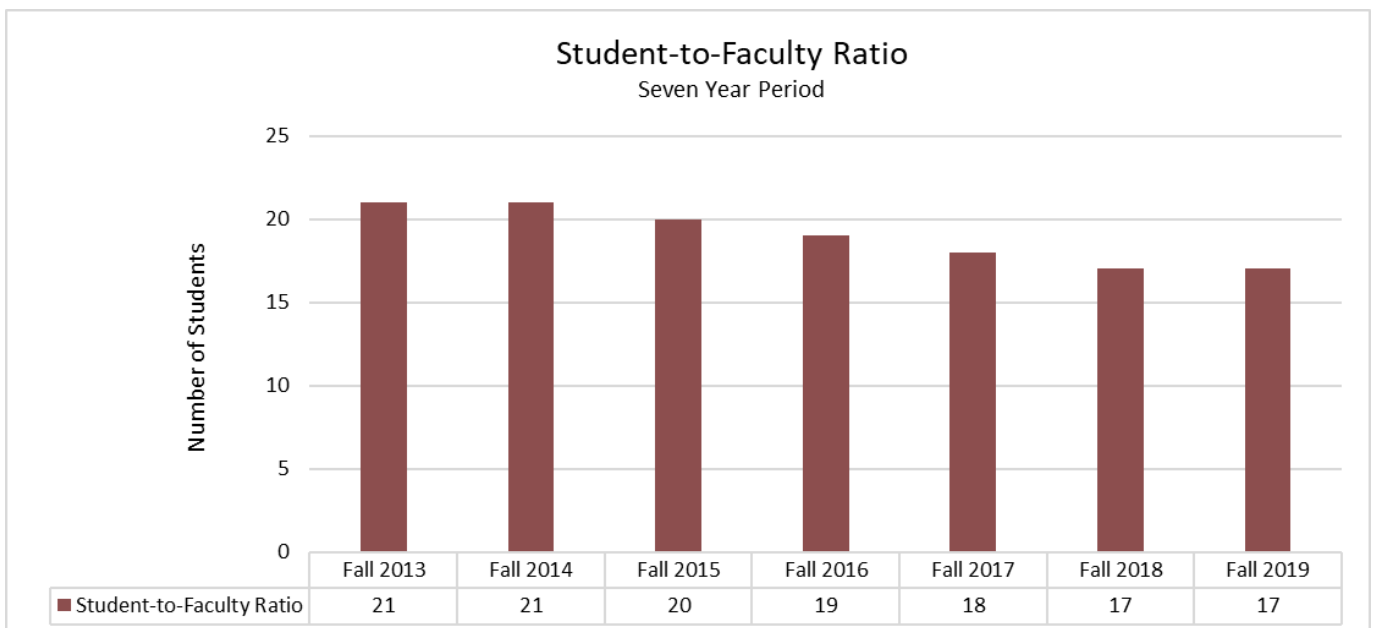
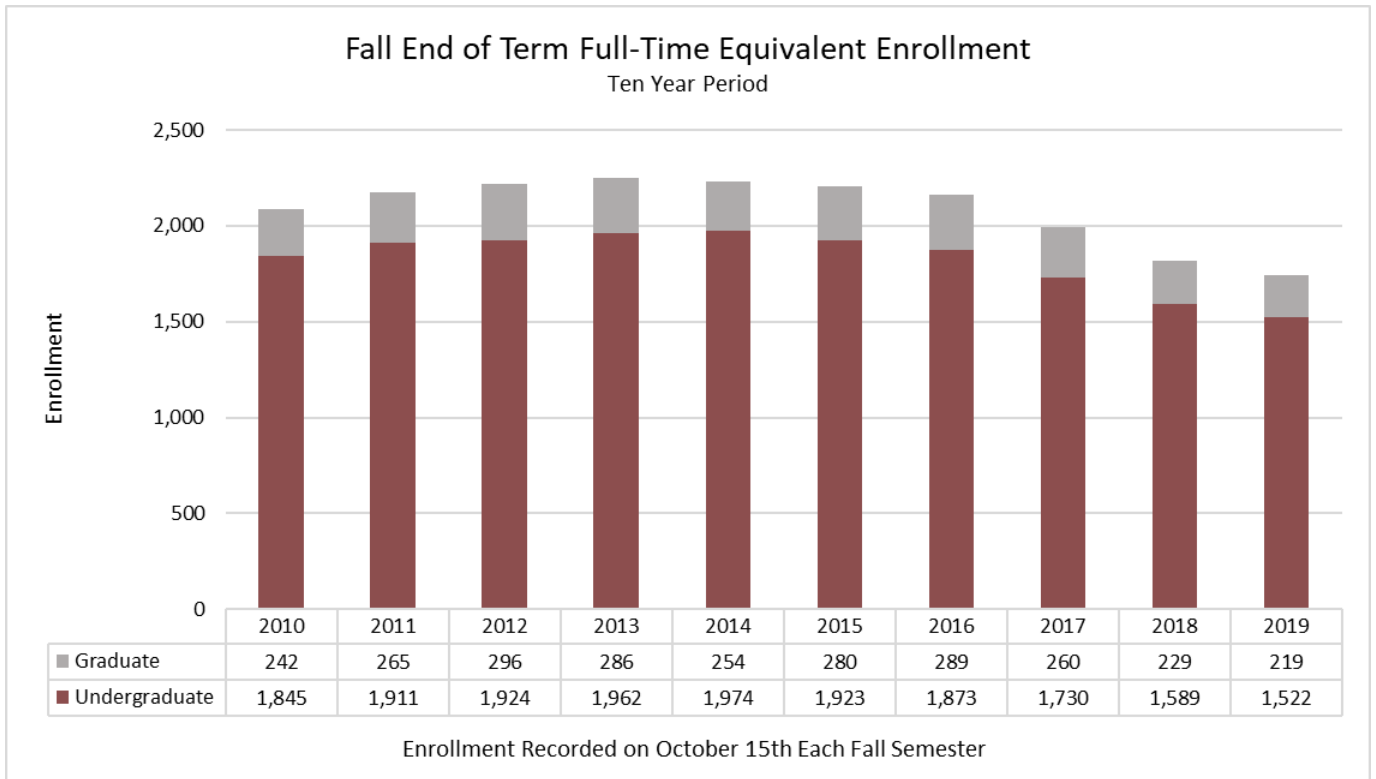
Off-campus onsite course sections are conducted in a classroom geographically separate from the CSC campus in Chadron, NE. These locations do not have a full range of administrative and student services staffed by the facilities personnel. Such services are provided in Chadron. A facility may provide 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:

- 4000 Face-to-Face, Synchronous, or Interactive Television sections are conducted in Scottsbluff.
- 6500 Face-to-Face, Synchronous, or Interactive Television sections are conducted in North Platte.

Source: <http://catalog.csc.edu/undergraduate/definitions-course-formats/> 2/11/21



Full-Time Equivalent Enrollment

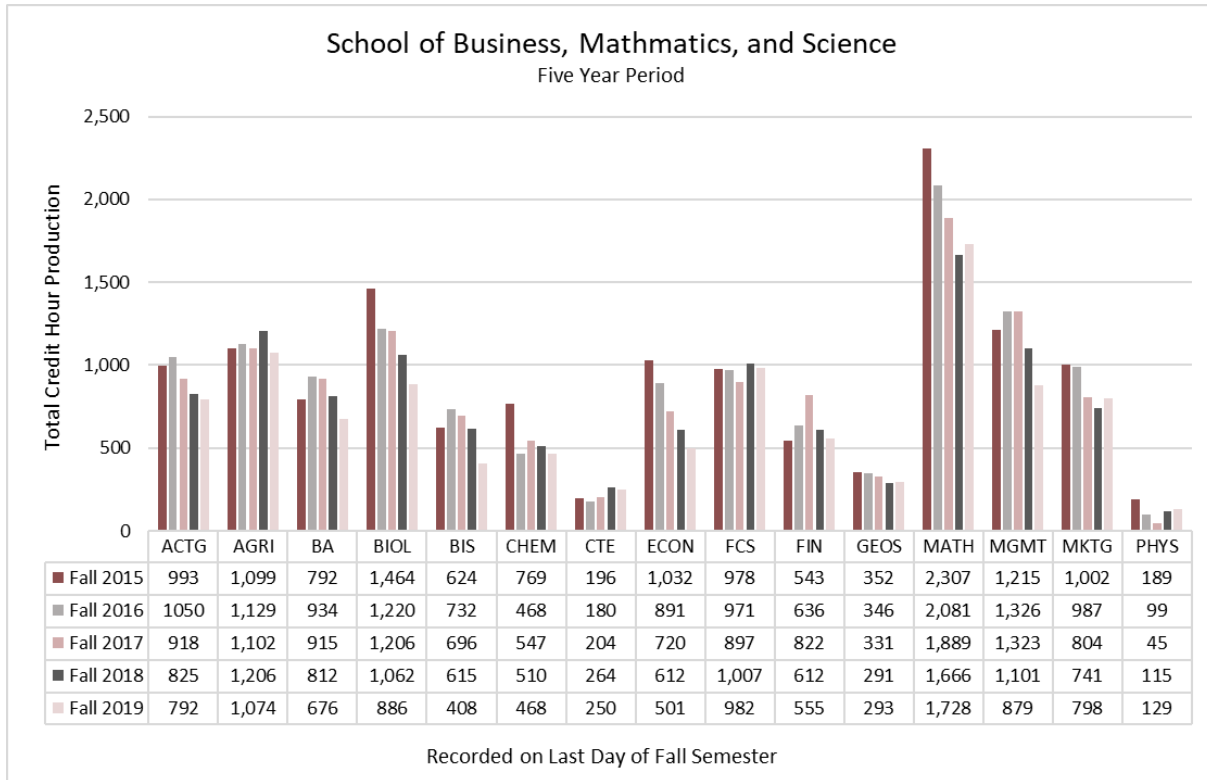


Source: IPEDS Fall Enrollment Report



CREDIT HOUR PRODUCTION

Credit Hour Production



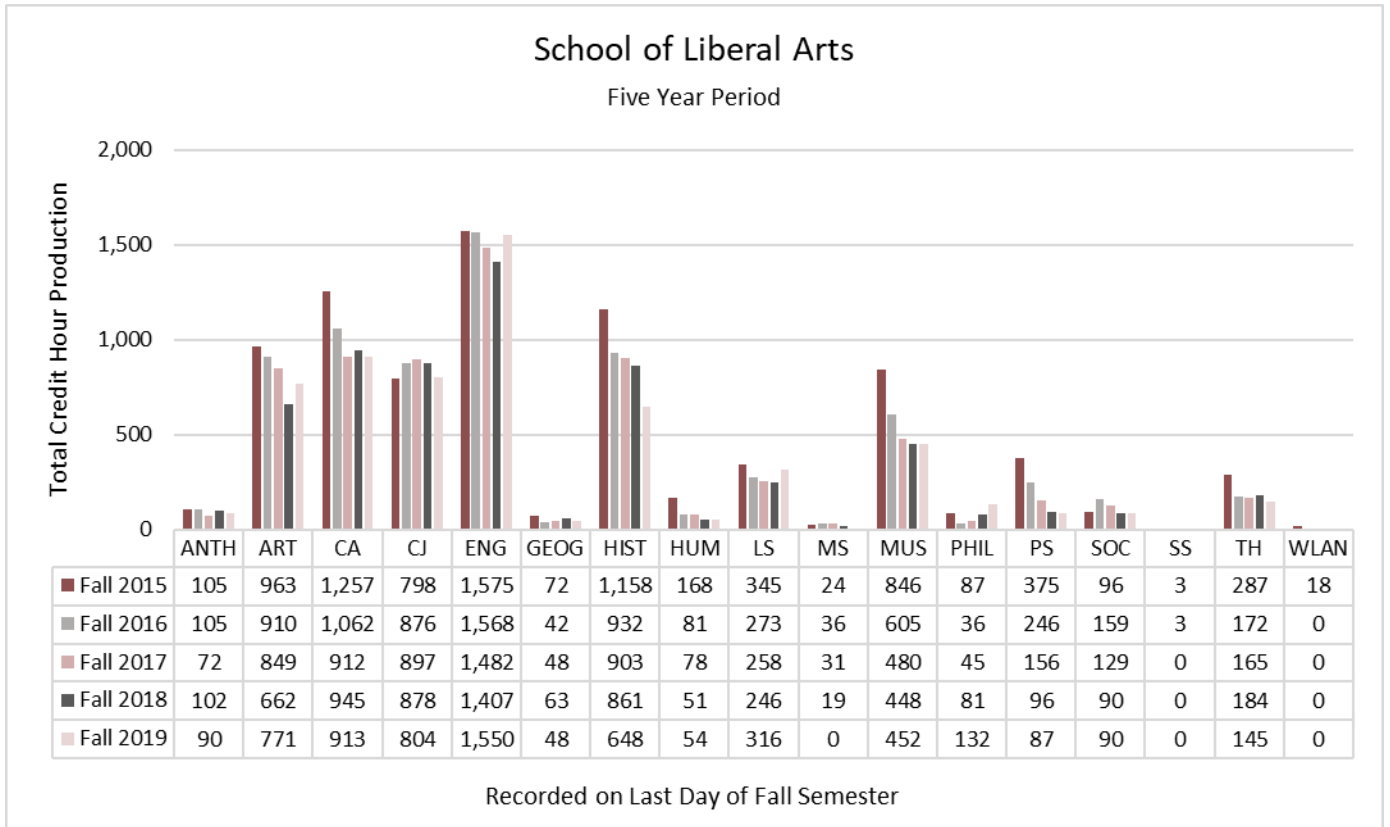
ACTG	Accounting
AGRI	Agriculture
BA	Business Administration
BIOL	Biology
BIS	Business Information Systems
CHEM	Chemistry
CTE	Comprehensive Technical Education
ECON	Economics
FCS	Family and Consumer Sciences
FIN	Finance
GEOS	Geoscience
MATH	Mathematics
MGMT	Management
MKTG	Marketing/Entrepreneurship
PHYS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

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



CREDIT HOUR PRODUCTION

Credit Hour Production



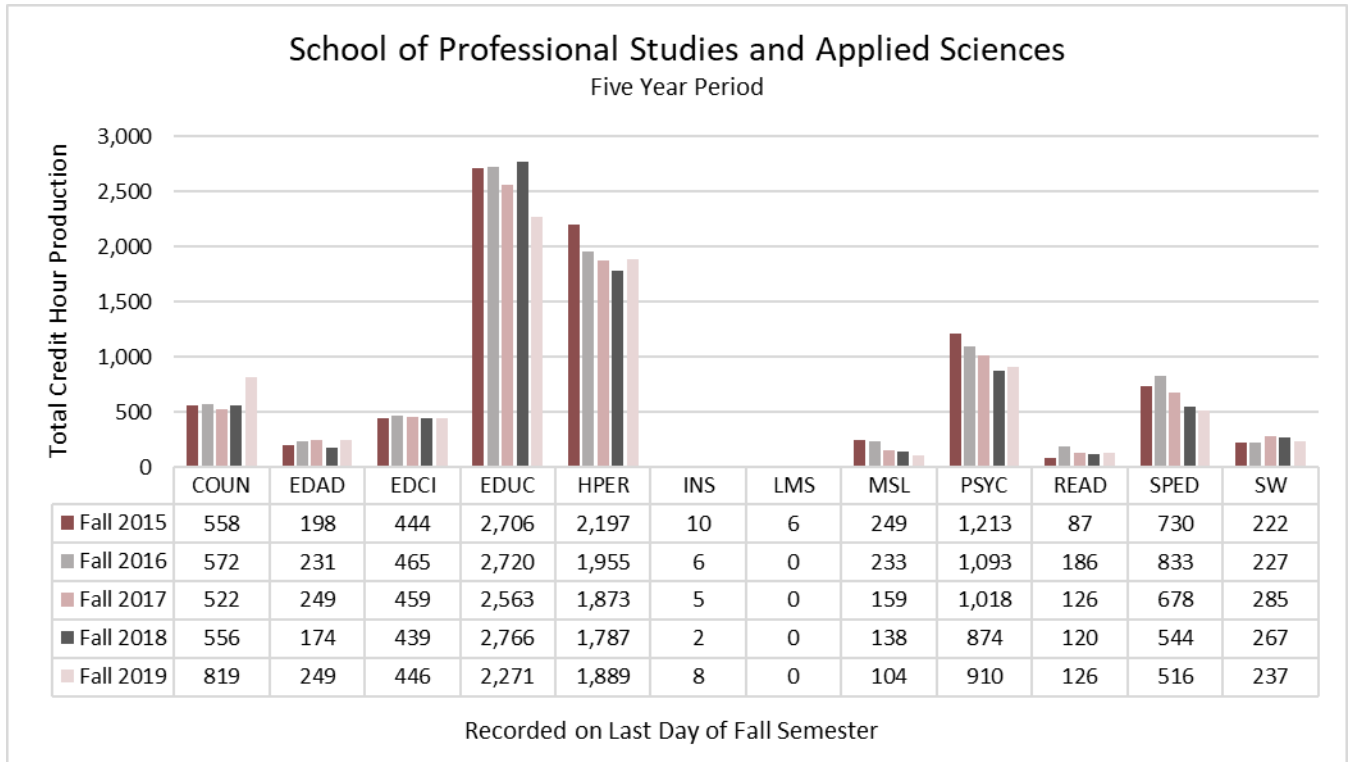
ANTH	Anthropology
ART	Art
CA	Communcation Arts
CJ	Criminal Justice
ENG	English
GEOG	Geography
HIST	History
HUM	Humanities
LS	Legal Studies
MS	Museum Studies
MUS	Music
PHIL	Philosophy
PS	Political Science
SOC	Sociology
SS	Social Science
TH	Theatre
WLAN	World Language

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



CREDIT HOUR PRODUCTION

Credit Hour Production



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							
Five Year Period							
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	5 Year Average	5 Year Percent Change
Art and Theatre*	67	67	57	53	54	60	-19.40%
Business*	513	513	466	431	407	463	-18.44%
Communication Arts	34	34	29	33	29	34	-35.56%
Elementary Education – Early Childhood*	223	223	224	213	184	218	-25.51%
English – Humanities*	55	55	48	50	45	50	-11.76%
Family & Consumer Sciences*	39	39	42	35	42	41	-6.67%
History*	39	39	31	21	27	32	-37.21%
HPER*	163	163	174	149	154	163	-12.00%
Interdisciplinary Studies	50	50	40	31	51	44	8.51%
Justice Studies	135	135	141	131	136	134	7.09%
Life Sciences*	217	217	193	172	160	195	-31.33%
Mathematics*	61	61	63	58	61	62	-7.58%
Music*	39	39	28	27	21	32	-52.27%
Physical Sciences*	29	29	35	42	37	36	2.78%
Psychology	134	134	107	77	87	110	-39.16%
Range Management	136	136	137	136	132	134	3.13%
Social Science*	27	27	32	37	32	32	3.23%
Social Work	41	41	55	51	38	47	-22.45%
Special Education*	75	75	79	74	70	74	-5.41%
Technical Occupations	26	26	27	27	28	27	3.70%

*Secondary Education included



Academic Review Program Summary

Fall Semester Majors Headcount Graduate Studies							
Five Year Period							
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	5 Year Average	5 Year Percent Change
Arts and Education	86	86	221**	213**	234	168	172.09%
Education*	139	139	93	77	67	107	-57.32%
Business Administration	195	195	172	128	93	156	-51.81%
Organizational Management	78	78	66	63	60	71	-31.03%

*Secondary Education included

** 2017 Reorganization of Counseling, Arts, and Education



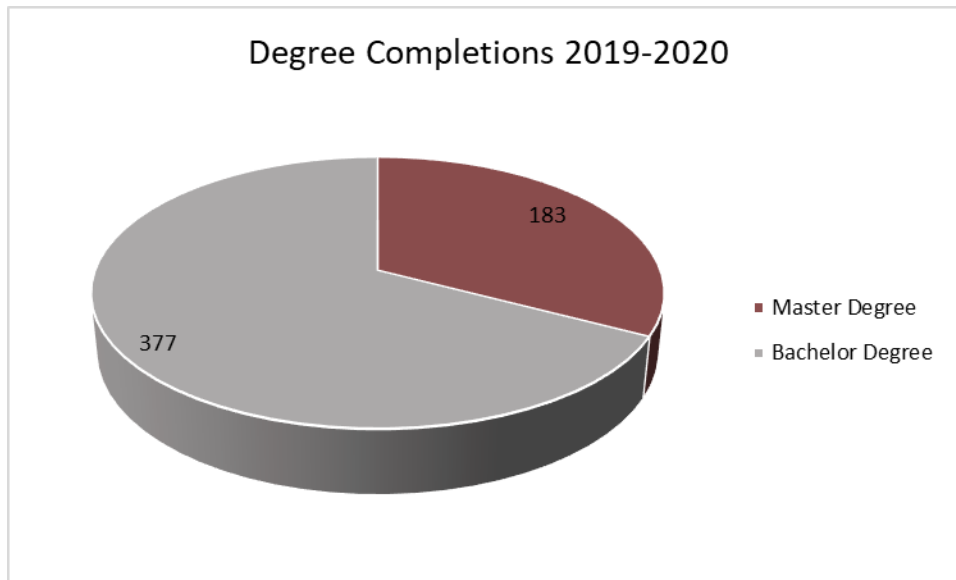
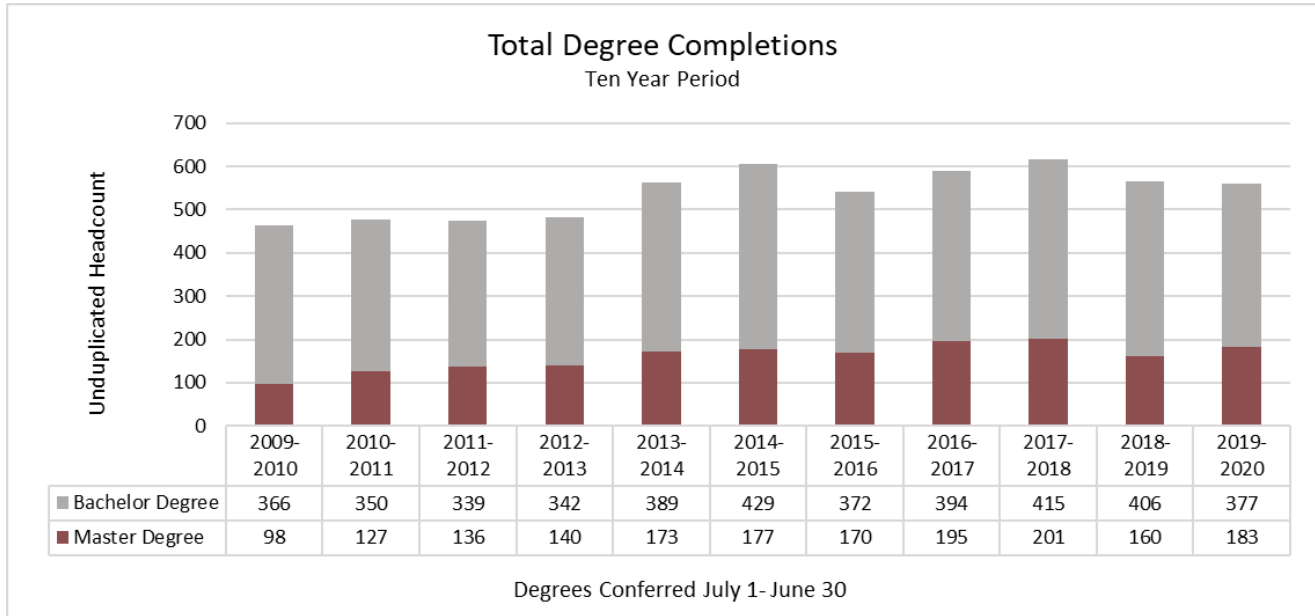
Degrees Conferred

2019-2020 Fact Book



DEGREE PROGRAMS

Degrees Conferred



Source: IPEDS Completion Data, Office of Institutional Research



Degrees Conferred

Degrees Conferred 2019-2020		
Program	Bachelors*	Masters
Art Studies, General	6	
Biological Sciences	20	
Business Administration and Management	97	46
Corrections and Criminal Justice	33	
Drama and Dramatic/ Theater Arts	5	
Education	85	91
English Language and Literature	3	
Health/Medical Preparatory Programs		
Family Consumer Sciences	5	
History	2	
Multi Interdisciplinary Studies/Technical Occupations	42	
Liberal Arts and Sciences		12
Library and Information Science		
Mathematics	5	
Music	2	
Organizational Behavior Studies		26
Parks, Recreation, Leisure and Fitness	17	
Physical Sciences	4	
Psychology and Counseling Psychology	16	8
Range Science and Management	23	
Social Work	9	
Speech Communication and Rhetoric	8	
Theatre Arts	5	
Total Degrees Completed	387	183

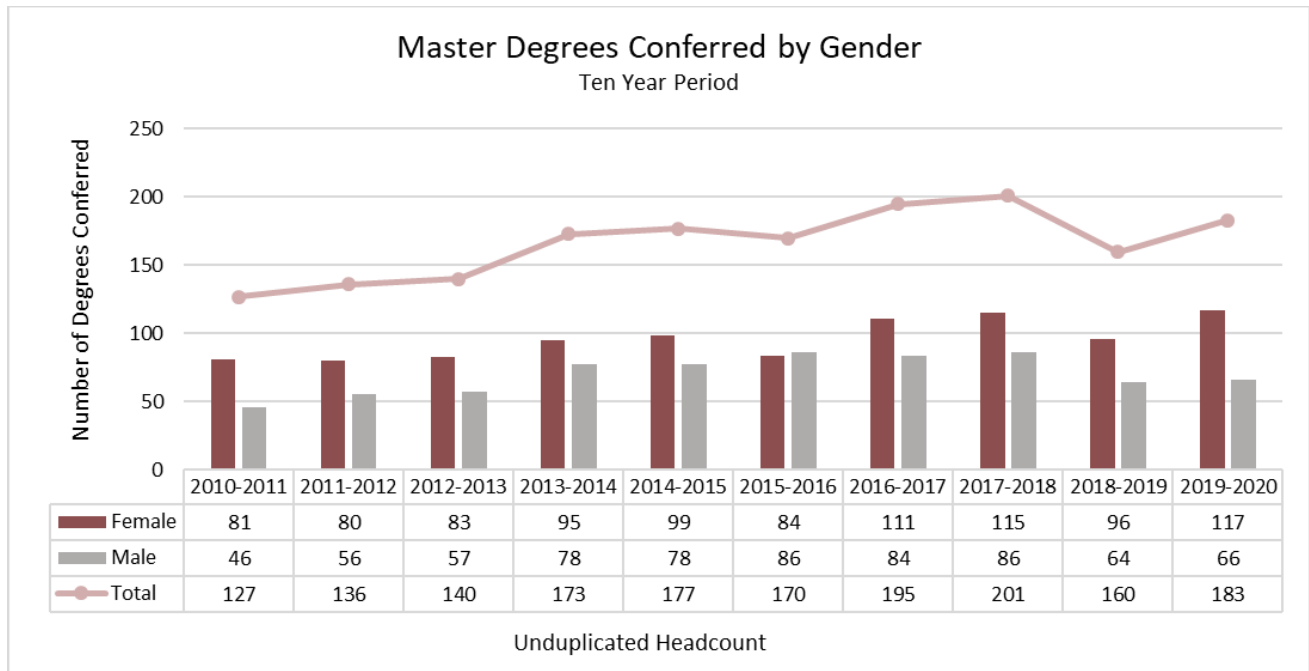
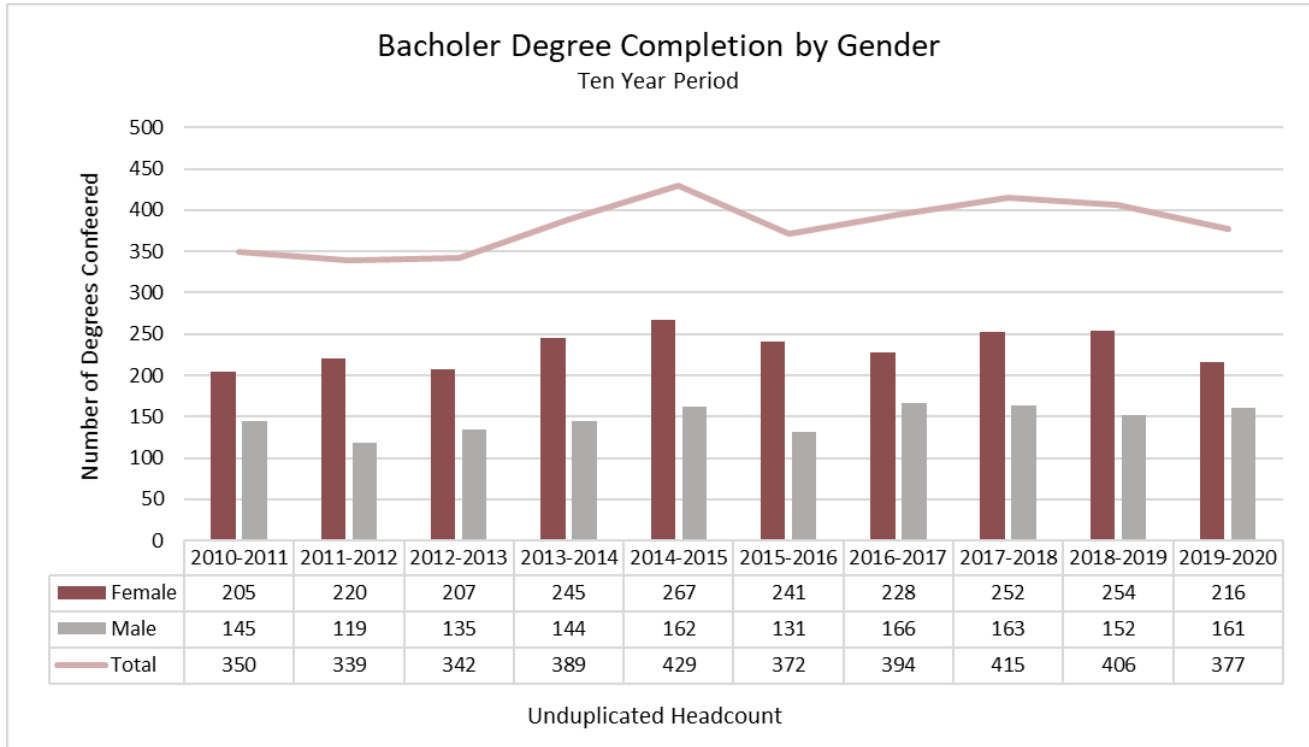
*Total Degrees Completed include 1st Major and 2nd Major

Source: IPEDS Completion Data, Office of Institutional Research



DEGREE PROGRAMS

Degrees Conferred

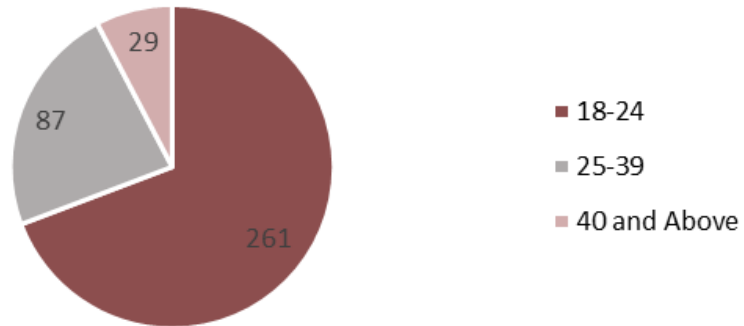


Source: IPEDS Completion Data, Office of Institutional Research

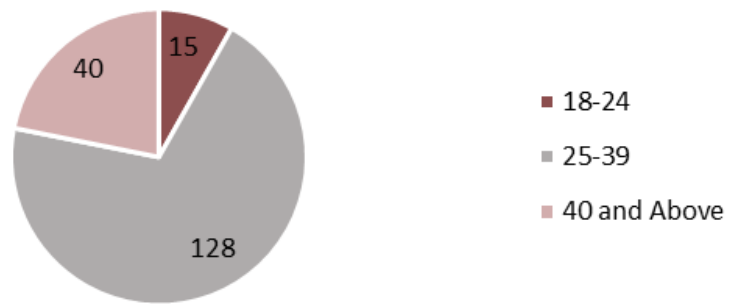


Degrees Conferred

Bachelor Degrees Completions by Age
2019-2020



Master Degree Completions by Age
2019-2020



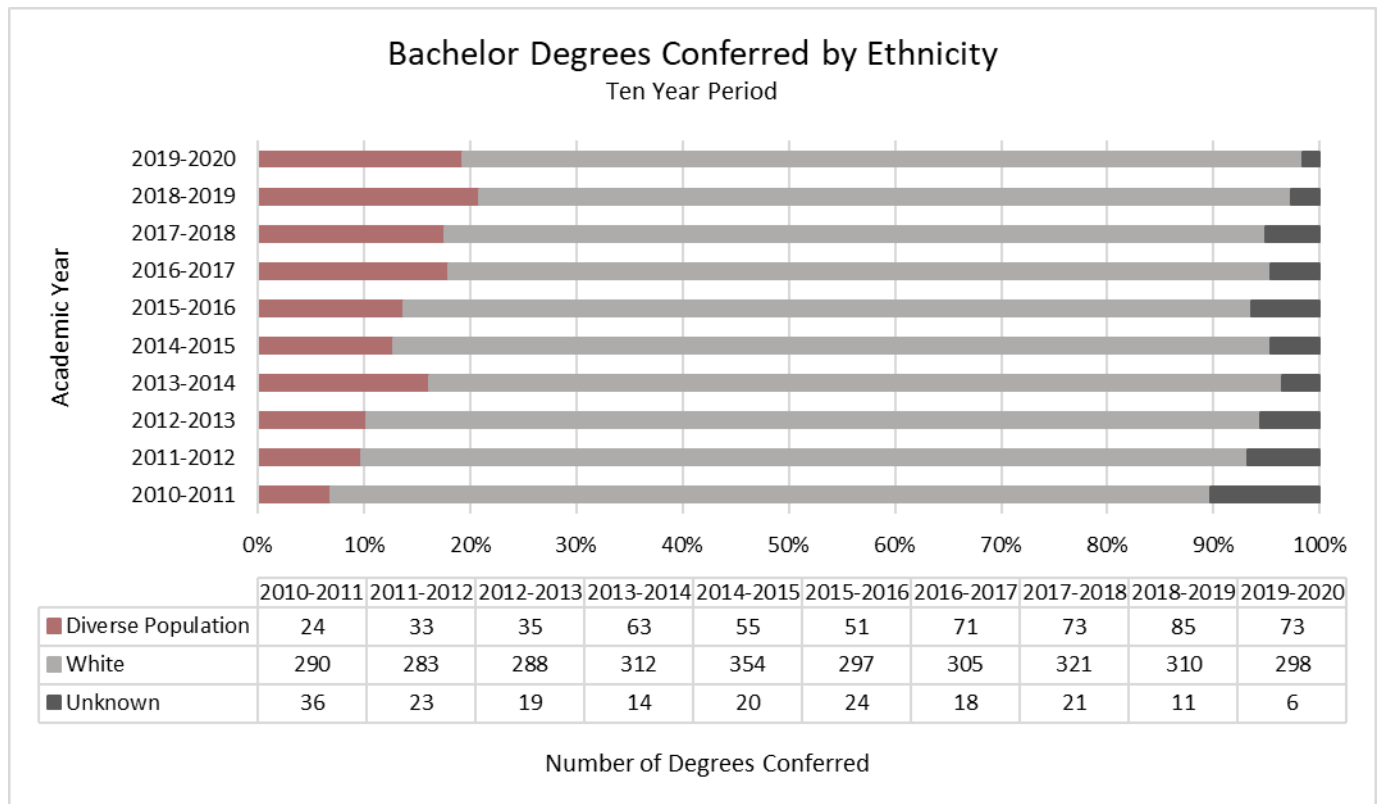
Source: IPEDS Completion Data, Office of Institutional Research



DEGREE PROGRAMS

Bachelor Degrees Conferred

	International	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2015-2016	7	21	3	1	7	1	297	11	24	372
2016-2017	8	21	3	3	16	2	305	18	18	394
2017-2018	15	5	11	30	3	1	321	8	21	415
2018-2019	7	44	6	3	7	1	310	17	11	406
2019-2020	13	29	1	1	13	2	298	14	6	377



Diverse Populations	White	Total Headcount
204.17%	2.76%	7.71%

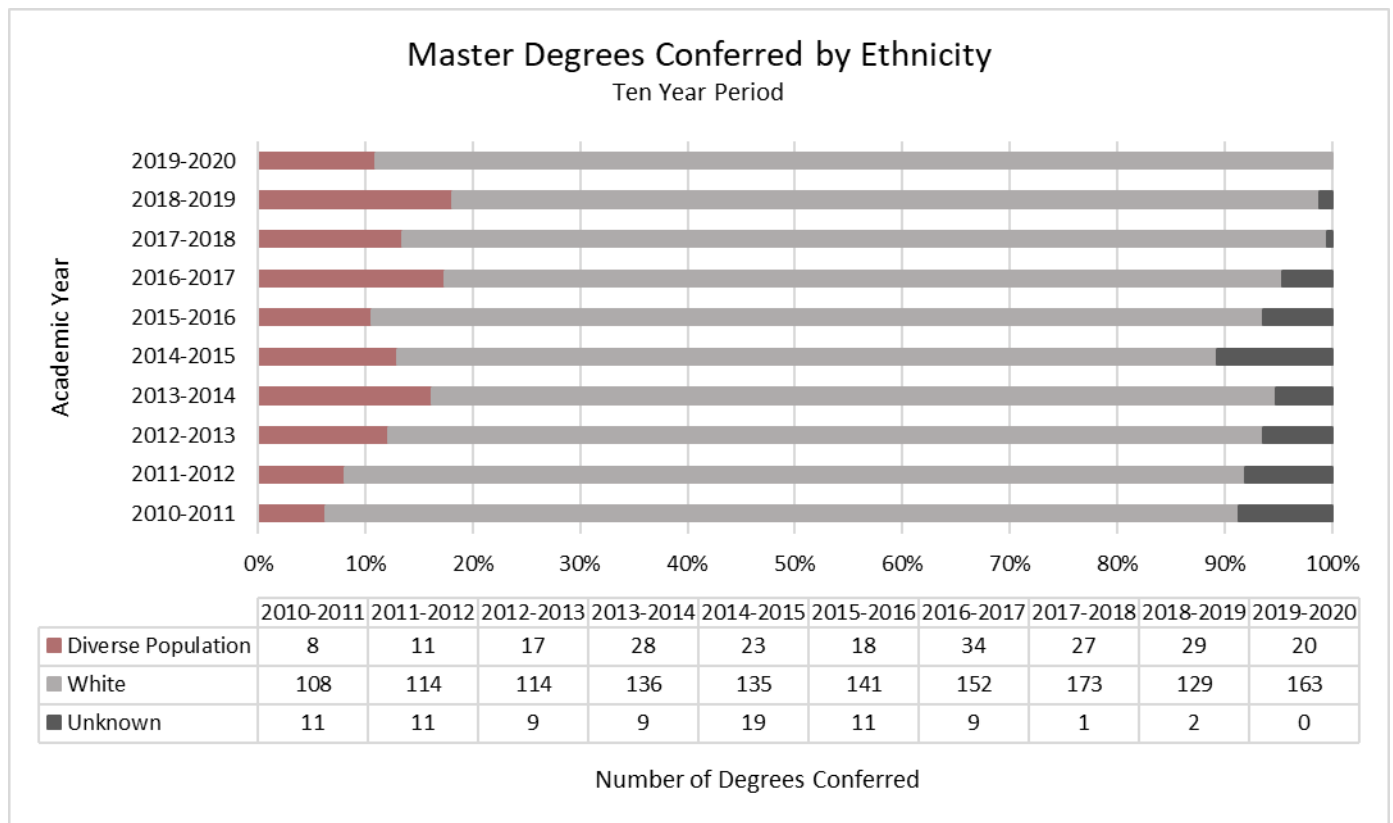
Source: IPEDS Completion Data, Office of Institutional Research



DEGREE PROGRAMS

Masters Degrees Conferred

	International	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2015-2016	1	6	1	1	8	0	141	1	11	170
2016-2017	8	7	1	5	5	1	152	7	9	195
2017-2018	3	3	9	7	1	0	173	4	1	201
2018-2019	2	6	3	5	10	1	129	2	2	160
2019-2020	2	8	1	2	3	1	163	3	0	183



Diverse Populations	White	Total Headcount
150.00%	50.93%	44.09%

Source: IPEDS Completion Data, Office of Institutional Research



Graduates

2019-2020 Fact Book



Office of Career and Academic Planning Services

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.

At the time of publication for this fact book, the Career and Academic Planning Placement Report is not yet published. Reports collected by Career and Academic Planning Services can be accessed here:

<https://www.csc.edu/careerservices/placementreports/index.csc>

Status of Graduates 2019-2020 Career Fair and Interview Days

Career Fair Attendance		
	Employers Attending	Students Attending
Fall 2019	20	N/A
Spring 2020	43	N/A

Teacher Interview Day Attendance	
School Districts	45
Students	37

Source: Career and Academic Planning Services



Financial Resources

2019-2020 Fact Book



Financial Aid

FEDERAL GRANTS

Federal grants are based on financial need and do not have to be repaid. You must submit the FAFSA to Chadron State to determine if you qualify. The types of federal 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.

WORK STUDY

Federal Work Study is awarded to undergraduate students based on financial need and availability of funds. When you submit the FAFSA to Chadron State you must indicate you are interested in Federal Work Study to be considered. This program provides job opportunities for you to earn money to help offset educational expenses for the academic year. These funds are limited and awarded on a first-come, first-served basis to students who submit FAFSA by the priority deadline. Work Study permits and information regarding employment opportunities are emailed to your EagleMail account at the beginning of each term. *It is important to know that a work-study award provides you with the potential to earn funds and is not a guarantee that the you will earn the entire amount awarded. You must accept the award, find a job, and work hours to earn the award.*

FEDERAL DIRECT STUDENT LOANS

The federally funded loan program includes both need-based and non-need-based loans available to undergraduate and graduate students. Students must submit a FAFSA application to determine eligibility. 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.
- Unsubsidized Direct Loans are non-need-based and interest accrues while the student is enrolled in school.

The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. Interest rates for Federal Direct Loans disbursed between July 1, 2019 and June 30, 2020:

- Undergraduate, subsidized and unsubsidized: 4.53%
- Graduate, unsubsidized only: 6.08%
- Direct PLUS Loan: 7.08%

Source: www.csc.edu/start/finaid/available/index.csc 2/15/21



Financial Aid

FEDERAL AGGREGATE STUDENT LOAN LIMITS

YEAR	DEPENDENT STUDENTS (except students whose parents are unable to obtain PLUS Loans)	INDEPENDENT STUDENTS (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500—No more than \$3,500 of this amount may be in subsidized loans.	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500—No more than \$4,500 of this amount may be in subsidized loans.	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500—No more than \$5,500 of this amount may be in subsidized loans.	\$12,500—No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	\$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates—No more than \$23,000 of this amount may be in subsidized loans. \$138,500 for graduate or professional students—No more than \$63,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

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. To complete Exit Counseling you must go online to www.studentloans.gov. You will need your FSA ID to complete this requirement.

FEDERAL PARENTS 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.

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. PLUS Loans are subject to credit approval. You will receive your credit decision via email.

Should your PLUS Loan be denied, here are your options:

1. If applicable, you may appeal—this will be communicated to you in your denial letter.
2. You may pursue an Endorser (co-signer)
 1. Your Endorser will need to log into studentloans.gov using their own FSA ID and Password
 2. Your Endorser will click "Complete an Endorser Addendum" on the HOME page menu.
 3. You will need to provide your Endorser the Endorser Code or Award ID Number
3. You can let your student know the loan was denied and the student can request consideration for additional unsubsidized loans. Students must request this in writing by emailing start@csc.edu.

Source: www.csc.edu/start/finaid/available/index.csc 2/15/21



Financial Aid

ASSISTANCE FOR NEBRASKA RESIDENTS

- **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.

PROJECT STRIVE/TRIO PROGRAMS

Eligible students must be a legal resident of the United States, show a need for academic support, and meet at least one of the following three criteria:

- Come from a family who meets federal income guidelines as outlined by the U.S. Department of Education.
- Be a first generation college student (neither parent has a bachelor's degree)
- Have a document disability

SCHOLARSHIPS

Chadron State College offers a variety of competitive scholarships based on area of study, extracurricular activities, and academic criteria.



Undergraduate Financial Aid

Financial Aid				
Full-Time First Time Undergraduate Students 2019-2020				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Any Student Financial Aid*	379	97%		
Grant or Scholarship Aid	363	93%	\$2,449,626	\$6,748
Federal Grants <i>(duplicated)</i>	226	58%	\$882,366	\$3,904
Pell Grants	168	43%	\$716,951	\$4,268
Other Federal Grants	132	34%	\$165,415	\$1,253
State/Local Government Grant or Scholarships	47	12%	\$78,204	\$1,664
Institutional Grants or Scholarships	313	80%	\$1,489,056	\$4,757
Loans to Students <i>(duplicated)</i>	219	56%	\$1,112,875	\$5,082
Federal Student Loans	217	56%	\$1,012,085	\$4,664
Other Student Loans	14	4%	\$100,790	\$7,199

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

Grants or Scholarship Aid				
Undergraduate Students 2019-2020				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Grant or Scholarship Aid*	1,422	74%	\$9,485,682	\$6,671
Pell Grants	672	35%	\$2,678,791	\$3,986
Federal Student Loans	942	49%	\$5,182,385	\$5,501

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

Military Servicemembers and Veteran's Benefits			
Undergraduate and Graduate 2019-2020			
Type of Aid	Number Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Post 9/11 GI Bill Benefits			
Undergraduate Students	26	\$130,546	\$5,021
Graduate Students	6	\$26,307	\$4,385
Department of Defense Tuition Assistance Program			
Undergraduate Students	7	\$19,506	\$2,787
Graduate Students	4	\$3,750	\$938

Source: Student Financial Aid Report, Office of Institutional Research



Campus Activities

2019-2020 Fact Book



NCAA Sports and Other Athletics

Chadron State College offers a well-rounded athletic program for the benefit of both the student body and the general public. Intercollegiate competition for men is available in football, basketball, wrestling, track and field, and cross-country. For women, intercollegiate competition is available in volleyball, basketball, track and field, cross country, golf, and softball.

The Eagles belong to the Rocky Mountain Athletic Conference (RMAC) and the National Collegiate Athletic Association (NCAA), Division II. Intramurals are available for men, women, and co-ed teams in a variety of activities. The college also has a strong Physical Education Department, which 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 Final Roster Numbers		
	Men	Women
Basketball	18	17
Cross Country	10	7
Football	167	
Golf		9
Rodeo	19	15
Indoor Track	39	20
Outdoor Track	39	20
Softball		22
Volleyball		19
Wrestling	31	
Total	323	129



Club sports include Rodeo and Men’s and Women’s Rugby.



Chadron State Intramural Sports provide participants the opportunity to participate in a fun but competitive atmosphere – and to get more involved with their friends and fellow students!

Sources: www.csc.edu/athletics/
Equity in Athletics Disclosure Act (EADA), Office of Institutional Research
<https://www.csc.edu/clubs/sports/index.csc>
Kaleb Center, CSC Athletic Department



Student Athletes by Men's Sport and Academic Plan

Fall 2019 Student Athletes By Department and Academic Plan	Basketball	Football	Outdoor Track	Rodeo	Wrestling	Cross Country	Sub-Total
GRAD		3					3
Business Administration MBA		1					1
Curr & Instr Reading Spec PK12							0
Educational Administration		1					1
Organizational Management		1					1
UGRD	18	143	28	19	31	10	249
Agricultural Education		1		1			2
Art		1					1
Biology		5	1		1	1	8
Business Administration	5	34	4	7	7	2	59
Business, Mktg, and IT 6-12		1					1
Communication Arts	1	2					3
Earth and Space Science 7-12							0
Elementary Educ K-8		2	1				3
English Language Arts 7-12		1				1	2
Family and Consumer Sciences							0
FCS 6-12							0
General Business	1	3		2	1		7
Health & Phys Educ PK-12		8	2				10
Health Sciences		1			1		2
History		2					2
History 7-12		1	1				2
Interdisciplinary Studies	2	6	1	2	2	1	14
Justice Studies: Criminal Just	1	12	1		3	1	18
Justice Studies: Legal Studies		1		1			2
Literature		1	1				2
Mathematics		2			1		3
Mathematics 6-12		3			1		4
Middle Grades 4-9		1					1
Middle Level Education				1			1
Physical Education 7-12		2					2
Physical Sciences		1	1			1	3
Psychological Sciences	1	2			2		5
Rangeland Management		15	3	3	3	1	25
Science 7-12	1	1		1	1		4
Social Science 7-12		3				1	4
Social Work							0
Special Education Gen K-12		1			1		2
Sports and Recreation Mgmt	5	26	12		6	1	50
Undeclared	1	4		1	1		7
Grand Total	18	146	28	19	31	10	252

Source: Athletic Student Majors Listing Report



Student Athletes by Women's Sport and Academic Plan

Fall 2019 Student Athletes By Department and Academic Plan	Basketball	Golf	Outdoor Track	Rodeo	Softball	Volleyball	Cross Country	Sub-Total
GRAD	1			1		1		3
Business Administration MBA				1				1
Curr & Instr Reading Spec PK12						1		1
Educational Administration								0
Organizational Management	1							1
UGRD	16	9	13	14	22	18	7	92
Agricultural Education								0
Art		1		1		1	1	3
Biology					1	2	1	3
Business Administration	3	1	2	5	3	2		16
Business, Mktg, and IT 6-12		1						1
Communication Arts	1		1		1	1		4
Earth and Space Science 7-12	1							1
Elementary Educ K-8	1	1	1	2	1	2		8
English Language Arts 7-12					1			1
Family and Consumer Sciences				2		1	2	3
FCS 6-12	1		1					2
General Business								0
Health & Phys Educ PK-12	1				1			2
Health Sciences			1	1				2
History		1						1
History 7-12								0
Interdisciplinary Studies	2		1		1	1		5
Justice Studies: Criminal Just		1	1	1	1			4
Justice Studies: Legal Studies	1				1			2
Literature	1	1						2
Mathematics								0
Mathematics 6-12					1			1
Middle Grades 4-9								0
Middle Level Education					1		1	1
Physical Education 7-12						1		1
Physical Sciences					1			1
Psychological Sciences	2			1	2	4		9
Rangeland Management				1	1		1	2
Science 7-12								0
Social Science 7-12								0
Social Work			1		1	1	1	3
Special Education Gen K-12					2			2
Sports and Recreation Mgmt	1	2	3		1	2		9
Undeclared	1		1		1			3
Grand Total	17	9	13	15	22	19	7	95

Source: Office of Institutional Research



Student Clubs and Organizations

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

Ag Club	Night of Country Swing (NOCS)
Art Guild	Omega Phi Rho
Band	Phil Beta Lambda Chapter (PBL)
Beta Beta Beta	Pit Events
Blue Key	PlainsWalker's Society
Campus Activities Board (CAB)	Pre-Vet
Cardinal Key	Psychology Club
Chi Alpha Christian Fellowship	Public Relations
Choir	Residents Life Association
Collegiate Farm Bureau	Revive
Eagle Dance Team	Rotaract Club
Eagle Newspaper, The	Sigma Tau Delta
Eagles for Life	Social Science Club
Education Club	Social Work Club
Health Professions Club	Sports Medicine Club
International Club	Student Alumni Council SAC)
Mental Health Club	Table Tennis
Music Teachers National Association (MTNA)	United Club
National Association for Music Educators (NAfME)	War Eagles
Natural Science Club	Wildlife/RMEF Club
Nest, The	Xi Delta Zeta
Newman House	Zeta Alpha Kappa

Source: <https://www.csc.edu/clubs/list/index.csc>



Facilities

2019-2020 Fact Book



FACILITIES

Campus Map



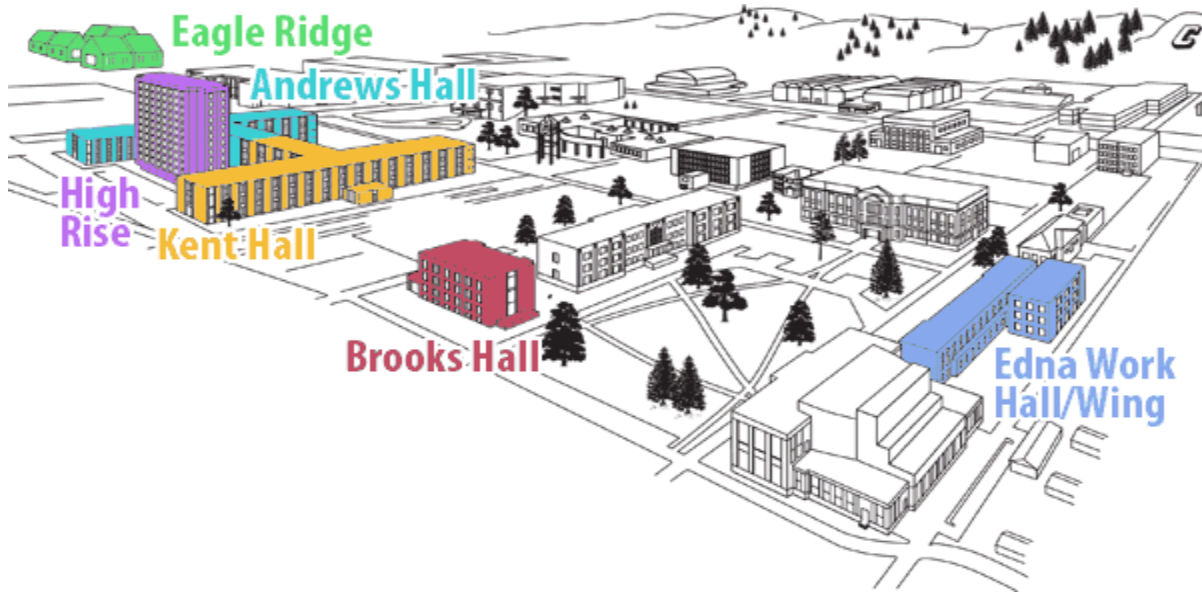
**CHADRON
STATE COLLEGE**

- | | | | |
|---|--|---|-----------------------------------|
| 1. Military/Veteran Resource Center | 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/
Armstrong Gymnasium | 22. Amphitheater |
| 3. Edna Work Hall/Wing – Residence Hall | 9. Crites Hall – Student Services | 15. Kent Hall – Residence Hall | 23. Boiler House |
| 4. Mari Sandoz High Plains Heritage Center | 10. Sparks Hall – Administrative Offices and Foundation | 16. High Rise – Residence Hall | 24. Intramural Fields |
| 5. Hildreth Hall | 11. Miller Hall – Information Technology, Psychology, Graduate Studies | 17. Andrews Hall – Residence Hall | 25. Concession Stand |
| 6. Nelson Physical Activity Center (NPAC) – Physical 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 & Consumer Sciences, Business, Agriculture, Print Shop | 28. Softball Field |
| | | | 29. Eagle Ridge Housing Complex |
| | | | 30. Coffee Agriculture Pavilion |

Source: College Relations Office



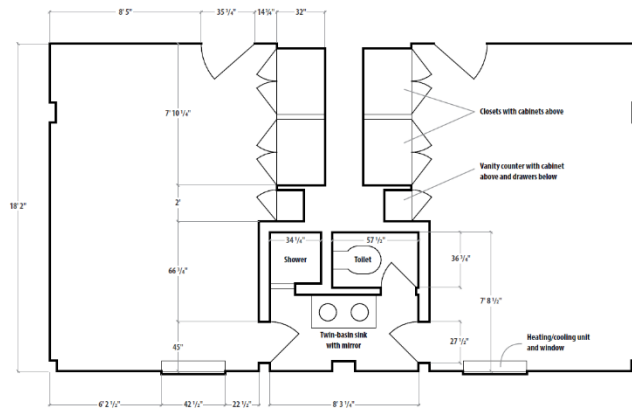
Campus Housing



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 six dormitory halls on campus in three different buildings: Andrews, Hall, Kent Hall, High Rise, Edna Hall, Edna Wing, and Eagle Ridge. Brooks hall is no longer being used. Room sizes are as follows:

Andrews Hall



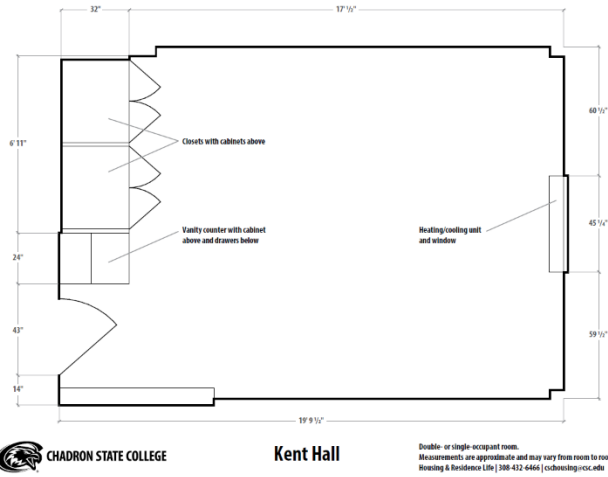
Andrews Hall

Two double- or single-occupant rooms with shared bathroom. Measurements are approximate and may vary from room to room. Housing & Residence Life | 308-432-6466 | cchousing@cscc.edu



FACILITIES

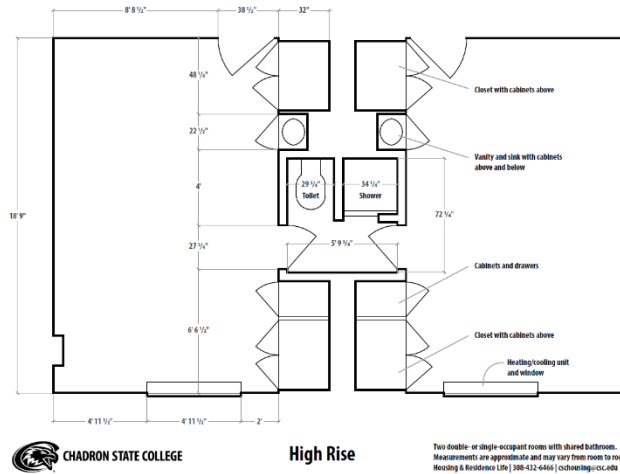
Kent Hall



Kent Hall

Double- or single-occupant room. Measurements are approximate and may vary from room to room. Housing & Residence Life | 308-422-6466 | cohousing@cscc.edu

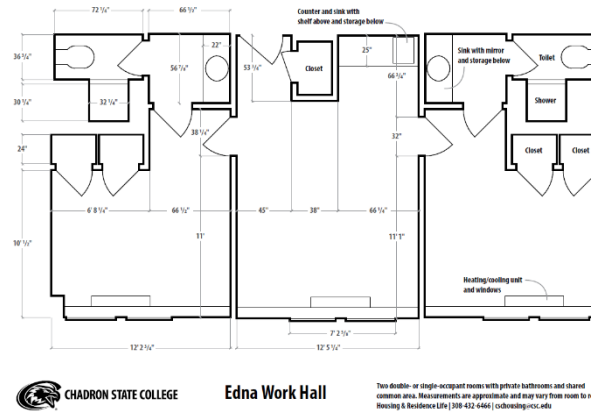
High Rise:



High Rise

Two double- or single-occupant rooms with shared bathroom. Measurements are approximate and may vary from room to room. Housing & Residence Life | 308-422-6466 | cohousing@cscc.edu

Edna Hall:



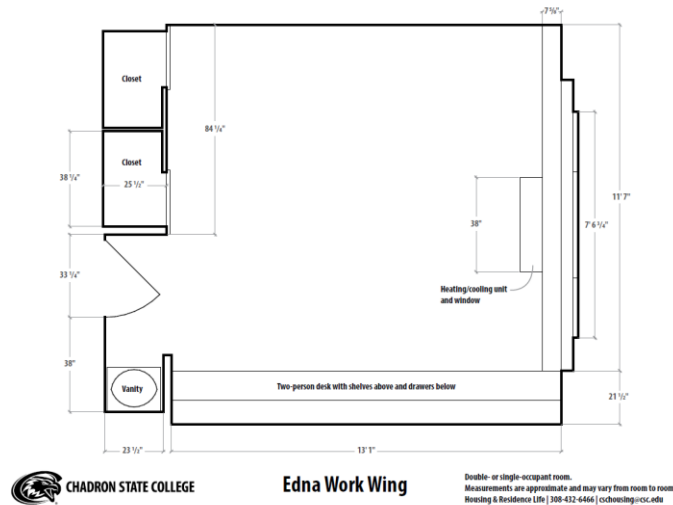
Edna Work Hall

Two double- or single-occupant rooms with private bathrooms and shared common areas. Measurements are approximate and may vary from room to room. Housing & Residence Life | 308-422-6466 | cohousing@cscc.edu

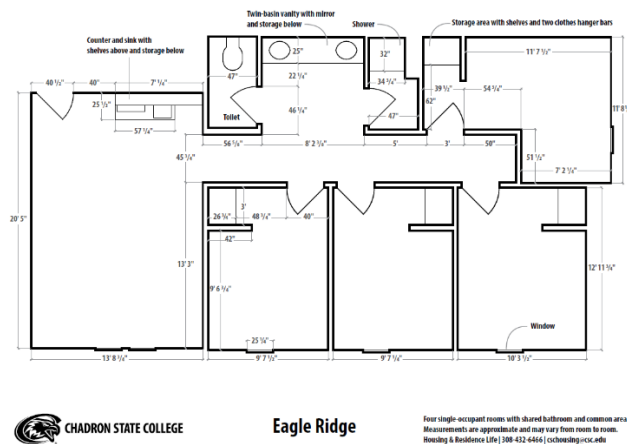


FACILITIES

Edna Wing:



Eagle Ridge:



Edna G. Work Hall (1932)

Currently housing predominantly upper-division students, this 39,111 GSF three-story building was built as a women's dormitory. It was expanded in the 1960s to provide additional student housing and was extensively renovated in 2008 into 48 suite-style rooms. A living room, measuring 15 feet by 12 feet 5, inches, separates the bedrooms, both of which measure 12 feet by 13 feet six inches. Each bedroom includes a complete bathroom. Optional furnishings include twin beds, a chair, a desk and a three-drawer dresser. Each floor features a laundry room, a community area with a TV, and a separate study room. Other amenities include a 24-hour computer lab with printing, and a 24-hour exercise room, located in the basement. This building is listed on the National Register of Historic Places.

Source: Housing & Residence Life



Campus Housing (Cont'd)

Edna G. Work Wing (1960s)

The 1960s expansion of Edna Work Hall was the addition of Edna Work Wing, a three-story building that predominately houses incoming freshmen looking for a quiet study atmosphere. It is a three-story hall, co-ed by each half of the floor. Each floor is equipped with a laundry room and a community bathroom. All rooms feature a sink, a mirror, built-in closets and a built-in shelf/counter. Optional furnishing includes a twin bed and study chair.

Together, Edna Work Hall and Wing also offer a spacious conference room for study groups, and two spacious lobby areas with big-screen cable TV and lounge chairs.

Kent Hall (1965)-

This 91,635 GSF three-story structure is located on the west side of the main residence hall complex, which also includes High Rise Residence Hall and Andrews Hall. Kent Hall is coed by floor/wing, with bathroom and shower facilities located in the center of the hall on each floor. Room size is 15 feet 7 inches by 13 feet 11 inches. Kent Hall is equipped with laundry facilities, storage rooms, and a TV lounge. It is home to “The Landing,” 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 92,182 GSF three-story structure is located 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 feet 10 inches by 10 feet 18 inches. The TV/recreational lounge, located in the basement, includes a ping-pong table, a pool table, and other entertainment equipment.

High Rise Residence Hall (1967)

This 127,315 GSF eleven-story 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 12 feet by 18 feet 8 inches. Located on each floor are utility and storage rooms and a lounge. Study rooms are spaced throughout the hall. Laundry facilities are located in the basement, along with 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.

Eagle Ridge (2014)

The newest addition to campus housing, Eagle Ridge provides co-ed housing for predominately upper-division students. Located on the eastern edge of the campus, Eagle Ridge consists of three apartment-style buildings, each containing six apartments. All apartments contain four private bedrooms; a bathroom with two sinks, toilet and shower; and a common living area. All bedrooms are furnished with a bed, a dresser, and a desk and chair. Each building features laundry facilities, a community lounge, and an open outdoor deck.



Administrative Services Facilities

Sparks Hall (1914)

Sparks Hall, a 17,218 GSF structure, originally built as a women's dormitory, was renovated in 2006 to house administration, human resources, college relations, public information, and alumni and Chadron State Foundation offices. This building was listed on the National Register of Historic Places in 1983.

Student Services Facilities

Crites Hall (1938)

Originally a men's dormitory, Crites Hall was later used as a cafeteria and sorority house. It was renovated in the early 1980s for use as office space; and in 2016, the front entrance was renovated to provide handicap access. The 37,616 GSF building currently houses Student Services offices for START, admissions, business, records, housing and residence life, health services, and counseling services offices. This building was listed on the National Register of Historic Places in 1983.

Reta E. King Library (1966)

This 46,037 GSF structure houses the campus's 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. The next renovation was major. Completed in 2015, it involved moving the majority of the library's books to the upper level, making room on the main level for the Library Learning Commons. Located in the Commons are tutoring services, career services, and the transitional studies program. The Project Strive/TRiO office is located on the lower level.

Student Center (1989, 1991)

This 52,183 GST structure, built in two phases, contains the campus food service facilities; a ballroom; the Campus Activities Board and Student Senate offices; conferencing and meeting rooms; a lounge; and game rooms. During the Fall 2016 semester, Game Day opened, offering CSC apparel and promotional items.

Academic Facilities

Old Administration (aka 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. It currently houses the Social Sciences, Justice Studies, Education, Communication, and English and Humanities Departments, along with the staff of the Eagle newspaper, a mock courtroom, and a computer lab.

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, then renovated in 1998 to provide distance-learning, general purpose, and mediated classrooms; an IT Data Center; and offices for the



FACILITIES

Graduate Studies Program and the Counseling, Psychological Sciences and Social Work Department. This building was listed on the National Register of Historic Places in 1983.

Acadademic Facilities (Cont'd)

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. The building is currently vacant inactive and used for storage.

Brooks Hall (1957)

This 24,504 GSF three-story structure, located on the north side of the campus, was built as a residence hall. The building is currently vacant.

Mari Sandoz High Plains Heritage Center (1929)

Originally the campus library (built in the Carnegie style), this 15,795 GSF building was renovated in 2000 to house the Mari Sandoz High Plains Heritage Center. The Center features permanent, temporary, and traveling exhibits that deal with life on the high plains in the 1800s and early 1900s, primarily in Nebraska. It also features a preservation/preparation workroom, equipped with a digital imaging laboratory, an archival library, artwork, and collections. The original building was listed on the National Register of Historic Places in 1983. The adjacent two-story Chicoine Atrium, was dedicated September 9, 2002 and then opened to the public, providing additional space for exhibits, meetings, seminars, and workshops, social events, and musical performances. Located in the lower level of the Atrium, the C. F. Coffee Gallery features interpretive exhibits that explore the ranching heritage of the High Plains, along with a model of a portion of the First National Bank of Chadron from the early 1900s.

Memorial Hall (1953)

Originally constructed as the campus auditorium and campus student center, Memorial Hall (often referred to as M-Hall) 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. An acoustical shell, completed in January, 2017, was installed to enhance performances in the auditorium.

Math Science Building (1968)

This 60,701 GSF building is home to the Department of Mathematical Sciences and 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 Dr. Lois Veath Planetarium, located on the lower level, serves the college and western Nebraska with educational programs dealing with astronomy. The Math Science Building is also home to the High Plains Herbarium, which contains approximately 60,000 specimens of plants found primarily in the northern Great Plains. The Eleanor Barbour Cook Museum of Geology, located in the basement level, was CSC's first museum. Founded in 1938, the museum features donated fossil specimens, minerals and rocks from Black Hills pegmatite mines, meteorites, agates, and rock-forming minerals from around the world.

Burkhiser Technology Complex (1970)

The 63,472 GSF complex was last renovated in 1999. Burkhiser houses the Business Academy and Family and Consumer Science. It is also home to the CSC Print Shop, the Nebraska Business



Development Center; and the Child Development Center Laboratory. The CDC, operating since 1972, serves as an educational program for the purpose of “educating educators” who care for and about young children. The CDC is state-licensed by the Nebraska Department of Health and Human Services, and is nationally accredited by the National Academy of Early Childhood Programs. The Burkhiser Complex also features a wildlife display that was donated to the college by Cabela’s.

Rangeland Complex and Coffee Agriculture Pavilion (2015-2016)

At 28,150 square feet, the Pavilion includes an indoor arena, which provides room for hands-on instruction and demonstrations with live animals. It also provides space for seminars, exhibitions, and workshops with animals, as well as for an indoor arena for the CSC rodeo team to practice in. Phase II, completed in 2016, is a 12,240 square-foot-structure that contains two dedicated laboratory spaces for research with animals and with soils and grasses. Additionally, it houses classrooms, faculty office space for Rangeland Management, and a computer lab.

Athletic and Recreation Facilities

Elliott Field/Don Beebe Stadium (1929)

The football field and a 400-meter track were first built in conjunction with Miller Hall, the first gymnasium on campus. The 8,770 GSF stadium and football field, named for CSC’s second President Robert I. Elliot, were upgraded in 1998. In 1995, a fundraising drive was launched that eventually resulted in a major renovation of the facility: It doubled the seating capacity and doubled the size of the press box, named in honor of Con Marshall, longtime CSC sports and news information director. The renovation also included additional seating, concessions, and restrooms. During homecoming 2000, the rejuvenated facilities were dedicated, and named in honor former CSC student-athlete Don Beebe. In September 2017, ground was broken for the new Chadron State College Sports Complex, to include a comprehensive renovation of the stadium and the construction of an outdoor track. Updates included replacing the existing south side stadium with a concourse and two-story pavilion that houses game officials, coaches, media and fans. The improvements increased accessibility to the stadium, expanded seating for spectators, a synthetic field, and a video scoreboard. The stadium opened in fall of 2018.

Outdoor Track and Field Competition Facility

Phase II of the Sports Complex Initiative

Groundbreaking for Phase II was held in April, 2019, and construction began on the new outdoor track facility. It is scheduled to be dedicated in the fall of 2020.

Armstrong Gymnasium (1964) and Chicoine Center (2014)

The Armstrong Gymnasium, opened in 1964. Renovation and expansion of the gym, which more than doubled the size of the former structure, began in April, 2013; the resulting new facility was named the Chicoine Center. The renovation included converting a roughly 6,250-square-foot natatorium into a strength and conditioning center, and added new locker rooms, training facilities, a sports medicine clinic, administrative offices, and an arena. The building houses all athletic programs. The Chicoine Center opened November 5, 2014, in time to host the 2014-15 men’s and women’s basketball seasons in the new arena. The arena, a 22,600-square-foot horseshoe-shaped structure, seats 1,750 spectators.



Athletic and Recreation Facilities (Cont'd)

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 was named for Edwin C. Nelson, who served as the college's seventh president, from 1912 to 1920. The main activity area is 265 feet by 280 feet, and contains a five-lane, 170-meter track with a six-lane, 60-meter straightway, and three combination basketball/volley-ball/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 administrative offices. The upper level contains a practice area for the wrestling team, a dance studio, classrooms, and additional administrative offices. The facility is home to the Health, Physical Education, and Recreation Department, as well as wrestling, track and field, and intramural programs. It is heavily utilized by both college students and community members for recreational and fitness purposes.

CSC Softball Field (2006)

The women's softball field hosted its first game in 2006 with a dedication ceremony and two exhibition games. The field, located on the southeast corner of the campus, features bleachers, fencing, a press box, scoreboard, restrooms, concessions, dugouts, a batting cage, and landscaping.

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. They also serve as practice fields for the athletic teams.

Campus Support Facilities

Boiler House (1912)

The 10,484 GSF Sheaman 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 the campus, and is 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 administrative offices.



Other

National Guard Readiness Center (1962)

The Chadron National Guard Readiness Center was built in 1962. C Battery 1/168th Field Artillery utilized this building until August of 1997 when the Nebraska Army National Guard unit transformed into the 1057th Transportation Company in October 2017 the National Guard's 1057th Transportation Company officially became the 1057th Military Police Company, a change that required additional soldiers, weapon systems, vehicles, and training. The change was part of the first restructuring of the Nebraska Army National Guard in two decades and also part of changes that occurred at the national level as well. The unit in Chadron assists the Chadron State College Reserves Officers' Training Corps (ROTC) program.

Sources: College Relations Office

Source: Housing & Residence Life



C-Hill



In the 1920s, the practice of creating hillside letters was underway in towns and cities across America, where they served as symbols of school pride and community identity. While many such markers now grace hills and mountains in America, Chadron's "C" seems to be the only one of note in Nebraska.

Using a design by Frank Phillips, a former Chadron Normal student who was studying engineering at the University of Nebraska, college math professor T. A. F. Williams had "the young men of his trigonometry class" mark out the letter on "Academy Hill" in the early summer of 1924. According to an account, Williams was not confident of his students' measurements, so prior to construction he and his wife strung muslin cloth on the outlines of the letter and walked north down Main Street to see how it looked from a distance.

A month later the concrete "C," measuring over 80 feet in length and 24 feet wide and painted in white, was formally presented to then-college president Robert Elliott by the 1923 and 24 class presidents. For a few years after the "C" was built, the college had a lantern walk on the hillside in conjunction with commencement ceremonies. Lines of students carrying Japanese lanterns would ascend the hill and outline the letter, the college band would play and townsfolk assembled at the base of hill would honk their horns.

In 1983, the CSC student leaders revised the lighting of C-Hill. The athletes and C-Club members cleaned and painted the C and Cardinal Key Honor Sorority organized the lighting of C-Hill during the Homecoming activities. Flashlights were substituted for the lanterns. Since then, the lighting of C-Hill has been a part of the CSC Homecoming events which continues on today.

The letter's visibility was also enhanced, though not in a pleasant way, when a wildfire nearly engulfed the CSC campus in the summer of 2006. A photo taken a day after the fire shows the "C" clearly outlined by charred prairie grasses and remains as a symbol of the near-tragedy.



A year after the fire, the Chadron C's alphabetical rank made it an early entry in a book, "Hillside Letters A to Z - A Guide to Hometown Landmarks" by Evelyn Corning. The story of the "C" is one of 60 Corning recounts in the book, which includes a list of 426 hillside letters across the country that she was able to locate in her research.

The gift that two early classes of Chadron State College graduates made to their alma mater has become an icon of the college and a symbol of pride for the community.



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

Vision Statement

The King Library strives to serve the Chadron State College community as a central hub of learning.

Building Hours

Monday-Thursday

7 a.m.-10 p.m.

Friday

7 a.m.-4:30 p.m.

Saturday

CLOSED

Sunday

1 p.m.-9 p.m.

Special Hours Observed for
College Breaks and Holidays

OTHER OFFICES LOCATED IN THE LLC

IT Helpdesk
Career Services
Learning Center
Project Strive-TRIO

The Library contains over 300,000 volumes of magazines, newspapers, journals, and books. The majority of the library's collections are located on the upper level and includes non-fiction, juvenile and curriculum materials, a Young Adult rotating collection, a law collection, and the music score collection. Interspersed are comfy places to sit and study quietly. There is electronic access to online periodicals, proprietary databases, as well as numerous online academic library catalogs, including those of Wayne State and Peru State Colleges.

The main level has 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. Three public use computers located by the reference desk. The Office of Academic Success & Learning Lab, as well as the Transitional Studies Office and IT Help Desk, also reside on the main level.

The lower level features a student computer lab (106), bound periodicals, Student Lounge (113), a group study room (110) and the Graves Room (108). The Project Strive/Trio office may also be found on this level.

The entry foyer features four works by Florida artist, Jon Allen. The colorful, highly polished metal art works were chosen to create a living entrance. Encouraging and expanding placement of art across the campus is part of the college's Master Plan. Funding to purchase the art came from a Sandoz Center endowment and the Thomas K. and Carol Krepel Fund.

Sources: Library Staff



Alumni and Foundation

2019-2020 Fact Book



Alumni and Foundation Office

Alumni and Foundation Office

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

ADMINISTRATIVE CONTACTS

Ben Watson
CEO

Karen Pope
Director Alumni & Development

Jacob Rissler
Development Officer

Cricket Haag
Controller

SuAn Reece
Office Assistant

Jennifer Galbraith
Gift Processor

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.

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 of Chadron State College 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.

*Source: Alumni and Foundation Office
Source: 2020 Chadron State Foundation Alumni Report*



Alumni and Foundation Office

ALUMNI BOARD

Lou Alcorn
 Stephanie Cogdill
 Ron Grant
 Bobby Griese
 Russ Hartford
 Trisha Martens
 Clayton Riesen
 Vince Ryan
 Shane Shepherd
 Loni Watson

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 create opportunities and allow students to focus on why they are at Chadron State College not how they are going to pay for it. The Chadron State Foundation provides various options to assist the students at Chadron State College:

- Annual Scholarships can be established through an annual commitment of \$500 or more. The donor can help determine the selection criteria for the scholarship.
- Endowments 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

Rob Bila, Chadron NE
 Randy Cullers, Chadron NE
 Sheila Dormann, Sidney NE
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 Marjean C. Terrell, Hay Springs NE
 Stephen Willnerd, Rushville NE
 Robert J. Zahm, Chadron NE

Source: Alumni and Foundation Office

Source: 2020 Chadron State Foundation Alumni Report



Greetings from the Foundation

I can safely say this past year has been unlike any other. Unique circumstances brought about many firsts and certainly many lasts. However, one thing that hasn't changed is that the Chadron State Foundation continues to serve its mission to support the college and students.

Major projects have finally wrapped up and others are set to begin. The outdoor track is ready for competition and the long-awaited renovation of the Math Science building is almost underway. This is a project many people have been working diligently toward for quite some time and it will have a lasting impact on campus.

In February, the Foundation Board met in Omaha at the University of Nebraska Medical Center. During the visit, the Board toured the Davis Global Center that houses the iXCEL program. This program was created to educate through advanced simulation with the intent of reaching urban and rural communities and help with the adoption of new and advanced techniques. Many Chadron State students will continue their education at UNMC and benefit from this facility, as well as the mobile education program.

During our visit to UNMC, the first critical patients having COVID-19 were being admitted. At that time, I would not have thought we would still be in a fog of uncertainty. As a board we were forced to cancel our strategic planning retreat that was scheduled for June. Fundraising has been impacted, as well. The annual Don Beebe Golf Classic during Memorial Day weekend was canceled and travel has been severely curtailed.

The Foundation wanted to take extra steps to help those who may have been adversely affected by the current pandemic. The Eagles Rise Student Relief Fund was started in hopes of lessening the burden for those whose situations caused unforeseen hardships.

Finally, I would like to thank the members whose time on the board has come to an end. Marjean Terrell, Steve Willnerd, and Bob Zahm have given countless hours to help the Foundation accomplish its mission. They truly can never be thanked enough for what they have meant to the Foundation and Chadron State College.

On behalf of the Chadron State Foundation Board of Directors and Trustees, thank you.

Patrick Friesen
Chair, Chadron State Foundation

Source: 2020 Chadron State Foundation Alumni Report



The Next Horizon Campaign

Next Horizon: The Campaign for Chadron State College is a five-to-seven-year fundraising endeavor with a working goal of \$40 million in state and private support. The campaign is raising funds for capital, program enhancement and scholarship endowment objectives across multiple scholastic disciplines and athletic programs.



MATH SCIENCE INITIATIVE

A \$32.1 million plan will gut and renovate the existing structure and add an additional 14,000 square feet to create the Math Science Center of Innovative Learning. The new wing will extend to the north will serve as the primary building entry point and provide modern classrooms and labs. The 2018 Nebraska Legislative session provided funding to get the project started contingent upon Chadron State contributing \$3.1 million.

STUDENT-ATHLETE AND SPORTS COMPLEX INITIATIVE

Thanks to generous supporters, Eagle Athletic facilities, including the \$8.6 million football stadium and the \$2 million outdoor track, are nearing completion. Fans and supporters from around the region have enjoyed a new look and feel to the experience of going to a football game on Saturdays. The new track and field facility ensures that the program can grow to new heights. The Sports Complex has elevated and enhanced the tradition and legacy of Eagle athletics. Improvements have impressed recruits and given coaches and staff a home to be proud of. The future looks bright but we are not finished yet. Competing at the highest levels of the Rocky Mountain Athletic Conference requires ongoing support for programs and scholarships. You can make an impact by helping CSC increase the athletic endowed scholarship funds or contribute towards program funding to impact the lives of Eagle student-athletes.

SCHOLARSHIP AND PROGRAM ENHANCEMENT INITIATIVE

Next Horizon seeks to secure an additional \$15 million in charitable gifts to enhance the educational experience for Chadron State students. Gifts to this initiative can be made in support of any degree program or department at Chadron State College. The funds may be used for a variety of purposes including;

- Scholarship Funds
- Department Funds
- Equipment, Capital Improvements and Technology Funds
- Travel and Conference Funds
- Internship Funds
- Research Funds

Source: www.csc.edu/foundation/nexthorizon/index.csc 4/14/21



Alumni and Foundation Office

GIVING TUESDAY

#GivingTuesday is a global day of giving fueled by the power of social media and collaboration.

Celebrated on the Tuesday following Thanksgiving and the widely recognized shopping events Black Friday and Cyber Monday, #GivingTuesday at Chadron State will focus on raising money for student scholarships and support of CSC programs. In addition, #GivingTuesday will help educate our campus and community about the positive effect philanthropy has had on Chadron State College.

The Chadron State Foundation has a goal of reaching donors on #GivingTuesday to raise money for student scholarships and program support. The Chadron State Foundation will give over \$429,000 to Chadron State students in scholarships next year.

#GivingTuesday is another part of the Fall Fund Drive which raises nearly \$200,000 from Chadron State administration, faculty, staff and students and from leaders, friends and supporters in the Chadron community.

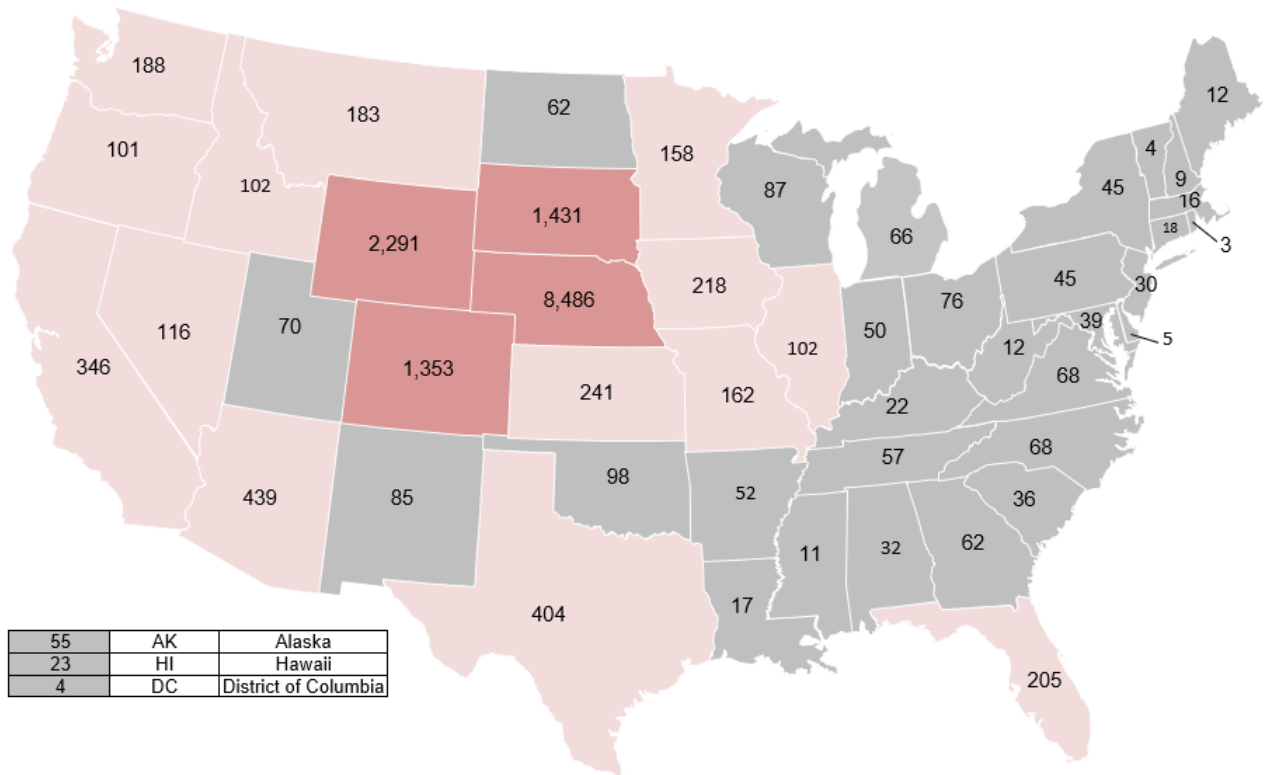
Help spread the word to your friends, family and others on social media. Snap a pic of yourself or screen shot of your donation and share on social media with #CSCUnselfie and encourage others to support the great things happening at Chadron State!

If you can, give to CSC and help students attend college. If you are unable to give money learn how to give in other ways, such as giving your time to others in need through [The Big Event](#) or other worthy community causes.

Source: www.csc.edu/foundation/givingtuesday/index.csc 2/15/21



Alumni Geographic Distribution



CSC Alumni Fall 2021

0 Alumni	
1-99 Alumni	
100-999 Alumni	
1000 or more Alumni	

Source: Alumni and Foundation Office



Notable Alumni

- 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.
- Dan Christiansen, American abstract artist
- 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, 57th 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), 56th 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 1st 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.

Source: Alumni and Foundation Office



Alumni Awards

THREE FAMILIES HONORED WITH FAMILY TREE AWARD

Three families were honored by Chadron State College during Homecoming festivities Saturday. They are the Katen, Neuharth, and Waggener families.

Katen Family

Five members of the Katen family have earned degrees from Chadron State College during the past 13 years.

Sally Katen, a Chadron native, earned her bachelor's degree in business administration in 2006. She retired in 2018 after working in CSC's Business Office since 1995. Previously, she worked at KN Energy for 18 years. She and her husband, Duane, live in Chadron.

Their son, Curt, lives in Gilbert, Arizona, and is employed by Intel. Previously, he was employed by Freeport, a mining company, in Tucson, Arizona. Curt played on the CSC men's basketball team from 1999 to 2001. He earned a bachelor's degree in 2004 and a master's in education in 2006.

Their son, Jeff, attended CSC from 1993 to 1994. In 1997, he earned an architectural engineering degree from the University of Wyoming. He is a mechanical engineer in Peoria, Arizona.

Their daughter, Stacy Borm, lives in Cheyenne and is an accountant with the State of Wyoming. Previously, she was the deputy clerk with the Clerk of the District Court of Laramie County. She earned a bachelor's degree in justice studies in 1994. In 2006, she earned an education degree from the University of Wyoming. She and her husband, Cory, have four children, Josh, Kaitlin, Colton, and Cooper.

Stacy's son, Josh, earned a bachelor's in education in 2017. He played football from 2011-12 and was a member of Sigma Delta Nu. He now lives in Omaha where he teaches at McMillan Middle School. Previously, he taught and coached football and basketball at Hay Springs for three years. In 2018, the football team he coached was the state runner-up.

Stacy's daughter, Kaitlin, earned her bachelor's degree in education in 2016. She was also a member of Sigma Delta Nu and a tutor at Chadron Public Schools. She taught one year in Brush, Colorado, and then moved to Glen Allen, Alaska. She taught elementary grades in Kenny Lake, Alaska, from 2017 to 2019. While she was the volleyball coach, her team at Kenny Lake/Glen Allen High School won the 2A state championship in 2019. She is teaching kindergarten at Sand Point, Alaska, and coaches the high school volleyball team.



Neuharth Family

Members of Marv and Jeri Neuharth's family have earned a total of 10 degrees from Chadron State College. Marv earned three degrees and Jeri earned one. Their daughter, Jodi Neuharth Lias, earned two, and her son, Michael Straub, earned one. Their daughter, Janet Neuharth Donovan, earned two degrees and her husband, Jim, also has one CSC degree.

Marv, a retired CSC faculty member, earned a bachelor's degree in education in 1987, a master's in education in 1988 and a specialist in education degree in 1989. In 2000, he was awarded "Who's Who Among America's Teachers. Jeri earned her bachelor's degree in business administration in 1994. She worked at Nebraska Public Power for 30 years and CSC for 20 years. The couple recently celebrated their 60th wedding anniversary.

Jodi and her husband, Dr. Jeff Lias, live near Chadron and Jodi is the office manager for Panhandle Surgical in Chadron where Jeff is a surgeon. Jodi's first degree was in education and her second was a master's in mental health counseling. Jodi also earned a Bachelor of Science in Nursing from the University of Nebraska Medical Center in 1996.

Her son, Michael, lives in Gillette, Wyoming, and works in coal production. He graduated from CSC in 2007 with a degree in criminal justice. He has one son, Tegan, who is 12 years old and wants to attend CSC.

Janet and Jim live in Geneva, Nebraska. Janet earned a bachelor's degree in criminal justice and a master's in mental health counseling. She is a Licensed Independent Mental Health Practitioner at the Lancaster County Jail in Lincoln. In 2014, she was honored as the State of Nebraska Employee of the Year. Jim graduated from CSC in 1992 with a bachelor's degree in business administration. He is an insurance agent with Fortify Group. The couple have three children: Bill, Alexandria, and Lance.

Waggener Family

Seven members of the Waggener family have either attended or graduated from Chadron State College within the past 60 years.

The late Marie (Baird) Keenan was the valedictorian of the 1942 graduating class at Garden County High School. She earned a bachelor's degree in education in 1971 and returned to Garden County as a teacher. Throughout her 31-year career, she also taught in Grant and Morrill Counties. She and her husband, Donald, had one child, Jerry.

Marie's niece, Helen Waggener, of Chadron graduated from Broadwater High School and earned a bachelor's degree in education in 1957. She and her husband, Robert, have two sons, Harry and Randy.



Helen's siblings, Alma (Baird) Wing and Clyde Baird, also attended CSC.

Randy Waggener earned an associate degree in accounting in 1978 and two years later earned a bachelor's in business administration. He was a tutor, Freshman Co-Advisor, Young Diplomat, and President's Ambassador. Additionally, he was on the Dean's List all semesters, and active in Phi Beta Lambda, Blue Key, and the United Ministries of Higher Education at the local and state levels.

From 1984 to 2011, Randy filled various positions with the Bank of the West and its predecessors. In the early 1980s, he worked for banks in Lincoln and Grand Island. From 1978 to 1982, he was an assistant bank examiner with the FDIC.

He and his wife, Rene (McKinley), live in Alliance where Rene is a para-educator at Emerson Elementary and Randy is the city's Finance Director. Rene earned a bachelor's in education in 1979 while living in Indiana. She was part of the Lutheran Center Campus Ministry while she attended CSC where she received an early childhood endorsement. Randy and Rene have two adult children, Rayna and Ryan.

Rayna Woodward earned a bachelor's in elementary and early childhood education in 2013. She was a member of the Nebraska Student Education Association and president of the organization from 2011 to 2013. She was a peer tutor and belonged to Chi Alpha, the International Club, Women's Choir, and Nights of Country Swing.

Rayna taught kindergarten at Horace Mann Elementary in Rapid City, South Dakota, from 2014 to 2016 and Westside Preschool and Daycare from 2016 to 2019. She and her husband, Dan, live in Rapid City and are the parents of Samuel.

Source: <https://www.csc.edu/news/story.csc?article=12132>



Alumni Awards

Chadron State College will recognize four alumni for their exceptional service to the college, accomplishments in their careers and active involvement in their communities during homecoming activities Sept. 28. Dr. Angela Brennan and Justice John Freudenberg will receive the Distinguished Alumni Award and Dr. Brendan "Dan" Connealy and Dr. Kendra Schmid will receive the Distinguished Young Alumni Award.

Recipients of the Distinguished Alumni Award must have attended CSC for at least two years or earned at least 60 hours. Recipients of the Distinguished Young Alumni Award must be 40 years of age or younger at time of nomination or have graduated no more than 20 years earlier.

Angela Brennan- Distinguished Alumni Award

Dr. Angela Brennan graduated from Chadron State College with a bachelor's degree in biology in a 1999. In addition to her studies, she also served as CSC's student representative on the Nebraska State College System Board of Trustees. As a senior, she was recognized with the Platinum Eagle Award for her service, scholarship and campus involvement including mentoring and tutoring students enrolled in challenging biology and chemistry courses.

She enrolled at the University of Nebraska Medical Center and completed her residency from 2002 to 2006. In 2005, she was named the House Officer of the Year for her work tutoring fellow medical students.

Brennan has been employed at the Howard County Medical Center since 2006. She also has been the Emergency Medical Services Medical Director in Wolbach since 2008, the EMS Medical Director in Greeley, and the Greeley Care Home Medical Director since 2017.

She has served on the Nebraska Newborn Screening Advisory Committee since 2010 and chaired the committee from 2014 to 2016. She has been a member of the Heartland Collaborative Partners Program since 2011, and a member of the Community Advocates Reaching Everyone team since 2008. In 2011, she was the editor of an UNMC Adolescent Depression Module. She has been a Board of Trustees member for the Nebraska Children's Home since 2017.

In 2018, students completing their year-long family medicine clerkship with Brennan in St. Paul, Nebraska, described her as passionate, inspiring, and committed. The example she set through teaching, mentorship, and as a community role model earned Brennan the Marion D. and Theodore H. Koefoot, Jr., M.D. Outstanding Preceptor in Rural Family Medicine Award. The award is granted to a rural Nebraska



family physician who provides outstanding teaching and mentoring of medical students during their family medicine rural preceptorship and serves as an outstanding community physician.

Brennan and her husband, Alan, a 1998 CSC graduate, have one son, Braxton.

John Freudenberg- Distinguished Alumni Award

John Freudenberg graduated with a degree in criminal justice from Chadron State College in 1992. He was the salutatorian of Stapleton High School in the Nebraska Sandhills and attended CSC as a recipient of the Board of Trustees Scholarship.

Freudenberg said he was repeatedly challenged by the late Dr. George Watson and Dan Partrich to switch majors from pre-engineering to pre-law.

Enrolling as a freshman was not the first time Freudenberg came to CSC. He recalls many summers riding his tricycle on the High Rise elevators and spending time in the King Library while his parents, both educators and CSC graduates, earned continuing education credits.

Following graduation from the University of Nebraska-Lincoln Law School in 1995, Freudenberg worked at a law firm in Norfolk. Soon after, he became a Deputy County Attorney at Scotts Bluff County. In 1998, he went to work in the Sheridan County Attorney's Office and eventually became a partner in the firm of Smith, King, and Freudenberg. He was elected Sheridan County Attorney in 2002 and 2006.

Freudenberg was hired by the Nebraska Attorney General's Office in 2007. As the Criminal Bureau Chief, he supervised the office's prosecutors, criminal appellate attorneys, and law enforcement investigators.

In 2018, he was appointed by Gov. Pete Ricketts as a justice on the Nebraska Supreme Court, representing the Sixth Supreme Court District.

His wife, Connie (Bratten), earned a bachelor's and a master's at CSC. She is a high school counselor at Lincoln Pius X. The couple have five children: Stephanie, Amber, Sean, Kaitlyn, and Braxton, and one grandchild, Elleanna.

Brendan 'Dan' Connealy- Distinguished Young Alumni

Dr. Dan Connealy graduated from Chadron State College in 2002 with a bachelor's degree in human biology. The following year, he was accepted into medical school at the University of Nebraska College of Medicine where he served in several leadership positions. He was president of the Class of 2007 as well as Student Senate President and Student Regent from 2006-2007. Connealy graduated with high distinction in 2007.



Connealy completed his post-graduate residency training in Obstetrics and Gynecology at UNMC from 2007 to 2011 and received the House Officer of the Year award in 2011. He went on to finish a subspecialty fellowship in Maternal-Fetal Medicine at The University of Texas Medical Center in Houston in 2014. During his clinical training, Connealy published several research papers in peer-reviewed medical journals and his fellowship research project was selected as one of eight to be presented at the annual Society of Maternal Fetal Medicine Fellow Plenary Session.

In 2014, Connealy joined Methodist Women's Hospital in Omaha as a Maternal Fetal Medicine specialist in the Methodist Perinatal Center. His clinical interests include prenatal diagnosis, multiple gestation, critical care obstetrics and rural outreach. He also has an interest in quality improvement and is currently chair of the Patient Care Committee.

Connealy is involved in several organizations in Nebraska and nationally. He has represented Nebraska in the American College of Obstetricians and Gynecologists and is an active member of the Society of Maternal Fetal Medicine. Recently, he was named the chair of a maternal care working group within the Nebraska Perinatal Quality Improvement Collaborative. This group has been charged with implementation of statewide initiatives to improve access to prenatal care and reduce maternal morbidity and mortality.

His wife Tovah (Pieper) Connealy is a 2001 Chadron High School graduate and they live in Elkhorn with their children: Caden, Mallory, Nolan, Audrey, and Ryleigh.

Kendra Schmid- Distinguished Young Alumni

Chadron State College 2001 alumna Dr. Kendra Schmid was a Board of Trustees scholarship recipient and math scholar while attending CSC. She was the treasurer of the Nebraska Gamma Chapter of Kappa Mu Epsilon national mathematics honorary from 1998 to 1999 and president from 1999 to 2001.

Schmid is the Campus Director of Assessment at the University of Nebraska Medical Center. She's also the Assistant Dean of Graduate Studies. From 2017 to 2019, she served as the Interim Chair of the Biostatistics Department. From 2012 to 2017, Schmid was the Director of Master Programs at the College of Public Health and from 2016 to 2017 she served as the Interim Associate Dean of Academic and Student Affairs for the College of Public Health.

After graduating from University of Nebraska-Lincoln with her doctorate in statistics, she was hired at UNMC in 2007. She earned tenure as an associate professor in 2015 and was promoted to professor in 2017. She is an adjunct professor with the University of Nebraska-Omaha's School of Health, Physical Education and Recreation, and has taught statistics at UNL's Center for Science.



In addition to her role as an educator and an administrator, Schmid is active in research. As a biostatistician, she plays a major role in numerous research projects at UNMC, UNO, and Boys Town National Research Hospital. She is involved with six grants studying a variety of health disorders from breast cancer treatment to assistive devices to assist stroke survivors with walking. She has also co-authored a book chapter and numerous articles in peer-reviewed professional journals.

Schmid's influence on her industry has been recognized by various organizations. She has appeared on CNN, the Discovery Channel, and the Oprah Winfrey Show. In 2018, she earned the UNMC Impact in Education, Research in Education Scholar Award. In 2016, she was named an Inaugural Member of UNMC Interprofessional Academy of Educators and won the Carruth J. Wagner, MD, Faculty Prize in Public Health. In 2015, she received the UNMC Distinguished Scientist Award, and in 2013, she earned both the UNMC Outstanding Teacher Award and the College of Public Health Excellence in Teaching Award.

She lives in Lincoln with her husband, Tadd, a CSC 2001 graduate, and their three children Katelyn, McKenzie, and Braxton.

Source: <https://www.csc.edu/news/story.csc?article=12128>



Schedules and Tables

2019-2020 Fact Book



SCHEDULES AND TABLES

Academic Calendar

FALL TERM 2019

Classes begin for 16-week and 1st 8-week sessions	August 19
Last Day to Enroll and last day for 100% Refund for 1st 8-week sessions	August 23
Last Day to Enroll and last day for 100% Refund for 16-week session	August 23
Labor Day Holiday	September 2
Last Day to Withdraw from 1st 8-week sessions	September 18
Homecoming	September 28
Classes end for 1st 8-week sessions	October 11
Fall Mid-Term Break	October 14-15
Classes begin for 2nd 8-week sessions	October 21
Last Day to Enroll and last day for 100% Refund in 2nd 8-week sessions	October 25
Last Day to Withdraw from 16-week sessions	November 1
Deadline for Spring graduation	November 15
Last Day to Withdraw from 2nd 8-week sessions	November 20
Fall Break	November 27-29
Final Exam week	December 10-13
Classes end for 16-week and 2nd 8-week sessions	December 13
December Commencement	December 13
Campus Closed	December 24-January 1

SPRING TERM 2020

Classes begin for 16-week and 1st 8-week sessions	January 13
Last Day to Enroll and last day for 100% Refund for 1st 8-week session	January 17
Last Day to Enroll and last day for 100% Refund for 16-week session	January 17
Martin Luther King Day – Student events/activities	January 20
Last Day to Withdraw from 1st 8-week sessions	February 12
Classes end for 1st 8-week sessions	March 6
Spring Mid-Term Break	March 9-13
Classes begin for 2nd 8-week session	March 16
Last Day to Enroll and last day for 100% Refund in 2nd 8-week sessions	March 20
Last Day to Withdraw from 16-week sessions	April 3
Spring Break	April 13
Last Day to Withdraw from 2nd 8-week sessions	April 15
Scholastic Day	April 17
Final Exam Week	May 4-8
Classes end for 16-week and 2nd 8-week sessions	May 8
May Commencement	May 9

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



Academic Calendar (Cont'd)

SUMMER TERM 2020

Classes begin for 16-week, 1st 4-week, and 1st 8-week sessions	May 11
1 st 4-week Summer session ends	June 5
2 nd 4-week and 2 nd 8-week session begins for Summer	June 8
2 nd 4-week and 1 st 8-week Summer session ends	July 3
3 rd 4-week session begins for summer	July 6
2 nd 8-week and 3 rd 4-week session ends	July 31

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



SCHEDULES AND TABLES

Flat Rate Tuition Schedule 2019-2020

<u>UNDERGRADUATE FLAT RATE</u>	
CREDIT HOURS	TOTAL COST
1	296.50
2	593.00
3	889.50
4	1,186.00
5	1,482.50
6	1,779.00
7	2,075.50
8	2,372.00
9	2,668.50
10	2,965.00
11	3,261.50
12	3,558.00
13	3,854.50
14	4,151.00
15	4,447.50
16	4,744.00
17	5,040.50
18	5,337.00
19	5,633.50
20	5,930.00

<u>GRADUATE FLAT RATE</u>	
CREDIT HOURS	TOTAL COST
1	370.75
2	741.50
3	1,112.25
4	1,483.00
5	1,853.75
6	2,224.50
7	2,595.25
8	2,966.00
9	3,336.75
10	3,707.50
11	4,078.25
12	4,449.00
13	4,819.75
14	5,190.50
15	5,561.25
16	5,932.00

Source: Business Office



SCHEDULES AND TABLES

On-Campus Undergraduate Fee Schedule 2019-2020

UNDERGRADUATE/RESIDENT									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	181.50	4.45	7.00	14.50	21.00	12.00	0.41	11.00	251.86
2	363.00	8.90	14.00	29.00	42.00	24.00	0.82	22.00	503.72
3	544.50	13.35	21.00	43.50	63.00	36.00	1.23	33.00	755.58
4	726.00	17.80	28.00	58.00	84.00	48.00	1.64	44.00	1007.44
5	907.50	22.25	35.00	72.50	105.00	60.00	2.05	55.00	1259.30
6	1089.00	26.70	42.00	87.00	126.00	72.00	2.46	66.00	1511.16
7	1270.50	31.15	49.00	101.50	147.00	84.00	2.87	77.00	1763.02
8	1452.00	35.60	56.00	116.00	168.00	96.00	3.28	88.00	2014.88
9	1633.50	40.05	63.00	130.50	189.00	108.00	3.69	99.00	2266.74
10	1815.00	44.50	70.00	145.00	210.00	120.00	4.10	110.00	2518.60
11	1996.50	48.95	77.00	159.50	231.00	132.00	4.51	121.00	2770.46
12	2178.00	53.40	84.00	174.00	252.00	144.00	4.92	132.00	3022.32
13	2359.50	53.40	84.00	174.00	273.00	156.00	5.33	143.00	3248.23
14	2541.00	53.40	84.00	174.00	294.00	168.00	5.74	154.00	3474.14
15	2722.50	53.40	84.00	174.00	315.00	180.00	6.15	165.00	3700.05
16	2904.00	53.40	84.00	174.00	336.00	192.00	6.56	176.00	3925.96
17	3085.50	53.40	84.00	174.00	357.00	204.00	6.97	187.00	4151.87
18	3267.00	53.40	84.00	174.00	378.00	216.00	7.38	198.00	4377.78
19	3448.50	53.40	84.00	174.00	399.00	228.00	7.79	209.00	4603.69
20	3630.00	53.40	84.00	174.00	420.00	240.00	8.20	220.00	4829.60

UNDERGRADUATE/NON--RESIDENT – EAGLE RATE (see note below) *									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	182.50	4.45	7.00	14.50	21.00	12.00	0.41	11.00	252.86
2	365.00	8.90	14.00	29.00	42.00	24.00	0.82	22.00	505.72
3	547.50	13.35	21.00	43.50	63.00	36.00	1.23	33.00	758.58
4	730.00	17.80	28.00	58.00	84.00	48.00	1.64	44.00	1011.44
5	912.50	22.25	35.00	72.50	105.00	60.00	2.05	55.00	1264.30
6	1095.00	26.70	42.00	87.00	126.00	72.00	2.46	66.00	1517.16
7	1277.50	31.15	49.00	101.50	147.00	84.00	2.87	77.00	1770.02
8	1460.00	35.60	56.00	116.00	168.00	96.00	3.28	88.00	2022.88
9	1642.50	40.05	63.00	130.50	189.00	108.00	3.69	99.00	2275.74
10	1825.00	44.50	70.00	145.00	210.00	120.00	4.10	110.00	2528.60
11	2007.50	48.95	77.00	159.50	231.00	132.00	4.51	121.00	2781.46
12	2190.00	53.40	84.00	174.00	252.00	144.00	4.92	132.00	3034.32
13	2372.50	53.40	84.00	174.00	273.00	156.00	5.33	143.00	3261.23
14	2555.00	53.40	84.00	174.00	294.00	168.00	5.74	154.00	3488.14
15	2737.50	53.40	84.00	174.00	315.00	180.00	6.15	165.00	3715.05
16	2920.00	53.40	84.00	174.00	336.00	192.00	6.56	176.00	3941.96
17	3102.50	53.40	84.00	174.00	357.00	204.00	6.97	187.00	4168.87
18	3285.00	53.40	84.00	174.00	378.00	216.00	7.38	198.00	4395.78
19	3467.50	53.40	84.00	174.00	399.00	228.00	7.79	209.00	4622.69
20	3650.00	53.40	84.00	174.00	420.00	240.00	8.20	220.00	4849.60

*EAGLE RATE is for undergraduate, non-resident, on-site classes (includes the North Platte and Scottsbluff locations)

Source: Business Office



SCHEDULES AND TABLES

On-Campus Fee Graduate Fee Schedule 2019-2020

GRADUATE/RESIDENT									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	227.00	4.45	7.00	14.50	21.00	12.00	0.41	11.00	297.36
2	454.00	8.90	14.00	29.00	42.00	24.00	0.82	22.00	594.72
3	681.00	13.35	21.00	43.50	63.00	36.00	1.23	33.00	892.08
4	908.00	17.80	28.00	58.00	84.00	48.00	1.64	44.00	1189.44
5	1135.00	22.25	35.00	72.50	105.00	60.00	2.05	55.00	1486.8
Q	1362.00	26.70	42.00	87.00	126.00	72.00	2.46	66.00	1784.16
7	1589.00	31.15	49.00	101.50	147.00	84.00	2.87	77.00	2081.52
8	1816.00	35.60	56.00	116.00	168.00	96.00	3.28	88.00	2378.88
9	2043.00	40.05	63.00	130.50	189.00	108.00	3.69	99.00	2676.24

GRADUATE/NON-RESIDENT									
Hours	Tuition	Health Fee	Activity Fee	Event Fee	Facility Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	454.00	4.45	7.00	14.50	21.00	12.00	0.41	11.00	524.36
2	908.00	8.90	14.00	29.00	42.00	24.00	0.82	22.00	1048.72
3	1362.00	13.35	21.00	43.50	63.00	36.00	1.23	33.00	1573.08
4	1816.00	17.80	28.00	58.00	84.00	48.00	1.64	44.00	2097.44
5	2270.00	22.25	35.00	72.50	105.00	60.00	2.05	55.00	2621.8
6	2724.00	26.70	42.00	87.00	126.00	72.00	2.46	66.00	3146.16
7	3178.00	31.15	49.00	101.50	147.00	84.00	2.87	77.00	3670.52
8	3632.00	35.60	56.00	116.00	168.00	96.00	3.28	88.00	4194.88
9	4086.00	40.05	63.00	130.50	189.00	108.00	3.69	99.00	4719.24



SCHEDULES AND TABLES

Off-Campus Undergraduate Fee Schedule

UNDERGRADUATE/RESIDENT							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	181.50	14.50	21.00	12.00	0.41	11.00	240.41
2	363.00	29.00	42.00	24.00	0.82	22.00	480.82
3	544.50	43.50	63.00	36.00	1.23	33.00	721.23
4	726.00	58.00	84.00	48.00	1.64	44.00	961.64
5	907.50	72.50	105.00	60.00	2.05	55.00	1202.05
6	1089.00	87.00	126.00	72.00	2.46	66.00	1442.46
7	1270.50	101.50	147.00	84.00	2.87	77.00	1682.87
8	1452.00	116.00	168.00	96.00	3.28	88.00	1923.28
9	1633.50	130.50	189.00	108.00	3.69	99.00	2163.69
10	1815.00	145.00	210.00	120.00	4.10	110.00	2404.10
11	1996.50	159.50	231.00	132.00	4.51	121.00	2644.51
12	2178.00	174.00	252.00	144.00	4.92	132.00	2884.92
13	2359.50	174.00	273.00	156.00	5.33	143.00	3110.83
14	2541.00	174.00	294.00	168.00	5.74	154.00	3336.74
15	2722.50	174.00	315.00	180.00	6.15	165.00	3562.65
16	2904.00	174.00	336.00	192.00	6.56	176.00	3788.56
17	3085.50	174.00	357.00	204.00	6.97	187.00	4014.47
18	3267.00	174.00	378.00	216.00	7.38	198.00	4240.38
19	3448.50	174.00	399.00	228.00	7.79	209.00	4466.29
20	3630.00	174.00	420.00	240.00	8.20	220.00	4692.20
UNDERGRADUATE/NON-RESIDENT							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	363.00	14.50	21.00	12.00	0.41	11.00	421.91
2	726.00	29.00	42.00	24.00	0.82	22.00	843.82
3	1089.00	43.50	63.00	36.00	1.23	33.00	1265.73
4	1452.00	58.00	84.00	48.00	1.64	44.00	1687.64
5	1815.00	72.50	105.00	60.00	2.05	55.00	2109.55
6	2178.00	87.00	126.00	72.00	2.46	66.00	2531.46
7	2541.00	101.50	147.00	84.00	2.87	77.00	2953.37
8	2904.00	116.00	168.00	96.00	3.28	88.00	3375.28
9	3267.00	130.50	189.00	108.00	3.69	99.00	3797.19
10	3630.00	145.00	210.00	120.00	4.10	110.00	4219.10
11	3993.00	159.50	231.00	132.00	4.51	121.00	4641.01
12	4356.00	174.00	252.00	144.00	4.92	132.00	5062.92
13	4719.00	174.00	273.00	156.00	5.33	143.00	5470.33
14	5082.00	174.00	294.00	168.00	5.74	154.00	5877.74
15	5445.00	174.00	315.00	180.00	6.15	165.00	6285.15
16	5808.00	174.00	336.00	192.00	6.56	176.00	6692.56
17	6171.00	174.00	357.00	204.00	6.97	187.00	7099.97
18	6534.00	174.00	378.00	216.00	7.38	198.00	7507.38
19	6897.00	174.00	399.00	228.00	7.79	209.00	7914.79
20	7260.00	174.00	420.00	240.00	8.20	220.00	8322.20

Source: Business Office



SCHEDULES AND TABLES

Off-Campus Graduate Fee Schedule

GRADUATE/RESIDENT							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	227.00	14.50	21.00	12.00	0.41	11.00	285.91
2	454.00	29.00	42.00	24.00	0.82	22.00	571.82
3	681.00	43.50	63.00	36.00	1.23	33.00	857.73
4	908.00	58.00	84.00	48.00	1.64	44.00	1143.64
5	1135.00	72.50	105.00	60.00	2.05	55.00	1429.55
6	1362.00	87.00	126.00	72.00	2.46	66.00	1715.46
7	1589.00	101.50	147.00	84.00	2.87	77.00	2001.37
8	1816.00	116.00	168.00	96.00	3.28	88.00	2287.28
9	2043.00	130.50	189.00	108.00	3.69	99.00	2573.19
10	2270.00	145.00	210.00	120.00	4.10	110.00	2859.10
11	2497.00	159.50	231.00	132.00	4.51	121.00	3145.01
12	2724.00	174.00	252.00	144.00	4.92	132.00	3430.92

GRADUATE/NON-RESIDENT							
Hours	Tuition	Event Fee	FAC/Off Campus Fee	CAP IMP Fee	Records Fee	Tech Fee	Total
1	454.00	14.50	21.00	12.00	0.41	11.00	512.91
2	908.00	29.00	42.00	24.00	0.82	22.00	1025.82
3	1362.00	43.50	63.00	36.00	1.23	33.00	1538.73
4	1816.00	58.00	84.00	48.00	1.64	44.00	2051.64
5	2270.00	72.50	105.00	60.00	2.05	55.00	2564.55
6	2724.00	87.00	126.00	72.00	2.46	66.00	3077.46
7	3178.00	101.50	147.00	84.00	2.87	77.00	3590.37
8	3632.00	116.00	168.00	96.00	3.28	88.00	4103.28
9	4086.00	130.50	189.00	108.00	3.69	99.00	4616.19
10	4540.00	145.00	210.00	120.00	4.10	110.00	5129.10
11	4994.00	159.50	231.00	132.00	4.51	121.00	5642.01
12	5448.00	174.00	252.00	144.00	4.92	132.00	6154.92

Source: Business Office



SCHEDULES AND TABLES

Dual Enrollment Fee Schedule

DUAL ENROLLMENT FEE SCHEDULE

CHADRON STATE COLLEGE
2019-2020

FALL 2019 CLASS SCHEDULE

SUBJECT	CATALOG #	SECTION	COURSE TITLE	CREDITS	COST	Matric/Processing Fee	TOTAL WITH	COURSE
						IF REQUIRED	MATRIC/PROCESSING FEE	SITE
FIN	239	48C0	PERSONAL FINANCE	3	180.00	15.00	195.00	CHADRON
HIST	151	48C0	US HISTORY 10 1877	3	180.00	15.00	195.00	CHADRON
MATH	142	48C0	COLLEGE ALGEBRA	4	240.00	15.00	255.00	CHADRON
MKTG	231	48A0	PRINCIPLES OF MARKETING	3	180.00	15.00	195.00	SCOTTSLUFF
PSYC	131	48A0	INTRO TO PSYCHOLOGY	3	180.00	15.00	195.00	SCOTTSLUFF
FIN	239	48S0	PERSONAL FINANCE	3	180.00	15.00	195.00	SIDNEY
MKTG	231	48S0	PRINCIPLES OF MARKETING	3	180.00	15.00	195.00	SIDNEY
MGMT	230	48S0	PRINCIPLES OF MANAGEMENT	3	180.00	15.00	195.00	SIDNEY
ENG	135	48H0	RHETORIC AND WRITING	3	180.00	15.00	195.00	HEMINGFORD

SPRING 2020 CLASS SCHEDULE

SUBJECT	CATALOG #	SECTION	COURSE TITLE	CREDITS	COST	Matric/Processing Fee	TOTAL WITH	COURSE
						IF REQUIRED	MATRIC/PROCESSING FEE	SITE
MATH	151	48C0	CALCULUS 1	5	300.00	15.00	315.00	CHADRON
MATH	232	48C0	APPLIED STATISTICS	3	180.00	15.00	195.00	CHADRON
FIN	239	48C0	PERSONAL FINANCE	3	180.00	15.00	195.00	CHADRON
HIST	152	48C0	US HISTORY SINCE 1877	3	180.00	15.00	195.00	CHADRON
FIN	239	48S0	PERSONAL FINANCE	3	180.00	15.00	195.00	SIDNEY
MKTGS	231	48S0	PRINCIPLES OF MARKETING	3	180.00	15.00	195.00	SIDNEY

DUAL ENROLLMENT RATE IS \$60.00 PER CREDIT HOUR



SCHEDULES AND TABLES

Description of Fees

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, the DS3 Internet connection 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: <https://www.csc.edu/businessoffice/fees.csc> 03/31/21



ESTIMATED COST OF ATTENDANCE

FINANCIAL AID NEED

Eligible students are awarded most aid on a first-come, first-serve basis, without regard to race, color, sex, age, national origin, or disability. The types of aid awarded to each student will depend on the student's need, as well as on the availability of funds, EFC, and the student's aid type preferences. Students should keep in mind, however, that no aid will be awarded until all required documents are received and processed through the Financial Aid Office.

RECEIVING OUTSIDE SCHOLARSHIP/RESOURCES

If a student receives any scholarships, grants, tuition waiver assistance, veteran's benefits, or any other financial assistance through an agency or organization other than CSC, it must be reported to the CSC START (Financial Aid) Office so it can be included in the student's total financial aid package. As a financial aid recipient, students are legally required to keep the CSC START (Financial Aid Office) informed of all resources received from outside agencies or organizations. If additional awards are received from other agencies or organizations any time during the award year, an adjustment may occur to the Federal Student Financial Aid award or a portion may have to be returned.

COLLEGE IS AFFORDABLE

CSC offers grants and work-study, student and parent loans to help with college costs. The cost to attend college throughout the nation has been on the rise, especially in the last few years. CSC has not been exempt to these increases, but still has remained among the most affordable four-year colleges in the United States. It is our goal to continue to provide quality education for a manageable price. Currently, our students graduate with a bachelor's degree with an average student loan debt of \$19,513.91.

Because obtaining a bachelor's degree improves earning potential by almost twice as much as not having one, we hope we can help students obtain a bachelor's degree with the funds we have available and the costs we are offering.

Source: Business Office



ESTIMATED COST OF ATTENDANCE

FINANCIAL AID NEED

Eligible students are awarded most aid on a first-come, first-serve basis, without regard to race, color, sex, age, national origin, or disability. The types of aid awarded to each student will depend on the student's need, as well as on the availability of funds, EFC, and the student's aid type preferences. Students should keep in mind, however, that no aid will be awarded until all required documents are received and processed through the Financial Aid Office.

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If a student receives any scholarships, grants, tuition waiver assistance, veteran's benefits, or any other financial assistance through an agency or organization other than CSC, it must be reported to the CSC START (Financial Aid) Office so it can be included in the student's total financial aid package. As a financial aid recipient, students are legally required to keep the CSC START (Financial Aid Office) informed of all resources received from outside agencies or organizations. If additional awards are received from other agencies or organizations any time during the award year, an adjustment may occur to the Federal Student Financial Aid award or a portion may have to be returned.

COLLEGE IS AFFORDABLE

CSC offers grants and work-study, student and parent loans to help with college costs. The cost to attend college throughout the nation has been on the rise, especially in the last few years. CSC has not been exempt to these increases, but still has remained among the most affordable four-year colleges in the United States. It is our goal to continue to provide quality education for a manageable price. Currently, our students graduate with a bachelor's degree with an average student loan debt of \$19,513.91.

Because obtaining a bachelor's degree improves earning potential by almost twice as much as not having one, we hope we can help students obtain a bachelor's degree with the funds we have available and the costs we are offering.

Source: CSC Borrower's Summary



SCHEDULES AND TABLES

Estimated Cost of Attendance Undergraduate

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. The following figures represent the estimated costs based on enrollment status, residency status and living arrangements for the 2019-2020 academic year.

UNDERGRADUATE

Per Year	On/Off Campus Resident	Online Only	With Parents Resident
Tuition	\$5,576	\$5,576	\$5,576
Fees	\$1,980	\$3,528	\$1,980
Books	\$1,800	\$1,800	\$1,800
Room/Meals	\$230 per week	\$230 per week	\$156 per week
Transportation	\$68 per week	\$68 per week	\$21 per week
Personal Expense	\$87 per week	\$87 per week	\$42 per week

Based on 15 hrs. per semester, 30 hrs. per academic yr.

Undergraduate non-resident on/off campus tuition is \$1 more per credit hr. taken

Source: IPEDS Institutional Characteristics Financial Aid of Attendance



Estimated Cost of Attendance Graduate

GRADUATE

Per Year	Resident	Online Only
Tuition & Fees	\$4182	\$4064
Fees	\$1284	\$2646
Books	\$1800	\$1800
Room/Meals	\$230 per week	\$230 per week
Transportation	\$68 per week	\$68 per week
Personal Expenses	\$87 per week	\$87 per week

Based on 9 hrs. per semester, 18 hrs. in academic year

Source: IPEDS Institutional Characteristics Financial Aid of Attendance



SCHEDULES AND TABLES

Housing and Meal Plan Rates

HOUSING RATES

All dorm rates are per semester

Residence Hall Single Occupancy	\$2,756.00
Residence Hall Double Occupancy	\$1,853.00
Eagle Ridge Private Room	\$2,625.00

ROOM ADJUSTMENTS

	<u>Fall 2019</u>	<u>Spring 2020</u>
Rooms will be refunded at 100%. A \$150 cancellation penalty will be charged. No refunds will be issued after the first week of the semester.	Through August 23	Through January 17

MEAL PLAN RATES

All meal plan rates are per semester

280 Meal Block Plan + \$200 bonus bucks	\$2,025.00
200 Meal Block Plan + \$200 bonus bucks	\$1,785.00
150 Meal Block Plan + \$200 Bonus Bucks	\$1,395.00
80 Meal Block Plan + \$50 Bonus Bucks	\$765.00*

All students living in the residence halls MUST include a meal plan. Students living off campus may purchase a meal plan at the Housing Office. Tickets are issued by food service. Meal plan decreases are allowed through the first two weeks of the semester only. Meal plans may be increased at any time. No meal plan refunds are available after November 15, 2019 for the Fall semester or after April 10, 2020 for the Spring semester.

Meals will be prorated, to the day, up to the last four weeks of the semester.

*Not available to students living in a residence hall.



Glossary

2019-2020 Fact Book



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 the Scholastic Aptitude Test (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.

Alumna - a female graduate or former student.

Alumnae - plural of alumna (a group of female graduates or former students).

Alumnus - a male graduate or former student.

Alumni - plural of alumnus; a group of male graduates or former students AND/OR a group of both male and female graduates or former students.

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.

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 at the institution. 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.

Cost of Attendance (COA) - Based on costs for two semesters. Includes allowances for tuition, fees, room, board, books and supplies, transportation and miscellaneous personal expenses. Tuition, fees and books costs are based on enrollment status (full-time, 3/4, 1/2 and less than half-time). Room, meals, transportation and personal expense costs are based on weeks of enrollment.

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

Degree Requirements - 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.

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 Fees - 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 he/she 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 (fine arts) programs.

Expected Family Contribution (EFC) - Calculated from the information provided by the Free Application for Federal Student Aid (FAFSA) form; it usually reflects the amount the student and family can be expected to contribute toward the student's education. CSC uses this number to determine the amount of financial aid needed.

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.



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.

Fees - 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 with no prior post-secondary 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 each 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 healthful 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. May be required for need-based scholarships.

Freshman - A grade level/classification for a student who has completed fewer 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 for more information.

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, MSOM) - A graduate student enrolled in nine or more credit hours per semester.

Full-Time Graduate Student (MBA) - A graduate student enrolled in six 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 that entitle those who pass them to receive a credential equivalent to a high school diploma.

Graduate Assistant - A student who is engaged in a postgraduate degree program and 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 toward a graduate degree.

Grant - Money awarded to a student to fund his/her education and that 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 postsecondary education institutions in the North Central region, which includes Nebraska.

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

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 but fewer 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, work-shops, computer programs, or audiovisual equipment.

Loan - Money awarded to a student to fund his/her education and that 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 unless 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 that 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, as an NCAA Division II school, may offer scholarships to athletes for playing in 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.

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 (NSCS) - The governing body of Nebraska's three public colleges (Chadron State, Peru State, and Wayne State). It 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. A facility may provide access to instruction that requires student attendance 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, MSOM) - A graduate student enrolled in six to eight credit hours per semester.

Part-Time Graduate Student (MBA) - A graduate student enrolled in three to five credit hours per semester.

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

Prairie Public – A comparison group used in the National Survey of Student Engagement (NSSE) that contains 41 public colleges and universities within a Plains geographic region, defined as the states of Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.

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 that were developed in 1997 by the Office of Management and Budget (OMB) and are used to describe groups to which individuals belong, identify with, or belong to 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 - A process wherein efforts are made to induce students who have registered for a fall semester to 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 American College Test (ACT) or the SAT before granting admission.

Satisfactory Academic Progress (SAP) - Federal Financial Aid regulations require financial aid recipients to make satisfactory academic progress toward the completion of a degree. In order to be awarded and retain financial aid, recipients must comply with all the Satisfactory Academic Progress (SAP) requirements for the fall, spring, and summer terms as outlined in the SAP Policy.

Scholarship - A grant or payment 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 an additional summer session.

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.

Sophomore - A grade level/classification for a student who has completed more than 30 but fewer 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 is 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, and 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 who is known to have previously attended a postsecondary institution at the same level (i.e., 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 for teaching or instruction by a school, college, or university.

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 allows students to work for the college itself, and which is supported by federal and state monies. Students may qualify for this program if they demonstrate a need for financial aid.