

BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

ACTION: **Approve 2022 Program Review Recommendations for Chadron State College**

Per Policy 4200, existing academic programs shall be reviewed every seven (7) years by each College to determine the quality and effectiveness of each program, the efficiency with which each is delivered, and to avoid unnecessary duplication. Each program is evaluated based on the minimum threshold requirements established by the Coordinating Commission for Postsecondary Education (CCPE). Below are the academic programs at Chadron State College that have been successfully reviewed for the 2021-2022 academic year and currently meet the minimum CCPE thresholds, along with the subsequent recommendations for continued offering of each.

Chadron State

- Counseling - continue program
- Curriculum & Instruction - continue program
- Education - continue program
- Educational Administration - continue program
- Health, Physical Education & Recreation - continue program
- Special Education - continue program
- Sports & Recreation Management - continue program

The System Office and Chadron State College recommend approval of the 2022 Program Review Recommendations for Chadron State College.

ATTACHMENTS:

- CSC Counseling Program Review (PDF)
- CSC Curriculum Instruction Program Review (PDF)
- CSC Education Program Review (PDF)
- CSC Educational Administration Program Review (PDF)
- CSC Health Phys Ed & Recreation Program Review (PDF)
- CSC Special Education Program Review (PDF)
- CSC Sports Recreation Management Program Review (PDF)

**CSC Academic Program Review Report 2022
Counseling**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Graduate	Credit Hours
Counseling	Clinical Mental Health Counseling		MAE	60
Counseling	School Counseling Option 1		MAE	39
Counseling	School Counseling Option 2		MAE	54
Counseling		Alcohol and Drug		21
Counseling	Licensed Alcohol/Drug Counseling			9
Counseling	Licensed Mental Health Practitioner			27

Seeking accreditation: Although there is no current national or programmatic accreditation, the counseling program is currently taking steps to seek CACREP accreditation. The self-study is underway.

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

The counseling program produces graduates who are successfully pursuing careers as Licensed Mental Health Practitioners (LMHP), endorsed School Counselors, and Licensed Alcohol & Drug Counselors (LADC). The most recent review of the Counseling program at Chadron State College found a consistent and growth in enrollment and five-year average of degrees awarded. The counseling program, which includes school counseling and clinical mental health counseling, showed a five-year average of 15.2 graduates (SC) and 10 graduates (CMHC). The counseling program faculty focuses on providing counselor education aligned with the Council for Accreditation of Counseling and Educational Programs (CACREP), Nebraska Department of Education (NDE), and the Council for the Accreditation of Educator Preparation (CAEP) standards, as well as preparing students with the skills, knowledge base, and character for their chosen career.

In addition to our growing number of student majors and graduates, faculty also instruct non-degree seeking graduate students who declare a School Counseling endorsement-only or Clinical Mental Health license-only program. These students enroll in our major courses and are an important part of fulfilling our commitment to meet the mental health needs of rural Nebraska as non-degree seeking students but not included in our official degree output.

Finally, the program recently began offering undergraduate addiction courses leading to Licensure in Alcohol & Drug Counseling (LADC). Beginning fall 2021, these courses are now organized into four academic minors in Addiction Counseling.

Strengths:

There are many strengths of CSC's counseling program. First and foremost is the modality. The program is offered completely online allowing students from around the state and region to complete the degree conveniently. Made up of mostly adult learners, this program caters to those

who are currently working in public schools and the community. The flexibility of asynchronous online classes has been a selling point of the program.

Concerns:

When looking at concerns of the program, there is always the need for personnel. Currently, the counseling program has three full-time faculty with one vacancy (currently posted). If this position is unfilled, workloads, which include advising, will be of major concern. In addition to the growing number of student majors and graduates, faculty also instruct non-degree seeking graduate students who declare a School Counseling endorsement-only or Clinical Mental Health license-only program.

There is also a concern of CACREP specialized accreditation for the Clinical Mental health Counseling area. With graduate enrollment continuing to grow, specific resources are needed to meet accreditation expectations.

Faculty and faculty-related resources

Resources are sufficient for this existing academic program. Although one faculty position is currently open due to a retirement in 2020-2021, the current faculty have an ongoing search seeking a replacement. Initial screenings have taken place at the time of the submission of this report. Phone interviews will begin soon followed by on campus interviews. Ideally, a fourth faculty member will be in place by Fall 2022. Faculty are in the process of seeking CACREP accreditation. The self-study is underway and faculty will be attending a CACREP self-study workshop to learn more about the process.

Informational resources (library, technology, data services, etc.)

The counseling program is completely online and utilizes CSC's Sakai Learning Management System. New technologies are coming soon which include Canvas (college wide) and Tevera. Tevera is an integrated platform used by many CACREP counseling programs across the nation. This technology will assist faculty with assessment data, manage key performance indications, and overall program evaluations.

Needs:

Faculty are seeking CACREP specialized accreditation (as previously mentioned) for Clinical Mental Health Counseling and updating the School Counseling curriculum to better meet CAEP and NDE standards. Both graduate degree and undergraduate minor programs have steadily grown. This growth has placed the program in need of resources to meet specialized accreditation expectations. Specifically, is the need for office assistance equal to equivalent programs across campus, a data management assessment system for completing program assessment, (almost complete) and additional faculty to meet accreditation student/faculty FTEs (initial screenings completed).

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	School Counseling	12	13	9	22	20	15.2
	Clinical Mental Health Counseling	10	9	8	8	15	10

**CSC Academic Program Review Report 2022
Curriculum & Instruction**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Graduate	Credit Hours
Curriculum & Instruction	General Education		ME	36
Curriculum & Instruction	Field Concentration Option		ME	36
Curriculum & Instruction	Secondary		ME	36
Curriculum & Instruction	Reading Specialist (PK-12)		ME	39
Curriculum & Instruction	Special Education (K-12)		ME	51
Curriculum & Instruction	ECE Sped (birth-Kindergarten)		ME	42

The Council for Accreditation of Educator Preparation (CAEP) 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.

2. Section Two (Option B): External Accreditation Findings

Chadron State College Educational Preparation Program is accredited through the Council for the Accreditation of Educator Preparation (CAEP). The Chadron State College Education Program has five advanced level certification programs. An accreditation visit occurred in 2019; however, an annual report is conducted each year to maintain CAEP accreditation. Accreditation was granted at the initial-licensure level and is effective between Fall 2020 and Fall 2027. At the conclusion of the site visit, the accrediting team recommended the EPP **MET all CAEP standards**. Three areas of improvement were identified: 1) The EPP provided limited evidence that all candidates understand the InTASC standards at the appropriate progression levels. 2) The EPP provided an insufficient recruitment plan with goals to recruit and support candidates from a broad range of backgrounds and diverse populations and 3) Candidates have limited opportunities to work with diverse faculty. The next site visit will take place in Spring 2027. Accreditation was also granted at the advanced-level. The same effective dates apply. The results of the 2019 are provided in a brief summary in this report.

CAEP Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance learning of all students toward attainment of college – and career-readiness standards.

The visit team reported the five Masters' programs at the EPP contain assessment instruments that align with advanced application of InTASC standards and consideration of CAEP advanced standards

as well as State of Nebraska advanced standards expectations. The assessments listed by the EPP provided sufficient evidence that candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Employment of data analysis and evidence to develop supportive school environments; Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Supporting appropriate applications of technology for their field of specialization; and Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty is sufficiently documented by state licensure test scores or other proficiency measures.

CAEP Standard 2: Clinical Partnerships and Practice – The provider ensures that effective partnership and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impacts on all P-12 students' learning and development.

The visit team reported clinical experiences are required in all five of the EPP's advanced programs. Advanced program clinical expectations align with and meet state and professional requirements. Clinical experiences generally take place in the P-12 schools where candidates are already employed, so partnerships are made with all of those districts/schools. For candidates whose programs require them to gain experience in a setting not available in their current school, area placements are found by the EPP. Clinical experiences are designed to provide opportunities for advanced candidates to develop and enhance knowledge and skills needed in the professional roles for which they will qualify and to ensure they hold appropriate dispositions to be successful in those roles. Cooperating teachers/mentors are generally selected by administrators in the partner school as they have the greatest knowledge of their particular educational backgrounds and professional experience. Clinical experiences frequently lead to action research projects which are completed in the candidate's school setting with supervision by an EPP faculty member. The action research projects are beneficial to the candidates as they learn to do research effectively as well as to the school, where results of the action research can lead to identification and implementation of best practices, higher student engagement, or enhanced student learning.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

At the time of the CAEP visit, it was reported by the visit team the CSC Admissions Office has seven admission representatives that recruit in Nebraska, Wyoming, South Dakota, Kansas, and Colorado. The representatives regularly visit with campus faculty to review program information and recruitment needs. Additionally, the Enrollment Management and Marketing unit advertises and promotes the programs through a variety of media, including CSC website, the NDE website, professional publications, and television and print ads. Due to efforts to offer online delivery to their sparsely populated region, diversity of candidates has increased in advanced programs and courses.

Advanced candidates are required to maintain a GPA of 3.0 or better throughout the program of study and have no more than six credit hours of graduate work with a grade of "C". CSC has an electronic platform designed so that the candidate and advisor can view progress throughout the program. At the completion of the program, the candidate must (1) hold a GPA of 3.0 or higher, (2) have no more than six credits at the grade of "C", (3) successfully complete the clinical practice, (4) successfully complete the oral exam, and (5) take the Praxis II exam for their field of study. In order to be recommended for certification in Nebraska P-12, the candidate must meet the passing scores for the ETS Praxis II exam.

CAEP Standard 4: Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

It was reported for the C&I programs, the EPP annually completes a standards-based follow-up survey with program completers' employers within the first year of degree completed. This survey is EPP developed and meets CAEP sufficiency criteria for surveys as outlined in the CAEP Evaluation Framework for EPP-created assessments. Standards alignment charts are provided that crosswalk survey indicators to EPP outcomes, CAEP standards, and InTASC standards. First year program completers supply the contact information for their employer. Survey data are collected and analyzed once per year.

CAEP Standard 5: Provider Quality Assurance and Continue - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

It was determined by the visit team the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being stored or shared with the TK20 assessment system. From the site visit, the data collection was confirmed; however, the systematic process by which the data are organized and utilized consistently and collaboratively for continuous improvement remains unconfirmed. During interviews with EPPC and the EPP faculty, examples were provided from multiple faculty of how data are used for instructional changes/refinement or course modification. Additionally, based on data analysis, an assessment course was added to the initial program in order to address findings of a limited understanding of different assessments from program candidates. The EPP provided evidence of data-driven decisions and from the addendum, the EPP explains the procedure for summative data analysis. The Educator Preparation Program Committee (EPPC) is the primary connection with stakeholders within the EPP's system of quality assurance. During the site visit, evidence was provided to support the collaboration between the EPPC and various stakeholders. Supporting evidence from the site visit helped to clarify how the committee was involved with data analysis and data-driven discussion. Additionally, the connection with the EPP was elaborated by a stakeholder as, "The general theme for CSC is open to input but actively seeking feedback, such as awarding scholarships or discussing candidate performance; teachers or principals don't feel like their perceptions aren't valid." The stakeholder also explained how the EPP attempts to "reach out to create personal relationships that are positive" and that the "college reaches out regularly" for feedback and input. The collaborative

process continues to evolve as the EPP recognizes how stakeholders can contribute to the system of quality assurance, and as the EPP expands its year-long partnership program for clinical experiences. At the site visit, there was evidence supporting involvement and collaboration between the EPP and stakeholders as part of the EPP's continuous improvement process.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	Curriculum & Instruction - ME	22	38	35	25	15	27



ACCREDITATION ACTION REPORT

Department of Education
Chadron State College
Chadron, Nebraska

Accreditation Council October 2020

Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

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caepnet.org

November 20, 2020

Dr. Richard R. Rhine
President
Chadron State College
1000 Main Street
Chadron, NE 69337

Dear Dr. Rhine:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 26, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The Department of Education at Chadron State College is granted **Accreditation** at the initial-licensure level and advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Alaric Williams, Ed.D, Department of Education
Jim Powell, Ph.D., Department of Education

CSC Academic Program Review Report 2022
Education

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Education	Secondary (6-12, 7-12, PK-12, K-12)		BS	36-57
Education	Middle Level Education (5-9)		BS	24-28
Education	Elementary Education (K-8)		BS	42
Education	Field Endorsement in SPED (K-12)		BS	42

The Council for Accreditation of Educator Preparation (CAEP) 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.

2. Section Two (Option B): External Accreditation Findings

Chadron State College Educational Preparation Program is accredited through the Council for the Accreditation of Educator Preparation (CAEP). The Chadron State College Education Program has 20 initial endorsements and five advanced level certification programs. An accreditation visit occurred in 2019; however, an annual report is conducted each year to maintain CAEP accreditation. Accreditation was granted at the initial-licensure level and is effective between Fall 2020 and Fall 2027. At the conclusion of the site visit, the accrediting team recommended the EPP **MET all CAEP standards**. Three areas of improvement were identified: 1) The EPP provided limited evidence that all candidates understand the InTASC standard at the appropriate progression levels. 2) The EPP provided an insufficient recruitment plan with goals to recruit and support candidates from a broad range of backgrounds and diverse populations and 3) Candidates have limited opportunities to work with diverse faculty. The next site visit will take place in Spring 2027. Accreditation was also granted at the advanced-level. The same effective dates apply. The results of the 2019 accreditation visit were as follows:

CAEP Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance learning of all students toward attainment of college – and career-readiness standards.

It was reported there was sufficient evidence in Content and Pedagogical Knowledge and the EPP met standards. These standards were addressed in multiple indicators and they were addressed in clinical experiences. Data provided evidenced effective candidate use of research and evidence for

planning, implementing, and evaluating students' progress. Also reported by CAEP was sufficient evidence that the EPP candidates applied content and pedagogical knowledge at specialty licensure areas levels. Other evidence provided this standard was met include program data summaries, Nebraska Clinical Practice Evaluation, Nebraska State Department of Education First-Year Teacher Surveys, Third-Year Teacher Surveys, course syllabi and teacher work samples.

CAEP Standard 2: Clinical Partnerships and Practice – The provider ensures that effective partnership and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impacts on all P-12 students' learning and development.

It was determined candidates in all EPP initial programs are required to participate in multiple field-based experiences of varying duration. Partnership agreements between the EPP and P-12 schools identified expectations of both entities in support of candidates placed in schools. The Cooperating Schools Handbook for clinical experiences outlined responsibilities and expectations for candidates, cooperating teachers, and university supervisors. A second handbook used for the School-based Partnership Program clinical experiences is also in place. Also provided was evidence indicating the EPP worked to ensure that candidates had opportunities to work with students who are ethnically diverse, have diverse backgrounds and have diverse learning needs. Diversity of students in P-12 cooperating schools varied by location, with several having high levels of diversity with regard to ethnicity, socio-economic status, and learning needs. The EPP built specific field experiences targeting diversity into its block semester curriculum.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

The EPP provided proof of tools in place for the recruitment of diverse candidate who meet employment needs; however, it was determined there was no evidence of a formal plan in place. The evidence provided which supported recruitment efforts included Frontier Chadron State College Scholarships for Recruitment and Retention, EPP Current Recruitment Efforts and Candidate Data on Entry into the Program. Plans were found which supported the recruitment of para professionals working within special education programs into an online initial degree program to become special education generalist teachers. Other evidenced documented this standard being met included initial program entry GPA, interviews with field experience and certification staff, and interviews with cooperating teachers and EPP college supervisors.

CAEP Standard 4: Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

There was sufficient evidence that initial level completers effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Also provided was evidence that initial level completers' employers were satisfied with the completers'

preparation for their assigned responsibilities in working with P-12 students. Also provided were interviews with PK-12 school administrators who partner with the EPP. It was confirmed that initial level completers were perceived as very prepared for their roles as classroom educators. Completers of the EPP also confirmed they felt very prepare for their roles as classroom educators. Areas mentioned included classroom management, differentiation of learning, instructional strategies, and strong knowledge of content.

CAEP Standard 5: Provider Quality Assurance and Continue - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The EPP provided information about how specific data were collected, stored and shared. It was reported faculty follow a specific process for examining the candidate assessments, both formative and summative. The formative assessments are primarily designed to aid the candidates' learning. The summative assessments are designed to evaluate performance and to address program improvement." The depth and breadth of the assurance system appears to lack an organized and systematic process by which data are consistently analyzed, shared, and utilized by the EPP in decision-making for continuous improvement. It was reported the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being stored or shared with the TK20 assessment system.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		5,097	4,996	4,877	4,522	4,050	4,708.4
Faculty Full-time Equivalency (FTE)		8.13	8.83	8.5	7.46	8.04	8.19
SCH/Faculty FTE		626.94	565.8	573.76	606.17	503.73	575.28
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BSE	39	47	51	42	34	42.6



ACCREDITATION ACTION REPORT

Department of Education
Chadron State College
Chadron, Nebraska

Accreditation Council October 2020

Accreditation Application Date: *

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The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

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November 20, 2020

Dr. Richard R. Rhine
President
Chadron State College
1000 Main Street
Chadron, NE 69337

Dear Dr. Rhine:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 26, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The Department of Education at Chadron State College is granted **Accreditation** at the initial-licensure level and advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Alaric Williams, Ed.D, Department of Education
Jim Powell, Ph.D., Department of Education

CSC Academic Program Review Report 2022
Educational Administration

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Graduate	Credit Hours
Educational Administration	Principal -Elementary (PK-8), Secondary (7-12)/PK-12		MAE	36-45
Educational Administration	Special Education Supervisor & Principal (Birth-12)		MAE	42

The Council for Accreditation of Educator Preparation (CAEP) 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.

2. Section Two (Option B): External Accreditation Findings

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CAEP Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance learning of all students toward attainment of college – and career-readiness standards.

The CAEP visit team reported the five Masters' programs at the EPP contain assessment instruments that align with advanced application of InTASC standards and consideration of CAEP advanced standards as well as State of Nebraska advanced standards expectations. The State of Nebraska program approval process focuses upon alignment of each endorsement program with State and

InTASC standards through its Rule 20 and Rule24 requirements. The reports to meet these requirements were a part of the evidence provided.

CAEP Standard 2: Clinical Partnerships and Practice – The provider ensures that effective partnership and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impacts on all P-12 students' learning and development.

The accreditation visit team reported clinical experiences are required in all five of the EPP's advanced programs. Advanced program clinical expectations align with and meet state and professional requirements. Candidates in all advanced programs complete and submit a portfolio at the end of the program of study and take an oral exam. Rubrics for the portfolio and the oral exam have been developed and are in process of determining validity and reliability. Follow-up surveys of advanced program completers and their employers are used to determine whether changes in program components including clinical experiences are warranted. Most of the coursework for advanced level programs is done online, which has facilitated growth of programs. Evidence provided that meets this standard included the Educational Administration Practicum handbook.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Within the 2018/2019 academic year, the EPP established a recruitment effort and program for school professionals in the Anchorage, Alaska region. The EPP is providing an opportunity for teachers in the Anchorage School District to earn a master's degree. At the time of the accreditation visit, the EPP has a cohort of 15 enrolled in the Educational Administration program. The EPP is currently in cohort #4.

The Educational Administration program requires a teaching certificate or eligibility for a teaching certificate. Advanced candidates are required to maintain a GPA of 3.0 or better throughout the program of study and have no more than six credit hours of graduate work with a grade of "C". CSC has an electronic platform designed so that the candidate and advisor can view progress throughout the program. At the completion of the program, the candidate must (1) hold a GPA of 3.0 or higher, (2) have no more than six credits at the grade of "C", (3) successfully complete the clinical practice, (4) successfully complete the oral exam, and (5) take the Praxis II exam for their field of study. In order to be recommended for certification in Nebraska P-12, the candidate must meet the passing scores for the ETS Praxis II exam.

CAEP Standard 4: Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

For the Educational Administration program, the EPP annually completes a standards-based follow-up survey with program completers' employers within the first year of degree completed. This

survey is EPP developed and meet CAEP sufficiency criteria for surveys as outlined in the CAEP Evaluation Framework for EPP-created assessments. Validity and Reliability measures are appropriate. Standards alignment charts are provided that crosswalk survey indicators to EPP outcomes, CAEP standards, and ISLLC standards. During the visit, the CAEP team interviewed eight school administrators to learn about their level of satisfaction with the EPP's preparation of the advanced level teachers, principals, and counselors they hired. All who answered this question spoke very positively about the graduate level program preparation but were more global in their analysis than in the comments they provided for the undergraduate programs. The employer responses were supportive and consistent with the employer survey data results.

For the Educational Administration program, the EPP uses the same follow-up survey for collecting program completer feedback as is used for employer feedback. Four cycles of data are provided in the Updated Key Assessments in the Addendum, but a low "n" for two of the years of data result in only two annual data analyses provided. Both annual data and aggregated means for these surveys reflect that both employers perceive completer effectiveness across all indicators at the Proficient level or higher.

CAEP Standard 5: Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

It was determined by the visit team the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being (Confidential) Page 30 stored or shared with the TK20 assessment system. From the site visit, the data collection was confirmed; however, the systematic process by which the data are organized and utilized consistently and collaboratively for continuous improvement remains unconfirmed. During interviews with EPPC and the EPP faculty, examples were provided from multiple faculty of how data are used for instructional changes/refinement or course modification.

At the advanced level, EPP evidence provides data tables for key assessments used within the advanced programs with limited explanation of how the data were used to inform programmatic refinement or change. From the advanced key assessments and data summaries supporting evidence, data are provided from 2014 to present. The Educator Preparation Program Committee (EPPC) is the primary connection with stakeholders within the EPP's system of quality assurance. From the site visit, evidence was provided to support the collaboration between the EPPC and various stakeholders. Supporting evidence from the site visit helped to clarify how the committee was involved with data analysis and data-driven discussion. At the advanced level, site visit dialog also suggested a collaborative relationship between the EPPC and the CSC graduate committee about data sharing and data analysis. The collaborative process continues to evolve as the EPP recognizes how stakeholders can contribute to the system of quality assurance while also continuing to foster the relationship between the EPPC and the graduate committee.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards	Educational Administration - MAE	21	32	37	34	31	31
<i>(list degrees/ awards separately)</i>							



ACCREDITATION ACTION REPORT

Department of Education
Chadron State College
Chadron, Nebraska

Accreditation Council October 2020

Accreditation Application Date: *

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

* This EPP was accredited previously by NCATE or TEAC and the initial application date is not available. CAEP was established July 1, 2013.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

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1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

November 20, 2020

Dr. Richard R. Rhine
President
Chadron State College
1000 Main Street
Chadron, NE 69337

Dear Dr. Rhine:

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Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Alaric Williams, Ed.D, Department of Education
Jim Powell, Ph.D., Department of Education

CSC Academic Program Review Report 2022
Health, Physical Education & Recreation

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Health, Physical Education & Recreation	Field Endorsement in HPER (PK-12)		BSE	54
Health, Physical Education & Recreation	Subject Endorsement in Physical Education (Grades PK-6)		BSE	30
Health, Physical Education & Recreation	Subject Endorsement in Physical Education (Grades 7-12)		BSE	36
Health, Physical Education & Recreation	Subject Endorsement in Health Education (Grades 7-12)		BSE	30
Health, Physical Education & Recreation	Middle Level Education Academic Area in Health and Physical Education (Grades 5-9)		BSE	24
Health, Physical Education & Recreation	Supplemental Endorsement in Coaching (Grades 7-12)		BSE	17

The Council for Accreditation of Educator Preparation (CAEP) 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).

2. Section Two (Option B): External Accreditation Findings

Chadron State College Educational Preparation Program is accredited through the Council for the Accreditation of Educator Preparation (CAEP). The Chadron State College Education Program has 20 initial endorsements and five advanced level certification programs. An accreditation visit occurred in 2019; however, an annual report is conducted each year to maintain CAEP accreditation. Accreditation was granted at the initial-licensure level and is effective between Fall 2020 and Fall 2027. At the conclusion of the site visit, the accrediting team recommended the EPP **MET all CAEP standards**. Three areas of improvement were identified: 1) The EPP provided limited evidence that all candidates understand the InTASC standard at the appropriate progression levels. 2) The EPP provided an insufficient recruitment plan with goals to recruit and support candidates from a broad range of backgrounds and diverse populations and 3) Candidates have limited opportunities to work with diverse faculty. The next site visit will take place in Spring 2027. Accreditation was also granted at the advanced-level. The same effective dates apply. The results of the 2019 accreditation visit were as follows:

CAEP Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance learning of all students toward attainment of college – and career-readiness standards.

The site visit team reported there was sufficient evidence in Content and Pedagogical Knowledge and the EPP met standards. These standards were addressed in multiple indicators and they were

addressed in clinical experiences. Data provided evidenced effective candidate use of research and evidence for planning, implementing, and evaluating students' progress. Also reported by CAEP was sufficient evidence that the EPP candidates applied content and pedagogical knowledge at specialty licensure areas levels. Other evidence provided this standard was met include program data summaries, Nebraska Clinical Practice Evaluation, Nebraska State Department of Education First-Year Teacher Surveys, Third-Year Teacher Surveys, course syllabi and teacher work samples.

CAEP Standard 2: Clinical Partnerships and Practice – The provider ensures that effective partnership and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impacts on all P-12 students' learning and development.

The visit team was able to determine candidates in all EPP initial programs are required to participate in multiple field-based experiences of varying duration. Partnership agreements between the EPP and P-12 schools identified expectations of both entities in support of candidates placed in schools. The Cooperating Schools Handbook for clinical experiences outlined responsibilities and expectations for candidates, cooperating teachers, and university supervisors.

Candidates in the Academy Program use their last year in their programs as a Professional Year experience in which they do a Block semester followed by a 16- week student teaching experience in the second semester. The Block experience includes field experience integrated with coursework on learning and applying professional skills including teaching methodologies, planning for student engagement, classroom management strategies, and assessment of student learning. During the visit, it was noted that all secondary program candidates use the Academy Program.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

It was reported by the visit team the EPP provided proof of tools in place for the recruitment of diverse candidate who meet employment needs; however, it was determined there was no evidence of a formal plan in place. The evidence provided which supported recruitment efforts included Frontier Chadron State College Scholarships for Recruitment and Retention, EPP Current Recruitment Efforts and Candidate Data on Entry into the Program. The EPP reports that in order to be admitted into the program, the candidate must have completed 30 credit hours with a grade point average of 2.75 or better, earned a grade of C or better in beginning education courses, and obtained a passing score on the Praxis I CORE Basic Skills Test. Criteria for the Praxis and a list of beginning classes was provided. An EPP Field Office Coordinator is responsible for verifying that candidates meet the criteria required. Evidence that these requirements were met are documented in the Candidate Data on Entry into Program. Evidence was provided that verifies the mean score for candidates' grade point averages met the requirement of 3.0 or better upon admission to the program per CAEP requirements.

CAEP Standard 4: Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

The accreditation visit team reported there was sufficient evidence that initial level completers effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Also provided was evidence that initial level completers' employers were satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students. Reviewers reported there was sufficient evidence that initial level completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Reviewers reported interviews with PK-12 School Administrators from districts that regularly partner with the EPP confirmed that initial level completers are perceived as very prepared for their roles as classroom educators. They shared a number of examples of how CSC initial level completers are effectively prepared in relation to classroom management strategies, diversity of instructional techniques, and ability to see the big picture, and overall, they described the high quality of educators.

CAEP Standard 5: Provider Quality Assurance and Continue - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The EPP provided information about how specific data were collected, stored and shared. It was reported faculty follow a specific process for examining the candidate assessments, both formative and summative. The formative assessments are primarily designed to aid the candidates' learning. The summative assessments are designed to evaluate performance and to address program improvement." The depth and breadth of the assurance system appears to lack an organized and systematic process by which data are consistently analyzed, shared, and utilized by the EPP in decision-making for continuous improvement. It was reported the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being stored or shared with the TK20 assessment system. Reviewers reported the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being stored or shared with the TK20 assessment system. Reviewers confirmed this data collection process.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		4,028	4,126	3,787	4,038	3,648	3,925.4
Faculty Full-time Equivalency (FTE)		7.96	8.59	9.09	8.76	8.29	8.54
SCH/Faculty FTE		506.03	480.33	416.61	460.96	440.05	460.79
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BSE	10	7	11	8	7	8.6



ACCREDITATION ACTION REPORT

Department of Education
Chadron State College
Chadron, Nebraska

Accreditation Council October 2020

Accreditation Application Date: *

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ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

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November 20, 2020

Dr. Richard R. Rhine
President
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1000 Main Street
Chadron, NE 69337

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Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Alaric Williams, Ed.D, Department of Education
Jim Powell, Ph.D., Department of Education

CSC Academic Program Review Report 2022
Special Education

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Special Education	K-12 Elementary School-based Partnership Program		BS	45
Special Education	K-12 Secondary Education		BS	42
Special Education	Field Endorsement K-12		BS	42
Special Education	ECE Inclusive		BS	51
Special Education	Generalist Endorsement (K-12)		BS	42

The Council for Accreditation of Educator Preparation (CAEP) 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.

2. Section Two (Option B): External Accreditation Findings

Chadron State College Educational Preparation Program is accredited through the Council for the Accreditation of Educator Preparation (CAEP). The Chadron State College Education Program has 20 initial endorsements and five advanced level certification programs. An accreditation visit occurred in 2019; however, an annual report is conducted each year to maintain CAEP accreditation. Accreditation was granted at the initial-licensure level and is effective between Fall 2020 and Fall 2027. At the conclusion of the site visit, the accrediting team recommended the EPP **MET all CAEP standards**. Three areas of improvement were identified: 1) The EPP provided limited evidence that all candidates understand the InTASC standard at the appropriate progression levels. 2) The EPP provided an insufficient recruitment plan with goals to recruit and support candidates from a broad range of backgrounds and diverse populations and 3) Candidates have limited opportunities to work with diverse faculty. The next site visit will take place in Spring 2027. Accreditation was also granted at the advanced-level. The same effective dates apply. The results of the 2019 accreditation visit were as follows:

CAEP Standard 1: Content and Pedagogical Knowledge – The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance learning of all students toward attainment of college – and career-readiness standards.

It was reported there was sufficient evidence in Content and Pedagogical Knowledge and the EPP met standards. These standards were addressed in multiple indicators and they were addressed in clinical experiences. Data provided evidenced effective candidate use of research and evidence for

planning, implementing, and evaluating students' progress. Also reported by CAEP was sufficient evidence that the EPP candidates applied content and pedagogical knowledge at specialty licensure areas levels. Other evidence provided this standard was met include program data summaries, Nebraska Clinical Practice Evaluation, Nebraska State Department of Education First-Year Teacher Surveys, Third-Year Teacher Surveys, course syllabi and teacher work samples.

CAEP Standard 2: Clinical Partnerships and Practice – The provider ensures that effective partnership and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impacts on all P-12 students' learning and development.

It was determined candidates in all EPP initial programs are required to participate in multiple field-based experiences of varying duration. Partnership agreements between the EPP and P-12 schools identified expectations of both entities in support of candidates placed in schools. The Cooperating Schools Handbook for clinical experiences outlined responsibilities and expectations for candidates, cooperating teachers, and university supervisors. A second handbook used for the School-based Partnership Program clinical experiences is also in place. Also provided was evidence indicating the EPP worked to ensure that candidates had opportunities to work with students who are ethnically diverse, have diverse backgrounds and have diverse learning needs. Diversity of students in P-12 cooperating schools varied by location, with several having high levels of diversity with regard to ethnicity, socio-economic status, and learning needs. The EPP built specific field experiences targeting diversity into its block semester curriculum.

CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

The EPP provided proof of tools in place for the recruitment of diverse candidate who meet employment needs; however, it was determined there was no evidence of a formal plan in place. The evidence provided which supported recruitment efforts included Frontier Chadron State College Scholarships for Recruitment and Retention, EPP Current Recruitment Efforts and Candidate Data on Entry into the Program. Plans were found which supported the recruitment of para professionals working within special education programs into an online initial degree program to become special education generalist teachers. Other evidenced documented this standard being met included initial program entry GPA, interviews with field experience and certification staff, and interviews with cooperating teachers and EPP college supervisors.

CAEP Standard 4: Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

There was sufficient evidence that initial level completers effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Also provided was evidence that initial level completers' employers were satisfied with the completers'

preparation for their assigned responsibilities in working with P-12 students. Also provided were interviews with PK-12 school administrators who partner with the EPP. It was confirmed that initial level completers were perceived as very prepared for their roles as classroom educators. Completers of the EPP also confirmed they felt very prepare for their roles as classroom educators. Areas mentioned included classroom management, differentiation of learning, instructional strategies, and strong knowledge of content.

CAEP Standard 5: Provider Quality Assurance and Continue - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The EPP provided information about how specific data were collected, stored and shared. It was reported faculty follow a specific process for examining the candidate assessments, both formative and summative. The formative assessments are primarily designed to aid the candidates' learning. The summative assessments are designed to evaluate performance and to address program improvement." The depth and breadth of the assurance system appears to lack an organized and systematic process by which data are consistently analyzed, shared, and utilized by the EPP in decision-making for continuous improvement. It was reported the EPP has a quality assurance system in place. Data are systematically collected using reliable and valid instruments with the data being stored or shared with the TK20 assessment system.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		1,866	1,457	1,315	1,600	1,865	1,620.6
Faculty Full-time Equivalency (FTE)		3.46	2.96	2.75	3.92	4.13	3.44
SCH/Faculty FTE		539.31	492.23	478.18	408.16	451.57	473.89
Number of Degrees and Awards	BSE	7	9	12	11	12	10.2
	<i>(list degrees/ awards separately)</i>						



ACCREDITATION ACTION REPORT

Department of Education
Chadron State College
Chadron, Nebraska

Accreditation Council October 2020

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Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2020 and Fall 2027. The next site visit will take place in Spring 2027.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

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Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Alaric Williams, Ed.D, Department of Education
Jim Powell, Ph.D., Department of Education

**CSC Academic Program Review Report 2022
Sports and Recreation Management**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Sports and Recreation Management	Athletic Training Prep Option		BA	57
Sports and Recreation Management	Community Adventure Recreation Option		BA	50
Sports and Recreation Management	Fitness and Wellness Option		BA	56
Sports and Recreation Management	Sport Leadership Option		BA	56
Sports and Recreation Management	Strength and Conditioning Option		BA	57

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

Currently, the Sports and Recreation Management program will be making load assignments to better fit the interest and academic preparation within the curriculum. As a result of these changes, during the AY 22-23, a review of the content areas and course offerings will be conducted.

Major strengths in the program are the faculty and the curriculum. Faculty go above and beyond to meet the needs of the students inside and outside the classroom. The majority of the faculty have the maximum number of advisees allowed while also teaching overloads.

A weakness in the program is the number of faculty needed. With many of the faculty teaching overloads and a recent retirement announcement, the program has posted two positions in hopes of attracting highly qualified candidates for the new masters in athletic training program.

Faculty and faculty-related resources:

Resources are sufficient for this existing academic program. Currently, there are seven full time faculty teaching. Due to the new Masters in Athletic Training program addition, two full-time faculty positions are needed and currently being advertised (program director and clinical coordinator). Faculty are in the early stages of seeking accreditation through CAATE (Commission on Accreditation of Athletic Training Education). The self-study should be completed in Fall 2022.

Informational resources (library, technology, data services, etc.):

Informational resources are sufficient. Faculty utilize the TLPEC (Teaching, Learning, and Professional Education Center for assistant with any and all teaching and learning needs. Services provided include professional development, one-on-one consultation, digital resources, instructional technology and faculty learning communities

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		4,028	4,126	3,787	4,038	3,648	3,925.4
Faculty Full-time Equivalency (FTE)		7.96	8.59	9.09	8.76	8.29	8.54
SCH/Faculty FTE		506.03	480.33	416.61	460.96	440.05	460.79
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BA	26	26	20	20	7	19.8