

CHADRON STATE COLLEGE

FACT BOOK

ACADEMIC YEAR 2024-2025

Foreword

The 2024-2025 edition of the Chadron State College Fact Book presents data relating to enrollment, graduates, demographics, and faculty and staff for the Fall, Spring, and Summer semesters. The Fact Book serves the following purposes:

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

Produced by:

Chadron State College Institutional Research

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General Information

2024-2025 Fact Book

GENERAL INFORMATION

Chadron State College
(308) 432-6000
www.csc.edu

MASCOT
Eagle

COLORS
Cardinal & White

As a public institution with its roots in teacher education, Chadron State takes pride in its accessibility. The curriculum has grown to offer programs and courses in 51 undergraduate (bachelors) programs, ten graduate (masters) programs, one specialist program, and three certificate programs.

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

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

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

The 281-acre campus features 30 buildings, five of which are listed in the National Register of Historic Places, providing over one million square feet of floor space. These buildings house classrooms, laboratories, and research facilities across various locations. Recent construction projects include the renovation and expansion of the Math Science Center of Innovative Learning, the addition of the Dr. Frank F. Ferguson Track and Field Press Box and outdoor track, and the addition of the Con Marshall Press Box in the Don Beebe Stadium at Elliott Field. Other facility additions include the Chicoine Center, the Rangeland Complex (which includes the Rangeland Teaching Lab and Coffee Agriculture Pavilion) and the Eagle Ridge student housing buildings. These updates ensure that campus remains up-to-date and continues to foster a positive learning environment.

Source: HLC Institutional Update Report 3/18/25

Primary and Program Accreditation

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

Chadron State College has attained the following specialized accreditations:

BUSINESS

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

MUSIC DEPARTMENT

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

SOCIAL WORK

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

TEACHER EDUCATION

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

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

CHILD DEVELOPMENT CENTER

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

Source: https://www.csc.edu/about/mission-vision-and-accreditation/ 9/17/24

Primary and Program Accreditation

STRENGTH AND CONDITIONING

Chadron State College Strength and Conditioning Program is accredited by the Council on Accreditation of Strength and Conditioning Education (CASCE), a recognized authority in quality strength and conditioning education. This accreditation demonstrates our commitment to upholding the highest standards of quality and excellence in our strength and conditioning program. Our curriculum, faculty, and facilities have undergone rigorous evaluation to ensure that we provide students with the knowledge, skills, and practical experience necessary to excel in the field of strength and conditioning and keep athletes safe.

COUNSELOR EDUCATION

The Clinical Mental Health Counseling master's degree program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP accredited program has been evaluated against standards set by the counseling profession. The number of credit hours, rigor of student internships and practicums, expertise of faculty, and professionalism of the program have all been reviewed and found to be in alignment with best practices and professional standards. For information, please refer to the CACREP.org website.

The School Counseling master's degree program is accredited by The Council for Accreditation of Educator Preparation (CAEP). CAEP advances excellence in educator preparation through specialized evidence-based accreditation that assures quality and supports continuous improvement to strengthen Pk-12 student learning and educational endorsements. For information, please refer to the caepnet.org website.

Source: https://www.csc.edu/about/mission-vision-and-accreditation/ 9/18/24

Guiding Principles

LEGISLATIVE AUTHORITY

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

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

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

- The primary focus of Chadron State College's educational programs is high quality, comprehensive undergraduate programs leading to baccalaureate degrees in arts and sciences, business, and teacher education, all of which are enhanced by a coherent general education program.
- Chadron State College's baccalaureate degree programs reflect the needs of its service area and the priorities of the State College Board of Trustees.
- Chadron State College offers the Master of Education, the Master of Arts in Education, the Master of Business Administration, the Master of Science in Organizational Management, the Master of Science in Athletic Training degrees, and the Education Specialist in Mental Health and Addiction degrees, and may offer other master's degree programs upon demonstration of a compelling need in disciplines it which it has a demonstrated capacity—including fiscal, human, and physical resources—to meet that need.

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

Source: https://ccpe.nebraska.gov/sites/default/files/CompPlan.pdf 8/28/24

Guiding Principles

VISION STATEMENT

Chadron State College aspires to continue as a learner-centered institution. We are committed to students through our focus on continuous improvement and excellence in teaching, applied scholarship, and service.

MISSION STATEMENT

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

STRATEGIC PLANNING

Chadron State College is embracing the opportunity to evaluate its history as an educational leader and envision its future by creating its 2025-30 Strategic Plan.

The current strategic plan for Chadron State College (CSC), last updated under the leadership of President Rhine, concluded in 2024. In June 2024, President Patterson commissioned a new strategic planning process to guide the College through 2030. During the 2024-2025 academic year, Chadron State College operated under the college's collection of strategic plans, which comprised of the Master Academic Plan, the Campus Master Plan, and Next Horizon, the Chadron State Foundation's comprehensive campaign.

Sources: https://www.csc.edu/map/ 9/18/24
https://www.csc.edu/about/mission-vision-and-accreditation/ 9/18/24
https://www.csc.edu/president/chadron-state-2030/ 9/18/24

Nondiscrimination and Equal Opportunity

EQUAL EDUCATION AND EMPLOYMENT POLICY

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

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

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

EQUAL OPPORTUNITY

Chadron State College is an equal opportunity institution. CSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. Inquiries regarding non-discrimination policies and practices may be directed to:

Amee Diers,
Title VI, VII, Compliance Coordinator
Chadron State College
1000 Main St.
Chadron, NE 69337
Telephone: 308-432-6224
Email: adiers@csc.edu

Morgan Cullan
Title IX Compliance Coordinator
Chadron State College
1000 Main St.
Chadron, NE 69337
Telephone: 308-430-0980
Email: titleixcoordinator@csc.edu

Sources: https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba 9/17/24
https://www.csc.edu/hr/ 9/18/24

History of Chadron State College

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

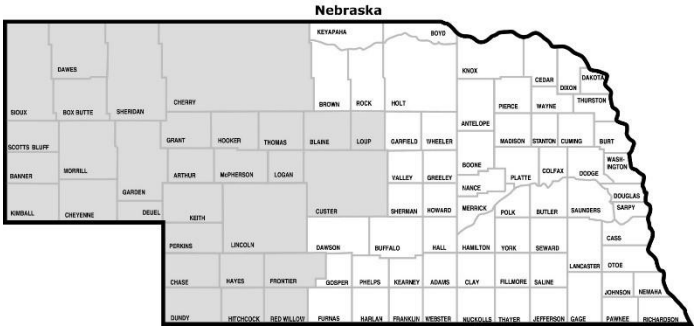
Chadron State College, founded in 1911, began as a school that primarily prepared teachers. The institution has evolved into offering a strong undergraduate baccalaureate general education in pre-professional programs in a variety of disciplines. The undergraduate offerings are complemented with a limited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

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

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

Source: http://catalog.csc.edu/undergraduate/history/ 9/17/24

Service Area



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

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

About the Community

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

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

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

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

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

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

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

Source: http://www.chadron.com/about-us 9/17/24

About the Community

POPULATION

	2020 Census	2024 (Est)	Percent Change
Chadron	5,206	5,160	-1.2%
Dawes County	8,199	8,140	-0.8%

Source: https://www.census.gov/quickfacts/fact/table/chadroncitynebraska,dawescountynebraska/PST045223 9/18/24

2024 COUNTY AGE AND SEX

Under 5 years	Under 18 years	65 years and over	Female persons
5.6%	19.4%	19.7%	51%

Source: https://www.census.gov/quickfacts/fact/table/chadroncitynebraska# 9/18/24

2024 RACIAL MAKEUP OF CHADRON

White	African American	Native American	Asian	Pacific Islander	Hispanic or Latino	Two or More
88.6%	2.1%	1.2%	1.5%	0.0%	2.8%	6.6%

Source: https://www.census.gov/quickfacts/fact/table/chadroncitynebraska# 9/18/24

The State of The College

2024-2025 Fact Book

Greetings from the President

Welcome to our beautiful campus. More than a century ago, Chadron State College was founded as a normal teacher's college. Its founding was part of an unprecedented effort to expand access to higher education in the high plains, western Nebraska, and the state.

I am honored and proud to lead Chadron State College as its 12th president. And I am delighted to welcome you to our rich, historic institution, whether you are a prospective student, campus visitor, community member, alum, donor, or friend of the college. We are honored for your interest!

At Chadron State College, our greatest strengths are our: **people**, **purpose**, and **place**.

Our commitment to our students, excellence in teaching, applied scholarship, and service are second to none. We value accessible and affordable education, collaboration, diversity and inclusion in people and thought, impactful experiences, innovation, student engagement and learning.

Every day, I am impressed by our exceptional students, faculty, and staff. As a comprehensive, regional public college, CSC plays a key role in:

- Student, faculty, and staff success
- Transformational student experience
- Health and well-being
- Community engagement
- Belongingness and inclusion

Chadron State College has a wonderful story and let's build our future together. I look forward to meeting you in person.

It's time to soar!

Ron K. Patterson
President

Watch Dr. Patterson's welcome message:
https://youtu.be/ySNsskGxeBw

Source: https://www.csc.edu/president/welcome-from-the-president/ 9/27/24

Administration and Faculty

2024-2025 Fact Book

NSCS Board of Trustees

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

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

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

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

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

MISSION STATEMENT

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

NSCS Board of Trustees

Bob Engles, Chair
Marjean Terell, Vice Chair
Connie Edmond
Carter "Cap" Peterson
Danny Reynaga
Jess Zeiss
Brian Maher

Brian Maher
State Commissioner of Education

Christopher Jennings, Student Trustee
Chadron State College

Cayla Schuster, Student Trustee
Peru State College

Braxton Dalton, Student Trustee
Wayne State College

Source: https://www.nscs.edu/about 9/18/24

College Presidents

ADMINISTRATIVE CONTACTS

Dr. Ron K. Patterson
President

Dr. Kimberly Paddock-O'Reilly
Vice President for Academic Affairs

Kari Gaswick
Vice President of Finance & Administration

Dr. Derry Ebert
Vice President of Enrollment Management

ABOUT THE PRESIDENT



Dr. Ron K. Patterson was appointed the 12th president of Chadron State College by the Nebraska State College System Board of Trustees on April 7, 2023. Patterson came to Chadron State College from the University of North Alabama in Florence. His six-year administrative progression at the University of North Alabama included service as associate vice president for enrollment management, chief enrollment officer, and chief enrollment officer and special assistant to the president for diversity and inclusion with responsibility for both enrollment management, academic programs and centers, and diversity and inclusion. Patterson oversaw the development and implementation of a five-year strategic diversity and inclusion plan, development of a diversity course in the general education curriculum cross-listed across two departments, student success and retention, fundraising, university strategic planning, and collaboration with campus stakeholders and legislators on major new construction and renovation projects.

Prior to joining the University of North Alabama, Patterson served for 14 years as an administrator at Marietta College in Ohio, University of Central Arkansas, and University of Tennessee Health Science Center and Christian Brothers University in Memphis. He also spent four years as an assistant men's basketball coach and head men's golf coach at Tusculum College in Greeneville, Tennessee, and Marietta College. Thanks to his 25 years of higher education experience, Patterson has developed a collaborative-servant leader approach who values accessibility and affordability, education, and innovation.

Patterson is a visionary, scholar-practitioner and possesses a wealth of experience in diversity, equity, and inclusion, enrollment management, program and course development, student, faculty and staff development, strategic planning, assessment, and accreditation. An interdisciplinary leader by training, his research focuses on continuous improvement in higher education. Patterson's commitment as a servant leader takes many forms. He has traveled extensively to foster positive relationships between institutions. He has collaborated with governmental agencies in such countries as The People's Republic of China and Democratic Republic of the Congo to enroll students. At the local and regional level, he often volunteers at community-related functions and speaks frequently to civic groups, professional associations, and community agencies and organizations.

Patterson earned a Doctor of Education in Higher Education Administration and Leadership at Creighton University, an Education Specialist degree with a concentration in Community College Administration at Arkansas State University, a Master of Arts at Marietta College, a Bachelor of Science at the University of Tennessee – Southern, and Associate of Arts at Northeast Mississippi Community College. He recently completed professional development offered by American Academic Leadership Institute and Penn State University's Academic Leadership Academy for Academic Administration. Patterson and his wife, Jenny, have two children, Olivia, and Braylon.

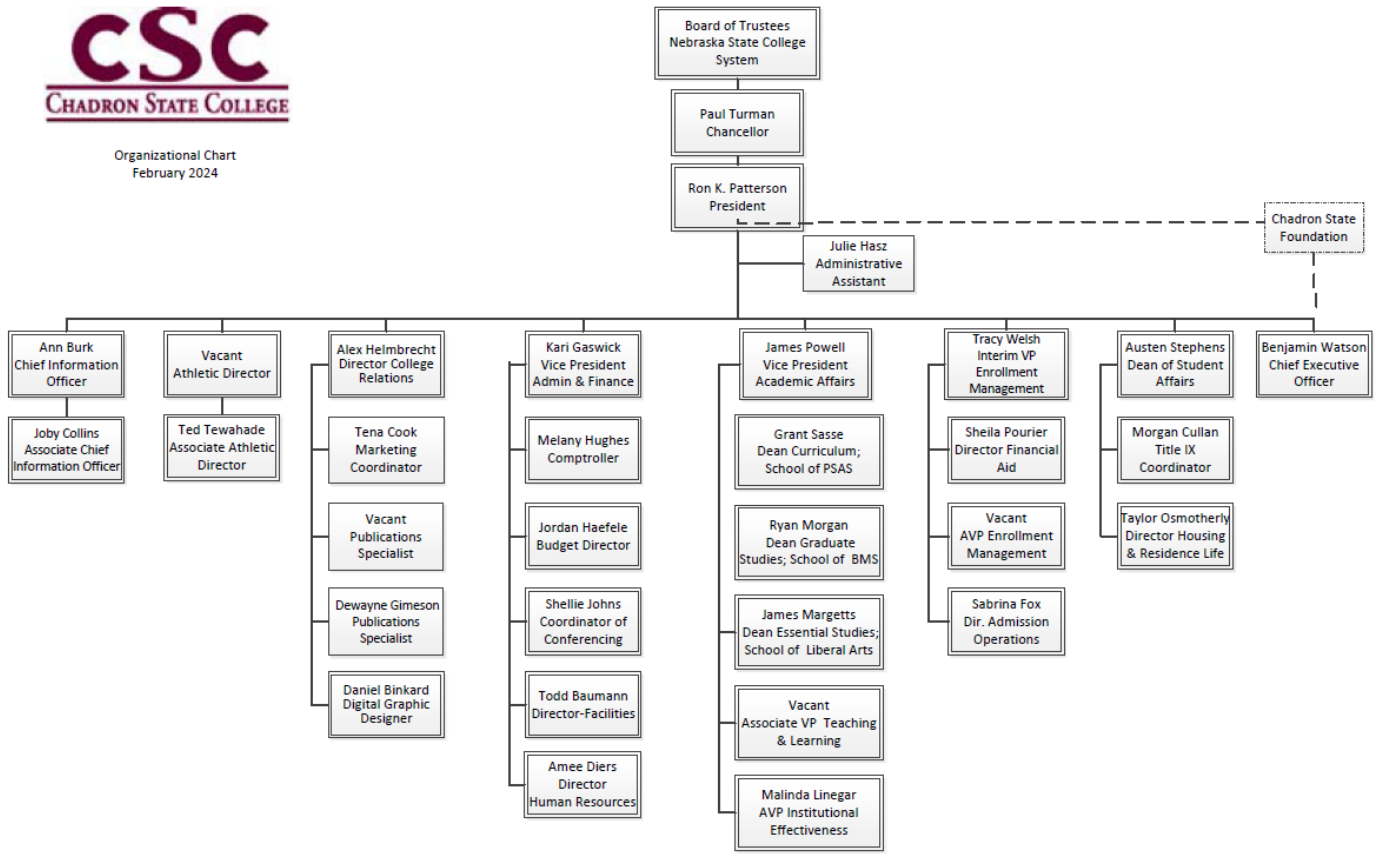
Source: https://www.csc.edu/president/biography/ 9/18/24

Past Presidents

Joseph Sparks	(1911-1916)
Robert I. Elliott	(1916-1940)
Wiley G. Brooks	(1941-1954)
Barton L. Kline	(1954-1961)
F. Clark Elkins	(1961-1967)
Edwin C. Nelson	(1967-1973)
Larry G. Tangeman	(1973-1975)
Edwin C. Nelson	(1975-1986)
Samuel H. Rankin	(1986-1998)
Thomas L. Krepel	(1998-2005)
Janie C. Park	(2005-2012)
Randy Rhine	(2013-2022)

Source: https://www.csc.edu/president/past-presidents/ 9/18/24

Organizational Chart



Source: CSC Human Resources 9/20/24

Academic Departments

Chadron State College is governed by the Board of Trustees of the Nebraska State Colleges. The Nebraska State College System (NSCS) is comprised of the three regional, comprehensive institutions of Chadron State College, Peru State College, and Wayne State College. At CSC, eighteen academic departments are located within the three academic schools listed below with their associated academic dean:

SCHOOL OF LIBERAL ARTS

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

- Art
- Communication Arts
- English/Humanities/Philosophy
- Justice Studies
- Music
- History/Social Science
- Theatre

SCHOOL OF BUSINESS, MATHEMATICS, AND SCIENCE

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

- Business
- Mathematics
- Biological Sciences
- Physical Sciences

SCHOOL OF PROFESSIONAL STUDIES, AND APPLIED SCIENCES

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

- Agriculture and Rangeland Management
- Counselor Education
- Education
- Family and Consumer Sciences
- Health, Physical Education, and Recreation
- Military Science Leadership
- Psychological Sciences
- Social Work

Source: https://catalog.csc.edu/undergraduate/governance-organizational-structure/ 9/18/24

Faculty and Staff Profile

Instructional Faculty by Gender and Ethnicity								
	Tenured		Tenure Track		Non-Tenure		Part-Time	
	Male	Female	Male	Female	Male	Female	Male	Female
Hispanic				1			2	2
American Indian or Alaska Native								
Asian	1		1		2		1	1
Black or African American			1			2		1
Native Hawaiian or Pacific Islander	1							2
White	17	23	12	14	1	4	20	37
Two or More Races								
Race and Ethnicity Unknown								
Total	*19*	*23*	*14*	*15*	*3*	*6*	*23*	*43*

Instructional Faculty Service Years	
Number of Years at Chadron State College	Number of Faculty
Less than 5 years	69
Five to Ten (5-10) years	35
Ten to Fifteen (10-15) years	14
Fifteen to Twenty (15-20) years	14
Twenty to Thirty (20-30) years	13
Thirty (30+) or more years	5

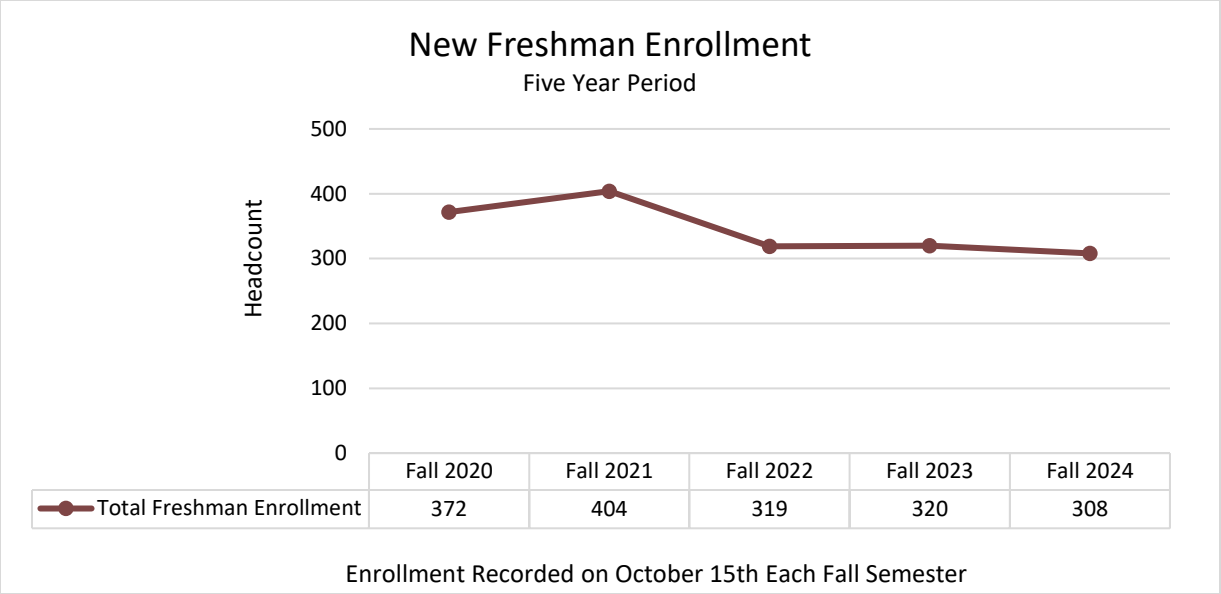
Non-Instructional Staff by Occupational Category				
	Full-Time		Part-Time	
	Male	Female	Male	Female
Archivist, Museum			1	
Business and Financial Operations		9		
Community Service, Legal, Media	20	11	4	4
Computer	8	3		
Healthcare		1		
Librarian		3	2	2
Management Occupations	6	13		
Natural Res Construction Maintenance	20	1		
Office and Admin Support		16		2
Production, Transport, Mat. Moving	1			
Service Occupation	18	11	1	
Student and Academic Affairs	13	34	1	2
Total	*86*	*102*	*9*	*10*

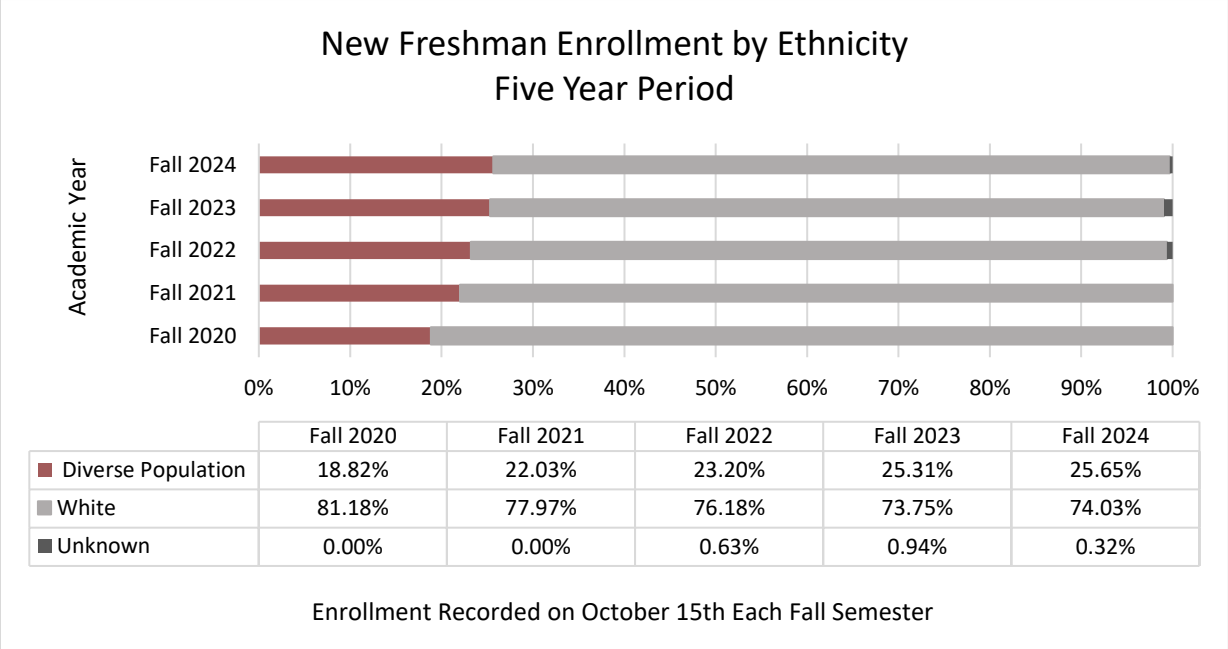
Source: IPEDS Human Resource Report, Office of Institutional Research 10/1/24

New Student Information

2024-2025 Fact Book

New Freshman Enrollment

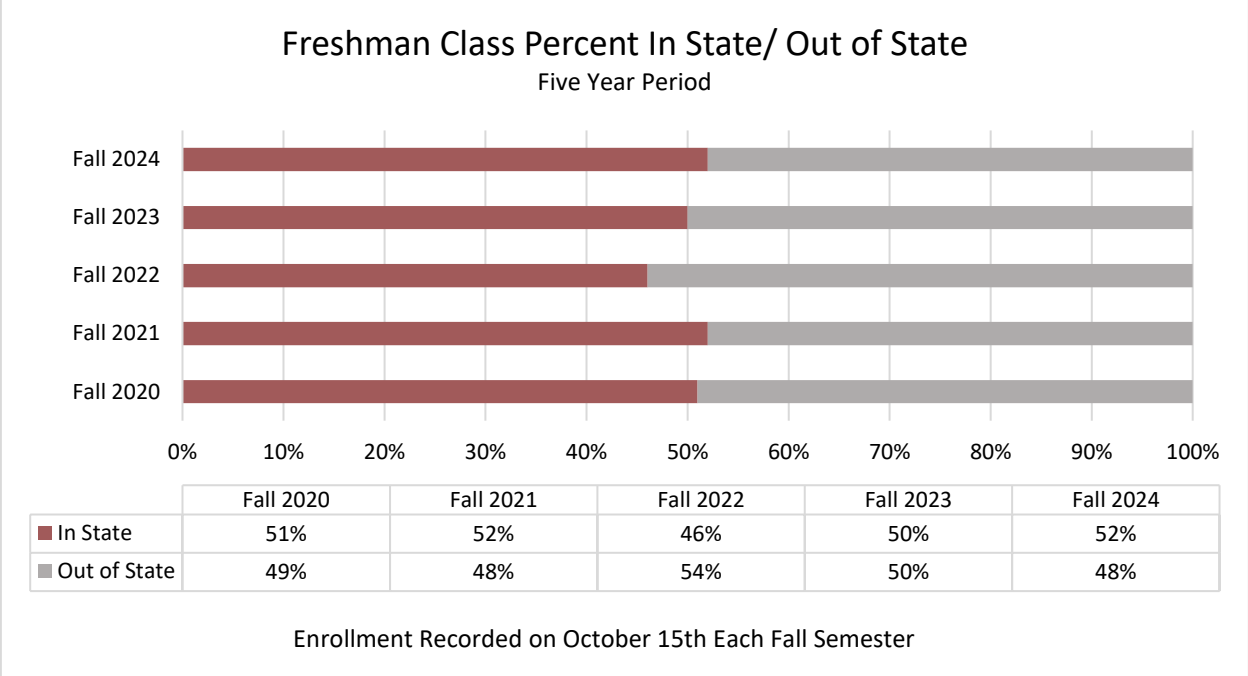




Five Year Percent Change in New Freshman Enrollment Fall 2020-Fall 2024		
Diverse Population	White	Total Enrollment
12.86%	0.0025%	-17.20%

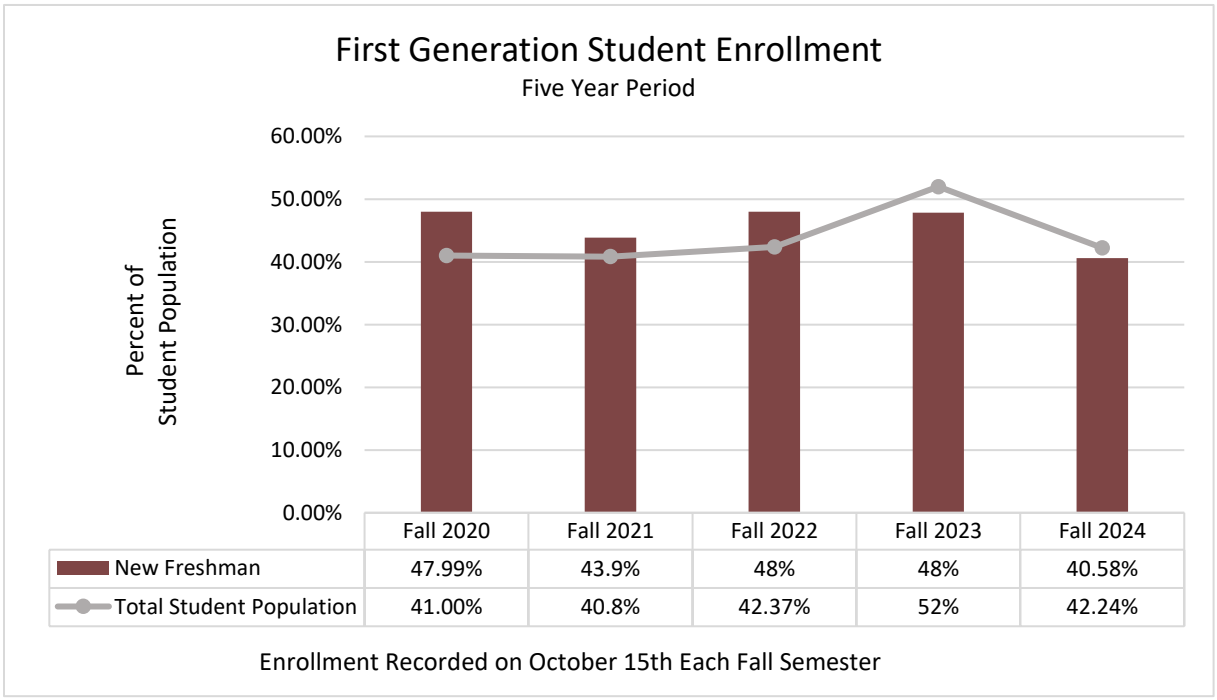
Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/8/24

New Freshman Class Profile



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
In State	51%	52%	46%	50%	52%
Out of State	49%	48%	54%	50%	48%

Enrollment Recorded on October 15th Each Fall Semester

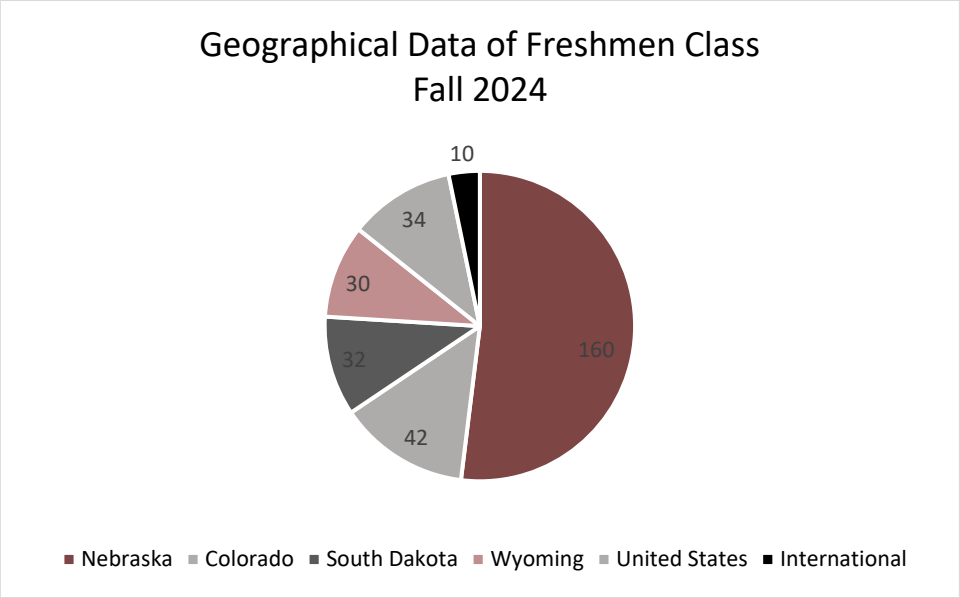


	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
New Freshman	47.99%	43.9%	48%	48%	40.58%
Total Student Population	41.00%	40.8%	42.37%	52%	42.24%

Enrollment Recorded on October 15th Each Fall Semester

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/8/24

New Freshman Class Profile

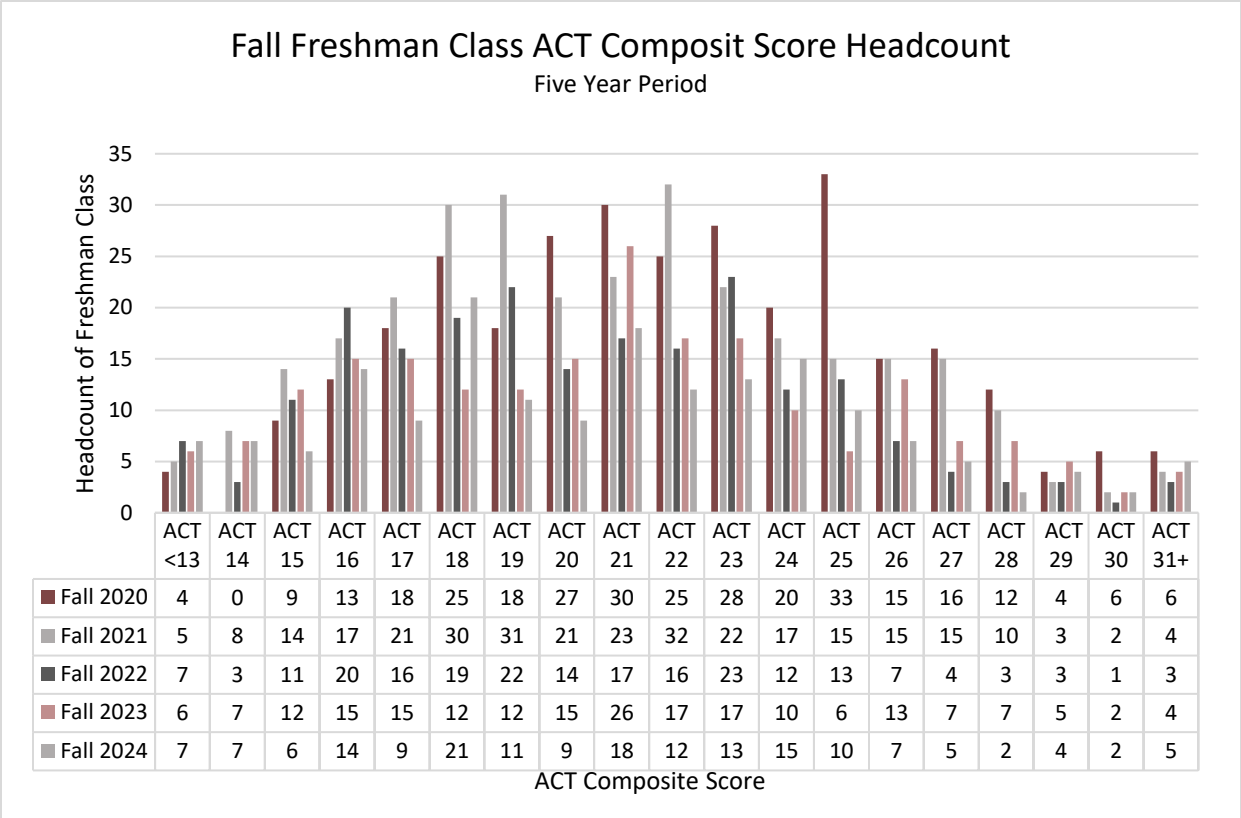


United States include:

Alaska	Kansas	New Mexico
California	Kentucky	Tennessee
Florida	Michigan	Texas
Idaho	Montana	Utah
Illinois	Nevada	

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/8/24

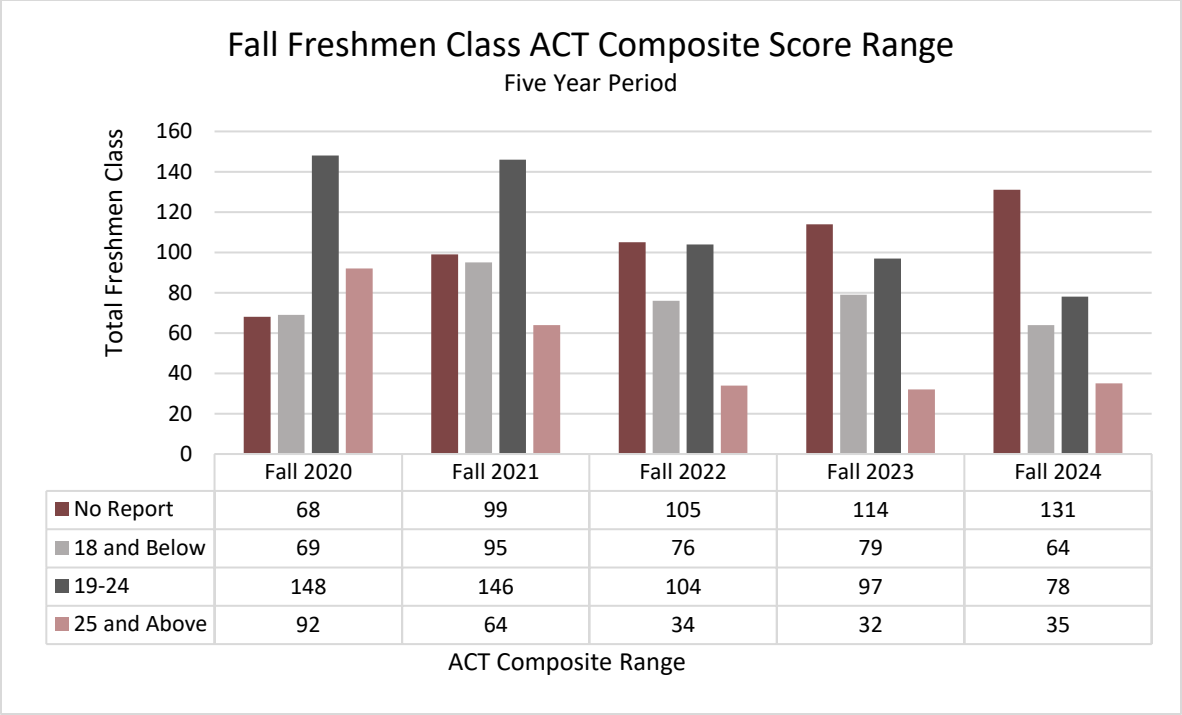
New Freshman Class Profile

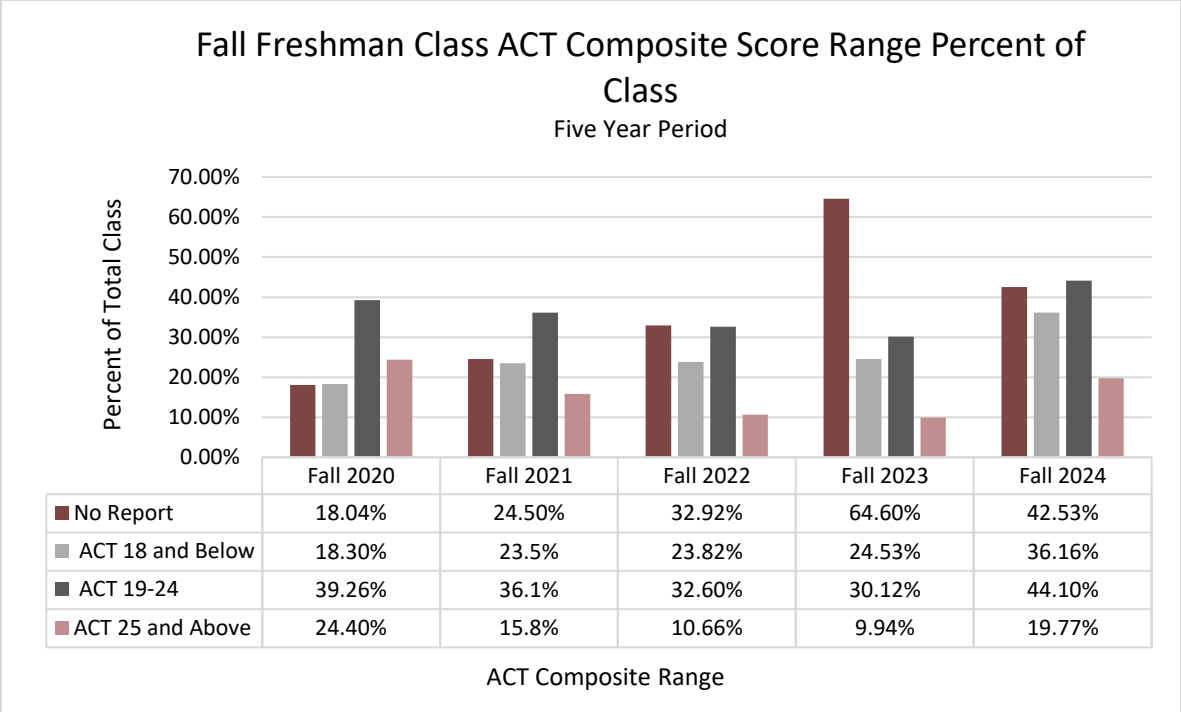


	ACT <13	ACT 14	ACT 15	ACT 16	ACT 17	ACT 18	ACT 19	ACT 20	ACT 21	ACT 22	ACT 23	ACT 24	ACT 25	ACT 26	ACT 27	ACT 28	ACT 29	ACT 30	ACT 31+
Fall 2020	4	0	9	13	18	25	18	27	30	25	28	20	33	15	16	12	4	6	6
Fall 2021	5	8	14	17	21	30	31	21	23	32	22	17	15	15	15	10	3	2	4
Fall 2022	7	3	11	20	16	19	22	14	17	16	23	12	13	7	4	3	3	1	3
Fall 2023	6	7	12	15	15	12	12	15	26	17	17	10	6	13	7	7	5	2	4
Fall 2024	7	7	6	14	9	21	11	9	18	12	13	15	10	7	5	2	4	2	5

Source: NSCS Entering Freshman Profile Report, Office of Institutional Research 10/8/24

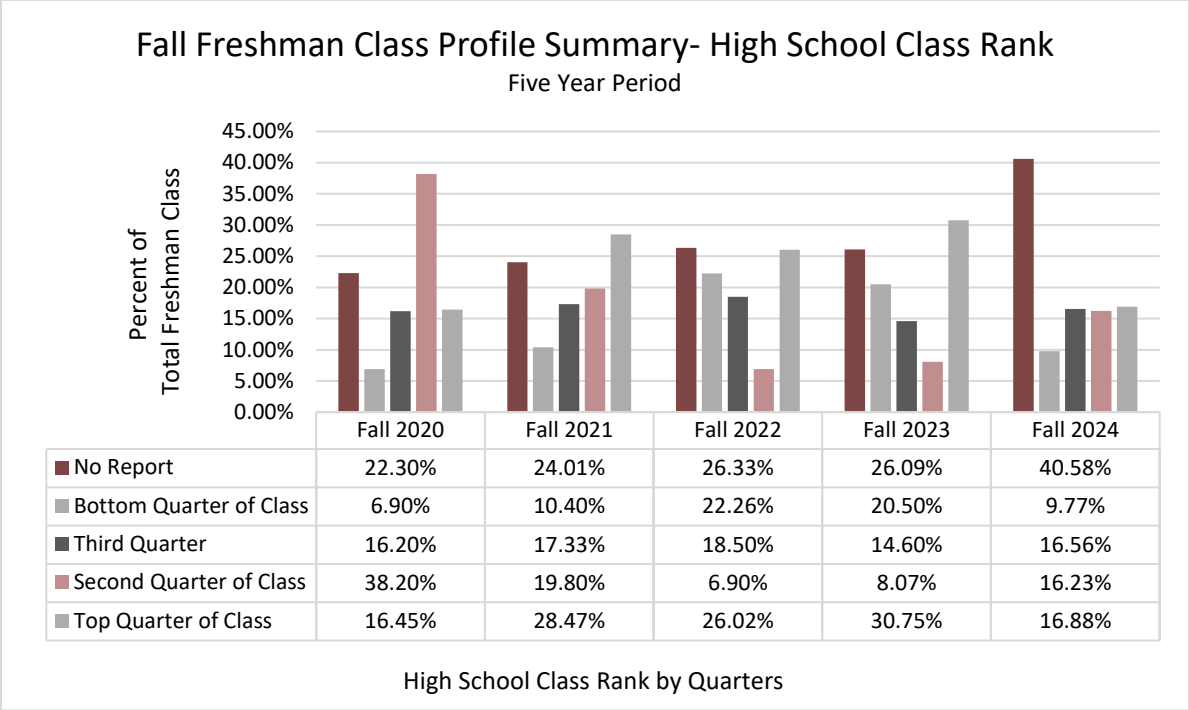
New Freshman Class Profile



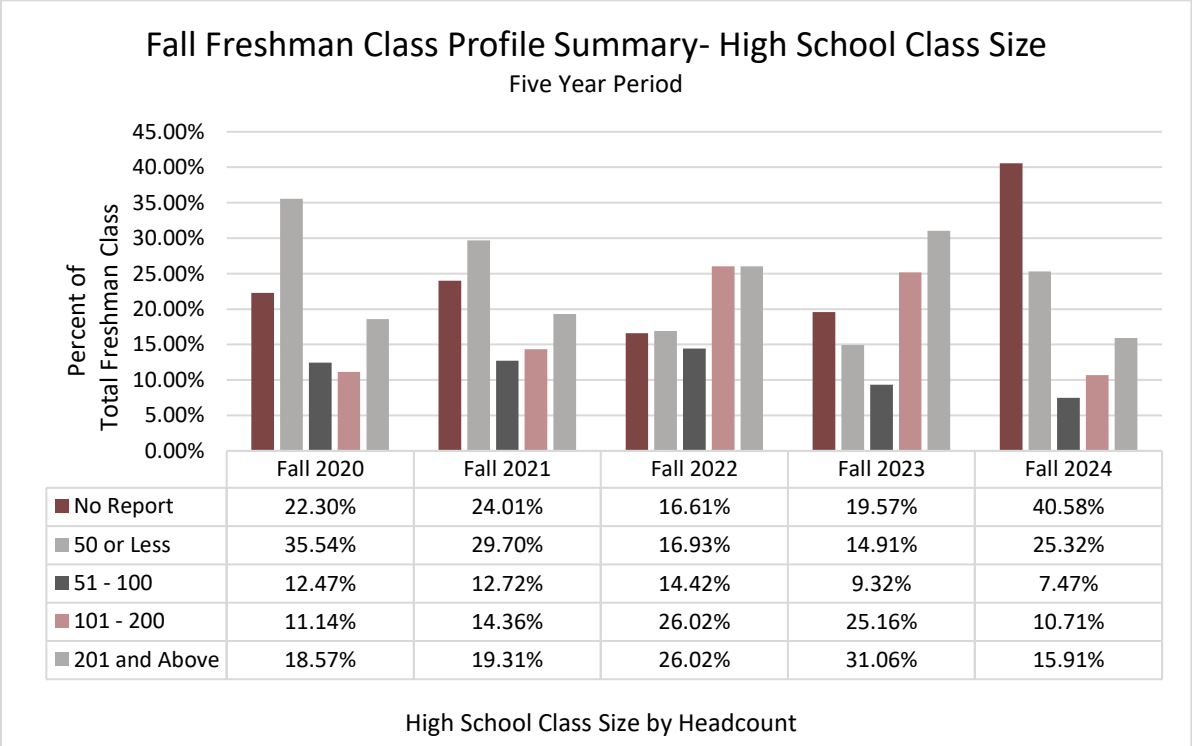


Source: Freshman Cohort Summary Report, Office of Institutional Research 10/8/24

New Freshman Class Profile



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
No Report	22.30%	24.01%	26.33%	26.09%	40.58%
Bottom Quarter of Class	6.90%	10.40%	22.26%	20.50%	9.77%
Third Quarter	16.20%	17.33%	18.50%	14.60%	16.56%
Second Quarter of Class	38.20%	19.80%	6.90%	8.07%	16.23%
Top Quarter of Class	16.45%	28.47%	26.02%	30.75%	16.88%



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
No Report	22.30%	24.01%	16.61%	19.57%	40.58%
50 or Less	35.54%	29.70%	16.93%	14.91%	25.32%
51 - 100	12.47%	12.72%	14.42%	9.32%	7.47%
101 - 200	11.14%	14.36%	26.02%	25.16%	10.71%
201 and Above	18.57%	19.31%	26.02%	31.06%	15.91%

Source: NSCS Entering Freshman Profile Report, Office of Institutional Research 10/8/24

Applications and Enrollment Fall 2024

Entering Freshman Students

Number of Students Who Took the ACT					177
Number of ACT Test Scores					
31 and above	5	24	15	17	9
30	2	23	13	16	14
29	4	22	12	15	6
28	2	21	18	14	7
27	5	20	9	13 and below	7
26	7	19	11	No Report	131
25	10	18	21		

Grade Point Average							
3.0 – 4.0	219	2.0-2.99	58	1.0-1.99	5	No Report	26

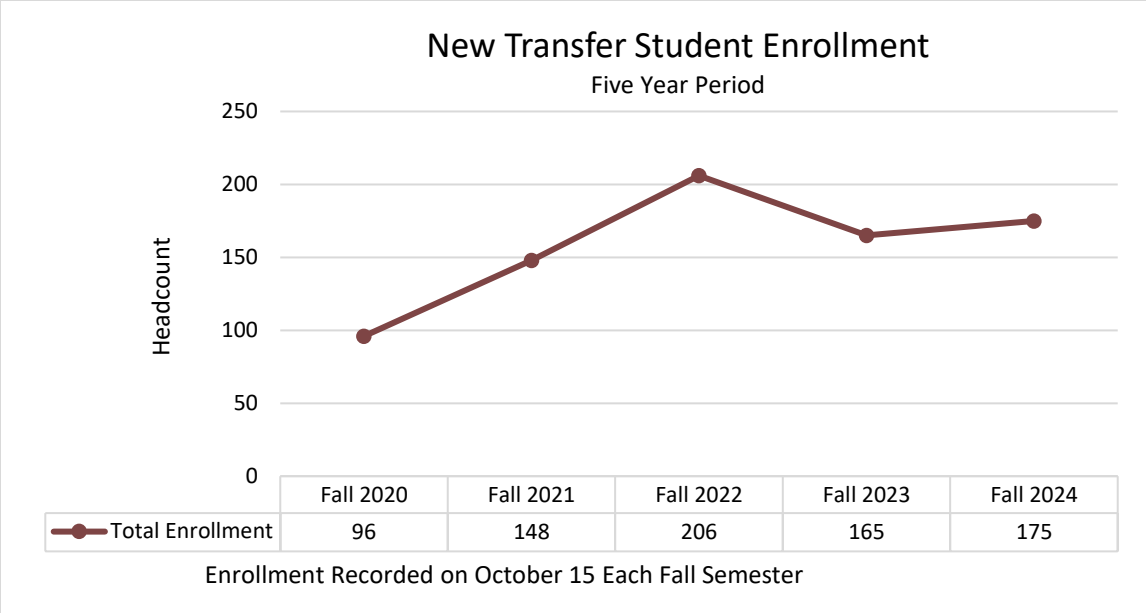
Class Rank *Headcount is Duplicated*					
Top Tenth of Class	25	Top Half of Class	102	Bottom Quarter of Class	30
Top Quarter of Class	52	Bottom Half of Class	81	No Report	125

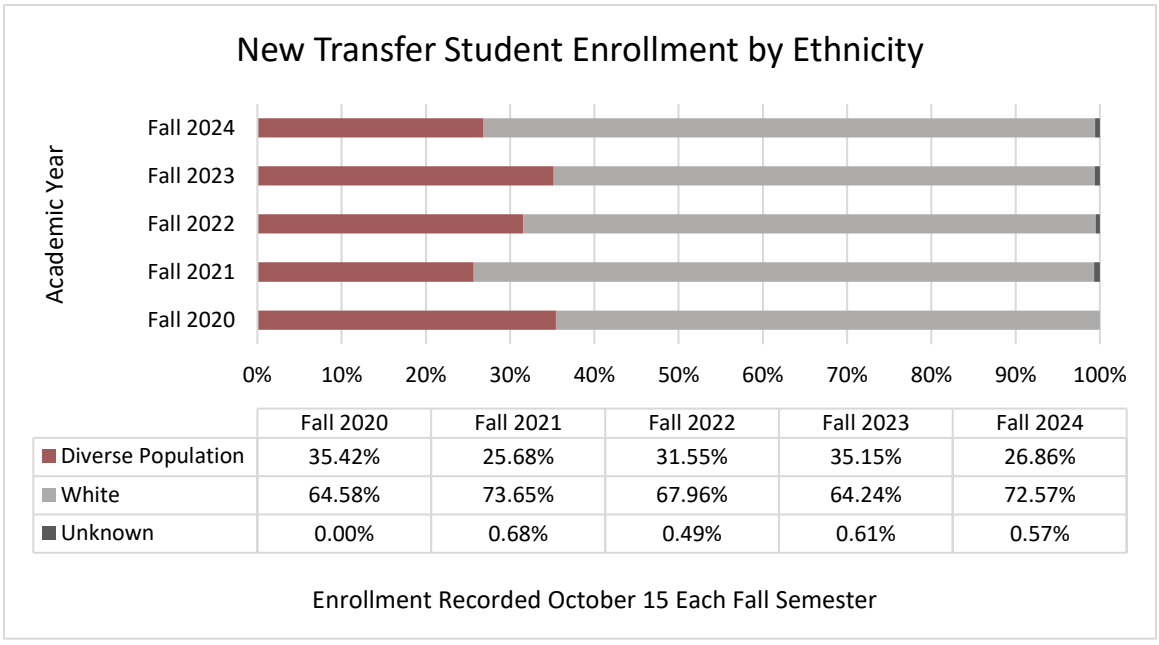
Size of High School Graduating Class					
201 and above	49	51 – 100	23	No report	125
101- 200	33	50 or less	78		

Number of Freshman Applicants Eligible to Enroll	365
Number of Freshman Applicants Who Enrolled	308
Percentage of Freshmen from Out-of-State	48%
Number of Freshmen Who Responded to First Generation Question	298
Number of Freshmen Who Responded to First Generation Question and Indicated They Were First Generation Students	125

Source: NSCS Entering Freshman Profile Report, Office of Institutional Research 10/9/24

New Transfer Student Enrollment

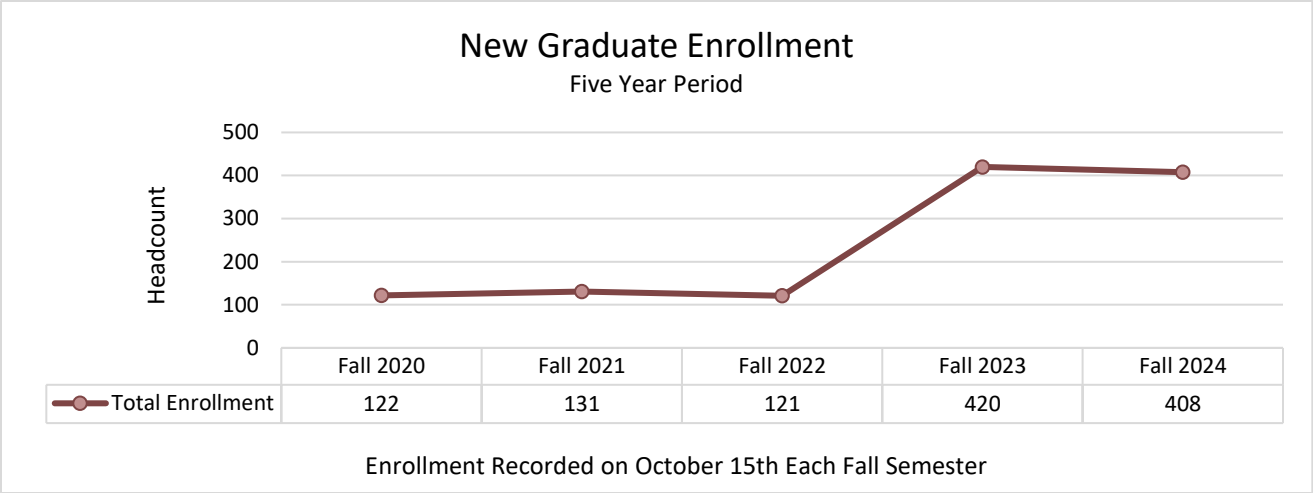


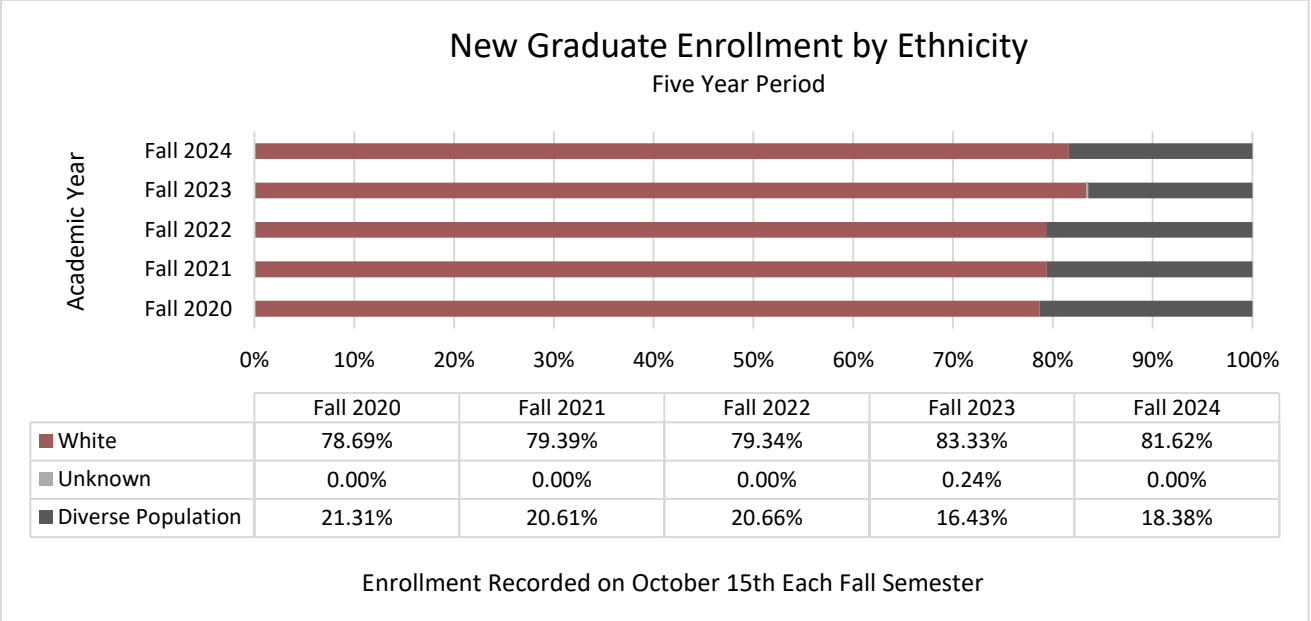


Five Year Percent Change in New Transfer Enrollment Fall 2020-Fall 2024		
Diverse Population	White	Total Enrollment
38.24%	104.84%	82.29%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/9/24

New Graduate Student Enrollment





Five Year Percent Change in New Graduate Enrollment Fall 2020-Fall 2024		
Diverse Population	White	Total Enrollment
0.91%	-0.47%	225.58%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/9/24

New Graduate Student Enrollment

New Graduate Student Enrollment by Program Fall 2024	
School/Program	**Number of Students**
Athletic Training	0
Business Administration MBA	27
Curr & Instr Spec Ed- Early Childhood	2
Clinical Mental Health Counsel	46
Curr & Instr Reading Spec PK12	1
Curr & Instruct Spec Ed K-12	0
Curriculum and Instruct Elem	4
Curriculum and Instruction Sec	2
Education Administration	8
History MAE	1
Organizational Management	9
School Counseling	14
School Counseling Path 2	8
Science/Mathematics	0
Total New Graduate Students Enrolled	*122*

Source: IPEDS New Graduate Student Enrollment, Office of Institutional Research 10/9/24

Enrollment

2024-2025 Fact Book

Fall 2024 Enrollment Quick Facts

- Majors and programs: 51 undergraduate programs and 9 graduate programs
- Average class size: 14
- Student-faculty ratio: 15-1
- Faculty excellence: 78.75% of our full-time faculty have the highest degree in their fields
- Total enrollment: 2,098
  Undergraduate: 1,690
  New Transfer: 176
  Graduate: 408
  International: 42

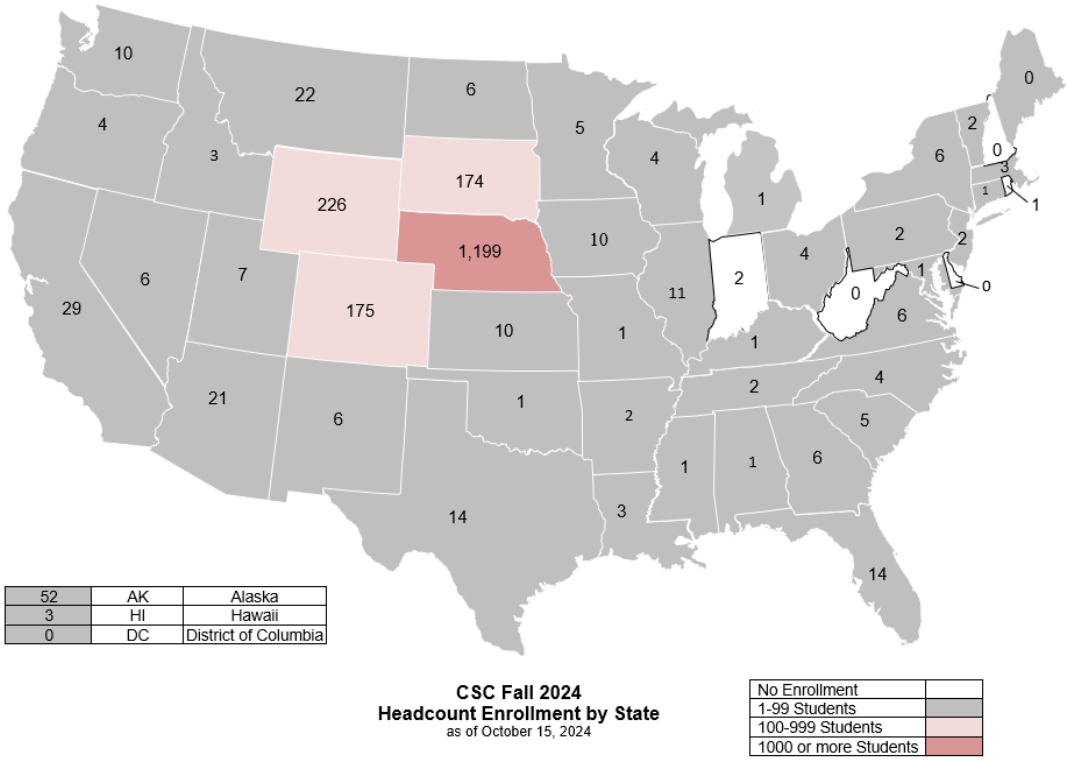
- 2024 Fall Incoming Class: 484
  New Freshman: 308
  New Transfer: 176

The 1,690 enrolled undergraduate students at CSC had the following characteristics:

- Represented 42 states
- 58% were from Nebraska followed by Wyoming (10%), Colorado (9.5%) and South Dakota (8%)
- Ranged in age from 15-72
- 80% were under the age of 25
- 81% were full-time students
- 42% were first generation college students
- Of the freshman who submitted high school class rank, 57% were in the top half of their graduating class and 31% were in the top one-quarter
- Of the full-time freshman who submitted ACT reports, 20% scored 25 or above on the composite ACT and the top ACT composite score equaled 32
- Average ACT score of full-time Freshman was 21

Source: https://www.csc.edu/media/website/content-assets/documents/pdf/institutional-research/Enrollment-Data-Fall-2023-FINAL-12_8_23.pdf 9/20/24

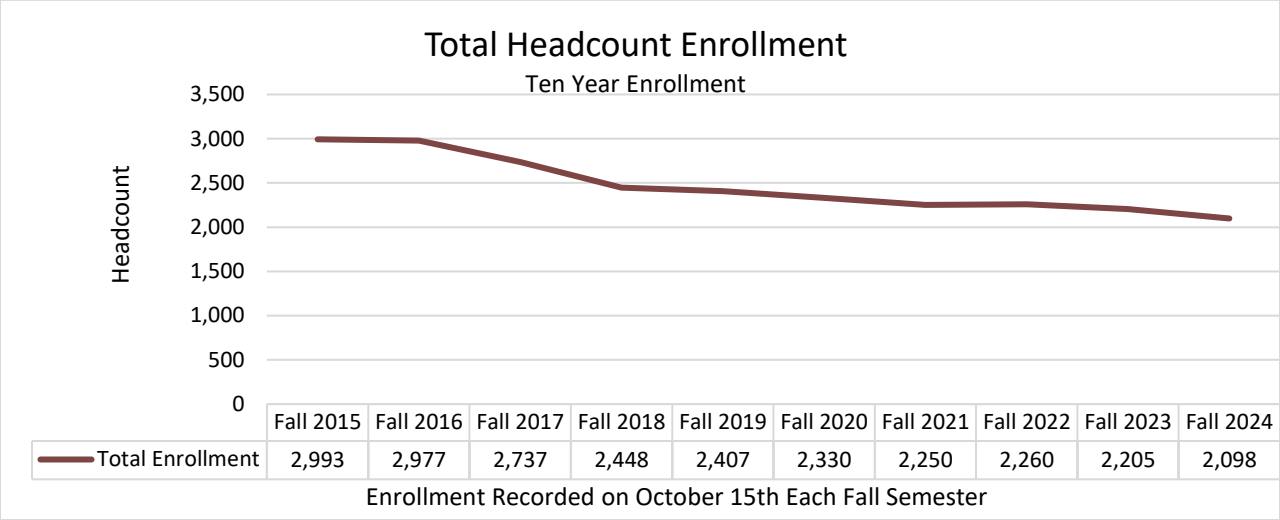
Geographic Distribution



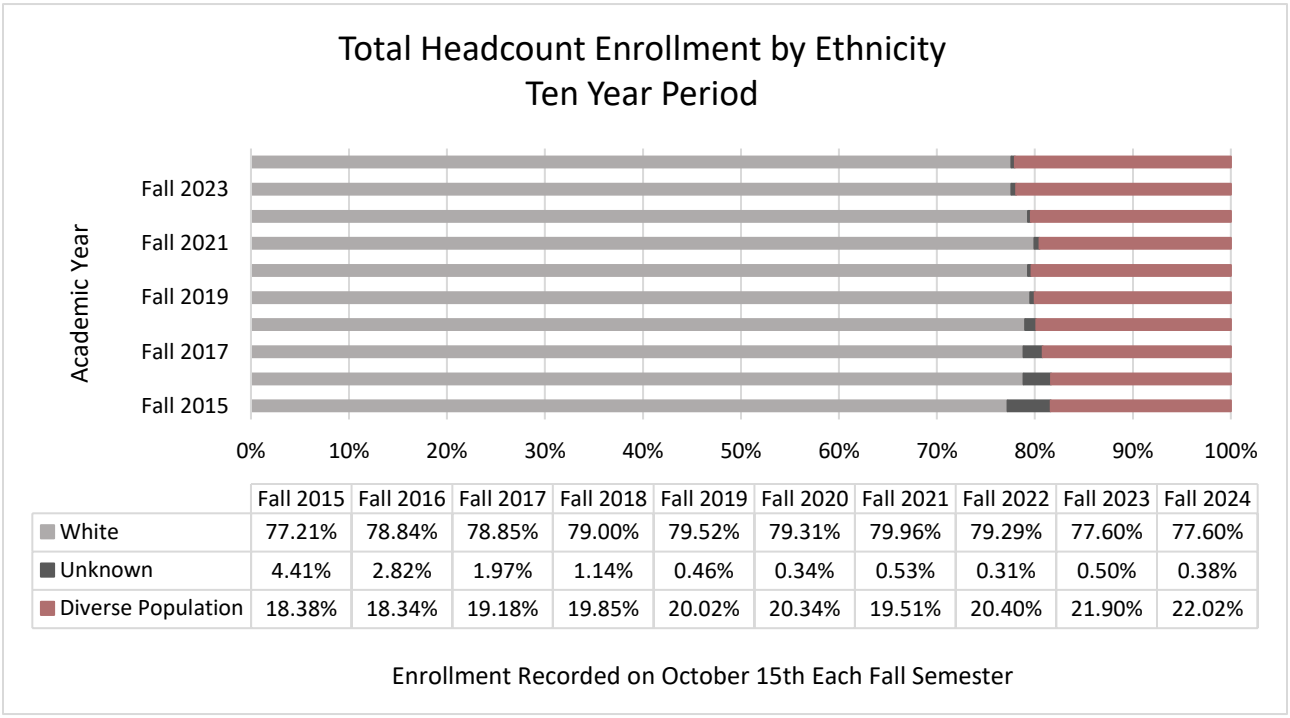
Distance Enrollment Geographical Distribution				
	All Distance Education	Some Distance Education	No Distance Education	Grand Total
Graduate	403	5	0	408
Nebraska	223			
United States	179			
Outside United States	0			
Undergraduate	774	638	278	1,690
Nebraska	526			
United States	248			
Outside United States	0			
Total Distance Enrollment	***1,177***	***643***	***278***	***2,098***

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/6/24

Total Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Enrollment	2,993	2,977	2,737	2,448	2,407	2,330	2,250	2,260	2,205	2,098

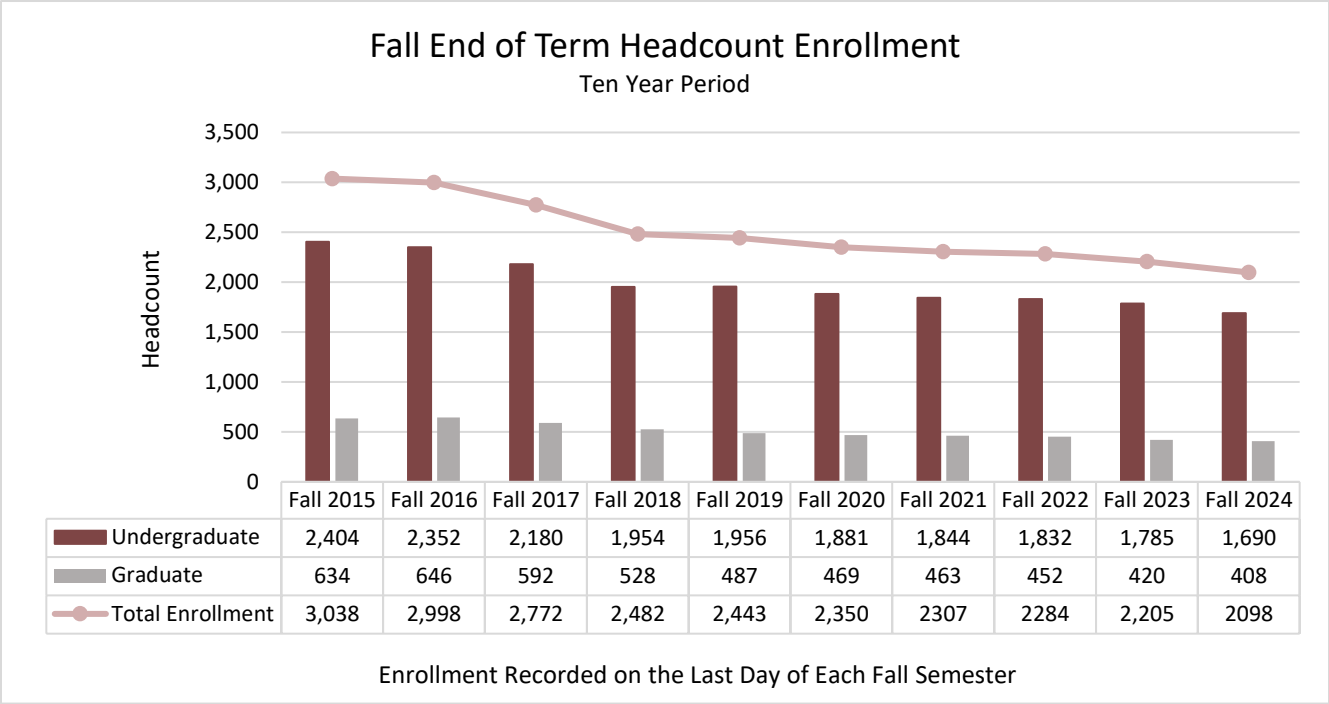


	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	77.21%	78.84%	78.85%	79.00%	79.52%	79.31%	79.96%	79.29%	77.60%	77.60%
Unknown	4.41%	2.82%	1.97%	1.14%	0.46%	0.34%	0.53%	0.31%	0.50%	0.38%
Diverse Population	18.38%	18.34%	19.18%	19.85%	20.02%	20.34%	19.51%	20.40%	21.90%	22.02%

Ten Year Percent Change in Total Headcount Enrollment Fall 2015-Fall 2024		
Diverse Population	White	Total Enrollment
-16.0%	-45.61%	0.02%

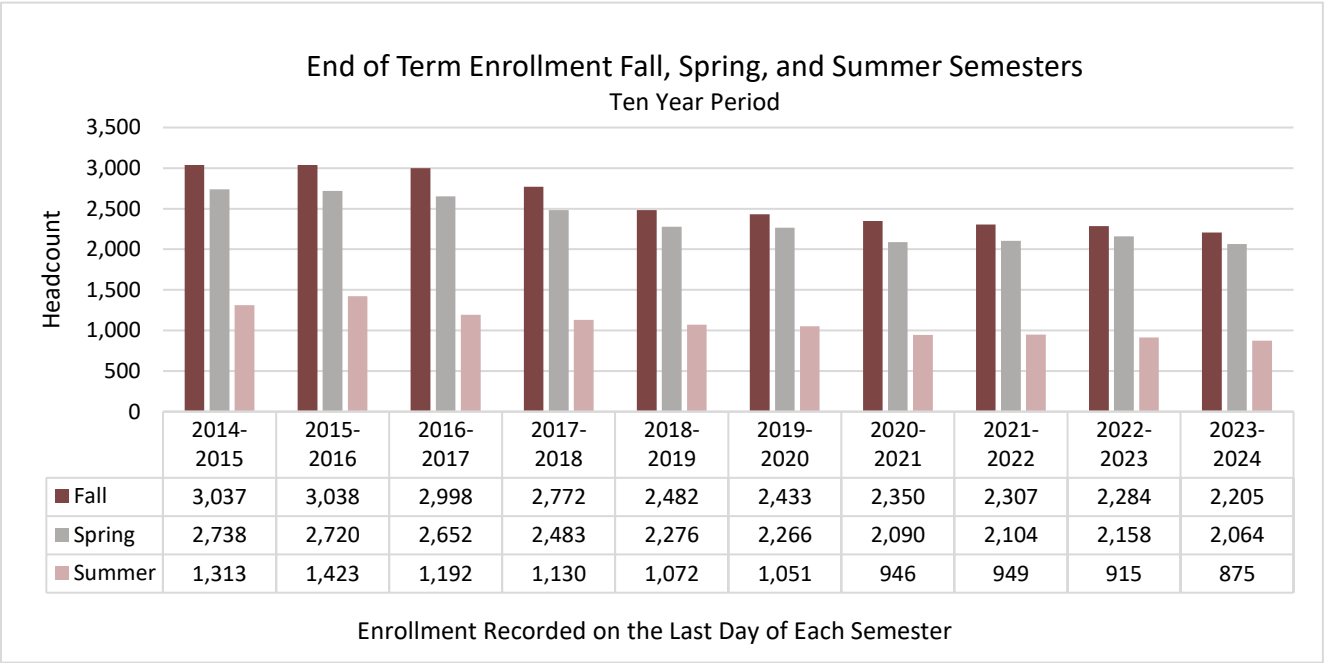
Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/23/24

Total Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate	2,404	2,352	2,180	1,954	1,956	1,881	1,844	1,832	1,785	1,690
Graduate	634	646	592	528	487	469	463	452	420	408
Total Enrollment	3,038	2,998	2,772	2,482	2,443	2,350	2307	2284	2,205	2098

Enrollment Recorded on the Last Day of Each Fall Semester

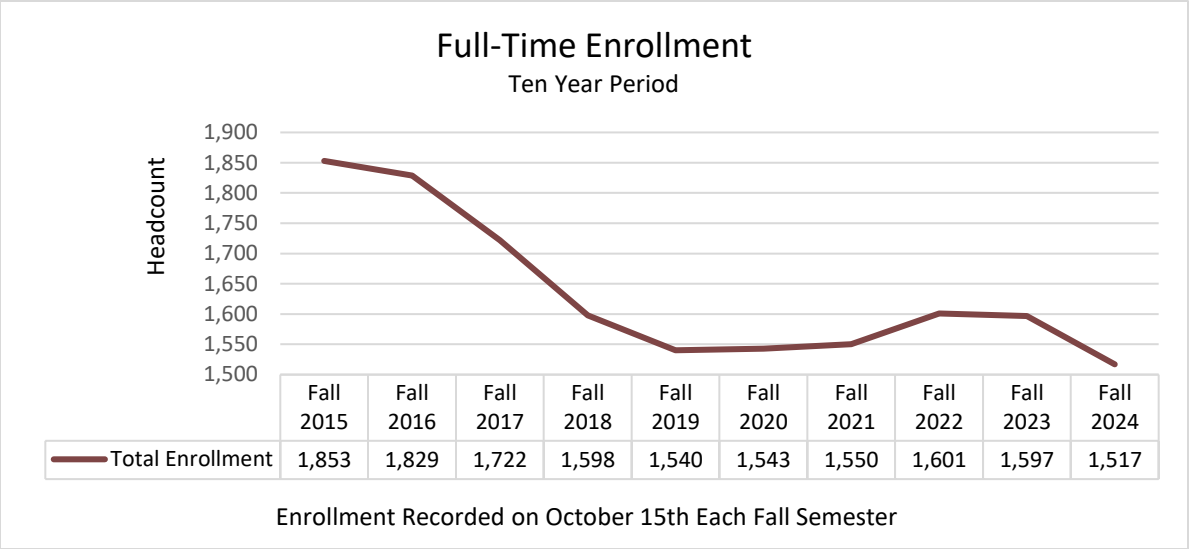


	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Fall	3,037	3,038	2,998	2,772	2,482	2,433	2,350	2,307	2,284	2,205
Spring	2,738	2,720	2,652	2,483	2,276	2,266	2,090	2,104	2,158	2,064
Summer	1,313	1,423	1,192	1,130	1,072	1,051	946	949	915	875

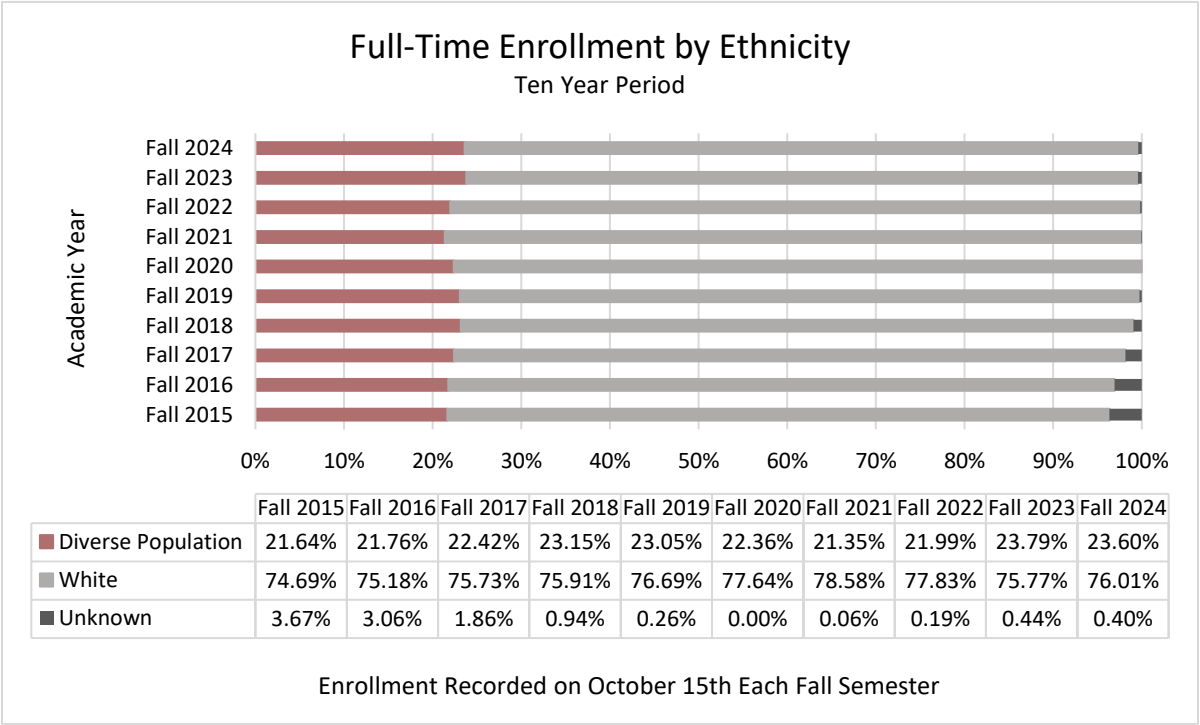
Enrollment Recorded on the Last Day of Each Semester

Source: Fall, Spring, Summer Enrollment Report, Office of Institutional Research 11/4/24

Full-Time Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Enrollment	1,853	1,829	1,722	1,598	1,540	1,543	1,550	1,601	1,597	1,517

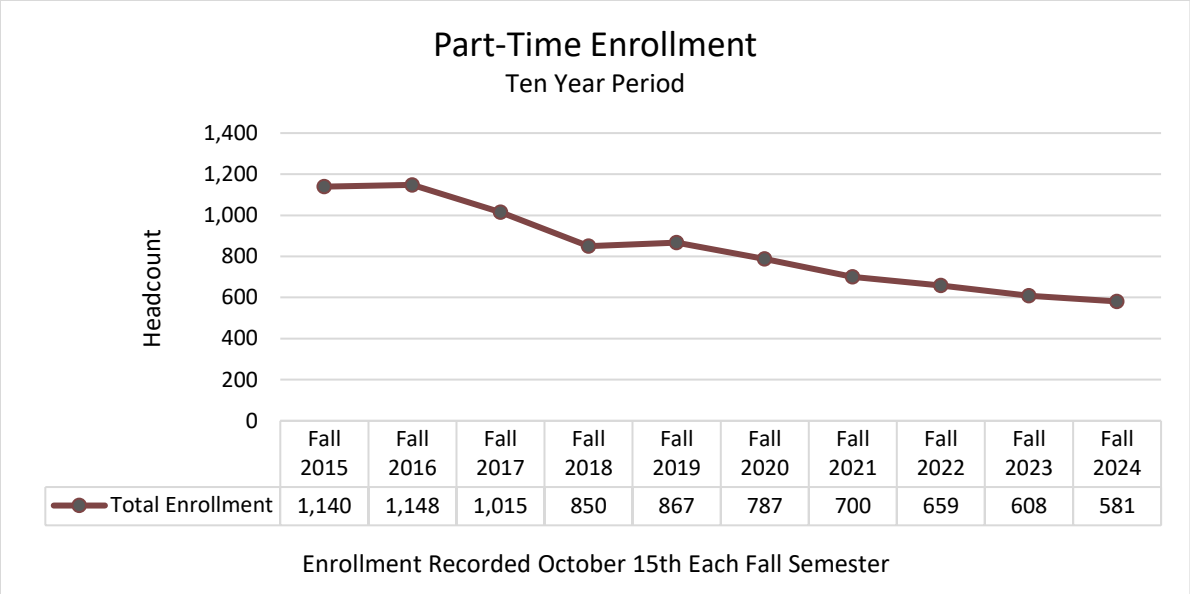


	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Diverse Population	21.64%	21.76%	22.42%	23.15%	23.05%	22.36%	21.35%	21.99%	23.79%	23.60%
White	74.69%	75.18%	75.73%	75.91%	76.69%	77.64%	78.58%	77.83%	75.77%	76.01%
Unknown	3.67%	3.06%	1.86%	0.94%	0.26%	0.00%	0.06%	0.19%	0.44%	0.40%

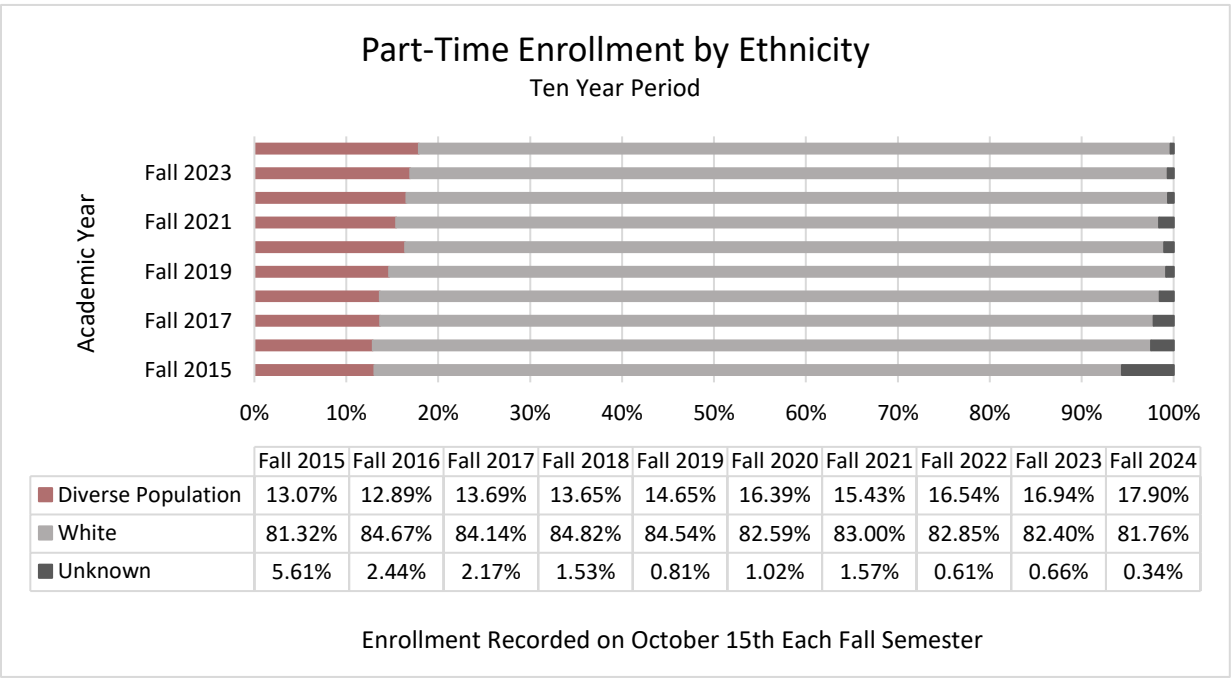
Ten Year Percent Change in Full-Time Enrollment Fall 2015-Fall 2024		
Diverse Population	White	Total Enrollment
-10.72%	-16.69%	-17.85%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Part-Time Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Enrollment	1,140	1,148	1,015	850	867	787	700	659	608	581

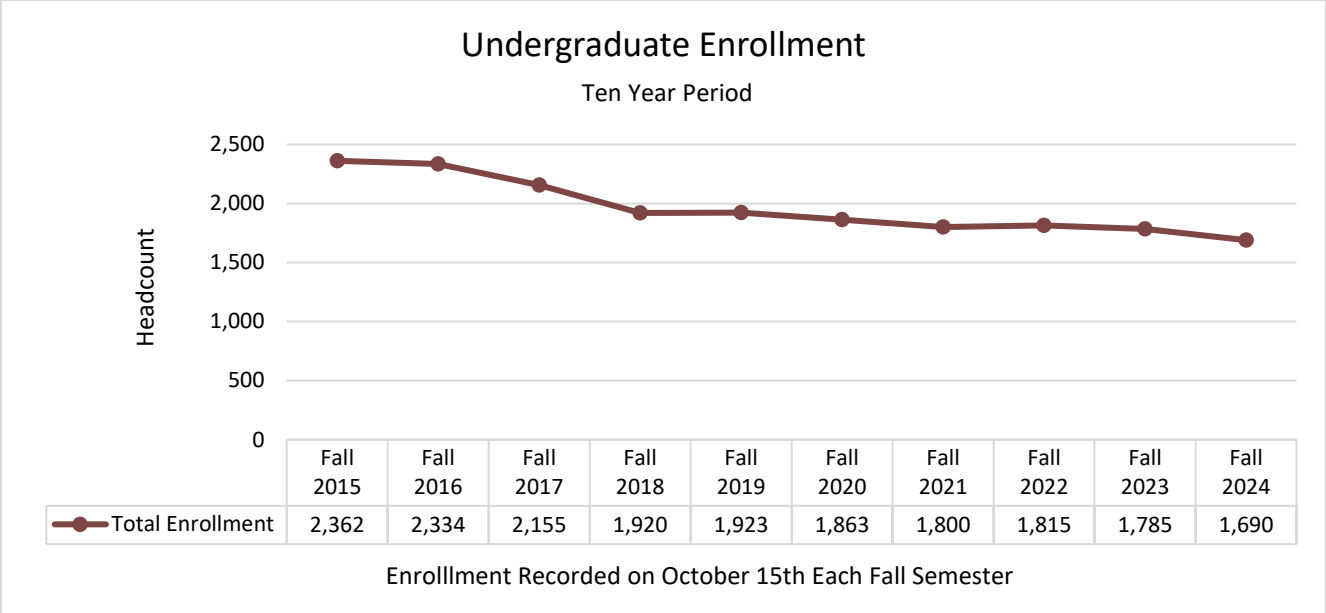


	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Diverse Population	13.07%	12.89%	13.69%	13.65%	14.65%	16.39%	15.43%	16.54%	16.94%	17.90%
White	81.32%	84.67%	84.14%	84.82%	84.54%	82.59%	83.00%	82.85%	82.40%	81.76%
Unknown	5.61%	2.44%	2.17%	1.53%	0.81%	1.02%	1.57%	0.61%	0.66%	0.34%

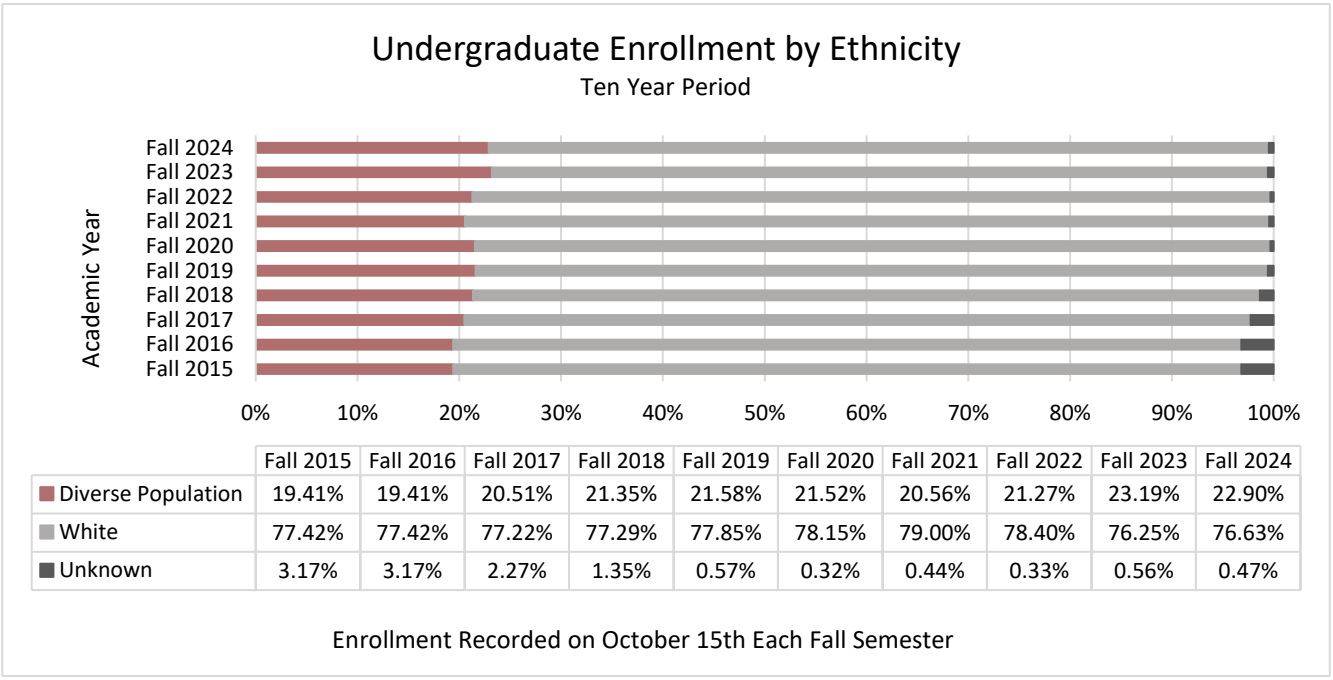
Ten Year Percent Change in Part-Time Enrollment Fall 2015-Fall 2024		
Diverse Population	White	Total Enrollment
-30.20%	-48.76%	-49.04%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Undergraduate Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total Enrollment	2,362	2,334	2,155	1,920	1,923	1,863	1,800	1,815	1,785	1,690

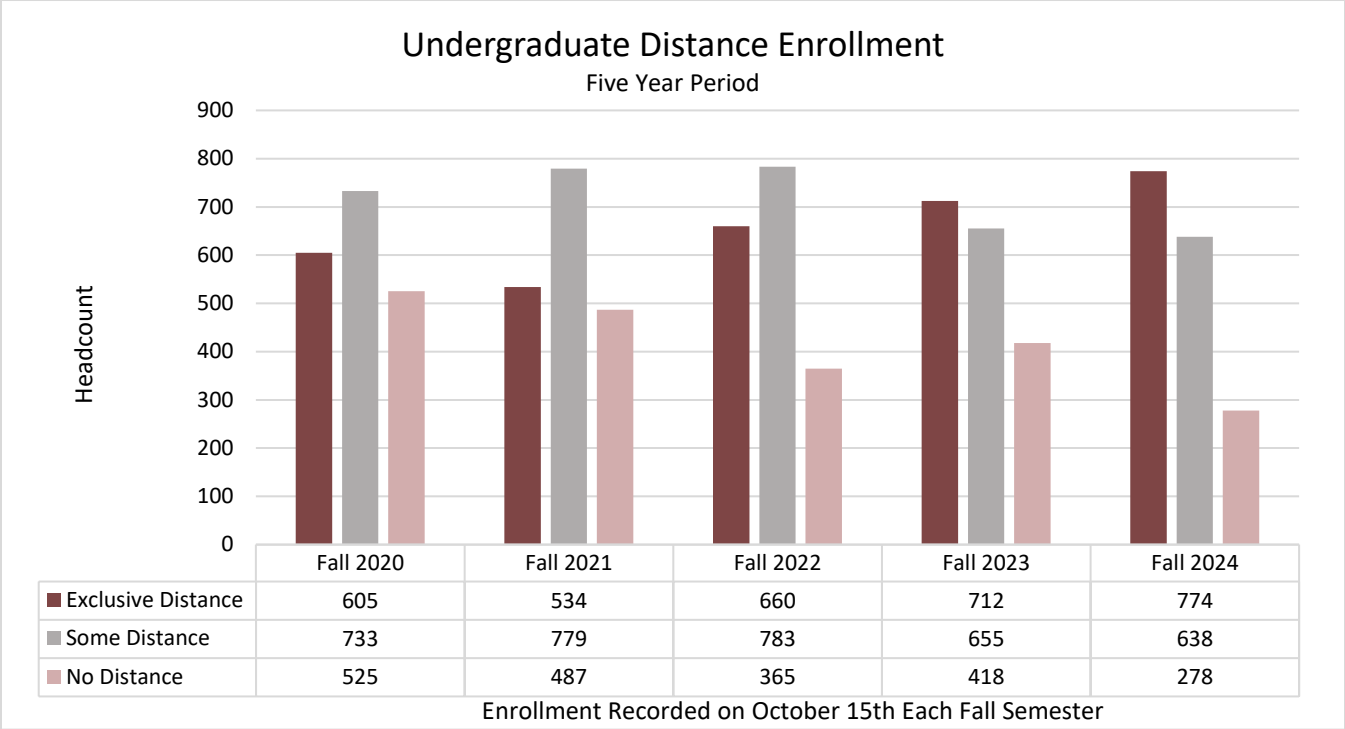


	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Diverse Population	19.41%	19.41%	20.51%	21.35%	21.58%	21.52%	20.56%	21.27%	23.19%	22.90%
White	77.42%	77.42%	77.22%	77.29%	77.85%	78.15%	79.00%	78.40%	76.25%	76.63%
Unknown	3.17%	3.17%	2.27%	1.35%	0.57%	0.32%	0.44%	0.33%	0.56%	0.47%

Ten Year Percent Change in Undergraduate Enrollment Fall 2015- Fall 2024		
Diverse Population	White	Total Enrollment
-15.32%	-27.98%	-28.45%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/23/24

Undergraduate Enrollment



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Exclusive Distance	605	534	660	712	774
Some Distance	733	779	783	655	638
No Distance	525	487	365	418	278

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

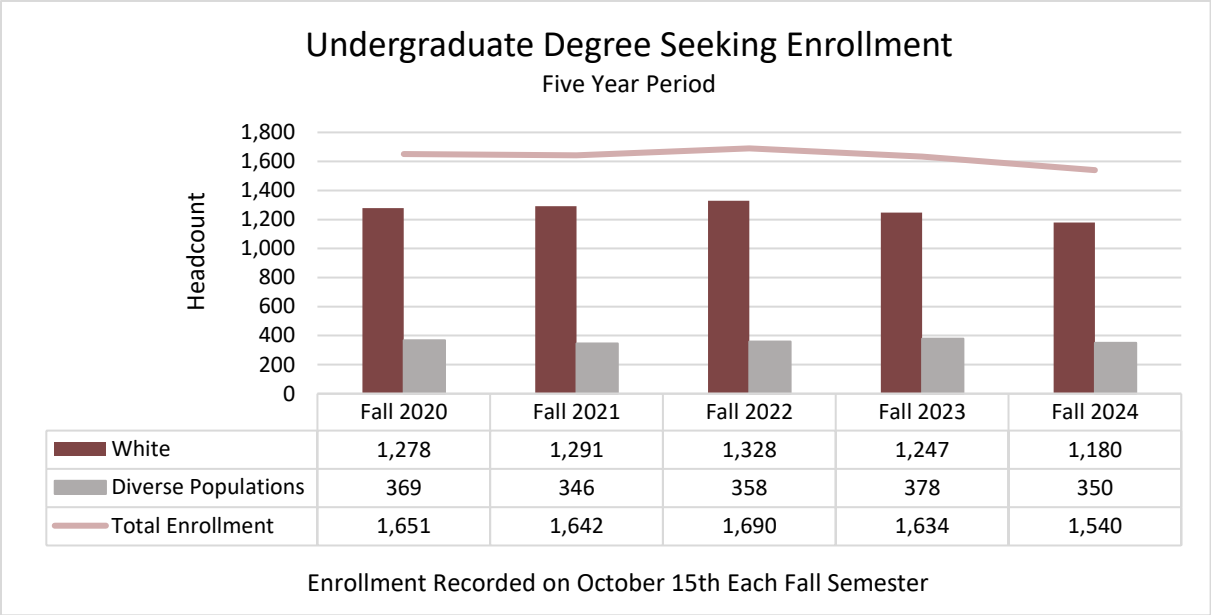
Some Distance Class Enrollment -- Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses.

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

Five Year Percent Change in Undergraduate Distance Enrollment		
Exclusive Distance Enrollment	Some Distance Enrollment	No Distance Enrollment
27.93%	-12.96%	-47.05%

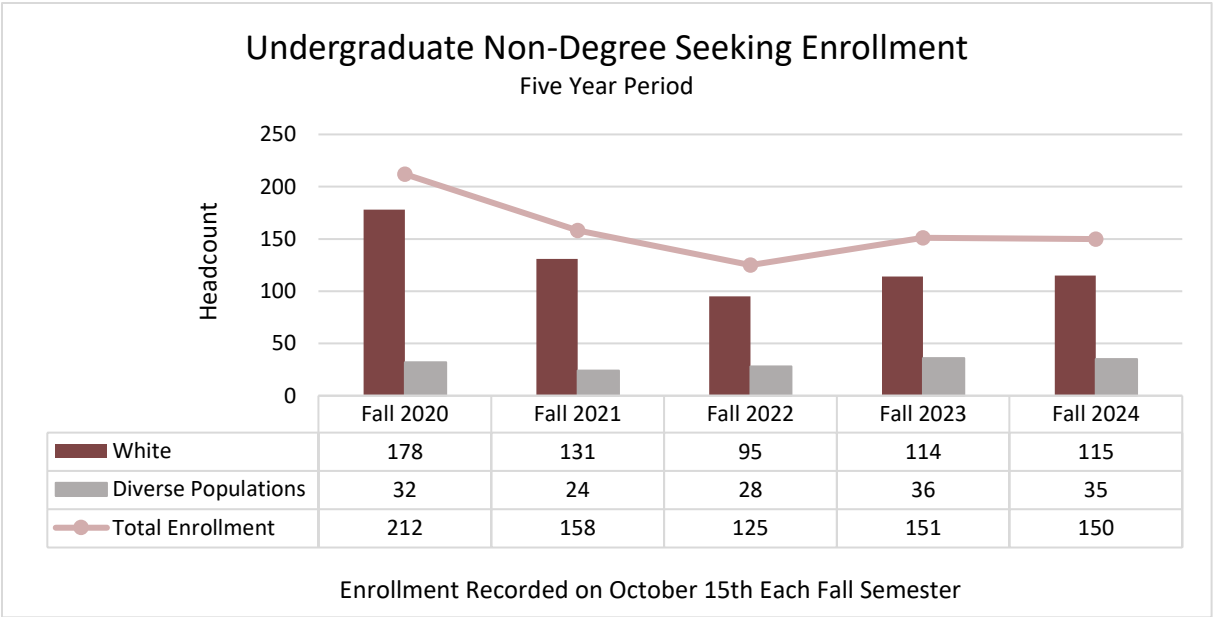
Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Undergraduate Enrollment



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	1,278	1,291	1,328	1,247	1,180
Diverse Populations	369	346	358	378	350
Total Enrollment	1,651	1,642	1,690	1,634	1,540

Enrollment Recorded on October 15th Each Fall Semester



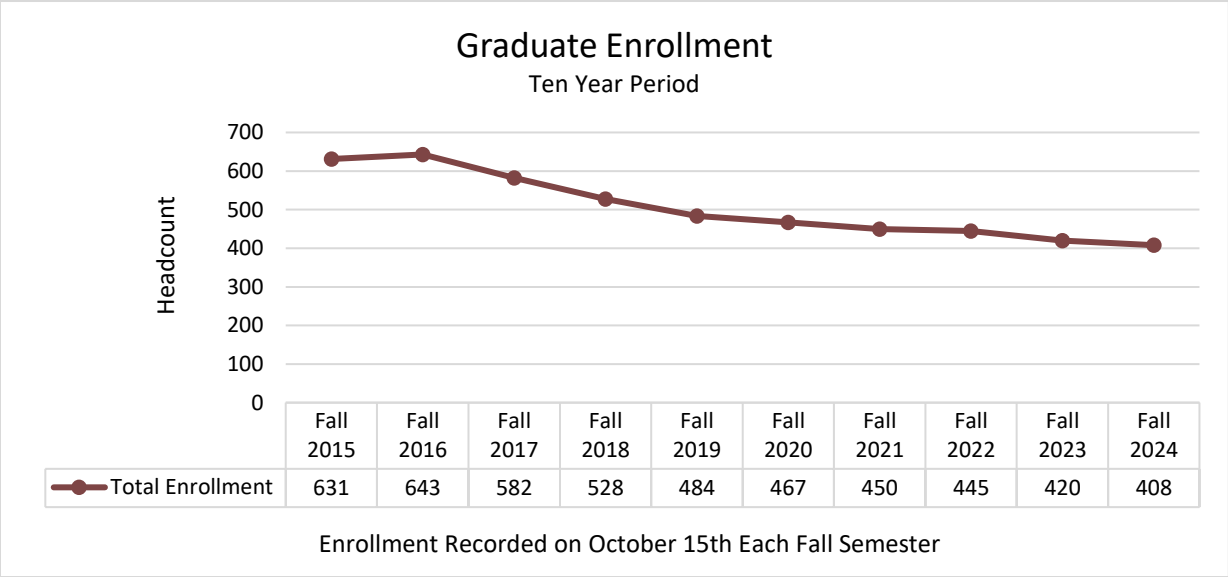
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	178	131	95	114	115
Diverse Populations	32	24	28	36	35
Total Enrollment	212	158	125	151	150

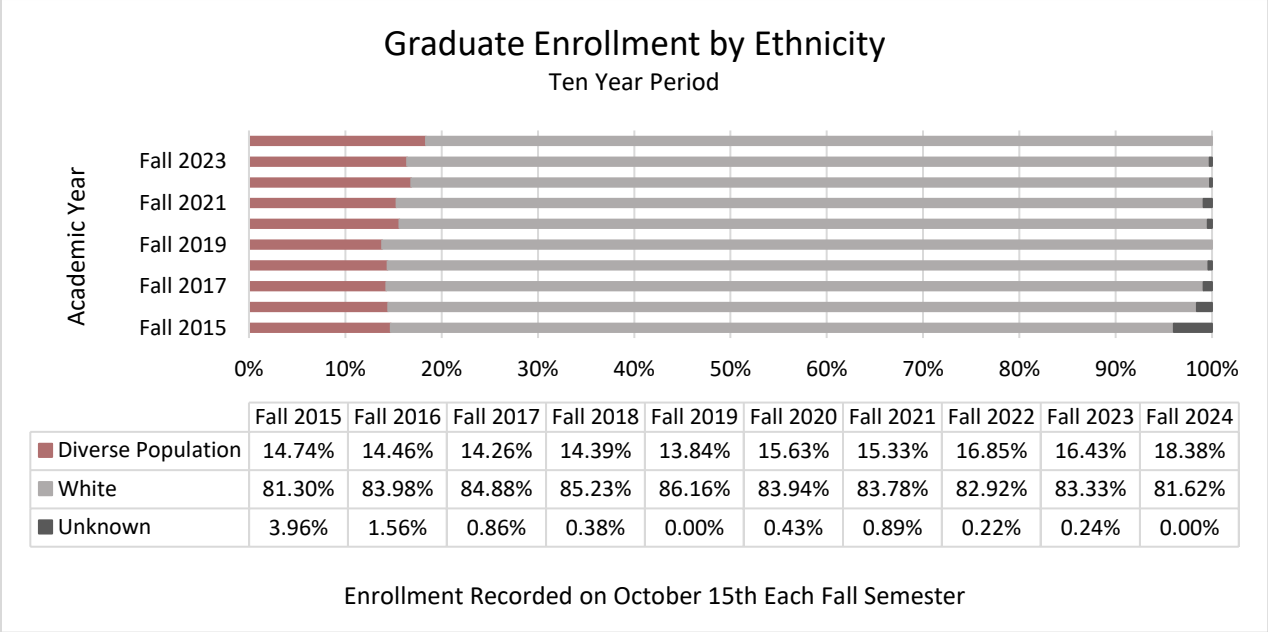
Enrollment Recorded on October 15th Each Fall Semester

Five Year Percent Change in Undergraduate Degree Seeking and Non-Degree Seeking Enrollment Fall 2020-Fall 2024	
Degree Seeking Enrollment	Non-Degree Seeking Enrollment
-6.72%	-29.25%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Graduate Enrollment



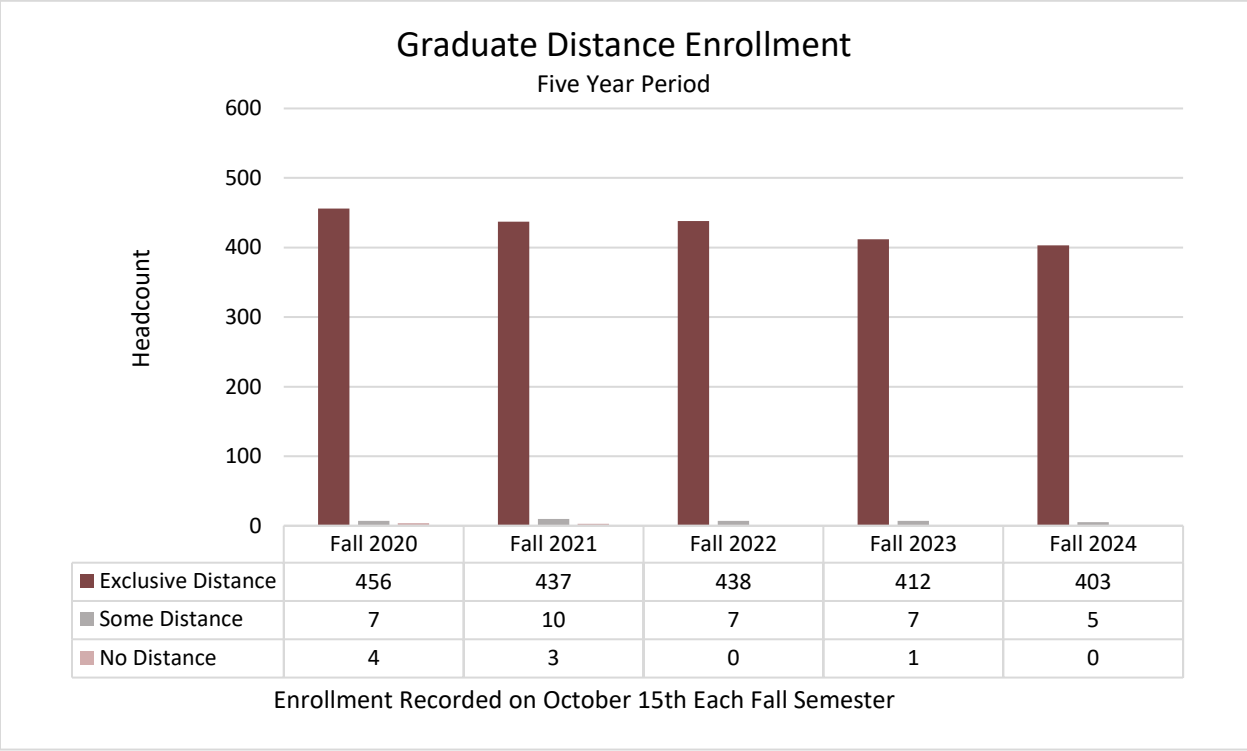


	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Diverse Population	14.74%	14.46%	14.26%	14.39%	13.84%	15.63%	15.33%	16.85%	16.43%	18.38%
White	81.30%	83.98%	84.88%	85.23%	86.16%	83.94%	83.78%	82.92%	83.33%	81.62%
Unknown	3.96%	1.56%	0.86%	0.38%	0.00%	0.43%	0.89%	0.22%	0.24%	0.00%

Ten Year Percent Change in Graduate Enrollment Fall 2015-Fall 2024		
Diverse Population	White	Total Enrollment
-19.35%	-35.09%	-35.34%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 10/23/24

Graduate Enrollment



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

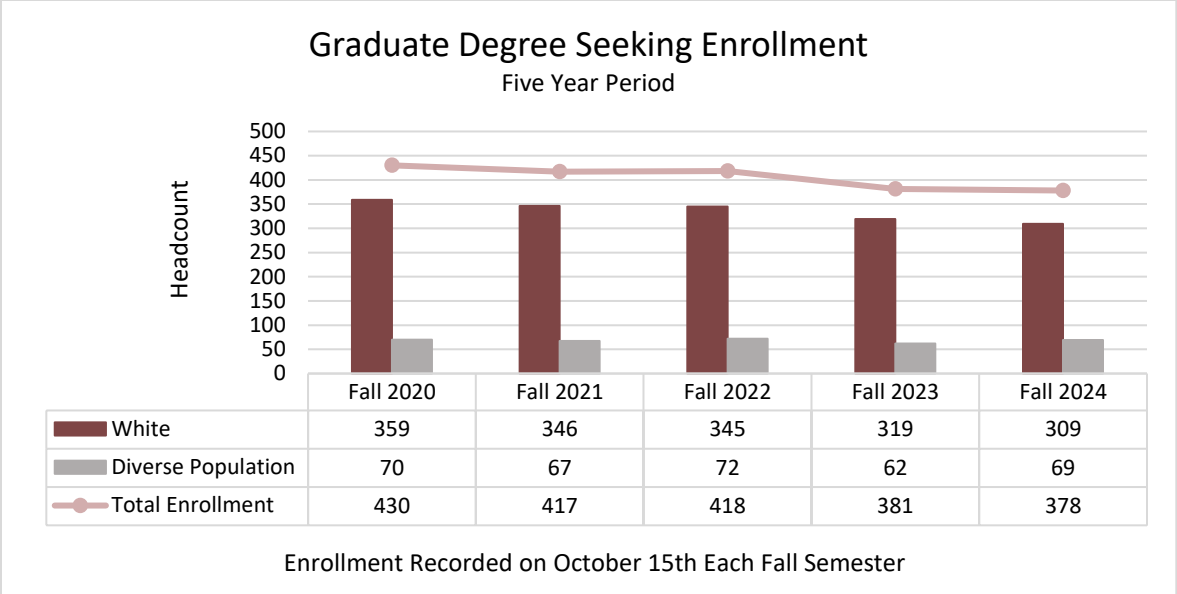
Some Distance Class Enrollment -- Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses.

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

Five Year Percent Change in Graduate Distance Enrollment Fall 2020-Fall 2024		
Exclusive Distance	Some Distance	No Distance
-11.62%	-28.57%	-100.00%

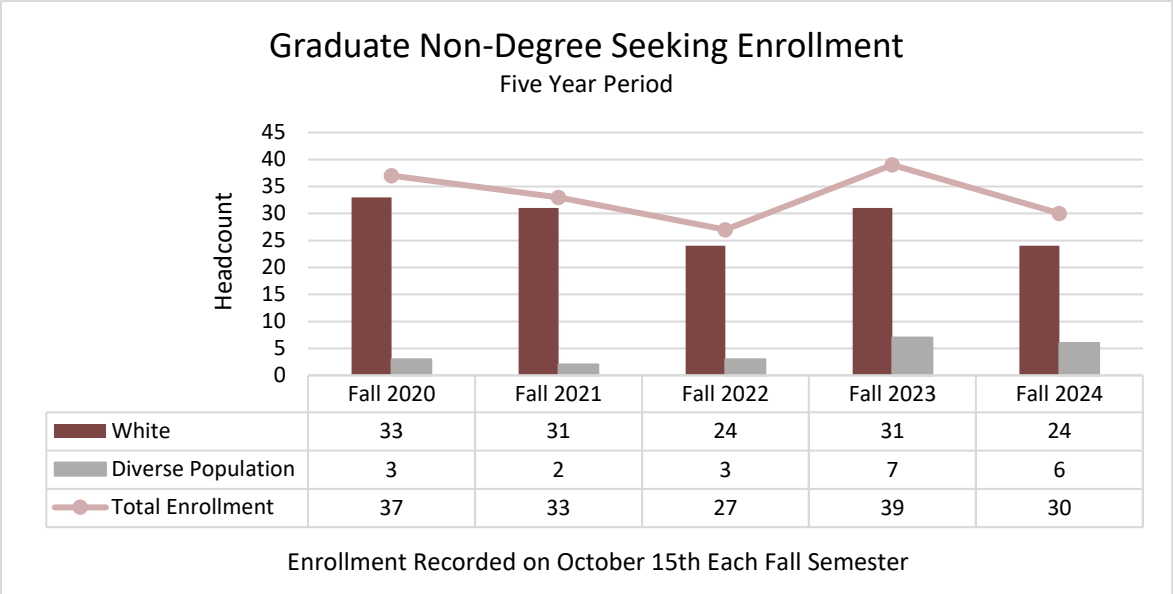
Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Graduate Enrollment



	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	359	346	345	319	309
Diverse Population	70	67	72	62	69
Total Enrollment	430	417	418	381	378

Enrollment Recorded on October 15th Each Fall Semester



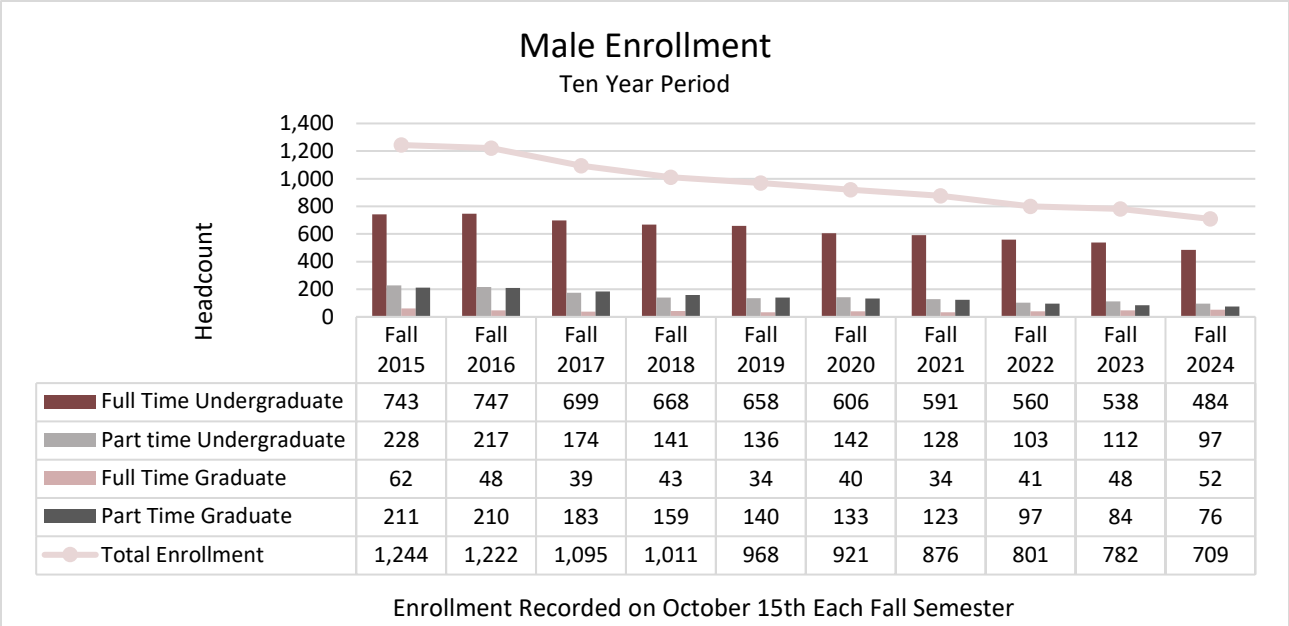
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	33	31	24	31	24
Diverse Population	3	2	3	7	6
Total Enrollment	37	33	27	39	30

Enrollment Recorded on October 15th Each Fall Semester

Five Year Percent Change in Graduate Degree Seeking and Non-Degree Seeking Enrollment Fall 2020-Fall 2024	
Degree Seeking	Non-Degree Seeking
-12.09%	-18.92%

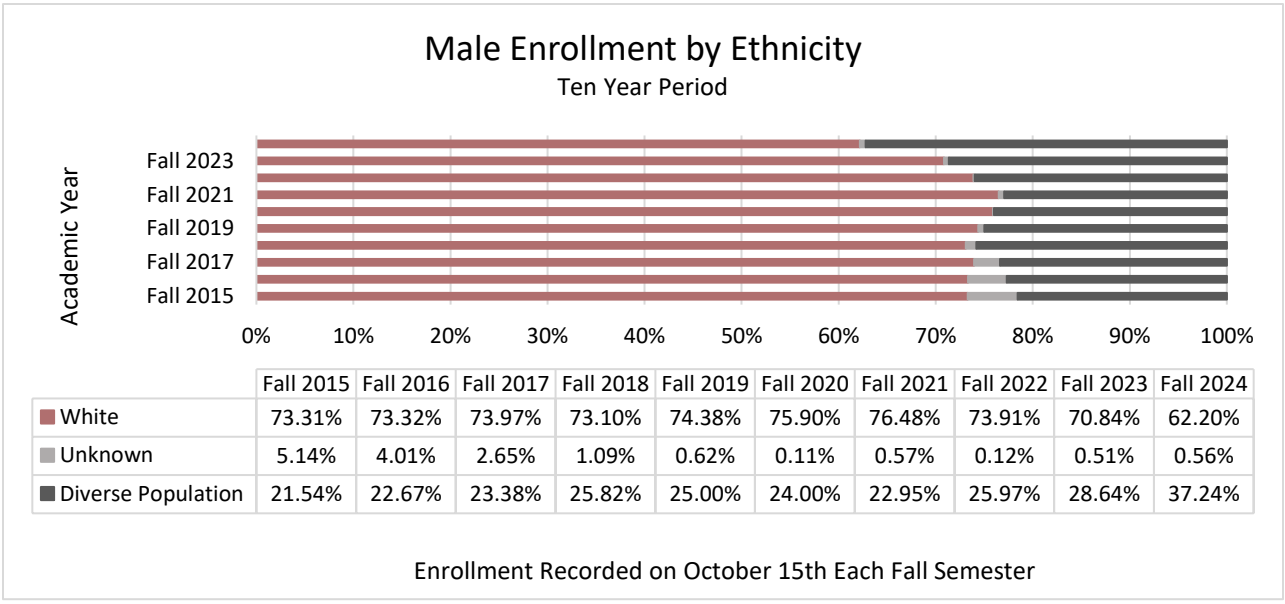
Source: IPEDS Fall Enrollment Report, Office of Institutional Research, 11/5/24

Male Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full Time Undergraduate	743	747	699	668	658	606	591	560	538	484
Part time Undergraduate	228	217	174	141	136	142	128	103	112	97
Full Time Graduate	62	48	39	43	34	40	34	41	48	52
Part Time Graduate	211	210	183	159	140	133	123	97	84	76
Total Enrollment	1,244	1,222	1,095	1,011	968	921	876	801	782	709

Enrollment Recorded on October 15th Each Fall Semester



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
White	73.31%	73.32%	73.97%	73.10%	74.38%	75.90%	76.48%	73.91%	70.84%	62.20%
Unknown	5.14%	4.01%	2.65%	1.09%	0.62%	0.11%	0.57%	0.12%	0.51%	0.56%
Diverse Population	21.54%	22.67%	23.38%	25.82%	25.00%	24.00%	22.95%	25.97%	28.64%	37.24%

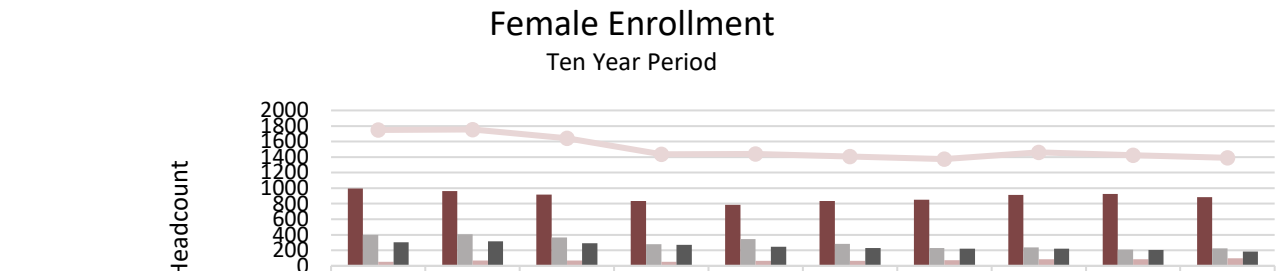
Enrollment Recorded on October 15th Each Fall Semester

Ten Year Percent Change in Male Enrollment
Fall 2015-Fall 2024

Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Male Enrollment
-34.86%	-57.46%	-16.13%	-63.98%	-43.01%

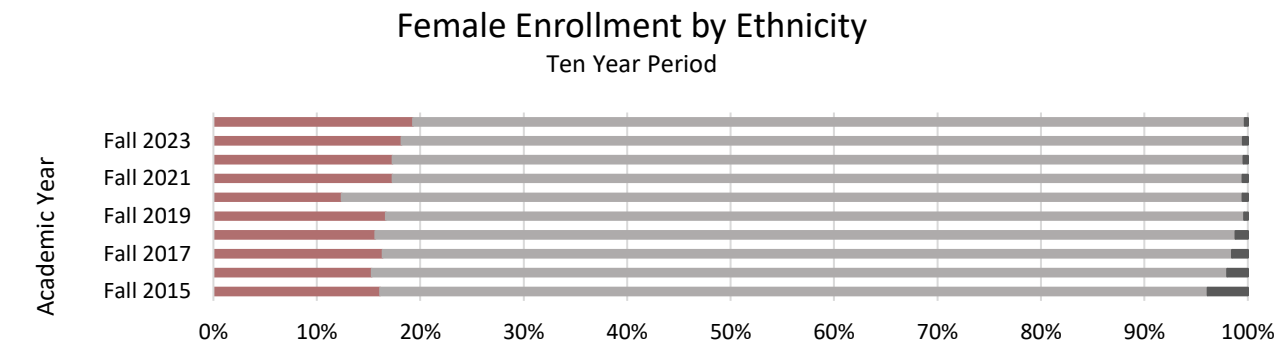
Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Female Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Full Time Undergraduate	994	964	917	833	785	833	853	914	927	885
Part Time Undergraduate	397	406	365	278	344	282	228	238	208	224
Full Time Graduate	54	70	67	54	63	64	72	86	84	96
Part Time Graduate	304	315	293	272	247	230	221	221	204	184
Total Enrollment	1,749	1,755	1,642	1,437	1,439	1,409	1,374	1,459	1,423	1,389

Enrollment Recorded on October 15th Each Fall Semester



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Diverse Population	16.12%	15.33%	16.38%	15.66%	16.68%	12.42%	17.32%	17.34%	18.20%	19.37%
White	79.99%	82.68%	82.10%	83.16%	82.97%	87.08%	82.17%	82.25%	81.31%	80.63%
Unknown	3.89%	1.99%	1.52%	1.18%	0.35%	0.50%	0.51%	0.41%	0.49%	0.29%

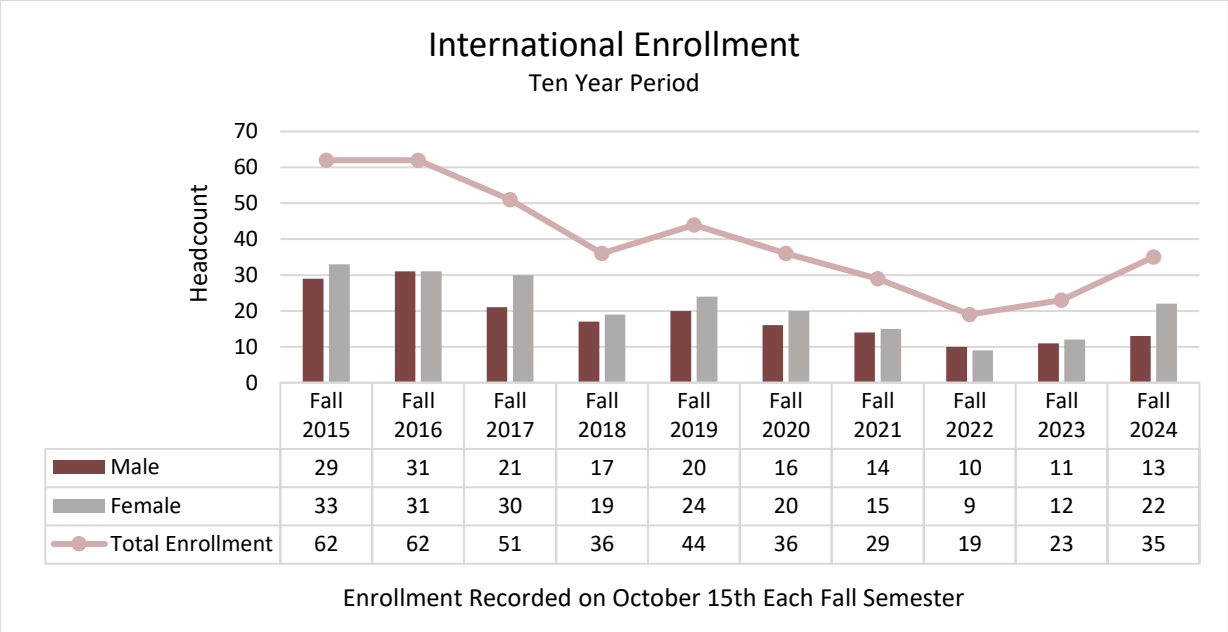
Enrollment Recorded on October 15th Each Fall Semester

Ten Year Percent Change in Female Enrollment
Fall 2015-Fall 2024

Full-Time Undergraduate	Part-Time Undergraduate	Full-Time Graduate	Part-Time Graduate	Total Female Enrollment
-10.97%	-43.58%	77.78%	-39.47%	-20.58%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

International Enrollment



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Male	29	31	21	17	20	16	14	10	11	13
Female	33	31	30	19	24	20	15	9	12	22
Total Enrollment	62	62	51	36	44	36	29	19	23	35

Ten Year Percent Change in International Enrollment Fall 2015-Fall 2024		
Male Enrollment	Female Enrollment	Total Enrollment
-55.17%	-33.33%	-43.55%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research 11/4/24

Student Outcomes

2024-2025 Fact Book

Freshman Retention Rate Summary

All Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	308	207	67.21%
Fall 2023	322	199	61.80%
Fall 2022	319	222	69.59%
Fall 2021	404	291	72.03%

Full-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	300	203	67.67%
Fall 2023	315	199	63.17%
Fall 2022	314	219	69.75%
Fall 2021	398	288	72.36%

Part-Time Freshman Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	8	4	50.00%
Fall 2023	7	0	0.00%
Fall 2022	5	3	60.00%
Fall 2021	6	3	50.00%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Freshman Retention Rate Summary

Full-Time Freshman Students - Transitional Student						
Cohort Term	Student Count	Number Retained to Fall	Retention Rate	TSP Student Count	TSP Number Retained to Fall	TSP Retention Rate
Fall 2024	300	203	67.67%	0	0	0.00%
Fall 2023	315	199	63.17%	120	57	47.50%
Fall 2022	314	219	69.75%	124	75	60.48%
Fall 2021	398	288	72.36%	77	34	44.16%

Part-Time Freshman Students - Transitional Student						
Cohort Term	Student Count	Number Retained to Fall	Retention Rate	TSP Student Count	TSP Number Retained to Fall	TSP Retention Rate
Fall 2024	8	4	50.00%	0	0	0.00%
Fall 2023	7	0	0.00%	5	0	0.00%
Fall 2022	5	3	60.00%	2	1	50.00%
Fall 2021	6	3	50.00%	0	0	0.00%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Transfer Retention Rate Summary

All Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	176	121	68.75%
Fall 2023	165	104	63.03%
Fall 2022	206	135	65.53%
Fall 2021	148	100	67.57%

Full-Time Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	144	96	66.67%
Fall 2023	146	86	65.75%
Fall 2022	170	113	66.47%
Fall 2021	119	83	69.75%

Part-Time Transfer Students			
Cohort Term	Student Count	Number Retained to Fall	Retention Rate
Fall 2024	32	25	78.13%
Fall 2023	19	8	42.11%
Fall 2022	36	22	61.11%
Fall 2021	29	17	58.62%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Transfer Retention Rate Summary

Full-Time Transfer Student with Associate Degree						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number with Associate Degree	Number with Associate Degree Retained to Next Fall	Retention Rate for Transfer Students with Associate Degree
Fall 2024	144	96	66.67%	53	38	71.70%
Fall 2023	146	96	65.75%	39	33	84.62%
Fall 2022	170	113	66.47%	67	51	76.12%
Fall 2021	119	83	69.75%	47	34	72.34%

Full-Time Transfer Student without Associate Degree						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number without Associate Degree	Number without Associate Degree Retained to Next Fall	Retention Rate for Transfer Students without Associate Degree
Fall 2024	144	96	66.67%	91	58	63.74%
Fall 2023	146	96	65.75%	107	63	58.88%
Fall 2022	170	113	66.47%	103	62	60.19%
Fall 2021	119	83	69.75%	72	49	68.06%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Transfer Retention Rate Summary

Part-Time Transfer Student with Associate Degree						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number with Associate Degree	Number with Associate Degree Retained to Next Fall	Retention Rate for Transfer Students with Associate Degree
Fall 2024	32	25	78.13%	8	7	87.50%
Fall 2023	19	8	42.11%	5	2	40.00%
Fall 2022	36	22	61.11%	12	9	75.00%
Fall 2021	29	17	58.62%	10	8	80.00%

Part-Time Transfer Student without Associate Degree						
Cohort Term	Student Count	Number Retained to Next Fall	Retention Rate	Number without Associate Degree	Number without Associate Degree Retained to Next Fall	Retention Rate for Transfer Students without Associate Degree
Fall 2024	32	25	78.13%	24	18	75.00%
Fall 2023	19	8	42.11%	14	6	42.86%
Fall 2022	36	22	61.11%	24	13	54.17%
Fall 2021	29	17	58.62%	19	9	47.37%

Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Degree-Seeking Graduation Rate Cohort Summary

First Year Full Time (FTFT) Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2021	2015	413	160	38.74%
Spring 2022	2016	382	169	44.24%
Spring 2023	2017	394	185	38.07%
Spring 2024	2018	367	187	50.41%
Spring 2025	2019	390	177	47.58%

First Year Full Time (FTFT) Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	382	172	45.03%
Spring 2023	2015	397	155	39.34%
Spring 2024	2016	367	187	50.95%
Spring 2025	2017	390	187	47.95%

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

Degree-Seeking Graduation Rate Cohort Summary

First Year Part-Time (FYPT) Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2021	2015	15	1	6.67%
Spring 2022	2016	6	2	33.33%
Spring 2023	2017	3	0	0.00%
Spring 2024	2018	1	1	100.00%
Spring 2025	2019	9	0	0.00%

First Year Part-Time (FYPT) Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	6	2	33.33%
Spring 2023	2015	3	0	0.00%
Spring 2024	2016	1	1	100.00%
Spring 2025	2017	9	0	0.00%

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

Degree-Seeking Graduation Rate Cohort Summary

Transfer Full-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2021	2015	174	92	52.87%
Spring 2022	2016	159	112	70.44%
Spring 2023	2017	119	82	68.91%
Spring 2024	2018	119	73	61.34%
Spring 2025	2019	98	59	60.20%

Transfer Full-Time Eight Years				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	159	114	71.70%
Spring 2023	2015	119	82	68.91%
Spring 2024	2016	119	74	62.18%
Spring 2025	2017	98	59	60.20%

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

Degree-Seeking Graduation Rate Cohort Summary

Transfer, Part-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2021	2015	66	25	37.88%
Spring 2022	2016	70	23	32.86%
Spring 2023	2017	53	34	64.15%
Spring 2024	2018	36	13	36.11%
Spring 2025	2019	35	24	68.57%

Transfer, Part-Time Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	70	24	34.29%
Spring 2023	2015	53	36	67.92%
Spring 2024	2016	36	15	41.67%
Spring 2025	2017	35	24	68.57%

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

Degree-Seeking Graduation Rate Cohort Summary

Graduate, Full-Time Six Years				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2020	2014	42	31	73.81%
Spring 2021	2015	55	34	61.82%
Spring 2022	2016	57	40	70.18%
Spring 2023	2017	46	31	67.39%
Spring 2024	2018	48	35	72.92%

Graduate, Full-Time Eight Years				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	57	40	70.18%
Spring 2023	2015	46	32	69.57%
Spring 2024	2016	48	35	72.92%

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

Degree-Seeking Graduation Rate Cohort Summary

Graduate, Part-Time Six Year				
IPEDS Graduating Year	IPEDS Degree Seeking Cohort Year	Total Headcount	Headcount Completing Degree in Six (6) Years	Six (6) Year Graduation Rate
Spring 2020	2014	138	91	65.94%
Spring 2021	2015	137	90	65.69%
Spring 2022	2016	133	101	75.94%
Spring 2023	2017	108	85	78.70%
Spring 2024	2018	83	54	65.06%

Graduate, Part-Time Eight Year				
IPEDS Graduating Year	IPEDS Degree Seeking Year	Total Headcount	Headcount Completing Degree in Eight (8) Years	Eight (8) Year Graduation Rate
Spring 2022	2014	133	103	77.44%
Spring 2023	2015	108	87	80.56%
Spring 2024	2016	83	54	65.06%

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

NCAA Graduation Report

The NCAA Graduation Rates Institution Report gives graduation information about the most recent six-year graduating class of students and student-athletes who entered as freshmen in 2017-2018.

Freshman Cohort Graduation Rates		
	All Students	Student Athletes*
2018—2019 Graduation Rate	50%	57%
Four-Class Average	43%	45%
Student-Athlete Academic Success Rate		72%

*Only students receiving athletic aid are included in this report

Undergraduate Enrollment Data indicates the number of full-time, undergraduate, baccalaureate, degree-seeking students enrolled for the 2024 fall term and the number of men and women in each racial or ethnic group. This data also identifies how many student-athletes were enrolled and received athletics aid for the 2024-2025 academic year and the number of men and women in each racial or ethnic group.

Undergraduate Enrollment Data All Full-Time Baccalaureate-Degree Seeking Students Enrolled 2023-2024						
	All Students			Student-Athletes		
	Men	Women	Total	Men	Women	Total
American Indian	6	17	23	1	1	2
Asian	3	6	9	0	2	2
Black	30	11	41	20	2	22
Hispanic or Latino	58	96	154	18	16	34
Native Hawaiian / Pacific Islander	2	1	3	0	0	0
Non-Resident Alien	10	20	30	5	7	12
Two or More	32	25	57	16	3	19
Unknown	3	3	6	1	1	2
White	340	706	1046	89	54	143
Total	***484***	***885***	***1369***	***150***	***86***	***236***

*Only students receiving athletic aid are included in this report

Enrollment of Student Athletes Number of Students by Sports Category		
	Men	Women
Basketball	12	16
Cross Country / Track	17	14
Football	102	
Other	19	56

*Only students receiving athletic aid are included in this report

Source: 2025 NCAA Graduation Report

NCAA Graduation Report

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

1) All undergraduate students who were enrolled in a full-time program of study for a baccalaureate degree
2) Student-athletes who received athletics aid from the school for any period of time during their entering year. Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.

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

Graduation Rate Data for All Students												
	Men				Women				Total			
	2018-2019		4-Class		2018-2019		4-Class		2018-2019		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	50%	14	29%	3	33%	13	15%	7	43%	27	22%
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Black	***	***	63	24%	***	***	11	36%	***	***	74	26%
Hispanic or Latino	26	31%	85	31%	17	59%	70	40%	43	42%	155	35%
Pacific Islander	***	***	4	25%	***	***	6	17%	***	***	10	20%
Non-Resident Alien	***	***	14	43%	***	***	14	29%	***	***	28	36%
Two or More	8	38%	37	24%	9	11%	37	35%	17	24%	74	30%
Unknown	0	***	***	***	0	***	***	***	0	***	***	***
White	129	57%	533	44%	144	52%	639	48%	273	54%	1172	46%
Total	***189***	***50%***	***760***	***40%***	***178***	***51%***	***796***	***46%***	***367***	***50%***	***1556***	***43%***

*Only students receiving athletic aid are included in this report

Source: 2025 NCAA Graduation Report

NCAA Graduation Report

Two different measures of graduation rates are presented in this report. Federal Graduation Rate and Academic Success Rate. The Federal Graduation Rate indicates the percentage of freshmen who entered and received athletics aid during a given academic year who graduated within six years. The ASR adds to the first-time freshmen, those students who entered midyear, first-time freshmen who did not receive athletics aid but participated in athletics, and student-athletes who transferred into CSC and participated in athletics. Both the Federal Graduation Rate and the ASR subtracts students from the entering cohort who are considered allowable exclusions (i.e. those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission). In addition, the ASR subtracts those who left the institution prior to graduation, had athletics eligibility remaining and would have been academically eligible to compete had they returned to the institution.

Graduation Rate Data for Student Athletes

Academic Success Rate

	Men					Women					Total				
	2018-2019		4-Class		ASR	2018-2019		4-Class		ASR	2018-2019		4-Class		ASR
	N	%	N	%	%	N	%	N	%	%	N	%	N	%	%
American Indian	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Asian	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black	12	33%	52	29%	***	0	-	7	14%	***	12	33	59	27%	***
Hispanic	***	***	20	30%	53%	***	***	8	63%	83%	***	***	28	39%	61%
Pacific Islander	0	-	***	***	***	0	-	***	***	***	0	-	***	***	***
Non-Res Alien	0	-	0	-	-	0	-	0	-	-	0	-	0	-	-
Two or More	0	-	***	***	60%	0	-	***	***	100%	0	-	***	***	68%
Unknown	0	-	***	***	***	0	-	***	***	***	0	-	***	***	***
White	38	61%	156	47%	77%	16	56%	87	55%	86%	54	59%	243	50%	80%
Total	***55***	***56%***	***242***	***42%***	***68%***	***17***	***59%***	***107***	***52%***	***83%***	***72***	***57%***	***349***	***45%***	***72%***

*Only students receiving athletic aid are included in this report

Source: 2025 NCAA Graduation Report

Student Engagement

2024-2025 Fact Book

National Survey of Student Engagement (NSSE)

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at Chadron State College.

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

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

2025 NSSE SNAPSHOT

A total of 137 students from Chadron State College (first year N=46) and (senior N=91) participated in the spring 2025 National Survey of Student Engagement (NSSE). The overall response rate was 21% for first-year students and 26% for seniors. The annual survey collects information about student participation in activities and programs that are believed to enhance learning and personal development: 1) Academic Challenge; 2) Learning with Peers; 3) Experiences with Faculty; 4) Campus Environment; and 5) High-Impact Practices.

Sources: NSSE 2025 Snapshot Report for Chadron State College

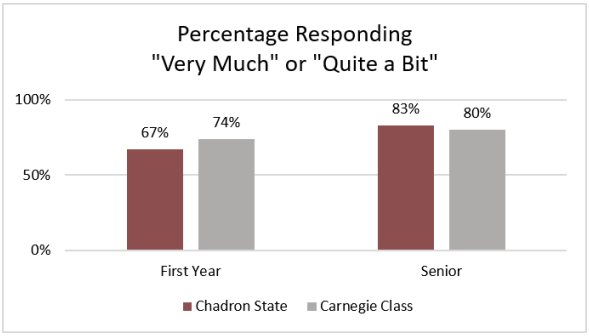
National Survey of Student Engagement (NSSE)

ACADEMIC CHALLENGE

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

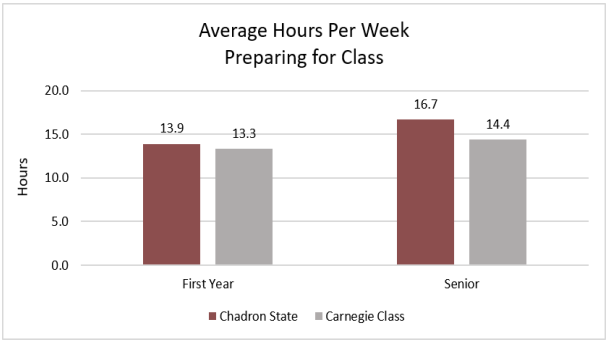
ACADEMIC EMPHASIS

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



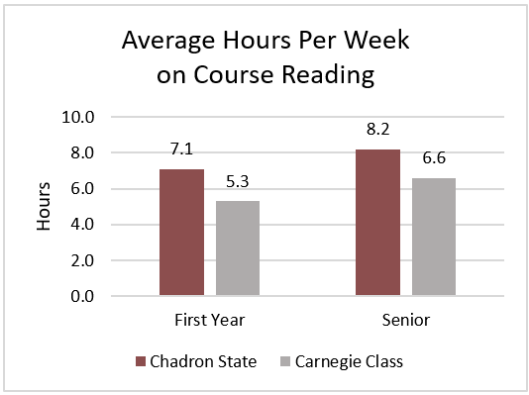
TIME SPENT PREPARING FOR CLASS

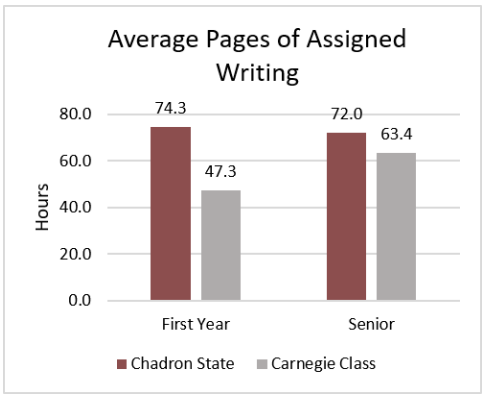
This figure reports the average weekly class preparation time for CSC students compared to students in the comparison group.



READING AND WRITING

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



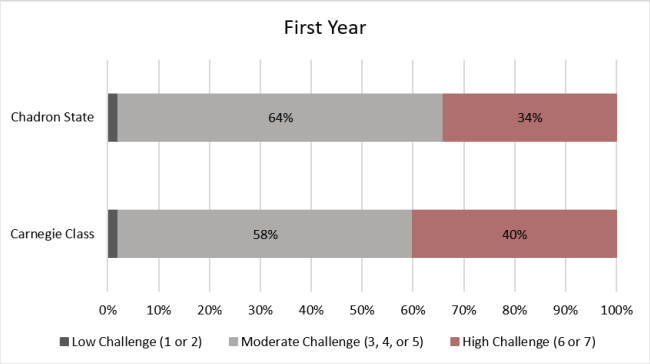


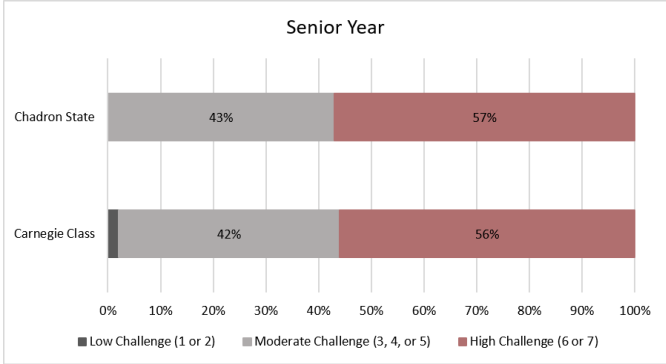
Sources: NSSE 2025 Snapshot Report for Chadron State College

National Survey of Student Engagement (NSSE)

CHALLENGING STUDENTS TO DO THEIR BEST WORK

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





HIGH-IMPACT PRACTICES

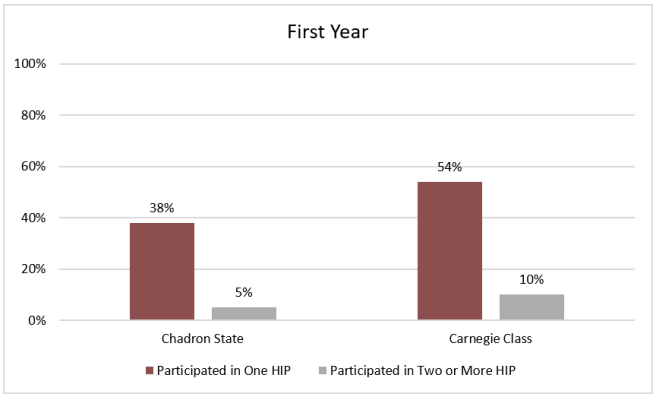
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high impact".

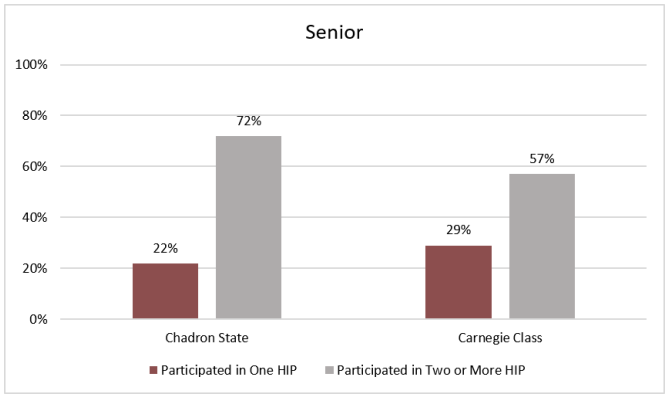
First Year

Service-Learning, Learning Community, and Research with Faculty

Senior

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



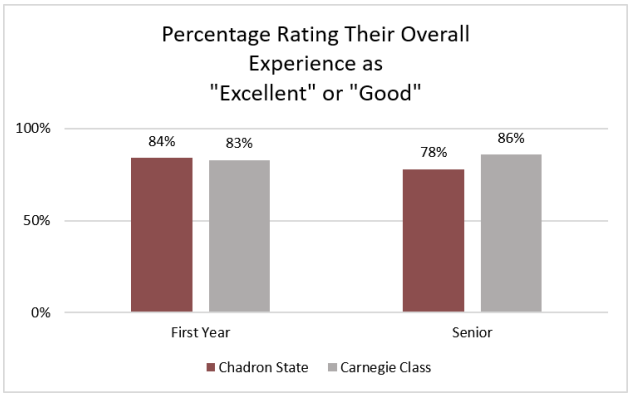


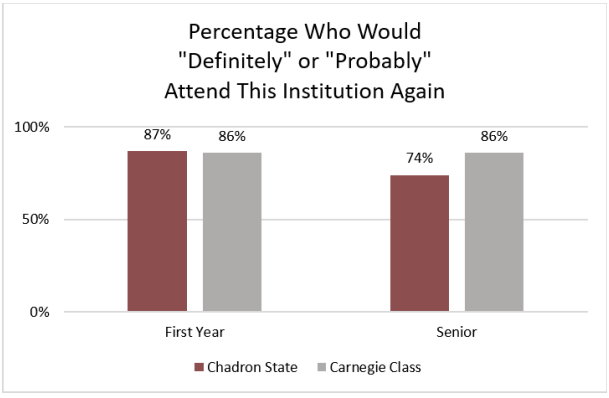
Sources: NSSE 2025 Snapshot Report for Chadron State College

National Survey of Student Engagement (NSSE)

SATISFACTION WITH CHADRON STATE

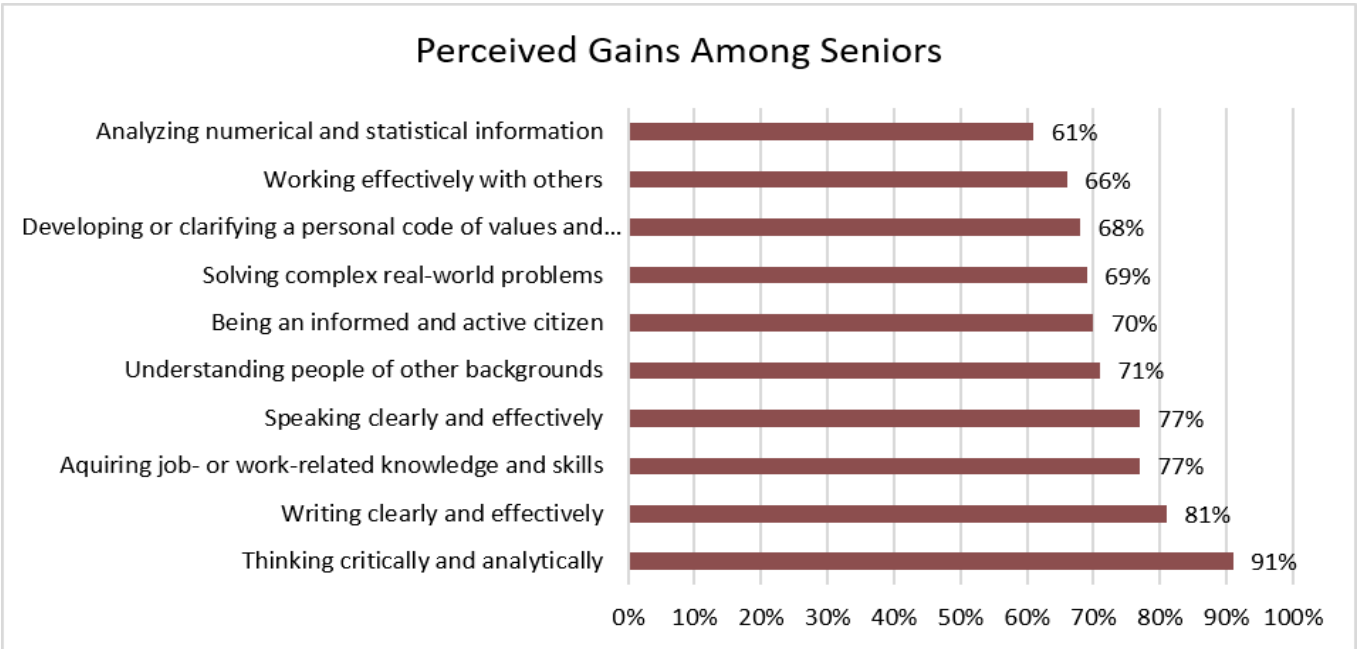
Students rated their overall experience at the institution, and whether or not they would choose it again.





PERCEIVED GAINS AMONG SENIORS

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



Sources: NSSE 2025 Snapshot Report for Chadron State College

National Survey of Student Engagement (NSSE)

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

First Year Highest Performing Relative to Carnegie Class

- Institution emphasized providing support for your overall well-being
- Spent more than 10 hours per week on assigned reading
- Quality of interactions with student advisors
- Institution emphasized providing support to help students succeed academically
- Institution emphasized helping you manage your non-academic responsibilities

First Year Lowest Performing Relative to Carnegie Class

- Quality of interactions with student services staff
- Tried to better understand someone else's views by imagining how an issue looks from their perspective
- Discussions with people with religious beliefs other than your own
- About how many courses have included a community-based project (service-learning)
- Discussions with people with political views other than your own

Senior Highest Performing Relative to Carnegie class

- About how many courses have included a community-based project (service-learning)
- Institution emphasized encouraging contact among students from different backgrounds
- Institution emphasized providing support for your overall well-being
- Spent more than 10 hours per week on assigned reading
- Institution emphasized attending campus activities and events

Senior Lowest Performing Relative to Carnegie Class

- Talked about career plans with a faculty member
- Explained course material to one or more students
- Asked another student to help you understand course material
- Worked with other students on course projects or assignments
- Quality of interactions with faculty

Sources: NSSE 2025 Snapshot Report for Chadron State College

Credit Hour Production

2024-2025 Fact Book

General Admission Information

The Board of Trustees for the Nebraska State Colleges establishes a schedule of tuition and fees to be charged by the State Colleges (NSCS Board Policy 6500). Specific courses may have additional assessed fees. Online courses are assessed at a combined-tuition-and-fees set rate per credit hour. See current tuition and fees at https://www.csc.edu/businessoffice/tuition-and-fees/. On-campus housing rates are also available at https://www.csc.edu/housing/housing-rates/. Payment plans are available upon discussion with the CSC Business Office at https://www.csc.edu/businessoffice/payment-plans/. Account information is distributed through MyCSC. Students should check their account balance regularly.

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

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

CIVILITY
Civil behavior enhances the learning environment and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment. Please refer to NSCS Board Policy 3100 (Conduct and Discipline; Students) for further information.

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

Source: http://catalog.csc.edu/undergraduate/costs-financial-aid/ 02/20/24
https://www.csc.edu/admissions/ 11/10/24
https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba 02/20/24
http://catalog.csc.edu/undergraduate/expectations-academic-conduct/ 03/15/25

Definitions of Course Formats

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

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

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

CLASSROOM BASED COURSES

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

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

DISTANCE EDUCATION COURSES

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

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

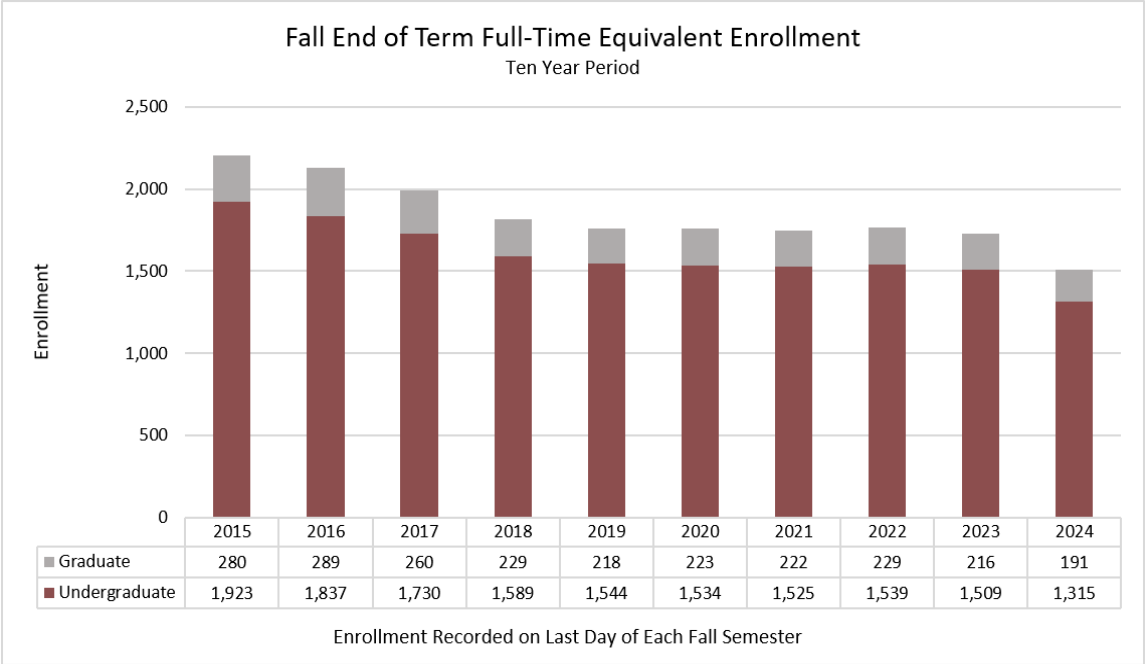
OFF-CAMPUS ONSITE COURSES

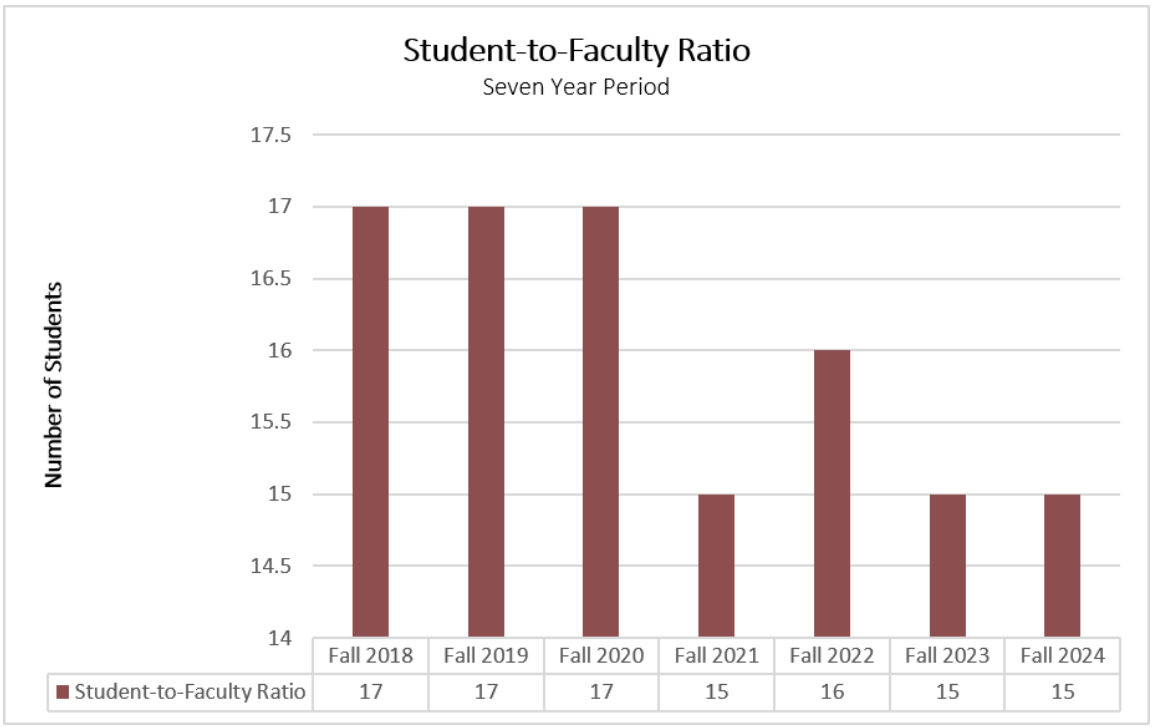
Off-campus onsite course sections are conducted in a classroom geographically separate from the CSC campus in Chadron, NE. These locations do not have a full range of administrative and student services staffed by the facilities personnel. Such services are provided in Chadron. A facility may provide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

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

Source: http://catalog.csc.edu/undergraduate/definitions-course-formats/ 02/20/24

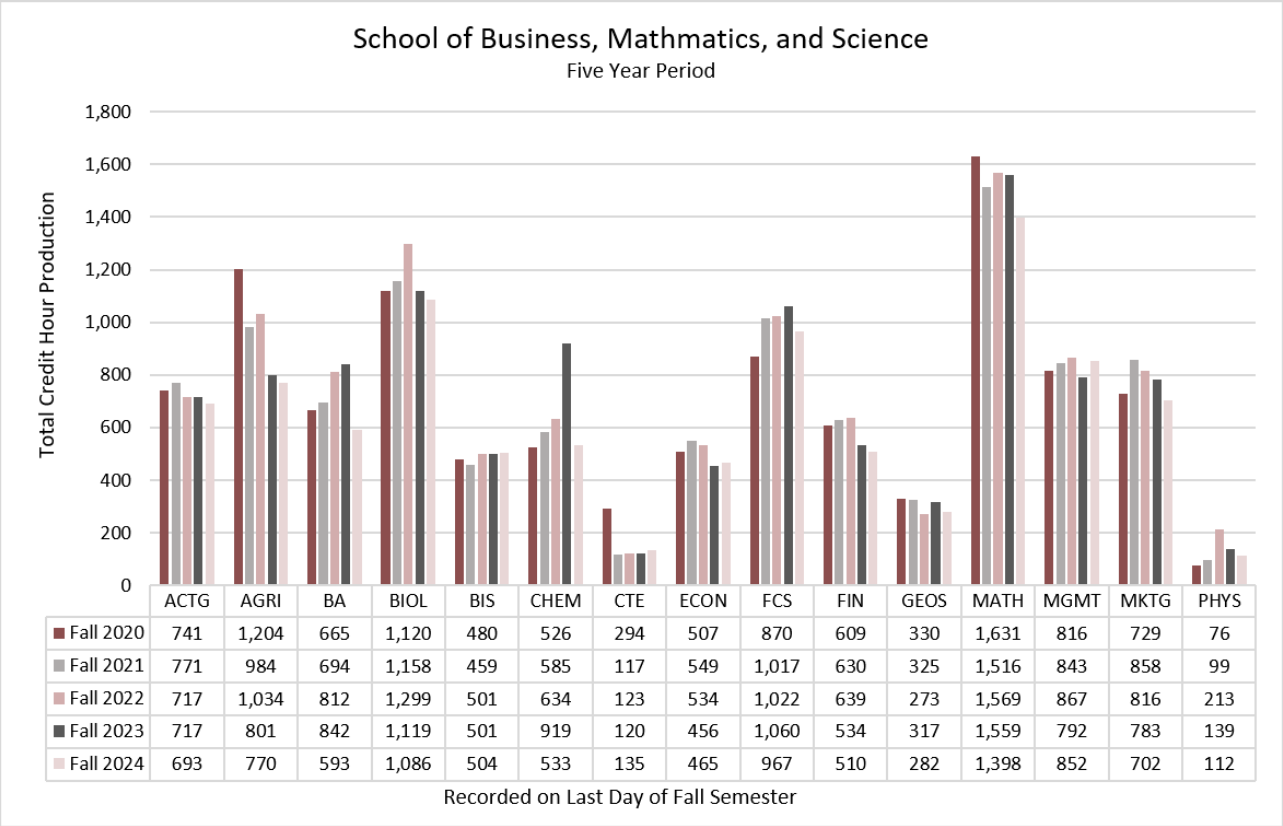
Full-Time Equivalent Enrollment





Source: IPEDS Fall Enrollment Report, Office of Institutional Research

Credit Hour Production

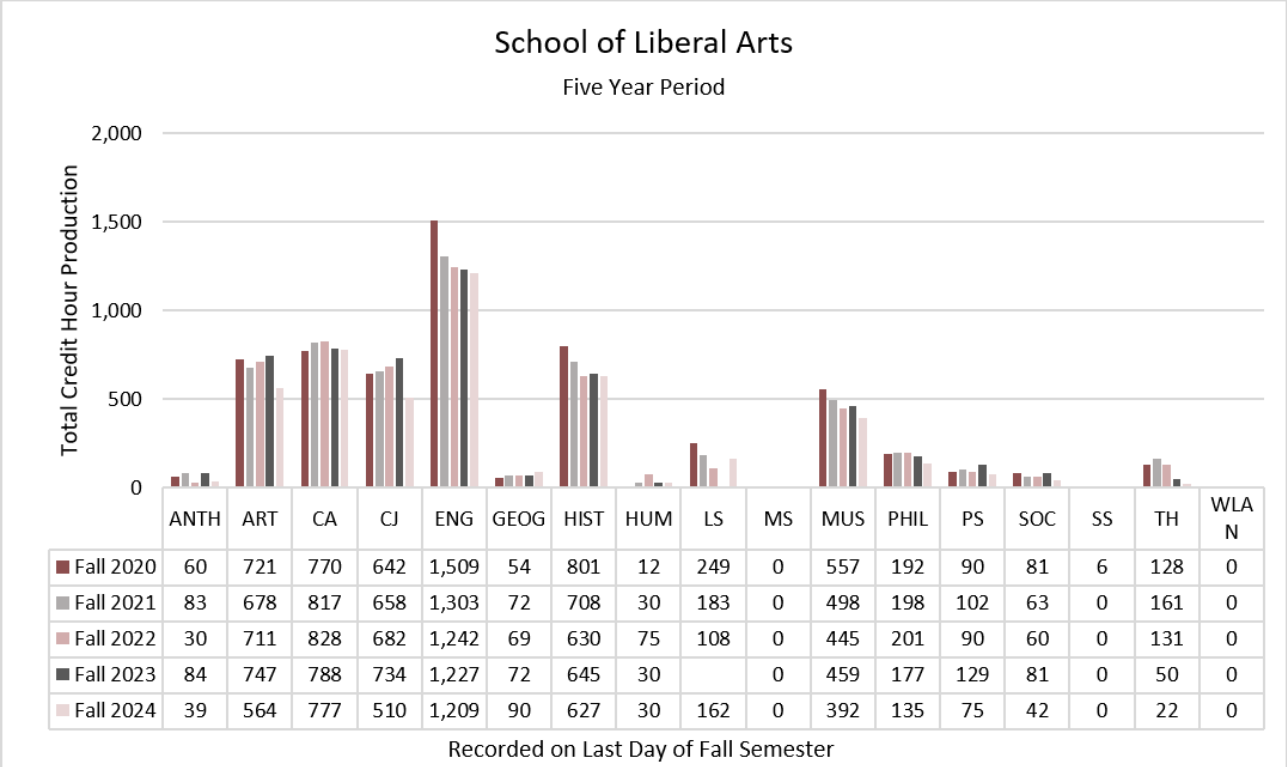


	ACTG	AGRI	BA	BIOL	BIS	CHEM	CTE	ECON	FCS	FIN	GEOS	MATH	MGMT	MKTG	PHYS
Fall 2020	741	1,204	665	1,120	480	526	294	507	870	609	330	1,631	816	729	76
Fall 2021	771	984	694	1,158	459	585	117	549	1,017	630	325	1,516	843	858	99
Fall 2022	717	1,034	812	1,299	501	634	123	534	1,022	639	273	1,569	867	816	213
Fall 2023	717	801	842	1,119	501	919	120	456	1,060	534	317	1,559	792	783	139
Fall 2024	693	770	593	1,086	504	533	135	465	967	510	282	1,398	852	702	112

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

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

Credit Hour Production

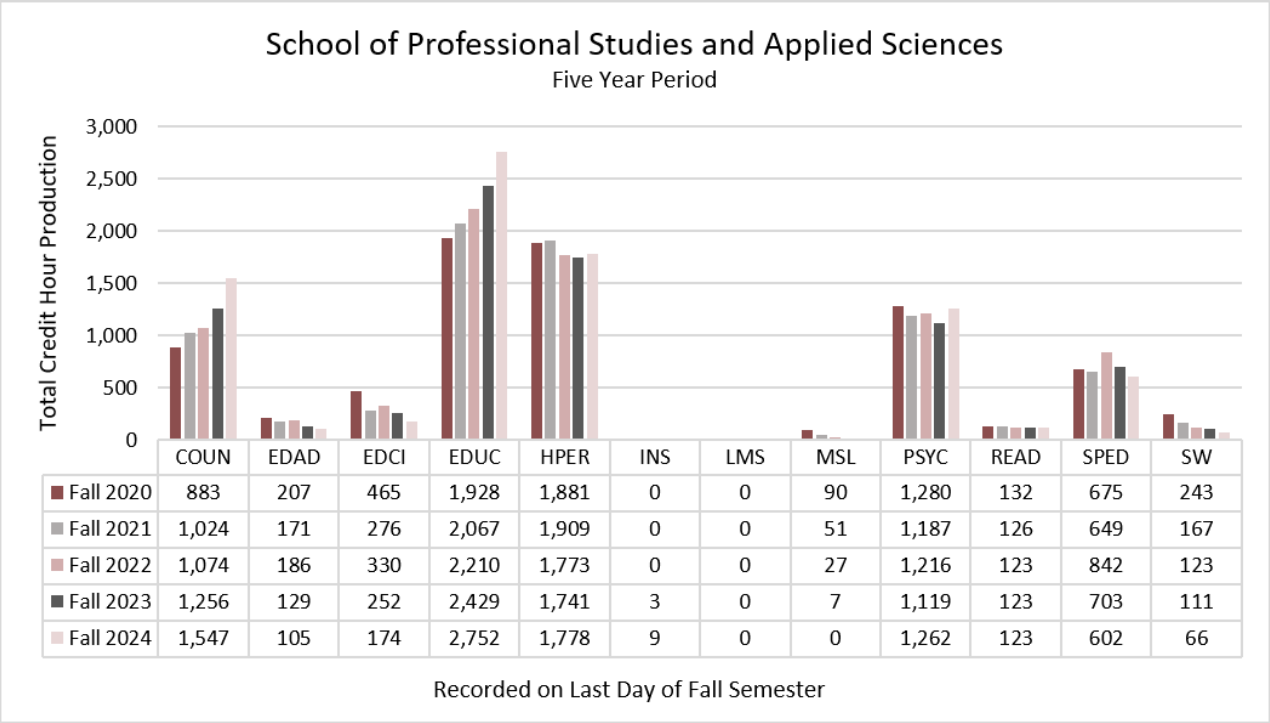


	ANTH	ART	CA	CJ	ENG	GEOG	HIST	HUM	LS	MS	MUS	PHIL	PS	SOC	SS	TH	WLAN
Fall 2020	60	721	770	642	1,509	54	801	12	249	0	557	192	90	81	6	128	0
Fall 2021	83	678	817	658	1,303	72	708	30	183	0	498	198	102	63	0	161	0
Fall 2022	30	711	828	682	1,242	69	630	75	108	0	445	201	90	60	0	131	0
Fall 2023	84	747	788	734	1,227	72	645	30		0	459	177	129	81	0	50	0
Fall 2024	39	564	777	510	1,209	90	627	30	162	0	392	135	75	42	0	22	0

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

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

Credit Hour Production



	COUN	EDAD	EDCI	EDUC	HPER	INS	LMS	MSL	PSYC	READ	SPED	SW
Fall 2020	883	207	465	1,928	1,881	0	0	90	1,280	132	675	243
Fall 2021	1,024	171	276	2,067	1,909	0	0	51	1,187	126	649	167
Fall 2022	1,074	186	330	2,210	1,773	0	0	27	1,216	123	842	123
Fall 2023	1,256	129	252	2,429	1,741	3	0	7	1,119	123	703	111
Fall 2024	1,547	105	174	2,752	1,778	9	0	0	1,262	123	602	66

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

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

Academic Review Program Summary - Undergraduate

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5 Year Average	5 Year Percent Change
Art and Theatre*	48	40	43	30	25	37	-47.92%
Business*	373	400	394	390	359	383	-3.75%
Communication Arts	26	24	19	22	19	22	-26.92%
Elementary Education – Early Childhood*	173	173	226	237	250	212	44.51%
English – Humanities*	38	48	53	48	57	49	50.00%
Family & Consumer Sciences*	38	41	43	40	45	41	18.42%
History*	30	24	29	24	13	24	-56.67%
HPER*	140	150	135	150	130	141	-7.14%
Interdisciplinary Studies	55	64	53	43	31	49	-43.64%
Justice Studies	110	98	104	103	84	100	-23.64%
Life Sciences*	172	184	175	151	158	168	-8.14%
Mathematics*	57	54	38	35	43	45	-24.56%
Music*	26	23	26	21	19	23	-26.92%
Physical Sciences*	46	53	66	71	71	61	54.35%
Psychology	107	99	110	107	100	105	-6.54%
Range Management	136	123	104	90	89	108	-34.56%
Social Science*	20	20	14	18	13	17	-35.00%
Social Work	39	28	25	16	16	25	-58.97%
Special Education*	100	106	135	141	144	125	44.00%
Technical Occupations	18	12	7	6	3	9	-83.33%

*Secondary Education included

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

Academic Review Program Summary – Graduate

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Average	5 Year Percent Change
Arts and Education	248	248	230	167	191	217	-22.98%
Education*	57	54	55	46	43	51	-24.56%
Business Administration	84	98	709	101	89	96	5.95%
Organizational Management	63	49	37	33	31	43	-50.79%

*Secondary Education included

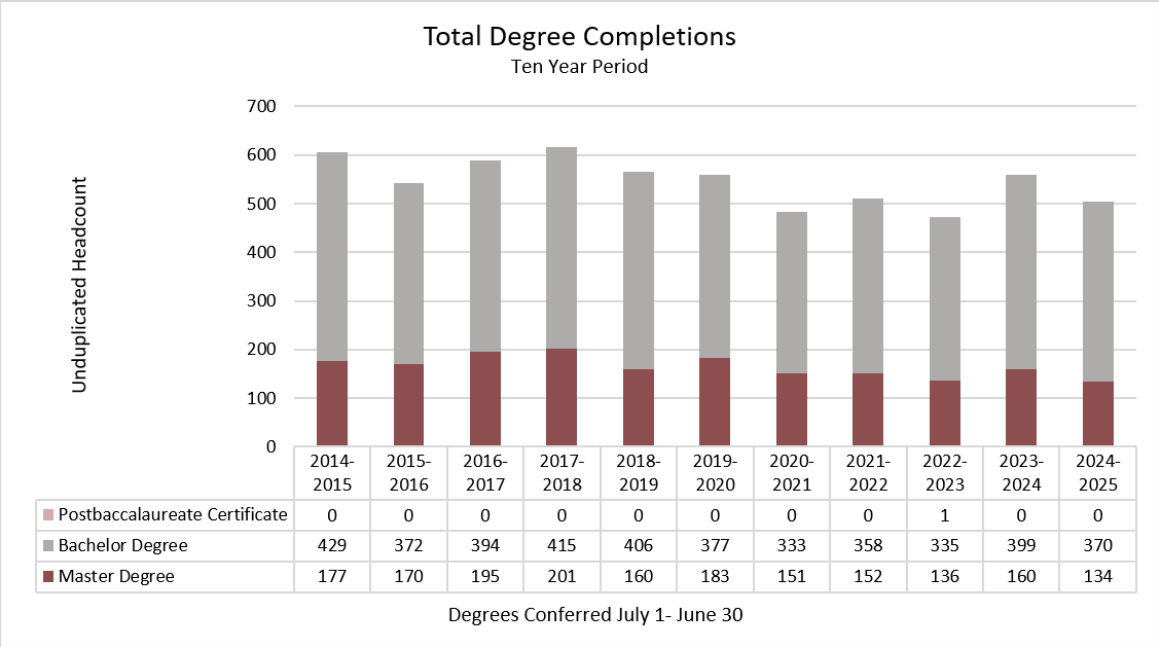
** 2017 Reorganization of Counseling, Arts, and Education

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

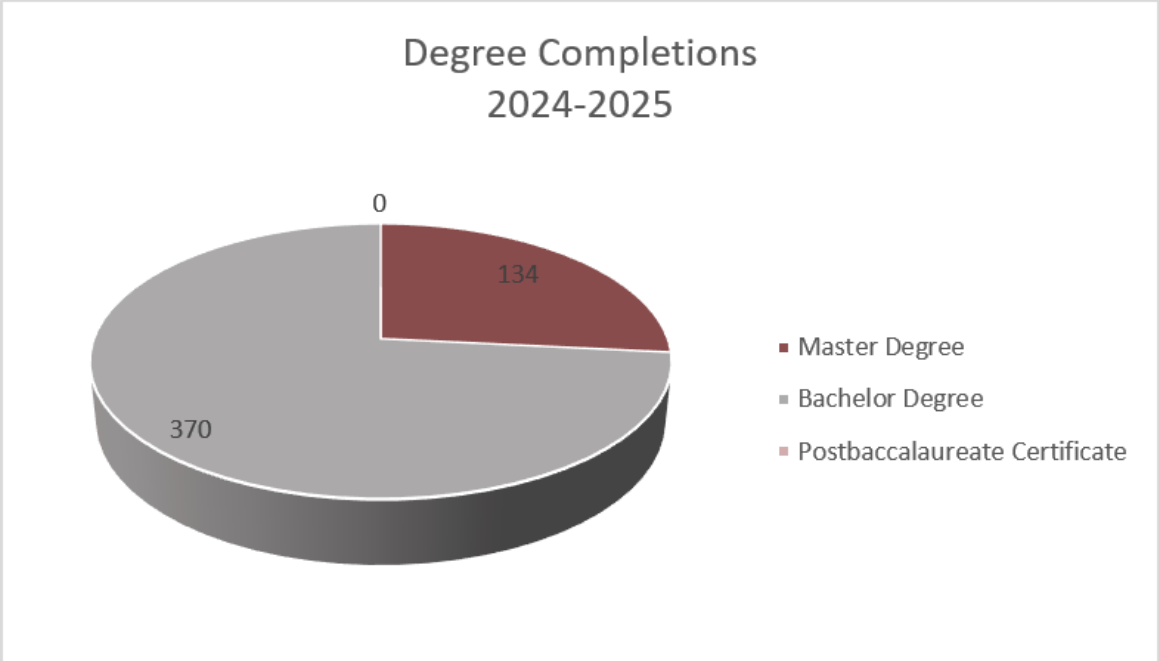
Degrees Conferred

2024-2025 Fact Book

Degrees Conferred



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Postbaccalaureate Certificate	0	0	0	0	0	0	0	0	1	0	0
Bachelor Degree	429	372	394	415	406	377	333	358	335	399	370
Master Degree	177	170	195	201	160	183	151	152	136	160	134



Source: IPEDS Completion Data, Office of Institutional Research 10/15/25

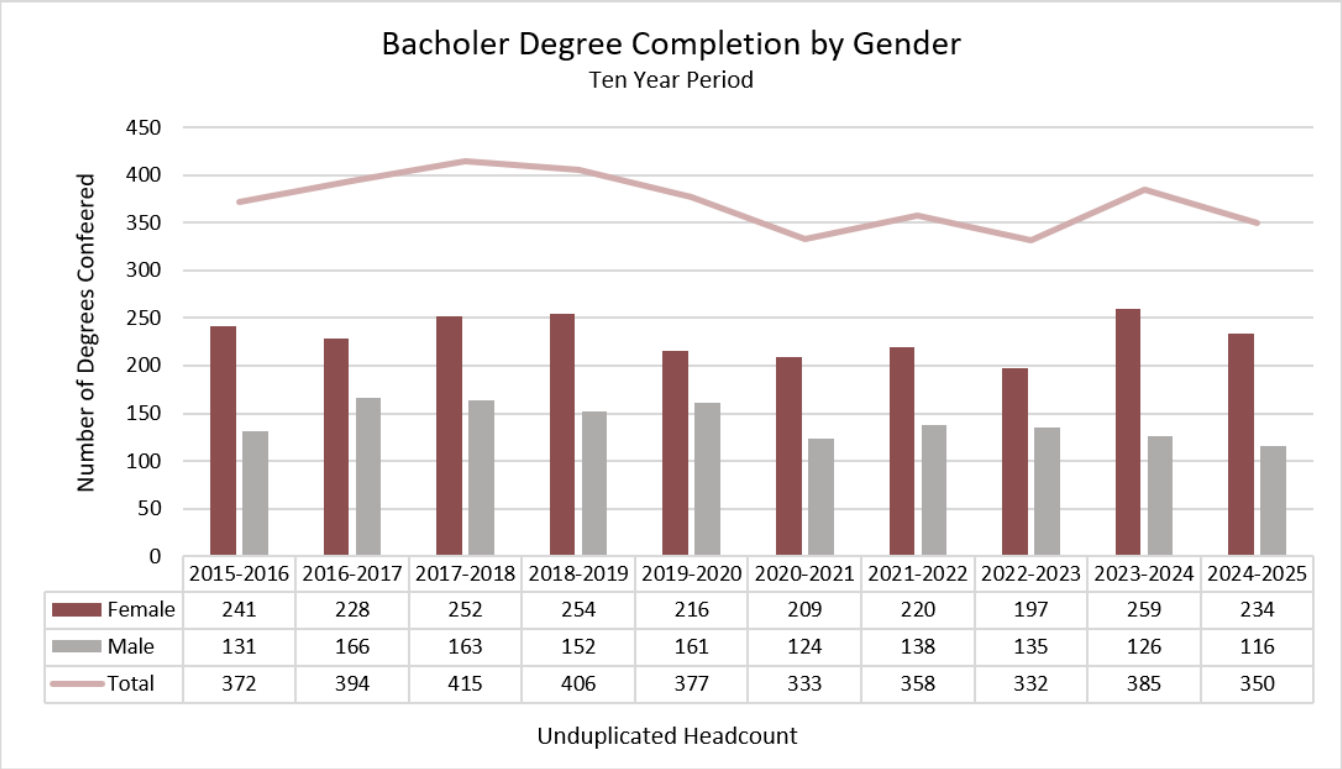
Degrees Conferred

Degrees Conferred 2024-2025			
Program	Bachelors*	Postbaccalaureate Certificate	Masters
Art Studies, General	2		
Biological Sciences	21		
Business Administration and Management	86		37
Corrections and Criminal Justice	24		
Drama and Dramatic/ Theater Arts	3		
Education	98		61
English Language and Literature	10		
Health/Medical Preparatory Programs	1		
Family Consumer Sciences	2		
History	3		
Multi Interdisciplinary Studies/Technical Occupations	28		
Liberal Arts and Sciences			5
Library and Information Science			
Mathematics	2		
Music	2		
Organizational Behavior Studies			15
Parks, Recreation, Leisure and Fitness	16		
Physical Sciences	25		
Psychology and Counseling Psychology	28		16
Range Science and Management	12		
Social Work	2		
Speech Communication and Rhetoric	5		
Theatre Arts			
Total Degrees Completed	*370*		*134*

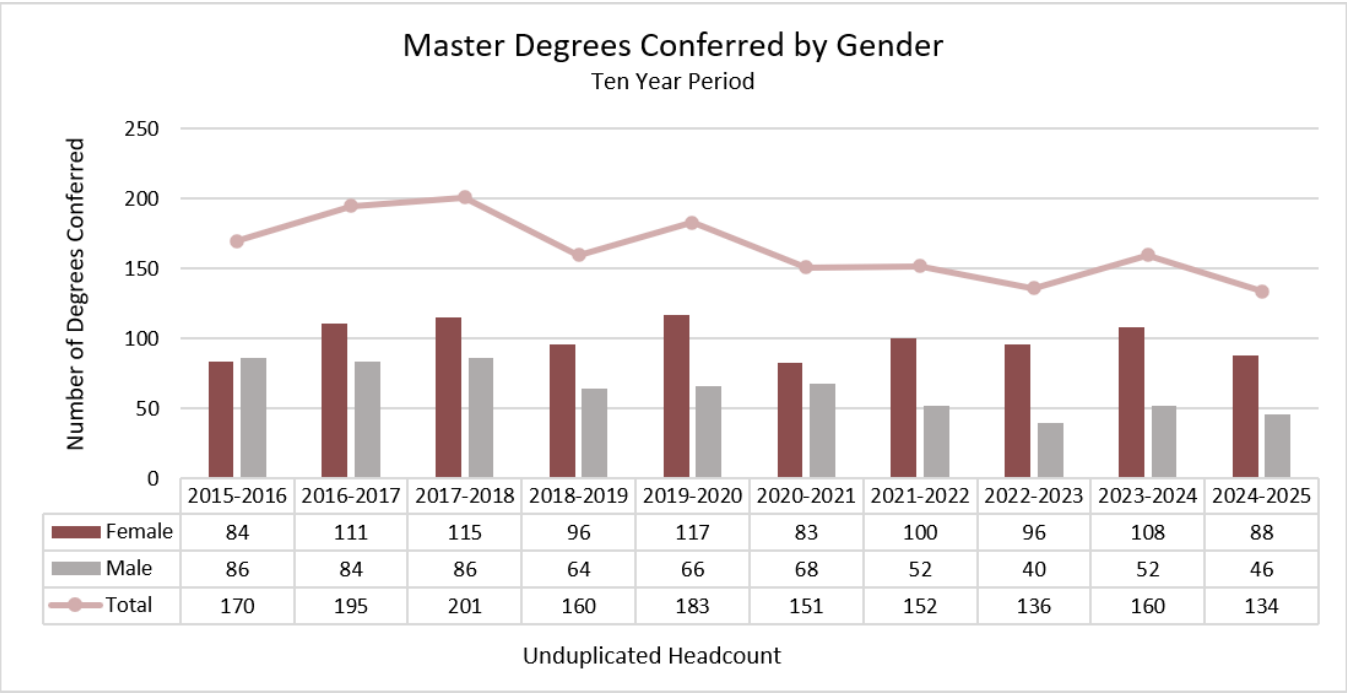
*Total Degrees Completed include 1st Major and 2nd Major

Source: IPEDS Completion Data, Office of Institutional Research 10/15/25

Degrees Conferred



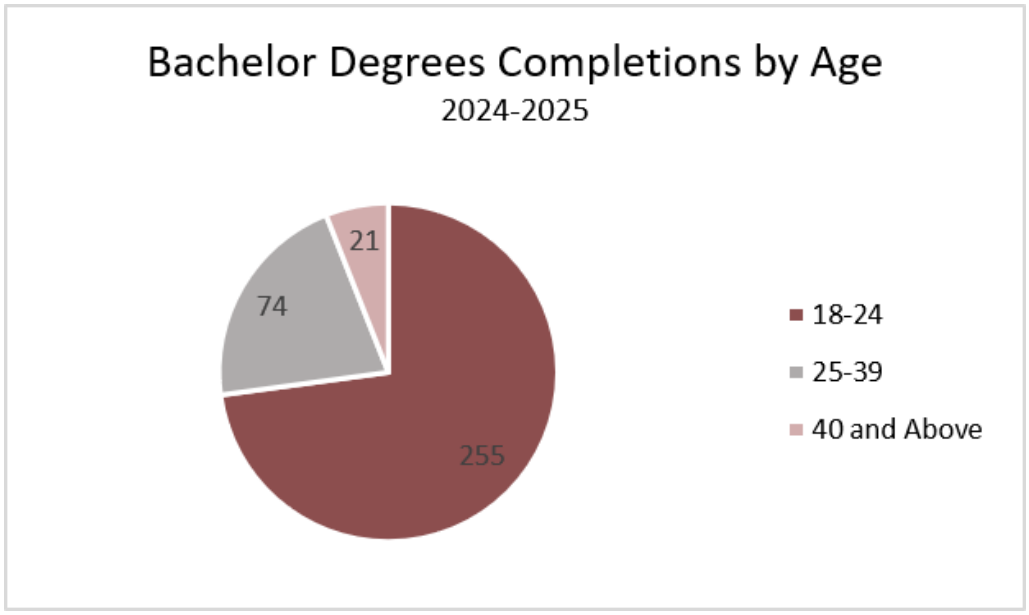
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Female	241	228	252	254	216	209	220	197	259	234
Male	131	166	163	152	161	124	138	135	126	116
Total	372	394	415	406	377	333	358	332	385	350

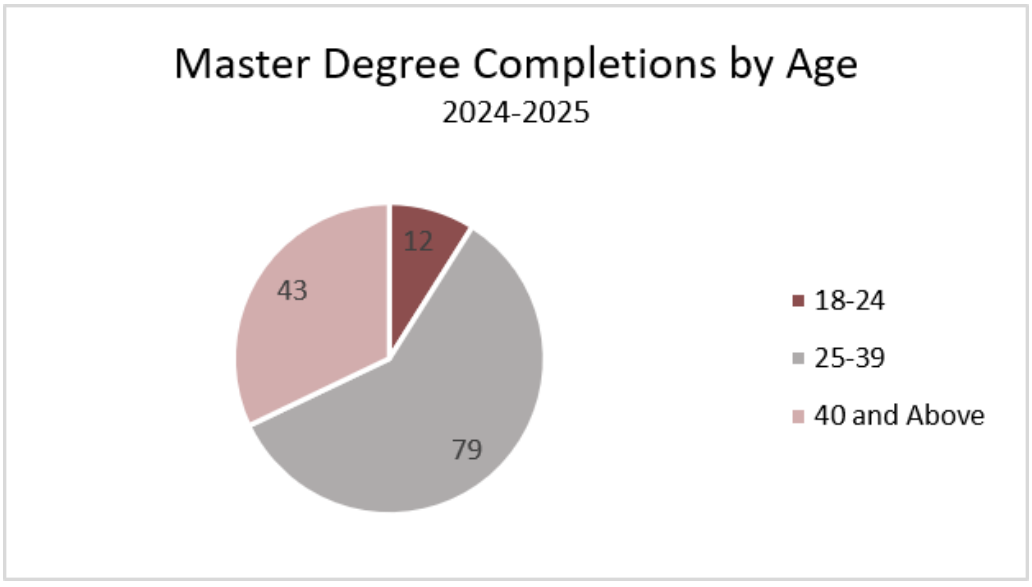


	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Female	84	111	115	96	117	83	100	96	108	88
Male	86	84	86	64	66	68	52	40	52	46
Total	170	195	201	160	183	151	152	136	160	134

Source: IPEDS Completion Data, Office of Institutional Research 10/15/25

Degrees Conferred

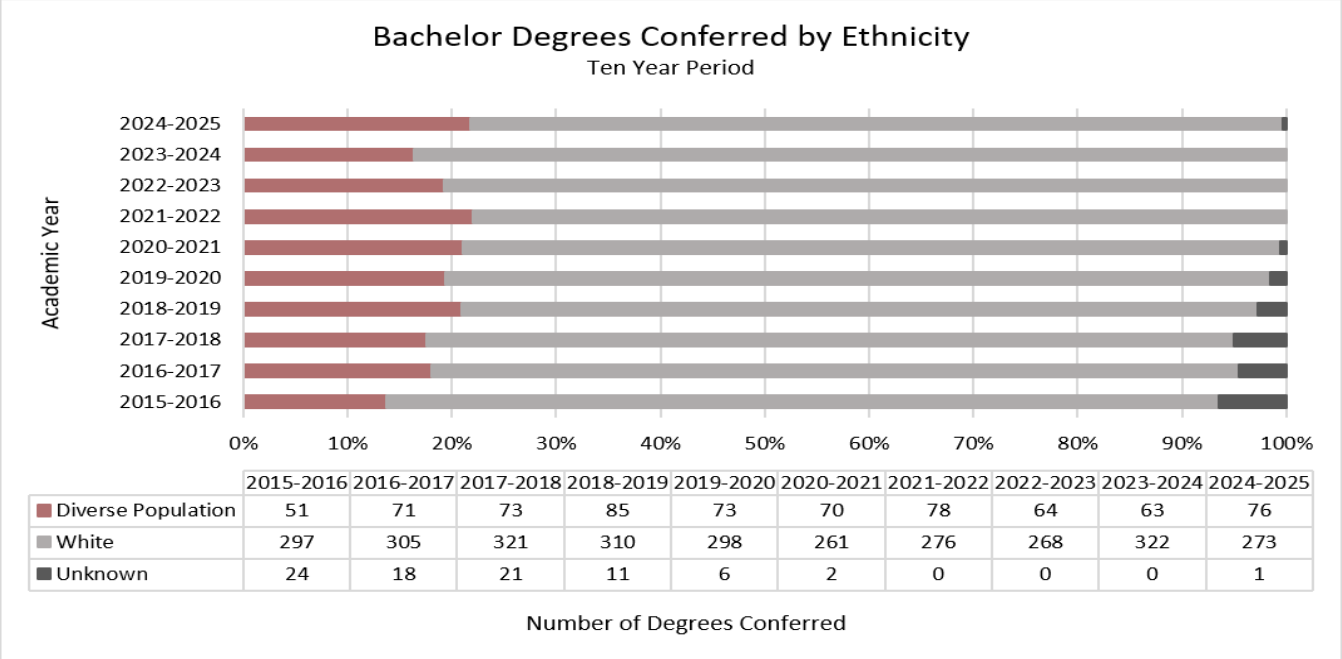




Source: IPEDS Completion Data, Office of Institutional Research 10/22/24

Bachelor Degrees Conferred

Bachelor Degrees Conferred by Ethnicity Five Year Period										
	International	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2020-2021	9	2	10	30	4	0	261	15	2	333
2021-2022	8	4	13	38	2	3	276	10	0	354
2022-2023	4	1	10	36	3	0	268	10	0	332
2023-2024	5	1	11	38	3	1	322	4	0	385
2024-2025	6	3	11	33	3	1	273	19	1	350



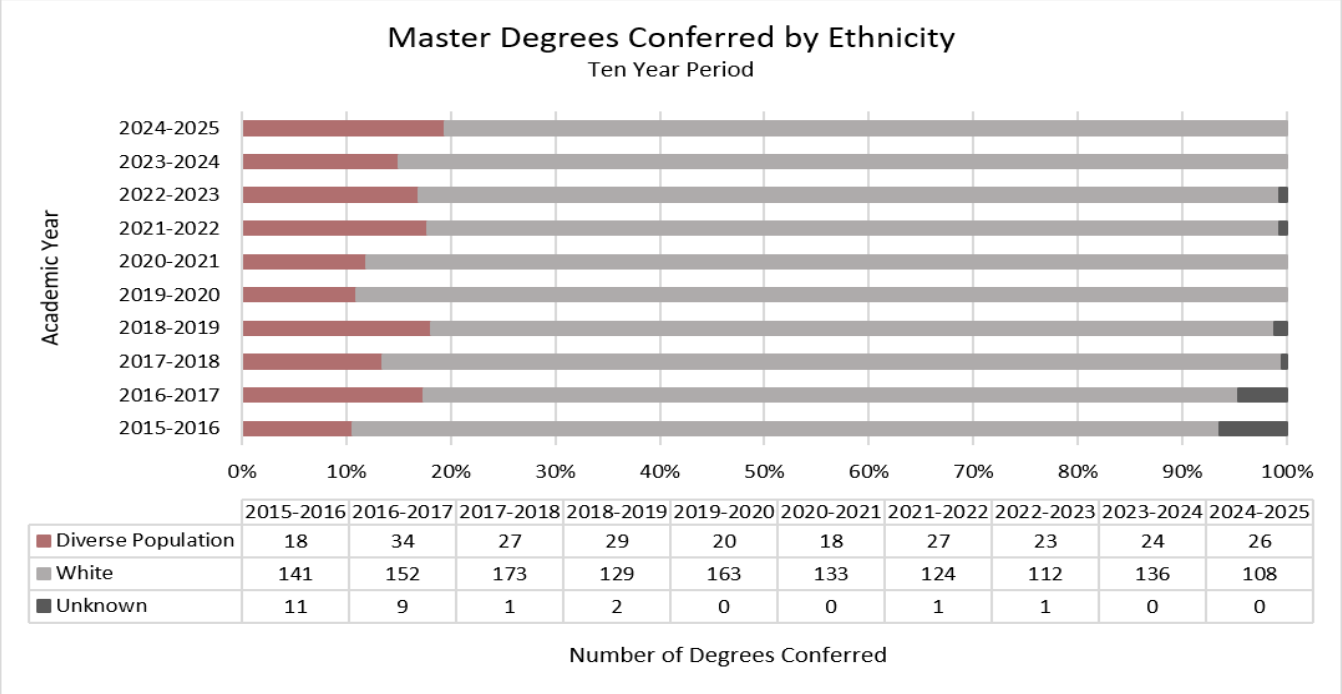
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Diverse Population	51	71	73	85	73	70	78	64	63	76
White	297	305	321	310	298	261	276	268	322	273
Unknown	24	18	21	11	6	2	0	0	0	1

Ten Year Percent Change in Bachelor Degrees Conferred Fall 2014-Fall 2023		
Diverse Populations	White	Total Headcount
49%	-8%	-6%

Source: IPEDS Completion Data, Office of Institutional Research 10/15/25

Masters Degrees Conferred

Master Degrees Conferred Five Year Period										
	International	Asian	Black	Hispanic	Native American	Pacific Islander	White	Two or More	Unknown	Total
2020-2021	6	1	3	4	0	0	133	4	0	151
2021-2022	4	3	4	13	1	0	124	2	1	152
2022-2023	1	2	3	7	2	1	112	7	1	136
2023-2024	2	0	3	8	2	1	136	8	0	160
2024-2025	3	2	7	6	2	0	108	6	0	134



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Diverse Population	18	34	27	29	20	18	27	23	24	26
White	141	152	173	129	163	133	124	112	136	108
Unknown	11	9	1	2	0	0	1	1	0	0

Ten Year Percent Change in Master Degrees Conferred Fall 2014-Fall 2023		
Diverse Populations	White	Total Headcount
44%	-23%	-21%

Source: IPEDS Completion Data, Office of Institutional Research 10/15/25

Graduates

2024-2025 Fact Book

Office of Career and Academic Planning Services

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

Information was collected through the use of a survey sent to graduates three months after graduating. An electronic survey was also available at graduation rehearsal and noted in the mailing. This report represents 24% of bachelor's degree graduates, and 18% of master's degree graduates.

Reports collected by Career and Academic Planning Services can be accessed here:

https://www.csc.edu/careerservices/

Status of Graduates 2024-2025 Career Fair and Interview Days

Chadron State College will no longer be holding a separate spring event for Teacher Interview Day. Administrators are invited to participate in the general Career Fair held in the Fall.

Career Fair Attendance Fall 2024	
Employers Attending	39
Students Attending	63

Source: https://www.csc.edu/careerservices/ 9/27/24

Financial Resources

2024-2025 Fact Book

Financial Aid

FEDERAL GRANTS

Grants are based on financial need and do not have to be repaid. Chadron State College offers several types of grants:

- Federal Pell Grants: Pell grants are awarded only to undergraduate students seeking first bachelor's degree. Eligibility is based on enrollment status, cost of attendance, and expected family contribution.
- Federal Supplemental Educational Opportunity Grant (SEOG): Federal Supplemental Educational Opportunity Grants are awarded to undergraduate students seeking first bachelor's degree who have exceptional financial need. These funds are limited and are awarded on a first-come-first-serve-basis.
- Nebraska Opportunity Grant (NOG): NOG is awarded to undergraduate students seeking first bachelor's degree, who are residents of Nebraska, and who demonstrate financial need as defined by state statutes. NOG is awarded on a first-come first-serve basis and needs to be approved with the State of Nebraska before it can be disbursed.

WORK STUDY

- Federal Work Study (FWS) program is awarded to undergraduate students based on financial need and availability of funds. When you submit the FAFSA to Chadron State College, you must indicate you are interested in Federal Work Study to be considered.
- This program provides job opportunities for you to earn money to help pay for educational expenses for the academic year. These funds are limited and awarded on a first-come, first-served basis to students who submit a FAFSA by the priority deadline February 1st.
- A variety of positions are available at our Human Resources site.
- Work Study permits and information regarding employment opportunities are emailed to your EagleMail at the beginning of each semester and will need to be presented to your employer before you can start work. Please print this document to bring to your employer after you have been hired.

FEDERAL DIRECT STUDENT LOANS

The Federal Direct Student Loan provides both need-based (Subsidized) and non-need-based loans (Unsubsidized) for undergraduate students. These *funds must be repaid*. You must submit the FAFSA to determine if you qualify. Eligibility depends upon the student's enrollment status, grade level, and prior borrowing.

- Subsidized Direct Loans are need-based and interest free while the student is enrolled at least half time
- Unsubsidized Direct Loans are non-need-based and interest accrues while the student is enrolled in school

The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. Fixed interest rates for Federal Direct Loans disbursed between July 1, 2024 and June 30, 2025:

- Undergraduate, subsidized and unsubsidized: 6.53%
- Graduate, unsubsidized only: 8.08%
- Direct PLUS Loan: 9.08%

Source: https://www.csc.edu/start/financial-aid/paying-for-college/ 9/20/24

Financial Aid

FEDERAL AGGREGATE STUDENT LOAN LIMITS

Year	DEPENDENT STUDENTS (except students whose parents are unable to obtain PLUS Loans)	INDEPENDENT STUDENTS (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	$5,500-No more than $3,500 of this amount may be in subsidized loans.	$9,500-No more than $3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	$6,500-No more than $4,500 of this amount may be in subsidized loans.	$10,500-No more than $4,500 of this amount may be in subsidized loans
Third-Year and Beyond Undergraduate Annual Loan Limit	$7,500-No more than $5,500 of this may be in subsidized loans	$12,500-No more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	$20,500(unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	$31,000-No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates-No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students-No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

For most students the annual loan limits are applicable to a scheduled academic year which begins with the fall semester and ends with the summer session. All CSC Direct Loan borrowers who are graduating, leaving school, or dropping below half-time (6 credit hours) enrollment are required to complete Exit Loan Counseling. To complete Exit Counseling you must go online to https://studentaid.gov/.

FEDERAL PARENTS PLUS LOANS

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

Repayment begins within 60 days after the second disbursement is made. However, interest begins to accrue on the date the first disbursement is made. Minimum monthly payments are $50. The borrower may be allowed up to 10 years to repay the loan. PLUS Loans are subject to credit approval. You will receive your credit decision via email.

If your PLUS Loan is denied, you have additional options:

1. You may pursue an Endorser (co-signer)
    1. Your Endorser will need to log into studentaid.gov using their own FSA ID and Password
    2. Your Endorser will click "Complete an Endorser Addendum" on the HOME page menu.
    3. You will need to provide your Endorser the Endorser Code or Award ID Number
2. If an endorser is not obtained, a student can request consideration for additional unsubsidized loans. Students must request this in writing by emailing start@csc.edu

Source: https://www.csc.edu/start/financial-aid/paying-for-college/ 9/20/24

Financial Aid

ASSISTANCE FOR NEBRASKA RESIDENTS

- **Nebraska Opportunity Grant (NOG):** NOG is awarded to undergraduate students seeking first bachelor's degree, who are residents of Nebraska, and who demonstrate financial needs as defined by state statutes. NOG is awarded on a first-come first-serve basis and needs to be approved with the State of Nebraska before it can be disbursed.

PROJECT STRIVE/TRIO PROGRAMS

Project Strive also has additional funds to be awarded to program participants based on need and established criteria requirements. In order to receive grant aid, students must:

- Be current participants in Project Strive
- Be in their first two years of postsecondary education
- Be currently receiving Federal Pell Grants
- Participate actively in Project Strive to ensure academic success
- Maintain a minimum of 2.0 grade point average

SCHOLARSHIPS

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

Source: https://www.csc.edu/start/financial-aid/paying-for-college/ 9/20/24

Undergraduate Financial Aid

Financial Aid Full-Time First Time Undergraduate Students 2024-2025				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Any Student Financial Aid*	300	99%		
Grant or Scholarship Aid	294	98%	$2,430,639	$8,267
Federal Grants *(duplicated)*	143	48%	$857,842	$5,999
Pell Grants	143	48%	$799,983	$5,594
Other Federal Grants	64	21%	$57,859	$904
State/Local Government Grant or Scholarships	59	20%	$92,935	$1,575
Institutional Grants or Scholarships	263	88%	$1,479,862	$5,627
Loans to Students *(duplicated)*	160	53%	$771,293	$4,821
Federal Student Loans	157	52%	$680,650	$4,335
Other Student Loans	12	4%	$90,643	$7,554

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

Grants or Scholarship Aid Undergraduate Students 2024-2025				
Type of Aid	Number Receiving Aid	Percent Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Grant or Scholarship Aid*	296	99%	$3,024,514	$10,218
Pell Grants	143	48%	$857,842	$5,999
Federal Student Loans	157	52%	$680,650	$4,335

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

Military Servicemembers and Veteran's Benefits Undergraduate and Graduate 2024-2025			
Type of Aid	Number Receiving Aid	Total Amount of Aid Received	Average Amount of Aid Received
Post 9/11 GI Bill Benefits	15	$51,727	$3,448
Undergraduate Students	13	$48,127	$3,702
Graduate Students	2	$3,600	$1,800
Department of Defense Tuition Assistance Program	7	$24,804	$3,543
Undergraduate Students	7	$24,804	$3,543
Graduate Students	0	$0	$0

Source: IPEDS Financial Aid 2025-2026, Office of Institutional Research

Campus Activities

2024-2025 Fact Book

NCAA Sports and Other Athletics

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

The Eagles belong to the Rocky Mountain Athletic Conference (RMAC) and the National Collegiate Athletic Association (NCAA), Division II. Intramurals are available for men, women, and co-ed teams in a variety of activities. The college also has a strong Physical Education Department, which annually produces outstanding teachers and coaches. Physical education, fitness and recreational activities on the Chadron State campus benefit greatly from the Nelson Physical Activity Center, one of the region's outstanding multi-use facilities.

Varsity Athletes Final Roster Numbers		
	Men	**Women**
Basketball	15	17
Cross Country	10	11
Football	138	
Golf		6
Rodeo	14	15
Indoor Track	44	37
Outdoor Track	44	36
Softball		21
Volleyball		23
Wrestling	30	25
Total	**295**	**191**



Club sports include Cheer.



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

Source: 2024 Equity in Athletics Disclosure Act (EADA), Office of Institutional Research 10/29/24
https://www.csc.edu/npac/intramural/ 10/1/24

Student Athletes by Men's Sport and Academic Plan

Fall 2024 Student Athletes By Department and Academic Plan	Basketball	Football	Rodeo	Wrestling	Track/Cross Country	Grand Total
Graduate Programs						
Business Administration MBA		2		3	4	9
Education		1			1	2
Organizational Management		2		1		3
Professional Development GR	1	2				3
Undergraduate Programs						
Art				1		1
Biology		7		1	2	10
Business Administration	7	44	6	6	6	69
Business, Mktg, and IT 6-12		2				2
Communication Arts		2			1	3
Earth and Space Science 7-12		1				1
Elementary Educ K-8					1	1
General Business	1	6		2		9
Health and Physical Educ PK-12		8			4	12
Health 7-12		1				1
Interdisciplinary Studies	2	2	2	1		7
Justice Studies: Criminal Just		5		1	2	8
Mathematics					1	1
Mathematics 6-12		1			1	2
Nutrition and Dietetics					1	1
Physical Education 7-12		2			1	3
Physical Sciences		4	1	1		6
Psychological Studies		9			2	11
Rangeland Management		5	3	6	2	16
Social Science 7-12				1		1
Special Education Gen K-12					1	1
Sport, Fitness, and Recreation	4	22		3	5	34
Sports and Recreation Mgmt		1				1
Undeclared		1			1	2
Grand Total	**15**	**130**	**12**	**27**	**36**	**220**

Source: Student Athlete Listing (used to generate the Athletic Equity EADA report), Fall 2024

Student Athletes by Women's Sports and Academic Plan

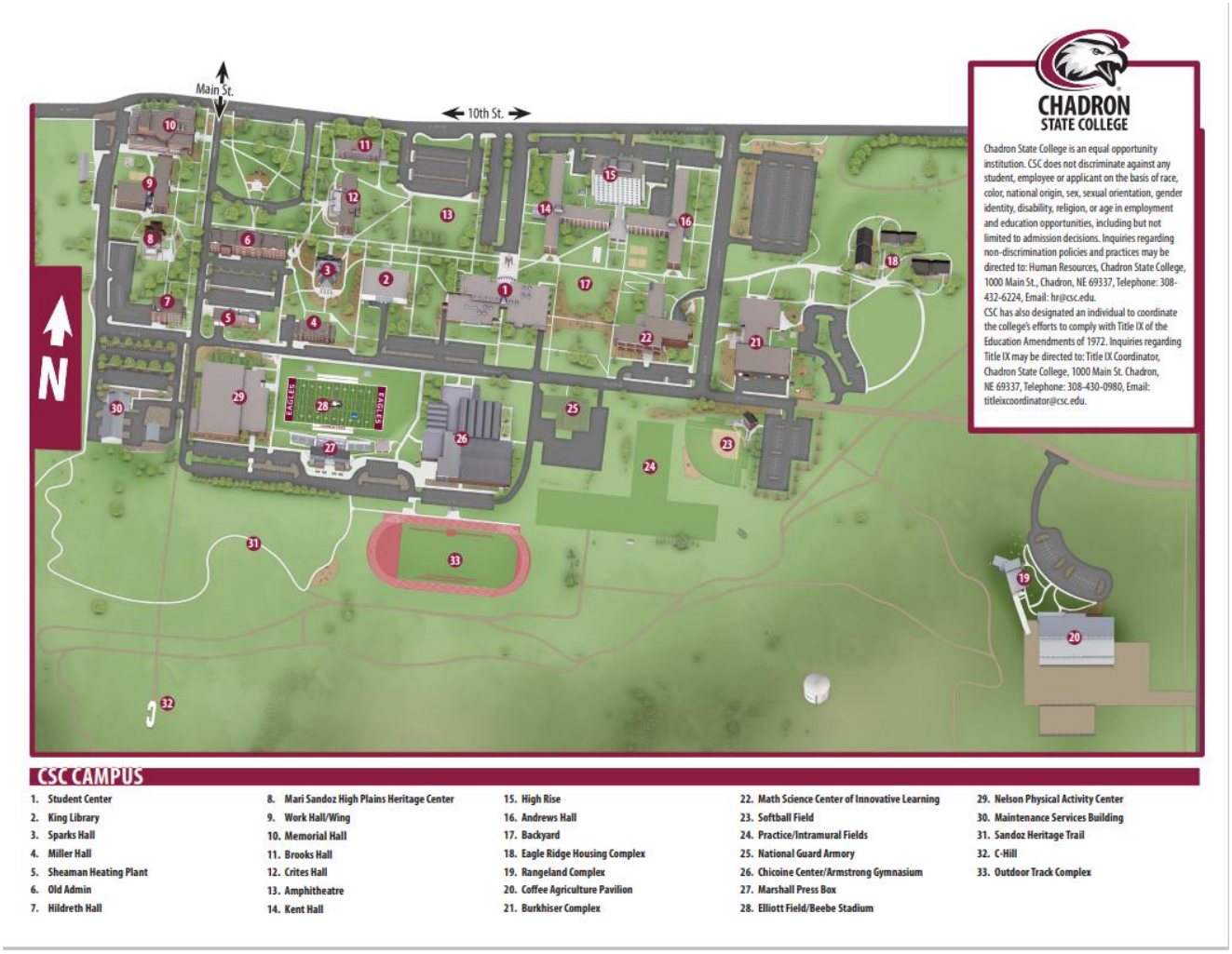
Fall 2024 Student Athletes By Department and Academic Plan	Basketball	Golf	Rodeo	Softball	Volleyball	Wrestling	Track/Cross Country	Grand Total
Graduate								
Business Administration MBA				1				1
Organizational Management	1				1			2
Undergraduate								
Advanced English Studies					1		1	2
Biology	3	1		1	3		3	11
Business Administration	7	2	5	1	3	5	11	34
Communication Arts				1	1			2
Early Childhood Inclusive					1			1
Elementary Educ K-8			2	2	3	1	1	9
English Language Arts 7-12							1	1
Family and Consumer Sciences							2	2
FCS 6-12					1			1
General Business			2	2	1	1		6
Health & Phys Educ PK-12						1	2	3
Health Sciences			1			1		2
Interdisciplinary Studies				2		1	1	4
Justice Studies: Criminal Just		1		2		6	1	10
Justice Studies: Legal Studies			1					1
Mathematics				1				1
Mathematics 6-12				1				1
Nutrition and Dietetics					1	1	1	3
Physical Sciences		1			1	2	4	8
Psychological Sciences	3		1	1	1	1	2	9
Rangeland Management			2	2			1	5
Social Science 7-12	1							1
Social Work						1		1
Special Education Gen K-12							1	1
Sport, Fitness, and Recreation	2	1		3	3	4	4	17
Grand Total	**17**	**6**	**14**	**20**	**20**	**25**	**36**	**138**

Source: Student Athlete Listing (used to generate the Athletic Equity EADA report), Fall 2024

Facilities

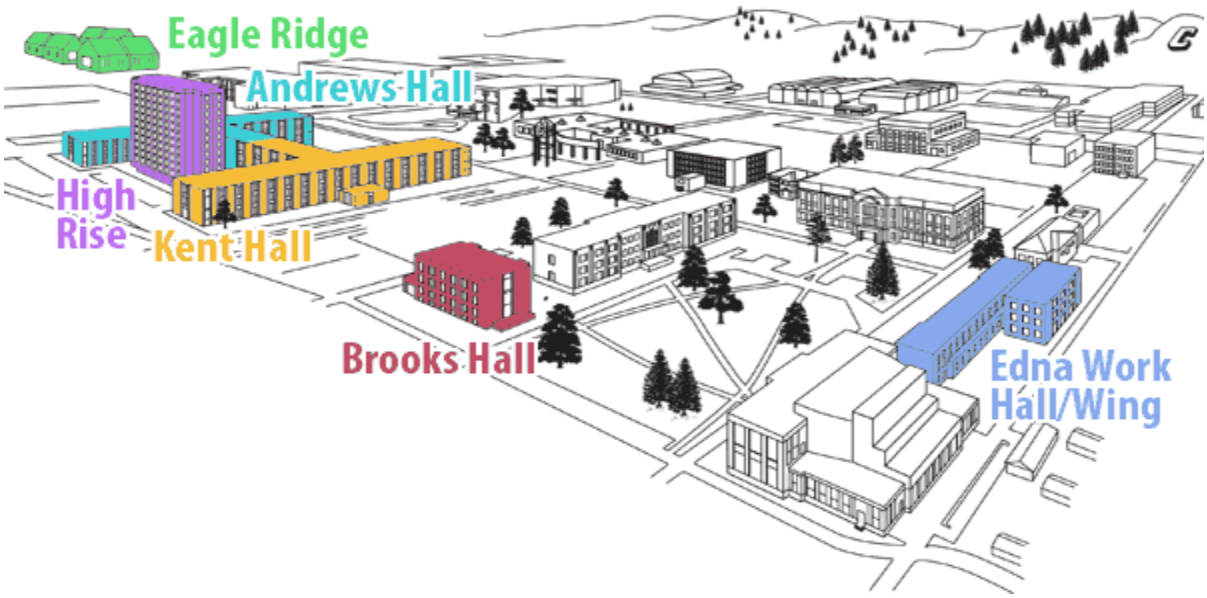
2024-2025 Fact Book

Campus Map



Source: College Relations Office

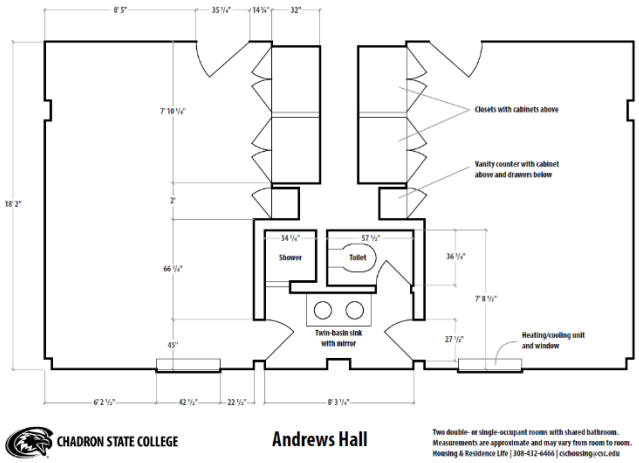
Campus Housing



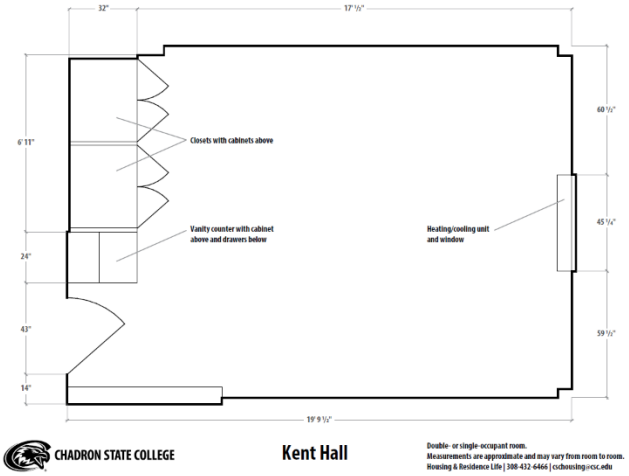
Chadron State College takes great pride in our on-campus housing. Our residence halls offer double and single occupancy, in a variety of room arrangements. The rooms are spacious and well-furnished. All residence halls are located on campus, in close proximity to classrooms and campus activities.

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

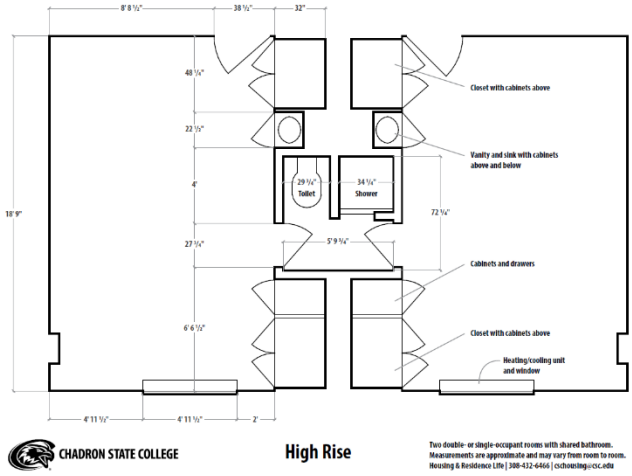
Andrews Hall



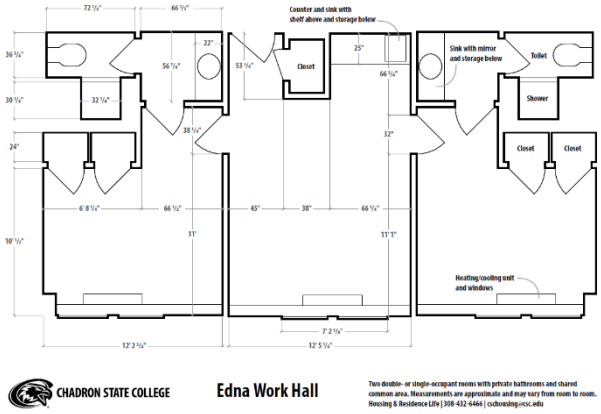
Kent Hall



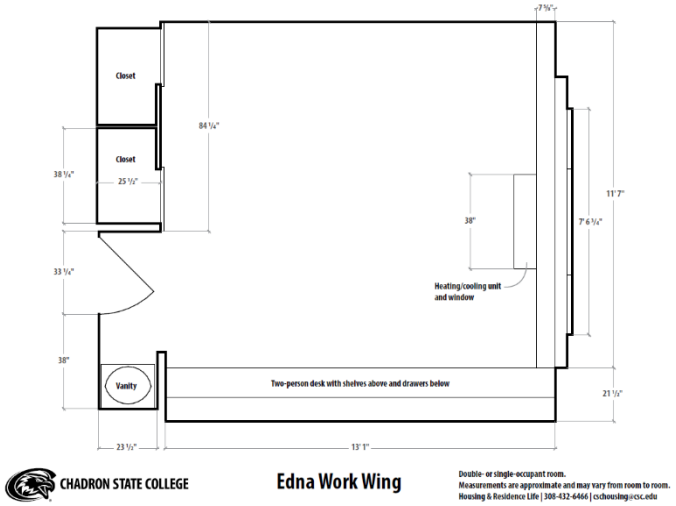
High Rise:



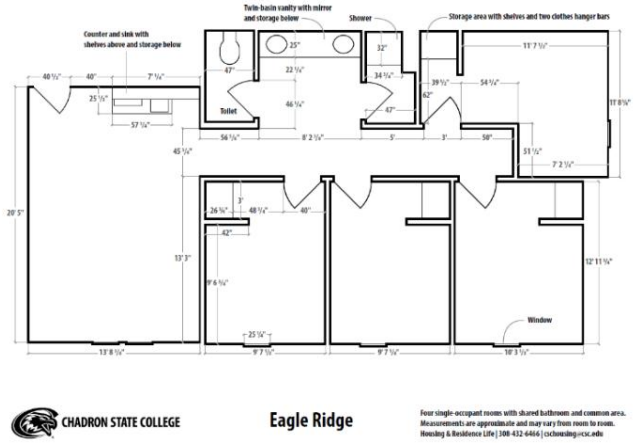
Edna Hall:



Edna Wing:



Eagle Ridge:



Edna G. Work Hall (1932)

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

Source: Housing & Residnce Life

Campus Housing (Cont'd)

Edna G. Work Wing (1960s)
Edna Work Hall is a three-story hall that houses predominately upper-division students. A living room is the shared space between the bedrooms, and each bedroom includes a complete bathroom. Each floor has a laundry room, a community area with a TV, and a separate study room. Optional furnishing comprises twin beds, a chair, a desk, and a three-drawer dresser. The basement of Edna Work features a 24-hour exercise room.

Edna Wing (connected to Edna Hall) predominantly houses incoming first-year students seeking a quiet study atmosphere. Edna Work Wing is a co-ed, three-story hall. Each floor is equipped with a laundry room and a community bathroom. There is a sink, mirror, built-in closets, and built-in shelf/counter in each room. Optional furnishing includes a twin bed and study chair.

Kent Hall (1965)-
Kent Hall houses incoming freshmen students. Kent Hall comprises the west wing of the main residence hall complex. Kent Hall is a three-story, co-ed by floor/wing with community bathrooms and showers located in the center of the hall on each floor. Each room has built-in closets and dressers, a mirror, a tile floor, and a pantry shelf. Optional furnishings include a twin bed, desk, and chair. Each floor also has storage rooms and study rooms. Laundry facilities for Kent Hall are located in the basement, where students may enjoy another lounge area and space to study.

Andrews Hall (1966)
Andrews Hall houses predominately upper-division students. Andrews Hall comprises the east wing of the main residence hall complex. Andrews is a three-story, co-ed, suite-style residence hall (two rooms joined by a bathroom). The TV and recreational lounge in the basement includes a ping-pong table, pool table, and foosball. Laundry facilities are also located in the basement, which does not require coins. Each room has built-in closets, dressers, tile floors, mirrors, and window blinds. Single and Double optional furnishings include a twin bed, study desk, and study chair.

High Rise Residence Hall (1967)
High Rise houses predominately upper-division students. High Rise is in the center of the residence hall complex. High Rise is an eleven-story, co-ed, suite-style residence hall (two rooms joined by a bathroom). Each floor has a lounge area with cable TV. Each room has built-in closets, drawers, sink, mirror, tile floors, and window blinds. Optional furnishing includes a twin bed, desk, and chair.

Laundry facilities are located in the basement, along with a 24-hour workout facility with multiple cardio and guided weight machines. The lobby has a 24-hour computer lab and printing facilities and a late-night convenience store, pool, ping pong, and lounge area.

Eagle Ridge (2014)
Opened in 2014, Eagle Ridge is the newest of the CSC Residence Halls, comprised of three unique buildings on the east side of campus. Eagle Ridge houses predominately upper-division students. Eagle Ridge includes a main and a garden level and is a co-ed, apartment-style residence hall. The garden level of Eagle Ridge features three apartments and a community laundry facility, which does not require

coins. The upper level of Eagle Ridge features three apartments, a balcony area, and a community living area. The community living area has a kitchenette, a big-screen cable TV, and lounge chairs.

Each apartment in Eagle Ridge has four private bedrooms, a spacious vanity with a mirror and two sinks, a toilet and shower, and a community living area. Each private bedroom has a bed, dresser, desk, and chair with built-in closet space.

Administrative Services Facilities

Sparks Hall (1914)
Sparks Hall, a 17,218 GSF structure, originally built as a women's dormitory, was renovated in 2006 to house administration, human resources, college relations, public information, and alumni and Chadron State Foundation offices. This building was listed on the National Register of Historic Places in 1983.

Student Services Facilities

Crites Hall (1938)
Originally a men's dormitory, Crites Hall was later used as a cafeteria and sorority house. It was renovated in the early 1980s for use as office space; and in 2016, the front entrance was renovated to provide handicap access. The 37,616 GSF building currently houses Student Services offices for START, admissions, business, records, housing and residence life, health services, and counseling services offices. This building was listed on the National Register of Historic Places in 1983.

Reta E. King Library (1966)
This 46,037 GSF structure houses the campus's main print collections; circulation and reference services; an open computer lab; group study rooms; a student lounge; and a mediated classroom/computer lab. Accessibility improvements were made in 1996, and finishes were updated in 2000. The next renovation was major. Completed in 2015, it involved moving the majority of the library's books to the upper level, making room on the main level for the Library Learning Commons. Located in the Commons are tutoring services, career services, and the transitional studies program. The Project Strive/TRiO office is located on the lower level.

Student Center (1989, 1991)
This 52,183 GSF structure, built in two phases, contains the campus food service facilities; a ballroom; the Campus Activities Board and Student Senate offices; conferencing and meeting rooms; a lounge; and game rooms. During the Fall 2016 semester, Game Day opened, offering CSC apparel and promotional items.

Academic Facilities

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

Academic Facilities (cont'd)

serve as a classroom building. It currently houses the Social Sciences, Justice Studies, Education, Communication, and English and Humanities Departments, along with the staff of the Eagle newspaper, a mock courtroom, and a computer lab.

Miller Hall (1920)
This 22,586 GSF structure was the first gymnasium on campus and was built in conjunction with an athletic field and quarter-mile track. It was remodeled in 1967, then renovated in 1998 to provide distance-learning, general purpose, and mediated classrooms; an IT Data Center; and offices for the Graduate Studies Program and the Counseling, Psychological Sciences and Social Work Department. This building was listed on the National Register of Historic Places in 1983.

Hildreth Hall (1926)
Originally the Glen Hildreth Education Building, this 23,908 GSF structure once served as the Campus Laboratory School, and later as the home for the Department of Education. The building is currently inactive and used for storage.

Brooks Hall (1957)
This 24,504 GSF three-story structure, located on the north side of the campus, was built as a residence hall. The building is currently vacant.

Mari Sandoz High Plains Heritage Center (1929)
Originally the campus library (built in the Carnegie style), this 15,795 GSF building was renovated in 2000 to house the Mari Sandoz High Plains Heritage Center. The Center features permanent, temporary, and traveling exhibits that deal with life on the high plains in the 1800s and early 1900s, primarily in Nebraska. It also features a preservation/preparation workroom, equipped with a digital imaging laboratory, an archival library, artwork, and collections. The original building was listed on the National Register of Historic Places in 1983. The adjacent two-story Chicoine Atrium was dedicated September 9, 2002 and then opened to the public, providing additional space for exhibits, meetings, seminars and workshops, social events, and musical performances. Located in the lower level of the Atrium, the C. F. Coffee Gallery features interpretive exhibits that explore the ranching heritage of the High Plains, along with a model of a portion of the First National Bank of Chadron from the early 1900s.

Memorial Hall (1953)
Originally constructed as the campus auditorium and campus student center, Memorial Hall (often referred to as M-Hall) houses the Visual and Performing Arts Department, which includes the Music, Art, and Theatre programs. Memorial Hall features two theatres and three galleries. A partial renovation of this 50,408 GSF building took place in 2002. An acoustical shell, completed in January, 2017, was installed to enhance performances in the auditorium.

Math Science Center of Innovative Learning (1968, 2022)
This 60,701 GSF building is home to the Department of Mathematical Sciences and Department of Physical Life Sciences. A variety of classrooms and labs, including a cadaver lab, a microbiology lab, and a chemistry lab, are utilized by students pursuing a degree in the health professions. The Dr. Lois

Veath Planetarium, located on the lower level, serves the college and western Nebraska with educational programs dealing with astronomy. The Math Science Building is also home to the High Plains Herbarium, which contains approximately 60,000 specimens of plants found primarily in the northern Great Plains. The Eleanor Barbour Cook Museum of Geology, located in the basement level, was CSC's first museum. Founded in 1938, the museum features donated fossil specimens, minerals and rocks from Black Hills pegmatite mines, meteorites, agates, and rock-forming minerals from around the world. In 2022, a complete renovation and 17,000-square foot addition was added. The building now meets contemporary laboratory and teaching standards and includes a lecture hall with two 120-inch projection screens, active learning classrooms and labs, study spaces, extensive audio-visual technologies. The building also includes the Dr. Lois Veath Planetarium, the Eleanor Barbour Cook Museum of Geology, and the High Plains Herbarium.

Burkhiser Technology Complex (1970)
The 63,472 GSF complex was last renovated in 1999. Burkhiser houses the Business Academy and Family and Consumer Science. It is also home to the CSC Print Shop, the Nebraska Business Development Center; and the Child Development Center Laboratory. The CDC, operating since 1972, serves as an educational program for the purpose of "educating educators" who care for and about young children. The CDC is state-licensed by the Nebraska Department of Health and Human Services, and is nationally accredited by the National Academy of Early Childhood Programs. The Burkhiser Complex also features a wildlife display that was donated to the college by Cabela's.

Rangeland Complex and Coffee Agriculture Pavilion (2015-2016)
At 28,150 square feet, the Pavilion includes an indoor arena, which provides room for hands-on instruction and demonstrations with live animals. It also provides space for seminars, exhibitions, and workshops with animals, as well as for an indoor arena for the CSC rodeo team to practice in. Phase II, completed in 2016, is a 12,240 square-foot-structure that contains two dedicated laboratory spaces for research with animals and with soils and grasses. Additionally, it houses classrooms, faculty office space for Rangeland Management, and a computer lab.

Nelson Physical Activity Center (NPAC) (1986)
This 75,230 GSF structure was designed to replace the old gymnasium with a sports arena and physical education classrooms and offices. It was named for Edwin C. Nelson, who served as the college's seventh president, from. The main activity area is 265 feet by 280 feet, and contains a five-lane, 170-meter track with a six-lane, 60-meter straightway, and three combination basketball/volley-ball/tennis courts. The lower level contains three handball/racquetball courts, a weight room, a cardio-vascular workout room, several locker rooms, an athletic training room, and administrative offices. The upper level contains a practice area for the wrestling team, a dance studio, classrooms, and additional administrative offices. The facility is home to the Health, Physical Education, and Recreation Department, as well as wrestling, track and field, and intramural programs. It is heavily utilized by both college students and community members for recreational and fitness purposes.

Athletic and Recreation Facilities

Elliott Field/Don Beebe Stadium (1929, 2018)
The football field and a 400-meter track were first built in conjunction with Miller Hall, the first gymnasium on campus. The 8,770 GSF stadium and football field, named for CSC's second President Robert I. Elliott, were upgraded in 1998. In 1995, a fundraising drive was launched that eventually resulted in a major renovation of the facility: It doubled the seating capacity and doubled the size of the press box, named in honor of Con Marshall, longtime CSC sports and news information director. The renovation also included additional seating, concessions, and restrooms. During homecoming 2000, the rejuvenated facilities were dedicated, and named in honor former CSC student-athlete Don Beebe. In September 2017, ground was broken for the new Chadron State College Sports Complex, to include a comprehensive renovation of the stadium and the construction of an outdoor track. Updates included replacing the existing south side stadium with a concourse and two-story pavilion that houses game officials, coaches, media and fans. The improvements increased accessibility to the stadium, expanded seating for spectators, a synthetic field, and a video scoreboard. The stadium opened in fall of 2018.

Outdoor Track and Field Competition Facility
Phase II of the Sports Complex Initiative (2020)
The outdoor track and field facility features an eight-lane oval 400-meter outdoor track, runways and pits for jumps, a steeplechase water hazard, a grass infield, and a press box.

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

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

Intramural Fields (2006)
The Intramural fields are located south and east of the Armstrong Gym. As the name implies, they are available for use by the Intramural Sports teams. They also serve as practice fields for the athletic teams.

Campus Support Facilities

Boiler House (1912)
The 10,484 GSF Sheaman Heating Plant houses steam boilers and chillers that serve the campus. The plant was expanded in 1967 and again in 1990 to include a wood-fired boiler system, and in 2003 to include an absorption chilled-water system. This system runs through the core of the campus, and is expanded as renovation projects are implemented.

Maintenance Building (2002)
This 11,800 GSF structure houses the campus maintenance shops, vehicle storage, campus security, mailroom, and administrative offices

Other

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

Sources: College Relations Office

Housing & Residence Life

C-Hill



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

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

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

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



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

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

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

Source: www.csc.edu/modules/news/public_news/view/11318

Library Learning Commons

Reta E. King Library



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

Library Learning Commons
308-432-6271
library@csc.edu

Vision Statement
The King Library Strives to serve the Chadron State College community as a central hub of learning

Building Hours
Monday-Thursday
7 a.m.- 10 p.m.

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

Saturdays
CLOSED

Sunday
1 p.m.- 9 p.m.

Other Offices/Programs Located in the LLC

IT Help Desk
Internship, Career Services and Disability Services
Office of Academic Success/Learning Lab
Project Strive TRIO
Teaching, Learning and Professional Education Center (TLPEC)

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

The main level showcases current periodicals, collaborative work stations, and the adult rotating collection. Circulation and Reference Services are located here, and there are two group study rooms available. Three public use computers are located by the reference desk. The office of Academic Success and Learning Lab, Internship, Career Services and Disability Services, and the IT Help Desk also reside on the main level. The lower level features a student computer lab, bound periodicals, an IDEA Lab, a faculty multi-use room, a video room, a media lab, a virtual reality room, and the Graves Room. The Project Strive/TRIO offices and the Teaching, Learning and Professional Education Specialists offices may also be found on this level.

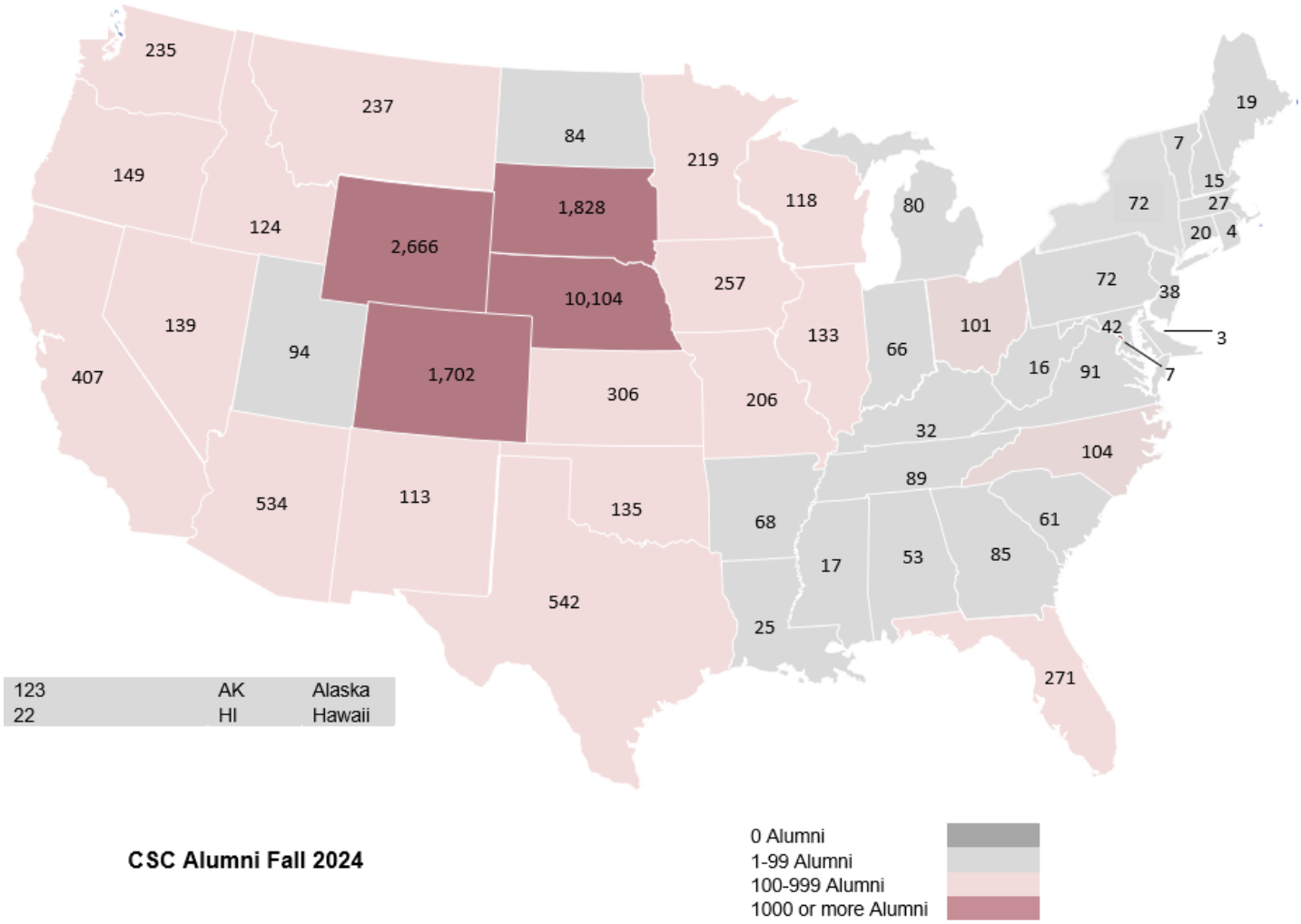
The entry foyer features bookcases of free books for all visitors to browse and/or add to their personal library. In addition, colorful, highly polished metal artwork by Florida artist, Jon Allen are displayed to create an inviting entrance. Funding from the art came from a Sandoz Center endowment and the Thomas K and Carol Krepel Fund.

Sources: Library Staff

Alumni and Foundation

2024-2025 Fact Book

Alumni Geographic Distribution



Source: Alumni and Foundation Office, 10/13/26

Notable Alumni

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

Source: Alumni and Foundation Office 9/25/24

Tables and Schedules

2024-2025 Fact Book

Academic Calendar

FALL TERM 2024

Classes begin for 16-week and 1st 8-week sessions	Monday, August 19
Last day to **add and drop** courses for 16-week session	Sunday, August 25
Last day to **add and drop** courses for 1st 8-week session	Wednesday, August 21
Labor Day Holiday (Campus Offices Closed)	Monday, September 2
16-week and 1st 8-week **Payment Deadline**	Wednesday, September 4
Last day to **withdraw** from 1st 8-week session	Wednesday, September 18
Scholastic Contest (No Classes – Campus Offices Open)	Wednesday, October 9
Classes end for 1st 8-week session	Friday, October 11
Fall Midterm Break (No Classes – Campus Offices Open)	Monday, October 14 to Tuesday, October 15
Spring/May Graduation Application Deadline	Tuesday, October 15
Classes begin for 2nd 8-week session	Monday, October 21
Last day to **add and drop** courses for 2nd 8-week session	Wednesday, October 23
Last day to withdraw from 16-week session	Friday, November 1
2nd 8-week **Payment Deadline**	Wednesday, November 6
Last day to **withdraw** from 2nd 8-week session	Wednesday, November 20
Fall Break (No Classes – Campus Offices Open on November 27)	Wednesday, November 27 to Friday, November 29
Final Exam Week	Tuesday, December 10 to Friday, December 13
Classes end for 16-week and 2nd 8-week sessions	Friday, December 13
December Commencement/Graduation	Friday, December 13
Final Grades Due by 4 p.m.	Monday, December 16
Classes begin for 16-week and 1st 8-week sessions	Monday, August 19

Academic Calendar

SPRING TERM 2025

Classes begin for 16-week and 1st 8-week sessions	Monday, January 13
Last day to **add and drop** courses for 1st 8-week sessions	Wednesday, January 15
Last day to **add and drop** courses for 16-week session	Sunday, January 19
Martin Luther King Jr Day (No Classes – Campus Offices Open)	Monday, January 20
16-week and 1st 8-week **Payment Deadline**	Wednesday, January 29
Last day to **withdraw** from 1st 8-week session	Wednesday, February 12
Summer Graduation Application Deadline	Monday, February 17
Classes end for 1st 8-week session	Friday, March 7
Mid-Term Break (No Classes – Campus Offices Open)	Monday, March 10 to Friday, March 14
Classes begin for 2nd 8-week session	Monday, March 17
Fall/December Graduation Application Deadline	Monday, March 17
Last day to **add and drop** courses for 2nd 8-week session	Wednesday, March 19
Last day to **withdraw** from 16-week session	Friday, March 28
2nd 8-week **Payment Deadline**	Wednesday, April 2
Last day to **withdraw** from 2nd 8-week session	Wednesday, April 16
Spring Break (No Classes – Campus Offices Open)	Monday, April 21
Final Exam Week	Tuesday, May 6 to Friday, May 9
Classes end for 16-week and 2nd 8-week sessions	Friday, May 9
May Commencement/Graduation	Saturday, May 10
Final Grades Due by 4 p.m.	Monday, May 12
Classes begin for 16-week and 1st 8-week sessions	Monday, January 13

Academic Calendar

SUMMER TERM 2025

Classes begin for regular and 4-week session	Monday, May 19
Last day to **add** courses for regular and 4-week sessions	Thursday, May 22
Last day to **drop** courses for regular and 4-week sessions	Tuesday, May 27
Regular and first 4-week **Payment Deadline**	Wednesday, June 4
Memorial Day Holiday (Campus Offices Closed)	Tuesday, May 27
Last day to **withdraw** from 4-week session	Tuesday, June 3
Classes end for 4-week session	Friday, June 13
Classes begin for 8-week session	Monday, June 16
Last day to **add** courses for 8-week session	Wednesday, June 18
Last day to **drop** courses for 8-week session	Saturday, June 21
Juneteenth Holiday (Campus Offices Closed)	Thursday, June 19
8-week **Payment Deadline**	Wednesday, July 2
Last day to **withdraw** from regular session	Monday, July 7
Independence Day (Campus Offices Closed)	Friday, July 4
Last day to **withdraw** 8-week session	Friday, July 18
Classes end for regular and 8-week sessions	Friday, August 8
Summer Degree Completion	Friday, August 8
Final Grades Due by 4 p.m.	Monday, August 11

Flat Rate Tuition Schedule 2024-2025

CHADRON STATE COLLEGE
ONLINE RATE (ALL INCLUSIVE)*
2024-2025

UNDERGRADUATE FLAT RATE

CREDIT HOURS	TOTAL COST
1	316.00
2	632.00
3	948.00
4	1,264.00
5	1,580.00
6	1,896.00
7	2,212.00
8	2,528.00
9	2,844.00
10	3,160.00
11	3,476.00
12	3,792.00
13	4,108.00
14	4,424.00
15	4,740.00
16	5,056.00
17	5,372.00
18	5,688.00
19	6,004.00
20	6,320.00

GRADUATE FLAT RATE

CREDIT HOURS	TOTAL COST
1	400.00
2	800.00
3	1,200.00
4	1,600.00
5	2,000.00
6	2,400.00
7	2,800.00
8	3,200.00
9	3,600.00
10	4,000.00
11	4,400.00
12	4,800.00
13	5,200.00
14	5,600.00
15	6,000.00
16	6,400.00

SPECIAL GRADUATE FLAT RATE

CREDIT HOURS	TOTAL COST
1	378.00
2	756.00
3	1,134.00
4	1,512.00
5	1,890.00
6	2,268.00
7	2,646.00
8	3,024.00
9	3,402.00
10	3,780.00
11	4,158.00
12	4,536.00
13	4,914.00
14	5,292.00
15	5,670.00
16	6,048.00

*the online rate is inclusive of tuition and fees

** ME in Curriculum & Instruction
MAE in Education (History/Science/Math)

Source: CSC Business Office 9/24/24

Flat Rate Tuition Schedule 2024-2025

ON - CAMPUS FEE SCHEDULE

CHADRON STATE COLLEGE
2024 - 2025

UNDERGRADUATE/RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	196.00	6.45	7.00	68.40	277.85
2	392.00	12.90	14.00	136.80	555.70
3	588.00	19.35	21.00	205.20	833.55
4	784.00	25.80	28.00	273.60	1,111.40
5	980.00	32.25	35.00	342.00	1,389.25
6	1,176.00	38.70	42.00	410.40	1,667.10
7	1,372.00	45.15	49.00	478.80	1,944.95
8	1,568.00	51.60	56.00	547.20	2,222.80
9	1,764.00	58.05	63.00	615.60	2,500.65
10	1,960.00	64.50	70.00	684.00	2,778.50
11	2,156.00	70.95	77.00	752.40	3,056.35
12	2,352.00	77.40	84.00	820.80	3,334.20
13	2,548.00	83.85	84.00	889.20	3,605.05
14	2,744.00	90.30	84.00	957.60	3,875.90
15	2,940.00	96.75	84.00	1,026.00	4,146.75
16	3,136.00	103.20	84.00	1,094.40	4,417.60
17	3,332.00	109.65	84.00	1,162.80	4,688.45
18	3,528.00	116.10	84.00	1,231.20	4,959.30
19	3,724.00	122.55	84.00	1,299.60	5,230.15
20	3,920.00	129.00	84.00	1,368.00	5,501.00

UNDERGRADUATE/NON-RESIDENT

EAGLE RATE (see note below)

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	196.00	6.45	7.00	68.40	277.85
2	392.00	12.90	14.00	136.80	555.70
3	588.00	19.35	21.00	205.20	833.55
4	784.00	25.80	28.00	273.60	1,111.40
5	980.00	32.25	35.00	342.00	1,389.25
6	1,176.00	38.70	42.00	410.40	1,667.10
7	1,372.00	45.15	49.00	478.80	1,944.95
8	1,568.00	51.60	56.00	547.20	2,222.80
9	1,764.00	58.05	63.00	615.60	2,500.65
10	1,960.00	64.50	70.00	684.00	2,778.50
11	2,156.00	70.95	77.00	752.40	3,056.35
12	2,352.00	77.40	84.00	820.80	3,334.20
13	2,548.00	83.85	84.00	889.20	3,605.05
14	2,744.00	90.30	84.00	957.60	3,875.90
15	2,940.00	96.75	84.00	1,026.00	4,146.75
16	3,136.00	103.20	84.00	1,094.40	4,417.60
17	3,332.00	109.65	84.00	1,162.80	4,688.45
18	3,528.00	116.10	84.00	1,231.20	4,959.30
19	3,724.00	122.55	84.00	1,299.60	5,230.15
20	3,920.00	129.00	84.00	1,368.00	5,501.00

GRADUATE/RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	245.00	6.45	7.00	68.40	326.85
2	490.00	12.90	14.00	136.80	653.70
3	735.00	19.35	21.00	205.20	980.55
4	980.00	25.80	28.00	273.60	1,307.40
5	1,225.00	32.25	35.00	342.00	1,634.25
6	1,470.00	38.70	42.00	410.40	1,961.10
7	1,715.00	45.15	49.00	478.80	2,287.95
8	1,960.00	51.60	56.00	547.20	2,614.80
9	2,205.00	58.05	63.00	615.60	2,941.65
10	2,450.00	64.50	70.00	684.00	3,268.50

GRADUATE/NON-RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	490.00	6.45	7.00	68.40	571.85
2	980.00	12.90	14.00	136.80	1,143.70
3	1,470.00	19.35	21.00	205.20	1,715.55
4	1,960.00	25.80	28.00	273.60	2,287.40
5	2,450.00	32.25	35.00	342.00	2,859.25
6	2,940.00	38.70	42.00	410.40	3,431.10
7	3,430.00	45.15	49.00	478.80	4,002.95
8	3,920.00	51.60	56.00	547.20	4,574.80
9	4,410.00	58.05	63.00	615.60	5,146.65
10	4,900.00	64.50	70.00	684.00	5,718.50

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

Source: CSC Business Office 9/24/24

Off-Campus Undergraduate Fee Schedule

OFF - CAMPUS FEE SCHEDULE

CHADRON STATE COLLEGE

2024 - 2025

UNDERGRADUATE/RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	196.00	6.45	7.00	68.40	277.85
2	392.00	12.90	14.00	136.80	555.70
3	588.00	19.35	21.00	205.20	833.55
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18	3,528.00	116.10	84.00	1,231.20	4,959.30
19	3,724.00	122.55	84.00	1,299.60	5,230.15
20	3,920.00	129.00	84.00	1,368.00	5,501.00

UNDERGRADUATE/NON-RESIDENT

EAGLE RATE (see note below)

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	196.00	6.45	7.00	68.40	277.85
2	392.00	12.90	14.00	136.80	555.70
3	588.00	19.35	21.00	205.20	833.55
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13	2,548.00	83.85	84.00	889.20	3,605.05
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19	3,724.00	122.55	84.00	1,299.60	5,230.15
20	3,920.00	129.00	84.00	1,368.00	5,501.00

Source: CSC Business Office 9/24/24

Off-Campus Graduate Fee Schedule

OFF - CAMPUS FEE SCHEDULE

CHADRON STATE COLLEGE

2024 - 2025

GRADUATE/RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	245.00	6.45	7.00	68.40	326.85
2	490.00	12.90	14.00	136.80	653.70
3	735.00	19.35	21.00	205.20	980.55
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8	1,960.00	51.60	56.00	547.20	2,614.80
9	2,205.00	58.05	63.00	615.60	2,941.65
10	2,450.00	64.50	70.00	684.00	3,268.50

GRADUATE/NON-RESIDENT

HRS	TUITION	HEALTH FEE	STUDENT ACTIVITY FEE	COLLEGE SUPPORT FEE	TOTAL
1	490.00	6.45	7.00	68.40	571.85
2	980.00	12.90	14.00	136.80	1,143.70
3	1,470.00	19.35	21.00	205.20	1,715.55
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8	3,920.00	51.60	56.00	547.20	4,574.80
9	4,410.00	58.05	63.00	615.60	5,146.65
10	4,900.00	64.50	70.00	684.00	5,718.50

Source: CSC Business Office 9/24/24

Dual Enrollment

DUAL ENROLLMENT FEE SCHEDULE

CHADRON STATE COLLEGE

2024 - 2025

FALL 2024 CLASS SCHEDULE

SUBJECT	CATALOG #	SECTION	COURSE TITLE	CREDITS	TOTAL COST	COURSE SITE
MATH	142	48C0	COLLEGE ALGEBRA	4	240.00	CHADRON
HIST	151	48C0	US HISTORY TO 1877	3	180.00	CHADRON
MATH	142	48C0	COLLEGE ALGEBRA	4	240.00	GORDON
PSYC	131	48A0	INTRO TO PSYCHOLOGY SCIENCI	3	180.00	SCOTTSBLUFF

SPRING 2025 CLASS SCHEDULE

SUBJECT	CATALOG #	SECTION	COURSE TITLE	CREDITS	TOTAL COST	COURSE SITE
MATH	232	48C0	APPLIED STATISTICS	3	180.00	CHADRON
MATH	151	48C0	CALCULUS 1	5	300.00	CHADRON
HIST	152	48C0	US HISTORY SINCE 1877	3	180.00	CHADRON
MATH	232	48C0	APPLIED STATISTICS	3	180.00	SCOTTSBLUFF
PSYC	131	48A0	COLLEGE ALGEBRA	3	180.00	SCOTTSBLUFF
MKTG	231	48A0	PRINCIPLES OF MARKETING	3	180.00	SCOTTSBLUFF

DUAL ENROLLMENT RATE - $60.00 PER CREDIT HOUR

Source: https://www.csc.edu/admissions/dualcredit/course-listings/ 9/25/24

Description of Fees

2024 – 2025 Description of Fees

Health Fee $6.75 per credit hour

This fee is used to help pay services and employment of a school health office.

Student Activity Fee $7.00 per credit hour

This helps provide funding for the student Campus Activities Board (CAB).
Max 12 Credit Hours ($84.00)

College Support Fee/Extended Campus Fee $68.40 per credit hour

This fee helps generate revenue to support the increase in costs of athletic and cultural programs (fine arts), improvements to the Student Center residence halls, parking lots, pedestrian enhancements, and instructional spaces. This fee also supports computer lab hardware, software and updates, campus network, internet, technical support, and the management of student records.

Department Fees Variable

Other departments may charge lab and other fees for certain courses and services.

Source: CSC Business Office 9/24/24

ESTIMATED COST OF ATTENDANCE

FINANCIAL AID NEED

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

RECEIVING OUTSIDE SCHOLARSHIP/RESOURCES

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

COLLEGE IS AFFORDABLE

CSC offers grants and work-study, student and parent loans to help with college costs. The cost to attend college throughout the nation has been on the rise, especially in the last few years. CSC has not been exempt to these increases, but still has remained among the most affordable four-year colleges in the United States. It is our goal to continue to provide quality education for a manageable price. Currently, our students graduate with a bachelor's degree with an average student loan debt of $18,002.96.

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

Source: CSC Institutional Research Borrower's Summary 9/25/25

Estimated Cost of Attendance Undergraduate

Financial aid is available to cover certain educational costs based on period of enrollment known as estimated Cost of Attendance (COA). The COA is based on costs for two semesters and includes allowances for tuition, fees, room, board, books and supplies, transportation and miscellaneous personal expenses. The following figures represent the estimated costs based on enrollment status, residency status and living arrangements for the 2022-2023 academic year.

UNDERGRADUATE

Per Year	On/Off Campus Resident	Online Only	With Parents Resident
Tuition	$5,934	$5,934	$5,934
Fees	$2,356	$3,546	$2,356
Books	$1,300	$1,300	$1,300
Room/Meals	$312/wk	$312/wk	$206/wk
Transportation	$68/wk	$68/wk	$24/wk
Personal Expense	$56/wk	$56/wk	$67/wk

Based on 15 credit hours per semester, 30 credit hours per academic year.

Estimated Cost of Attendance Graduate

GRADUATE

Per Year	Resident	Online Only
Tuition & Fees	$4,450	$4,450
Fees	$1,440	$2,764
Books	$1,300	$1,300
Room/Meals	$312/wk	$312/wk
Transportation	$68/wk	$68/wk
Personal Expenses	$56/wk	$56/wk

Based on 9 credit hours per semester, 18 credit hours per academic year.

Source: IPEDS Institutional Characteristics Financial Aid of Attendance, COA 9/11/24

Housing Rates

CHADRON STATE COLLEGE
2024-2025
FULL SEMESTER RATES FOR RESIDENCE HALLS AND CAFETERIA

	Fall 2024	Spring 2025
Residence Hall Single Occupancy	$3,235.00	$3,235.00
Residence Hall Double Occupancy	$2,355.00	$2,355.00
Eagle Ridge Private Room	$3,145.00	$3,145.00

320 Meal Block Plan + $200 Eagle Bucks	$2,495.00
200 Meal Block Plan + $200 Eagle Bucks	$2,280.00
150 Meal Block Plan + $200 Eagle Bucks	$1,795.00
80 Meal Block Plan + $50 Eagle Bucks (1)	$985.00
40 Meal Block Plan (2)	$480.00
20 Meal Block Plan (2)	$245.00

(1) Available to off-campus students only
(2) Available to off-campus students as well as on-campus students in addition to 150, 200, or 3200 Meal Block Plan

Additional Eagle Bucks may be purchased by contacting the CSC Business Office

Food plans may be increased at any time during a semester at a pro-rated rate. Food plans may only be reduced or cancelled during the first two weeks of a semester. Remaining meals expire following the completion of an academic semester. Students who un-enroll from Chadron State College during the final four weeks of the semester are not eligible for refund.

Eagle Bucks are non-refundable. Unused Eagle Bucks may transfer from the fall to spring semester contingent upon the continuation of any meal plan. Eagle Bucks do not transfer from the spring to fall semester. Additional Eagle Bucks may be purchased by contacting the Business Office.

Source: CSC Housing and Meal Plan 2024-2025 9/25/24

Housing Rates

REFUND SCHEDULE AND CANCELATION FEE

A Residence Hall Contract, reservation, or paid application may be cancelled via a student's housing Portal or email to cschousing@csc.edu. A $300.00 late cancellation fee is assessed for cancelling a paid reservation after the deadline of June 1 for Fall Semester students. A $300.00 late cancellation fee is assessed for cancelling a paid application, reservation, or Residence Hall Contract after the deadline of December 1 for incoming Spring Semester resident students. If a written cancellation is mailed, it must be postmarked on or before June 1 for Fall semester and December 1 for Spring semester. Once classes begin, refunds will be calculated according to the following schedule:

Fall Week One:

- Cancellation and proper checkout by Friday at 4:30 p.m. Mountain Time.
- 100% refund of Fall Semester room charges and $600.00 cancellation fee.
- Prorated refund of unused Fall Semester meals excluding Eagle Bucks.

Fall Week Two:

- No refund of Fall Semester room charges. $300.00 cancellation fee per contracted semester.
- Prorated refund of unused Fall Semester meals excluding Eagle Bucks.

Note: No meal plan refund for a contract cancellation initiated during the final four weeks of a semester.

Spring Week One:

- Cancellation and proper checkout by Friday at 4:30 p.m. Mountain Time.
- 100% refund of Spring Semester room charges and $300.00 cancellation fee.
- Prorated refund of unused Spring Semester meals excluding Eagle Bucks.

Spring Week Two:

- No refund of Spring Semester room charges. $300.00 cancellation fee.
- Prorated refund of unused Spring Semester meals excluding Eagle Bucks.

Note: No meal plan refund for a contract cancellation initiated during the final four weeks of a semester.

The cancellation fee may be waived if:

1. A student cancels for a college related reason, including but not limited to: graduation, student
2. teaching, internship, or study abroad.
3. Military service.

4. A student has been suspended for academic or disciplinary measures, with the approval of the
5. Dean of Student Affairs.
6. The contract is terminated with the approval of the Director of Housing or the Dean of Student
7. Affairs.
8. A student is only enrolled in exclusively eight-week classes, and those classes complete their
9. program of study.
10. A student withdraws from CSC with the approval of the Dean of Student Affairs.

All cancellations, regardless of reservation date or whether an actual room assignment has been made, will be subject to these policies

Source: CSC Housing and Meal Plan 2024-2025 9/25/24

Glossary

2024-2025 Fact Book

GLOSSARY

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

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

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

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

Alumna - a female graduate or former student.

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

Alumnus - a male graduate or former student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department Fees - Departments may charge lab and other fees for certain courses and services.

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

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

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

Duplicated Headcount - Occurs when a student is counted more than one time because he/she enrolled in more than one course or term.

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

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

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

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

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

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

Faculty - Personnel who teach classes for the college.

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

Fees - Additional charges not included in tuition.

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

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

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

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

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

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

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

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

Full-Time Graduate Student - A graduate student enrolled in nine or more credit hours per semester is considered to be taking an academic full-time load.

Full-Time Undergraduate Student - An undergraduate student enrolled in 12 or more credit hours per semester is considered to be taking an academic full-time load.

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

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

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

Grant - Money awarded to a student to fund his/her education and that is not required to be repaid.

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

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

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

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

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

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

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

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

Loan - Money awarded to a student to fund his/her education and that is required to be repaid.

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

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

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

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

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

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

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

Nebraska State College System (NSCS) - The governing body of Nebraska's three public colleges (Chadron State, Peru State, and Wayne State). It is not part of the University of Nebraska System.

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

Off-Campus Onsite Course - A course conducted in a classroom geographically separate from the CSC campus in Chadron, Nebraska. These locations do not have a full range of administrative and student services. A facility may provide access to instruction that requires student attendance at a physical location that receives interactive video or other forms of web-based instruction.

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

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

Part-Time Graduate Student - A graduate student enrolled in fewer than nine credit hours per semester is considered to be taking an academic part-time load.

Part-Time Undergraduate Student - An undergraduate student who is enrolled in fewer than 12 credit hours per semester is considered to be taking an academic part-time load.

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

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

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

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

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

Retention - A process wherein efforts are made to induce students who have registered for a fall semester to register again the following fall semester.

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

Satisfactory Academic Process (SAP) - Federal Financial Aid regulations require financial aid recipients to make satisfactory academic progress toward the completion of a degree. In order to be awarded and retain

financial aid, recipients must comply with all the Satisfactory Academic Progress (SAP) requirements for the fall, spring, and summer terms as outlined in the SAP Policy.

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

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

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

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

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

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

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

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

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

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

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

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

Tuition – Amount of money charged for teaching or instruction by a school, college, or university.

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

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

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