

---

## Introduction

*Image Caption: CSC graduate Mario Brown poses with President Randy Rhine before winter commencement. Mario demonstrates that persistence plus strong institutional support equals success.*



Since Chadron State College began in 1911 as a one-building normal school, it has evolved into a full-fledged institution of higher learning with a much larger physical footprint. However, I believe that our new buildings and expanded campus only provide an external framework for the community within—a community working together to help students like Mario Brown fulfill his dream of graduating from college.

Mario's story better illustrates CSC's strengths than any set of statistics. This young man came to us from Williamsburg, Virginia, as a freshman. Like many of our students, he had limited financial resources and was the first in his family to attend college. Early on, his English professor became concerned that poor communications skills would doom him to failure and suggested he enroll in a Transitional Studies class. Mario agreed. He struggled through his writing assignments, and with lots of individual instruction, he steadily improved. He also took advantage of peer tutoring and repeatedly sought assistance from his professors, using every resource available to succeed against the odds. He almost gave up when faced with family tragedy, but he persisted. Shortly after the photo above was taken in December 2016, I was surprised and pleased to learn that Mario had received a letter from President Obama congratulating him on his college graduation. At CSC, Mario had grown confident enough in his skills to write a letter to the President of the United States.

I don't claim that our graduates are likely to get letters from the President. However, Mario did say that without the support of our caring faculty, coaches, student services, and peer tutors, he didn't know if he would have made it through college. He is now enrolled in a CSC graduate program and taking the next step toward a career in sports and recreation. He also overcame a fear of public speaking to share his experiences with disadvantaged young people at our area Job Corps' graduation ceremony.

We do care deeply about **all** of our students and try to help them discover and fulfill their potential, just as Mario did, whether they come to us online or on campus. We are a teaching and learning institution—we know who we are and what our mission requires of us. As President of CSC, I am proud of the academic programs we provide, proud of our devoted faculty, and proud of all the staff members who support our educational mission and our students.

The Assurance Argument demonstrates an understanding of our mission and describes the physical, financial, and human resources that allow us to sustain and continually improve our operations, now and for the foreseeable future. The production of this document also represents the spirit of collaboration we use to approach our tasks and make our decisions. We are happy to discuss aspects of the Argument, our facilities, or our practices at Chadron State and to provide any further information requested.

Dr. Randy Rhine  
President, Chadron State College

**Assurance Argument**  
**Chadron State College - NE**

**3/24/2017**

## 1 - Mission

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

---

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

---

Chadron State College (CSC) is a public, open-admissions institution with a clearly established mission to provide low-cost, high-quality education to Nebraska residents, particularly in the western region of the state, and to promote the cultural and economic growth of that region.

CSC is the only four-year institution in Nebraska that serves Frontier and Remote (FAR) communities. "Frontier areas are the most remote and geographically isolated areas in the United States. These areas are usually sparsely populated and face extreme distances and travel time to services of any kind," according to the [National Center for Frontier Communities](#). Based on the 2010 census, Chadron and other towns in our service area are classified by the USDA as [FAR level three](#)--communities "remote from an urban area of 10,000 or more people." Only about 1.4% of the U. S. population live in FAR level three communities. As one of the few four-year colleges in the U. S. located in a frontier area, we have a special component to our "regional" mission. Most entering freshmen come from rural areas in the High Plains region and graduate from high school classes of 50 or fewer students. Students from isolated areas may have more difficulties in achieving their goals, and we are charged with finding the instructional and technical resources to help them complete their degrees and pursue their chosen careers.

By state statute, we are primarily an undergraduate institution emphasizing a strong baccalaureate general education, pre-occupational/professional development, and teacher education. Also, we offer a limited number of masters programs in education, organizational management, and business. In January 2016, the Carnegie Foundation for the Advancement of Teaching reclassified Chadron State College under the category of Master's Colleges and Universities: Medium Programs. The college does encourage research related to its mission; however, student-centered learning and best instructional practices have always been our primary focus.

#### 1.A.1.

CSC is governed by the Board of Trustees of the Nebraska State Colleges for the Nebraska State College System (NSCS). Our comprehensive mission, which guides all strategic planning, is

described in the following documents:

- Nebraska State Statutes pertaining to higher education
- CSC mission and vision statements in [Undergraduate Catalog](#) and [Graduate Catalog](#) (current 2015-17 catalogs.)
- NSCS mission statement, vision statement, and core values in [Board Policy 2510](#).

The Board of Trustees' acceptance of the current CSC mission and vision statements is noted in its February 2005 meeting minutes, which contain the [CSC President's 2005 Executive Summary](#).

### **CSC Mission Statement**

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

### **CSC 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.*

### **NSCS Mission Statement**

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

### **NSCS Core Values**

- Provide a safe, stimulating, caring, and enriching learning experience.
- Meet the changing needs of our students and the state.
- Assure financial, programmatic, and geographic access to NSCS institutions.
- Maintain affordable tuition and fees.
- Provide opportunities for applied research.
- Foster cooperative ventures among NSCS institutions and other agencies and organizations.
- Emphasize participation in public service.
- Recruit and retain quality faculty and staff.

### **NSCS Vision Statement**

*Chadron State College, Peru State College, and Wayne State College, along with the System Office and the Board of Trustees constitute the Nebraska College system.*

*Working together with a unity of purpose:*

*We will become a premier system of state colleges that will be recognized as centers for intellectual growth, cultural enlightenment, and economic development.*

*We will serve as a model of collaborative educational excellence, setting standards for strengthening individuals and communities through knowledge, service, leadership, and global understanding.*

As CSC's 2011 centennial year approached, we were involved in an eight-year planning process (2003-2011) entitled [Vision 2011](#). This process involved refining the college mission statement and

creating a vision statement (see above). All members of the CSC community participated in the development of Vision 2011 through the various institutional units: Academic Affairs, Student Services, Student Affairs, Administration and Finance, Athletics, Information Technology, and the Chadron State Foundation. At all-campus work sessions, we developed strategies for meeting Vision 2011 priorities and recorded suggestions from organizational units ([Work session accomplishments, January 2007](#)). Similar sessions were conducted to review and re-evaluate the CSC mission statement.

#### 1. A. 2.

CSC's **instructional programs** conform to its mission to provide both broad arts and sciences and occupational/professional educations. Along with the core curriculum, the [Essential Studies Program](#), CSC offers 52 undergraduate programs and eight graduate programs. The Rural Health Opportunities Program (RHOP), the Rangeland Management Program, and the new Rural Law Opportunities Program (RLOP) are specifically designed to meet the needs of our rural, agricultural region. All undergraduate programs are described in the [Undergraduate Catalog](#) along with prerequisites and course requirements. Graduate programs are focused on education and business and are described in the [Graduate Catalog](#) with prerequisites and course requirements.

Before new degree programs are offered, the Faculty Senate Academic Review Committee (ARC) conducts a review process (ARC minutes). The NSCS Board of Trustees and Nebraska's Coordinating Commission for Postsecondary Education (CCPE) review all proposed degree programs for consistency with CSC's mission (Board minutes).

Each academic program has a mission statement that aligns with the CSC mission statement ([Academic Program Mission Statements](#)). These are available to students and the public as listed under each program in the [Undergraduate](#) and [Graduate Catalogs](#).

Students are provided with numerous **support services** to address their social, emotional and academic needs. Such support is essential to CSC's basic mission of "providing educational opportunities" to its diverse student population and to the NSCS's core values of providing a "caring and enriching learning experience." Examples include:

- Admissions advising and counseling through the [Admissions Office](#), [Student Transition and Registration Team \(START\) Office](#), and [Graduate Office](#)
- Academic advising and counseling through the START Office, [Advising Center](#), and Graduate Office
- Services for at-risk students who qualify through the federally funded [Project Strive/TRiO Program](#)
- Housing and dining support through the offices of [Housing and Residence Life](#) and the Vice President for Administration and Finance
- A variety of tutoring services, including supplemental instruction, peer tutoring, and writing and speaking assistance, through the [Learning Center](#)
- Support for freshman-year success (primarily for at-risk students) through [EDUC 121, The Academic Life](#)
- Access to job vacancy bulletins and computer job searching, career exploration tools, career fairs and personalized career mentoring through [Career and Academic Planning Services](#)
- Free, confidential counseling and support for students with learning and physical disabilities or social and emotional problems through the [Counseling and Disability Services](#)
- Basic health care services through the [Health Services](#) Office and CSC Clinic
- Opportunity to appeal academic sanctions through a faculty and student staffed Student Academic Appeal Committee

- Numerous student activities and clubs organized through the CSC Student Association's [Campus Activities Board \(CAB\)](#)
- Support for International Students through the [Office of International Studies](#)
- Military and Veteran services through the CSC [Military/Veteran Resource Center](#) officially opened November 11, 2015. Before the Center opened, services were offered through the Veterans Affairs Office.
- Intramural athletic activities and exercise facilities through the [Nelson Physical Activities Center \(NPAC\)](#)

[Nonacademic departments' mission statements](#) also reflect the overall mission of the institution.

Our latest complete analysis of **enrollment data**, the [2014-15 CSC Fact Book](#), presents evidence that we serve our target population. Of a 3,033 total enrollment, 2,453 were undergraduate and 580 were graduate students. They were primarily from our region with 57% from Nebraska and 26% from our bordering states, Colorado, South Dakota, and Wyoming. First-generation college students made up 45% of undergraduates. Distance learners comprised 33% of the undergraduate student population and 95% of the graduate population, demonstrating CSC's effort to bring educational opportunities to non-traditional students and to those for whom relocating or commuting would create undue hardship. Over the past 10 years, the [number of ethnically diverse students has been steadily increasing](#), and in 2014-15 approximately 60 international students attended CSC. Our 2015-16 Fact Book is incomplete, but [Enrollment Quick Facts](#) for 2015 show a similar student profile.

### **1.A.3.**

The institution's planning and budgeting priorities align with and support the mission (**see 5.C.1.**)

## **Sources**

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 8)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 7)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 16)
- CSC\_Admissions\_Website
- CSC\_Advising\_Center\_Website
- CSC\_CAB\_Website
- CSC\_Career\_&Academic\_Planning\_Services\_Website
- CSC\_Counseling\_Website
- CSC\_Enrollment\_Quick\_Facts\_2015
- CSC\_Fact\_Book\_2014-2015\_Final
- CSC\_Fact\_Book\_2014-2015\_Final (page number 42)
- CSC\_Graduate\_Office\_Website
- CSC\_Health\_Services\_Website
- CSC\_Housing\_Website
- CSC\_Learning\_Center
- CSC\_Military\_Veteran\_Resource\_Center

- CSC\_Mission\_Statements\_Non-Academic\_Units
- CSC\_Nelson\_Physical\_Activity\_Center\_Website
- CSC\_Office\_International\_Studies\_Website
- CSC\_Program Mission Statements and SLOs
- CSC\_Project\_StriveTrio\_Services
- CSC\_START\_Website
- CSC\_Strategic Plan\_2011-14
- CSC\_Syllabus\_EDUC121
- CSC\_Vision 2011\_Work\_Session\_Accomplishments
- CSC\_Vision2011\_Planning
- National\_Center\_for\_Frontier\_Communities
- NSCS\_BdM\_02102005\_p209
- NSCS\_Board\_Policy\_2510\_Mission\_Statement\_Core\_Values\_&\_Vision\_Statement
- USDA\_FAR\_Level 3\_Frontier\_Community\_Definition

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

---

#### 1.B.1.

CSC, the State of Nebraska, and the Nebraska State College System (NSCS) make all documents defining the mission, core values, goals and purposes of the institution available to the public:

- The NSCS publishes its mission, vision, and core values for state colleges on the NSCS website ([NSCS Policy Manual](#)).
- CSC publishes its mission and vision statements on the [CSC Accreditation website](#) and in its [Undergraduate Catalog](#) and [Graduate Catalog](#).
- The State of Nebraska publishes [statutes identifying mission priorities for CSC and other NSCS institutions](#) on the State government website.

Other documents relating the mission to institutional planning are publicly available on the CSC and NSCS websites:

- CSC [Vision 2011 Strategic Plan: 2003-2011](#)
- CSC [2011-2014 Strategic Plan](#)
- CSC [Master Academic Plan \(MAP\)](#) and [Chadron State 2020 Strategic Plan](#)
- CSC [Campus Facilities Master Plan](#)
- [NSCS Strategic Planning Documents](#)

#### 1.B.2.

Directives determining the CSC mission and addressing the various aspects of that mission are up-to-date: [Revised State Statutes](#), [Board Policy](#), and [State Coordinating Commission for Postsecondary Education](#). Specifically, [Nebraska State Statute 85-951](#) sets out the **instructional priorities** at the state colleges, including CSC:

*The state colleges, collectively and individually, shall have as their first instructional priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority shall be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority shall be the continuation and development of applied research and public service activities.*



*The colleges' fourth priority shall be the awarding of the specialist degree in education.*

[Nebraska State Statute 85-953](#) defines the nature of the college's **research activities**:

*The state colleges may continue to pursue and develop applied research programs related to their instructional and regional responsibilities. Research activities of the state colleges shall be directly related to the enhancement of the instructional programs and to the professional development of the faculty.*

[Nebraska State Statute 85-950](#) addresses **public service**:

*The state colleges shall have regional responsibility for public service and continuing education activities, except in areas where such colleges have the ability to provide a particular service on a statewide basis.*

### **1.B.3.**

Pursuant to [State Statute 85-951](#), the **nature and scope** of our **academic offerings** are based on the demand for occupational and professional skills in our region. Undergraduate offerings emphasize:

- Public school teaching (including coaching)
- Law enforcement and pre-law
- Business (entrepreneurship, accounting, marketing, agribusiness, e.g.)
- Range management
- Health professions supported by the Rural Health Opportunity Program (RHOP). These include pre-dental, pre-nursing, pre-medical, and pre-occupational and physical therapy
- Communications
- Family and consumer sciences

We also provide general education in arts and sciences as mandated by state statute through the [Essential Studies Program](#).

Graduate programs are tailored to regional needs for continuing education:

- [Master of Arts in Education](#) and [Master of Education](#) (with curriculum, counseling, and administrative emphases)
- [Master of Business Administration](#) (non-specialized, means to career development and advancement)
- [Master of Science in Organizational Management](#) (aids students with career advancement in both public and private organizations)

One NSCS core value is to "Assure financial, programmatic, and geographic access to NSCS institutions." Our [official service area](#) includes Nebraska's 30 western counties, an expanse of nearly 38,000 square miles stretching from the Wyoming and Colorado borders on the west to central Nebraska on the east. As noted in 1.A., our location in a USDA designated Frontier and Remote area creates a special obligation to conquer the disadvantages of extreme distance from services. Therefore, CSC has been a leader in distance education. As our regional demographic changes, we use developing technologies to reach place-bound students ([Substantive Change Application](#)). Our distance education outreach includes [nearly 700 online course sections](#).

Students from rural areas struggle to afford a college education, so we are charged with providing "financial access" to our constituents. Our [tuition rates over the past 18 years](#) have remained low

[relative to similar institutions in our region](#). Also, our [MBA program has been recognized nationally for its affordability](#).

Our mission also includes outreach to external constituents within our region and, occasionally, state wide. One NSCS core value is to: "Foster cooperative ventures among NSCS institutions and other agencies and organizations." Because our mission emphasizes teacher education and training, we promote interaction between our students and faculty and local public school systems. We also work with [public health agencies](#), law enforcement, small businesses, chambers of commerce, local government, [Pine Ridge Job Corps](#), veterans' organizations, the National Guard, and others to provide continuing education and service.

The reaffirmation process has inspired us to re-evaluate our institution-specific mission statement and to involve the campus in that process. In June 2014, the VP for Academic Affairs compiled a history of our current mission and vision statements (2003-14) and in 2015, organized a Mission and Vision (MV) Steering Team. A [directive to the MV Steering Team \(Oct. 31, 2014\)](#) outlined its charge, identified its membership, provided materials for review, and set an agenda for the first meeting. This team has examined the college mission statement and reviewed relevant documents. In the [April 2015 MV Steering Team meeting minutes](#), the group found that the mission statement might need fine-tuning. They also outlined a plan of action to begin early in AY 2015-16, which included gathering information on the service region and identifying CSC's distinguishing characteristics and stakeholders ([May 6, 2016 report](#)). However, considering the impending HLC reaffirmation visit and the reformulation of the MAP during 2017-18, the team decided to postpone further efforts until AY 2017-18.

## Sources

---

- CCPE\_CSC\_Authorization
- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 8)
- CSC\_2015-17\_Graduate\_Catalog (page number 21)
- CSC\_2015-17\_Graduate\_Catalog (page number 25)
- CSC\_2015-17\_Graduate\_Catalog (page number 26)
- CSC\_2015-17\_Graduate\_Catalog (page number 41)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 7)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 16)
- CSC\_2020
- CSC\_Accreditation\_Website
- CSC\_MAP\_55x85
- CSC\_Master\_Academic\_Plan\_(MAP)\_Website
- CSC\_Masterplan2012\_pt1
- CSC\_Masterplan2012\_pt1 (page number 21)

- CSC\_MBA\_Affordability
- CSC\_Mission\_Steering\_Team\_Minutes\_23Apr2015
- CSC\_Mission\_Steering\_Team2014-15\_10-31-2014rev
- CSC\_Mission\_Vision\_Steering\_Committee\_ReportFINAL\_050616
- CSC\_Nebraska\_Service\_Area
- CSC\_Online\_Course\_Listing\_2016-17
- CSC\_Outreach\_Health\_Agency
- CSC\_Outreach\_Pine\_Ridge\_Job\_Corp
- CSC\_Strategic\_Plan\_2011-14
- CSC\_Tuition\_Rate\_History
- CSC\_Vision\_Mission\_2003-2014
- CSC\_Vision2011\_Planning
- HLC\_Substantive\_Change\_Application\_and\_Approval
- NE\_Nebraska\_State\_Statutes\_Website
- NE\_Revised\_Statutes
- NE\_RS\_85-2403
- NSCS\_Board\_Policy\_2510\_Mission\_Statement\_Core\_Values\_&\_Vision\_Statement
- NSCS\_Policy\_Manual
- NSCS\_Strategic\_Plan
- Tuition\_Comparison\_Chart

## 1.C - Core Component 1.C

---

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

---

Core Component 1.C. addresses both "multiculturalism" (1.C.1) and "human diversity" (1.C.2) in separate sub-components. We define "human diversity" as the many biological, social, psychological and cultural characteristics that influence human behavior and identity. We define "multicultural" as a multiplicity of nationalities, cultures, and/or ethnic groups and note that it is a subcategory of human diversity.

#### 1.C.1.

CSC emphasizes multicultural education and attempts to attract students and staff with varied ethnic, national, and cultural backgrounds. Our mission statement specifically emphasizes the need to "contribute significantly to the . . . diversity of the region." Also, creating a diverse community is one of the primary educational goals of the [NSCS Strategic Plan](#) while the NSCS Vision Statement calls for achievement of "global understanding." [References to multicultural education](#) in both the CSC Undergraduate and Graduate Catalogs demonstrate a variety of educational experiences devoted to this part of our mission. The campus also offers [numerous programs and activities](#) designed to promote awareness of cultural diversity. Most of these events are open to both the campus and surrounding communities.

CSC offers a minor in American Indian Studies to develop an understanding of the largest minority group in our region. Native American students receive support through the Native American Club, which offers educational events to the public, such as the [Community Pow-Wow and Wellness Conference](#). [Galaxy Series performances](#) and films, such as [Crying Earth Rise Up](#), also acquaint the community with Native culture. In fall 2016, a [CSC student helped organize a community pow-wow in Alliance, Nebraska](#) as part of his internship. CSC also became Nebraska's first partner institution with the [Hispanic Association of Colleges and Universities](#).

Historically, **Strategic planning** at CSC has addressed our mission with respect to including global awareness in the curriculum and recruiting and supporting multicultural groups in our population. For example:

- **Vision 2011** [The Focus Area on Institutional Community](#) had the following objective: "Recruit and retain underrepresented populations." CSC recruits international students as well as students from other parts of the U.S. [Institutional enrollment data on ethnic diversity](#) over a 10-year span (2005-2014) reveal that enrollment of ethnically diverse students has increased 153% for the overall student population and 200% for full-time students.
- **Vision 2011** [The Focus Area on Teaching and Learning](#) had the following broad objective: "Introduce and promote global awareness, multicultural perspectives and regional relevance," and the following specific objective: "Expose students to and develop an understanding of

diversity and multicultural perspectives."

- **Chadron State 2020 Strategic Plan** The Master Academic Plan (MAP) prioritizes efforts to promote multicultural education: [Sub-Priority 1.4: "Encourage study abroad and study away experiences for the students."](#) Instructors have incorporated study abroad experiences into their courses ([sample course syllabi](#)).

[Market Development Documents](#) reveal that recruitment of international students has continued post-Vision 2011. [International students are supported through a variety of services and organizations.](#)

### 1.C.2.

The Coordinating Commission for Post Secondary Education (CCPE), Chadron State College, and the Nebraska State College System have strategic plans that emphasize diversity. Since 1998, CSC's Presidential Diversity Committee has been charged with planning and implementing a variety of activities to meet the needs of a diverse student body and to expose college staff, students, and local community to different cultures and points of view. The [Diversity Committee](#) promotes acceptance of human diversity (including multiculturalism) and documents relevant campus activities in its [Annual Diversity Reports](#).

Respect for human diversity also includes support for nontraditional students, veterans, LGBT students and staff, ethnic minorities, disabled students and staff, and first-generation students. The following are examples of CSC's commitment to accommodating diverse needs:

- The 2011-14 Strategic Plan included an Intentional Initiative that called for revision of CSC's General Studies Program. The new core curriculum, the Essential Studies Program (ESP), lists 12 required student learning outcomes (SLOs). [ESP Student Learning Outcome 10](#) focuses specifically on human diversity and interconnection. Prior to the adoption of the Essential Studies Program, the General Studies curriculum included a [Global and Social Awareness component](#); each version of general education demonstrates a continuing effort to promote awareness of cultural differences and other forms of human diversity.
- The [Campus Facilities, Safety and ADA Compliance Committee](#) assesses the campus and makes recommendations for special needs students and employees with respect to physical access.
- The CSC Veteran and Military Resource Center opened November 11, 2015. The Center, located on campus, provides a meeting place for veterans, counseling, assistance with applying for benefits, and assistance with enrollment. CSC has been nationally recognized as a ["military friendly" college](#).
- Many resources are available to students with learning disabilities, including tutoring at the Learning Center and assistance from [Counseling and Disability Services](#).
- [The Chadon State Foundation offers scholarships](#) earmarked for diverse populations.
- [Project Strive/TRiO](#) is a federally funded TRIO-Student Support Services (SSS) program, offered by the U. S. Department of Education. This academic enrichment program offers free services to individuals who meet certain federal guidelines, are first generation college students, or have a documented disability.
- LGBT support includes LGBT counseling offered through [Counseling and Disability Services](#) as well as [LGBT awareness and programming](#) offered through the Presidential Diversity Committee.

The 2016 NSSE Engagement Indicators reflect the challenges of our Frontier and Remote location with respect to diversity. Compared to all NSSE institutions, CSC seniors report having far fewer conversations with people of different racial/ethnic, economic, and religious backgrounds, but about

the same number with people whose political views differ ([seniors 8 a, b, c, and d](#)). CSC seniors reported about the same level of interactions with diverse students as seniors at our peer Plains public institutions, but slightly fewer interactions with people of different religious backgrounds, suggesting that larger regional forces may be at work. However, CSC's first-year students report more discussions with diverse others than their peers at Plains public institutions, though the difference is not statistically significant ([first-year 8 a, b, and c](#)). Nevertheless, the general trend may be improving.

## Sources

---

- Chadron\_State\_Foundation\_Scholarships\_Minorities & Veterans
- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 22)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 38)
- CSC\_Campus\_Facilities\_Safety\_ADA\_Committee
- CSC\_Catalog\_Diversity\_Examples
- CSC\_Counseling\_Website
- CSC\_CryingEarthRiseUp
- CSC\_Diversity\_Committee
- CSC\_Fact\_Book\_2014-2015\_Final
- CSC\_Fact\_Book\_2014-2015\_Final (page number 42)
- CSC\_Galaxy\_Series\_Native\_American\_Performance
- CSC\_GIJOBS
- CSC\_HACU
- CSC\_International\_Student\_Support
- CSC\_International\_Students\_Recruitment & Support
- CSC\_LGBT\_Awareness\_Programming
- CSC\_MAP\_Priorities\_Sub-Priorities
- CSC\_Multicultural\_Events
- CSC\_PowWow\_Wellness\_Conference
- CSC\_Presidential\_Diversity\_Committee\_Annual\_Reports
- CSC\_Quality\_Initiative\_Paperwork
- CSC\_Student\_Plans\_Powwow
- CSC\_Study\_Abroad-Away\_Syllabi
- CSC\_Transitional\_Studies\_Success\_Data
- CSC\_TRIO\_Website
- CSC\_Undergraduate\_Catalog\_2007-09\_Global
- CSC\_Vision\_2011\_Diversity
- CSC\_Vision\_2011\_Focus\_Institutional\_Community

- CSC\_Vision 2011\_Focus\_Teaching & Learning
- NSCS\_Strategic\_Plan\_Diversity\_Statement
- NSSE 2016\_Frequencies\_Statistical\_Comparisons (Chadron State)
- NSSE 2016\_FSC-First-Year\_Question 8
- NSSE 2016\_FSC-Seniors\_Question 8

## 1.D - Core Component 1.D

---

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

---

#### 1.D.1.

The CSC mission statement indicates that public outreach is fundamental to the institution: "Chadron State College will enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region." Evidence that we enrich the wider community can be found in our planning, our academic offerings, and our co-curricular and extra-curricular activities. We also provide some consulting services to the public. A few highlights of CSC's curriculum, planning, and activities demonstrate our commitment to public service:

- One of the four signature themes articulated in the CSC Master Academic Plan (MAP) is forming connections with the wider community. CSC fosters relationships with organizations that support the mission of the college and provide resources to enhance the quality of life for the general public ([Affiliated Organizations Document](#)).
- The Essential Studies curriculum fosters public involvement. Specifically, [Student Learning Outcome 9](#) states: "Students will apply theories and principles of ethics and citizenship through the study of or participation in civic affairs." Classes that meet that outcome (e.g., [FCS 427 Worksite Wellness](#) and [PS 369 Civic Engagement: Theory and Practice](#)) are designed "to prepare students for their roles as citizens." Other courses in academic programs and in Essential Studies have incorporated [service-learning projects](#).
- The [Big Event](#) is an annual day of community volunteerism coordinated by a faculty advisor, a graduate assistant, and a team of undergraduate student staff members. It typically involves approximately 600 students, faculty, and multiple campus and community organizations.
- CSC provides cultural events, which are either free to the public or offered at nominal cost. Examples include the [Graves Lecture Series](#), the [Galaxy Series](#), and [professional art exhibits](#). [Student concerts, art exhibits, and theatrical productions](#) are also open to the community.
- CSC [co-sponsors educational events](#) with members of our agricultural community.

The college contributes to the public good by preparing students to serve as leaders in many professions within our region. Our success can be partly measured by the number of CSC graduates who serve as health professionals, lawyers, judges, bankers, and elected officials in western Nebraska.

#### 1.D.2.



CSC recognizes its primary mission as public education devoid of private interests or profit making. The Nebraska State College System (NSCS), of which CSC is a member, complies with Section 501(c) (3) of the Internal Revenue Code of 1986 and operates only as a non-profit organization for education and public service. CSC strictly enforces NSCS policies on conflict of interest (2.A.). Public funding is used for instruction, research and other projects to enhance the public welfare, not for the personal or collective profit of individuals or groups. The faculty must submit statements identifying potential conflicts of interest when applying for external funding for research or other activities. Also, when instructors wish to teach a course at another institution, they must fill out a [request form](#) to be reviewed by the appropriate dean. This procedure ensures that no teaching engagements outside the college interfere with an instructor's effectiveness at CSC.

### 1.D.3.

The college identifies external constituencies and communities of interest based on our mission. We are charged with providing educational programs that recognize the interests of our predominantly rural area. Some of our most important contributions to the regional welfare are the [Rural Health Opportunities Program \(RHOP\)](#), the [Rangeland Management Program](#), and the [Master of Science in Organizational Management](#). RHOP helps recruit medical personnel to staff clinics and hospitals in our more isolated communities and provides financial support for students interested in the health professions. Our [Rangeland Management Program](#), situated in heart of cattle country, is the [second largest in the U. S.](#) and provides support for the regional industry and maintenance of the grasslands. Recently, we added the [Rural Law Opportunities Program \(RLOP\)](#) to help students in rural areas enter the legal profession and installed a [Legal Aid Kiosk](#) in the Library Learning Center where students and local residents can research answers to their legal questions.

Because preparation of educators is a major priority for our mission, we work with the public school system on many levels. Some collaborative activities include:

- The annual [Children's Theatre Workshop](#)
- [Theatre Day](#)
- [Jump Rope for Heart](#)
- [Scholastic Day](#)
- [Science Saturdays](#)
- [Collaboration with public schools on assessment](#)
- [Upward Bound](#)
- [Math instruction](#)
- [Memorandum of Understanding with Educational Service Unit 13](#)

A number of these activities illustrate CSC's integration of educational and outreach components of our mission through co-curricular student activities and high-impact classroom practices (see 4.E.2.).

We also cooperate with city and county governments, [public health services](#), chambers of commerce, economic development agencies, veterans' organizations, professional associations, and law enforcement agencies. CSC participates on the Dawes County Joint Planning Task-force, the Chadron Public Schools Facilities Strategic Planning team, and the Region 23 Emergency Management Team. Because we have resources required during natural disasters and other emergencies, our assistance is crucial for surrounding communities with a limited capacity for response. In July 2006, when a Dawes County complex fire threatened to engulf Chadron and outlying residences, CSC provided housing and resources for 700 firefighters. Our six emergency generators provide back-up power sources when electricity fails during extreme weather, fire, or other

emergencies. Also, the decision to utilize biomass/woodchip energy was partly driven by the need for an alternative heating and cooling source. A [sampling of appreciation letters](#) sent to the college president reveals our constituents' acknowledgement of the college's support.

The Mari Sandoz Heritage Society has partnered with CSC in promoting the history and literary legacy of the Great Plains. For example, we worked together to acquire funding for remodeling the old campus library building, which became the Mari Sandoz High Plains Heritage Center. Under a [Memorandum of Agreement](#), CSC provides a full-time Center director, and a Center Committee consisting of both campus and Sandoz Society representatives helps set priorities for activities. The Sandoz Society also manages funds for the benefit of the Center and CSC, such as paid internships exclusively for our students. The college hosts the annual [Mari Sandoz Heritage Society Conference](#) and the [Pilster Lecture Series](#), which brings nationally known speakers to the community. One of the Sandoz Society's goals is to nurture young writers, and CSC English faculty members have worked with its members to establish an annual [creative writing workshop](#).

As an example of fulfilling our mission to "enrich the quality of life in the region," the college partnered with the local populace and government to devise a workable plan for enclosing and maintaining a public swimming pool in Chadron. CSC has signed an [agreement outlining its on-going commitment](#) to the project. The pool is designed for both recreational and therapeutic use, meeting an on-going need for disabled residents.

## Sources

---

- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 22)
- CSC\_Affiliated\_Organizations\_Fall 2016
- CSC\_Agreement\_Sandoz\_Society
- CSC\_Art\_Exhibits
- CSC\_Big\_Event\_Media\_Coverage
- CSC\_Children's\_Theatre\_Workshop
- CSC\_Collaboration\_Local\_Public\_Schools--Math
- CSC\_Cooperative\_Efforts\_&\_AG\_Interests
- CSC\_External\_Relationships
- CSC\_Faculty\_Collaboration\_Educational\_Service\_Unit\_13
- CSC\_FCS427\_Syllabus
- CSC\_Galaxy\_Series
- CSC\_Graves\_Lecture\_Series
- CSC\_Interlocal\_Cooperation\_Use\_Agreement\_Indoor\_Pool\_Access
- CSC\_Jump\_Rope\_for\_Heart
- CSC\_Legal\_Aid\_Kiosk\_News\_Article\_Aug2016
- CSC\_Military\_Veteran\_Resource\_Center
- CSC\_Mission\_Associated\_Curriculum\_Opportunities
- CSC\_PS369\_Syllabus
- CSC\_Rangeland\_Program\_Ranking\_by\_Graduation\_Rates\_2012-2015
- CSC\_Rangeland\_Program\_Serving\_Region

- CSC\_Sandoz\_Society\_Annual\_Conference
- CSC\_Sandoz\_Society\_Annual\_Pilster\_Lectures
- CSC\_Scholastic\_Day
- CSC\_Science\_Saturdays
- CSC\_Service\_Learning
- CSC\_Story\_Catcher\_Workshop\_Festival
- CSC\_Student\_Performances\_Art\_Music\_Theatre
- CSC\_Theatre\_Day
- CSC\_Theatre\_Season
- CSC\_Upward\_Bound
- CSC\_West\_Nile\_Mosquito\_Surveillance
- NSCEA\_Memorandum\_of\_Understanding\_with\_Educational\_Service\_Unit 13
- NSCS\_Board\_Supports\_Rural\_Law\_Opportunities\_Program
- NSCS\_Request\_Teach\_Another\_Institution

## 1.S - Criterion 1 - Summary

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

---

Chadron State College meets the expectations articulated in Criterion One. As part of the Nebraska State College System (NSCS), we carry out our statutory mission and the policies of our governing board in a thoughtful, intentional manner. To clarify our role within the region, we developed institution specific mission and vision statements through a collaborative process. These statements, along with the NSCS mission statement, vision statement, and core values, guide all institutional strategic planning, programming, budgeting, and operations. All documents related to CSC's mission and/or the Board of Trustees' elaboration of this mission can be accessed through the NSCS website, the CSC website, and other forms of campus and public outreach. We understand the needs of our students and other constituents, and strive to educate and serve them in a manner consistent with our appointed mission.

CSC provides a strong, undergraduate curriculum in the arts and sciences and in many professional and occupational areas. Students are also offered an education that recognizes the value of service learning, internships, and other connections with the wider community. We create global awareness in our students through our curriculum, recruitment of diverse populations, and extra-curricular activities. Our graduate programs also further our mission by emphasizing career advancement and professional development in the field of education. While focusing on learning outcomes and best instructional practices, we also provide the social, emotional, and financial support that lead to student success.

The college is also a good public servant. CSC offers cultural events, consulting, workshops, continuing education, collaboration in community projects, and other services to the residents of western Nebraska. Our mission to enhance the quality of life in our region guides us in all that we do.

The college community is re-evaluating our institutional mission and vision statements and considering whether they fully articulate CSC's mission and the parameters of its operations set out in our complex mission documents. Final adoption of any mission/vision statement revisions will occur after the HLC reaffirmation visit. Meanwhile, our review of mission documents has reaffirmed that we are on-task with providing exactly the kind of education and regional service expected of us.

### Sources

---

*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

---

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

---

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

---

##### Governing Board

As a public, nonprofit, institution of higher learning, CSC works diligently to protect its integrity on behalf of its internal and external constituencies. Our governing body, the Nebraska State College System (NSCS) Board of Trustees, establishes policies and procedures to ensure that the Board and the colleges under its administration adhere to the highest standards of ethical behavior ([NSCS Policy Manual](#)). [Board Policy 2000](#) states, "The Board is a body corporate created by the State Constitution and empowered by statutory authority with the general government of the State Colleges as now existing, and such other State Colleges as may be established by law." The Manual contains Board by-laws and the scope of its responsibilities, including academics, personnel, fiscal operations and student affairs. [By-law Article XV](#) prohibits any Board member from participating in deliberations that affect his or her personal interests or the interests of any group or organization with which that person is connected. [Board Policy 5002](#) defines "conflict of interest" and creates guidelines for compliance with respect to college employees. The CSC administration regularly submits [nepotism reports](#) to the Board identifying filial relationships between college employees and demonstrating adherence to conflict of interest regulations. To promote transparency, [Board Policy 2005](#) states that Board meetings shall be open to the public and press. Meeting times and agendas must be published in advance.

##### Finances

Our NSCS Board provides [policies for conducting all financial operations](#) within the college system. At CSC, the Vice President for Administration and Finance is responsible for maintaining accepted business and accounting practices in the Business Office and in all financial operations of the college. The Nebraska Auditor of Public Accounts conducts an annual audit of the college's basic financials. A private firm, BKD, LLP, conducts specialized audits of federal expenditures (single audit) and revenue bond accounts (auxiliary functions). Another firm, Gardner, Loutzenhiser and Ryan, P.C., audits the Foundation financials. Each audit has resulted in an unqualified opinion from the auditor that CSC financials are clean and in order ([2016 audit](#)).

##### Personnel

All CSC employees are expected to conduct themselves professionally and with respect for the rights and privacy of others. In 1999, the college created a separate Office of Human Resources

administered by a Director. In 2015, due to increasing complexity in regulations governing employment practices, the Director position was upgraded to Associate Vice President of Human Resources. The Associate VP assumes responsibilities as Title VI, VII, and IX coordinator. She provides employees and students with information about Board of Trustees policies, CSC policies, employment issues, and grievance procedures.

[Board Policy 2700](#) designates Nebraska State Colleges as “equal opportunity institutions,” reinforcing its commitment to nondiscriminatory practices. CSC's equal opportunity status is published in the [Employee](#), and [Student](#) handbooks and on the [CSC Human Resources](#) home page. Equal opportunity is enhanced through policies and procedures that enforce [ADA compliance](#).

CSC adheres to federal laws governing discrimination, harassment, and violence on campus. [Board Policy 5007](#) prohibits harassment and discrimination. [Board Policy 3020](#) defines harassment and violence as they apply to campus constituents and sets out procedures for reporting and investigating allegations. The [Employee Handbook](#) is updated each year and is readily available on the CSC website. The [Confidentiality Statement](#) and the sections covering [Conflict of Interest](#), [equal treatment and harassment](#), and [Consensual Relationships](#) are particularly important for delineating ethical conduct for campus personnel. Campus employees also receive [training on harassment and other Title IX issues](#).

Because faculty, administrators, and supervisors have the potential to affect students and subordinates with their behavior, we are especially concerned with providing guidelines for their conduct. [New faculty orientation](#) familiarizes instructors with academic and personnel policies and procedures. Also, Administrators and unit heads participate in annual workshops to ensure compliance with regulations related to employee supervision and evaluation.

Each category of employee is represented by a union. Exceptions are made for administrators and certain faculty, support staff, and professional staff. Negotiated agreements between the unions and the NSCS Board of Trustees determine salary and working conditions for the first group. [NSCS Board Policies](#) determine terms and conditions for the second group. Nebraska is a right-to-work state, so employees are not required to join a union; however, all employees are covered by the negotiated agreements. The bargaining units and their respective agreements (CSC website) are:

- Faculty--State College Education Association (SCEA); [SCEA Agreement 2015-17](#)
- Professional staff--Nebraska State College Professional Association (NSCPA); [NSCPA Agreement 2015-17](#)
- Support staff--Nebraska Association of Public Employees (NAPE); [NAPE Agreement 2015-17](#)

Grievance procedures are developed in negotiations and become part of the negotiated agreements and Board Policy. College personnel can find these procedures on the CSC website:

- [SCEA grievance procedures for faculty](#)
- [NSCPA grievance procedures for professional staff](#)
- [NAPE grievance procedures for support staff](#)

Also, the [NSCS Board of Trustees has established a hotline](#) through which members of each campus community may anonymously report suspected violations of policies and procedures without fear of reprisal. Each report is investigated, and when the complainants do identify themselves, they are informed of the results of the investigation.

## Students

[Section VII: Code of Conduct](#) in the Student Handbook covers conduct liable for disciplinary action, possible sanctions for such conduct, and right to due process. Section VIII outlines the [Student Misconduct Appeal Procedure](#). Students also receive information on the [Family Educational Rights and Privacy Act \(FERPA\)](#).

The college informs students about procedures to redress grievances and to seek remedies if they believe they have been unfairly treated, assaulted, or harassed. The Student Handbook provides students with CSC's [Anti-Harassment/Discrimination Policy](#) and its [Sexual Assault and Harassment Reporting Policy](#) (Title IX). The Handbook also outlines Student Grievance Procedures for complaints not covered under academic appeals. The [Student Academic Concerns and Issues](#) (SACI) page on the CSC website informs students of procedures for pursuing various academic grievances and appeals. The [Student Complaints and Appeals website](#) assists students with concerns, complaints, appeals, and grievances by directing them to the appropriate office or website for their particular problem. The institution [tracks complaints](#) from their initiation through resolution.

In [CSC Security, Crime Prevention, and Fire Safety Policies and Statistics](#), a document published annually on the CSC website, students and parents/guardians can access information about [crimes reported on campus](#). As of spring 2016, CSC began administering a Student Campus Climate, Safety, and Sexual Assault online assessment in hopes of learning more about unreported incidents. Once the annual assessment has produced sufficient data to establish patterns, they will be used to make improvements in Student Affairs and in other relevant campus units.

## **Athletics**

The college instills a sense of integrity in its student athletes and athletic staff. The Athletic program follows National College Athletic Association (NCAA) policies and procedures designed to ensure the ethical conduct of its members. Each year, the CSC program updates its [Compliance Manual](#), which is made available to athletic staff and student athletes. Oversight is assumed by the Compliance Team, which includes individuals with hands-on compliance responsibilities from the Records Office, the Admissions Office, the Financial Aid Office, the START Office, the Faculty Athletics Representative (FAR), the Senior Woman Administrator, and the Director of Athletics. Student athletes receive a [Student-Athlete Handbook](#), which includes expectations about ethical conduct as well as information about the program and academics. These students are also required to sign an [Academic Integrity Agreement](#) to reinforce the importance of ethical conduct in the pursuit of their studies. [CSC student athletes consistently hold a disproportionately high percentage of academic honors](#) in the Rocky Mountain Athletic Association (RMAC), demonstrating our commitment to academic excellence and integrity.

Any suspected NCAA infractions by CSC are investigated internally and reported to NCAA as soon as they are brought to the attention of the college administration. Information about such infractions and the NCAA response, if any, are made public on the college's [NCAA Athletics website](#). (CSC recently received [notification from NCAA](#) that it is no longer on probation due to one self-reported infraction).

## **Confidentiality**

A comprehensive review of [student rights](#), including the institution's adherence to FERPA regulations, appears on the CSC website and is linked to the online General Catalogs. Students' and employees' personal information is safeguarded through data management and information-sharing policies and procedures.



## Information Technology

To ensure that computer technology is used with integrity, [Information Technology Services maintains a website](#) informing the campus of relevant policies. Instances of potential misconduct and resulting disciplinary actions are clearly laid out on the [IT Code of Conduct](#) page.

## Sources

---

- CSC\_Academic\_Integrity\_Agreement
- CSC\_ADA\_Compliance\_(NSCS\_Board\_Policy\_3700)
- CSC\_Athletics\_Compliance\_Manual\_2016-2017
- CSC\_Employee\_Handbook\_2016
- CSC\_Employee\_Handbook\_2016 (page number 10)
- CSC\_Employee\_Handbook\_2016 (page number 11)
- CSC\_Employee\_Handbook\_2016 (page number 12)
- CSC\_HR\_Equal\_Opportunity\_Statement
- CSC\_Information\_Technology\_Code\_Conduct
- CSC\_Information\_Technology\_Services(IT)
- CSC\_NCAA\_Infraction\_Notification
- CSC\_NCAA\_Letter\_Releasing\_From\_Probation
- CSC\_Nepotism\_Report\_NSCS\_Board
- CSC\_New\_Faculty\_Orientation
- CSC\_Safety\_Security
- CSC\_Safety\_Security (page number 20)
- CSC\_Statement\_Student\_Rights
- CSC\_Student\_Academic\_Concerns\_Issues
- CSC\_Student\_Athlete\_Academic\_Honors
- CSC\_Student\_Athlete\_Handbook\_2016-2017
- CSC\_Student\_Campus\_Activities\_Board(CAB)
- CSC\_Student\_Complaints\_&\_Resolutions
- CSC\_Student\_Complaints\_Website
- CSC\_Student\_Finance\_Committee
- CSC\_Student\_Handbook\_2016-2017
- CSC\_Student\_Handbook\_2016-2017 (page number 6)
- CSC\_Student\_Handbook\_2016-2017 (page number 25)
- CSC\_Student\_Handbook\_2016-2017 (page number 28)
- CSC\_Student\_Handbook\_2016-2017 (page number 33)
- CSC\_Student\_Handbook\_2016-2017 (page number 38)
- CSC\_Student\_Handbook\_2016-2017 (page number 41)
- CSC\_Student\_Handbook\_2016-2017 (page number 45)
- CSC\_Title\_IX\_Training
- NSCS\_Audit\_2016
- NSCS\_Board\_Policy\_2000
- NSCS\_Board\_Policy\_2005
- NSCS\_Board\_Policy\_2700



- NSCS\_Board\_Policy\_3020
- NSCS\_Board\_Policy\_5002
- NSCS\_Board\_Policy\_5003
- NSCS\_Board\_Policy\_5007
- NSCS\_Board\_Policy\_7015
- NSCS\_Board\_Policy\_7016
- NSCS\_By-Laws\_Article\_XV
- NSCS\_Employee\_Anonymous\_Reporting
- NSCS\_NAPE\_Agreement\_2015-17
- NSCS\_NAPE\_Agreement\_2015-17 (page number 20)
- NSCS\_NSCPA\_Agreement\_2015-17
- NSCS\_NSCPA\_Agreement\_2015-17 (page number 14)
- NSCS\_Policies\_Governing\_Non-Union\_Employees
- NSCS\_Policy\_Manual
- NSCS\_Policy\_Manual\_Financial\_Policies
- NSCS\_SCEA\_Agreement\_2015-17
- NSCS\_SCEA\_Agreement\_2015-17 (page number 15)

## 2.B - Core Component 2.B

---

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

---

Chadron State College recognizes that helping students complete their degrees in a timely, cost-effective manner is one of our primary ethical responsibilities. Therefore, we provide students, parents/guardians, and the general public with easy access to information about degree requirements and financial aid through the CSC website, department handbooks, academic advisors, and Student Support Services. The General [Undergraduate](#) and [Graduate](#) Catalogs are the primary sources of information about academic requirements for Essential Studies (core curriculum) and degree programs. These catalogs are updated every other academic year and published on the CSC website, where they can be accessed by both internal and external constituencies.

The General Catalogs also contain information (or links to information on the CSC website) about [admissions requirements and procedures](#), [student information calendar](#), [guidelines for registration](#), [costs and financial aid](#), placement in [Transitional Studies for English or reading](#), [course descriptions and prerequisites](#), [definitions for course delivery modes](#), [technology requirements](#), [institutional and special accreditation](#), [academic policies](#), and [faculty qualifications](#). Because the catalogs are offered in electronic format, students and parents/guardians can follow easy links for up-to-date information on the college website, which is regularly reviewed for accuracy.

Some of the more complex academic programs offer specialized handbooks, for example, the [Teacher Education Handbook](#), the [Graduate Counseling Program Handbook](#), and the [Social Work Student Handbook](#). Such detailed information about program requirements and course rotation schedules can help prevent the addition of time and expense to a student's academic tenure. Hard copies of these handbooks are initially disseminated during orientation and posted on the department websites for continued access. Information about each program's faculty may be found on department websites ([examples](#)).

Our [relationships with accrediting bodies](#) are published on the college website, where we include contact information for the Higher Learning Commission and descriptions of specialized accrediting bodies for particular programs. Once the reaffirmation process has been completed, we will publish the results on our website.

Information Technology (IT) staff members maintain the CSC website using a content management system. The Department of College Relations manages overall site design, and site content is produced by individual departments, which must request web access to update department websites. Access is granted only after IT trains any individual making changes. If departments prefer not to have web access, they may contact the IT staff directly via phone or email and request changes. All new content or update requests are reviewed and tested using the [Wave Accessibility tool](#) prior to being published. This step ensures that the CSC website complies with Section 508 of the Rehabilitation Act, which addresses access to information by disabled individuals.

The Department of College Relations produces all marketing materials for CSC's internal and external audiences. College Relations receives input for these materials from a variety of campus

constituents, including faculty department chairs, academic deans, the Office of Institutional Research, Admissions, Financial Aid, the Vice President of Enrollment Management, Marketing and Student Services, the Vice President of Administration and Finance, the Vice President of Academic Affairs, and others as needed. College Relations strives to advance the college's goal and mission by communicating its offerings and successes through printed and digital media.

When marketing materials for publication are requested, College Relations writes copy, verifies data, creates a design, plans production, and proofreads. Once the product is reviewed and approved the marketing material is finalized. For example, the promotion or marketing of academic programs begins when individuals from College Relations attend a meeting with faculty members of the department to be promoted. Then those staff members work closely with the department and its chair on drafting copy that follows the academic standards defined for the program in the current Undergraduate or Graduate Catalogs. That copy must be suitable for admission information, marketing materials, and the CSC website. After the academic department reviews and approves the copy, it is sent to a graphic designer in College Relations, who creates an appropriate format. Finally, College Relations, the academic department and its faculty members, Admissions, and other units, such as the Office of Institutional Research, review and edit the proposed marketing material for accuracy. If tuition figures are used, they are based on the current rate as approved by the Board of Trustees of the Nebraska State College System.

Finalized publications are delivered to advertising agencies. CSC advertises through radio, television, newspapers, billboards, and other digital and print media. Any admissions or marketing materials follow [CSC Identity Standards](#), use only approved titles and photos, and contain a non-discrimination statement if space allows. Beginning in July 2015, College Relations began labeling all non-final versions of admissions or marketing materials with a watermark to ensure that an inaccurate or incomplete draft would not be published. In January 2016, the Department introduced a customer sign-off sheet that outlines a process for proofreading, verification, and proper distribution of the proposed material ([sample publications](#)).

## Sources

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 90)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 5)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 8)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 9)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 10)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 16)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 90)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 135)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 232)
- CSC\_Counseling\_Student\_Handbook\_2016-2017
- CSC\_Faculty\_Information\_Department\_Websites\_Examples
- CSC\_Identity\_Standard\_Guide

- CSC\_Information\_Accrediting\_Bodies
- CSC\_IRB\_Animal\_Research\_Guidelines
- CSC\_Sample\_Publication\_Materials
- CSC\_Social\_Work\_Program\_Student\_Handbook
- CSC\_Teacher\_Education\_Handbook\_2016-17
- Wave\_Accessibility\_Tool

## 2.C - Core Component 2.C

---

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

---

The Board of Trustees of the Nebraska State College System (NSCS) is a body created by the State Constitution ([85-308, State of Nebraska Revised Statutes](#)), which provides oversight of the three colleges within the system, including Chadron State College. This body exists solely to promote the interests of the state's four-year colleges and to ensure the integrity of their operations. The governor appoints six Board members, each of whom serves a six-year term. A seventh member, the State Commissioner of Education, serves ex-officio. The [Board members](#) are on rotation and represent all regions of the state. Each of the three colleges in the system also nominates one [Student Trustee](#) who is appointed by the Governor to serve on the Board in an ex-officio capacity. The NSCS System Office operates as the administrative arm of the Board with a staff consisting of a Chancellor and 12 professional and support staff.

#### 2.C.1

The NSCS Board of Trustees and its System Office operate within the [NSCS mission statement, vision statement, strategic plan, and priorities](#), all of which form CSC's wider mission. The Board recognizes the specific regional mission of each member institution, with CSC serving the western part of the state. All NSCS Board deliberations, policies, and actions support the educational missions of its member institutions. The NSCS Board establishes system wide policies for student affairs and services, academic affairs, personnel practices, facilities development and maintenance, and revenue bond/auxiliary operations. CSC's budgets, strategic plans, and other specific institutional operations are subject to the guidance and approval of the Board. The following examples demonstrate Board actions that enhance the college's effectiveness, either individually or as part of the System:

- Approved demolition of the deteriorating Kline Building to make way for extra parking as part of the Campus Facilities Master Plan ([March 2010 Board meeting minutes](#)).
- Approved "Eagle" rate for out-of-state students (on-site, undergraduate resident tuition plus one dollar), a vital step for CSC with its close proximity to South Dakota and Wyoming ([March 2013 Board meeting minutes](#)).
- Approved use of capital improvement fees to equip the Rangeland Laboratory Building as part of the Campus Facilities Master Plan ([January 2015 Board meeting minutes](#)).
- Revised [Board Policy 4140](#) by adding definitions for: Bachelor of Applied Science major, graduate majors, comprehensive examination, scholarly/creative/action research, internships

and certificates of advanced study. [January 2016 Board agenda](#) reveals deliberation on revisions to academic affairs policies.

- Approved the [Rural Law Opportunities Program](#) (RLOP) for CSC and Wayne State College. RLOP, a program patterned after the existing Rural Health Opportunities Program (RHOP), will provide a selected number of students at Chadron State and Wayne State with provisional admittance into the University of Nebraska-Lincoln College of Law. CSC and WSC students would be recruited from rural counties in Nebraska and would be encouraged to practice law in rural Nebraska upon graduation ([September 2016 Board meeting minutes](#)). This action promotes our mission to "enrich the quality of life in the region."

Each January, NSCS Board members, Student Trustees and NSCS college presidents attend the Senators' Reception in Lincoln to discuss funding requests and other matters with Nebraska Legislators. As a result of these efforts, CSC received state funding for \$6.7 million of the \$17 million Chicoine Event Center project and \$3.7 toward the Rangeland Lab construction. In total, the System Office helped CSC leverage \$10.4 million in appropriations into approximately \$30 million in new construction over the last three years. Partly due to advocacy by the Board, the percentage of state support for public higher education has remained relatively stable at approximately 60% as of the end of FY 2016.

## 2.C.2.

The NSCS Board considers the interests of its internal and external constituencies in adopting system wide policies and in approving actions that impact CSC individually. The CSC President, Vice Presidents, and Student Trustee at Board represent our internal constituencies at regular Board meetings and committee meetings. The [Board's three standing committees](#) are structured to determine needs, provide proposals, and make decisions in the interest of the institution. These committees and CSC's representative voice on each are:

- Academic and Personnel Committee--Vice President for Academic Affairs
- Student Affairs, Marketing, and Enrollment Committee--Vice President of Enrollment Management and Student Services
- Fiscal, Facilities and Audit Committee--Vice President of Administration and Finance

A System Office staff member on each of these committees serves as a liaison between the campus administrators and the Board of Trustee committee chairs, arranges periodic committee meetings, and coordinates the efforts of NSCS colleges. Before making proposals to the Board, CSC's representatives obtain input from the President's Cabinet, Faculty Senate, academic deans, Student Senate, and the President's Executive Council, which includes unit heads across campus. The academic deans meet regularly with department chairs, and the VPAA conducts several open forums for faculty and staff each semester. Thus, a mechanism is in place to pass along the concerns or proposals of internal constituents to the Board.

The Board meets five to eight times a year, alternating the locale among its member campuses so that trustees may spend time with college students, faculty, and staff at each college. They may also meet informally with representatives from the local communities. When Chadron State College hosts the meeting on its campus, approximately 125 guests are invited from the local community and surrounding area to help represent the views of our external constituents.

Board meetings are open to the public ([Board Policy 2005](#)) except when legally protected information is discussed, for example, personnel actions or student issues. At these meetings, the public is given an opportunity to express its views and concerns. As required by state law, reasonable advance public

notice is provided for all regular and special meetings. The public may access all Board meeting materials through the NSCS website, and printed copies are available in each campus library. To ensure that the campus community feels secure in airing problems and concerns to the Board, the System Office has instituted an [anonymous reporting process for employees](#).

The interests of external constituencies are also indirectly addressed through the variety of professions and careers from which Board members are drawn. In the pursuit of their occupations, Trustees interact with the general public, alumni, employers of the graduates, and local and state leaders. These contacts give them a comprehensive view of expectations for and concerns about higher education.

### 2.C.3.

[Board Policy 2000](#) establishes the authority of the Board of Trustees, which includes:

- Hiring and removal of the Chancellor and the college presidents
- Oversight of the curriculum
- Acquisition of property
- Oversight of major construction
- Budget management
- Benefits management
- Establishment of tuition
- Confirmation of degrees

The Board is autonomous and not subject to undue influence by donors, potential donors, or political parties. Board members are required by state statute to disclose all financial interests under the regulation of the Nebraska Accountability and Disclosure Commission. The Commission also regulates the campaign finance, lobbying and conflict of interest items pertaining to public appointed officials, including the NSCS Board of Trustees. [Article XV of the Board By-Laws](#) stipulates that Board members shall not participate in deliberations when they have a conflict of interest. Whenever a potential conflict of interest arises, the Nebraska Accountability and Disclosure Commission requires disclosure via the Potential Conflict of Interest Statement ([NADC Form C-2](#)). Those who fail to comply are subject to penalties.

CSC does have an association with the [Chadron State Foundation](#), which undertakes fund-raising activities to help the college achieve its mission. The Foundation cooperates with the college and the NSCS Board of Trustees, but it operates under a board of directors independent of the college and the NSCS Board, neither of which is subject to the directives of donors. While contributors to the Foundation are respected and are invited to share their views and concerns, they do not exert undue influence. The college and the Board are free to reject a contribution if the donor's conditions are not in the best interests of the institution.

### 2.C.4.

The NSCS Board of Trustees delegates management of the institution to the college administration and oversight of academic matters to the faculty. [Board Policy 5101](#) authorizes each college president to provide leadership for academic affairs, student services, fiscal management, facilities development and maintenance, and personnel operations within the institution.

The faculty takes charge of the academic curriculum through the [Faculty Senate Academic Review Committee \(ARC\)](#), which, with the support of the Essential Studies and Graduate Committees, evaluates and recommends action on all academic program proposals and changes. The college

administration and the NSCS Board make policy and program decisions largely based on faculty recommendations. The [Vice President for Academic Affairs \(VPAA\), as an ex-officio member, meets with Faculty Senate leadership](#) on a monthly basis during the academic year to answer questions, share information, and promote communication between the faculty and the administration.

## Sources

---

- Chadron\_State\_Foundation
- CSC\_FS\_Academic\_Review\_Committee
- CSC\_VPAA\_&\_Faculty\_Senate\_Leadership\_Meeting\_Minutes\_24Oct2016
- NE\_NADC\_FORM\_C-2
- NE\_State\_Statute\_85-308
- NSCS\_BdM\_011216\_Agenda\_Chancellor's\_Report
- NSCS\_BdM\_011216\_Deliberations\_Academic\_Affairs\_Examples
- NSCS\_BdM\_012015\_Rangeland\_Lab
- NSCS\_BdM\_14-15Mar2013\_Eagle\_Rate\_Tuition
- NSCS\_BdM\_25-26Mar2010\_Kline\_Demolition
- NSCS\_Board\_Materials\_09092016
- NSCS\_Board\_Members
- NSCS\_Board\_Policy\_2000
- NSCS\_Board\_Policy\_2001
- NSCS\_Board\_Policy\_2005
- NSCS\_Board\_Policy\_4140
- NSCS\_Board\_Policy\_5101
- NSCS\_Board\_Supports\_Rural\_Law\_Opportunities\_Program
- NSCS\_By-Laws\_Article\_XV
- NSCS\_Employee\_Anonymous\_Reporting
- NSCS\_Strategic\_Plan
- NSCS\_Student\_Trustees



## 2.D - Core Component 2.D

---

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

---

Freedom of expression is one of this institution's core values. Truth in teaching and learning depends upon students' introduction to and evaluation of conflicting viewpoints. As a public institution of higher learning, CSC has no private, political, or religious affiliations that guide or restrict research or teaching. Faculty members may pursue their scholarly interests and publish the results of their efforts. They may also choose the subjects for discussion related to their courses and disciplines. Such freedoms are subject only to the requirements of accuracy, integrity, and respect for the rights of others. [NSCS Board Policy 4650](#) is based upon Principles of Academic Freedom and Tenure endorsed by the Association of American Colleges (AAC) and the American Association of University Professors (AAUP). This policy emphasizes both the privileges and responsibilities associated with freedom of expression in the academic context. [Article III of the Negotiated Agreement](#) between the NSCS and the faculty bargaining unit also references the AAUP principles of academic freedom.

[Board Policy 2820](#) provides for open discussion of various religious practices and views while prohibiting the promotion of any specific religious beliefs or the use of campus facilities for worship services. The policy states, ". . . the State Colleges have a public duty to be at the forefront of our society in providing an open forum for the free expression and exchange of thoughts and ideas."

Scholarly and creative activities, including investigations of best teaching practices, are strongly encouraged as a part of each faculty member's yearly evaluation, the [Professional Activities Report \(PAR\)](#). Instructors may select the type of project most supportive of their professional and instructional goals. In addition to scholarly publications and conference presentations, faculty share their research and ideas with the campus and public through an open forum, the [Graves Lecture Series](#), which meets regularly throughout the academic year. The audience is invited to respond and to ask questions of presenters.

Guest speakers, including political candidates of all parties, participate in forums and lectures on campus. At the end of the presentation (or sometimes during), the audience has an opportunity to ask questions or to provide opposing viewpoints. Students are also engaged in [presentations and productions that examine controversial material](#) in a safe and open environment. Opportunities are provided for guided discussions and question-and-answer sessions.

CSC's award-winning student newspaper, *The Eagle*, provides a weekly forum for student viewpoints that are not necessarily shared by the faculty or administration. Investigative reporting often includes [controversial issues on campus](#), and as a point of pride, *The Eagle* has scooped the local communities' newspapers on occasion. The student editor and staff make decisions about content and format while the faculty advisor provides guidance and instruction on production and ethics. The ["Opinion" section](#) is a regular feature to which the staff and other campus constituents contribute. Several pages are devoted to editorials, regular columns, and guest contributors. Other views are published in letters to the editor. Administrators sometimes write to rebut factual errors after the fact, but they do not attempt to censor or to control the articles. *The Eagle's* staff members also produce [Acclaim](#), an

annual year-in-review magazine that invites guest columns and letters.

## Sources

---

- CSC\_Acclaim\_Magazine
- CSC\_Faculty\_Professional\_Activities\_Report(PAR)
- CSC\_Graves\_Lecture\_Website
- CSC\_Presentations\_Controversial\_Material
- CSC\_Student\_Newspaper\_Investigative
- CSC\_Student\_Newspaper\_Opinion
- NSCS\_Academic\_Freedom\_Faculty
- NSCS\_Board\_Policy\_2820
- NSCS\_Board\_Policy\_4650

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

---

#### 2.E.1.

CSC maintains the highest standards for research and other scholarly activities conducted by all members of the college community. The Teaching and Learning Center (TLC) educates faculty and staff on copyright law and fair use policies. Located in the Old Administration Building, the Center is readily accessible to the campus. The TLC page on the CSC website provides information on [Policies and Copyright](#), including numerous links to relevant websites. This site explains policies regarding the reproduction of literature and electronic resources under fair use practices, including reproduction requests submitted to the TLC staff. Instructors are directed to check the TLC workshop schedule for further training and information. The TLC web page also provides sources for free scholarly materials.

[NSCS Board Policy 4320](#) mandates that each college in the system provide guidelines for human and animal research. The CSC Institutional Review Board (IRB) must approve all proposals for such research conducted by faculty or students. IRB members consist of CSC faculty representatives, the Dean of Essential Studies/School of Liberal Arts, a community physician, and a community veterinarian. An overview of campus policy on institutional human research is available on the [IRB page](#) of the CSC website, which also links to [IRB Background Information and Policies](#), [Principal Investigator Responsibilities](#) and [Forms for Human Participant Research](#). The [IRB is in the process of developing the policies and procedures for animal research](#). To date, the only study of live animals has been through field observation; however with the expansion of the Rangeland and Wildlife Management Programs, we anticipate student and faculty animal research projects. No animal research will be approved until the guidelines are in place.

#### 2.E.2.

Students receive the following instruction on ethical use of information resources, including proper documentation:

- [Student Learning Outcome 2 in Essential Studies](#) states: "Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making *appropriate use of evidence* and conventions, including Standard Edited English." Courses that meet this outcome, [ENG 135](#) and [ENG 136](#), provide instruction for undergraduates on correct and ethical use of resources with proper documentation.
- Graduate students in education are required to take [EDCI 631 Intro to Graduate Studies](#), which covers instruction on correct and ethical use of resources. Other disciplines require research

courses related to their subject areas.

- Other required courses in the Essential Studies curriculum, such as [First Year Inquiry \(FYI\) courses](#), cover correct and ethical use of resources. Sometimes librarians team with faculty members to offer special sessions on documentation.

### 2.E.3.

CSC informs the college community about the need for academic honesty and the consequences for violations. The [Student Handbook](#) and [Academic Honesty webpage](#) clearly define academic dishonesty and [plagiarism](#) and provide relevant policies. The [Graduate](#) and [Undergraduate Catalogs](#) contain links to the institution's Academic Honesty webpage. Finally, the [CSC course syllabi template](#) directs faculty to include sections on plagiarism and academic dishonesty and to identify penalties for infractions. Faculty use [Turnitin](#), an electronic service for detecting plagiarism in student papers, both to identify violations and to alert students to potential plagiarism in the earlier drafts of their papers.

## Sources

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 12)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 9)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 18)
- CSC\_Course\_Syllabus\_Template
- CSC\_Institutional\_Review\_Board(IRB)\_Website
- CSC\_IRB\_Animal\_Research\_Guidelines
- CSC\_IRB\_Background\_Policies
- CSC\_IRB\_Human\_Participant\_Research\_Website
- CSC\_IRB\_Principle\_Investigator
- CSC\_Library\_Learning\_Commons\_Webpage\_Academic\_Honesty
- CSC\_Library\_Learning\_Commons\_Webpage\_Turnitin
- CSC\_Plagiarism
- CSC\_Student\_Handbook\_2016-2017
- CSC\_Student\_Handbook\_2016-2017 (page number 36)
- CSC\_Syllabi\_FYI\_Ethical\_Use\_Resources
- CSC\_Syllabus\_EDCI631-79\_Spring 2016
- CSC\_Syllabus\_EDUC100\_Fall 2015
- CSC\_Syllabus\_ENG135.04\_Fall 2015
- CSC\_Syllabus\_ENG136-7901\_Spring 2016
- CSC\_Teaching\_Learning\_Center(TLC)\_Policies\_Copyright
- NSCS\_Board\_Policy\_4320

## 2.S - Criterion 2 - Summary

---

The institution acts with integrity; its conduct is ethical and responsible.

### Summary

---

CSC has provided evidence that our institution functions with integrity in all of its operations. As a member of the Nebraska State College System (NSCS), we are guided by Board policies regarding ethical concerns such as equality of access, conflict of interest, auditing procedures, and student/employee rights and conduct. Employee and Student Handbooks articulate institutional procedures for student/employee ethical conduct and protections based on Board policies. Also, separate negotiated agreements between the NSCS Board and CSC faculty, professional staff, and support staff establish guidelines for equitable compensation and working conditions.

The CSC website serves as a primary source of information for the campus and the public, and procedures are in place for website updates and maintenance. Our digitized Undergraduate and Graduate Catalogs, department handbooks, marketing materials, and other documents in digital or print form provide multiple resources for learning about academic programs, degree requirements, and tuition/fees. We are continually striving to improve our communications so students may complete their degrees in a timely manner with a minimum of expense. The Department of College Relations uses established procedures to review all marketing materials for accuracy and collaborates with units requesting such materials. Every effort is made to avoid any form of misrepresentation.

The NSCS Board of Trustees operates autonomously to make decisions in the best interest of CSC. Our evidence confirms that the Board works collaboratively with CSC on various issues, respecting our planning process and working to fulfill our educational mission. Both the Board and the college involve internal and external constituents in decision-making.

CSC and its Board are committed to freedom of expression, as stated in Board Policy 4650, based upon the Principles of Academic Freedom and Tenure endorsed by the AAC and AAUP. The college supports faculty members in conducting and/or presenting the discipline-based research they have chosen to pursue. Instructors are free to choose topics for classroom discussion and to explore controversial issues in an unbiased, respectful manner. Our commitment to freedom of expression is also demonstrated through guest speakers, political forums, and the award-winning student newspaper, *The Eagle*.

Finally, CSC has developed policies and procedures for ethical use of resources and provides institutional support to both faculty and students. The Teaching and Learning Center (TLC) has assembled materials on copyright law and fair use policies, which are published on the TLC website. Students also receive guidance in the ethical use of information resources through coursework at both the undergraduate and graduate level. The Student Handbook, Undergraduate/Graduate Catalogs, and the Academic Honesty web page all provide students with expectations of academic honesty and consequences for violations. Ethical use of human and animal research subjects is guided by institutional policies enforced by an Institutional Research Board (IRB).

### Sources

---

*There are no sources.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

---

The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

---

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

---

Chadron State College offers degree programs appropriate to its mission as a public, four-year, open-admission, liberal arts college. Our Carnegie Classification is Master's Colleges and Universities: Medium Programs. As outlined in the [Undergraduate Catalog](#), CSC offers the following undergraduate degrees: Bachelor of Applied Sciences, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education. Programs of study include subject majors (30 to 36 credits), comprehensive majors (48 to 57 credits), and teaching endorsements in either a specific subject or a broad field. Subject majors must be paired with minors of 18 to 21 credits. Currently, the college lists 52 undergraduate programs.

CSC also offers the following masters' degrees: Master of Arts in Education, Master of Education, Master of Business Administration, and Master of Science in Organizational Management. Programs included under these degrees are listed in the [Graduate Catalog](#) and, along with the undergraduate degree programs, they fall within the mission of the college as determined by Nebraska State Statutes.

#### **3.A.1.**

Courses and programs at Chadron State College are current and require levels of performance by students appropriate to the degree awarded. We are committed to maintaining the integrity and relevance of our curriculum and adhere to a model of continuous improvement. Every other year (and otherwise, as needed), faculty members responsible for an academic program systematically review program courses, prerequisites, and learning outcomes. Proposed changes, which are aimed at keeping our programs current, are presented to the Faculty Senate Academic Review Committee (ARC), where they are discussed and approved, rejected, or modified as appropriate. Internal and external program reviews are more thoroughly discussed in 4.A.1.

CSC also uses [peer institutions to benchmark performance requirements for courses](#) and to gauge the [appropriateness of our programs](#). We find our offerings are comparable, although some programs, such as Range Management, are specific to our region. Over half of our undergraduate academic

programs have a teacher education component, and six of our eight graduate programs are in education. These programs must [align their curriculum with the Nebraska State Education Department standards](#) for content, inquiry, and pedagogy and meet the assessment criteria associated with those standards.

CSC's [Education](#), [Social Work](#), [Music](#), and [Business](#) programs have met specialized accrediting board standards. Health Professions aligns its curriculum with requirements of professional schools, and whenever relevant, the remaining programs refer to the standards of their respective professional organizations for curriculum decisions.

The [Bachelor of Applied Sciences \(B.A.S.\)](#) and [Bachelor of Arts in Interdisciplinary Studies](#) are tailored to the needs of students attending our open-admission institution. The B.A.S. is a specialized degree restricted to those who transfer to CSC with a completed A.S., A.A.S., or Occupational Science degree from an accredited community or technical college. The B.A. in Interdisciplinary Studies is modeled on other college degree programs that allow students to create an individualized, coherent, goal-oriented educational experience related to their career path. The Master of Science in Organizational Management (MSOM) develops management skills that allow students to advance in their current careers.

Levels of student performance appropriate to our academic programs are articulated through student learning outcomes and performance criteria. CSC faculty members versed in the relevant disciplines, in the expectations of related professions, and in the requirements of our peer institutions determine the learning outcomes, performance criteria and assessments for their programs. Maintaining appropriate levels of performance may be understood in the context of academic assessment, which is discussed in 4.B.

### **3.A.2.**

All undergraduate student learning outcomes and degree requirements, including specific credit hours needed, are listed under the section for each program in the Undergraduate Catalog (e.g., [Justice Studies](#)). The [overall purpose and general objectives of the Masters Programs of Study](#) are listed in the Graduate Catalog. The requirements for each individual graduate program along with learning outcomes are also articulated in the Graduate Catalog under each program description. In addition, the syllabi for all undergraduate and graduate courses list course outcomes, which are tied to program outcomes.

Learning goals are appropriately differentiated among lower and upper division courses and graduate courses. Many instructors use Bloom's Taxonomy to define the skill levels required by a class, as illustrated by a [set of sample syllabi](#) including a range of course numbers in the social sciences.

The Education Department offers a [post-baccalaureate program for a B.S. in Education](#) through which students with a bachelor's degree may obtain a teaching endorsement in their subject area. We also offer a [program for either adding an endorsement or for renewing a state license](#). Candidates for these programs must meet the same outcomes required for the B.S. in Education degree. By providing teachers an opportunity to continue their education and update their qualifications, these programs render a valuable service to the education systems in our region.

### **3.A.3.**

Face-to-face courses are taught almost exclusively on CSC's residential campus in Chadron, with a limited number of education courses offered at Sheridan College in Sheridan, Wyoming. CSC hires



the adjunct faculty to teach these courses with the same syllabi used on the CSC campus. Distance learning is conducted primarily online, but some interactive, televised courses are sent to Western Nebraska Community College (Scottsbluff, NE) and to Mid-Plains Community College (North Platte, NE). A few dual-credit courses are offered to regional high school students; however, the area community colleges are assuming responsibility for the majority of these offerings. As of fall 2016, [CSC ceased offering correspondence courses](#) because we believe that the integrity of our educational offerings can be better maintained through online courses with credit-hour standards, syllabi, and learning outcomes consistent with face-to-face courses.

All courses offered by CSC faculty in alternative venues or modalities have the [same learning outcomes and performance requirements as face-to-face courses](#), as demonstrated by [sample syllabi](#) and [culminating assignments](#). However, the exact activities and format may differ with respect to modality. The faculty in each program reviews the syllabi for courses taught by off-campus adjuncts to ensure conformity to program standards and specific course requirements. In some cases, adjuncts use [master courses](#) developed by the CSC faculty. Also, the newly formed [Professional Online Standards Task Team](#) works to ensure standardization and integrity for online programs and courses. Recently, CSC was approved to participate another year in the [National Council for State Authorization Reciprocity Agreement \(NCSARA\)](#), which ensures quality in online course offerings across state lines.

The college uses a [syllabus template](#) (updated for fall 2016) to create consistency in student learning outcomes, methodology, assessment, student behavior expectations, credit-hour performance equivalents, and other pertinent information. Online course instructors must meet the same requirements in their syllabi. Almost all CSC courses, regardless of modality, use the Sakai platform to post lessons, resources, assignments, syllabi, and other course materials online.

## Sources

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 15)
- CSC\_2015-17\_Graduate\_Catalog (page number 16)
- CSC\_2015-17\_Graduate\_Catalog (page number 41)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 5)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 10)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 14)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 16)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 72)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 93)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 94)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 131)
- CSC\_Comparison\_8\_and\_16\_week\_projects
- CSC\_Course\_Substitution\_Form
- CSC\_Course\_Syllabus\_Template 07 29 2016
- CSC\_Master\_Syllabi\_Samples
- CSC\_Memo\_Suspension\_Correspondence\_Courses
- CSC\_Post-Baccalaureate\_Education\_Program

- CSC\_Professional\_Online\_Standards\_Task\_Team
- CSC\_Program\_Compliance\_State\_Education\_Requirements
- CSC\_SARA\_Approval\_National\_Council\_State\_Authorization\_Reciprocity\_Agreement
- CSC\_Specialized\_Accreditation\_ACBSP
- CSC\_Specialized\_Accreditation\_CAEP (NCATE)
- CSC\_Specialized\_Accreditation\_CSWE
- CSC\_Specialized\_Accreditation\_NASM
- CSC\_Syllabi\_Consistency\_Across\_Modalities
- CSC\_Syllabi\_Differentiated\_Outcome\_Levels
- NE\_Coordinating\_Commission\_Postsecondary\_Education(CCPE)\_Viability\_Standards
- NSCS\_CSC\_Peer\_Institutions\_Courses
- NSCS\_CSC\_Peer\_Institutions\_Programs

## 3.B - Core Component 3.B

---

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

---

#### 3.B.1.

CSC's general education curriculum supports the institution's mission to provide a broad, liberal arts, undergraduate education. Over the past seven years, CSC has restructured the general education curriculum to emphasize skills-based outcomes over discipline-based content and to incorporate more [interdisciplinary studies and high-impact practices](#) into our courses. We have also considered how we might best integrate the core curriculum and our undergraduate degree programs.

The motivation for change and the decision-making process reflect the college's commitment to continuous improvement and faculty control of curriculum. The new program evolved from CSC's participation in the HLC Academy for the Assessment of Student Learning between fall 2006 and fall 2010. At that time, we intended to create, implement, and modify an assessment plan for CSC's General Studies Program (GSP). This experience inspired the CSC faculty to investigate current literature on general education, and after subsequent discussions, the faculty concluded that our core curriculum was out of date. Faculty members asked the college administration to support a General Studies Faculty Learning Community (GS FLC) to research and evaluate the CSC core curriculum. The administration agreed to provide campus resources for the initiative.

During AY 2010-11, the GS FLC produced a Focus Book for general education at CSC. Members investigated the history, theory, and practices of general (and liberal) education as well as associated issues, such as high-impact practices, interdisciplinary and integrated learning, assessment, first year courses, and cognitive development. The GS FLC drew its membership from faculty across campus, sought wider faculty feedback at strategic points, and surveyed students and faculty. In March 2011, the GS FLC developed a [Plan and Timeline](#), and the following fall, the group submitted a formal [proposal for a new general education program](#) to the Faculty Senate Academic Review Committee (ARC). In spring 2012, the ARC approved a modified proposal for the new **Essential**

## **Studies Program (ESP).**

To further develop the new ESP, a Quality Initiative Proposal was submitted to HLC in fall 2012 and approved in February 2013. That proposal set out a timeline for ESP implementation. After a year of experiencing the new program, the ARC approved several further revisions in AY 2014-15. The [description of the ESP listed in the current Undergraduate Catalog](#) consists of the following elements:

- An integrated, coherent learning experience to prepare students for a life of responsible inquiry
- Thirty-nine credit hours (reduced from the 47 under the old GSP and 42 under the original ESP)
- Twelve student learning outcomes (SLOs) with a choice of courses
- Six credit hours of First Year Inquiry (FYI) courses in which students learn creative problem solving and several modes of critical inquiry. Courses may be team-taught, interdisciplinary, and theme- or problem-based.
- Three credit hours of Capstone experience that integrates content knowledge, skills, modes of inquiry, and personal/social responsibility learned throughout the ESP

First Year Inquiry (FYI) courses cover wide-ranging topics such as [10,000 B.C., Great Plains, North America](#), [Virtue and the Warrior Spirit](#), and [Home on the Range](#). Students learn to apply modes of inquiry appropriate to the academic disciplines that define their topic. Capstone experiences allow students to demonstrate skills acquired throughout their ESP coursework. For example, a capstone course on [The Great Plains](#) focuses on the literary, historical, and cultural diversity of the region and requires an extensive research project. Other ESP courses, such as [Learning to Serve](#) and [Event Planning and Leadership](#), reflect CSC's outreach and service-learning efforts.

Continued administrative support for ESP, including targeted funding, demonstrates CSC's commitment to its mission as a teaching and learning institution. Since May 2012, we have organized an annual Summer Institute that focuses on the instructional interests and needs of ESP faculty. Summer workshops, organized with the assistance of the Teaching and Learning Center, have covered best practices on [inquiry-guided learning](#), [capstone experiences](#), and [other ESP objectives](#). The continued development of the ESP is the first priority listed in the [Master Academic Plan \(MAP\)](#). For oversight of the new ESP, Faculty Senate created a standing [Essential Studies Committee \(ESC\)](#) in spring 2014. In AY 2015-16, the ESP faculty evaluated assessment plans and data collection procedures for the core curriculum and began devising a new assessment strategy with an implementation target date of spring 2017.

### **3.B.2**

The [purposes, content, and intended learning outcomes of the ESP](#) are clearly articulated in the Undergraduate Catalog. The [ESP Philosophy](#) acknowledges that "students are members a broad society dependent on their meaningful contributions for its success." Recognizing that our "increasingly global and more complex world . . . [requires] creative solutions to a never-ending supply of challenges and opportunities," the institution and the ESP must "prepare students for a life of responsible inquiry." Within this framework, students take courses under 12 Essential Studies Student Learning Outcomes (SLOs). In addition to the First Year Inquiry and Capstone SLOs, the remaining 10 fall under three categories: Skills, Modes of Inquiry, and Personal and Social Responsibility.

### **3.B.3.**

All undergraduate and graduate academic programs, including the ESP, require students to collect, analyze, and communicate information as demonstrated in the programs' [student learning outcomes](#).

These skills are demonstrated in varied contexts, such as English language usage, mathematical computation, symbolic representation, musical performance, athletic performance, and fine arts productions. [Sample syllabi](#) from multiple disciplines demonstrate a pervasive institutional expectation that students will acquire and apply these skills.

Students are also expected to master modes of inquiry or creative production and to adapt their skills to changing environments. For example, the ESP requires nine credit hours in Modes of Inquiry and a Capstone experience in which “students produce a creative or scholarly work requiring broad knowledge, appropriate technical proficiency, information collection, interpretation, synthesis, presentation, and reflection.” Course syllabi across academic disciplines include learning outcomes or assignments related to [mastering modes of inquiry](#) or [producing creative work](#). CSC also prepares students for the changing environments in which they will live and work. The Philosophy of Essential Studies recognizes “the need to serve the region within the context of an increasingly global and more complex world in need of creative solutions to a never-ending supply of challenges and opportunities.” [Course syllabi that address the adaptation of skills to changing environments](#) demonstrate our commitment to the principle of adaptability. Furthermore, our academic programs incorporate practical application and problem solving ([examples from the Geoscience Program](#)).

Student perceptions of basic skill sets practiced across the curriculum appear in our analysis of 2016 NSSE data. For example, CSC seniors reported having longer writing assignments with frequencies equal to their peers ([seniors 7c](#)) and shorter assignments more often than their peers ([seniors 7a](#)). Compared with Plains public institutions, CSC seniors reported slightly more development in writing clearly and effectively ([seniors 17a](#)). Although the results reflect our emphasis on writing skills, the faculty has formed a Faculty Learning Community (FLC) to focus on Writing Across the Curriculum. Senior responses regarding engagement with numerical and statistical analysis indicated a need for improvement. First-year students report making fewer connections between class content and social issues than did their peers ([first year 2a](#)). Our core curriculum's First Year Inquiry (FYI) classes have begun to address this difficulty, which often showed up in student class evaluations as well. Senior reporting shows a higher frequency of connections made between class content and social issues ([seniors 2a](#)), perhaps reflecting the impact of the Essential Studies approach (most 2016 seniors would have completed the ESP).

#### **3.B.4.**

Because CSC is located in a geographically isolated region, we try to ensure that the education we offer our students emphasizes the increasingly diverse and global nature of society. Our curriculum promotes awareness of human diversity and multiculturalism in three ways: through the ESP, through outcomes and course content in academic disciplines, and through high-impact practices, such as study abroad opportunities.

[ESP Student Learning Outcome 10](#) focuses on human diversity and connection. Courses from a wide variety of disciplines are designed to help students achieve this learning outcome. Before the adoption of the ESP in 2012, the General Studies curriculum included a [Global and Social Awareness component](#). Both versions of the general education curriculum demonstrate a continuing effort to promote awareness of cultural differences and other forms of human diversity.

Academic programs across the disciplines also include coursework designed to inform students about diverse populations and cultures. [References to multicultural education](#) in both the CSC Undergraduate Catalog and Graduate Catalog explicitly address CSC's serious commitment to its mission. In an attempt to enhance an understanding of the most significant minority culture in our region, CSC offers a minor in [American Indian Studies](#).

The current Master Academic Plan (MAP) prioritizes efforts to promote multicultural education: Sub-Priority 1.4: "Encourage study abroad and study away experiences for the students." To date, faculty members have incorporated these experiences into their courses as evidenced in [sample course syllabi that include studies abroad](#).

### 3.B.5.

Our college excels in meeting the research component appropriate to our mission. Faculty and students primarily engage in scholarly and creative projects that explore characteristics of our region and enhance the quality of life of its inhabitants. We encourage students to research topics relevant to our western, predominantly agricultural state while making connections between their localized investigations and possible national or global applications. For example, one recent class research project in geoscience led to a student's internship with NASA, and two students in a capstone course published a book on the Great Plains. Graduate students often work on projects related to their employment situations. Students also exhibit their artwork in campus galleries, give musical performances, publish in creative writing journals, read original works at local open-mic nights (organized by students), and develop creative projects related to their classwork. Through their creative work, students support our mission by contributing to the cultural climate of our campus and local communities ([examples of student research and creative projects](#)).

[\*Tenth Street Miscellany\*](#) is a student run undergraduate literary journal featuring creative works of poetry, fiction, creative nonfiction, and critical essays produced by students at CSC. The journal is published in an online format annually and in a print version biannually. *Tenth Street Miscellany* also offers its student editors hands-on experience in literary publication.

By engaging in discipline-based scholarship, investigating pedagogical practices, or producing creative works, faculty members prepare to assist students in the same or similar endeavors. Wider contributions to the disciplines and to the teaching profession are also goals of faculty scholarship, but our emphasis is always on making CSC a stronger teaching institution by improving students' knowledge, performance, and future job opportunities. Often, research projects are related to topics of regional concern, adding to the store of knowledge about area wildlife, vegetation, history, or culture ([examples of faculty scholarly and creative works](#)). The Library Learning Commons [displays examples of faculty publications](#), and examples of faculty artwork appear in art shows and buildings around the campus. [Faculty/student collaborative research projects](#), particularly those that include other agencies or educational institutions, create a vital learning environment and a sense of community involvement essential to our mission.

## Sources

---

- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 16)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 20)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 22)
- CSC\_2015-17\_Undergraduate\_Catalog (page number 23)
- CSC\_Academic\_Program\_Learning\_Outcomes

- CSC\_American\_Indian\_Studies\_Minor
- CSC\_Catalog\_Diversity\_Examples
- CSC\_Co-curricular\_Creative\_Tenth\_Street\_Miscellany
- CSC\_Essential\_Studies\_Committee\_Structure\_Responsibilities
- CSC\_Essential\_Studies\_Proposal\_3April2011
- CSC\_Essential\_Studies\_Workshop\_Spring 2016
- CSC\_Examples\_Faculty\_Publications
- CSC\_Faculty\_Scholarship\_Creative\_Projects
- CSC\_Faculty\_Student\_Collaborative\_Projects
- CSC\_General\_Studies\_Proposal\_Timeline
- CSC\_Geoscience\_Student\_Learning
- CSC\_Implementation\_Interdisciplinary\_Curriculum\_&\_Experiential\_Learning\_Planning\_Documents
- CSC\_MAP\_55x85
- CSC\_Student\_Research\_Creative\_Work
- CSC\_Study\_Abroad-Away\_Syllabi
- CSC\_Syllabi\_Information\_Collection\_Analysis
- CSC\_Syllabi\_Mastering\_Modes\_Inquiry
- CSC\_Syllabi\_Reflecting\_Instruction\_Adapting\_Changing\_Environment
- CSC\_Syllabi\_Showing\_Creativity
- CSC\_Syllabus\_CA239\_Spring 2016
- CSC\_Syllabus\_CAP469C\_Spring 2016
- CSC\_Syllabus\_FYI169AA\_Fall 2015
- CSC\_Syllabus\_FYI169AB\_Spring 2014
- CSC\_Syllabus\_FYI169N\_Fall 2014
- CSC\_Syllabus\_FYI169O\_Fall 2013
- CSC\_Undergraduate\_Catalog\_2007-09\_Global
- CSC\_Workshop\_Capstone\_Experience
- CSC\_Workshop\_Inquiry-Guided\_Learning
- NSSE 2016\_Frequencies\_Statistical\_Comparisons (Chadron State)
- NSSE 2016\_FSC-First-Year\_Question 2a
- NSSE 2016\_FSC-Seniors\_Question 17a
- NSSE 2016\_FSC-Seniors\_Question 2a
- NSSE 2016\_FSC-Seniors\_Question 7a
- NSSE 2016\_FSC-Seniors\_Question 7c



## 3.C - Core Component 3.C

---

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

---

Although their primary duty remains classroom or online instruction, full-time faculty members at Chadron State College assume responsibility for curriculum oversight, development of student learning outcomes, assessment of student learning, academic advising, evaluation of potential instructors' credentials, and supervision of graduate teaching assistants. Unlike most institutions across the country, 87% of full-time faculty positions at CSC are tenure-track or tenured. Few institutions, public or non-profit private, can match our commitment to hiring and retaining ranked faculty in sufficient numbers to ensure excellence both in teaching and in extra-instructional duties.

#### 3.C.1.

For AY 2015-16, the [academic schools' organizational charts](#) show that CSC had 93 full-time, ranked faculty positions distributed among twelve departments. As of AY 2016-17, three new full-time, ranked faculty positions were added in areas of need determined by program growth and demand for additional instructors in the Essential Studies Program.

For the past five years, the college has enrolled approximately 3,000 students, of whom 15-20% are graduate students. The [Institutional Load Reports for fall 2015](#) and [spring 2016](#) demonstrate an adequate number of instructors for the requisite Student Credit Hour (SCH) production. Typically, the student/instructor ratios (based on FTE) would adjust downward in the spring. Full-time faculty members teach a majority of classes, and CSC employs 60 or fewer adjuncts per semester. For fall 2015, IPEDS data show an overall 20:1 ratio of students to full-time faculty (based on headcount). Class sizes and student/faculty ratios were somewhat higher for adjuncts, but numbers were still within expectations for a small college where students expect maximum contact with faculty. Ranked faculty members do teach overloads, but adjuncts help reduce the number of overload assignments.

The faculty's experience and institutional knowledge are necessary for assessing and improving our



academic programs. CSC has been fairly successful in maintaining a stable faculty; however, over the past five years (2011-16), we show an attrition rate of approximately 29% for tenured and tenure-track faculty, including retirements. Therefore, developing strategies for the recruitment and retention of qualified instructors became [Master Academic Plan \(MAP\) Priority 6](#), and a [President's Executive Council Faculty and Staff Retention Task Team](#) was formed to [provide support](#).

Curricular decisions begin on the departmental level with faculty who are most familiar with their discipline's skills and knowledge base. Proposed program and course changes are reviewed through the [Faculty Senate Academic Review Committee \(ARC\)](#). [Each academic department elects one representative to serve on the ARC](#), and ranked faculty numbers are sufficient to allow for full representation. Student learning outcomes are developed and periodically reviewed by the program faculty and have become an essential part of their instructional planning. Large, diverse departments sub-divide responsibilities for curriculum and assessment among their member programs to make faculty responsibilities more manageable. In 2015, CSC hired a Director of Assessment to assist faculty with developing and implementing assessment plans and provide support in the use of the electronic tool, Tk20. The Director left in 2016, and during the replacement search, the position has been filled by an interim Director drawn from the faculty ranks. With this support, faculty can perform their student learning assessment duties with maximum efficiency and minimum impact on instruction.

Ranked faculty share responsibility with the college administration for ensuring that prospective instructors possess the necessary credentials for full- and part-time faculty positions. The appropriate academic dean and program faculty develop a description of the minimum and preferred credentials required to fill a vacancy, which must conform to HLC minimum standards. Faculty search committees review the applicants' files, which are housed in the HR Office. Search committee assignments are rotated among faculty so as not to overburden individuals or detract from their other duties.

### **3.C.2.**

Chadron State College is committed to meeting HLC standards governing the minimum qualifications for all full-time or adjunct instructors. [Article XVI of the SCEA Negotiated Agreement](#) sets minimum qualifications for promotion to each faculty rank. Instructors must possess either a master's degree related to the teaching discipline, or hold a master's with 18 credit hours of graduate work in the discipline to be taught. An Assistant Professor must hold either a terminal degree in the teaching discipline or master's degree with 30 hours earned toward the terminal degree. The ranks of Associate and Full Professor and tenure awards require a terminal degree in the teaching discipline. Recognized terminal degrees at CSC include: National Athletic Trainer Association Board Certification (NATA) for athletic training faculty only; Master of Fine Arts (MFA) for art and theater faculty only; Master of Social Work (MSW) for social work faculty only, and all doctorates. Most of our full-time faculty members meet HLC requirements, as demonstrated in lists of [Full-time Faculty Credentials for 2015-2016](#) and [changes for fall 2016](#). Those who do not meet institutional standards and/or HLC guidelines have been identified with an explanation of their particular circumstances and remediation needed.

In accordance with NSCS [Board Policy 5015](#) and [Board Policy 4420](#), all adjunct instructors (including dual credit instructors) must meet HLC standards for faculty credentials. Exceptions are made for adjuncts with special skills and experience. The appropriate academic dean(s) and the Vice President for Academic Affairs must evaluate and approve the adjunct's qualifications according to the institution's [Tested Experience Criteria](#). The majority of CSC adjuncts employed by CSC possess at least one of the following: a master's degree in the appropriate discipline, a master's with 18 graduate credits in the appropriate discipline, or documentation concerning special skills and experiences on

file. The credentials for all current adjuncts appear in the list of [Adjunct Faculty Credentials for 2015-2016](#) and [changes for fall 2016](#). The list identifies those who do not meet institutional standards and/or HLC guidelines and provides an explanation of their particular circumstances. The NSCS Board Office has filed [a request to HLC for an extension](#) that would allow time for three CSC dual credit instructors to meet HLC standards.

CSC provides in-service or professional development courses to secondary and elementary teachers for credit, which appears on transcripts as INS (in-service) or PDCE (professional development). Virtual Education and the Professional Development Institute provide [professional development courses](#). Each company maintains course content and quality assurance; instructors meet the same standards as CSC faculty. Contracts are available in the CSC Office of Administration and Finance and at the State of Nebraska Office of Administrative Services.

In order to teach 600-level courses within the graduate programs, instructors must hold a doctorate in the appropriate field. Faculty may teach 500-level courses if they have 30 graduate credit hours above a master's degree in the assigned teaching area. Graduate instructors are marked with an asterisk in the [Undergraduate](#) and [Graduate](#) catalog faculty listings. All but one of the CSC graduate faculty meet the minimum requirements set by the institution and HLC.

### 3.C.3.

All CSC instructors are evaluated annually by the academic dean assigned to their program of study. The criteria, procedure, and schedule for full-time faculty evaluations are set out in [Article VII of the SCEA Negotiated Agreement](#). The three criteria are:

- Demonstrated ability to teach effectively and to contribute to students' academic growth and development;
- Evidence of continuing preparation and study through scholarly and/or creative activities and achievements related to the primary area of employment and/or supporting scholarship of teaching and learning; and,
- Evidence of service to the college, community, and profession. Evidence of service to the college shall include but not be limited to: good citizenship at the departmental, school, and campus levels, including participation in all aspects of the department, school, and campus life; a commitment to responsibly representing the school on committees; and civil and collegial communication with department members and supervisors.

Article VII states: "Evaluation shall be consistent with and reflective of the role and mission of the State College System and its emphasis on effective teaching." CSC's evaluation criteria reflect the school's emphasis on teaching and learning.

Full-time instructors complete a [Professional Activity Report \(PAR\)](#), which explains how they have met annual goals for quality teaching, scholarly activities, and service and describes other related activities. Goals are set during the previous year in cooperation with an academic dean. [Student ratings](#) are part of the evaluation process, which includes the instructor's reflections on the student responses. Each PAR is reviewed by the appropriate academic dean, the Academic Vice President, and the President prior to being sent to the NCSC Board of Trustees with the recommended rating. Instructors receive a copy of the [evaluation sheet](#) signed by their administrators. The academic deans provide an individualized [performance improvement plan](#) for any instructor receiving a "needs improvement" or "unsatisfactory" rating.

Academic deans evaluate adjunct instructors each time they teach a course using a standard [Adjunct](#)

[Evaluation Form](#). Since service and scholarship are not part of an adjunct's contractual agreement, the dean only evaluates teaching effectiveness based on student ratings and department chairs' observations. Those who receive an unsatisfactory evaluation are not rehired.

### 3.C.4.

We believe that the best learning environment for students includes a faculty current in its disciplines and aware of best teaching practices. Basic provisions for faculty professional development are outlined in [Article VIII Section 3 of the SCEA Negotiated Agreement](#). However, CSC's faculty development funds exceed these requirements. As part of our commitment to a model of continuous improvement, the college has set aside funds for faculty development and research. Annual department budgets include \$500 per full-time instructor for travel related to research, conferences, or other forms of professional development. Faculty may also apply to the Senate Faculty Development Committee for up to \$450 in additional funds. The committee's entire budget of \$16,000 was expended in 2015-16, and the same amount has been budgeted for 2016-17. The activities involved must fall under the college mission. Instructors are encouraged to relate professional activities to their instructional assignments whenever feasible. The [Faculty Senate Research Institute](#) with a budget of \$25,000 offers funding for research projects. The committee evaluates proposals, allocates resources, and ensures that projects follow IRB guidelines for research with human or animal subjects.

The Deans' Council also controls a line-item budget for faculty attendance at conferences and for encouraging travel with students to co-curricular educational events. These funds support the initiatives in CSC's Master Academic Plan (MAP) and its accreditation objectives. Faculty members submit a budget and complete a simple application connecting their proposals to the MAP priorities and explaining the potential benefit to CSC students. The entire allocation of \$70,000 was expended in 2015-2016. [Examples of activities funded in AY 2015-16](#) demonstrate a strong connection between faculty development and student learning.

The [Teaching and Learning Center \(TLC\)](#) provides all faculty with [instructional support](#), including seminars, workshops and institutes (3.D.4.) Instructors may cite participation in TLC activities in their evaluations as evidence of professional development. New faculty are integrated into the campus community through an online enhanced [orientation process](#), which is designed and led by faculty with the assistance of an instructional design/technology expert. This orientation is spread over the academic year, providing new instructors with as-needed information.

Sabbaticals and leaves-of-absence allow full-time faculty to pursue their professional interests. Both paid and unpaid leave are available and may be used in combination. The eligibility requirements and procedures for sabbaticals and leaves-of-absence are laid out in [Article VIII Sections 1-2 of the SCEA Negotiated Agreement](#). Three faculty members were approved for sabbatical leaves in AY 2015-16 and two in AY 2016-17 ([example sabbatical activity](#)). Sabbatical recipients provide their academic dean with a report detailing their accomplishments, which becomes part of their Performance Activities Report (PAR).

CSC presents an annual Teaching Excellence Award (\$1000) to a faculty member nominated either by students or peers. The recipient of that award competes for a system wide Teaching Excellence Award (\$5000 stipend) bestowed by the NSCS Board of Trustees. For four of the past five years, the system-wide award has been presented to CSC faculty: Professor Bruce Hoem, Social Work, 2016; Professor Jamie Wada, Justice Studies, 2015; Professor George "Sandy" Schaefer, Music, 2013, and Professor Mike Leite, Earth Science, 2012. These achievements demonstrate the ongoing commitment of CSC faculty to teaching excellence, which is supported by the college and the NSCS Board.

### 3.C.5.

[Article V Section 5.5.1 of the SCEA Negotiated Agreement](#) requires full-time instructors to hold at least five office hours per week and meet office hours on at least three days. Office hours are included on all course syllabi and posted outside instructors' offices with their teaching schedules. Administrative offices record this information each semester. Campus-based adjuncts also post office hours; however, they are not covered by the negotiated agreement. Typically, adjuncts hold an office hour just prior to or immediately after their classes. All faculty members provide office phone numbers and campus e-mail addresses on syllabi, and full-time instructors have phone voice messaging. Online classes instructors must establish contact procedures with their students and answer e-mail inquiries promptly. Online message boards and discussion boards allow students to pose questions and receive answers. Students rate their instructors' availability on the Student Evaluation Form, and deans use this tool to identify and correct problem situations that persist over time.

### 3.C.6

At CSC, student support services are provided by qualified professionals who receive appropriate training and professional development opportunities both on and off campus. The college uses job descriptions and minimum job requirements established by administrative supervisors to recruit appropriate applicants. Peer search committees review credentials and interview candidates before sending recommendations to the appropriate supervisor for his or her final approval. Supervisors use standard [Professional Staff Evaluation Forms](#) (union and non-union) for annual evaluations and review progress toward performance goals set in the previous year.

Most of our [current professional staff members](#) hold advanced degrees and have extensive experience in the areas to which they are assigned. For example, librarian Pam Newberg holds three master's degrees: her Master of Library Science pertains to library operations; her Master of Arts in Teaching (MAT) pertains to hands-on instruction, particularly with information literacy, and her Master of Music (MM) degree pertains to music collection development. After the National Association of Schools of Music (NASM) found a deficiency in the library collection, Ms. Newberg's MM degree and her cataloging experience for the Skinner Music Library at the University of Northern Colorado enabled her to develop a successful, three-year acquisition plan.

In accordance with [Article X of the NSCPA Negotiated Agreement](#) CSC pays the cost of initial and necessary update training for each position. For example, CSC recently paid for professional staff training on the new Federal Title IX regulations for colleges and universities. In addition to expenses paid from unit operational budgets, professional staff members may apply for grants from a designated fund (\$10,000 for 2016-2017) to support their professional development requests. Some examples of annual conferences attended by Support Services professional staff are:

- Higher Education Users Group (Oracle/PeopleSoft Conference)
- Higher Education Users Conference (Nebraska based conference for all of the PeopleSoft users in the state)
- Noel Levitz Conference for Enrollment Management/Student Services (trends, new initiatives, networking within higher education)
- Student Financial Aid Annual Conference provided by USDE
- State and Regional Financial Aid Conferences
- International Students/Education Annual Conference

Attendance at these and other conferences helps keep those working in the support services units

abreast of important developments in their fields. Professional staff members are also encouraged to continue their education and they receive base pay increases for advanced degrees as negotiated in the NSCPA Agreement.

## Sources

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 90)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 232)
- CSC\_Academic\_School\_Organizational\_Charts
- CSC\_Adjunct\_Changes\_Fall\_2016
- CSC\_Adjunct\_Evaluation\_Form
- CSC\_Adjunct\_Faculty\_Credentials\_2015-2016
- CSC\_Administrative\_Evaluation\_Faculty
- CSC\_Dual\_Credit\_Faculty\_Extension\_Request\_10-14-16
- CSC\_Evidence\_Faculty\_Development\_Funded\_Deans\_Council
- CSC\_Faculty\_Performance\_Improvement\_Plan
- CSC\_Faculty\_Professional\_Activities\_Report(PAR)
- CSC\_FS\_Academic\_Review\_Committee
- CSC\_FS\_Academic\_Review\_Committee\_Membership
- CSC\_FS\_Research\_Institute\_Committee\_By-Laws
- CSC\_Full-Time\_Faculty\_Changes\_Fall\_2016
- CSC\_Full-Time\_Faculty\_Credentials\_2015-2016
- CSC\_Institutional\_Load\_Report\_Fall\_2015
- CSC\_Institutional\_Load\_Report\_Spring\_2016
- CSC\_IPEDS\_Report\_Fall\_2015
- CSC\_MAP\_55x85
- CSC\_MAP\_Evidence\_of\_Task\_Force\_Consensus\_Planning\_Strategy
- CSC\_MAP\_Priority\_6\_Task\_Team\_Activities\_Update
- CSC\_New\_Faculty\_Orientation
- CSC\_President's\_Executive\_Council\_&\_Task\_Teams\_2016-2017
- CSC\_Professional\_Development\_Courses\_for\_Educators
- CSC\_Professional\_Staff\_Evaluation\_Forms
- CSC\_Professional\_Staff\_Qualifications
- CSC\_Student\_Rating\_Survey\_of\_Instruction

- CSC\_Teaching\_Learning\_Center\_Fall\_2016\_Schedule
- CSC\_Testing\_Experience\_Criteria\_Adjuncts
- CSC\_TLC
- CSC\_TLC\_Faculty\_Services
- CSC\_Wilburn\_Sabbatical\_Leave\_Activity
- NSCS\_Board\_Policy\_4420
- NSCS\_Board\_Policy\_5015
- NSCS\_NSCPA\_Agreement\_2015-17
- NSCS\_NSCPA\_Agreement\_2015-17 (page number 13)
- NSCS\_NSCPA\_Agreement\_2015-17 (page number 14)
- NSCS\_SCEA\_Agreement\_2015-17
- NSCS\_SCEA\_Agreement\_2015-17 (page number 8)
- NSCS\_SCEA\_Agreement\_2015-17 (page number 10)
- NSCS\_SCEA\_Agreement\_2015-17 (page number 13)
- NSCS\_SCEA\_Agreement\_2015-17 (page number 15)
- NSCS\_SCEA\_Agreement\_2015-17 (page number 33)

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

---

Student Services, Student Affairs, and Academic Affairs at CSC provide appropriate support to our general population of undergraduate and graduate students in both face-to-face and distance-learning courses. We are committed to helping each student obtain the academic information, preparation, and assistance needed to persist through graduation. But we also provide students with health, financial aid, housing, and other nonacademic resources. Student ratings for CSC's "quality of interactions" and "supportive campus environment" have risen over the last four years ([NSSE Multi-Year Report Campus Environment](#)). However, we have initiated a campus-wide effort (5.B.3.) to analyze and use NSSE/FSSE data more fully as we continuously improve the learning environment.

#### 3.D.1

CSC provides nonacademic support services to guide students from the beginning of their application process through the completion of a successful college career. These services are especially important for our many first-generation students. Nonacademic services provided to all enrolled students include:

- Admissions application, advising, and counseling through the [Admissions Office](#)
- Assistance with financial aid, registration, and enrollment through the [START Office](#)
- Assistance with graduate student requirements through the [Graduate Office](#)
- Housing support through the offices of [Housing and Residence Life](#) and the Vice President for Administration and Finance
- Free, confidential counseling and support for students with learning and physical disabilities or social and emotional problems through the [Counseling and Disability Services](#)
- Basic health care services through [Health Services](#) and CSC Clinic associated with the local hospital
- Assistance with use of campus technology (equipment and services) through the [Information Technology Help Desk](#)
- Assistance with graduation applications and transcripts through the [Records Office](#)
- Continuous access to a degree audit through the Student Information System, MyCSC
- Access to job vacancy bulletins and computer job searching, career exploration tools, career



fairs and personalized career mentoring offered by [Career and Academic Planning Services](#)

As appropriate to our mission of serving the western region of Nebraska, we also consider our special student populations, which are partially determined by our demographics and status as an open-admissions institution.

**At-risk students** who qualify for the federally funded [Project Strive/TRiO Program](#), including first-generation students, students from low-income families, and students with documented disabilities, receive a [variety of services](#). Academically under-prepared TRiO students are placed in Transitional Studies courses as appropriate and in [EDUC 121, The Academic Life](#). Under the auspices of Student Affairs, a Behavior Intervention Team meets regularly to identify and respond to students whose alcohol or drug use and other behavioral problems place them at risk.

**International students** are supported throughout their college careers by the CSC [Office of International Studies](#). Before enrollment, we review their scores on the Test of English as a Foreign Language (TOEFL) to determine placement in the appropriate English writing class. CSC has recently established an [International Student Ambassador Program](#), primarily to assist with recruiting, but ambassadors are also available to help other international students. [International articulation agreements](#) are available on the [International Students webpage](#).

**Military and Veteran services** are offered through the [CSC Veteran and Military Resource Center](#), a meeting place where veterans can share information and support. Counselors and a patient advocate visit the Center to assist with veterans' problems. Because of our willingness to accommodate members of the military and veterans, CSC has been designated a "[military friendly](#)" institution.

Students who have attempted 12 or more credit hours at a college or university after high school graduation are considered **transfer students**. As of fall 2015, transfer students accounted for about 10% of our undergraduate enrollment. The CSC Admissions Office provides a [Transfer Students webpage](#) with information relating to application, transfer policies, registration, and financial aid. Information is also provided in a convenient [Transfer Student Pamphlet](#). Articulation agreements with community colleges and course equivalencies for many schools in Nebraska, Colorado, and South Dakota are provided in the [Transfer Guides](#). [Transferology](#), which may also be accessed on the webpage, is unique to individual students and assists them in identifying what courses they will be able to transfer. A page on the CSC website contains information about [all scholarship opportunities for transfer students](#).

Most services offered to residential students are also available to **distance learners**. Student enrollment procedures at Chadron State College are technologically mediated, with the admissions process being primarily online or through designated official e-mail accounts. Prior to the start of the semester, all online students receive an e-mail with instructions for accessing their course(s). The CSC [Online Learning webpage](#) provides students with important information, including a self-assessment to determine their readiness for online courses. The Student Health Center partners with Student Senate to provide the [Health 101 e-magazine](#) for **all** college learners in an effort to encourage healthy lifestyle choices. The Counseling and Disability Services Office provides support for online students with disabilities. Counseling resources designed specifically for online students include [ULifeline: Your Online Resource for College Mental Health](#). Distance learners can find out how to initiate inquiries into their concerns or complaints by accessing the [Student Academic Concerns and Issues](#) (SACI) page on the CSC website.

At CSC, we are committed to making educational opportunities available to students who have either physical impairments or learning **disabilities**. The Nebraska State College System (NSCS) Board has



adopted [policies regarding ADA compliance](#), and assistance is offered through Counseling and Disability Services. The Campus Facilities, Safety, and ADA Compliance Committee assesses the campus and recommends improvements that allow special needs students and employees physical access to campus facilities. Also, many instructional and technological resources are available to students with learning disabilities, including tutoring at the Learning Center and accommodations arranged by Counseling and Disabilities Services in consultation with IT Services.

### 3.D.2

When students enroll at CSC, we assess their level of preparedness for college-level courses, particularly with respect to reading, writing, and math skills. The [Transitional Studies Program](#) (TSP) identifies and assists students who are under-prepared in these basic skills. Over the past five years, approximately 40% of the incoming, first-time freshmen at CSC have fallen into this category. Since fall 2013, a full-time director with appropriate academic credentials has administered the TSP. The program operates under the auspices of the faculty in the Department of English and Humanities and the Dean of Liberal Arts. Full-time CSC instructors (or adjuncts chosen by CSC faculty) teach the TSP courses.

Our institution has primarily used ACT/SAT content area scores to determine if a student's mathematics and writing skills are "college-ready." For students not meeting ACT's benchmark score (19 or higher) in English, reading, or mathematics, we use a [Score Concordance](#) for course placement. However, instructors who taught the transitional writing course observed that up to 25% of students scoring between 16-18 on the ACT English tests had the skills necessary to take Composition I. Therefore, our English faculty designed a writing placement exam in which students respond to a writing prompt. Faculty members assess the response skills necessary for the freshmen composition courses that meet [Essential Studies Student Learning Outcome 2](#). The Math Department has chosen Accuplacer for math placement. The Math Department and TSP are also reviewing the possible implementation of "Math Pathways" to ensure that students are being advised to take math classes that best align with their majors.

Once students have been identified as under-prepared, they are placed in the TSP, which provides mentoring and enrollment in courses that help them succeed. We currently offer [English 111 Introduction to College Writing](#), [Math 015 Pre-Algebra](#), and [Math 100 Pre-College Algebra](#). Most TSP students are required to take [Education 121 The Academic Life](#), which provides at-risk students with support for freshman-year success. We assess [student success rates in introductory English and math courses](#) for students completing the transitional classes, and preliminary data reveal a positive impact on student success.

Although identifying and supporting under-prepared students is a critical concern in an open-admission institution, we also recognize a duty towards those who have already mastered basic Essential Studies outcomes and who may not need to take some of the introductory courses. Students who score a three or better on the Advanced Placement English Language and Composition Exam receive credits for English 135 and 136. Students may also receive credit through the College Level Preparation Program (CLEP). The CSC website provides a [description of CLEP](#), a [list of CLEP exams, the cost of CLEP exams](#), and information about acquiring CSC credit. Students may go to the [Alternative College Credit tab](#) on the CSC Admissions website for more a comprehensive description of nontraditional credit.

**General Academic Support Services** are offered to all students. The mission of our [Learning Center \(LC\)](#), located in the Reta King Library, is to enhance students' overall educational experience. Program Objectives are:

- To promote independence in learning;
- To personalize instruction;
- To facilitate student insights into learning and learning processes;
- To provide a student perspective on learning and school success; and to respect individual differences.

The Center houses the following programs: Peer Tutoring, Supplemental Instruction (SI), the Writing/Speaking Center, and the “Back on Track” program. Structured study tables for student athletes, ROTC students, and cheerleaders are also monitored at the Center. Upon request from the Disability Coordinator’s office, the LC monitors and administers exams for students with disabilities. The Peer Tutoring Program is certified by the College Reading and Learning Association (CRLA), an internationally accepted standard of skills and training for tutors. Online students can access certified peer tutoring via Skype, phone, or e-mail. They may also complete the [Peer Tutor Evaluation](#), used to assess and improve the performance of individual tutors.

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically challenging courses. At each session, students are guided by the SI leader, a competent student who has previously taken the course and has been recommended by faculty. Each semester, three to six CSC courses have had a SI component attached. Attendance is voluntary.

The Writing Center is a collaborative learning program dedicated to working one-on-one with student writers. Online writing assistance is also offered through the online writing link on the [Writing and Speaking Center webpage](#). Students use the service for help at various stages of the writing process. The Writing Center provides a library of handouts and style manuals and a comfortable place to sit, read and write. The Speaking Center assists students with major class presentation projects. Students learn strategies for organization, effective delivery, and use of presentation aids. Media software and equipment are available for practice and preparation.

The Back on Track Program is a facilitated effort to help CSC students who have been placed on academic probation. Mentees are paired with mentors (tutors) who have the same major. Mentees are required to meet with mentors once a week, visit with the Learning Center Coordinator and attend monthly Back on Track mentor/mentee meetings.

### **3.D.3.**

CSC follows [procedures for advisor assignment](#) in an effort to ensure that students receive the best possible guidance throughout their academic careers. The Start Office advises in-coming undergraduate students with the aid of instructors who serve in the [Advising Center](#). Each academic program provides a [four-year template](#) to assist with building a first-semester course schedule. Advisors also provide students with career information, graduation requirements, and suggestions to enhance academic success. After the first semester, department chairs within the academic disciplines assign an appropriate advisor to undergraduates. A few programs build the first-semester schedules for freshmen within their disciplines. For example, the Health Professions Program provides a director to assist students who will be transferring to medical schools. Because the process is so complex, the director builds the course schedules for these students from the beginning of their career. Other programs, such as Justice Studies, build the schedules for their new transfer students. When "advising month" notices are sent to students, one format is used for [on-campus students](#) and another for [graduate students and distance learners](#).

At the graduate level, the Graduate Studies Office assigns academic advisors. Since many graduate

courses are online, the Graduate Studies Office staff is trained to assist students with graduation requirements and information concerning master's programs. The graduate personnel includes two project coordinators, a faculty representative, the Director of Records and the Dean of Graduate Studies. Because the majority of graduate students enroll in distance-learning programs, all advising services may be conducted online or by telephone.

### 3.D.4.

The college has a sound **technological infrastructure and substantial resources** to support its teaching and learning activities. The Department of Informational Technology (IT) supports the campus technology infrastructure through:

- [Networks and connectivity](#)
- [Accounts and applications](#) used in managing the functions and operations of the campus
- Backup e-mail storage and OneDrive
- [Communications](#) (phone system, video conferencing, and e-mail on mobile devices)
- [Help and training](#) for students, faculty, and staff
- Information on [user policies](#)

The [Teaching and Learning Center \(TLC\)](#), located in the Old Administration Building, is a vital part of the day-to-day functioning of **teaching technology** that provides the campus community with a variety of technical support services, including:

- Instructional technology analysis
- Sakai (online Learning Management System) support and training
- Instructional technology training
- Assistance with instructional media productions
- Instructional design assistance
- Blog development and support
- Academic web development training and support.

The TLC offers other [faculty services](#), such as:

- Avenues for exploring alternative pedagogy
- Resources for professional development
- Forums for exchanging ideas on the application of scholarly teaching
- A self-reflective community that learns from successes and missteps

A [calendar of teaching seminars and workshops](#) appears on the TLC website, and faculty receive [The Centerian](#), a monthly newsletter. In summer 2016, the TLC conducted a [Summer Institute for faculty entitled "Online Course Tune-up,"](#) designed to help the faculty improve strategies for online instruction. The [TLC Director's Exit Report 2012-15](#) contains a complete description of TLC activities and attendance.

CSC uses Sakai as its Learning Management System (LMS) for all online teaching and learning, so Sakai support is critical in meeting our mission. The CSC Online Portal provides links to a variety of services, including Sakai and technology support, tutoring services, library resources, and teaching support services. Faculty and students can use e-mail, telephone, or "real-chat" options to obtain assistance. General technology support is also available through the IT Help Desk in the Library Learning Commons during the business day and through the [online IT Services Help Desk](#) 24/7.

Because CSC values high impact learning, considerable **laboratory and studio space** is available for practical application of course content and theory. The science program laboratories are located on campus in the Math and Science Building. The 13 laboratories include gross anatomy, physiology, chemistry, microbiology, botany zoology, general biology, organic chemistry, biochemistry, physics and geoscience. Updates for this building are included in the Campus Facilities Master Plan. In January 2016, the Range Management Program moved into a new, state-of-the-art facility that includes a necropsy lab and plant and soil lab. Along with the biology laboratories in the Math and Science Building, these facilities support the pre-veterinary program on campus. The [Planetarium](#) is also located in the Math and Science Building. It serves as part of the lab experience for CSC astronomy courses, and is open to the public by appointment. For online Essential Studies classes that require laboratory assignments, such as geoscience, students purchase a lab kit or other materials as instructed. The geoscience online [course syllabus](#) includes a description of the lab requirements and information about purchasing lab kits. Online chemistry and biology courses have lab assignments based on readily available materials, and students receive a list of lab materials to purchase at the beginning of the semester.

The Justice Studies Department maintains a forensics laboratory for its criminal justice majors. Students learn practical skills in basic and advanced fingerprint taking, chemical processing of fingerprints, 3-d casting, electrostatic dust lifting, and forensic photography. Moreover, in 2011, a blood-spatter room was constructed inside the forensic laboratory to develop students' understanding of blood evidence. The CSC forensic laboratory has also been a showcase for forensic presentations and hands-on learning activities offered to groups outside of the college. The Justice Studies Mock Courtroom recreates the courtroom setting in a traditional classroom with mobile tables and two teaching walls, a judicial bench, a witness stand, and a jury box. The classroom is equipped with technology for video and audio capture of activities, allowing for evaluation and assessment of the hands-on experiential activities.

The [Child Development Center Laboratory](#) located on the campus serves as an experiential environment where students work with young children and observe their developmental changes. Education majors, Family and Consumer Sciences majors, Social Work majors and Physical Education majors are among those who use this lab.

The Reta King Library, located centrally on the CSC campus, is a full-service library with both paper and electronic resources. Specialized collections include a law library, a children's literature library, and a curriculum library. The [Library Learning Commons \(LLC\)](#) is a multi-use facility that houses the Learning Center, the Transitional Studies Program, Career and Academic Planning services, the IT Help Desk, and the Project Strive/TRIO Program. Facilities include a large computer laboratory, Wi-Fi, tablets, printers and a coffee shop. A library liaison assists instructors with educational tours and collection acquisition. The Library has an extensive collection of electronic resources, including journals, periodicals, and e-books, whose [databases](#) can be accessed through an effective search and retrieval system 24 hours a day. The LLC webpage has a prominent "[Ask a Librarian](#)" feature that allows learners to pose a question and receive a timely response. The LLC collects and utilizes data to implement and assess key features of the Master Academic Plan (MAP). Data are available on the "Reports and Statistics" page of the LLC monthly newsletter, [The Commoner](#), which is delivered electronically to inboxes across campus, or accessed on the [LLC Blog](#).

The college provides ample **performance spaces and studios** for students engaged in theater, music, and visual arts. Memorial Hall is home to the Visual and Performing Arts Department (museum studies, art, and theater) and the Music Department. The building is equipped with a large auditorium for student musical and theatrical performances as well as professional performances and special events. Student productions are sometimes staged in the smaller Black Box Theater. The [Theatre](#)

[Program has a number of work spaces](#) dedicated to production. Music students have spaces for both choral and instrumental practice sessions in Memorial Hall. Some recitals or performances are held in the atrium of the Mari Sandoz High Plains Heritage Center or in the ballroom of the Student Center. Most studio art classes are taught in Memorial Hall, where students have access to [fully equipped studios](#) for graphics, pottery, sculpture, glass-blowing, drawing, and painting. The Burkhiser building also houses a studio for creative crafts and advanced sculpture.

CSC also provides facilities for NCAA sports events and intramural sports. NCAA athletic training facilities, fields, courts and arenas are listed on the [CSC Athletics website](#). The [Nelson Physical Activity Center](#) (NPAC) provides an arena for intramural sports, an indoor track, and workout rooms for both team and individual fitness training. CSC students and employees have free access to NPAC facilities, and community members have access during designated hours.

The Social Work Program, Teacher Education Program, and M. A. E. in Counseling require practicums. Both undergraduate programs have faculty field directors who select appropriate practice sites for students and arrange for professional supervision. A faculty advisor places the graduate counseling students in appropriate clinical sites. All students also have the option of completing internships in their chosen fields. [Training agreements](#) are negotiated through Career and Academic Planning Services, and information is made available on its [Internship website](#).

As part of our mission to serve the region, CSC offers permanent **museum** collections focused upon the art, history, plants, and geology of the High Plains. Exhibits are usually available free to the public and the campus community and often attract researchers interested in our geographical area. Some presentations do require a participation fee to cover operating costs.

In the [Mari Sandoz High Plains Heritage Center](#), the Coffee Gallery displays information and artifacts on the early history of the High Plains ranching industry. The Center also contains a permanent exhibit showcasing the life and works of Nebraska author, Mari Sandoz, as well as space for rotating exhibits. The Center features exhibits, a preservation/preparation workroom equipped with a digital imaging laboratory, and an archival library. It also serves as the repository for the Mari Sandoz Heritage Society, which has loaned its expansive collection of Sandoz materials for the exhibits and archives.

Two art galleries in Memorial Hall provide approximately eight [rotating exhibits](#) each academic year. The exhibits include work by nationally and regionally renowned artists and by CSC faculty and students.

The Math and Science Building houses four museum collections of regional interest:

- The [Eleanor Barbour Cook Museum of Geology](#) collection, which includes vertebrate fossils, minerals and rocks from Black Hills pegmatite mines, and other minerals from around the world
- The [High Plains Herbarium](#), which contains approximately 60,000 specimens of plants, primarily from the northern Great Plains
- The Ohme Rock Collection
- The George Morgan Native American Collection

### 3.D.5

The Learning Center offers numerous opportunities through different modalities for students to learn about correct and effective ways of **using information resources**. Students are also taught how to



use information resources in many of their courses, for example:

- Student Learning Outcome 2 in the Essential Studies program (ESP) states: "Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making appropriate use of evidence and conventions, including Standard Edited English." Courses that meet this outcome, [ENG 135 Composition I](#) and [ENG 136 Composition II](#), provide instruction on correct and ethical use of resources with proper documentation.
- Graduate students in education are required to take [EDCI 631 Intro to Graduate Studies](#), which covers instruction on correct and ethical use of resources. Courses such as [CA 615 Communication Research Methods](#) demonstrate the emphasis on use of information resources in specific disciplines.
- Other required courses in the ESP curriculum, such as First Year Inquiry (FYI) courses, cover correct and ethical use of resources.
- The LLC offers [customized instruction](#) for faculty members who request it, and librarians team with faculty members to offer special sessions on documentation.
- Instructors integrate course content with effective use of resources within their disciplines (for example, [history](#), [psychology](#), and [science](#)).

The [Library Learning Commons website](#) also offers students instructions on ethical use of information resources. Faculty use resources from the Teaching and Learning Center to prepare lessons on proper use and documentation of information, and other tools are made available through [webinars](#).

## Sources

---

- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 17)
- CSC\_ADA\_Compliance\_(NSCS\_Board\_Policy\_3700)
- CSC\_Admissions\_Website
- CSC\_Admissions\_Website
- CSC\_Advising\_Center\_Website
- CSC\_Advising\_Month\_Notification\_On-Campus
- CSC\_Advising\_Month\_Notification\_Online\_&\_Graduate\_Students
- CSC\_Advising\_Template\_Samples
- CSC\_Advisor\_Assignment\_Processes
- CSC\_Alternative\_College\_Credit\_Website
- CSC\_APA\_Webinar
- CSC\_Art\_Galleries
- CSC\_Art\_Program\_Facilities
- CSC\_Career\_&\_Academic\_Planning\_Services\_Website
- CSC\_Career\_Academic\_Planning\_Internships
- CSC\_Child\_Development\_Laboratory
- CSC\_CLEP\_Costs

- CSC\_CLEP\_Description
- CSC\_CLEP\_Exam\_List
- CSC\_Counseling\_Website
- CSC\_Eleanor\_Barbour\_Cook\_Museum\_Geology
- CSC\_Enrollment\_Certification\_E-Mail
- CSC\_GIJOBS
- CSC\_Graduate\_Office\_Website
- CSC\_Health\_Services\_101\_Magazine
- CSC\_Health\_Services\_Website
- CSC\_Herbarium
- CSC\_Housing\_Website
- CSC\_Information\_Technology\_Services
- CSC\_International\_Ambassadors
- CSC\_International\_Articulation\_Agreements\_International\_Students\_Webpage
- CSC\_International\_Students\_Webpage
- CSC\_Internship\_Training\_Agreement
- CSC\_IT\_Accounts\_Applications
- CSC\_IT\_Communications\_Set-up
- CSC\_IT\_Networks\_Connectivity
- CSC\_IT\_Services\_Helpdesk
- CSC\_IT\_Training\_Help
- CSC\_IT\_User\_Policies
- CSC\_Learning\_Center
- CSC\_Library\_Learning\_Commons\_Website
- CSC\_LLC\_Ask\_A\_Librarian
- CSC\_LLC\_Customized\_Instruction\_Information\_Resources
- CSC\_LLC\_Electronic\_Databases
- CSC\_LLC\_Reports\_Statistics\_From\_Blog
- CSC\_Mari\_Sandoz\_High\_Plains\_Heritage\_Center
- CSC\_Military\_Veteran\_Resource\_Center
- CSC\_NCAA\_Athletics\_Facilities
- CSC\_Nelson\_Physical\_Activity\_Center
- CSC\_Office\_International\_Studies\_Website
- CSC\_Online\_Learning
- CSC\_Online\_Science\_Lab\_Assignment
- CSC\_Peer\_Tutor\_Evaluation
- CSC\_Performance\_Space-Theatre
- CSC\_Plagiarism
- CSC\_Planetarium
- CSC\_Project\_StriveTrio
- CSC\_Project\_StriveTrio\_Services
- CSC\_Rangeland\_Center\_Laboratories
- CSC\_Records\_Office
- CSC\_Sandoz\_Annual\_Symposium
- CSC\_Sandoz\_Society\_Annual\_Pilster\_Lectures
- CSC\_Score\_Concordance\_Placement\_English\_Math
- CSC\_START\_Website
- CSC\_Student\_Academic\_Concerns\_Issues
- CSC\_Student\_Services\_Satisfaction\_Survey
- CSC\_Student\_Teaching\_Agreement

- CSC\_Syllabi\_ENG 135\_136
- CSC\_Syllabus\_CA615\_Summer 2015
- CSC\_Syllabus\_EDCI631-79\_Spring 2016
- CSC\_Syllabus\_EDUC121
- CSC\_Syllabus\_ENG111
- CSC\_Syllabus\_History
- CSC\_Syllabus\_MATH015
- CSC\_Syllabus\_MATH100
- CSC\_Syllabus\_Psychology
- CSC\_Syllabus\_Science
- CSC\_Teaching\_Learning\_Center
- CSC\_The\_Commoner
- CSC\_TLC\_Centerion\_Newsletter\_Example
- CSC\_TLC\_Director\_Exit\_Report
- CSC\_TLC\_Faculty\_Services
- CSC\_TLC\_Seminars\_Workshops
- CSC\_TLC\_Summer\_Institute 2016
- CSC\_Transfer\_Guides
- CSC\_Transfer\_Student\_Pamphlet
- CSC\_Transfer\_Student\_Scholarships
- CSC\_Transfer\_Students\_Webpage
- CSC\_Transferology
- CSC\_Transitional\_Studies
- CSC\_Transitional\_Studies\_Success\_Data
- CSC\_ULifeline
- CSC\_Writing\_Center
- NSSE 2016\_Multi-Year\_Report (Chadron State)



## 3.E - Core Component 3.E

---

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

---

#### 3.E.1.

The college encourages students to participate in activities that foster leadership, teamwork, ingenuity, flexibility, and other important characteristics leading to personal and professional success. Reinforcing traditional educational practices with student engagement is a well-established tenet in promoting student learning, so co-curricular education is an integral part of our planning process. Master Academic Plan (MAP) Priority 2 is: "Define, develop, and promote co-curricular activities to foster student engagement."

In AY 2015-16, a President's Executive Council Co-curricular Task Team was formed with members from the faculty, Academic Affairs, Student Affairs, and Student Services. This team was charged with developing a more intentional approach to co-curricular education that would align well with our overall educational mission. Because "co-curricular" must be understood in the context of a specific institution, the Task Team proposed a definition for the CSC community as a first step:

"Co-curricular activities promote student learning outside of academic coursework. Co-curricular outcomes are associated with five components of the college mission:

- Career and professional development
- Service to the community
- Understanding human diversity and globalization
- Cultural enrichment and creative activity
- Application of research

In concert with academic studies, these activities serve as part of an overall strategy for active student engagement."

The Co-curricular Task Team presented this proposal for discussion and feedback at an [all-campus faculty meeting](#). At [subsequent meetings](#), the Team has begun identifying measurable learning outcomes to be assessed. Current assessment of co-curricular activities is discussed in 4.B.2. Specific categories of co-curricular activities related to the five mission components are discussed below along with high-impact academic practices.

#### 3.E.2.

**Enriched Education** includes both co-curricular activities and high-impact academic

practices. Together, these two complementary strategies for student engagement create a well-integrated, mission-related educational experience for our students. High-impact practices are activities required as part of an academic course that involve significant student engagement. Unlike co-curricular activities, they meet the performance criteria of a specific class. In particular, our Essential Studies curriculum emphasizes high-impact learning. Both high-impact and co-curricular activities may address more than one aspect of the mission. For example, an [M.B.A. student who works as a graduate assistant \(GA\) with the campus Nebraska Business Development Center](#) acquires valuable hands-on experience in entrepreneurship while providing a community service.

## **Career and Professional Development**

### Co-curricular Activities

Part of our mission is to provide pre-occupational and pre-professional education. To help students develop their professional identities, CSC offers a wide variety of [student professional organizations](#), field experiences, student publications, and opportunities to participate in professional conferences. For example:

- Members of the [Art Guild toured several museums in the Denver area](#) (spring 2016), where they received behind-the-scenes information on museum operations from two exhibit graphic designers and met with graphic designers at the Celestial Tea plant. Students learned about careers in graphic arts from professionals.
- Fine Arts and Communication Arts students attend conferences such as [Meet the Pros](#) in Omaha, Nebraska, or the Black Hills Student Summit in Rapid City, South Dakota, where professionals conduct informative sessions and review student portfolios.
- [Phi Beta Lambda](#) (business student organization) members participate in national conference competitions. In 2015, CSC students placed in the categories of marketing and interviewing skills. Their success offers a positive assessment of skills learned on campus.
- Music education students attend the [Music Teachers National Association conference](#) to network and learn new instructional techniques.
- Members of CSC's chapter of Sigma Tau Delta, an English Honor Society, presented critical and creative work at the [2014 International Sigma Tau Delta Conference](#) in Savannah, GA, and at the 2015 conference in Albuquerque. Success in a competitive selection process demonstrates the scholarship necessary for an academic career.
- The award-winning [Eagle Newspaper](#) is run entirely by students and offers an opportunity for Journalism students to develop writing, photography, production and editorial skills. Staff positions are open to all students.
- Student-athletes may combine their playing expertise with co-curricular activities that emphasize and develop communications skills. For example, the Director of College Relations sponsors student entries in the annual [College Sports Information Directors of America writing contest](#). CSC student football players have won district and national awards for their blogs. These students explore career options outside of coaching and athletic performance while using field time as source material.

The Career and Academic Planning Services unit also offers all students career enhancement learning opportunities:

- [Writing resumes](#) and cover letters
- Job searches and interview skills
- Career path exploration
- Placement in [internships](#)

CSC also offers campus employment in career-related areas, such as security officers and athletic trainers. One of our [Project Strive/TRiO students](#) demonstrates the way such employment contributed to her educational goals and helped her overcome an "at-risk" entry status to become highly prepared for her career.

### High-Impact Academic Practices

Student engagement in professional development is also encouraged through course requirements, such as field trips, role-playing, campus conferences, and study abroad. For example:

- Students enrolled in the [Outdoor Adventure Option in the Health, Physical Education, and Recreation Program](#) participate in rock climbing and other outdoor "assignments" that prepare students for such future careers as camp counselors, camp managers, hunting guides, and owners of private white-water rafting companies.
- In [Mock courtroom practices for Legal Studies](#) students in CJ/LS 438 assume the roles of prosecutors, defense attorneys, witnesses and jurors in a mock hearing.
- Students in MUS 420 Music Products Seminar attend the [National Association of Music Merchants \(NAMM\) conference](#) to 1) observe the flow of commerce between the manufacturer and the retail establishment; 2) meet and question important figures in the music products industry; 3) identify and contact internship prospects. (This is also a co-curricular activity for music students not enrolled in the class.)
- Psychology students in [PSYC 401 Topics in Psychological Science](#) attended the 2016 Annual Convention of the American Psychological Association (syllabus contains outcomes).

### **Service to the Community**

Another goal of our mission is to develop in our students a life-long commitment to community service. [State Statute RSS 85-951](#) identifies "public service activities" as a third priority for CSC and other colleges in the State System. We are particularly charged with assisting important constituents, such as the public schools in our area. As we provide our students with the appropriate knowledge and skills to serve effectively, we attempt to test those skills through active community involvement.

### Co-Curricular Activities

Students organize and participate in numerous co-curricular activities supporting service-learning outcomes, for example:

- The "[Big Event](#)" is an annual, student-organized, service day designed to help the community by performing tasks at the request of area residents and organizations. (This is also a high-impact class activity for student participants enrolled in [CA 239 Event Planning and Leadership](#).)
- CSC students conduct workshops for public high school students during the annual [Art Day](#).
- During [History Day](#) for area middle and high public school students, CSC graduate students help judge entries.
- [The CSC Rodeo Team](#) volunteers time to assist with the Black Hills Stock Show.
- Students attend and offer presentations at the [Nebraska TRiO Day workshops](#). Formerly at-risk students demonstrate what they have learned about achieving success in college.
- Theater students lead workshops for an annual [Theatre Day](#), which was attended in 2016 by about 350 high school students from our service area. Workshops included Auditions, Theater Games, Stage Combat, Movement, Makeup, Play Writing, and Design.

### High-Impact Academic Practices

Students sometimes learn about community involvement through service-learning class requirements, for example:

- Developing the [Annual Social Work Conference](#) is part of the requirements for [SW 435](#), a capstone class for all Social Work students. Social work students organize the conference, select speakers, research the topics covered, and help with publicity.
- In SW 332 Professional Social Work, students were required to develop a comprehensive program for recruiting foster parents as part of a [Foster Parent Campaign](#).
- [First Year Inquiry \(FYI 169AB\) Learning to Serve](#) requires a [final project report](#) by which community engagement is assessed. [Sample student reports from summer 2016](#) demonstrate students' engagement with their home communities.
- Students enrolled in [FCS 448/448L Early Childhood Practicum](#) assist with the planning, organization and implementation of the annual, two-day [Excellence in Early Childhood Education Conference](#), open to all students, parents, families, educators, and community partners. [Student learning outcomes](#) related to the conference are assessed.
- Students enrolled in [HPER 325 Teaching Individual and Dual Sports](#) and [HPER 427 Rhythmic Movement](#) assist with "[Jump Rope for Heart](#)." This program involves area K-8th grade students in a wide variety of movement skills and teaches them about health and nutrition while allowing CSC students to use their content knowledge and teaching skills. Student athletes not enrolled in the courses may participate as a co-curricular activity.
- Students enrolled in CJ/LS/PS 333 The Judiciary and Constitutional Law are required to participate in [Constitution Day Poster Presentations](#). Student learning outcomes for the posters were measured by a rubric.

### **Understanding Diversity and Globalization**

Providing educational opportunities that contribute to the vitality and diversity of the High Plains region and to students' understanding of a diverse, global culture is a third component of our mission. The college supports programming, activities, and field experiences for students that promote an understanding of multiculturalism and other forms of human diversity both on campus and within the community.

### Co-curricular Activities

- During the annual [Martin Luther King Day](#) students participate in panels on the life and works of Dr. King and lead a community march to promote awareness of the struggle for equality and civil rights.
- Native American Club members often co-sponsor Native American cultural awareness activities, such as the [Wellness Conference and Pow-Wow and celebrations of Native American Month](#).
- The student [International Club](#) is open to all students. The club sponsors campus activities, such as the annual [International Food Tasting Event](#), during which students prepare foods and perform songs and dances native to their cultures. The event is often sold out with a large turnout from the City of Chadron.
- [Residence Life Assistant \(RA\) programming](#) offered by Student Services promotes awareness of diversity among students living in the dorms through a series of scheduled activities.

### High-Impact Academic Practices

In addition to its co-curricular activities, CSC has a Study Abroad/Away Program delivered in both short-term and full-semester formats for course credit. This program takes students into a new cultural context. For example:

- In [Cuba Libré \(CAP 469B/HUM 401/HIST 401\)](#), students explored the Cuban culture and social experiment. When they returned, they gave a public presentation on what they learned.
- [Education and Justice Studies students traveled to England](#). Criminal Justice students experienced the British criminal justice system and created blogs to demonstrate what they learned (rubric included with syllabus). Education students visited and studied British schools from a comparative perspective. The England study abroad experience occurs annually.
- In 2013, students participated in a [multi-discipline field trip to Alaska](#) to learn about diverse cultures. They recorded what they learned in journals and were assessed on participation.

### **Cultural Enrichment and Creativity**

A fourth component of the CSC mission is enrichment of our region. Because creativity is also linked with problem-solving capabilities, we emphasize it throughout our curriculum and in our co-curricular activities. For example:

- In the annual [Story Catcher creative writing workshop](#), students participate in workshops conducted by professional writers and receive feedback on their work.
- During the ["Nearly Naked Mile" fundraiser](#), students collect clothing donations for the community. By designing and wearing costumes for the drive, they learn that a creative challenge can help a service project succeed.
- The [Tenth Street Miscellany](#) creative writing journal provides a venue for students to publish their poems and short fiction. In running the publication, students also learn the arts of critical response and publication design.
- Campus theatrical productions provide an opportunity for students to apply skills learned in directing, acting, costuming, make-up, and stage construction classes. In particular, the evening of one-act plays each spring are performed, produced and directed entirely by students. Students not enrolled in theater classes also participate.

### **High-Impact Academic Practices**

- ["No Holds Bard"](#) is a class project for [TH 339 Children's Theatre Workshop](#) that brings Shakespeare to public school students while exercising students' creative abilities.
- [A Creative project in ENG 233 Elements of Literature](#) requires students to write an original play based on a short story studied for the course with learning outcomes and rubric for assessment.
- In [MUS132/132L Music Theory II and Lab](#), student learning of structural components in tonal music is partially assessed by their ability to compose an original piece of music while synthesizing concepts learned across the semester.

### **Application of Research**

Included in CSC's third education priority is "the continuation and development of applied research" (State Statute RSS 85-951). Research is often produced as a course outcome. However, through co-curricular activities, students also interact with external agencies or researchers who help them develop ways to apply their discoveries to some public problem.

### **Co-curricular Activities**

- CSC wildlife students are participating in [Nebraska Environmental Trust Grant for research on the distribution of the swift fox](#).
- [History students presented their research at two regional conferences in Omaha](#). The research, which required extensive use of primary sources, was first developed in HIST 475 Process in World History, but the presentations were part of their involvement with the campus chapter of Phi Alpha Theta National History Honor Society. The positive outcomes demonstrate CSC's approach to educational enrichment through co-curricular support of classroom learning.

### High-Impact Academic Practices

- [Museum Studies students](#) learned how to create exhibits of their historical research for a public reception. The exhibits included print media, artifacts, and interactive displays.
- [Two pre-veterinary students](#) worked with a visiting veterinary parasitologist to help evaluate parasite infestation in area cattle. They learned to use several new investigative methods in the process of conducting this research.

These examples can only approximate the wide variety of educational experiences students find at CSC. Although we are working on a more intentional approach to assessment, the process has taught us that our co-curricular and high-impact activities engage our students and support the most important educational components of our mission.

## **Sources**

---

- CSC\_Acclaim\_Magazine
- CSC\_Art\_Guild
- CSC\_Athletes\_Writing\_Blogs
- CSC\_Career\_Services\_Resume\_Writing
- CSC\_CLEP\_Costs
- CSC\_Co-curricular\_Career\_Related\_Employment
- CSC\_Co-curricular\_Community\_Service\_Art\_Day
- CSC\_Co-curricular\_Community\_Service\_Big\_Event\_2016
- CSC\_Co-curricular\_Community\_Service\_History\_Day
- CSC\_Co-curricular\_Community\_Service\_NE\_Trio\_Day
- CSC\_Co-curricular\_Community\_Service\_Rodeo\_Team
- CSC\_Co-curricular\_Creative\_Nearly\_Naked\_Mile\_Fundraiser
- CSC\_Co-curricular\_Creative\_Tenth\_Street\_Miscellany
- CSC\_Co-Curricular\_Diversity\_International\_Club
- CSC\_Co-Curricular\_MAP\_Priority\_2\_All-Campus\_Faculty\_Meeting\_

- CSC\_Co-curricular\_Multiculturalism\_Human\_Diversity\_International\_Food\_Tasting
- CSC\_Co-curricular\_Multiculturalism\_Human\_Diversity\_MLK
- CSC\_Co-curricular\_Multiculturalism\_Human\_Diversity\_Native
- CSC\_Co-curricular\_Multiculturalism\_Human\_Diversity\_RLA
- CSC\_Co-curricular\_Professional\_Development\_English\_Honor\_Society
- CSC\_Co-Curricular\_Professional\_Development\_NBDC GA
- CSC\_Co-curricular\_Research\_History\_Students
- CSC\_Co-curricular\_Research\_Nebraska\_Environmental\_Trust\_Grant
- CSC\_Co-curricular\_Task\_Team\_Meeting\_Minutes
- CSC\_Eagle\_Newspaper\_Website\_Awards
- CSC\_Examples\_Co-Curricular\_Activities
- CSC\_Examples\_Student\_Internships
- CSC\_FYI 169ab\_Final\_Report\_Requirements
- CSC\_FYI 169ab\_Final\_Reports
- CSC\_High\_Impact\_Community\_Service\_2017\_Early\_Childhood\_Conference
- CSC\_High\_Impact\_Community\_Service\_CAP469D-9901
- CSC\_High\_Impact\_Community\_Service\_Foster\_Parent\_Campaign
- CSC\_High\_Impact\_Community\_Service\_FYI 169ab
- CSC\_High\_Impact\_Community\_Service\_HPER325-9901
- CSC\_High\_Impact\_Community\_Service\_HPER427-0991
- CSC\_High\_Impact\_Community\_Service\_Social\_Work\_Conference
- CSC\_High\_Impact\_Creative\_ENG233
- CSC\_High\_Impact\_Creative\_MUS132
- CSC\_High\_Impact\_Creative\_No Holds\_Bard
- CSC\_High\_Impact\_Creative\_Syllabus\_TH339-0001\_RMays\_1161
- CSC\_High\_Impact\_Diversity\_Alaska
- CSC\_High\_Impact\_Diversity\_Cuba
- CSC\_High\_Impact\_Diversity\_England
- CSC\_High\_Impact\_Learning\_Music
- CSC\_High\_Impact\_Professional\_Development\_Example
- CSC\_High\_Impact\_Professional\_Development\_Mock\_Courtroom
- CSC\_High\_Impact\_Research\_Museum\_Studies
- CSC\_High\_Impact\_Research\_Pre-Vet
- CSC\_High\_Impact\_Service\_Learning\_Justice\_Studies
- CSC\_Jump\_Rope\_for\_Heart
- CSC\_Learning\_Outcomes\_Early\_Childhood\_Conference
- CSC\_Meet\_Professionals\_Conference
- CSC\_Music\_Students\_Conference
- CSC\_Outdoor\_Adventure\_Class\_Activities
- CSC\_Phi\_Beta\_Lambda
- CSC\_Story\_Catcher\_Workshop\_Festival
- CSC\_Student\_Professional\_Organizations
- CSC\_Syllabus\_CA239\_Spring 2016
- CSC\_Syllabus\_FCS448-448L-0089\_KMadsen\_1171
- CSC\_Syllabus\_FYI169AB\_Spring 2014
- CSC\_Syllabus\_SW 435
- CSC\_Theatre\_Day
- NE\_Revised Statutes



## 3.S - Criterion 3 - Summary

---

The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

---

Chadron State College offers undergraduate and graduate programs appropriate to its mission and in compliance with NSCS board policies. Programs are kept current in part through regular internal and external reviews. We differentiate learning outcomes for upper and lower division courses, often using Bloom's taxonomy. Regardless of modality, all courses have the same learning outcomes and performance requirements.

As a result of our Quality Initiative and earlier efforts, the CSC faculty developed and implemented an innovative general education curriculum, the Essential Studies Program (ESP). The ESP, along with all other academic programs, requires students to

- collect, analyze, and communicate information,
- master modes of inquiry and/or creative work, and
- develop skills adaptable to changing environments.

Outcomes related to multiculturalism and diversity appear in courses across the curriculum, and references to all forms of diversity in both General Catalogs reaffirm the institution's commitment to such ideals.

CSC is committed to hiring and retaining ranked faculty in sufficient numbers to ensure excellence both in teaching and extra-instructional duties. Ranked faculty and administrators work together to attract, interview, and hire prospective full-time and adjunct instructors with appropriate credentials that meet HLC standards. The faculty is evaluated annually. Full-time faculty members have access to sabbaticals, leaves of absence, and funding for professional development. In congruence with our mission as a teaching and learning institution, such opportunities often relate to student learning. Professional and support staff members also have access to professional development resources.

We provide appropriate academic and non-academic student support services to all students enrolled either in courses taught face-to-face or through a distance-learning modality. Some services are tailored to meet the needs of special populations, including at-risk students, international students, veterans, transfers, distance learners, and disabled students. The Transitional Studies Program assists students who are not prepared for college work in math, writing, and reading. While general academic support services include the Learning Center and academic advising, other resources are available to promote student learning, such as IT services, laboratories and studios, performance space, clinical practice sites, and museum collections.

Through abundant co-curricular activities and high-impact academic practices, we fulfill our claim to an enriched educational environment. These practices promote student learning related to specific aspects of our mission: career and professional development, service to the community, diversity and globalization, cultural enrichment/creativity, and applied research.

## **Sources**

---

*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

---

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

---

#### 4.A.1.

To ensure the quality of our academic programs, CSC maintains a practice of regular program reviews based on [NSCS Board Policy 4200](#) and [Nebraska Revised Statute 85-1414](#). According to Board Policy 4200, reviews are conducted to determine each program's quality, effectiveness, and efficiency and to avoid unnecessary duplication. Therefore, the Nebraska Coordinating Commission for Post-Secondary Education (CCPE) evaluates all academic programs at the undergraduate and graduate levels every seven years. Each [CCPE review](#) includes four components: program description, adequacy of resources, evidence of demand and efficiency, and justification and evidence of need ([CCPE viability Standards](#)).

The CCPE review process begins with an internal evaluation. Each specific program/department under review fills out a [CCPE Existing Program Review Form](#) to be vetted on campus. Next, the program is reviewed by the NSCS Board of Trustees for approval and, finally, by the CCPE. Programs that completed CCPE reviews in the 2015-2016 academic year were [Business](#)

[Administration](#), [Justice Studies](#), [Mathematics](#), [Organizational Management](#), [Social Sciences](#), and [Technical Occupations](#).

Internal program reviews are conducted biennially. Academic departments update their programs of study to reflect changing standards in their disciplines, changes in related professions, and emerging global and social trends. Program revisions are usually proposed the year preceding the publication of new Undergraduate and Graduate Catalogs, but occasionally changes are made in off years as needed to maintain the clarity and integrity of program requirements or to meet state mandates. Revisions recommended by individual programs must be approved by the Faculty Senate Academic Review Committee (ARC), which includes representatives from each of the 12 academic departments. During the 2015-16 academic year, the ARC reviewed updates for the 2017-19 catalogs.

During the internal review process, departments electronically submit a rationale for any proposed program change to the ARC before its scheduled meetings. First, the ARC accepts these proposals for review and then votes on them at a subsequent meeting. A [Course Inventory Update Form](#) is required for significant changes to existing courses and addition of new courses. Once program updates are passed by the ARC, its meeting minutes are submitted to the Faculty Senate for approval ([sample proposal and review process](#)).

#### 4.A.2.

The college systematically evaluates all credits we transcript for degree programs, including professional development and in-service courses for teachers. We adhere to [NSCS Board Policy 4140](#), which defines all academic program and degree requirements, including: degree, subject major, comprehensive major, Bachelor of Applied Science (BAS) major, core, option/concentration, minor, endorsement, general studies program, graduate major, focus area, certificate of advanced studies, thesis, internship, comprehensive exam, and scholarly/creative research project. [NSCS Board Policy 4141](#) defines a credit hour.

[Alternative course credit](#) is awarded through [Advanced Placement](#) (AP), [College Level Examination Program](#) (CLEP), [International Baccalaureate](#) (IB), [early-entry courses for high school students](#), and course challenge. Students may go to the [Alternative College Credit tab](#) on the CSC Admissions website for a comprehensive description of nontraditional credit. The faculty has determined minimum performance thresholds for awarding AP, CLEP, and IB credits. With the exception of internships, CSC does not award credit for experiential learning. We rely on [third parties for transcript evaluation of international transcripts](#).

#### 4.A.3

CSC has policies to ensure that transfer credits are equivalent to those offered by our institution, and we periodically review and modify our procedures. [NSCS Board Policy 4430](#) sets standards for accepting transfer credits: “All College level courses, carrying a letter grade of “C” or better, from regionally accredited institutions of higher education that are applicable toward a baccalaureate degree . . . will be received and applied . . . toward the requirements of the baccalaureate degree.” The Graduate Catalog sets out institutional policies for [graduate transfer credit](#). Other stipulations within Board Policy 4430 related to undergraduate coursework include:

- Courses completed more than seven years prior to admission require special approval.
- Students must earn at least 30 credits at an institution in order to earn a degree from that institution.
- The institution may accept up to 66 total transfer credits per student.

- An Associate of Arts (AA) or Associate of Science (AS) degree completed at a Nebraska Community College that includes a minimum of 30 semester hours of general studies coursework, or its equivalent, will fulfill all general studies requirements.

Every three years, CSC reviews transfer agreements ([standard Articulation and Transfer Agreement form](#)). In 2015, after we decided to discontinue accepting lower division transfer coursework as equivalent to our upper division courses, we examined each existing articulation agreement. Any course with a lower/upper division discrepancy was noted. The appropriate departments then reviewed each pair of courses to see if either of these scenarios applied:

- The CSC course outcomes were better suited to a lower division course (i.e., outcomes emphasize knowledge and comprehension over analysis and synthesis, or the course is an introduction to another more advanced set of courses). If so, then the CSC course was submitted to the ARC with the academic justification for renumbering at a lower division level.
- The lower division course to be transferred would more appropriately substitute for a different CSC lower division course.

When either option resolved a discrepancy, we modified the transfer agreements to reflect the new course alignment. When neither of these options applied, we made plans to meet with our community college partners and notify them of our decision.

Our transfer student website links to [transfer agreements](#) with regional community colleges and four-year institutions under the Transfer Equivalency System (TES). For potentially transferable courses not listed on the agreements, two options are open for approving the credits:

- For general studies courses, Records Office personnel use best practices in determining whether they meet the standards of our core curriculum by checking the accreditation of the transfer institution and the course's level, title, and number of credit hours. When that information is not available, students may submit a course syllabus with a [course substitution form](#) for approval by the academic advisor, department chair of the appropriate discipline, and Dean of Curriculum (undergraduate) or Graduate Dean (graduate).
- For courses that meet degree program requirements, students **must** submit a course syllabus with a course substitution form for approval by the academic advisor, department chair of the appropriate discipline and the Dean of Curriculum.

In either case, if the substitution is approved, the Records Office enters the course on the student's academic record. This process ensures consistency and a sound rationale for each substitution.

Former and active members of the U.S. military may receive credit through the [Joint Services Transcript \(JST\) and DANTES](#). Credit also may be awarded based on recommendations from the [American Council on Education \(ACE\)](#) and CSC department chairs. Finally, CSC only accepts international credit or degrees from institutions recognized by the [Council for Higher Education Accreditation \(CHEA\)](#), or by the Ministry of Education (or comparable national government agency for higher education) in the country where the institution is located. [International transfer agreements](#) are linked to the CSC website.

#### 4.A.4.

CSC exercises authority over course prerequisites, rigor, student learning outcomes, learning resources, and faculty qualifications for all its programs. We are also responsible for providing access to our learning resources and for reviewing credentials for all full-time and adjunct instructors.

- Course prerequisites (if any) are noted in the Undergraduate and Graduate Catalogs, including minimum GPA thresholds. Before prerequisites are published, they are documented, examined, and approved by the Faculty Senate ARC (undergraduate) or Faculty Senate Graduate Council (graduate) after submission of the [Course Inventory Update Form \(example\)](#).
- The CSC faculty assumes responsibility for course rigor, learning outcomes, and outcomes assessments. Each syllabus provides student learning outcomes, number of course credits, required text(s), methods of instruction, course requirements, course schedule, and grading procedures. Syllabi also contain evidence of compliance with [Board Policy 4141](#), which states that credit “equivalencies are to be based on documented qualitative and quantitative expectations for the learning outcomes” ([examples of syllabi](#)).
- We provide equal access to learning resources across course modalities, including online and dual enrollment classes.
- A [Negotiated Agreement](#) between the State College Education Association (SCEA) and the Nebraska State College System (NSCS) sets baseline qualifications for each type of faculty position. The CSC faculty and administration participate in negotiating this agreement. In filling a particular faculty slot, department members determine specific qualifications or special experience needed to perform the duties of the position. All but a few full-time and adjunct instructors are already in compliance with HLC standards for faculty qualifications expected to take effect in fall 2017 (3.C.2.).
- For dual credit courses, CSC adheres to [Board Policy 4420](#), which outlines prerequisites for student participation, instructor qualifications, and other expectations. In high schools offering dual credit, the counselor is required to submit a form for each student verifying compliance with Board Policy 4420. CSC staff must cross check the form prior to enrollment in any dual-credit course. During AY 2015-16, we reviewed dual enrollment instructor credentials, course syllabi, participation in assessment, and student access to learning resources. For three adjuncts not meeting CSC and HLC standards, we have submitted a [request for extension to HLC](#) that includes a remediation plan. We also determined that course syllabi and assessments were not always consistent with courses offered through campus. Therefore, the appropriate academic dean met with departments offering dual enrollment credit and mandated that syllabi and assessments for dual enrollment courses align with standard courses by spring 2017. Students are assigned an identification number that gives them online access to campus learning resources (tutoring, library, technical assistance, etc.). A [list of dual credit courses for fall 2016](#) demonstrates that CSC offers relatively few such courses.

#### 4.A.5

CSC currently maintains [specialized accreditation](#) in the following programs:

- [Teacher Education](#) under the National Council for Accreditation of Teacher Education (NCATE) Standards through the Council for the Accreditation of Educator Preparation (CAEP)
- [Business](#) through the Accreditation Council for Business Schools and Programs (ACBSP)
- [Social Work](#) through the Council on Social Work Education (CSWE)
- [Music](#) through the National Association of Schools of Music (NASM).

The Counseling Program is working on accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CSC's specialized accreditation supports the institution's mission to provide quality professional instruction.

#### 4.A.6.

As an institution, CSC evaluates the success of its graduates in several ways. First, through the

[Annual Student Placement Survey](#), students are asked if they are employed in a full-time job related to their degree, still seeking employment, or attending professional or graduate school. These results are published on our website. [The 2014-15 Student Placement Survey Report](#) shows 78% of undergraduate respondents employed in a field related to their degree and 12% enrolled in graduate programs (29% response rate). Of graduate program respondents, 77% worked in a related field and 33% pursued further graduate education (44% response rate).

Second, according to the Nebraska State Department of Education (2016), approximately 1,471 CSC graduates are employed in Nebraska schools as teachers or administrators (5.4%). A 2016 study of Wyoming teachers by the Wyoming State Department of Education also indicated that 6.3% were CSC graduates. These numbers show that we are fulfilling our mission as an educator of public schoolteachers. Finally, the Alumni Office has compiled a list of [CSC graduates serving in leadership positions](#) throughout the region. The results are not exhaustive, but they do strongly suggest that our alumni have a lasting impact on surrounding communities.

The institution is working to improve these data collection processes. For example, in AY 2015-16, a Student Success Task Team recommended sending out the Annual Placement Report within three months of graduation rather than one year later. This suggestion has already been implemented, but we have yet to determine whether the latest response rates are higher.

## Sources

---

- CCPE\_Business\_Administration\_2015-16
- CCPE\_Justice\_Studies\_2015-16
- CCPE\_Mathematics\_2015-16
- CCPE\_Organizational\_Management\_2015-16
- CCPE\_Social\_Science\_2015-16
- CCPE\_Technical\_Operations\_2015-16
- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 18)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 11)
- CSC\_Advanced\_Placement\_Criteria
- CSC\_Alternative\_College\_Credit\_Website
- CSC\_American\_Council\_Education
- CSC\_Annual\_Placement\_Survey
- CSC\_CLEP\_Criteria
- CSC\_Council\_Higher\_Education\_Accreditation
- CSC\_Course\_Inventory\_Form
- CSC\_Course\_Substitution\_Form
- CSC\_Dual\_Credit\_Courses\_Fall\_2016
- CSC\_Dual\_Credit\_Faculty\_Extension\_Request\_10-14-16
- CSC\_Early\_Entry\_Criteria
- CSC\_Example\_Completed\_Course\_Inventory\_Form
- CSC\_FS\_ARC\_Program\_Changes
- CSC\_International\_Baccalaureate\_Criteria
- CSC\_International\_Transcripts\_Third\_Party\_Transcript\_Evaluation



- CSC\_International\_Transfer\_Agreements
- CSC\_Joint\_Services\_Transcript (JST)\_DANTES
- CSC\_Specialized\_Accreditation\_ACBSP
- CSC\_Specialized\_Accreditation\_CAEP (NCATE)
- CSC\_Specialized\_Accreditation\_CSWE
- CSC\_Specialized\_Accreditation\_NASM
- CSC\_Specialized\_Accredited\_Programs
- CSC\_Student\_Placement\_Survey\_2014-15
- CSC\_Syllabi\_Compliance\_Board\_Policy\_4141
- CSC\_Transfer\_Guides
- CSC\_Undergraduate\_Transfer\_Agreement\_Form\_Updated\_4Oct2016
- CSC\_Western\_Nebraska\_Community\_Leaders
- NE\_CCPE\_Existing\_Program\_Review\_Form
- NE\_CCPE\_Program\_Review\_Guidelines
- NE\_Coordinating\_Commission\_Postsecondary\_Education(CCPE)\_Viability\_Standards
- NE\_Revised\_Statute\_85-1414
- NSCS\_Board\_Policy\_4140
- NSCS\_Board\_Policy\_4141
- NSCS\_Board\_Policy\_4200
- NSCS\_Board\_Policy\_4420
- NSCS\_Board\_Policy\_4430
- NSCS\_SCEA\_Agreement\_2015-17
- NSCS\_SCEA\_Agreement\_2015-17 (page number 33)

## 4.B - Core Component 4.B

---

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

---

CSC conducts annual assessments of student learning to improve our academic programs. We have further demonstrated our commitment to this enterprise by

- participating as a pioneer member in the HLC Academy for Assessment of Student Learning 2006-10;
- subscribing to Tk20, an electronic assessment tool;
- involving all faculty in the academic assessment process;
- providing resources (training, technical assistance, consultants);
- reviewing and sharing [NSSE](#) results with appropriate units on campus;
- designating the Monday of finals week as [Assessment Day](#), during which the faculty discusses assessment feedback and proposes program improvements, and
- creating the position of Director of Assessment and a [Campus-wide Assessment Committee](#) with a dedicated budget to facilitate all facets of institutional assessment.

#### 4.B.1.

CSC faculty members have identified course and program student learning outcomes that support all **undergraduate program** missions. As part of the course approval process, the Faculty Senate Academic Review Committee (ARC) reviews [course outcomes \(sample syllabi\)](#). ARC members are faculty representatives who serve with the assistance of the Director of Records and the Dean of Curriculum. The academic deans, the ARC, and the Faculty Senate review [program outcomes](#) biennially during each catalog revision cycle. Learning outcomes for each program of study are published in the [Undergraduate](#) and [Graduate](#) Catalogs.

Each **undergraduate degree program** has an assessment plan ([examples](#)) developed and implemented by the faculty to measure student learning outcomes and evaluate the program. Student performance data and best practice research are used in identifying steps for program improvement. Other relevant factors are 21<sup>st</sup> century employment trends, accreditation requirements, professional organization recommendations, and government regulations. Annual assessment reports, written by program faculty, include data collection process, evidence of student learning, recommendations for program improvement, and resource requests. Although assessment tools vary, all programs use the [Program Assessment Form](#), which was modified in summer 2016 to ensure that all program

assessment plans include information on how program outcomes are assessed. An academic dean prepares a summary report that notes assessment completion, analysis of feedback data, suggested changes (if any) in programs or assessment process, requested resources, and the deans' recommendations. This information is shared with the academic chairs for feedback. The assessment processes are revised when feedback data indicate that the measures are ineffective for the program's purposes.

Beginning in AY 2007-08, the core curriculum has been assessed annually. The former General Studies (GS) program was organized into [10 components](#), each with at least one student learning outcome and an assessment plan designed by the faculty who taught courses in that component. GS assessment was developed through the institution's pioneer membership in the HLC Academy for the Assessment of Student Learning (2006-2010). Throughout this process, we received positive [feedback from peer reviewers](#) on our performance.

Faculty liaisons for each component led the outcomes assessment and reporting. Component reports were submitted to the academic dean responsible for General Studies, who combined them into a comprehensive annual report. The following are examples of assessment plans for GS components:

- [Math](#)
- [Health/Wellness](#)
- [Reason and Values](#)
- [Humanities](#)
- [Science](#)

In AY 2010-11, the CSC faculty reviewed the core curriculum and decided to adopt an integrated, interdisciplinary approach rather than the specific discipline approach used under the old GS (3.B.). In AY 2012-13, the college implemented a new core curriculum, the Essential Studies Program (ESP). The transition from GS to ESP posed problems with assessment since students enrolled under the older program would continue with the GS requirements. An initial approach to ESP assessment was based on the old component model with assessment plans for each of the [12 student learning outcomes \(SLOs\)](#). The following are examples of ESP 2013-14 plans, which were "in progress" during the transition period:

- [SLO 2](#) "Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making appropriate use of evidence and conventions, including Standard Edited English."
- [SLO 4](#) "Students will demonstrate the application of mathematical terminology, expressions, and logical reasoning abilities to model, draw inferences, and to mathematically solve problems within our world."
- [SLO 6](#) "Students will employ scientific methodology to analyze and explain how the natural world functions and how humans interact with it."
- [SLO 8](#) "Students will study human behavior and social interactions integrating knowledge, theories, methods, or historical perspectives appropriate to the social sciences."

This component model had worked well for the discipline-based General Studies assessment. At first, we continued with component assessment, but implementation was inconsistent for the first two years. To facilitate the continued improvement of the ESP, the Faculty Senate established an Essential Studies Committee (ESC) to oversee alignment of learning outcomes, development of courses, and creation of a sound assessment strategy. Throughout AY 2014-15, we continued to collect data under the old plans. During AY 2015-16, the ESC reviewed the ESP component assessment plans and assumed oversight of the process; meanwhile, data collection was suspended.

Essential Studies faculty agreed in spring 2016 that the component/liaison data collection model did not work. In conjunction with the Interim Director of Assessment, the Essential Studies faculty is revising the assessment data collection methodology and plans to pilot it in spring 2017.

**Graduate Studies** have [institutional](#), [programmatic](#), and [course-level](#) student learning outcomes. Each program has an assessment plan ([examples](#)) developed and implemented by department faculty. The faculty also analyzes assessment data and determines what improvements should be made to courses and programs. Graduate faculty and the Graduate Dean review learning outcomes biennially. Programs submit annual assessment reports (including recommendations for improvement) to the Graduate Dean, who reviews them and produces a summary to share with department chairs and the Vice President for Academic Affairs.

Recognizing that our approach to **co-curricular learning** was not as intentional as it should be, in AY 2015-16, the President's Executive Council appointed a Task Team with members from the faculty, Academic Affairs, Student Affairs, and Student Services. As a first step, the group defined "co-curricular" for our institution and identified elements of our mission supported by existing co-curricular activities/organizations. The task team found that many co-curricular organizations already had mission statements with either an articulated or an implied outcome. In 3.E.2., we presented a number of co-curricular activities organized according to our definition and mission:

"Co-curricular activities promote student learning outside of academic coursework. Co-curricular outcomes are associated with components of the college mission:

- Career and professional development
- Service to the community
- Understanding human diversity and globalization
- Cultural enrichment and creative activity
- Application of research

In concert with academic studies, these activities serve as part of an overall strategy for active student engagement."

The Co-curricular Task Team and the Campus-wide Assessment Committee are considering how to better assess co-curricular activities. For example, when internships are understood to have a co-curricular outcome related to professional development, success might be measured by keeping a record of job placements with the sponsoring (or similar) organizations. To date, measures of [internship success](#) (outside of course grade and requirements) have been more anecdotal.

Co-curricular activities are voluntary and are not associated with a performance score or with a particular academic class although they may complement class activities. Assessments are typically indirect and informal, rather than data intensive. However, we do have several means of evaluating student learning and performance with respect to our goals. One form of indirect assessment has been conducted through [NSSE](#), which provides some measure of student engagement. We have also informally assessed co-curricular activities through student achievements: professional awards and recognition, publications, presentations, community response to students' service, and job placement (examples in 3.E.2.).

#### **4.B.2.**

Chadron State has conducted annual assessments in most academic programs since AY 2007-2008 and currently has data from all but two programs. [Table One highlights examples of student learning](#)

drawn from assessment reports, including undergraduate degree programs, General/Essential Studies, and graduate programs. In summer 2016, the deans realized that two undergraduate programs, Technical Occupations and Interdisciplinary Studies, did not have assessment plans. Consequently, the new Campus-wide Assessment Committee has been charged with overseeing the development and implementation of effective learning outcomes and assessment plans for those programs and with recommending program changes to the appropriate dean.

By AY 2010-11, all **undergraduate degree programs** were submitting assessment reports. In AY 2014-15, 17 of 21 programs collected, analyzed and reported on data ([Academic Deans' Summary Reports for 2007-08, 2010-11, and 2014-15](#)). A lack of understanding about how to use Tk20, our electronic assessment tool, partly accounts for the missing data collection in the four non-reporting programs. The administration has addressed those concerns as discussed in 4.B.4. Consequently, all 21 programs collected data and submitted reports in AY 2015-16 ([sample reports](#)).

In AY 2007-08, CSC also began conducting annual outcomes assessment in the **General Studies Program** (GS), as demonstrated in the [2007-08 dean's Summary Report](#) and [sample component reports](#). For the next five years, annual assessments were conducted. By AY 2012-13, the faculty was attempting to adapt assessments of core curriculum to the new **Essential Studies Program** (ESP). Therefore, assessments completed in 2012-13 were a combination of [pilot assessments for the new ESP](#) and assessments for the former GS. Because of that transition, neither program was fully assessed in all of its components. During AY 2013-14 and 2014-15, the faculty conducted assessments for many of the 12 ESP student learning outcomes (SLOs). Data collection was suspended during AY 2015-16. The [ESP Assessment Report for 2015-16](#) documents steps taken towards resuming data collection in spring 2017 using a revised plan.

**Graduate programs** have conducted annual assessments since AY 2008-09 ([examples](#)). Academic deans review program assessment reports and make suggestions for improvement through the Annual Summary Report, which they discuss with department chairs. The [AY 2014-15 Graduate Program Assessment Summary Report](#) indicates that all degree programs collected and analyzed data, and that seven of eight programs made changes to either the assessment process or curriculum due to their analyses.

Several types of informal assessment have helped us evaluate the success of **co-curricular activities** in meeting their goals. For example:

- *Cultural enrichment and creative activity.* The Story Catcher Workshop (creative writing) uses a participant evaluation form to help organizers determine the level of satisfaction with creative writing instruction and make improvements [based on feedback \(2015, 2016\)](#).
- *Understanding human diversity and globalization.* [Residence Life Assistant \(RA\) programming](#) offered by Student Services promotes awareness of diversity among students living in the dorms through a series of scheduled activities. Residence Life has partly evaluated these activities through counting participants.
- *Career and professional development.* Members of [Phi Beta Lambda](#) (business student organization) compete at the national conference. In 2015, CSC students placed in the categories of marketing and interviewing skills, and in 2016, they won honors in five events. Their success is a measure of professional skills learned through their academic program and co-curricular professional organization.
- *Career and professional development.* Two CSC students presented their work at the [2014 International Sigma Tau Delta \(English honor society\) Conference](#) in Savannah, GA. The selection process was competitive and a measure of their academic skills. The presentations were a co-curricular activity that reinforced those skills in a professional context.

- *Service to the community.* The "[Big Event](#)" is an annual, student-organized, service day designed to help the community by performing tasks at the request of area residents and organizations. Area newspapers have reported the widespread participation by our students and the community response to their efforts. Also, news coverage reveals the progressive nature of this program, as the number of participants continues to increase.
- *Application of research.* [History students presented their research at two regional conferences in Omaha](#). The presentations were part of their involvement with the campus chapter of Phi Alpha Theta National History Honor Society. The praise and award from the regional Phi Alpha Theta organization provide an external evaluation of their performance.

CSC also uses NSSE data to assist with the evaluation of co-curricular or high impact practices. Senior responses from 2016 indicate that internships/field experiences and culminating senior experiences have the highest rates of participation. Sixty-seven percent of CSC seniors said that the college emphasizes co-curricular activities either "very much" or "quite a bit", a slight statistical increase over all our peer institutions ([seniors 14 h](#)). Fifty-one percent of seniors reported engaging in co-curricular activities each week for an average of 4.6 hours ([seniors 15 b](#)), and 84% of first-year students participated in co-curricular activities for an average of 5.5 hours ([first-year 15 b](#)). This evidence suggests an approach to enriched education that engages students both in and out of the classroom.

Student government leaders have worked over the last two years to improve student learning related to co-curricular activities. Throughout fall 2016, the Campus Activities Board (CAB) met with the VPAA, President's Cabinet, and Executive Council to develop program procedures and clarify the budget request process. CAB, Residence Life, [the Pit](#), Student Senate, and student club leaders have also collaborated to expand co-curricular programming.

#### 4.B.3

Academic assessment is used to enhance student learning. As instructors work to identify needed improvements to their curricula and programs, they consider evidence from student performance data, research into best practices, recommendations from professional organizations, and government studies and regulations. [Table Two](#) provides examples of programmatic changes based on assessment feedback from undergraduate and graduate degree programs and the former General Studies curriculum.

The **Essential Studies Program** is presently in a continuous development and improvement mode. Since the ESP is so new, the assessment data are too limited to be statistically significant; however, qualitative and indirect assessment along with an overview of the limited quantitative data have provided the faculty with some feedback, primarily for improvement of the assessment process. Most ESP instructors have been engaged in discussions of best practices for assessing student learning.

Although modes of evaluation have varied, participant feedback has been used to improve **Co-curricular activities**. For example, feedback from the evaluation forms (4.B.2.) used for the Story Catcher Creative Writing Workshop has resulted in [changes to that annual event](#).

#### 4.B.4

CSC's approach to assessment of student learning reflects four modes of **good practice**:

1. Extensive faculty involvement was cited as a strength in the [2010 HLC Academy peer review](#) and in our [Impact Report](#). The faculty teaching courses in each General Studies component



- developed and implemented component assessment plans. Use of the same strategy in transitioning to ESP assessment demonstrates a continuum of good practice and improvement.
2. Assessment reporting creates a feedback loop by which faculty can identify needed resources for improvements. Requests are reviewed by administrators, who allocate funds or find other means to address those needs. For example, the [2010 peer review](#) from our participation in the HLC Academy noted faculty concerns with Tk20, our electronic assessment tool. The reviewer speculated that poor faculty reaction to the tool might hamper further assessment efforts. In addition, assessment reports in AY 2014-15 identified lack of training or support for Tk20 as an obstacle. In response to the peer review and to faculty feedback, the administration has provided more support for Tk20, and utilization of the tool has increased.
  3. Our faculty stays abreast of new methodology and third-party standards for teaching and learning. For example, all areas offering teaching certification must conform to Nebraska State Education Department's Rule 24 with respect to outcome requirements and assessment. Our ability to stay current is demonstrated by our success in specialized accreditation.
  4. Faculty members in programs without third-party standards sometimes conduct extensive research into assessment methods for their disciplines. For example, when the Department of English and Humanities became dissatisfied with the results of the writing outcomes assessment in General Studies, on their behalf, Dr. Lee Miller [researched the current literature on writing assessment](#). The change from General Studies to Essential Studies had offered an opportunity to devise a more satisfactory plan for writing outcomes assessment and data collection. An [assessment plan for AY 2013-14](#) was adopted, but the creation of a [Faculty Learning Community \(FLC\) for Writing Across the Curriculum \(WAC\)](#) will lead to further improvements. The Deans' Council approved funding for the new FLC to support a more integrated approach to the teaching and assessment of writing outcomes.
  5. The college supports faculty training in best practices. The Teaching and Learning Center sponsors webinars, guest speakers, and [faculty symposia](#). Instructors have also attended and presented at assessment related conferences, such as the [HLC Annual Conference](#) and Professional and Organizational Development (POD) Conference. New faculty members are introduced to assessment during the [New Faculty Orientation](#).

## Sources

---

- CSC\_2015-17\_Graduate\_Catalog
- CSC\_2015-17\_Graduate\_Catalog (page number 15)
- CSC\_2015-17\_Undergraduate\_Catalog
- CSC\_2015-17\_Undergraduate\_Catalog (page number 17)
- CSC\_Academic\_Program\_Assessment\_Form
- CSC\_Assessment\_Plan\_SLO10
- CSC\_Assessment\_Plan\_SLO2
- CSC\_Assessment\_Plan\_SLO4
- CSC\_Assessment\_Plan\_SLO6
- CSC\_Assessment\_Plan\_SLO8
- CSC\_Campus-Wide\_Assessment\_Committee
- CSC\_Co-curricular\_Community\_Service\_Big Event 2016
- CSC\_Co-curricular\_Creative\_Story\_Catcher\_Workshop
- CSC\_Co-curricular\_Multiculturalism\_Human\_Diversity\_RLA
- CSC\_Co-curricular\_Professional\_Development\_English\_Honor\_Society
- CSC\_Co-curricular\_Research\_History\_Students
- CSC\_Communication\_Arts\_Assessment\_Day\_Meeting



- CSC\_Deans'\_Composite\_Undergraduate\_Program\_Assessment\_2007-2008
- CSC\_Deans'\_Composite\_Undergraduate\_Program\_Assessment\_2010-2011
- CSC\_Deans'\_Composite\_Undergraduate\_Program\_Assessment\_2014-2015
- CSC\_Dean's\_Graduate\_Assessment\_Summary\_Report\_2014
- CSC\_Essential\_Studies\_Assessment\_Report\_2015-2016
- CSC\_Essential\_Studies\_Pilot\_Assessment\_Samples\_2012-2013
- CSC\_Evidence\_of\_Student\_Learning
- CSC\_Faculty\_Assessment\_Participation\_Professional\_Conferences
- CSC\_Faculty\_Assessment\_Symposium\_Example
- CSC\_Faculty\_Attendance\_at\_HLC
- CSC\_General\_Studies\_Assessment\_Reports\_2007-2008\_Samples
- CSC\_General\_Studies\_Component\_Assessment\_Summary\_2007-2008
- CSC\_General\_Studies\_Ten\_Components
- CSC\_Graduate\_Course\_Student\_Learning\_Outcomes\_Samples
- CSC\_Graduate\_Program\_Outcome\_Samples
- CSC\_GS\_Health-Wellness\_Assessment\_Plan
- CSC\_GS\_Humanities\_Assessment\_Plan
- CSC\_GS\_Mathematics\_Assessment\_Plan\_docx
- CSC\_GS\_Reason\_Values\_Assessment\_Plan
- CSC\_GS\_Science\_Assessment\_Plan
- CSC\_HLC\_Academy\_Impact\_Report
- CSC\_HLCAcademy\_GS\_Mentor\_1Ver6\_21April2010
- CSC\_Internship\_Assessment\_Employment
- CSC\_New\_Faculty\_Orientation\_Assessment
- CSC\_Phi\_Beta\_Lambda
- CSC\_Program\_Changes\_Based\_Data\_Analysis\_Examples
- CSC\_Sample\_Graduate\_Assessment\_Plans
- CSC\_Sample\_Graduate\_Assessment\_Reports
- CSC\_Sample\_Undergraduate\_Assessment\_Reports\_2015-2016
- CSC\_Story\_Catcher\_Workshop\_Feedback\_Based\_Improvement
- CSC\_Syllabi\_Course\_Level\_Student\_Learning\_Outcomes
- CSC\_The\_PIT
- CSC\_Undergraduate\_Assessment\_Plans\_(Samples)
- CSC\_Undergraduate\_Program\_Assessment\_2015-2016\_Examples
- CSC\_Undergraduate\_Program\_Student\_Learning\_Outcomes
- CSC\_Undergraduate\_Teaching\_&\_Learning\_Goals
- CSC\_Writing\_Across\_Curriculum\_FLC
- CSC\_Writing\_Assessment\_Best\_Practices
- CSC\_Writing\_Assessment\_Plan\_2013-14
- NSCS\_Board\_Policy\_4430
- NSSE 2016\_FSC-First-Year\_Co-curricular\_Question 15b
- NSSE 2016\_FSC-Seniors\_Co-curricular\_Question 14h
- NSSE 2016\_FSC-Seniors\_Co-curricular\_Question 15b
- NSSE\_About\_NSSE

## 4.C - Core Component 4.C

---

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

---

#### 4.C.1., 4.C.2., and 4.C.4.

CSC defines "retention rate" as the measure of first-time freshman or transfer students in a fall semester cohort who return the following fall. "Graduation rate" is a measure of students in that cohort who complete a degree within five years of entering (IPEDS definitions). "Persistence" refers to student behavior not measured by statistics, but by efforts students make to succeed. Both retention and graduation rates are indirect measures of persistence.

IPEDS methodology is appropriate for tracking retention and graduation rates for undergraduate students attending our small, four-year college. The Office of Institutional Research (IR) gathers student outcome data and disseminates them to internal and external constituencies. The campus student information system (PeopleSoft) serves as the main source of data for reporting and analysis. IR publishes IPEDS data on its [IR website](#), the [President's Dashboard](#), and the online [CSC Fact Book](#). IR also provides data to planning groups across campus, working closely with both academic and nonacademic departments. These groups use data gathered and analyzed by IR as part of federal reporting, including the IPEDS Enrollment Report (contains retention data), IPEDS Graduation Rate Report, and IPEDS Completions Report. [Appendix V of CSC's Federal Compliance Report](#) lists types of outcome data available.

Our implicit institutional goal has been to achieve or exceed national averages for retention and graduation rates at public, four-year, open-admissions colleges. Therefore, we monitor our own rates and those of comparable institutions. Our IPEDS graduation rate for the latest CSC cohort (2009) was 42% as compared to a national average rate of 33.8% (2012) for comparable institutions. The retention rate for the latest cohort (fall 2014) was 65%, slightly below the national average. Among 2002-09 cohorts, with the exception of two cohort years, our graduation rates have been consistently better than the national average. However, our retention rates have been slightly lower than the national average ([President's Dashboard IPEDS data](#)). Our immediate goal is to increase retention rates to match the national average by improving services and promoting activities that help first-year

students persist into their second year and beyond.

#### 4.C.3.

We are committed to helping students attain their educational goals. Therefore, we pay special attention to retention and degree completion data and consider what steps we might take to improve our performance. Our overall strategic plan, *Chadron State 2020*, focuses on four signature themes, one of which is Strategic Growth and Retention. Priority 4 of the [Master Academic Plan \(MAP\)](#) is: "Evaluate campus-wide processes for student recruitment, advising, and retention; recommend a plan for continuous improvement." Since 2013, the President's Executive Council has included an [Advising, Retention, and Engagement Task Team](#) (Retention Team) that coordinates campus-wide retention efforts. After reviewing student outcomes data at the outset of the 2015-16 academic year, the team chose to focus its efforts exclusively on freshman-to-sophomore retention. The Retention Team, along with other Executive Council Task Teams, informs the President's Cabinet about its projects ([sample meeting agenda](#)).

We demonstrate our commitment to retention, persistence, and completion by training faculty and staff in best practices and by dedicating institutional resources to MAP Priority 4 projects. Academic Affairs studied [Faculty and Staff Time Utilization](#) in reference to alignment with the MAP. Data revealed that 52% of faculty, 43% of professional staff, and 50% of office assistants had an annual goal related to Priority 4. Also, 78% of Task Team efforts were dedicated to recruitment and retention projects. We have made numerous improvements in academic and other support services on campus, for example, academic tutoring, Early Alert monitoring, mental health counseling, and Transitional Studies (3.D.1.). The creation of a Library Learning Commons (5.D.2.) has centralized instructional and learning resources for easier user access.

Since fall 2014, the Retention Task Team has also examined graduate student retention data (MAP Priority 5). A number of improvements have been implemented, such as distributing advising assignments more evenly among the faculty, sending graduate students automated e-mail reminders for advising, and assigning advisors more quickly. We have also reorganized the Graduate Office to include two project coordinators who assist with the Business, Education, Counseling, and Organizational Management programs. A part-time Faculty Graduate Studies Coordinator was also appointed at the request of faculty focus groups. Access to real-time data remains an issue, so obtaining evidence that these changes correlate to higher graduate student retention is a Task Team priority.

## Sources

---

- CSC\_Academic\_Affairs\_2016\_Time\_Utilization\_Alignment\_MAP
- CSC\_Executive\_Council\_Task\_Teams\_&\_Cabinet\_Meeting
- CSC\_Executive\_Council\_Retention\_Task\_Team\_2013-2016
- CSC\_Fact\_Book\_2014-2015\_Final

- CSC\_Federal\_Compliance\_Apendix V\_Data Gathered
- CSC\_Institutional\_Research
- CSC\_MAP\_55x85
- CSC\_President's\_Dashboard
- CSC\_President's\_Executive Council\_&\_Task\_Teams\_2016-2017

## 4.S - Criterion 4 - Summary

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

---

As a teaching and learning institution, Chadron State College is committed to improving the quality of its educational programs. In accordance with NSCS Board policy and Nebraska statutes, we participate in program reviews by the Nebraska State Coordinating Commission for Higher Education every seven years. All academic programs also conduct internal, biennial reviews based on student learning data and other program assessments. We have demonstrated an on-going commitment to assessment of student learning outcomes. Considerable faculty involvement across campus is a highlight of our assessment process. Instructors have identified student learning outcomes for all academic programs and courses, and all but two academic programs have assessment plans. The faculty uses procedures in those plans to collect data, which are then analyzed to identify strengths and weaknesses. Resulting proposals for program improvements are included in annual assessment reports and become part of the biennial program review. Any proposed changes in curriculum must be reviewed and approved by the Faculty Senate Academic Review Committee. This process assures a connection between student learning assessment, program review, and program changes.

Co-curricular learning has always been a part of our approach to enriched education, but assessment has often been indirect and anecdotal. In AY 2015-16, a President's Executive Council Task Team created an institutional definition for co-curricular activities and is developing a more intentional assessment strategy to improve our co-curricular programming.

CSC evaluates all transcript credits (including transfer credit) and exercises authority over course requirements and faculty qualifications. Our Teacher Education, Business, Music, and Social Work programs meet the standards of specialized accrediting agencies. Moreover, we assess program quality by evaluating the success of our graduates through an Annual Placement Survey.

The institution tracks retention and graduation rates and offers support services to assist students in persisting with their education. We have particularly redoubled our efforts at improving retention rates since they fall a little below our goal. The President's Executive Council Retention Task Team has concentrated on developing retention strategies and activities across Academic Affairs and Student Support Services.

### Sources

---

*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

---

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

---

#### 5.A.1.

Chadron State College possesses both sufficient fiscal/human resources and physical/technological infrastructure to support and sustain our current educational programs. The State of Nebraska has consistently earmarked a substantial amount of public funding for its institutions of higher education. This year, State appropriations provide approximately 60% of the revenue for our educational and general expenses. Also, the [Nebraska State College System \(NSCS\) Strategic Plan](#) lists "Financial Strength of the System" as its second priority after "Educational Excellence Throughout the System." We did not experience the lay-offs characteristic of many institutions during the 2009 recession, and have maintained appropriate human resources to continue offering a quality education.

Although costs of education are rising, tuition increases have been kept to a minimum, largely due to the State's commitment to public education and to the institution's conscientious planning. According to the [Chronicle of Higher Education Almanac 2016-17](#), Nebraska's 2015 expenditure of \$8,202 per student in higher education lies well above the national mean of \$6,996.

However, recent events will test our ability to respond to a changing fiscal environment. In December 2016, [letters from the Nebraska Governor and the Chancellor of the NSCS](#) notified institutions of higher learning that Nebraska would have a revenue shortfall this year necessitating mid-year budget reductions. In the past, effective planning on the State, college system, and institutional levels has helped us achieve our mission regardless of financial challenges, and we expect to continue that tradition. Faculty participate in setting guidelines for any emergency reduction in force through [Article IV of the negotiated agreement](#) between the State College Education Association

(SCEA) and the NSCS Board of Trustees. Contingency planning, including a response to the current call for budget reductions, is addressed in component 5.A.2.

## Financial Resources

Chadron State demonstrates evidence of adequate fiscal resources through its [Financial Statement Analysis FY 2007-2015](#) (FY 2016 available early spring 2017), which reveals the following indicators of financial health:

- The [Primary Reserve Ratio \(PRR\)](#) is a key measure of whether financial “resources are sufficient and flexible enough to support the mission.” CSC’s Primary Reserve Ratio has averaged .48 since 2012, which is 20% above the HLC benchmark of .40.
- Between 2008 and 2015, CSC’s [Composite Financial Index \(CFI\)](#) ratio averaged 3.87, about 27% above HLC’s benchmark of 3.00.
- The Nebraska State College System (NSCS) requires that CSC maintain a minimum **cash reserve** for fiscal emergencies equal to 4% of the previous years cash and general fund expenditures. The college exceeds these requirements by maintaining an additional 1 – 3% reserve above the 4% required for a yearly total of 5 % - 7% cash reserve.
- The NSCS Standard and Poors rating is "A Stable." CSC does not have a separate rating.
- Between 2007 and 2015, the balance sheet shows an increasing net position (\$28,769,731 to \$56,132,393).

Operating under a Board of Directors, the Chadron State Foundation serves as an independent partner to the institution, providing funds for scholarships, facility improvement, and program support (\$3,283,421 in FY 2015 and \$1,244, 640 in FY 2016). For the past three years, the Foundation has posted assets of between \$19 and \$21 million ([2015 Annual Report of the Foundation](#)).

## Human Resources

CSC maintains a qualified [faculty, professional staff, and support staff](#) to promote student learning appropriate to our mission. [Professional development grants](#) are available to all CSC employees. Faculty/staff salaries and benefits account for a large percentage (72.9%) of CSC's general and educational expenses. Because CSC is primarily an undergraduate teaching institution, we recognize the importance of maintaining a low student/faculty ratio. In academic year 2015-16, the college employed 93 full-time, ranked faculty members and approximately 60 adjunct instructors each semester. The IPEDs fall 2015 reporting period shows a student to faculty ratio of 20:1 (based on headcount). CSC hires adjuncts and special-appointment (one year) faculty when enrollment increases.

Student support services are performed by qualified professional staff members who receive appropriate training and professional development. We make special appointments in both support and professional positions to accommodate program and institutional needs and allow interested faculty to serve in interim positions as needed. For example, Dr. David Nesheim (history) is serving as Interim Director of Assessment until the permanent position is filled. By using temporary appointments creatively, we have met some of our human resource needs within budget limitations. Faculty and professional staff qualifications, training, and professional development are discussed in detail in 3.C.1-6.

Full-time clerical, maintenance, and custodial staff provide support for all campus units. Senior office assistants (O.A.s) in academic units conduct [training orientation](#) for new O.A.s through which they learn technology and procedures essential for academic operations. Other units, including



maintenance, buildings and grounds, student services, business/finance, and athletics, use an apprentice model for training. Support staff may fill out [applications for professional development grants](#) through Human Resources (\$3,580 budgeted for 2016-17). Within six months of hire, they are evaluated as probationary employees. Once they complete a probationary period, their supervisors [evaluated them annually](#). A negotiated agreement between the Nebraska Association of Public Employees (NAPE) and the NSCS Board of Trustees sets out [provisions for training and development and performance evaluation](#) for support staff.

We periodically evaluate the use of staffing resources. For example, in 2012, the Vice President of Academic Affairs submitted a [proposal for optimizing the use of Academic Affairs staff](#). This proposal was implemented and has allowed us to hire qualified staff to support teaching and learning objectives with technological components.

### **Physical Infrastructure**

The college engages in a planning process to ensure that physical facilities are adequate for our educational programs and that the infrastructure is up-to-date and in good repair. Every 10 years, we complete a Campus Facilities Master Plan with estimated costs for proposed future projects. Not all projects are completed within the 10-year time frame, but a project must be included in the Master Plan to be considered for internal/external funding. The current Campus Facilities Master Plan ([pt. 1](#) and [pt. 2](#)) demonstrates a concerted effort to expand and maintain our physical infrastructure to meet the needs of campus operations. The building fund is separate from the annual operating budget and will not be affected by the impending statewide budget reductions.

Twenty-five major buildings are situated within CSC's 281-acre campus. We provide our students with laboratories, performance space, production facilities, computer labs, museums, and athletic facilities (see 3.D.). Four of these buildings have been added to the campus since our reaffirmation visit in 2007, and four buildings have been removed because renovation was not feasible. All additions to and demolitions of campus buildings were approved by the NSCS and CSC administration. Also, the Coordinating Commission for Postsecondary Education approved additions, and the [State Vacant Building and Excess Land Committee](#) approved demolitions. Funding sources were identified prior to the commencement of operations. Our most urgent need is to upgrade the labs and classroom space in the Math and Science Building. This renovation is part of the Master Plan, but has not yet been funded. A [biennium budget request was submitted for 2015-17](#).

CSC also has facilities for its Interactive Televised Education (ITE). Western Nebraska Community College (Scottsbluff) and Mid-Plains Community College (North Platte) provide rooms for ITE classes delivered by CSC instructors. CSC supplies and maintains the technology for these sites.

Enough dormitory beds are available to house all students choosing to reside on campus. Although some students choose to live off campus, they are not obliged to do so because of insufficient rooms. For the academic year 2016-17, on-campus housing has a capacity of 1,374 beds.

The [Nebraska Task Force for Building Renewal](#) assists in deferred maintenance, fire and life safety, ADA accommodation and energy conservation. All CSC buildings are ADA accessible, but we still need some upgrades internal to the buildings to fully comply with ADA.

### **Technological Infrastructure**

CSC maintains the technological equipment, personnel, systems, and support services necessary for meeting its educational mission, including distance learning. Situated in a Frontier and Remote

(FAR) community, we recognize that our isolation makes a sound technological infrastructure imperative. We continually evaluate and update that infrastructure to keep pace with instructional and administrative needs and to improve student access to Internet services. A variety of [instructional resources and information technology](#) are available to the college community.

The [Department of Information Technology \(IT\)](#) is led by the Chief Information Officer (CIO), who reports to the CSC President and serves on the President's Cabinet. IT staff includes 10 professionals organized into three service teams--Client Services, Applications, and Server. IT also employs 10 student assistants. To ensure efficient allocation of resources, the CIO helps evaluate new technology services, including potential outsourcing. When services are outsourced, IT provides support for those systems, e.g., Office365 (e-mail, SharePoint, and document repository), athletic compliance software, Tk20 assessment, and NeSIS (student information system).

Three [professional technology staff members](#) are also assigned to the [Teaching and Learning Center \(TLC\)](#) and report directly to the Associate Vice President for Teaching and Learning Technologies. They are responsible for instructional technology support related to

- Sakai, the outsourced Learning Management System (LMS) used for online and web-enhanced courses,
- On-campus mediated classrooms, and
- Interactive Televised Education (ITE) broadcast from campus to off-site classrooms in North Platte and Scottsbluff, NE.

TLC technicians interface with outsourced service providers, conduct Sakai training, and assist faculty with instructional design. The Vice President for Academic Affairs (VPAA) and CIO collaborate to ensure that academic priorities guide instructional technology activities.

Each year, the President's Cabinet reviews IT Department goals, MAP priorities, and Campus Facilities Master Plan initiatives. The Cabinet then sets project priorities and determines funding sources. Budgeting for IT includes designated funds to cover static costs (on-going service agreements, professional development, and general operations) and planning for large-scale projects at least one year out. The network infrastructure upgrade in our revenue bond buildings (summer 2016) is an example of a major project connected to MAP Priority 4, which targets student retention strategies, and to the Campus Facilities Master Plan, which includes fiber plant upgrades. A computer replacement plan provides the rotation cycle for each employee's primary desktop technology and for the multi-use and specialized use laboratories located throughout the campus.

Funding for technology comes from a variety of sources:

- A student technology fee to partially cover network bandwidth, general use computer laboratories, computer support services, NeSIS services and EagleCard services;
- The IT Operations Budget for on-going service agreements, IT staff professional development, and general IT operations;
- Contingency Maintenance funds for large-scale technology initiatives directly affecting revenue bond buildings;
- Master Lease funds for projects affecting non-revenue bond buildings, and
- NSCS Office funds for system wide projects.

## 5.A.2.

### Resource Allocation

CSC's resource allocation process (see 5.A.5.) ensures the integrity of our educational mission by using the Master Academic Plan (MAP) priorities as guidelines. We sometimes face increased costs for existing operations or for new, essential but unfunded mandates, such as compliance. We meet these challenges with strategic cost reduction, reallocation of resources, and contingency funds. In each case, the educational priorities of the institution take precedence.

The following examples illustrate strategies to reduce costs and/or reallocate funds to achieve educational objectives:

1. Library print holdings were found to be significantly out of date, and deficiencies in the acquisitions budget made it difficult for some disciplines to purchase books. The library staff assessed electronic holdings for redundancies as part of its e-resource consolidation plan and made data-driven decisions to reduce the number of databases. Seven databases were discontinued in AY 2015-16 for a savings of \$26,800, and one database in AY 2016-17 for a savings of \$6,020. Vendor contracts were renegotiated, resulting in an additional \$23,400 in savings. Two-year cumulative savings were \$84,360.
2. Academic Affairs assessment costs have increased by more than 50% since 2012. We have implemented cost-saving measures to free up funds for instructional initiatives. For example, decreased paper usage via technology reduced the paper budget from \$72,000 in AY 2011-2012 to \$10,000 in AY 2016-17.
3. The President's Cabinet reallocates year-end cash funds not expended for regular operations. Institutional units submit prioritized requests with a dollar amount, which the Cabinet ranks according to the number and/or importance of affected MAP priorities. The FY 2013 carry-forward funded about \$1.35 million in requests for FY 2014.
4. In 2016, the Vice President for Administration and Finance reallocated \$41,000 from the Chicoine Event Center construction budget (for items already completed) to create Title IX and compliance accounts. The demand for Title IX and Compliance resources has steadily increased, and Student Support Services operating budgets had been used to support training and other related costs of compliance. Now, those funds are used to enhance Support Services operations.

CSC maintains a 5-7% cash reserve for contingencies, so educational program resources are not reallocated to meet emergencies. Knowing the potential for reductions in State or other funding, we also rely on strategic planning for efficient use of our resources. We are now in the process of responding to mid-year budget cuts and preparing for possible State revenue difficulties in the near future. The President's Cabinet formed a [communication plan](#), and President Randy Rhine immediately sent an e-mail to the campus outlining first steps for a [budget reduction plan](#). He emphasized a continuing commitment to campus priorities, including preservation of positions, and asked all units to reduce operating costs by 25% of their remaining expenditures for the fiscal year. The President holds about \$1.3 million in reserve for operations, which is intended for emergencies that may arise when funds are cut.

CSC does not disburse funds to superordinate entities.

### 5.A.3

Overall, the institution uses strategic planning to match resources with mission-driven goals. The Master Academic Plan ([MAP](#)) elaborates on our broader mission statements by setting specific priorities and projects. Through a vetting process including heavy faculty involvement and feedback,

we determined that fewer priorities in the MAP would allow us to set realistic goals based on institutional resources. Therefore, the 2014-18 MAP contains six priorities rather than the 20 initiatives in the 2011-14 Strategic Plan. When units submit funding requests to budget comptrollers (e.g. the Deans' Council), the costs are evaluated with respect to the proposal's potential impact on MAP priorities. No projects are approved unless the necessarily funds are available.

Implementing substantial projects, such as the new Essential Studies Program (ESP), has taught us to conduct complete feasibility studies with timelines. For example, the ESP placed a greater than anticipated workload on the faculty teaching the revised core curriculum. We managed the resulting FTE successfully, but some accommodations had to be made (Component 3.B.). When tuition was raised in 2015, we used a percentage of that increase to hire three new full-time ESP instructors. Our experience has led to more thorough planning strategies for larger projects, such as the [Library Learning Commons Feasibility Study](#).

We also try to anticipate technology needs for MAP projects. For example, although the outsourced Tk20 system promises to assist the campus-wide assessment effort, we have struggled with maintaining the human resources to effectively evaluate and utilize the system. Currently, an Education Project Coordinator focuses on support for the Education Department, and an Assessment and Accreditation Coordinator serves as campus-wide administrator, who responds to service requests and maintains implemented assessments. The Coordinator is the primary liaison with Tk20 Inc. for scheduling and communicating software updates, training, and system issues. Also, IT staff members provide backend technical assistance. In an effort to maximize the use of our electronic assessment tool, the Interim Director of Assessment and the Campus-wide Assessment Committee are evaluating Tk20 resource and training needs identified in academic assessment reports.

In order to ensure that our MAP projects and timelines are realistic based on our technical resources, we continue to improve connections between our IT Department and institutional planning processes. The CIO is a member of the President's Cabinet and the VPAA's [Academic Strategic Planning Committee](#). The VPAA and CIO have collaborated to involve IT in the development of the next MAP, which will include IT initiatives as MAP goals.

#### **5.A.4.**

CSC hires appropriately qualified professional staff, support staff and faculty. Faculty and professional staff qualifications, training, and professional development are discussed in detail in Component 3.C.1-6 and support staff in 5.A.1.

#### **5.A.5.**

CSC uses a systematic budgeting process that carefully considers input from all units on campus while focusing on our educational mission. The alignment of the budgeting process with mission-driven strategic planning is discussed in Component 5.C.1.

### **State of Nebraska Budget Process**

Budgets for Nebraska state agencies are funded on a two-year cycle under the following process:

- *February, the year prior to the biennial budget:* Chadron State College (CSC) submits biennial budget request to the Nebraska State College System (NSCS) office.
- *April and June:* NSCS Board of Trustees vote on new initiatives and capital construction requests.

- *June:* Governor's analyst, Legislative analyst, Coordinating Commission representative, and a representative from the budget division of Nebraska Department of Administrative Services visit CSC campus to meet with CSC President's Cabinet. This group receives information about campus needs, finances associated with projects, and budget request.
- *Mid-August:* NSCS submits budget request to Nebraska Coordinating Commission for Post-Secondary Education.
- *Mid-September:* NSCS submits budget request to the State of Nebraska, Budget Division.
- *Mid-January:* Governor of Nebraska publishes proposed state budget.
- *Spring:* Nebraska Legislature proposes and approves legislative budget.
- *Late May or early June:* Governor may veto line items approved by the legislature, and the legislature has an opportunity to override the veto.

[For AY 2015-16 & 2016-17, CSC would have submitted a budget proposal to the NSCS office by February 2014.]

### **Nebraska State College System (NSCS) Budget Process**

*Mid-June to early July:* NSCS office allocates approved funding to the three state colleges based on the approved Nebraska state budget allocation to the NSCS.

### **Chadron State College (CSC) Process**

*July:* Each year, the College President, in consultation with the [President's Cabinet](#), determines budget allocation through the following steps:

- Cabinet reviews CSC Strategic Plan (which includes the MAP).
- Cabinet reviews and discusses needs of each unit. Members have polled their units for any budget priorities prior to this discussion.
- Cabinet reviews and discusses campus-wide needs.
- Cabinet recommends budget to President, including base budgets for each operational unit and allocation of carry-over money, if available, from previous year. Cabinet members receive allocated amounts for their units in early August.

*Early August:* Cabinet members meet with their respective unit supervisors/deans regarding budget allocation for the upcoming academic year.

The Vice President for Administration and Finance meets weekly with his administrative team to gather relevant information on decisions affecting their units. This group discusses any budgetary decision having an adverse effect on operations and develops a strategy to minimize that effect.

Expenditures are monitored through internal controls. Audit testing is based on the [Internal Control Questionnaires](#) submitted annually to the Auditor of Public Accounts. These documents offer detailed explanations of the institutional process used to ensure appropriate distribution of resources. The auditor verifies that responses on the questionnaires reflect actual practices. After the public audit, the NSCS System Office and Board of Trustees review expenditures.

## **Sources**

---

- Chadron\_State\_Foundation\_Annual\_Report\_2015
- CSC\_Academic\_OA\_Orientation\_Evaluation
- CSC\_Academic\_Strategic\_Planning\_Committee\_2016
- CSC\_Biennium\_Budget\_Request\_Math\_Science\_2015-17
- CSC\_Cabinet\_Budget\_Reduction\_Communication\_Plan
- CSC\_Composite\_Financial\_Indicator\_Score
- CSC\_Employees\_Receiving\_Professional\_Development\_Grants
- CSC\_Faculty\_Staff\_Profile\_2015
- CSC\_Financial\_Statement\_Analysis\_FY\_2007-2015
- CSC\_Information\_Technology\_Services
- CSC\_Instructional\_Resources\_&\_Information\_Technology
- CSC\_Internal\_Control\_Questionnaires
- CSC\_IT\_Computer\_Replacement\_Plan
- CSC\_Learning\_Commons\_Study\_Final\_052213
- CSC\_MAP\_55x85
- CSC\_Masterplan2012\_pt1
- CSC\_Masterplan2012\_pt2
- CSC\_Masterplan2012\_pt2 (page number 48)
- CSC\_President's\_Cabinet\_2016-2017
- CSC\_Primary\_Reserve\_Ratio
- CSC\_Rhine\_Budget\_Reduction\_Letter
- CSC\_Support\_Staff\_Development\_Grant\_Application\_Form
- CSC\_Support\_Staff\_Evaluation\_Forms
- CSC\_Teaching\_&\_Learning\_Center\_Staff
- CSC\_Teaching\_Learning\_Center
- CSC\_Tk20
- CSC\_VPAA\_Proposal\_Academic\_Affairs\_Staff\_Reallocation\_17May2012
- NE\_Task\_Force\_for\_Building\_Renewal
- NE\_Vacant\_Building\_&\_Excess\_Land
- NSCS\_Audit\_2016
- NSCS\_NAPE\_Agreement\_2015-17
- NSCS\_NAPE\_Agreement\_2015-17 (page number 7)
- NSCS\_NAPE\_Agreement\_2015-17 (page number 11)
- NSCS\_Notification\_Budget\_Cuts
- NSCS\_SCEA\_Agreement\_2015-17
- NSCS\_SCEA\_Agreement\_2015-17 (page number 31)
- NSCS\_Strategic\_Plan
- The\_Chronicle\_of\_Higher\_Education\_Almanac\_Edition



## 5.B - Core Component 5.B

---

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

---

#### 5.B.1.

The Nebraska State College System ([NSCS](#)) [Board of Trustees](#) oversees the institution's academic and financial policies and offers supporting expertise through the Board Office. The [NSCS Policy Manual](#) provides a framework within which institutional policies and practices are developed. Criterion 2 details Board policies and oversight relating to fiduciary duties and relationships with its internal and external constituencies.

The Board stays informed about CSC operations, financial status, and academic programs through scheduled meetings and regular contact with administrators. Once a year, each NSCS institution hosts a Board meeting attended by all System college presidents and vice presidents. The Board reviews reports from each college ([September 2016 CSC President's Report](#)), which are available in the published [NSCS Board Materials](#). A student trustee from each campus attends these meetings and represents the student perspectives. At these meetings, Board members consider all budget items, audits, enrollment data, construction projects, academic program changes, faculty load reports, changes in Board Policies, employee pay rates, and marketing plans. They vote on action items after information is presented. Also, Board members meet regularly throughout the year with the CSC President and his Cabinet. The NSCS Chancellor and System Office staff meet monthly with the Presidents' Council, composed of the three NSCS college presidents. The Chancellor then updates the Board. All Board actions with respect to CSC are guided by the NSCS mission and values and by the specific mission of the college.

#### Financial Oversight

[NSCS Board policies](#) govern proper procedures for conducting all financial operations within the college system. [The NSCS Board Fiscal, Facilities, and Audit Committee](#) recommends action in such areas as:

1. Finance, budget, and business administration
2. Audit and accountability
3. Capital construction and renovation
4. Physical plant, maintenance, and equipment



5. Management of revenue bond programs
6. Information technology, including administrative systems
7. Insurance

At CSC, the Vice President of Administrative and Financial Affairs assumes responsibility for maintaining accepted business and accounting practices in the Business Office and in all financial operations. Each year, the Nebraska Auditor of Public Accounts audits the college's basic financials, and Gardner, Loutzenhiser and Ryan, P.C. audits the Chadron State Foundation accounts. Another private firm (BKD, LLP) conducts specialized audits of federal expenditures (single audit) and revenue bond accounts (auxiliary functions). The auditors' reports are combined and submitted to the Board of Trustees' Fiscal, Facilities and Audit Committee for close review and then to the Board for acceptance. [Audits dating back to FY 2006](#) are readily available to the public on the NSCS website. Each audit has resulted in an unqualified opinion that CSC financials are clean and in order ([sample audit for 2016](#)).

The NSCS Board of Trustees reviews and approves CSC's cash, general, and federal budgets prior to implementation. This process, designed to provide maximum oversight and accountability, includes:

- Preliminary budget for next FY
- Revised budget for current FY
- Six-month report on budget
- Twelve-month report on budget

A similar procedure is followed for Revenue Bond budgets. NSCS budget review minutes back to 1998 are available to the public on the NSCS website.

CSC also provides financial reports detailing fund balances, cash expenditures, unspent funds, etc. to the Board for review twice a year. Annual Supplemental Budget Reports, a state version of the IPEDS, are provided to the Nebraska Coordinating Commission on Higher Education. Other annual financial reports ensure compliance with various regulatory agencies:

- IPEDS and Title II Higher Education Act data to the U. S. Department of Education
- Data to the Higher Learning Commission
- Financial data to the NCAA

Both the NSCS Board of Trustees and CSC observe accepted practices for contractual relationships. [Board Policies 7015](#) and [7016](#) determine when it is necessary for the college or its personnel to contract with a second party for goods, services, or consulting. [Active CSC contracts](#) are published on a public website to ensure transparency.

## **5.B.2.**

### **Shared Governance: Policies and Procedures**

NSCS policies define the authority of both the Board of Trustees and its internal constituents. [Board Policy 2000](#) establishes the authority of the Board, which includes hiring and removal of the Chancellor and the college presidents; oversight of the curriculum; acquisition of property; oversight of major construction; budget management; benefits management; establishment of tuition, and confirmation of degrees. [Board Policy 5101](#) authorizes the college presidents to provide leadership for academic affairs, student services, fiscal management, facilities development/maintenance, and personnel operations within their institution. [Board Policy 2030](#) concerns the presidents' authority to

establish "committees, councils, cabinets, or other academic or administrative grouping to engage in planning, advising, developing, and implementing programs to improve the operation and instructional program of the colleges." Policy 2030 also calls for the creation of an agency through which ". . . the faculty may make recommendations to its President on any matters affecting the College or any of its sub-divisions." Finally, [Board Policy 3300](#) states, "Each of the Colleges shall have structured student organizations, including an organized student government, which shall be the principal entity for student participation in the decision-making process of the college."

### 5.B.3

#### Shared Governance: Structures

Shared governance is a critical component of the ethical and efficient functioning of an institution. CSC has structures in place that allow college administrators, faculty, staff, and students a role in decision making. The [CSC Organizational Chart](#) lays out the leadership structure for institutional units. The [President's Cabinet](#) is composed of top-level administrators who help make final policy and operations decisions. The [President's Executive Council](#), composed of administrators and Faculty Senate leadership, meets regularly to advise and inform the president and make sure that the various units on campus are aware of each other's activities. Each year, the Council identifies important tasks related to the Master Academic Plan (MAP) priorities and assigns [task teams](#) to study problems and recommend solutions. The [President's Cabinet receives regular updates](#) from these task teams.

The faculty shares in college governance primarily through Faculty Senate with a [constitution](#) and [by-laws](#) written and ratified by the CSC faculty. The [Faculty Senate Standing Committees](#) advise on campus concerns, such as educational technology, and provide input for decision-making. The Faculty Senate Academic Review Committee (ARC) serves as the forum for faculty review of the curriculum, including program and course additions and changes. Faculty Senate committees are advisory bodies for the administration, and their recommendations are implemented almost without exception.

Other important Faculty Senate committees ([as outlined in the by-laws](#)) are:

- Senate Grievance Advisory Committee, which hears grievances initiated by CSC faculty members.
- Student Academic Appeal Committee, which considers grade appeals that have progressed beyond the instructor and dean.
- Promotion and Tenure Committee, which reviews applicant materials and makes recommendations to the college administration regarding individuals' promotion and tenure. During Fall 2015, that committee modified its process to better assist faculty going through the application process and to clarify procedures for its members.

Faculty Senate also includes ex-officio members from the Chadron State College Education Association (CSCEA), the Professional Staff Association, and the Student Association. Most Senate committees have student representation with the exception of faculty affairs committees such as the Grievance Advisory Committee and the Promotion and Tenure Committee. [The VPAA meets regularly with the Faculty Senate leadership](#) to collaborate on matters related to academic affairs.

CSC students also participate in decision-making. The NSCS Board of Trustees includes an ex-officio [Student Trustee](#), and the [Student Association of Chadron State College](#) (Student Senate) provides an avenue for students to pursue their goals and concerns, promote students' rights, and formulate requests to the college administration. The constitution establishes a [Finance Committee](#) to direct the

allocation and use of Student Activity funds and a [Campus Activities Board \(CAB\)](#) to plan, implement, and evaluate cultural, social, educational, and recreational activities. [The VPAA meets periodically with the Association leadership](#) to share information and concerns and to work on mutually agreed upon projects. Students serve as ex-officio members of Faculty Senate committees where appropriate, particularly on the Academic Review Committee that reviews all proposed changes to academic programs.

Recent Student Association actions demonstrate significant involvement in CSC and NSCS affairs:

- In 2015, the CSC Student Association collaborated with peers from Wayne State and Peru State to propose changes to NSCS Board Policy 2700 (gender identity and sexual orientation). The proposal was approved.
- In spring 2016, the CSC Association requested improvements to Wi-Fi service in residence halls. The President's Cabinet approved funding for the upgrades (\$495,595), which IT completed in August 2016.
- In January 2017, Board Policy 3400 (Tuition Remission) was changed at the request of the peer Student Associations to increase available tuition waivers from 16 to 18 credit hours per semester.

A recent collaborative effort among all campus units involved reviewing and analyzing NSSE/FSSE data with the goal of using them for improvement of the campus environment. On October 13, 2016, the Executive Council sponsored an [All-Campus Work Session](#) at which attendees from academic and nonacademic units divided into small groups, discussed selected NSSE/FSSE data, and provided feedback ([news article](#)). Afterwards, the Interim Director of Assessment presented a [summary of participant responses to the Executive Council](#). [Minutes from the Oct. 19 meeting of the Council](#) show five action items related to feedback from the all-campus meeting, including: "Determine student leadership interest in reviewing selected NSSE/FSSE data." In meetings with the VPAA, the Student Association president expressed a desire to see and respond to the data, and accordingly, a [student leader work session was held on October 25th](#). The VPAA has continued to work with student leaders on implementing improvements based on their analysis of NSSE/FSSE data.

## Sources

---

- CSC\_All-Campus\_NSSE\_Meeting\_Article
- CSC\_All-Campus\_NSSE\_Work\_Session
- CSC\_All-Campus\_NSSE\_Work\_Session\_Feedback
- CSC\_Faculty\_Senate\_By-Laws
- CSC\_Faculty\_Senate\_Committees\_2016-17
- CSC\_Faculty\_Senate\_Constitution
- CSC\_Joint\_Meeting\_Agendas\_for\_Executive\_Council\_Task\_Teams\_&\_Cabinet
- CSC\_NSSE\_Executive\_Council\_Minutes19October2016
- CSC\_Organizational\_Chart
- CSC\_President's\_Cabinet\_2016-2017
- CSC\_President's\_Executive\_Council\_&\_Task\_Teams\_2016-2017
- CSC\_Student\_Academic\_Concerns\_Issues
- CSC\_Student\_Association\_(Student\_Senate)

- CSC\_Student\_Campus\_Activities\_Board(CAB)
- CSC\_Student\_Finance\_Committee
- CSC\_Student\_Senate\_Leadership\_Meetings\_with\_VPAA
- CSC\_VPAA\_&\_Faculty\_Senate\_Leadership\_Meeting\_Minutes\_24Oct2016
- CSC\_VPAA\_&\_Student\_Senate\_Leadership\_Meeting\_Minutes\_15Nov2016
- NE\_CSC\_Active\_Contracts\_Examples
- NSCS\_Audit\_2016
- NSCS\_Board\_Materials\_09092016
- NSCS\_Board\_Materials\_09092016 (page number 199)
- NSCS\_Board\_Members
- NSCS\_Board\_Policy\_2000
- NSCS\_Board\_Policy\_2030
- NSCS\_Board\_Policy\_3300
- NSCS\_Board\_Policy\_5101
- NSCS\_Board\_Policy\_7015
- NSCS\_Board\_Policy\_7016
- NSCS\_Fiscal\_Facilities\_Audit
- NSCS\_Policy\_Manual
- NSCS\_Policy\_Manual\_Financial\_Policies
- NSCS\_Public\_Access\_Audits
- NSCS\_SCEA\_Agreement\_2015-17
- NSCS\_Student\_Trustee\_CSC

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

---

#### 5.C.1.

CSC's resource allocations support the mission priorities determined by [Nebraska State Statute 85-951](#):

1. Baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education;
2. Masters programs in education and other areas authorized by the Legislature;
3. Continuation and development of applied research and public service activities.

Components of the CSC mission are described in Criterion 1 along with our institutional mission statement, which promises to “enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region.” Strategic planning sets institutional priorities based on our mission, and a systematic budgeting process, subject to internal and external review (see 5.C.5), ensures that appropriate projects and activities are funded.

Our current strategic plan, [Chadron State 2020](#), contains three complementary and interwoven plans: the [Master Academic Plan \(MAP\)](#), the [Campus Facilities Master Plan pt. 1](#) and [pt. 2](#), and the [Chadron State Foundation Comprehensive Campaign Plan](#). *Chadron State 2020* advances selected Intentional Initiatives from the 2011-14 Strategic Plan under the aegis of four Signature Themes keyed to the CSC mission statement: Connections, Learner-Centered Environments, Strategic Growth and Retention, and Evidence-based Improvement. The MAP is the centerpiece of *Chadron State 2020* because its priorities guide funding for all instructional and support activities. As noted in Component 5.A.5, the President's Cabinet reviews the MAP before making budgeting decisions. Each institutional unit considers these priorities before presenting its funding request to the Cabinet.

Line-by-line analyses of [Academic Affairs budget proposals for 2015-16](#) and [2016-17](#) show resource allocations that consistently support CSC's educational mission. In addition to operations, funds are designated for promoting student learning and assessment, faculty development, and instructional equipment based on MAP priorities. For example, in AY 2016-17, \$70,000 was budgeted for faculty

and student travel to support Essential Studies objectives (MAP Priority 1), and \$370,150 was budgeted for Library Learning Commons operations (MAP Priority 3). Also, a [2016 Academic Affairs Time Utilization Study](#) shows that human resources are appropriately engaged in projects that support MAP priorities.

### 5.C.2.

Assessment of student learning occurs at all levels of undergraduate and graduate education at CSC (see 4.B.) and helps drive institutional planning and budgeting. At least twice annually, faculty members assemble as academic departments to review recent program assessment data, to discuss improvements for programs or assessment processes, and to identify needed resources. Each October, these departments submit assessment reports to the Dean of Essential Studies and School of Liberal Arts, who reviews each report and compiles a summary used by administrators, particularly the Vice President for Academic Affairs, to prioritize budget requests, which are then presented to the President's Cabinet during the regular budget cycle (see 5.A.5.).

Two undergraduate programs not assigned to particular academic departments also conduct assessments that impact the campus-wide planning and budgeting processes. First, during the past two budget cycles, data collected for the Transitional Studies Program showed a higher-than-anticipated population of under-prepared students. The impacted departments responded by adding transitional courses into their schedules and requesting additional part-time instructors. Such requests are anticipated by contingency funds in the instructional budget.

Second, the Essential Studies Program (ESP) uses faculty spread among all 12 academic departments. Thus, its assessment data has historically been collected outcome-by-outcome using a faculty liaison system. Problems and successes with this process resulted in the creation of a Faculty Senate Essential Studies Committee charged with monitoring ESP assessment, which also links to MAP Priority 1. A proposal to create a plan for program-wide ESP assessment is currently under review. Faculty and academic administrators identified a need for additional full-time ESP instructors, which were budgeted for FY 2015-16 and financed through tuition increases.

In 2010, CSC procured an assessment software system, Tk20, to store data and documents. Feedback in the AY [2013-14 Graduate Program Assessment Summary](#) determined that "continued implementation and frequent use of Tk20 is critical." Consequently, ongoing membership costs for Tk20, were included in the AY 2014-15 assessment budget. Graduate faculty also supplied feedback through focused meetings, which resulted in a reconfigured Graduate Office with additional staff and a part-time Graduate Studies Faculty Coordinator (MAP Priority 5.3). A "next step" in linking assessment, planning, and budgeting includes the creation of the institution's Campus-Wide Assessment Committee (MAP Priorities 1, 2, 3 and 5).

The [Academic Strategic Planning Committee](#) was recently formed to: "Engage in systematic and integrated academic planning that is aligned throughout the campus. This includes understanding the current capacities of CSC, anticipating emerging factors, and evaluating the Academic planning process. It will also seek to align assessment, budget, and strategic planning processes."

Nonacademic units link their evaluating, planning, and budgeting with learning assessment primarily through aligning their goals with MAP Priorities. Proposed project plans identify resource needs, which become part of a budget proposal. The MAP clearly states that ongoing assessment must always play a significant role in updating and revising each goal or sub-priority. For example, the [Information Technology \(IT\) Project Plan](#) aligns with strategic planning priorities while focusing on the IT mission and vision.



### 5.C.3.

The entire CSC community participates in strategic planning. The President's Cabinet initiates the planning process and provides leadership in Academic Affairs, Enrollment Management/Student Services/Affairs, Administration/Finance, Information Technology, Human Resources, Institutional Research, and Alumni Affairs/CSC Foundation. Within their operating units, campus constituents, including student leaders, review the college's mission and vision and consider relevant changes in higher education before determining institutional priorities. When appropriate, community members, professional organizations, and local government/planning units become involved. We have a history of collaborative planning best illustrated by the process through which our current, three-part strategic plan, *Chadron State 2020*, was developed.

The faculty assumed a central role in determining **2014-18 Master Academic Plan (MAP)** priorities and projects. In AY 2012-13, the new VPAA began soliciting feedback from faculty about the strategic planning process that would succeed the previous plan. He concluded the following:

1. The faculty wanted a Master **Academic** Plan to emphasize CSC's educational mission;
2. Such a plan would have fewer initiatives than the previous plan; and
3. The faculty would play a larger role in strategic planning by identifying MAP priorities and submitting them to the campus for feedback.

In summer of 2013, the President's Cabinet approved this strategy for developing a MAP and identified four strategic mission-related themes. In [August 2013, faculty representatives from each academic department met with the VPAA](#) and academic deans to discuss the VPAA's conclusions (based on faculty input). They decided to form a MAP Task Force with representatives from each department who would collect [feedback from each department on potential initiatives](#). At an early meeting of the Task Force, the VPAA presented [Three Alternative Strategies](#) for developing the MAP, and at its November 2013 meeting, the Task Force reached a [consensus on methodology](#). Academic deans suggested minor revisions to initiatives crafted by a sub-committee, which became [MAP priorities](#). In spring 2014, the Task Force was asked to prepare a discussion of potential setbacks for the [October agenda](#). Student Senate, Faculty Senate, President's Executive Council, and President's Cabinet vetted the plan proposed by the Task Force before the MAP was finalized

Appropriate external stakeholders are consulted for implementation of some MAP priorities. For example, Priority 6 calls for the campus to "Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement." A committee of faculty, staff, and community leaders met throughout fall 2015. They determined that housing and community resources for families were critical issues, not only for CSC's personnel recruitment and retention, but also for the U.S. Forestry Service and the local hospital. In response, the Chadron Chamber of Commerce developed a new website providing easier access to information about community services and educational opportunities for families. Likewise, [student leaders are working on implementation of Priority 4](#), which relates to recruitment and retention of students.

The CSC **2012 Campus Facilities Master Plan** provides a guideline for all campus construction and renovation projects from 2012 to 2022. Its goal is "the development and continued refining of a campus physical plant appropriate to meeting the educational needs of Western Nebraska." CSC administrators and professional staff and a NSCS representative formed a steering committee. [Planning session participants](#) included CSC staff, instructors, Foundation staff, community members, and students. The plan serves our mission by creating spaces for experience-based, high-impact learning with particular attention to our rural environment (e.g., the addition of a



Rangeland Center to complement the cattle industry in our area). Each Program Statement planning document includes input from employees working in the affected building, a community member, a representative from NSCS, CSC administrators, and a campus facilities staff member.

The [Next Horizon Comprehensive Campaign](#) (Foundation fundraising) aspires to raise \$40 million over 5-7 years. Planning and implementation involve professional staff members, faculty representatives, alumni, and Foundation members. This campaign focuses on campus priorities as identified in the MAP.

#### **5.C.4. and 5.C.5.**

The college bases strategic planning based on current capacity (5.A.1.) while anticipating a changing environment for higher education. Contingency or reserve funds allow for fluctuations in enrollment, economic downturns, reductions in state funding, or reduced residence hall occupancy (5.A.2.).

As CSC began developing the 2011-14 Strategic Plan, the college community was asked to re-imagine the institution. The plan's [20 Intentional Initiatives](#) anticipated declining state revenues, increasing costs for assessment and compliance, and expanding technology needs. We envisioned a reformulation of our working environment to maximize impact of our resources while minimizing cost and workload. This vision required substantial reorganization in some areas and additional technological resources in others:

- [Enrollment Management/Student Services](#) reorganized and automated to eliminate roadblocks for enrollment and to improve communication. For example, the START Office was created to coordinate student inquiries about enrollment and financial aid, and emerging technologies (e.g., Dashboard Reporting, Image Now) were utilized to improve efficiency and information access.
- [Academic Affairs](#) changed the role of academic deans from exclusive overseers of specific schools to facilitators of academic operations across traditional academic school boundaries. These changes were prompted by operational inconsistencies among deans of schools and by task duplication. A second organizational phase addressed human resource conservation ([Proposal for Optimizing AA Staff](#)).
- [Administration and Finance](#) developed a digital document plan for process-flow improvement, increased accountability, better document storage/retrieval, and reduced paper consumption.

Building on the 2011-14 Strategic Plan, the [2014-18 Master Academic Plan \(MAP\)](#) focuses on six priorities, three of which address changes to higher education:

- Priority 1 calls for further development of the Essential Studies program with increased opportunities for study abroad (globalization).
- Priority 3 calls for creating and implementing a Teaching and Learning Center and a Library Learning Commons, including expansion of instructional technologies (changing technology, evolving faculty roles).
- Priority 4 calls for a continuous improvement plan for student recruitment, advising, and retention (shifting student demographic, potential enrollment decrease).

To assist with the planning process, the [VPAA has provided the campus with regular updates](#) on changing trends in higher education.

The CSC Chief Information Officer (CIO) attends the annual Educause conference, references the Horizon Report, participates in discussions with other system-wide CIOs, and collaborates with

University of Nebraska staff to keep abreast of technology trends and resources. CSC uses [Educause](#) technology surveys to help evaluate perceptions of operations on campus. The data assists planners in identifying needed improvements. For example, survey data indicated an increased use of mobile technology, prompting planning and budgeting for wireless infrastructure improvements in existing buildings and new construction projects.

## Sources

---

- Chadron\_State\_Foundation\_Comprehensive\_Campaign
- CSC\_2020
- CSC\_Academic\_Affairs\_2016\_Time\_Utilization\_Alignment\_MAP
- CSC\_Academic\_Budget\_Poposal\_2015-2016\_Academic\_Affairs
- CSC\_Academic\_Budget\_Proposal\_2016-2017\_Academic\_Affairs
- CSC\_Academic\_Strategic\_Planning\_Committee\_2016
- CSC\_Dean's\_Graduate\_Program\_Assessment\_Summary\_2013-2014
- CSC\_Final\_MAP\_Priorities
- CSC\_IT\_Projects\_2016-2017
- CSC\_MAP\_55x85
- CSC\_MAP\_Departmental\_Feedback\_Responses
- CSC\_MAP\_Evidence\_of\_Task\_Force\_Consensus\_Planning\_Strategy
- CSC\_MAP\_Meeting\_Minutes\_26August2013
- CSC\_MAP\_Task\_Force\_Work\_Session\_Agenda\_29Oct2014
- CSC\_MAP\_Three\_Alternative\_Strategies
- CSC\_Masterplan2012\_pt1
- CSC\_Masterplan2012\_pt1 (page number 5)
- CSC\_Masterplan2012\_pt1 (page number 16)
- CSC\_Masterplan2012\_pt2
- CSC\_Optimizing\_Academic\_Affairs\_Staff\_Second\_Phase\_17May2012
- CSC\_Strategic\_Plan\_2011-14
- CSC\_Strategic\_Plan\_2011-14 (page number 8)
- CSC\_Strategic\_Plan\_2011-14 (page number 10)
- CSC\_Strategic\_Plan\_2011-14 (page number 11)
- CSC\_Strategic\_Plan\_2011-14 (page number 13)
- CSC\_Student\_Association\_MAP\_Priority\_4\_Initiative
- CSC\_VPAA\_Updates\_Higher\_Education
- Educause
- NE\_Revised\_Statutes

## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

---

#### 5.D.1.

CSC gathers evidence of performance in its operations. Typically, each unit has collected and archived such evidence; however, the new Campus-wide Assessment Committee is planning to coordinate institutional assessment efforts. Additionally, the Library Learning Commons (LLC) staff has created a SharePoint archive to store documents more efficiently.

We have already presented evidence of performance documentation in several areas:

- Annual faculty and staff performance reviews and evaluations are kept in personnel files in the Human Resources Office (3.C.3. and 5.A.1.).
- Annual audit reports on the [NSCS website](#) document CSC's fiscal performance. CSC also submits financial reports to HLC documenting the institution's financial health (5.A.1.).
- Annual student learning assessment reports for academic programs are archived on the college SharePoint site (4.B.2.). Also, assessment data is collected and archived in Tk20, our electronic assessment tool.
- Academic programs conduct regular reviews (4.A.1.)

Other examples of performance documentation collected across campus include:

- [Learning Center Programs Semester Report](#)
- Information Technology (IT) [Computer Replacement Report](#)
- [Transitional Studies Program Data Analysis](#)
- [Mari Sandoz High Plains Heritage Center Annual Report](#)
- Executive Council Retention Task Team, [Transfer Retention Committee Plan of Improvement and Assessment Plan](#)
- [Department of College Relations Tracking](#)

Most nonacademic units conduct annual evaluations of their operations and collect evidence of project development, completion, and success in their Unit Assessment Worksheets (e.g., [IT](#) and [Records Office](#)). These documents provide units with an opportunity for self-reflection and information for budget requests and strategic planning. We continue to improve assessment and documentation of our operations.

#### 5.D.2.

Performance documents and other feedback are used to determine what improvements are essential for effective, sustainable operations. Of particular concern are inefficiencies within units that

adversely affect the whole campus community. We have mechanisms to move information from the unit level to the President's Cabinet and Executive Council for study, action, and funding. Over the past 10 years, numerous changes demonstrate our commitment to continuous improvement. We have

- created more efficient ways of archiving documents through systems such as SharePoint;
- updated and revamped our college website;
- developed a more intentional approach to co-curricular learning;
- added part-time faculty coordinators for the Graduate program and the Essential Studies Program;
- reorganized Student Support Services to make services more accessible and cost efficient; and
- redefined the roles of academic deans to emphasize function over traditional academic school divisions.

Several of these projects, particularly document management and website improvements, were related to issues identified through our reaffirmation process, a valuable part of institutional assessment.

Two recent Continuous Improvement Initiatives illustrate our efforts to enhance and sustain overall institutional effectiveness--1) the Policies and Procedures Initiative and 2) the Library Learning Commons (LLC)/Teaching and Learning Center (TLC) Initiative.

1) Prior to 2016, references to, or citations from, a decentralized structure of CSC policies and procedures were often incorrect, inconsistent or out-of-date across both written and electronic documents. Consequently, the campus community could not count on having the correct, up-to-date policy or procedure in any given source, nor was there an efficient way to resolve inconsistencies. Therefore, campus constituents, including students, risked acting on incomplete or erroneous information. The President's Cabinet first became aware of the problem through feedback from campus operating units. Also, new compliance demands, such as those related to Title IX, increased the number of policies and procedures to be managed. In response, an Executive Council Task Team reviewed the Undergraduate and Graduate Catalogs to determine the extent of the discrepancies in those documents, and professional staff reviewed the college website. In November 2015, based on the evidence collected, the President and Cabinet launched a **Policies and Procedures Initiative**, which included hiring an experienced consultant. The Initiative resulted in the creation of a [Policy Website](#) with links to all CSC and NSCS policies. A Presidential Policy Committee systematically manages updates and informs campus constituents who may be affected by such changes. The site has received enthusiastic responses from units across campus. (Supporting documents: [Continuous Improvement Initiative--Policies and Procedures](#); [Process Project Recommendations](#); [Policy Analysis Project Summary](#); [Project Timeline](#).)

2) In 2012, the new VPAA identified problems with the library through campus surveys, interviews with library staff, and budget analyses. The library had no assessment plan. Print holdings were insufficient and out-of-date; electronic resources were duplicated; and the library was underutilized. In May 2013, consultants from the Association of College and Research Libraries (ACRL) came to campus to assess the library. The [ACRL report](#) assessed the problems and recommended hiring a Library Director; however, they also predicted that CSC would have great difficulty finding someone appropriately qualified. Two additional consultants contracted to assess library services from the perspective of academic technology and teaching/learning support. Their [final report](#) determined the feasibility of developing a Library Learning Commons. The VPAA also met with a group of peer college librarians and learned how they were transforming their libraries into comprehensive teaching and learning centers--a direction that also appealed to CSC faculty.

Campus representatives considered the consultants' reports while they set priorities for a 2014-18

Master Academic Plan (MAP). MAP Priority 3 became, "Create and implement a strategic vision for teaching and learning technologies at CSC, the Library Learning Commons (LLC), and the Teaching and Learning Center (TLC)." Sub-priorities addressed library usage, instructional support, and other areas related to achieving the overall goal. A temporary Library Director was hired in late fall of 2013 while the VPAA formulated a strategy to move forward with the LLC/TLC Initiative. His plan included hiring an Associate Vice President of Teaching and Learning Technologies (AVP) with a background in pedagogy, library science, and academic technology. With approval from academic department chairs and deans, the VPAA hired a temporary AVP with a two-three year commitment. When the time commitment for the temporary AVP ended, a permanent AVP was hired in spring 2017.

Most LLC/TLC Initiative projects were completed in less than three years. Library spaces have been transformed to accommodate the IT Helpdesk, Career Services, Transitional Studies, Learning Center, coffee shop, study areas, faculty multi-use room, computer lab, library holdings, and library offices. Dated books have been removed and electronic resources assessed to eliminate redundancies and under usage. Collaboration with our peer colleges in the NSCS has helped reduce costs for some services.

The [January 2017 MAP Priority 3 Report](#) documents progress on all MAP sub-priorities and aligns projects with HLC Assurance criteria. This Continuous Improvement Initiative demonstrates one of CSC's best efforts at increasing efficiency--one that links with assessment, strategic planning, and campus involvement to fulfill our educational mission. (Supporting documents: [ACRL Library Needs Assessment](#), [Library Learning Commons Feasibility Study](#))

## Sources

---

- CSC\_ACRL\_Consultation\_Final\_Report
- CSC\_College\_Relations\_Operations\_Tracking
- CSC\_Continuous\_Improvement\_Initiative\_Policies\_Procedures
- CSC\_Executive\_Council\_Retention\_Task\_Team\_Improvement\_Plan\_&\_Assessment
- CSC\_IT\_Computer\_Replacement\_Report
- CSC\_IT\_Operations\_Assessment\_Worksheet
- CSC\_Learning\_Center\_Program\_Operations\_Documentation
- CSC\_Learning\_Commons\_Study\_Final\_052213
- CSC\_MAP\_Priority\_3\_Report\_26Jan2017
- CSC\_Policies\_Procedures\_Project\_Timeline
- CSC\_Policies\_Procedures\_Recommendations
- CSC\_Policy\_Analysis\_Project\_Summary
- CSC\_Policy\_Home\_Page\_on\_CSC\_Website
- CSC\_Records\_Office\_Assessment\_Worksheet\_2014-2015
- CSC\_Sandoz\_Center\_Annual\_Report\_2015-2016
- CSC\_Transitional\_Studies\_Success\_Data
- NSCS\_Public\_Access\_Audits

## 5.S - Criterion 5 - Summary

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

---

Chadron State College possesses sufficient resources and infrastructure to sustain our operations, and we maintain contingency funds for emergencies. Budget analyses and audits confirm the institution's continuing financial health and viability. We employ qualified faculty, professional staff, and support staff and provide them with opportunities for professional development. Our regularly upgraded physical and technological infrastructures support our educational goals. Institutional budget processes ensure that resource allocations and re-allocations align with CSC's mission and strategic planning priorities.

The Nebraska State College System's (NSCS) Board of Trustees oversees CSC's operations and provides support through the System Office in Lincoln. The NSCS Policy Manual supplies a framework within which CSC policies and procedures are created. College administrators and the CSC Student Trustee interact with the Board through scheduled meetings and supply the Trustees with financial reports and regular updates on all of our operations. Board policies on shared governance designate roles for the college president, administration, faculty, and student body while the President's Cabinet, President's Executive Council, Faculty Senate, and Student Association provide structures for participation and collaboration among college constituents.

CSC engages the campus in systematic and integrated planning related to our mission. Our current strategic plan, *Chadron State 2020*, consists of three components--the Master Academic Plan (MAP), the Campus Facilities Master Plan, and the Chadron State Foundation Comprehensive Campaign Plan. Assessment of student learning informs all institutional planning and budgeting. Nonacademic units link planning goals and budget requests with at least one of the six MAP priorities. The development and implementation of the MAP affirms faculty and student involvement in the strategic planning processes.

Finally, CSC documents performance throughout its operations and uses direct and indirect assessment feedback in decision-making. While each unit collects and archives such evidence, a Campus-wide Assessment Committee is charged with coordinating these processes. Our administrators strive to keep pace with developments in higher education while the faculty makes sure our programs are current and relevant. We have demonstrated our ability to learn from analyses of institutional experience through two examples of Continuous Improvement Initiatives--the Policy Website and the Library Learning Commons.

### Sources

---

*There are no sources.*