Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs

Institution: Central Community College   **Program:** Media Arts

I certify the following:
  - the information provided regarding this program is accurate
  - the above named institution has in place a procedure for reviewing instructional programs
  - such review took place and was presented to the institution's governing board on <mark>May 16, 2024</mark> *PENDING*
  - the governing board's action was: <mark>*Approved*</mark> *PENDING*

Signed: _____   _____
            (Chief Academic Officer or designated representative)   (Date)

Evidence of Demand and Efficiency

		18-19	19-20	20-21	21-22	22-23	5 yr avg*
Student Credit Hours (SCH)		1335	1137	1001	1008	1241	1144
Faculty Full-time Equivalency (FTE)		3.43	3.86	2.91	2.64	3.70	3.31
SCH/Faculty FTE		389.21	294.56	343.99	381.81	335.04	**345.74**
Number of Degrees and Awards *(list degrees/ awards separately)*	**AAS**	15	12	8	8	12	11.0
	Diploma	15	12	9	19	17	14.4
	Certificate	37	29	27	28	25	29.2
	Total Awards	67	53	44	55	54	54.6
	# of Unduplicated Graduates	31	24	26	26	32	27.8

*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 FTE reflect updated tracking method for part-time instructors.

Evidence of Need (provide a detailed explanation below or attach documentation)

Justification if the program is below either of the CCPE thresholds—complete page 2

_____
For CCPE use: reviewer/date

Justification if the program is below CCPE thresholds—check one or more boxes <u>and</u> provide a detailed explanation or attach a document

☐ Program is critical to the role and mission of the institution (detailed explanation).

☐ Program contains courses supporting general education or other programs (detailed explanation).

☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

☐ Program provides unique access to an underserved population or geographical area (explain).

☐ Program meets a unique need in the region, state, or nation (explain).

☐ Program is newly approved within the last five years (no additional justification needed).

☐ Other (detailed explanation).

Media Arts

Coordinating Commission Seven-Year Review
2024

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/25/2024

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/02/2024
Central Community College Board of Governors, <mark>05/16/2024</mark> *PENDING*

Beth Kavan, M.Ed. – Program Faculty
Dani Schwinn, M.A. – Program Faculty

Alison Feeney, M.A.E. – Associate Dean of Instruction, Career & Technical Sciences
Brian Hoffman, M.A. – Associate Dean of Instruction, Career & Technical Sciences
John McKinney, M.Div. – Associate Dean of Instruction, Career & Technical Sciences

Nate Allen, Ed.D. – Dean of Instruction, Career & Technical Sciences
Christopher Waddle, J.D. – Division Vice President, Career & Technical Sciences

Media Arts
Program Review Summary – Dr. Nate Allen

The Media Arts (MART) program at Central Community College has displayed resilience and adaptability in the face of various challenges over the past five years, including staffing changes and the impacts of the COVID-19 pandemic. Despite these obstacles, the program has maintained its dedication to providing students with a comprehensive education in media arts, preparing them for diverse career opportunities.

From 2019 to 2024, the program has focused on enhancing student experiences, expanding outreach efforts, and fostering real-world learning opportunities. Plans to restructure MART specializations are underway to meet industry guidance and needs with plans to streamline certificate processes and introduce a broader "Multimedia" specialization reflecting industry trends and stakeholder feedback. In 2024, we added a second instructor to the program with continued support of a few adjuncts. A second full-time instructor will aid in recruitment, coaching/advising, program responsibilities, and student retention.

While graduate employment data has shown fluctuations, the program maintains a strong track record of graduates securing employment or furthering their education. Despite challenges in tracking freelance employment, faculty continue to support graduates in navigating the evolving media landscape.

Over the past five years, awards indicate a recovery in AAS degree graduates and diplomas awarded. The five-year average of total awards earned by graduates is 55 with 11 AAS degrees awarded. In 2022-2023, we awarded 19 Diplomas matching the previous year's number and highest in the past five years. Ongoing efforts to streamline certificate offerings aim to provide students with earlier access to credentials in graphic design or multimedia.

The Media Arts program produced a five-year average of 1144 student credit hours (SCH), 3.31 faculty full-time equivalency (FTEF) and a 345.74 ratio of SCH to FTEF. The Career and Technical Sciences leadership recommends continuation of the program.

The Media Arts program is positioned for growth and innovation, with a continued focus on preparing students for success in the media arts field. By adapting to industry needs, enhancing student experiences, and fostering partnerships, Central Community College's Media Arts program remains committed to equipping students with the skills and knowledge necessary for thriving careers in media arts.

Program: <u>**Media Arts**</u>

I. **College Mission:** Central Community College maximizes student and community success.

II. **College Vision: To be the best choice in our service area for:**

Facilitating students' achievement of lifelong educational goals of a quality education provided by exceptional faculty and staff and leading to profitable employment options, successful credit transfer and continued learning. This can be done through individualized attention and valued as a positive return on investment.

Developing a skilled workforce through work-based learning partnerships and entrepreneurship opportunities while utilizing modern facilities, technologies and alumni advocates.

Advancing communities through public and private partnerships to create future civic contributors, economic developers and sustainability leaders.

III. **Program Mission Statement:** The Media Arts program at CCC will maximize student and community success by providing students with real-world experiences and skills, using the latest industry-standard technology. Students in the Media Arts program specialize in one of four specializations but receive training in all areas, giving them a well-rounded skillset. Students are exposed to all aspects of the media arts, to market themselves in a career field with many demands. Students receive basic training in the areas of photography, video, radio broadcast and graphic design, but also focus their talents in one particular specialization. Emphasis is given on how to succeed in the various industries, with assignments and projects which are designed for real-world applications and practical skills.

IV. **Program Vision Statement: The** Media Arts department at CCC strives to give students the best education they can receive, to prepare them for a wide variety of career opportunities, and to maximize their success as members of a community.

V. **Program/Discipline Environmental Scan (Program Need):**

A. Industry or college need
Programs - A summary of industry need include EMSI or State data, information from advisory committees
Disciplines – data of college usage and a summary statement

Lightcast (EMSI) Q4 2023 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

REPORT PARAMETERS

3 Occupations

| SOC Code	Description
27-1024	**Graphic Designers (SOC 27-1024):** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes Web and Digital Interface Designers (15-1255). **Sample of Reported Job Titles:** Visual Designer, Graphic Artist, Graphic Designer, Production Artist, Publications Designer, Online Producer, Designer, Artist, Production Designer, Layout Artist
27-1021	**Commercial and Industrial Designers (SOC 27-1021):** Design and develop manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design. **Sample of Reported Job Titles:** Package Designer, Toy Designer, Textile Designer, Sign Designer, Product Development Engineer, Product Designer, Product Design Engineer, Industrial Designer, Mold Designer, Mechanical Designer
27-1019	**Artists and Related Workers, All Other (SOC 27-1019):** All artists and related workers not listed separately. **Sample of Reported Job Titles:** Tattoo Artist, Picture Copyist, Music Grapher, Music Autographer, Inker and Opaquer, Calligrapher, Autographer, Art Consultant, Visualizer, Visual Artist

EXECUTIVE SUMMARY

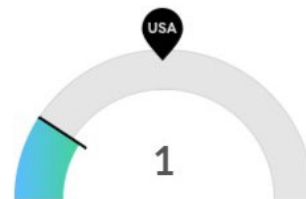Light Job Posting Demand Over a Thin Supply of Regional Jobs

196
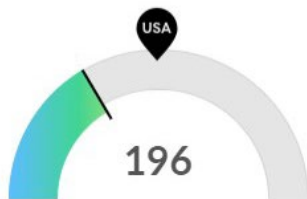
Jobs (2023)

Your area is not a hotspot for this kind of job. The national average for an area this size is 339* employees, while there are 196 here.
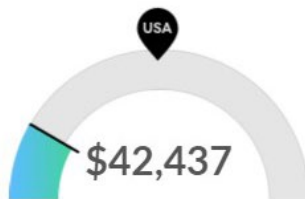
$42,437

Compensation

Earnings are low in your area. The national median salary for your occupations is $57,281, compared to $42,437 here.

1

Job Posting Demand

Job posting activity is low in your area. The national average for an area this size is 5* job postings/mo, while there is 1 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

JOBS

Regional Employment Is Lower Than the National Average

An average area of this size typically has 339* jobs, while there are 196 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
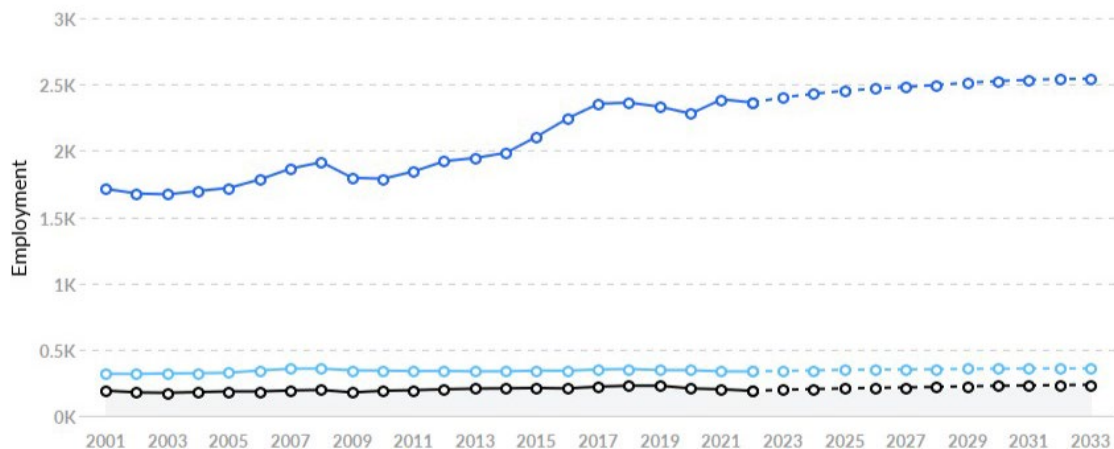
Region	2023 Jobs	2028 Jobs	Change	% Change
CCC Service Area	196	218	22	11.3%
National Average	339	352	13	3.7%
Nebraska	2,402	2,496	94	3.9%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
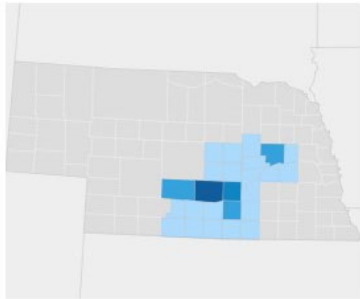
County	2023 Jobs
Buffalo County, NE	68
Hall County, NE	39
Platte County, NE	22
Adams County, NE	16
Dawson County, NE	13

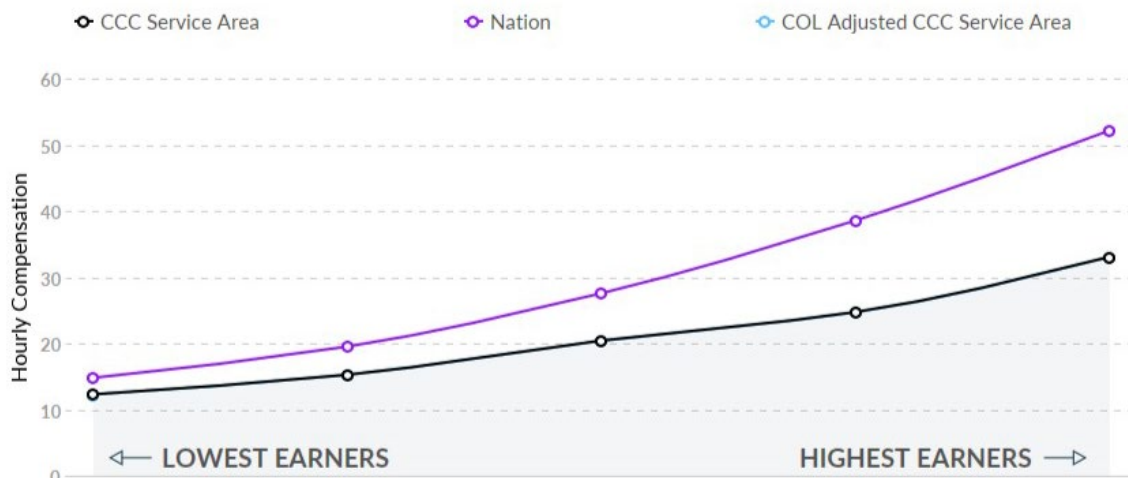## Most Jobs are Found in the Specialized Design Services Industry Sector

	Industry	% of Occupation in Industry (2023)
●	Specialized Design Services	22.2%
●	Newspaper, Periodical, Book, and Directory Publishers	9.6%
●	Printing and Related Support Activities	7.1%
●	Other Miscellaneous Manufacturing	6.4%
●	Advertising, Public Relations, and Related Services	5.2%
●	Miscellaneous Nondurable Goods Merchant Wholesalers	4.8%
●	Other	44.7%

COMPENSATION

Regional Compensation Is 26% Lower Than National Compensation

For your occupations, the 2022 median wage in your area is $20.40/hr, while the national median wage is $27.54/hr.

Legend: CCC Service Area — Nation — COL Adjusted CCC Service Area

LOWEST EARNERS ← → HIGHEST EARNERS

JOB POSTING ACTIVITY

16 Unique Job Postings

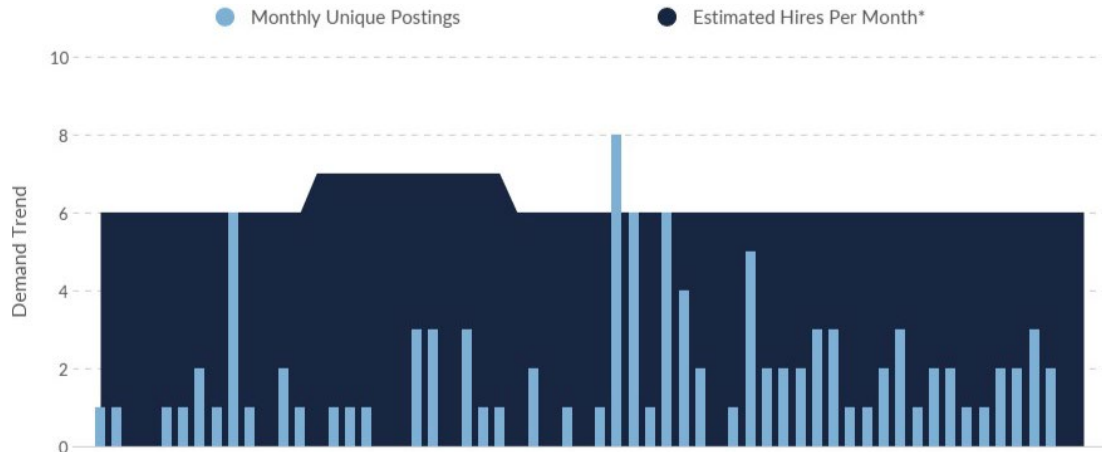The number of unique postings for this job from Jan 2023 to Nov 2023.

8 Employers Competing

All employers in the region who posted for this job from Jan 2023 to Nov 2023.

29 Day Median Duration

Posting duration is 4 days longer than what's typical in the region.

● Monthly Unique Postings   ● Estimated Hires Per Month*

Occupation	Avg Monthly Postings (Jan 2023 - Nov 2023)	Avg Monthly Hires (Jan 2023 - Nov 2023)
Graphic Designers	1	6
Commercial and Industrial Designers	0	0

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Chapman University	8
Parker Hannifin	2
Baldwin Filters	1
Bosselman Enterprises	1
GPAC	1
Hamilton Relay	1
Nelnet	1

| Top Job Titles	Unique Postings
Graphic Design Student Assist	3
Graphic Designers	3
Graphic Design Assistants	2
Advertising Designers	1
Assistant Graphic Artists	1
Creative Graphic Designers	1
Packaging Graphic Designers	1
Print Graphic Designers	1
Product Designers	1

TOP SKILLS

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

- Distinguishing Skills
- Defining Skills
- Necessary Skills
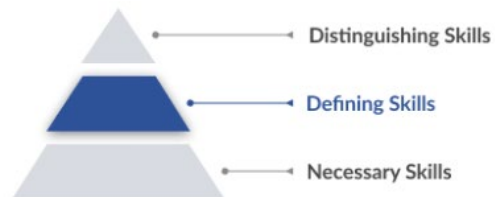
Skill	Salary Boosting	Job Postings Requesting
Adobe Photoshop	✓	8
Adobe InDesign	✗	8
Graphic Design	✗	8
Adobe Illustrator	✓	7
Adobe Creative Suite	✗	5
Marketing	✗	5
Web Design	✗	3
Product Design	✗	3
Visual Composition	✗	2
Typography	✗	2

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills
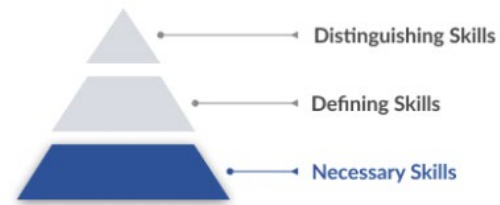
Skill	Salary Boosting	Job Postings Requesting
Adobe Photoshop	✅	8
Graphic Design	❌	8
Project Management	❌	6
Marketing	❌	5
Marketing Materials	❌	4
Brand Management	❌	3
Social Media	❌	3
Design Software	❌	2
Visual Composition	❌	2
Computer-Aided Design	❌	2

DEMOGRAPHICS

Retirement Risk Is About Average, While Overall Diversity Is Low

41
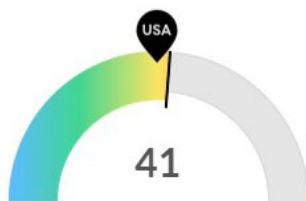
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 38* employees 55 or older, while there are 41 here.

19
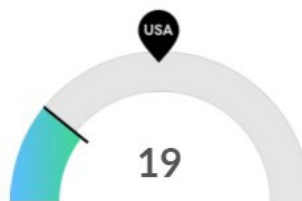
Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 54* racially diverse employees, while there are 19 here.

114
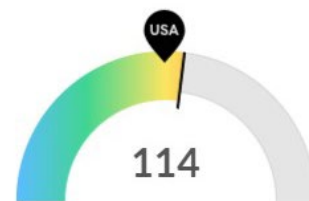
Gender Diversity

Gender diversity is high in your area. The national average for an area this size is 102* female employees, while there are 114 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

	% of Jobs	Jobs
14-18	0.6%	1
19-24	10.0%	19
25-34	27.8%	52
35-44	23.6%	44
45-54	16.1%	30
55-64	16.4%	31
65+	5.5%	10

Occupation Race/Ethnicity Breakdown
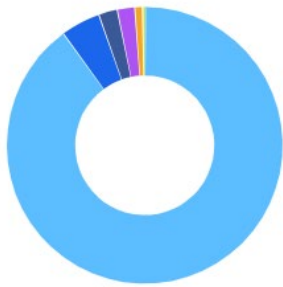
	% of Jobs	Jobs
White	89.9%	169
Hispanic or Latino	4.7%	9
Two or More Races	2.2%	4
Asian	2.0%	4
Black or African American	0.9%	2
American Indian or Alaska Native	0.3%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown

	% of Jobs	Jobs
Males	39.1%	73
Females	60.9%	114

GRADUATE PIPELINE

10 Programs

Of the programs that can train for this job, 10 have produced completions in the last 5 years.

193 Completions (2022)

The completions from all regional institutions for all degree types.

24 Openings (2022)

The average number of openings for an occupation in the region is 29.

CIP Code	Top Programs	Completions (2022)	
15.1301	Drafting and Design Technology/Technician, General	69	
50.0402	Commercial and Advertising Art	55	
50.0701	Art/Art Studies, General	29	
15.1701	Energy Systems Technology/Technician	24	
09.0901	Organizational Communication, General	6	
50.0702	Fine/Studio Arts, General	5	
09.1001	Publishing	2	
11.0801	Web Page, Digital/Multimedia and Information Resources Design	2	
09.0999	Public Relations, Advertising, and Applied Communication, Other	1	

Top Schools	Completions (2022)	
Central Community College	148	
University of Nebraska at Kearney	29	
Hastings College	16	

2024 Summary of Lightcast Q4 2023 Data Set:
The Lightcast Q4 Data indicates comparatively low number of local jobs available in the media arts field. Employment in the field can take three paths: working within a marketing/design firm, working as a designer for a company, or self-employment as a freelance designer. Additionally, many of our students complete the Media Arts program to gain skills for their own business so that they can better advertise. Most of our students tend to take the freelance route, often part-time at first, while working in another industry. In the area, there are few opportunities to work at marketing and design firms, however, some of our students work as designers in-house. We often find that these jobs are not listed as design jobs, but instead listed as marketing or administration with desired skills listed such as design and social media. The essential skills listed are in line with the program offerings, emphasizing the Adobe Creative Suite, and other essential skills covered in the program. Photoshop and Illustrator are both highlighted as skills that boost salaries.

B. Supporting Data

a. Awards

Degree/ Credential Awarded	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr avg
AAS	15	12	8	8	12	11.0
Diploma	15	12	9	19	17	14.4
Certificate	37	29	27	28	25	29.2
Total Awards	67	53	44	55	54	54.6
# of unduplicated graduates	31	24	26	26	32	27.8

2024 Summary of Awards (2022-23 data):

Data: The AAS graduates increased from 8 to 12 this past year, which is above the 5-year average. The number of diplomas, having previously increased by 10, has stayed consistent from 2021-2022 at 17. We are seeing students steadily return to the program post-pandemic. Our awards and certificates remain steady across the program, with the lowest numbers in radio and broadcasting, and higher numbers in graphic design and multimedia. We see this shift happening in industry as well with more employers seeking "jack of all trades" designers, rather than specialized skills in a particular medium.

RE: Faculty and administration met this year to reorganize the MART specializations and to streamline the process of earning certificates. The current proposal is to eliminate the four specializations and give students two options: graphic design or multimedia. The way that many certificates are currently organized, a student may not earn their certificate in a certain area until their third or fourth semester. With the new plan, students can earn certificates in specializations earlier in their program and gain a range of skills by the time they graduate with their AAS degree.

b. Student Credit Hours Produced per Faculty FTE

	2018-19	2019-20	2020-21	2021-22	2022-23	5 yr avg*
Student Credit Hours (SCH)	1335	1137	1001	1008	1241	1144
Faculty Full-time Equivalency (FTE)	3.43	3.86	2.91	2.64	3.704	**3.31**
SCH/Faculty FTE	389.21	294.56	343.99	381.81	335.04	**345.74**

Source: Program Stats by Alpha and Instructor-Student FTE reports.
*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 FTE reflect updated tracking method for part-time instructors.

2024 Summary of the Student Credit Hours per Faculty FTE (2022-23 data):
Data: In 2022-23, student credit hours (1,241) hit their highest numbers since 2018-19, well above the five-year average of 1,144. FTE was also the highest it's been since 2019-20. FTE of 3.704 was also above the five-year average of 3.31 and driven the the need to hire more part-time faculty to meet the need for course section offerings. The ratio of SCH to FTE (335.04) was slightly below the five-year average of 345.74. Still a very solid ratio. The part-time adjuncts being hired for the current five specializations is pointing to the need for program modification as mentioned earlier.
RE: The program had only one full-time instructor and a wide bevy of adjuncts, most of whom taught one or two classes. One adjunct carried a large part of the class load, with three classes a semester. With many students spread among many instructors, the overall average was distorted.

2024 Summary Statement:
The 2023-24 academic year seems to be a good one to cap off a five-year adventure that took many, many twists and turns. In five years, the program:
- Had a full-time faculty member retire—one who built much of the MART program and had a major influence in shaping the program over decades
- Made a move from one facility to another, with all the trials, changes, and challenges that come with that
- Lost a full-time instructor (a position that was not replaced for three years)
- Navigated the 2020 Coronavirus Pandemic, which necessitated many changes to help students survive (sometimes literally) and be successful
- Operated as a "one-man show" for three years, with one full-time instructor handing all advising, recruiting, and reporting for the department—on top of teaching an overload of classes and handling every other department responsibility that came into play
- Began work on a major update/refresh of the program; a plan to combine the three specializations of Broadcast, Photography, and Video into one "Multimedia" specialization and to rejuvenate the program plan of study with updates inspired by our Advisory Board.
- Started the Spring 2024 semester with a new full-time instructor; a former adjunct who knows the program well and has some helpful ideas for growth of the program. She has already built great bonds with many of the students and established great working relationships with our adjunct faculty

We will have one of our largest groups of graduates this spring that we have had in quite a while, with around a dozen graduates. A common consensus among all the instructors is that this is one of the strongest groups of students we have had in this program cycle (that includes both the first- and second-year students). In touring different printing companies around Hastings, our Graphic Arts students had the opportunity to witness previous graduates from our program out in the field. A recent video graduate has started his own production company and has even hired the time of

a current student (and soon-to-be graduate) when needed. One of our Graphic Arts majors is currently preparing to open her own personal photography show, featuring a photo essay that she created last summer after being inspired by her photography class. Our students have had opportunities to work with real clients both in and out of their regular classwork.

Between marketing work, social media, and the need for businesses to "create content," there is a wide market of opportunities for our students to pursue—which is part of the challenge of our program. Sometimes, our "numbers" fail to reflect the successes of our program. Many, many of our students find work related to the Media Arts field, but that employment data may not reflect accurately. If a student finds a full-time job that is not necessarily a "Media Arts" job, but uses those skills learned in the program to be successful, that is still a win for our program. If a student freelances, or opens their own business, that data will not reflect in employment data. This year, we had two former students in our program who found good employment in television news, but neither had earned a MART degree (one left the program because he moved to Lincoln; another took some of our classes as electives for a Business degree). Keeping track of our students after graduation continues to be a challenge, but efforts (such as requiring them to create a LinkedIn account as part of Media Writing, and building relationships in which they WANT to report back to us) have shown some gains.

The next program cycle will be exciting and scary as we begin making major changes to the program. We are motivated to help our students succeed and to see our program grow.