

**CENTRAL COMMUNITY COLLEGE BOARD OF GOVERNORS MEETING**  
**Thursday, May 16, 2024, 12:00 PM, Central Community College-Kearney**  
**Work Session begins at 11 a.m.**

**A G E N D A**

Central Community College reserves the right to make changes to the agenda up to 48 hours prior to the scheduled meeting. A current copy of the agenda may be obtained in the College President's Office, 3134 W. Highway 34, Grand Island, Nebraska.

1. Agenda  
Information Item
2. Program Reviews  
Action Item
3. Parental Leave  
Action Item
4. Update on Holdrege Opportunities  
Action Item

**Board Work Session Agenda  
May 16, 2024, Kearney**

Lunch will be provided.

Noon – Program Reviews – Walton

12:30 p.m. – Parental Leave – Gotschall

12:40 p.m. – Update on Holdrege Opportunities – Gotschall

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** Central Community College      **Program:** Diesel Technology

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 **May 16, 2024 PENDING**
- the governing board's action was: **Approved PENDING**

Signed: \_\_\_\_\_ (Date)  
(Chief Academic Officer or designated representative)

### Evidence of Demand and Efficiency

	18-19	19-20	20-21	21-22	22-23	5 yr avg*	
<b>Student Credit Hours (SCH)</b>	1695	1836	1607	1370	1651	1632	
<b>Faculty Full-time Equivalency (FTE)</b>	6.39	6.24	5.91	5.62	5.54	<b>5.94</b>	
<b>SCH/Faculty FTE</b>	265.26	294.23	271.91	243.77	298.01	<b>274.74</b>	
<b>Number of Degrees and Awards</b>  <i>(list degrees/ awards separately)</i>	<b>AAS</b>	17	21	29	20	21	21.6
	<b>Diploma</b>	26	26	28	21	27	25.6
	<b>Certificate</b>	98	104	111	84	107	100.8
	<b>Total Awards</b>	141	151	168	125	155	148.0
	<b># of Unduplicated Graduates</b>	62	62	59	52	59	58.8

\*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)

See attached.

**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 and 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).

Central Community College's Diesel Technology program serves an essential need in the local workforce. Diesel Technicians are in high demand in our service area as well as the state.

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

Other (detailed explanation).

Please note in the data Central's Diesel Technology program had a small dip in enrollment in the year immediately following the pandemic. The program has since rebounded in enrollment and shows signs of continuing to be an attractive program for students that also benefits Central's service area and Nebraskans by preparing skilled diesel technicians.



## **Diesel Technology**

### **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, **05/16/2024** **PENDING**

**Jeff Bexten** – Program Faculty  
**Justin Curtis** – Program Faculty  
**Josh Leth** – Program Faculty  
**Randy Manning** – Program Faculty  
**Raece Paulsen** – 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

## **Diesel Technology**

### *Program Review Summary – Dr. Nate Allen*

The Diesel Technology (DSLTL) program continues to be a successful program within the Career and Technical Sciences division at Central Community College. The CCC DSLTL program offers a vital educational opportunity for those students seeking to enter the Diesel Technology industry. CCC currently offers an Associate of Applied Science (AAS) degree in Diesel Technology with specializations in: Agriculture and Construction, On-Highway Truck, Diesel Power Generation serving our 25-county service area with five full-time instructors located on the Hastings campus. Additionally, a diploma in Diesel Technology and five certificates can be awarded in Basic Mechanics, Diesel Electrical, Engine Performance, Hydraulics, and Truck Systems. The awards within the DSLTL program are stable with a five-year average of 126 total awards received by our graduates. Over the past five years, the number of DSLTL AAS degrees awarded annually have ranged from 17-29 with a five-year average of 21.6.

With the implementation of new software for the larger pieces of equipment and engines in the Diesel Technology coursework, students are prepared to work on projects in the classroom that are relative to what industry is expecting. The incorporation of newer pieces of equipment like a John Deere Track Type tractor, Case Mid-Frame Magnum tractor, and a MACK semi-truck allows students to stay current with technology and sustainability in the Diesel industry.

The faculty work closely with local industry to ensure a competitive pay wage for their graduates compared to other parts of the state and national averages. Internships and partnerships with these businesses allow us to work with a variety of dealerships and types of equipment. The program appreciates the active engagement of their advisory committee members who provide recommendations that are relevant and timely to current industry needs. The demand is high for our Diesel Technology graduates and the program is striving to continue growing through increased interest in the program, updated equipment, outstanding facilities, competent instructors, marketing and a variety of camps, career fairs and workshops along with industry support.

The DSLTL faculty host an annual Diesel Days in the fall semester which consistently attracts over 100 students to the Hastings Campus to promote careers in Diesel Technology. This day also connects current and prospective students with employers to explore future careers in the industry with high participation of industry hosting booths on campus. Additionally, summer 2023 was the kickoff for the Titan Diesel Camp which attracts 40+ students to campus for an intense two days to more deeply engage with careers in Diesel Technology.

Career and Technical Sciences leadership recommends continuation of the program.

**Program: Diesel Technology (DLST)**

**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:** To maximize student and community success in Diesel Technology.

**IV. Program Vision Statement:** To be the best choice for prospective Diesel Technicians.

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

**A. Industry or college need:**

The Central Community College (CCC) Diesel Technology (DSLST) program offers a vital educational opportunity for those students seeking to enter the Diesel technology industry. CCC currently offers an Associate of Applied Science degree in Diesel Technology, with specializations in three distinct areas: 1. Diesel Agriculture and Construction Specialization, 2. Diesel On-Highway Truck Specialization and 3. Diesel Power Generation Specialization. Additionally, a diploma: Diesel Technology and five Certificates focusing on: Diesel Electrical, Engine Performance, Basic Mechanics, Hydraulics, and Truck Systems are offered.

Diesel Technology students are highly thought of and are sought after by industry. The CCC Diesel Technology program is highly regarded and is considered one of the top program in the region if not in the nation.

# 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

### 2 Occupations

**Bus and Truck Mechanics and Diesel Engine Specialists (SOC 49-3031):** Diagnose, adjust, repair, or overhaul buses and trucks, or maintain and repair any type of diesel engines. Includes mechanics working primarily with automobile or marine diesel engines.

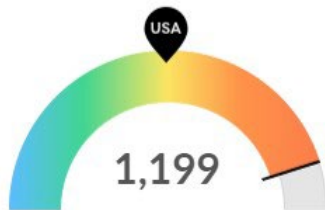
**Sample of Reported Job Titles:** Diesel Mechanic, Trailer Mechanic, Fleet Mechanic, Diesel Technician, Truck Mechanic, Transportation Mechanic, Transit Mechanic, Service Technician, Mechanic, General Repair Mechanic

**Farm Equipment Mechanics and Service Technicians (SOC 49-3041):** Diagnose, adjust, repair, or overhaul farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems. Excludes Bus and Truck Mechanics and Diesel Engine Specialists (49-3031).

**Sample of Reported Job Titles:** Farm Equipment Mechanic, Mechanic, Tractor Technician, Tractor Mechanic, Harvester Mechanic, Field Technician, Farm Equipment Technician, Shop Mechanic, Service Technician, Farm Equipment Service Technician

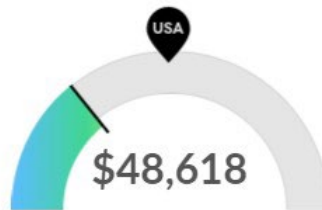
## Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



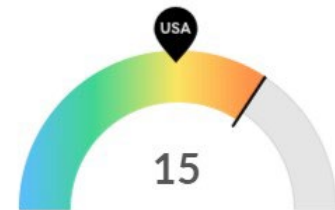
Jobs (2023)

Your area is a hotspot for this kind of job. The national average for an area this size is 357\* employees, while there are 1,199 here.



Compensation

Earnings are low in your area. The national median salary for your occupations is \$53,408, compared to \$48,618 here.



Job Posting Demand

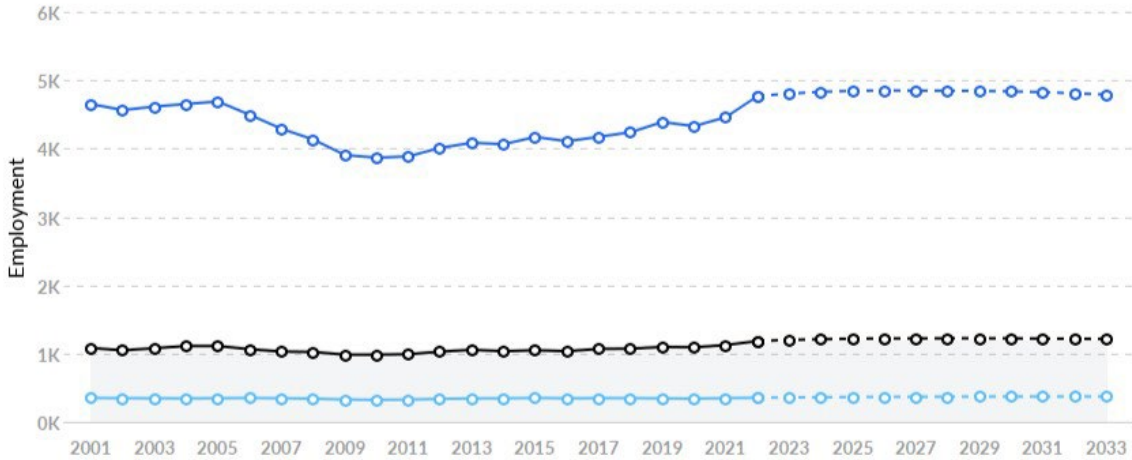
Job posting activity is high in your area. The national average for an area this size is 9\* job postings/mo, while there are 15 here.

\*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 Higher Than the National Average

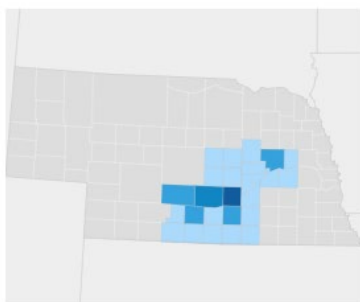
An average area of this size typically has 357\* jobs, while there are 1,199 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2023 Jobs	2028 Jobs	Change	% Change
● CCC Service Area	1,199	1,223	24	2.0%
● National Average	357	368	11	3.1%
● Nebraska	4,804	4,846	42	0.9%

\*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
Hall County, NE	224
Buffalo County, NE	167
Dawson County, NE	122
Platte County, NE	111
Adams County, NE	105

## Most Jobs are Found in the Machinery, Equipment, and Supplies Merchant Wholesalers Industry Sector

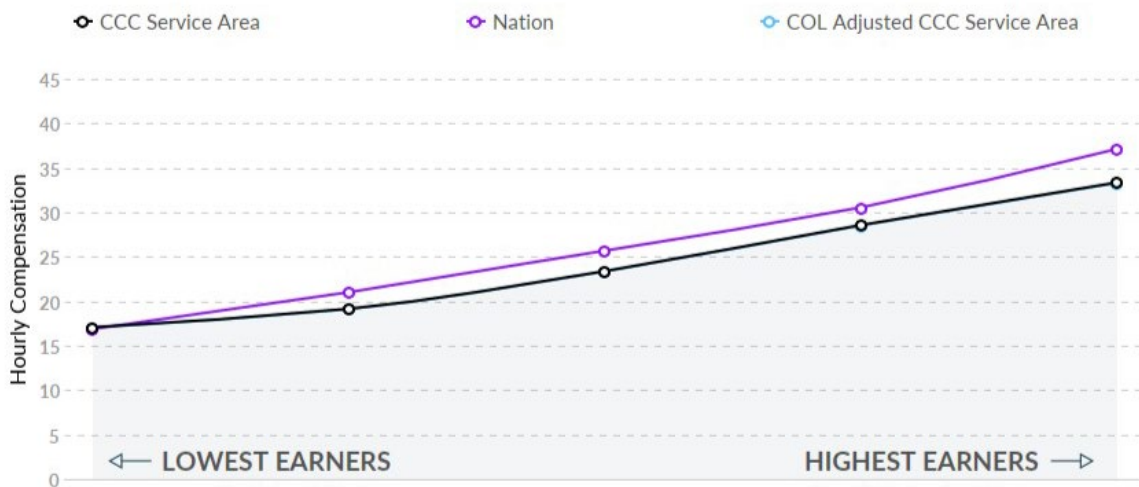


Industry	% of Occupation in Industry (2023)
Machinery, Equipment, and Supplies Merchant Wholesalers	44.6%
Specialized Freight Trucking	8.4%
Automotive Repair and Maintenance	7.9%
General Freight Trucking	7.4%
Local Government, Excluding Education and Hospitals	5.1%
Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	3.9%
Other	22.7%

## Compensation

### Regional Compensation Is 9% Lower Than National Compensation

For your occupations, the 2022 median wage in your area is \$23.37/hr, while the national median wage is \$25.68/hr.



## Job Posting Activity



**162 Unique Job Postings**

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



**38 Employers Competing**

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



**36 Day Median Duration**

Posting duration is 11 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2023 - Nov 2023)	Avg Monthly Hires (Jan 2023 - Nov 2023)
Bus and Truck Mechanics and Diesel Engine Specialists	14	22
Farm Equipment Mechanics and Service Technicians	1	16

\*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.

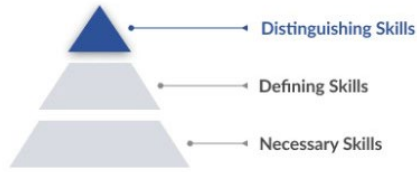
Top Companies	Unique Postings
Penske Logistics	43
Titan Machinery	20
GPAC	14
Ryder	7
TravelCenters of America	7
Penske Automotive Group	6
Bosselman Enterprises	5
FleetPride	4
Job Juncture	4
NMC	4

Top Job Titles	Unique Postings
Diesel Mechanics	38
Diesel Technicians/Mechanics	38
Diesel Mechanic Technicians	24
Diesel Technicians	14
Equipment Service Technician	7
Truck Service Advisors	4
Diesel Service Mechanics	3
Field Technicians	3
Gas Mechanics	3
Mechanical Service Techniciar	3

# Top Skills

## Top Distinguishing Skills by Demand

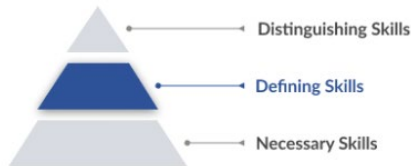
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting
Fuel Systems	✓	21
Trailer Repair And Maintenance	✓	8
Engine Repair	✗	7
Drivetrain	✗	6
DOT (Department Of Transportation) Inspections	✓	5
Alternators	✗	5
Exhaust Systems	✓	5
Welding Equipment	✓	2
Pressure Measurement	✗	1
Vehicle Systems	✗	0

## Top Defining Skills by Demand

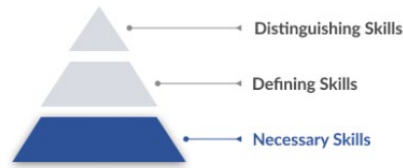
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting
Diesel Engines	✗	107
Valid Driver's License	✗	93
Cooling Systems	✗	35
Preventive Maintenance	✗	31
Automotive Service Excellence (ASE) Certification	✗	30
Vehicle Maintenance	✗	30
Equipment Repair	✗	24
Differentials	✓	24
Technical Communication	✗	18
Suspension (Vehicle)	✓	17

### Top Necessary Skills by Demand

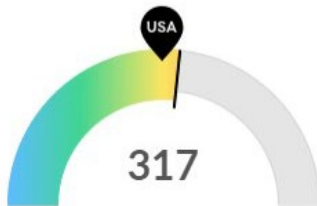
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting
Diesel Engines	✘	107
Electrical Systems	✘	46
Preventive Maintenance	✘	31
Hand Tools	✘	28
Power Tool Operation	✘	26
Equipment Repair	✘	24
HVAC	✘	22
Changing Oil	✘	16
Hydraulics	✘	15
Commercial Driver's License (CDL)	✘	12

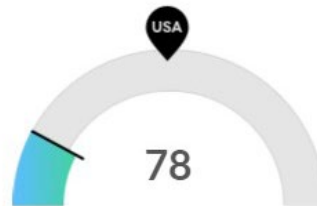
## Demographics

Retirement Risk Is High, While Overall Diversity Is Low



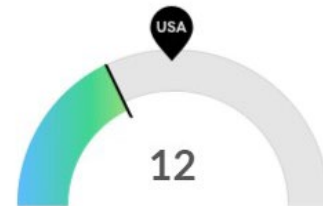
### Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 288\* employees 55 or older, while there are 317 here.



### Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 314\* racially diverse employees, while there are 78 here.



### Gender Diversity

Gender diversity is low in your area. The national average for an area this size is 19\* female employees, while there are 12 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



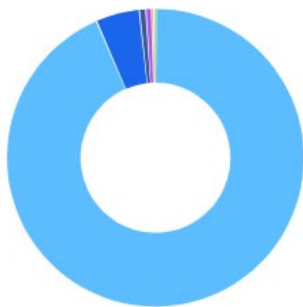
	% of Jobs	Jobs
14-18	1.5%	18
19-24	9.8%	116
25-34	20.6%	244
35-44	20.6%	243
45-54	20.8%	246
55-64	20.4%	241
65+	6.4%	76

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	99.0%	1,171
Females	1.0%	12

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	93.4%	1,106
Hispanic or Latino	4.7%	56
Black or African American	0.7%	8
Two or More Races	0.6%	7
Asian	0.3%	3
American Indian or Alaska Native	0.2%	3
Native Hawaiian or Other Pacific Islander	0.0%	0

# Graduate Pipeline



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



125 Completions (2022)

The completions from all regional institutions for all degree types.



116 Openings (2022)

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

CIP Code	Top Programs	Completions (2022)
47.0605	Diesel Mechanics Technology/Technician	125

Top Schools	Completions (2022)
Central Community College	125

## 2024 Summary of Lightcast Q4 2023 Data Set:

For our region, demand for heavy equipment and truck technicians is growing higher. We continue to be above national average in retiree aged technicians.

### B. Supporting Data

#### a. Awards

Degree/ Credential Awarded	18-19	19-20	20-21	21-22	22-23	5-yr avg
<b>AAS</b>	17	21	29	20	21	21.6
<b>Diploma</b>	26	26	28	21	27	25.6
<b>Certificate</b>	98	104	111	84	107	100.8
<b>Total Awards</b>	141	151	168	125	155	148.0
<b># of Graduates</b>	62	62	59	52	59	58.8

## 2024 Summary of Awards (2022-23 data):

With 155 awards presented in 2022-23, the program is above the five-year average of 148.0 with each award category slightly under the five-year average. Yet the number of graduates has remained consistent and could be reflected in more part-time students enrolling.

b. Student Credit Hours Produced per Faculty FTE

	18-19	19-20	20-21	21-22	22-23	5 yr avg*
<b>Student Credit Hours (SCH)</b>	1695	1836	1607	1370	1651	1632
<b>Faculty Full-time Equivalency (FTE)</b>	6.39	6.24	5.91	5.62	5.54	<b>5.94</b>
<b>SCH/Faculty FTE</b>	265.26	294.23	271.91	243.77	298.01	<b>274.74</b>

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):**

Program faculty load is within the recommended parameters. Student credit hours have increased in the last two years resulting in the ratio of student credits to faculty full-time equivalency just under 300.

**2024 Summary Statement:**

The DSLT program remains strong. Interest is high, demand is high and the program is striving to continue growth through updated equipment, facility space, competent instruction, and industry support.

## 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 **May 16, 2024 PENDING**
- the governing board's action was: **Approved PENDING**

Signed: \_\_\_\_\_ (Date)  
 (Chief Academic Officer or designated representative)

### Evidence of Demand and Efficiency

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

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 For CCPE use: reviewer/date

**Justification if the program is below CCPE thresholds—check one or more boxes and 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, **05/16/2024 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: Media Arts**

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

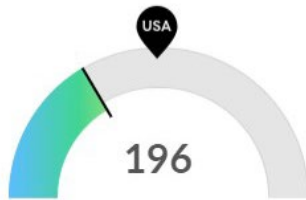
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### 3 Occupations

SOC Code	Description
27-1024	<p><b>Graphic Designers (SOC 27-1024):</b> 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).</p> <p><b>Sample of Reported Job Titles:</b> Visual Designer, Graphic Artist, Graphic Designer, Production Artist, Publications Designer, Online Producer, Designer, Artist, Production Designer, Layout Artist</p>
27-1021	<p><b>Commercial and Industrial Designers (SOC 27-1021):</b> 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.</p> <p><b>Sample of Reported Job Titles:</b> Package Designer, Toy Designer, Textile Designer, Sign Designer, Product Development Engineer, Product Designer, Product Design Engineer, Industrial Designer, Mold Designer, Mechanical Designer</p>
27-1019	<p><b>Artists and Related Workers, All Other (SOC 27-1019):</b> All artists and related workers not listed separately.</p> <p><b>Sample of Reported Job Titles:</b> Tattoo Artist, Picture Copyist, Music Grapher, Music Autographer, Inker and Opaquer, Calligrapher, Autographer, Art Consultant, Visualizer, Visual Artist</p>

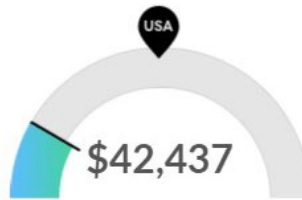
# EXECUTIVE SUMMARY

## Light Job Posting Demand Over a Thin Supply of Regional Jobs



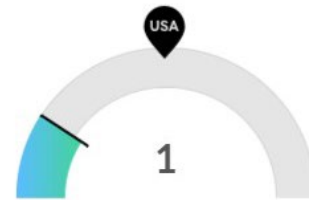
Jobs (2023)

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.



Compensation

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



Job Posting Demand

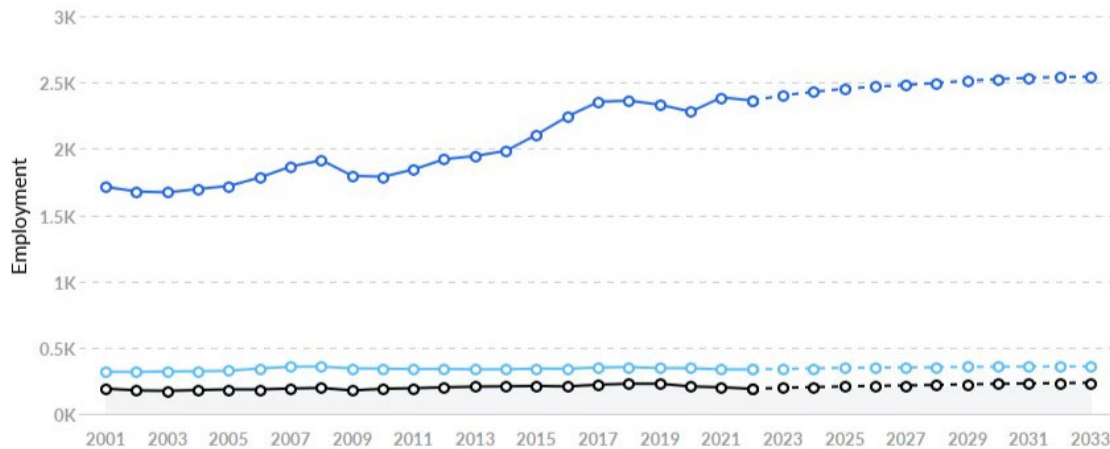
Job posting activity is low in your area. The national average for an area this size is 5\* job postings/mo, while there is 1 here.

\*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

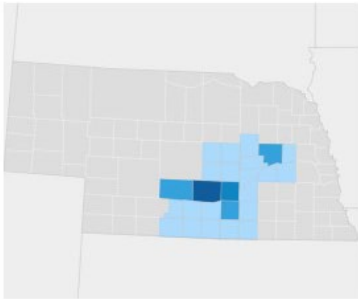
An average area of this size typically has 339\* jobs, while there are 196 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



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%

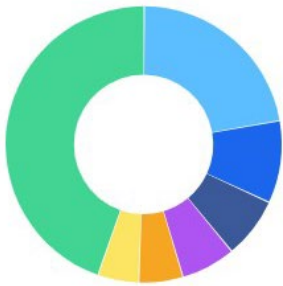
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## 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

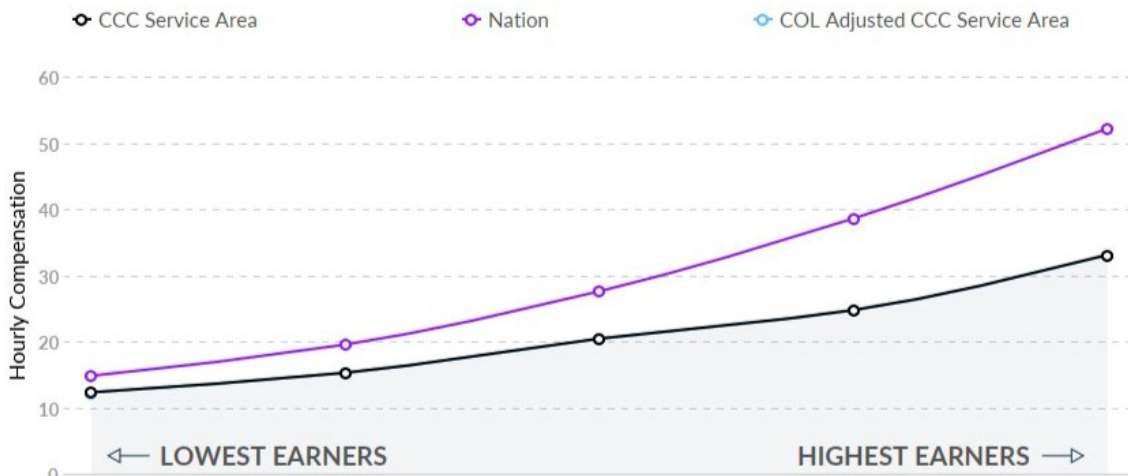


Industry	% of Occupation in Industry (2023)
Specialized Design Services	22.2%
Newspaper, Periodical, Book, and Directory Publishers	9.6%
Printing and Related Support Activities	7.1%
Other Miscellaneous Manufacturing	6.4%
Advertising, Public Relations, and Related Services	5.2%
Miscellaneous Nondurable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



# JOB POSTING ACTIVITY



## 16 Unique Job Postings

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



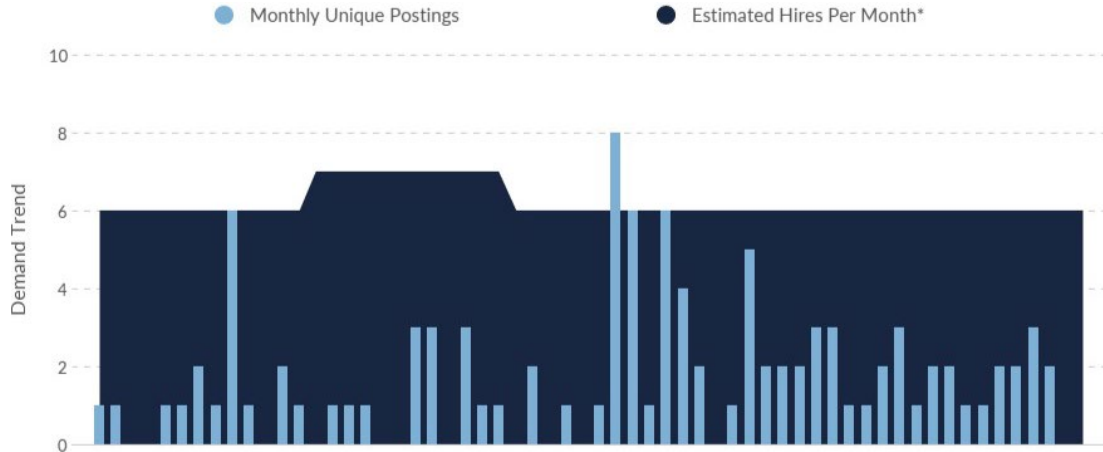
## 8 Employers Competing

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.



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	Top Job Titles	Unique Postings
Chapman University	8	Graphic Design Student Assist	3
Parker Hannifin	2	Graphic Designers	3
Baldwin Filters	1	Graphic Design Assistants	2
Bosselman Enterprises	1	Advertising Designers	1
GPAC	1	Assistant Graphic Artists	1
Hamilton Relay	1	Creative Graphic Designers	1
Nelnet	1	Packaging Graphic Designers	1
		Print Graphic Designers	1
		Product Designers	1

# TOP SKILLS

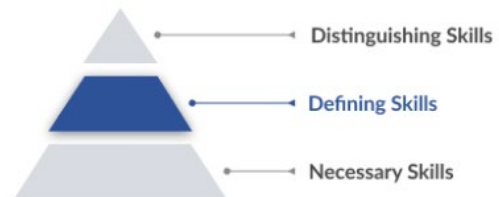
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## Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

### Top Defining Skills by Demand

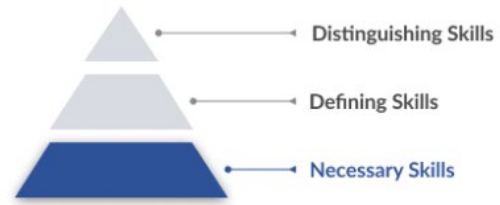
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



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

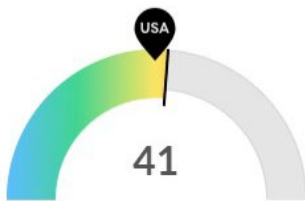
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



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

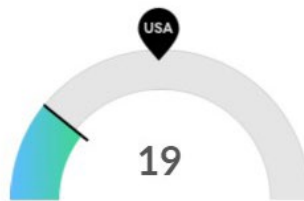
## DEMOGRAPHICS

Retirement Risk Is About Average, While Overall Diversity Is Low



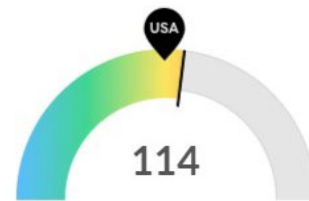
Retiring Soon

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.



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.

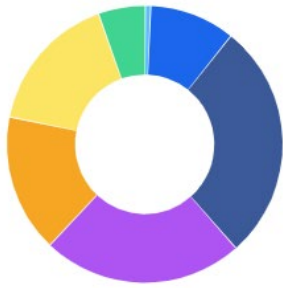


Gender Diversity

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

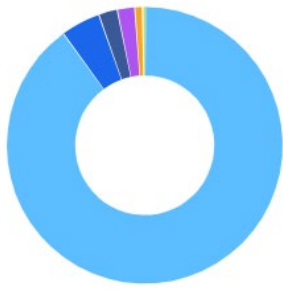
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### 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
<b>AAS</b>	15	12	8	8	12	11.0
<b>Diploma</b>	15	12	9	19	17	14.4
<b>Certificate</b>	37	29	27	28	25	29.2
<b>Total Awards</b>	67	53	44	55	54	54.6
<b># of unduplicated graduates</b>	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*
<b>Student Credit Hours (SCH)</b>	1335	1137	1001	1008	1241	1144
<b>Faculty Full-time Equivalency (FTE)</b>	3.43	3.86	2.91	2.64	3.704	<b>3.31</b>
<b>SCH/Faculty FTE</b>	389.21	294.56	343.99	381.81	335.04	<b>345.74</b>

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 handling 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.

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** Central Community College

**Program:** Medical Laboratory Technician

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 **May 16, 2024 PENDING**
- the governing board's action was: **Approved 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
<b>Student Credit Hours (SCH)</b>		434	507	518	335	405	440
<b>Faculty Full-time Equivalency (FTE)</b>		2.13	2.10	1.55	1.65	3.11	2.11
<b>SCH/Faculty FTE</b>		203.76	241.43	334.19	203.03	130.18	<b>208.44</b>
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	<b>AAS</b>	10	9	7	9	10	9.0
	<b>Total Awards</b>	10	9	7	9	10	9.0
	<b>Total Graduates</b>	10	9	7	9	10	9.0

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

(See attached)

**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 and provide a detailed explanation or attach a document**

X	<p>Program is critical to the role and mission of the institution (detailed explanation).</p> <p>CCC's MEDT program has served a critical role by training students who work in local hospitals, clinics, and other facilities to provide skills necessary to operate. CCC's training and courses are fast, affordable, flexible and high-demand. Without the program, Nebraska employers would suffer shortages of medical laboratory technicians.</p>
X	<p>Program contains courses supporting general education or <b>other programs</b> (detailed explanation).</p> <p>This program utilizes a newly created phlebotomy course that has been popular as a course taken prior to starting many of the other health sciences programs at the institution. It is also serving as a stand-alone training for clinics and facilities who choose to give their students more skills in the phlebotomy arena.</p>
	<p>Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).</p>
X	<p>Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).</p>
X	<p>Program provides unique access to an underserved population or geographical area (explain).</p> <p>Growth in the CWE phlebotomy workshops will fill a critical entry-level gap in the medical laboratory for our service area while introducing the potential to use the MEDT program for continued professional development. The employment outlook continues to stay strong. Relationships with clinical sites and the advisory board remain very positive as they continue to advocate for the program by supporting our institution with qualified adjunct faculty and hiring our graduates. Mary Lanning, a local hospital partner recently has had such a demand for these positions in their laboratory, they partnered with an international agency to hire employees from other countries to fill gaps in their employment needs. These contracts are temporary but essential until enough students have graduated from institutions to fill the workforce need.</p> <p>Current programming at GISH is entering it's 2<sup>nd</sup> year in the process of offering medical laboratory technician courses in the high schools. CCC has developed a partnership that allows students to attend these classes and labs here on campus, while also utilizing an instructor at the GISH building for the online/didactic portions.</p>
X	<p>Program meets a unique need in the region, state, or nation (explain).</p> <p>Clinics and other medical facilities have reached out for training to assist their current staff in skills offered through programming and courses in the MEDT program. CCC's program provides lab and phlebotomy skills necessary for maintenance and gaps filled in clinics that serve children, prenatal, and infant populations.</p>
	<p>Program is newly approved within the last five years (no additional justification needed).</p>
	<p>Other (detailed explanation).</p>



## **Medical Laboratory Technician**

### **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, **05/16/2024** **PENDING**

**Hailey Morrow** – Program Director  
**Janet Rasmussen** – Program Faculty

**Kerri Dey, M.S.** – Associate Dean of Instruction, Health Sciences  
**Sarah Kort, Ed.D.** – Associate Dean of Instruction, Health Sciences  
**Marcie Kemnitz, Ed.D.** – Division Vice President, Health Sciences

## **Medical Laboratory Technician**

### *Program Review Summary – Dr. Sarah Kort*

The MEDT program prepares medical laboratory technician students for careers within the medical laboratory profession. The program is accredited by NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) and prepares medical laboratory technician students with entry-level competencies as defined by NAACLS which are nationally accepted standards of practitioner roles and functions.

The program prides itself in responding to industry needs using the latest technology and state-of-the-art equipment in an attractive, safe laboratory environment that is well maintained and reflects a professional working environment. They value collaboration with other MLT programs, secondary schools, certified laboratories, and employers, as well as ongoing relationships with graduates as lifelong learners and supporters of the program.

The profession itself is in preparation for upcoming retirements of laboratory professionals. This information paired with continuing communications from the National Accrediting Agency for Clinical Laboratory Sciences and the College of American Pathologists, indicating the decreasing number of colleges offering medical laboratory technology programs, continues to reinforce the strong need for CCC's Medical Laboratory Technician program. Evidence supports the CCC service area will see a 7.1% increase in job demand, with the entire state looking at a 6.6% increase. This is an extreme positive for students seeking employment during and after obtaining their education through our doors.

In addition to increased job posting activity, the projected rise in compensation indicates wages and benefits continue to increase for laboratory professionals in our area, along with increased offerings of hiring bonuses, investment scholarships, and tuition reimbursement/assistance for new hires. The ESMI report Graduate Pipeline data continues to indicate that there are significantly more job openings in our area than program graduates.

The medical laboratory technician program continues to grow and expand. A recent emphasis on phlebotomy has given the program opportunity to add a phlebotomy worker training and a 12-credit certificate. The phlebotomy certificate ladders into the AAS degree and we anticipate the result being an additional demand for the program and awards. Additionally, several MEDT courses, including a Phlebotomy course, are offered at Grand Island High School as dual credit, creating a pipeline of students in future years. Students also have an opportunity to pursue higher educational goals and achieve additional awards with conversations and partnerships being developed with UNMC.

Based on the strong industry need in our 25 county area as well as new program opportunities and partnerships, we anticipate continued growth and expansion of the program. Healthcare facilities and partners also continue to demonstrate a need for medical laboratory technician employees who possess critical skills offered and earned here at Central Community College. With this, we recommend continuation of the program.

**Program: Medical Laboratory Technician**

**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 Medical Laboratory Technician (MLT) program will prepare students for employment in a variety of medical facilities such as medical, clinical, research and public health laboratories.

**IV. Program Vision Statement:**

The Medical Laboratory Technician program will be the educational choice for MLT students and employers in Nebraska. All graduates will attain the appropriate certification and employment in the laboratory field. The program will exceed the standards set forth by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). (5600 N. River Road, Suite 720, Rosemont, IL 60018-5119, Phone 773-714-8880)

We value:

-The use of state-of-the-art equipment in an attractive, safe laboratory environment that is well maintained and reflects a professional working environment.

-Collaboration with other MLT programs, secondary schools, certified laboratories, and employers.

-Ongoing relationships with graduates as lifelong learners and supporters of the program.

# 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

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### 1 Occupation

#### Clinical Laboratory Technologists and Technicians (SOC 29-2018):

This occupation includes the 2018 SOC occupations 29-2011 Medical and Clinical Laboratory Technologists and 29-2012 Medical and Clinical Laboratory Technicians.

**Sample of Reported Job Titles:** Microbiology Technologist, Cytogenetics Technologist, Cytotechnologist, Histotechnologist, Specimen Processor, Histology Technician

**Related O\*NET Occupations:** Medical and Clinical Laboratory Technologists (29-2011.00), Cytogenetic Technologists (29-2011.01), Cytotechnologists (29-2011.02), Histotechnologists (29-2011.04), Medical and Clinical Laboratory Technicians (29-2012.00), Histology Technicians (29-2012.01)

## EXECUTIVE SUMMARY

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Light Job Posting Demand Over a Thin Supply of Regional Jobs



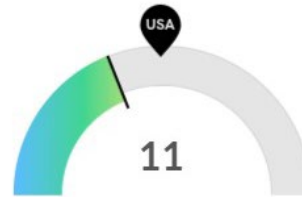
Jobs (2023)

Your area is not a hotspot for this kind of job. The national average for an area this size is 361\* employees, while there are 260 here.



Compensation

Earnings are about average in your area. The national median salary for Clinical Laboratory Technologists and Technicians is \$57,418, compared to \$56,603 here.



Job Posting Demand

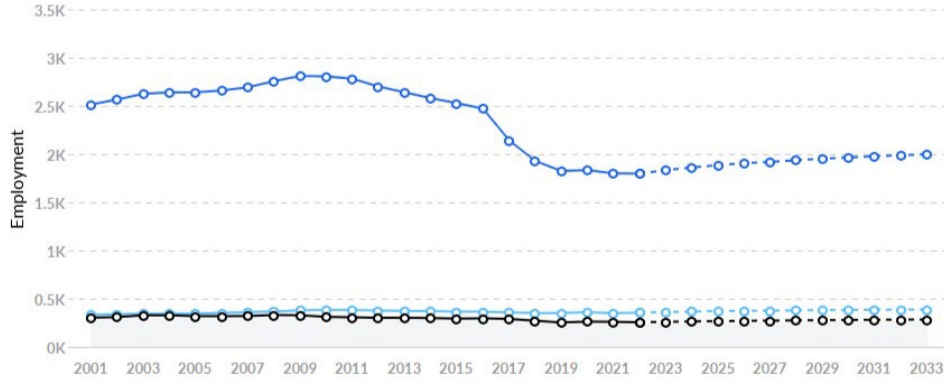
Job posting activity is low in your area. The national average for an area this size is 17\* job postings/mo, while there are 11 here.

\*National average values are derived by taking the national value for Clinical Laboratory Technologists and Technicians 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

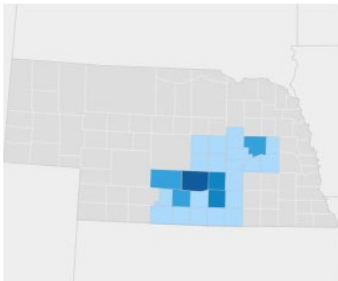
An average area of this size typically has 361\* jobs, while there are 260 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2023 Jobs	2028 Jobs	Change	% Change
● CCC Service Area	260	275	15	5.7%
● National Average	361	379	17	4.8%
● Nebraska	1,833	1,937	104	5.7%

\*National average values are derived by taking the national value for Clinical Laboratory Technologists and Technicians 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	66
Adams County, NE	52
Hall County, NE	43
Platte County, NE	24
Dawson County, NE	16

### Most Jobs are Found in the General Medical and Surgical Hospitals Industry Sector

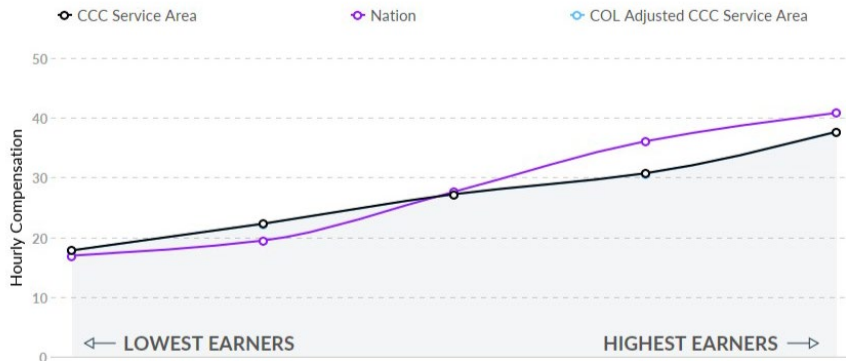


Industry	% of Occupation in Industry (2023)
General Medical and Surgical Hospitals	54.1%
Education and Hospitals (Local Government)	12.2%
Offices of Physicians	9.2%
Education and Hospitals (State Government)	5.3%
Medical and Diagnostic Laboratories	4.5%
Outpatient Care Centers	3.1%
Other	11.8%

## COMPENSATION

### Regional Compensation Is 1% Lower Than National Compensation

For Clinical Laboratory Technologists and Technicians, the 2022 median wage in your area is \$27.21/hr, while the national median wage is \$27.60/hr.



## JOB POSTING ACTIVITY



### 126 Unique Job Postings

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



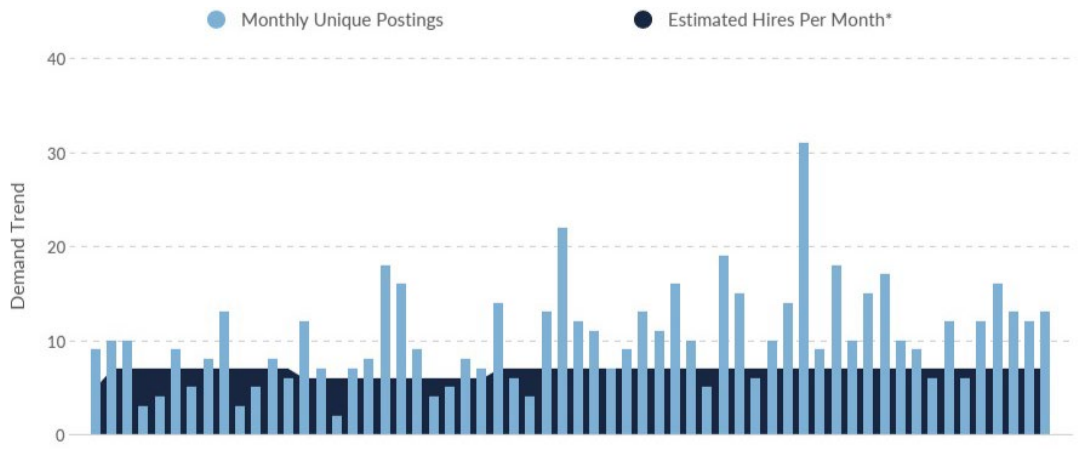
### 47 Employers Competing

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



### 23 Day Median Duration

Posting duration is 2 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2023 - Nov 2023)	Avg Monthly Hires (Jan 2023 - Nov 2023)
Clinical Laboratory Technologists and Technicians	11	7

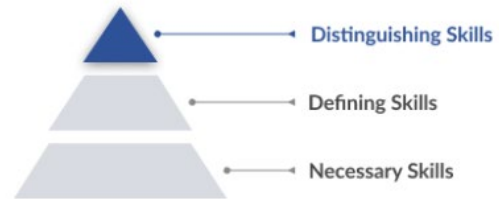
\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor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

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Bryan Health	14	Laboratory Technicians	33
Actalent	12	Medical Technologists	18
Chapman University	12	Medical Laboratory Techniciar	15
United States Department of \	5	Travel Cath Lab Technologists	7
Mars Incorporated	4	Asphalt Laborers	4
Werner Construction	4	Cath Lab Technicians	4
ADM	3	Laboratory Assistants	4
Brodstone Memorial Hospital	3	Operating Room Assistants	3
CorTech	3	Research Laboratory Manager	3
Agricultural Research Service	2	Travel Medical Technologists	3

# TOP SKILLS

## Top Distinguishing Skills by Demand

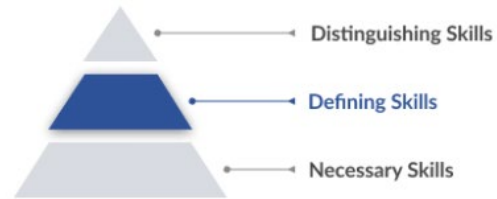
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting
Cath Lab	✗	15
Blood Banking	✓	14
Immunology	✗	14
Laboratory Techniques	✗	3
Urinalysis	✗	2
Histology	✗	1
Laboratory Safety	✗	0
Specimen Preparation	✗	0
Specimen Handling	✗	0

### Top Defining Skills by Demand

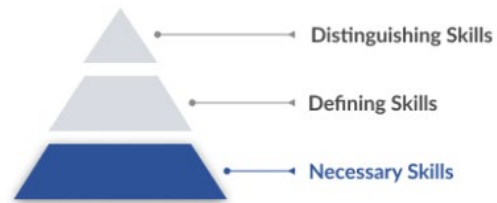
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting
Medical Laboratory	✗	43
Laboratory Equipment	✓	42
Laboratory Testing	✗	29
Biology	✗	26
Chemistry	✗	21
Microbiology	✗	17
American Society For Clinical Pathology (ASCP) Certification	✗	16
Hematology	✗	14
Health Technology	✗	12
Laboratory Procedures	✗	10

### Top Necessary Skills by Demand

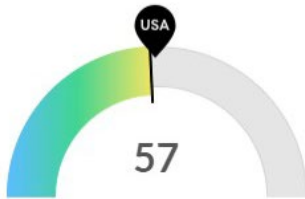
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting
Basic Life Support (BLS) Certification	✗	24
Phlebotomy	✗	8
Data Entry	✗	7
Standard Operating Procedure	✗	0

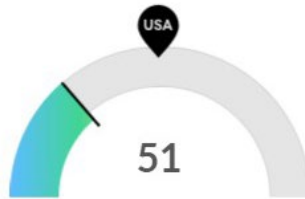
# DEMOGRAPHICS

Retirement Risk Is About Average, While Overall Diversity Is Low



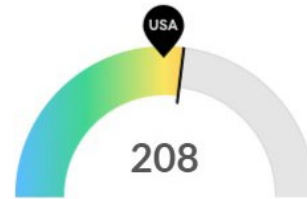
**Retiring Soon**

Retirement risk is about average in your area. The national average for an area this size is 60\* employees 55 or older, while there are 57 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 110\* racially diverse employees, while there are 51 here.

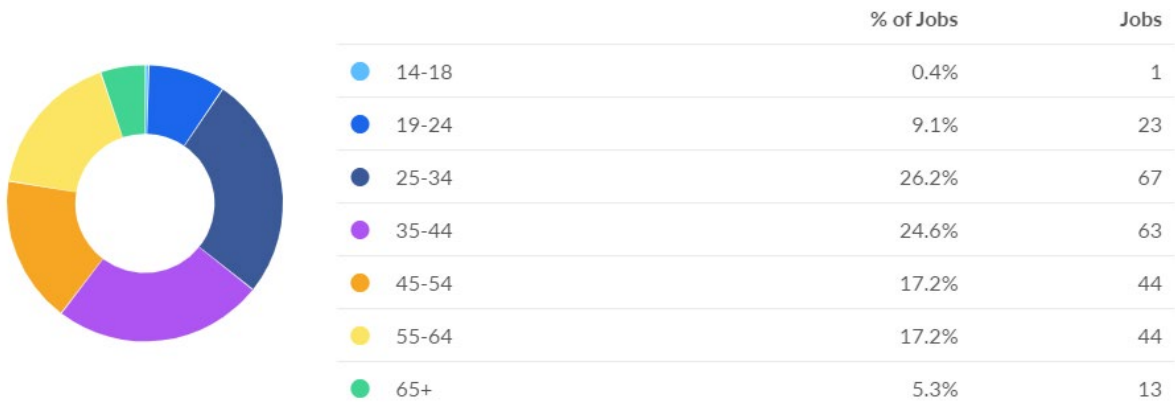


**Gender Diversity**

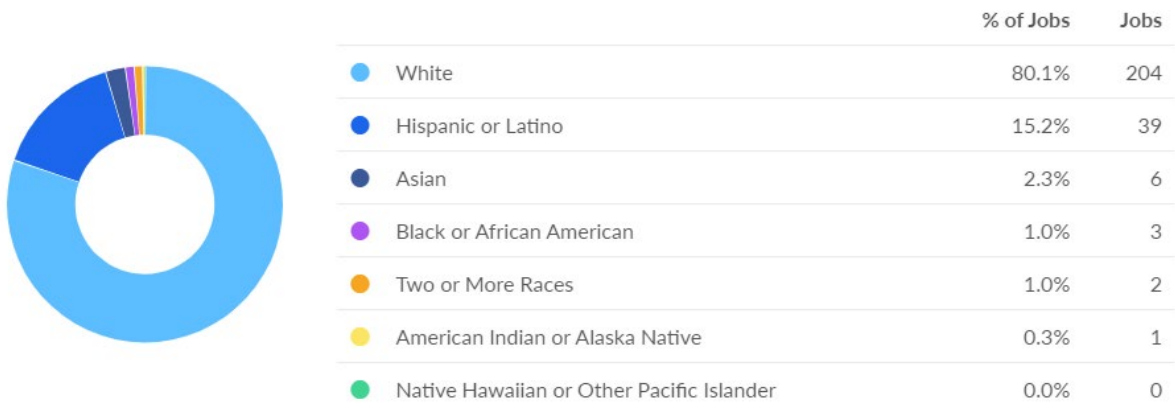
Gender diversity is high in your area. The national average for an area this size is 186\* female employees, while there are 208 here.

\*National average values are derived by taking the national value for Clinical Laboratory Technologists and Technicians 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



## Occupation Race/Ethnicity Breakdown

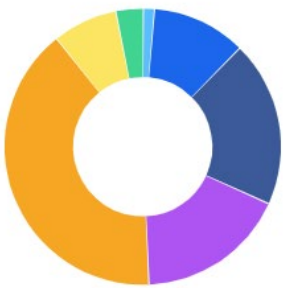


### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	18.4%	47
Females	81.6%	208

### National Educational Attainment



	% of Jobs
Less than high school diploma	1.3%
High school diploma or equivalent	11.0%
Some college, no degree	19.4%
Associate's degree	17.5%
Bachelor's degree	40.0%
Master's degree	7.6%
Doctoral or professional degree	3.2%

## GRADUATE PIPELINE



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.

CIP Code      Top Programs

51.1004      Clinical/Medical Laboratory Technician

Top Schools

Central Community College



9 Completions (2022)

The completions from all regional institutions for all degree types.



22 Openings (2022)

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

Completions (2022)

9

Completions (2022)

9

### 2024 Summary of Lightcast Q4 2023 Data Set:

#### Jobs

The projected rise in compensation and job posting activity from the summary of EMSI Q4 2022 data can be seen in the EMSI Q4 2023 data. Wages and benefits continue to increase for laboratory professionals in our area, along with increased offerings of hiring

bonuses, investment scholarships, and tuition reimbursement/assistance for new hires. The ESMI report Graduate Pipeline data continues to indicate that there are significantly more job openings in our area than program graduates, with 22 openings in Q4 2023 for 9 graduates.

### *Compensation*

Wage increases driven by the national medical laboratory staffing crisis have decreased the gap between national wages and wages in our area from a 3% disparity down to 1%. As the need for staffing continues in our area, it is expected that wages will continue to increase. The inclusion of other hiring benefits seen in 2022 are also rising which could offset the remaining 1% disparity in wages for CCC graduates.

### *Job Posting Demand*

As noted in Q4 2022, the EMSI shows low job posting activity in our area that this could be due to the wide variety of job titles in use through the various sites, which could cause difficulty in accurate data collection.

Just as in the Q4 2022 report, it can be noted that the top companies listed in the EMSI report include a high number of postings from our larger area employers but again does not reflect all the sparse number postings from smaller clinics and rural access hospitals in our area. The needs of these many smaller facilities still create a substantial portion of the need in our area.

### *Demographics*

The Q4 2022 report indicated a higher increase in upcoming retirements for laboratory professionals than the Q4 2023 report. This is in slight contrast with anecdotal evidence from industry partners who state they are still concerned about the size of their staff entering eligibility for retirement. This information paired with continuing communications from the National Accrediting Agency for Clinical Laboratory Sciences and the College of American Pathologists, indicating the decreasing number of colleges offering medical laboratory technology programs, continues to reinforce the strong need for CCC's Medical Laboratory Technician program.

Central Community College's strategies to increase diversity and support all students have successfully improved the noted lack of racial diversity in our area workforce, seen in the change from 35 to 51 racial diverse employees. While there is still a significant difference between diversity in our area and the national average. It is expected that these strategies will continue to increase the diversity of our graduates and the area's workforce.

**A. Supporting Data**

The CCC service area will see a 7.1% increase in job demand, with the entire state looking at a 6.6% increase. The hourly wage for the profession keeps the profession in high demand.

Degree/ Credential Awarded	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr avg
<b>AAS</b>	10	9	7	9	10	9.0
<b>Diploma</b>						
<b>Certificate</b>						
<b>Total Awards</b>	10	9	7	9	10	9.0
<b># of Graduates</b>	10	9	7	9	10	9.0

**2024 Summary of Awards (2022-23 data):**

The 2022-2023 academic year finds the new hybrid program becoming well-established on the Grand Island campus. All ten students in the cohort completing their final clinical courses in July 2023 were awarded degrees as anticipated in the 2023 Summary of Awards. Academic performance in current coursework supports the expectation that all ten students will be awarded degrees in the 2023-2024 academic year.

The program recently added a focus on phlebotomy by creating a Phlebotomy Certificate that will be implemented in the Fall of 2024 which will ladder into the AAS degree. Additionally, several MEDT courses, including a Phlebotomy course, are offered at Grand Island High School as dual credit, creating a pipeline of students in future years.

The cohort starting in the Fall of 2023 includes 10 students. Through support from administrative leadership, the program introduced a Spring cohort, which allowed four more students to begin the program's first year. This brings the total number of students within the program to 22. All students are engaged and successful, leading to anticipation that all 14 students, starting in the 2023-2024 academic year, will be awarded degrees.

While the 5-year degree average for the program is less than the expected 10 awards, it is expected that this will increase with these innovative additions to the program.

**a. Student Credit Hours Produced per Faculty FTE**

	2018-19	2019-20	2020-21	2021-22	2022-23	5 yr avg*
<b>Student Credit Hours (SCH)</b>	434	507	518	335	405	440
<b>Faculty Full-time Equivalency (FTE)</b>	2.13	2.10	1.55	1.65	3.11	2.11
<b>SCH/Faculty FTE</b>	203.76	241.43	334.19	203.03	130.18	208.44

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):**

As forecasted in the 2023 Summary of the Student Credit Hours per Faculty FTE report, the complete transition to the curriculum in the 2022-2023 academic year with the implementation to offer all MEDT courses both Fall and Spring semester, facilitating the start of multiple cohorts during the academic year, has reduced waiting times for entry and increased flexibility for students. This has increased the attractiveness of the MEDT program to potential students and lead to an increase in students currently enrolled in the program.

While the program did not meet the 275 threshold, it did increase the number of credits taken from the previous year, which necessitated additional adjunct instructors.

### **2024 Summary Statement:**

The opportunity to begin the program with the Spring cohort and the flexibility to customize an educational plan continues to be incredibly attractive for students, as indicated by the maintenance of recruitment, retention, and graduation rates. Innovation in technologies and teaching methods are targeted to improve less successful areas of the employer and graduate surveys. Improvement efforts will also target the participation of employers and graduates in those surveys.

The new Phlebotomy certificate option will allow laddering and increased recruitment for the program. Multiple students graduating from the inaugural GISH Phlebotomy program have already applied to start the MEDT program in the next fall cohort. Growth in the CWE phlebotomy workshops will fill a critical entry-level gap in the medical laboratory for our service area while introducing the potential to use the MEDT program for continued professional development. The employment outlook continues to stay strong. Relationships with clinical sites and the advisory board remain very positive.

### **Parental Leave Policy**

Full-time employees are eligible for parental leave upon the arrival of a new child into an employee's household.

### **Parental Leave Procedure**

Full-time staff employees will be granted up to ten (10) paid days upon the arrival of a new child into an employee's household in form of a new baby or adoption whether by natural childbirth, legally adopted child, or a child who has been placed under the legal guardianship or foster care of the employee. For adoption or placement, the child must be 17 years old or younger. The arrival of the child into the employee's household must occur while the employee is actively a full-time employee.

Employees are eligible to start this leave within 90 days of the child's date of birth or placement. Parental leave shall be used consecutively.

Employees shall provide a 30 day notice (or as much notice as practicable if the leave is not foreseeable) to Human Resources to receive this leave.

This leave works in conjunction with other policies and benefits, the Family and Medical Leave Act (FMLA), applicable state and local laws, and the Americans with Disabilities Act.

Employees are not compensated for leave for parental leave upon termination from employment.

The College President recommends approval of the Parental Leave Policy effective 7/1/24.

# 424 West Ave



# Student Spaces

## Mechatronics



\*Photo: CCC Columbus Campus

## Nursing



\*Photo: CCC Grand Island Health Science



\*Photo: CCC Kearney Center

## CPR



## Distance Learning



\*Photo: CCC Kearney Center

## Study Pods



\*Photo: CCC Kearney Center

# Community Education Opportunities

## Senior / Community Education



\*Photo: CCC Kearney Center

## English as Second Language (ESL)



\*Photo: CCC Kearney Center



## Youth Programing



\*Photo: CCC Columbus Center Science & Technology

# Staff / Partner Spaces



Office Space

\*Photo: CCC Columbus Center Science & Technology



Reception Area



\*Photo: CCC Grand Island Center for Health & Sciences

Meeting Room



\*Photo: CCC Hastings Platte Building