

**CENTRAL COMMUNITY COLLEGE BOARD OF GOVERNORS MEETING**  
**Thursday, May 21, 2026, 12:00 PM, Central Community College-Holdrege**  
**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. CCPE Program Reviews: Heavy Equipment Operator Technician, Medical Assisting,  
Nursing, Paramedicine, Pharmacy Technician and Truck Driving  
Action Item

**Board Work Session Agenda  
May 21, 2026, Holdrege**

Lunch will be provided.

Noon – CCPE Program Reviews – Walton

- Heavy Equipment Operator Technician
- Medical Assisting
- Nursing
- Paramedicine
- Pharmacy Technician
- Truck Driving

Central Community College's 25/26 Program Review for  
continuation of programs to Nebraska's Coordinating  
Commission for Post-Secondary Education (CCPE)

Board Work Session, May 21, 2026

Presented by:

Drs. Candace Walton, Pam Bales, Sarah Kort & Nate Allen

In addition to CCC's Annual review, each program must be reviewed by the Commission at least every 7 years.

Information Required from the Institution by the Commission  
Evidence of:

- An established program review process that evaluates the program,
- the need for the program in the state of Nebraska and at the institution,
- the demand for the program by students,
- efficiency of the program, and
- justification if the program is below CCPE minimum performance standards.

# Performance Thresholds Provided by CCPE:

- **Number of Degrees/Awards in this Program (the mean of the prior 5 years) is 10 degrees/awards** for less than two years and associate programs.
- All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Section 79-2637 (R.R.S.) **Student Credit Hours/Faculty FTE (the mean of the prior 5 years) should be 275 or above**

## HEAVY EQUIPMENT OPERATOR (HEOT)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		326	455	429	137	496	<b>368.60</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.47	1.47	1.91	1.60	1.72	<b>1.63</b>
<b>SCH/Faculty FTE</b>		221.77	309.52	224.61	85.63	288.37	<b>226.13</b>
<b>Number of Degrees and Awards</b>	<b>AAS</b>	2	2	5	1	1	2.2
	<b>Diploma</b>	8	13	12	4	13	10.0
	<b>Certificate</b>						
	<b>Total Awards</b>	10	15	17	5	14	<b>12.2</b>

# HEAVY EQUIPMENT OPERATOR (HEOT)

## BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program meets a unique need in the region, state, or nation:

- One full-time instructor teaches first-year; shared program director supports second-year students.
- The FTEF is the same with or without second-year students.
- Industry feedback and scholarships indicates graduates have desired knowledge and skills.
- CCC offers Nebraska's only Heavy Equipment Operator program.

## MEDICAL ASSISTING (MEDA)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		702	532	440	474	401	<b>509.80</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.96	2.45	2.23	2.28	1.68	<b>2.12</b>
<b>SCH/Faculty FTE</b>		358.16	217.14	194.31	207.89	238.69	<b>240.47</b>
<b>Number of Degrees and Awards</b>	<b>AAS</b>	15	14	7	5	10	10.2
	<b>Diploma</b>	0	0	0	0	8	1.6
	<b>Certificate</b>	14	7	15	7	5	9.6
	<b>Total Awards</b>	29	21	22	12	23	<b>21.4</b>

## MEDICAL ASSISTING (MEDA)

### BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program is critical to the role and mission of the institution:

- Program delivers accessible, high-quality education for working, non-traditional healthcare students. Hybrid cohort model enrolls 16 students annually across three semesters.
- Stackable credential pathways (certificate, diploma, and AAS) supports both entry into and advancement within the healthcare field.
- Five-year outcomes shows 107 credentials; 95.3% employed or continuing education.
- Below CCPE threshold for FTEF due to hands-on lab smaller groups (1:8 ratio) for safety and competency.

## NURSING (NURS)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		2956	3253	2212	2842	3409	<b>2934.40</b>
<b>Faculty Full-time Equivalency (FTE)</b>		28.43	19.55	18.74	20.28	18.72	<b>21.14</b>
<b>SCH/Faculty FTE</b>		103.97	166.39	118.04	140.14	182.10	<b>138.81</b>
<b>Number of Degrees and Awards</b>	<b>ADN</b>	55	79	46	60	66	61.20
	<b>LPN</b>	70	52	50	74	95	68.20
	<b>Certificate</b>						
	<b>Total Awards</b>	125	131	96	134	161	<b>129.40</b>

## NURSING (NURS)

### BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program meets a unique need in the region, state, or nation :

- Nursing program serves as workforce pipeline for regional communities. CCC places 134 nurses locally versus 58 from nearest program.
- Meets the CCPE threshold for credentials awarded but does not meet the CCPE threshold for FTEF due to State Board of Nursing requirements for smaller clinical groups (8-10 students).
- Dedicated classroom supports expansion at UNMC Rural Health Education Center in Kearney.
- Enrollment at Kearney increases from 30 to 40 students beginning in Fall 2026.

## PARAMEDICINE (PARM)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		282	360	439	637	473	<b>438.20</b>
<b>Faculty Full-time Equivalency (FTE)</b>		.93	1.03	1.06	1.44	1.81	<b>1.25</b>
<b>SCH/Faculty FTE</b>		303.23	349.51	414.15	442.36	261.33	<b>350.56</b>
<b>Number of Degrees and Awards</b>	<b>AAS</b>	8	4	5	6	6	5.8
	<b>Diploma</b>	9	4	5	6	4	5.6
	<b>Certificate</b>	8	4	8	9	8	7.4
	<b>Total Awards</b>	25	12	18	21	18	<b>18.8</b>

PARAMEDICINE (PARM)  
NO JUSTIFICATION REQUIRED

## PHARMACY TECHNICIAN (PHRM)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		122	184	56	179	172	<b>142.60</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.37	1.36	1.42	1.13	1.26	<b>1.31</b>
<b>SCH/Faculty FTE</b>		89.05	135.29	39.44	158.41	136.51	<b>108.85</b>
<b>Number of Degrees and Awards</b>	<b>AAS</b>	5	1	3	2	4	3.0
	<b>Diploma</b>	7	1	6	1	6	4.2
	<b>Certificate</b>	0	0	0	0	13	2.6
	<b>Total Awards</b>	12	2	9	3	23	<b>9.8</b>

## PHARMACY TECHNICIAN (PHRM)

### BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program is critical to the role and mission of the institution:

- Program supports workforce entry in high-demand healthcare field. It serves part-time, working, and non-traditional students with flexible options.
- Students gain technical and operational pharmacy skills supporting patient care.
- Stackable credentials (certificate, diploma, and AAS) support immediate employment and long-term advancement.

## PHARMACY TECHNICIAN (PHRM)

### BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program provides unique access to an underserved population or geographical area:

- Program reduces barriers for place-bound and non-traditional students
- Supports workforce sustainability in rural healthcare systems. Local employers rely on trained pharmacy technician pipeline.
- Five-year average is 9.8 total awards annually, with the most recent year (24–25) showing significant increase to 23 total awards, which is attributed to the addition of industry-aligned certificates in Retail Pharmacy and Sterile Compounding.

## TRUCK DRIVING (TRUK)

		'20-21	'21-22	'22-23	'23-24	'24-25	5 yr avg
<b>Student Credit Hours (SCH)</b>		535	740	780	611	721	<b>677.40</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.5	1.5	1.0	1.0	1.0	<b>1.2</b>
<b>SCH/Faculty FTE</b>		356.67	493.33	780	611	721	<b>564.50</b>
<b>Number of Degrees and Awards</b>	<b>AAS</b>						
	<b>Diploma</b>						
	<b>Certificate</b>	39	63	64	49	46	52.2
	<b>Total Awards</b>	39	63	64	49	46	<b>52.2</b>

# TRUCK DRIVING

NO JUSTIFICATION REQUIRED

Questions?

Central Community College

College President Recommendation to Board

May 21, 2026

Presenter Dr. Candace Walton

As part of Nebraska's Coordinating Commission for Postsecondary Education's required 7-year program review cycle, the College President recommends to Central Community College's Board of Governors continuation of Central Community College's Heavy Equipment Operator (HEOT), Medical Assisting (MEDA), Nursing (NURS), Paramedicine (PARM), Pharmacy Technician (PHRM), and Truck Driving (TRUK) programs.

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

**Institution:** Central Community College    **Program:** Heavy Equipment Operator

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 21, 2026**
- the governing board’s action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		326	455	429	137	496	<b>368.60</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.47	1.47	1.91	1.60	1.72	<b>1.63</b>
<b>SCH/Faculty FTE</b>		221.77	309.52	224.61	85.63	288.37	<b>226.13</b>
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	<b>AAS</b>	2	2	5	1	1	2.2
	<b>Diploma</b>	8	13	12	4	13	10.0
	<b>Certificate</b>						
	<b>Total Awards</b>	10	15	17	5	14	12.2

\*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 and 23-24 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 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).**

The program has one full-time instructor and a program director shared with Truck Driving. The full-time instructors work primarily with first-year students, and the director works with second-year students when we have second-year students. The FTEF is the same whether we have both first and second-year students or only first-year students. Industry feedback through advisory committee meetings and scholarship support for students suggests we are graduating students with desired knowledge and skills.

CCC's program is the only Heavy Equipment Operator program in Nebraska.

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

Other (detailed explanation).



## **Heavy Equipment Operator**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Matt McCann** - Program Director  
**Jason Baker** - Program Instructor  
**Andrew Rayburn** - Program Trainer

**Alison Feeney** - Associate Dean of Instruction, Career & Technical Sciences  
**Dr. Nate Allen** - Dean of Instruction, Career & Technical Sciences  
**Dr. Christopher Waddle** - Division Vice President, Career & Technical Sciences

## **Heavy Equipment Operator Program**

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

The Heavy Equipment Operator Technician (HEOT) program has been in existence for nine years. The program was originally designed to be a one-year program with students earning a diploma. To provide students with the opportunity to earn an associate degree, a second year of the program was developed and added with industry input. While many students choose the one-year diploma as their initial educational goal, we are encouraging more students to complete the second year of the program to earn an Associate of Applied Science (AAS) degree in HEOT. Unlike other technical programs at Central Community College, there are no certificates awarded in HEOT.

The HEOT program has typically maintained 15 or more full-time students in the fall semester many of which are new students beginning the diploma program. In the fall of 2023, only five new students started the program which led to a lower than usual number of registered student credits. With one full-time instructor and a full-time program director shared with the Truck Driving program, the full-time faculty equivalency remains the same each year resulting in a low ratio of student credit hours to full-time equivalent faculty. With years such as 2021-2022, the ratio reached nearly 310 credits per FTEF. While the five-year average of student credit hours to full-time equivalent faculty is below 275, student enrollment in both the first and the second year of the program is important to the success of the program given we are limited by the amount of equipment and maintaining a 1:1 ratio of students to equipment in providing ample hands-on learning expected by industry.

The faculty and program director in HEOT continue to work with the Purchasing department to explore alternative ways to lease equipment to allow budgeted funds to extend further. Leasing additional equipment without the need for additional funding is desired to support enrollment growth. Industry feedback through employer surveys, program visits, and program advisory committee meetings demonstrates the program is effectively preparing students. Employers regularly share that students are well prepared for industry with hands-on learning gained through the program. Industry support is highlighted by the industry funding provided annually through scholarships from multiple associations and individual contributions.

While the program falls below the ratio of 275 for student credits to full-time equivalent faculty, the program meets the threshold for awards earned annually; we recommend continuation of the program.

**Program: Heavy Equipment Operator**

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

**II. College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

**III. Program Mission Statement:**

The program provides NCCER accredited, hands-on training with industry standard equipment and simulators, guided by industry partners to ensure a safe and effective learning environment. It prepares graduates for entry level heavy equipment operation roles by developing both technical skills and comprehensive jobsite knowledge, enabling success in various work situations.

**IV. Program Vision Statement:**

The program prepares skilled heavy equipment operators through hands-on, NCCER-accredited training at a primary site offering degree and diploma pathways. Using industry-standard equipment and leading simulator technology, the program provides a safe, professional learning environment and continuously improves through guidance from industry partners.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC's service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

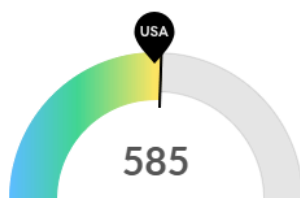
Lightcast Q4 2025 Data Set

HEOT Occupations:

SOC Code	SOC Title	SOC Definition
47-2071	Paving, Surfacing, and Tamping Equipment Operators	Operate equipment used for applying concrete, asphalt, or other materials to road beds, parking lots, or airport runways and taxiways or for tamping gravel, dirt, or other materials. Includes concrete and asphalt paving machine operators, form tampers, tamping machine operators, and stone spreader operators.
47-2073	Operating Engineers and Other Construction Equipment Operators	Operate one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement. May repair and maintain equipment in addition to other duties. Excludes "Extraction Workers" (47-5000) and "Crane and Tower Operators" (53-7021).

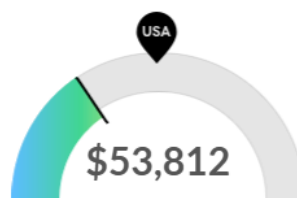
## Job Demand Summary

Light Job Posting Demand Over an Average Supply of Regional Jobs



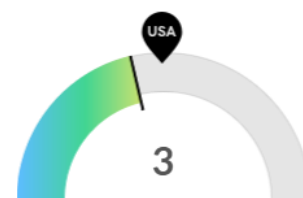
Jobs (2026)

Your area is about average for this kind of job. The national average for an area this size is 565\* employees, while there are 585 here.



Compensation

Earnings are low in your area. The national median salary for your occupations is \$57,844, compared to \$53,812 here.



Job Posting Demand

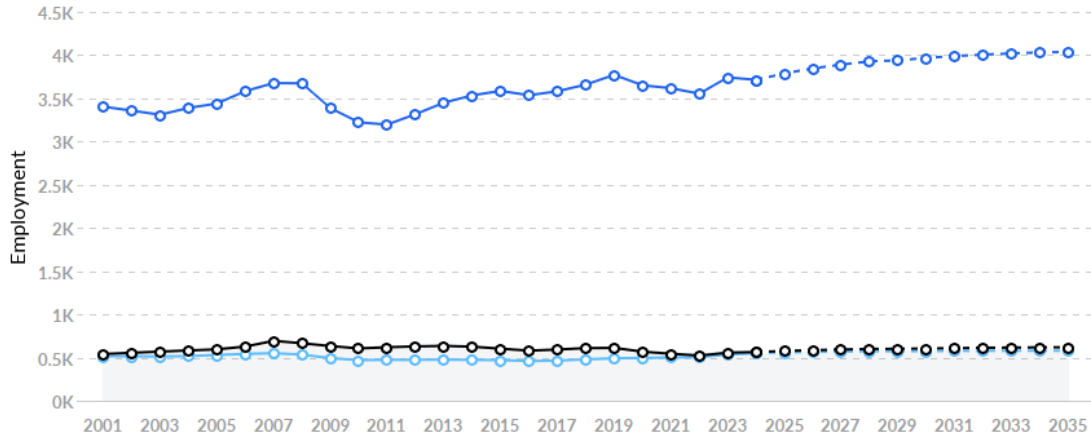
Job posting activity is low in your area. The national average for an area this size is 4\* job postings/mo, while there are 3 here.

\*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 Forecast

### Regional Employment Is About Equal to the National Average

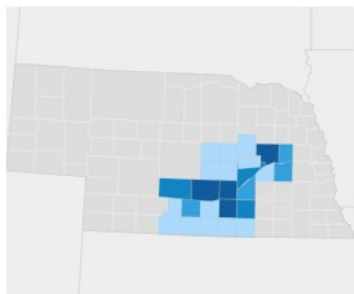
An average area of this size typically has 565\* jobs, while there are 585 here.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	585	609	25	4.3%
● National Average	565	577	11	2.0%
● Nebraska	3,847	3,990	143	3.7%

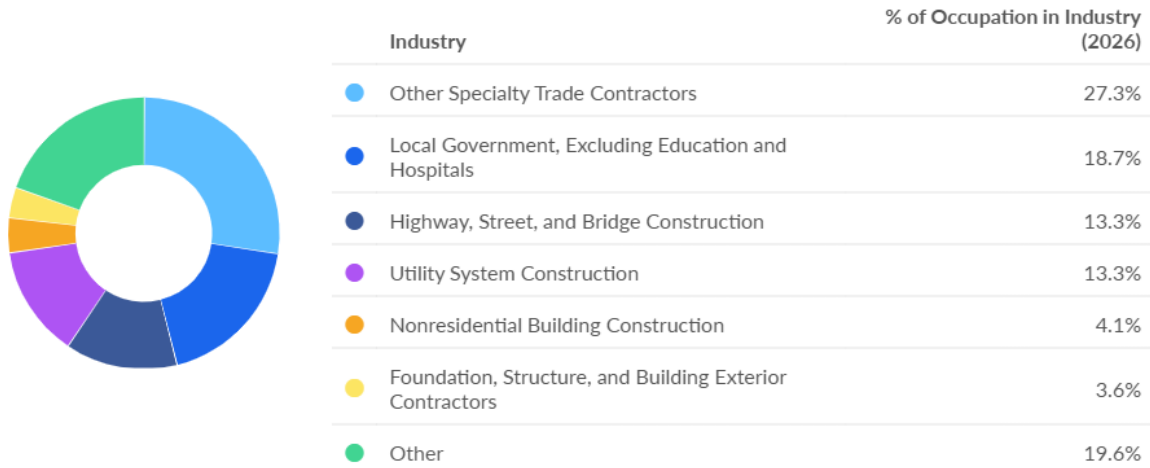
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Regional Breakdown



County	2026 Jobs
Platte County, NE	90
Hall County, NE	88
Adams County, NE	87
Buffalo County, NE	74
Dawson County, NE	35

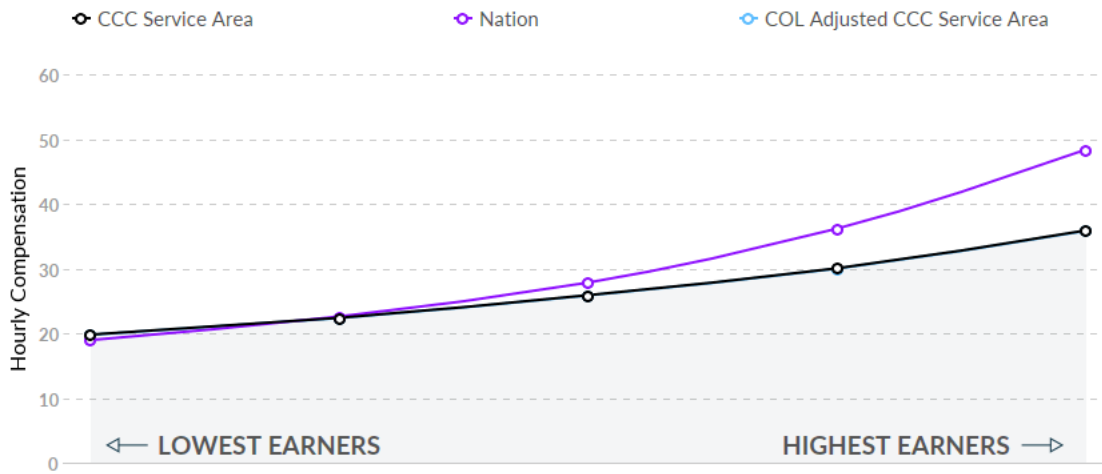
## Most Jobs are Found in the Other Specialty Trade Contractors Industry Sector



## Compensation

### Regional Compensation Is 7% Lower Than National Compensation

For your occupations, the 2024 median wage in your area is \$25.87/hr, while the national median wage is \$27.81/hr.



## Job Posting Activity



**37 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



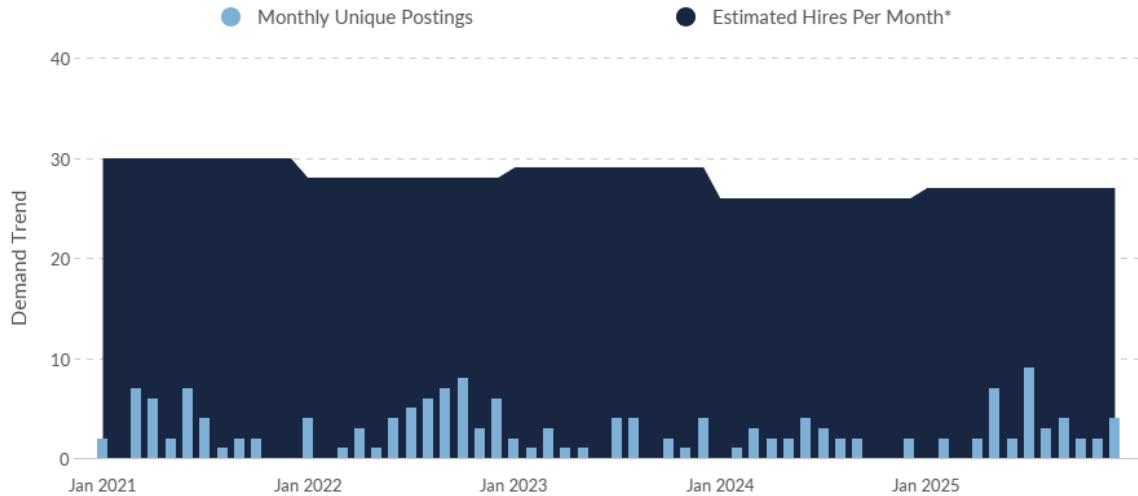
**20 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**33 Day Median Duration**

Posting duration is 10 days longer than what's typical in the region.



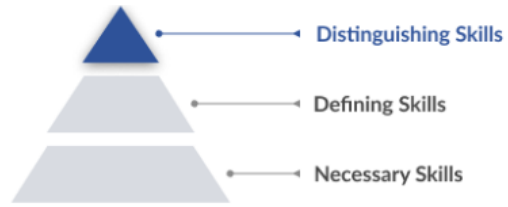
Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Operating Engineers and Other Construction Equipment Operators	3	26
Paving, Surfacing, and Tamping Equipment Operators	0	0

\*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
Alter Trading	4	Heavy Equipment Operators	10
Adams County	3	Motor Grader Operators	6
Advance Services	2	Equipment Operators	5
City Of Hastings	2	Light Equipment Operators	4
Gary Smith Construction	2	Asphalt Roller Operators	2
Push [Montreal]	2	Servers/Utilities	2
Waste Connections	2	Bulk Loaders	1
Werner Construction	2	Civil Superintendents	1
Allcom Global Services	1	Construction Operators	1
Cliffs Natural Resources	1	Lead Equipment Operators	1

## Top Distinguishing Skills By Demand

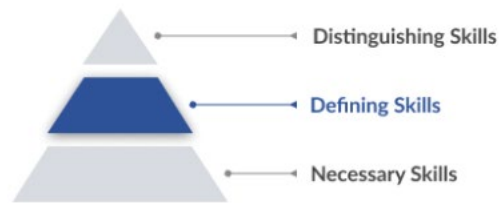
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Skid Steer Loaders	✘	5	+5.3%	Stable

## Top Defining Skills By Demand

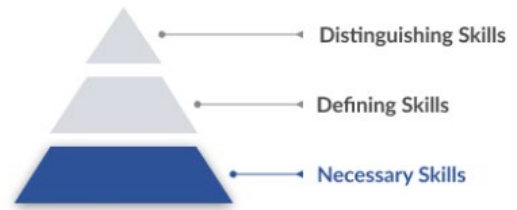
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Heavy Equipment	✘	15	+11.3%	Growing
Backhoes	✘	10	+6.9%	Stable
Construction	✔	8	+10.5%	Growing
Front End Loaders	✘	5	+17.5%	Growing
Valid Driver's License	✘	4	+7.5%	Stable
Paving	✘	2	+10.4%	Growing
Asphalt Paving	✘	0	+7.0%	Stable
Oil and Gas	✘	0	0.0%	
Dozer	✘	0	+9.7%	Growing

## Top Necessary Skills By Demand

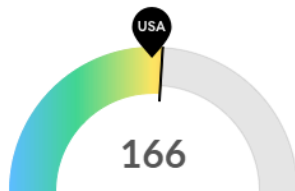
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Machinery	✘	13	+8.0%	Stable
Commercial Driver's License (CDL)	✘	9	+4.4%	Lagging
Safety Standards	✘	8	+5.9%	Stable
Forklift Truck	✘	7	+5.5%	Stable
CDL Class A License	✘	6	+5.5%	Stable
Hand Tools	✘	5	+6.2%	Stable
Equipment Inspection	✘	4	+19.0%	Growing
Excavation	✘	3	+12.3%	Growing
Equipment Operation	✘	2	+11.1%	Growing
Traffic Control	✘	2	+11.3%	Growing

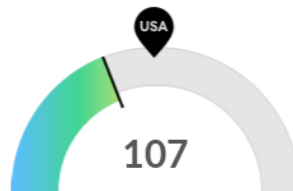
## Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



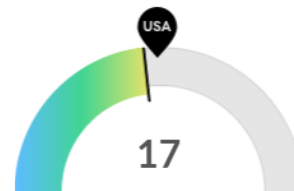
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 157\* employees 55 or older, while there are 166 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 154\* racially diverse employees, while there are 107 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 19\* female employees, while there are 17 here.

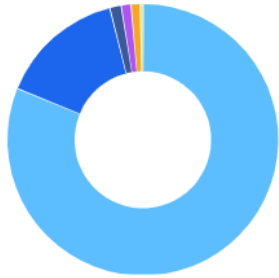
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.6%	4
19-24	7.0%	39
25-34	19.7%	111
35-44	23.3%	131
45-54	19.9%	112
55-64	18.9%	106
65+	10.6%	60

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	81.1%	457
Hispanic or Latino	14.9%	84
Black or African American	1.4%	8
American Indian or Alaska Native	1.2%	7
Two or More Races	1.1%	6
Asian	0.3%	2
Native Hawaiian or Other Pacific Islander	0.1%	0

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	96.9%	547
Females	3.1%	17

### Occupational Programs



1 Program

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

**CIP Code**      **Top Programs**

49.0202      Construction/Heavy Equipment/Earthmoving Equipment Operatio

**Top Schools**

Central Community College



5 Completions (2024)

The completions from all regional institutions for all degree types.



59 Openings (2024)

The average number of openings for an occupation in the region is 28.

**Completions (2024)**

5

**Completions (2024)**

5

**Key Trends and Insights of Labor Market Data:**

Some of this labor market data can be misleading for our program. Based on feedback from contractors who regularly speak with our students, the actual annual pay for heavy equipment operators is often higher than what is reflected in the data. This may be due to our area being classified as rural, which can result in lower reported averages.

When reviewing data from more populated areas of Nebraska, wages are higher and there are more job openings for operators. This aligns with our enrollment trends, as we continue to see an increasing number of students coming from more densely populated regions each year.

Considering the current age of many operators in the workforce, the demand for trained heavy equipment operators is expected to continue growing over the next 10 years. Overall, the data does indicate that the heavy equipment operator field is growing and will continue to need skilled workers.

**Supporting Data**

**Awards**

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	2	2	5	1	1	11	2.2
Diploma	8	13	12	4	13	50	10.0
Certificate	0	0	0	0	0	0	0.0
<b>Total Awards</b>	<b>10</b>	<b>15</b>	<b>17</b>	<b>5</b>	<b>14</b>	<b>61</b>	<b>12.2</b>
Unduplicated # of graduates	9	13	17	5	14	58	11.6

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	2	2	5	1	1	11	2.20
Total awards	10	15	17	5	14	61	12.20
FT program faculty	1.47	1.47	1.91	1.60	1.72	8.17	1.63
<b>Degrees/ FT faculty</b>	<b>1.36</b>	<b>1.36</b>	<b>2.62</b>	<b>0.63</b>	<b>0.58</b>	<b>1.35</b>	<b>1.35</b>
<b>Awards/ FT faculty</b>	<b>6.80</b>	<b>10.20</b>	<b>8.90</b>	<b>3.13</b>	<b>8.14</b>	<b>7.47</b>	<b>7.48</b>

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_HEOT	Heavy Equipment Operator Technician Degree	2	2	5	1	1	11	2.2
DIP_HEOT	Heavy Equipment Operator Technician Diploma	8	13	12	4	13	50	10.0
<b>TOTAL</b>		<b>10</b>	<b>15</b>	<b>17</b>	<b>5</b>	<b>14</b>	<b>61</b>	<b>12.2</b>

### **Key Trends and Insights of 2024-25 Awards:**

The program is averaging two AAS degrees earned annually along with ten diplomas. The challenge remains with two-fold: completion of general education requirements and enrollment in the second year of the program. Students are consistently encouraged and challenged to complete and pass their general education courses. The second factor involves the second-year option. While the industry initially requested a one-year program, a second-year option was later developed to align with industry needs and provide additional, relevant training.

### **Student Credit Hours Produced per Faculty FTE**

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	326	455	429	137	496	368.60
Faculty full-time equivalency (FTE)	1.47	1.47	1.91	1.60	1.72	1.63
SCH/ Faculty FTE	221.77	309.52	224.61	85.63	288.37	226.13

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 and 23-24 FTE reflect updated tracking method for part-time instructors.*

### **Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:**

Enrollment data demonstrates the program's demand and effectiveness. 2023-24 saw a smaller group of first-year students and no second-year students. Other than the one year, student credit hours have remained above 400 student credit hours enrolled with one full-time instructor and a program director with both teaching and administrative responsibilities. While the ratio of student credit hours to full-time equivalent faculty has fallen below 275 for two years, the program is doing well with 1.5 full-time equivalent instructors. The program is hands-on and equipment intensive with high lab hours incorporated. Current class size is capped at 16 students, and the program is now seeing enrollments beyond 16. The need for additional classroom space is occurring. To support a larger group of students each year, while maintaining instructional quality and safety standards, additional equipment would be necessary.

### **2026 Summary Statement:**

The Heavy Equipment Operator Technician (HEOT) program has been in existence for nine years. The program was originally designed with industry input as a one-year diploma. To provide students with the opportunity to earn an associate degree, a second year of the program was developed and included missing coursework per industry guidance. Many students today choose only the one-year diploma as their educational goal. Unlike other technical programs, there are no certificates awarded. More recently, we are seeing more interest from students to complete an associate degree in HEOT. Student completion of

general education coursework continues to be an area of focus for the faculty and program director, as the completion of all required coursework impacts award attainment for both the diploma and AAS degree.

The faculty member and program director in HEOT are exploring with the Purchasing department alternative ways to lease equipment to allow budgeted funds to extend further. Lease of additional equipment without additional funds support enrollment capacity and growth with availability of additional pieces of equipment. Industry feedback in both the employer survey, program visits, and program advisory committee meetings demonstrates the program is effectively preparing students through completion of both the diploma and degree. They regularly share that students are well prepared for industry with hands-on learning. This is highlighted by the industry funding provided annually through scholarships from multiple associations and individual commitments.

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

**Institution:** Central Community College    **Program:** Medical Assisting

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 21, 2026**
- the governing board’s action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		702	532	440	474	401	<b>509.80</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.96	2.45	2.23	2.28	1.68	<b>2.12</b>
<b>SCH/Faculty FTE</b>		358.16	217.14	194.31	207.89	238.69	<b>240.47</b>
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	<b>AAS</b>	15	14	7	5	10	10.2
	<b>Diploma</b>	0	0	0	0	8	1.6
	<b>Certificate</b>	14	7	15	7	5	9.6
	<b>Total Awards</b>	29	21	22	12	23	21.4

\*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 and 23-24 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 and provide a detailed explanation or attach a document**

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

The Medical Assisting (MEDA) program is central to Central Community College's mission of maximizing student and community success by preparing a skilled, workforce-ready healthcare pipeline for the region. The program provides accessible, high-quality education that meets students where they are, serving a significant population of part-time, working, and non-traditional students who balance employment and family responsibilities while pursuing a healthcare career.

Through a flexible, web-blended delivery model and stackable credential pathways (certificate, diploma, and AAS), the program supports both entry into and advancement within the healthcare field. Over the past five years, the program has consistently produced strong outcomes, including 107 total credentials awarded (21.4 annual average), and a 95.3% rate of graduates employed or continuing their education, demonstrating clear alignment with institutional goals related to student success and workforce preparation.

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).**

Student credit hours per faculty FTE (240.47) are below the CCPE benchmark. That is influenced by how the program is designed, particularly the hands-on lab components that require smaller groups (1:8 ratio) to ensure students are truly prepared and safe in clinical settings.



## **Medical Assisting**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Michel McKinney, CMA (AAMA)** - Program Director  
**Carol Muske, CMA (AAMA)** - Program Instructor

**Kerri Dey** - Associate Dean of Instruction, Health Sciences  
**Dr. Sarah Kort** - Dean of Instruction, Health Sciences  
**Dr. Marcie Kemnitz** - Division Vice President, Health Sciences

## **Medical Assisting Program**

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

The Medical Assisting (MEDA) program at Central Community College plays an important role in preparing students for meaningful careers in healthcare while also supporting the workforce needs of our region.

Over the past five years, the program has remained steady and productive. On average, the program generated 509.8 student credit hours annually and maintained a strong course completion rate of 90.4%. During that same time, 107 total credentials were awarded, averaging 21.4 each year, which exceeds CCPE expectations. The AAS degree continues to be the primary credential, supported by certificate and diploma options that give students multiple entry points and stackable credential opportunities. These both support students' ability to get into the workforce quickly and continue building their skills over time.

What stands out most is how well students are prepared when they leave the program. Approximately 95.3% of graduates are either working or continuing their education, and we hear from employers that our students are ready, both in the clinical and administrative aspects of the job. Our advisory board and healthcare partners continue to be strong supporters of the program and rely on it as a key pipeline for their workforce needs.

The program also plays a critical role in rural communities where access to trained healthcare workers is essential. By offering flexible delivery and multiple pathways, the program creates opportunities for students who may not otherwise be able to pursue healthcare training. We are continuing to build on that by strengthening recruitment efforts, especially through connections with Nursing Assistant and Medication Aide programs, helping students see a clear pathway to continue their education and grow within healthcare.

At the same time, we are paying attention to areas where we can improve. Student credit hours per faculty FTE (240.47) are below the CCPE benchmark. That is influenced by how the program is designed, particularly the hands-on lab components that require smaller groups (1:8 ratio) to ensure students are truly prepared and safe in clinical settings. The Program Director also carries both teaching and administrative responsibilities. (50/45) These requirements support quality, but we also recognize the need to continue looking at scheduling, enrollment patterns, and retention, especially for part-time students, to strengthen overall efficiency.

Overall, the MEDA program is doing what it is intended to do, supporting students, meeting workforce needs, and providing a strong pathway into healthcare careers. With continued focus on recruitment, retention, and program efficiency, it is well-positioned to remain a valuable and relevant program for the communities we serve.

**Program: Medical Assisting**

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

**II. College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

**III. Program Mission Statement:**

The Medical Assisting Program is committed to providing quality education to students preparing for a career as a medical assistant.

**IV. Program Vision Statement:**

The Medical Assisting Program will provide students with a quality educational program using state-of-the-art technology and equipment. Continuous quality improvement principles, with on-going support from the medical community, will be utilized to ensure the program exceeds the standards set forth by the Association of Medical Assistants Endowment.

We value:

- Student success.
- On-going relationships with graduates as life-long learners and supporters of the program.
- Collaboration with other medical assisting programs, the CCC health and business programs, secondary schools, medical facilities, and employers
- Providing courses that afford students quality learning experiences, regardless of delivery mode or location.
- Maintaining professional relationships with clinical sites.
- Providing professional development opportunities for faculty and staff.
- Promotion of medical assisting as a progressive career.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC’s service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

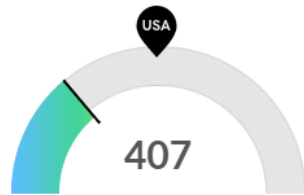
Lightcast Q4 2025 Data Set

MEDA Occupations:

SOC Code	SOC Title	SOC Definition
31-9092	Medical Assistants	Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Excludes “Physician Assistants” (29-1071).

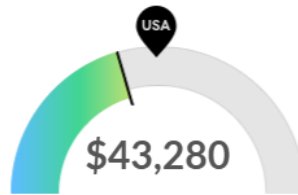
### Job Demand Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs



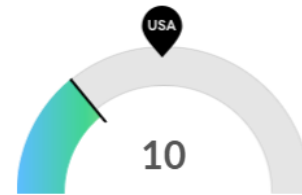
Jobs (2026)

Your area is not a hotspot for this kind of job. The national average for an area this size is 868\* employees, while there are 407 here.



Compensation

Earnings are about average in your area. The national median salary for Medical Assistants is \$44,149, compared to \$43,280 here.



Job Posting Demand

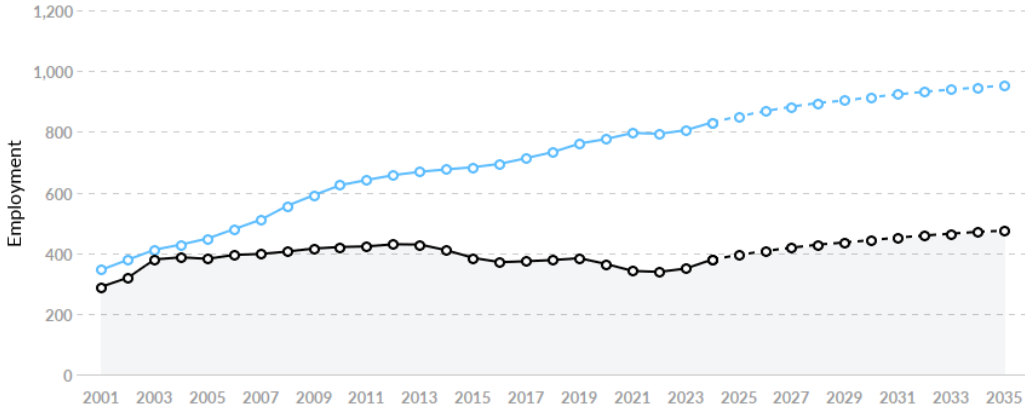
Job posting activity is low in your area. The national average for an area this size is 20\* job postings/mo, while there are 10 here.

\*National average values are derived by taking the national value for Medical Assistants 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 Forecast

### Regional Employment Is Lower Than the National Average

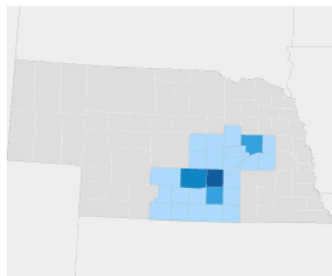
An average area of this size typically has 868\* jobs, while there are 407 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	407	451	44	10.7%
● National Average	868	923	55	6.4%

\*National average values are derived by taking the national value for Medical Assistants 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	2026 Jobs
Hall County, NE	150
Buffalo County, NE	85
Platte County, NE	49
Adams County, NE	41
Dawson County, NE	12

### Most Jobs are Found in the Offices of Physicians Industry Sector

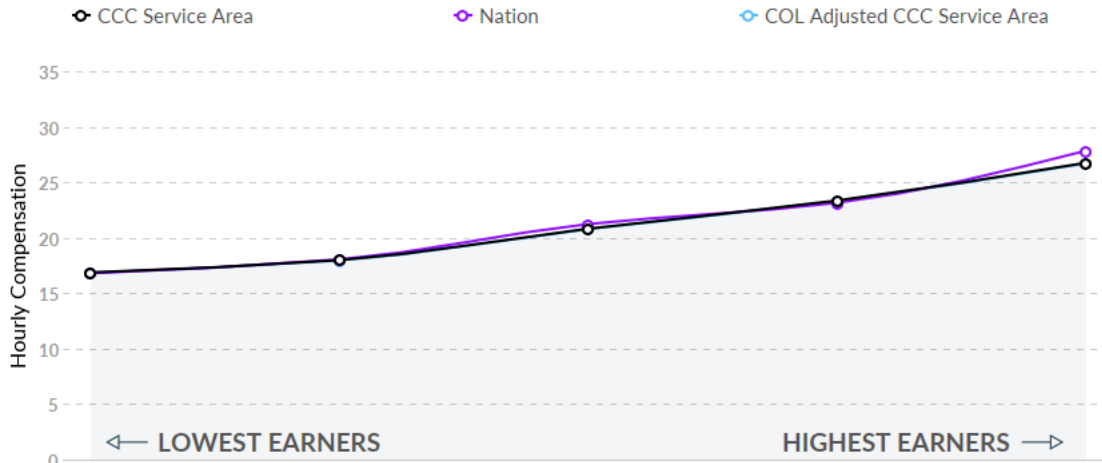


Industry	% of Occupation in Industry (2026)
● Offices of Physicians	46.7%
● General Medical and Surgical Hospitals	14.8%
● Offices of Other Health Practitioners	14.4%
● Outpatient Care Centers	9.4%
● Education and Hospitals (Local Government)	6.1%
● Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	1.8%
● Other	6.9%

## Compensation

### Regional Compensation Is 2% Lower Than National Compensation

For Medical Assistants, the 2024 median wage in your area is \$20.81/hr, while the national median wage is \$21.23/hr.



## Job Posting Activity



**115 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



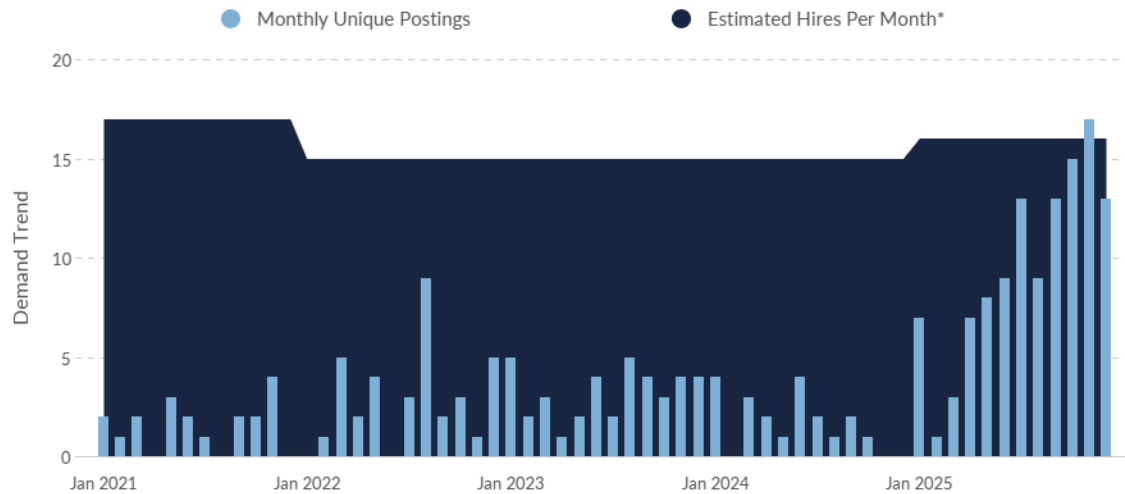
**34 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**22 Day Median Duration**

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



Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Medical Assistants	10	16

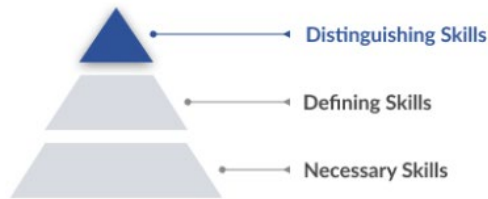
\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor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

Top Companies	Unique Postings
NavitsPartners	23
Bryan Health	16
Healthstat	16
Northwell Health	8
CommonSpirit Health	5
Marathon Health	5
Mary Lanning Healthcare	3
Nurses Etc. Staffing	3
Amer Technology	2
Everside Health	2

Top Job Titles	Unique Postings
Medical Assistants	69
Certified Medical Assistants	19
Clinic Medical Assistants	3
Family Support Specialists	3
Child and Adolescent Case M	2
Clinical Assistants	2
Health Services Assistants	2
Bilingual Spanish Customer Se	1
Clinic Administrative Assistant	1
Clinic Certified Medical Assist	1

### Top Distinguishing Skills By Demand

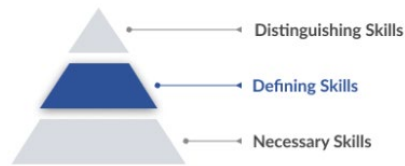
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Intramuscular Injection	✗	25	+21.3%	Rapidly Growing
Heart Rate	✗	7	+18.4%	Growing
Follow-Up Care	✗	5	+21.8%	Rapidly Growing
Dressing Changes	✗	5	+12.5%	Growing
Point-Of-Care Testing	✗	5	+7.8%	Stable
Patient Interviews	✗	4	+9.1%	Growing
Diagnostic Tests	✗	3	+9.6%	Growing
Dermatology	✗	3	+8.1%	Stable
Urgent Care	✗	2	+15.1%	Growing
Specimen Preparation	✗	1	+7.5%	Stable

## Top Defining Skills By Demand

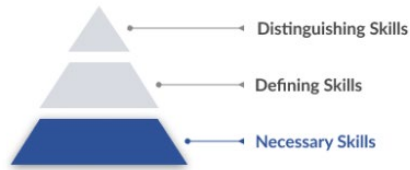
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Medical Assistance	✓	97	+11.9%	Growing
Vital Signs	✗	77	+17.2%	Growing
Basic Life Support (BLS) Certification	✗	61	+13.9%	Growing
Phlebotomy	✗	53	+12.7%	Growing
Medical Records	✗	44	+12.5%	Growing
Intravenous Therapy	✗	36	+13.0%	Growing
Electrocardiography	✗	32	+11.4%	Growing
Electronic Medical Record	✗	31	+12.1%	Growing
Certified Medical Assistant (CMA)	✗	25	+9.1%	Growing
Venipuncture	✗	23	+11.6%	Growing

## Top Necessary Skills By Demand

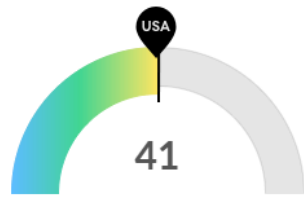
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Cardiopulmonary Resuscitation (CPR) Certification	✗	26	+14.8%	Growing
Primary Care	✗	26	+11.3%	Growing
Cardiopulmonary Resuscitation (CPR)	✗	15	+14.8%	Growing
Medication Administration	✗	13	+14.3%	Growing
Patient Assistance	✗	9	+10.4%	Growing
Infection Control	✗	9	+17.1%	Growing
Patient Education And Counseling	✗	9	+11.6%	Growing
Triage	✗	9	+13.5%	Growing
Front Office	✗	8	+13.5%	Growing
Nursing	✗	8	+20.1%	Rapidly Growing

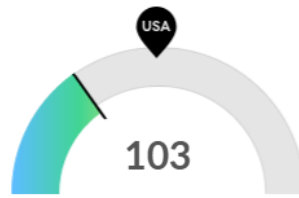
## Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



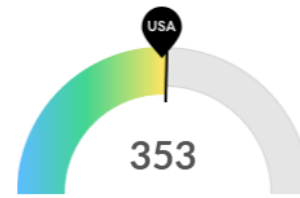
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 41\* 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 197\* racially diverse employees, while there are 103 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 346\* female employees, while there are 353 here.

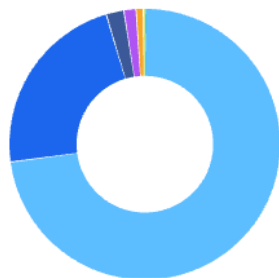
\*National average values are derived by taking the national value for Medical Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	1.3%	5
19-24	17.3%	66
25-34	32.0%	121
35-44	24.6%	93
45-54	13.8%	52
55-64	8.2%	31
65+	2.7%	10

### Occupation Race/Ethnicity Breakdown



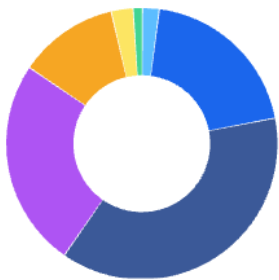
	% of Jobs	Jobs
White	72.8%	276
Hispanic or Latino	22.5%	85
Black or African American	2.1%	8
Asian	1.4%	5
Two or More Races	0.8%	3
American Indian or Alaska Native	0.2%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	6.8%	26
Females	93.2%	353

### National Educational Attainment



	% of Jobs
Less than high school diploma	2.0%
High school diploma or equivalent	19.9%
Some college, no degree	37.7%
Associate's degree	24.8%
Bachelor's degree	11.9%
Master's degree	2.6%
Doctoral or professional degree	1.1%

### Occupational Programs



2 Programs

Of the programs that can train for this job, 2 have produced completions in the last 5 years.

**CIP Code**      **Top Programs**

51.0999	Allied Health Diagnostic, Intervention, and Treatment Professions, i
51.0801	Medical/Clinical Assistant

**Top Schools**

University of Nebraska at Kearney
Central Community College



70 Completions (2024)

The completions from all regional institutions for all degree types.



64 Openings (2024)

The average number of openings for an occupation in the region is 28.

**Completions (2024)**

58	<div style="width: 85%;"></div>
12	<div style="width: 15%;"></div>

**Completions (2024)**

58	<div style="width: 85%;"></div>
12	<div style="width: 15%;"></div>

### Key Trends and Insights of Labor Market Data:

Economic modeling data from Lightcast indicates continued workforce demand for Medical Assistants within CCC's service area and beyond. The 2026–2031 forecast projects ongoing employment opportunities for this occupation as healthcare systems expand outpatient and preventative care services.

Job posting and skill demand data show that employers are seeking graduates with both clinical and administrative competencies, including patient care, vital sign collection, electronic health record documentation, scheduling, and communication skills. These competencies align closely with the MEDA curriculum, which integrates clinical laboratory training with administrative medical office procedures.

Compensation and employment projections suggest that Medical Assisting remains a viable entry-level healthcare career pathway. Overall, the labor market data supports continued demand for MEDA graduates and reinforces the program’s role in preparing students for positions within the regional healthcare workforce.

## Supporting Data

### Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	15	14	7	5	10	51	10.2
Diploma	0	0	0	0	8	8	1.6
Certificate	14	7	15	7	5	48	9.6
<b>Total Awards</b>	<b>29</b>	<b>21</b>	<b>22</b>	<b>12</b>	<b>23</b>	<b>107</b>	<b>21.4</b>
Unduplicated # of graduates	<b>24</b>	<b>15</b>	<b>18</b>	<b>11</b>	<b>19</b>	<b>87</b>	<b>17.4</b>

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	15	14	7	5	10	51	10.20
Total awards	29	21	22	12	23	107	21.40
FT program faculty	1.96	2.45	2.23	2.28	1.68	10.60	2.12
<b>Degrees/ FT faculty</b>	<b>7.65</b>	<b>5.71</b>	<b>3.14</b>	<b>2.19</b>	<b>5.95</b>	<b>4.81</b>	<b>4.81</b>
<b>Awards/ FT faculty</b>	<b>14.80</b>	<b>8.57</b>	<b>9.87</b>	<b>5.26</b>	<b>13.69</b>	<b>10.09</b>	<b>10.09</b>

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_MEDA	Medical Assisting Degree	15	14	7	5	10	51	10.2
DIP_MEDA	Medical Assisting Diploma					8	8	8.0
CER_MEDA.A	Administrative Medical Office Certificate	14	7	15	7	5	48	9.6
<b>TOTAL</b>		<b>29</b>	<b>21</b>	<b>22</b>	<b>12</b>	<b>23</b>	<b>107</b>	<b>21.4</b>

### Key Trends and Insights of 2024-25 Awards:

Over the five-year review period, the MEDA program awarded a total of 107 credentials, with a five-year average of 21.4 awards per year. Annual totals fluctuated during this period, ranging from a high of 29 awards in 2020-21 to a low of 12 in 2023-24, followed by a rebound to 23 awards in 2024-25.

The AAS degree remains the primary credential awarded within the program. A total of 51 AAS degrees were awarded over the five-year period, with a five-year average of 10.2 degrees per year, meeting the CCPE minimum performance standard of 10 degrees. While degree production declined in 2022-23 and 2023-24, the number of degrees awarded increased to 10 in 2024-25.

In addition to the AAS degree, the program offers certificate and diploma pathways that provide students with multiple credential options aligned with workforce entry points. Certificate awards totaled 48 over the five-year period, with a five-year average of 9.6. The Medical Assisting Diploma was introduced during the review period, with eight diplomas awarded in 2024-25, expanding the program’s stackable credential structure.

The number of unduplicated graduates totaled 87 over the five-year period, with a five-year average of 17.4 graduates annually. Because students may earn more than one credential as they progress through the program, the total number of awards exceeds the number of individual graduates. This reflects the program’s stackable credential model, which allows students to earn certificates, diplomas, and degrees as they advance through the Medical Assisting curriculum.

Overall, the awards data indicate that the MEDA program continues to produce a consistent number of graduates and credentials while providing multiple pathways for students to complete workforce-relevant credentials.

### Student Credit Hours Produced per Faculty FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	702	532	440	474	401	509.80
Faculty full-time equivalency (FTE)	1.96	2.45	2.23	2.28	1.68	2.12
SCH/ Faculty FTE	358.16	217.14	197.31	207.89	238.69	240.47

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 and 23-24 FTE reflect updated tracking method for part-time instructors.*

### Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:

Student credit hour production within the MEDA alpha has declined over the five-year review period, decreasing from 702 student credit hours in 2020-21 to 401 in 2024-25, with a five-year average of 509.8. Although a slight increase occurred in 2023-24, the overall trend reflects lower credit hour production within the MEDA alpha in recent years. FTE fluctuated during the review period, ranging from a high of 2.45 in 2021-22 to a low of 1.68 in 2024-25, with a five-year average of 2.12.

The ratio of student credit hours per faculty FTE declined from 358 in 2020-21 to 239 in 2024-25, with a five-year average of 240.47. This average falls below the CCPE minimum performance standard of 275 SCH per faculty FTE. While the ratio has improved slightly since 2022-23, it remains below the benchmark.

The MEDA Program Director maintains a 55% teaching load and 45% director duty load in accordance with Faculty Load Guidelines. In addition, several MEDA courses include hands-on lab skill components that require lower instructor-to-student ratios. Lab components are delivered at an instructional ratio of 1:8. Future program review will include examination of course-level enrollment patterns and curriculum structure to identify opportunities to strengthen credit hour production while maintaining appropriate instructional ratios.

### **Vice President Summary Statement:**

The Medical Assisting program has demonstrated a commitment to student success and to helping meet the community's needs for medical assistants. Enrollment in the program has been relatively stable, with slight increases over the five-year period, with the capacity to grow. While the program did not meet the CCPE minimum threshold for SCH/FTE, it exceeded the required minimum average of 10 degrees over the same five-year period. Maximizing enrollment growth will remain a top priority, strengthening the program and ensuring continued success.

- Meeting workforce needs, as there continue to be ample job opportunities for graduates.
- Recent addition of a diploma offers students more flexibility if getting a degree is not their goal.
- SCH/FTE, while below the threshold, has been rising in the past couple of years, but will still likely continue to be on the low end because of the requirement of a 1:8 student/faculty ratio.
- Average unduplicated headcount over a 5-year period is 32 students.

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

**Institution:** Central Community College    **Program:** Nursing

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 21, 2026**
- the governing board’s action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		2956	3253	2212	2842	3409	<b>2934.40</b>
<b>Faculty Full-time Equivalency (FTE)</b>		28.43	19.55	18.74	20.28	18.72	<b>21.14</b>
<b>SCH/Faculty FTE</b>		103.97	166.39	118.04	140.14	182.10	<b>138.81</b>
<b>Number of Degrees and Awards</b>  <i>(list degrees/ awards separately)</i>	<b>ADN</b>	55	79	46	60	66	61.20
	<b>LPN</b>	70	52	50	74	95	68.20
	<b>Certificate</b>						
	<b>Total Awards</b>	<b>125</b>	<b>131</b>	<b>96</b>	<b>134</b>	<b>161</b>	<b>129.40</b>

\*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 and 23-24 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 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).**

The Nursing Education program is a workforce pipeline to the communities served as demonstrated by the Job Summary Data. Central Community College places 134 nurses in the 25-county area compared to 58 from the next local nursing program.

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

**Other (detailed explanation).**

The Nursing Education program meets the CCPE threshold for credentials awarded. However, it does not meet the CCPE threshold for FTEF. The State Board of Nursing requirements are that there be 8-10 students per clinical group, which decreases the number of credit hours per faculty member.

The program has a dedicated classroom at the new UNMC Rural Health Education Center in Kearney. This had allowed CCC to expand enrollment from 30 to 40 students at the Kearney location beginning in Fall 2026.



## **Nursing**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

#### Program Instructors

**Terri Bossow, Marcia Donley, Blaire Dreessen,  
Brenda Eller, Abbey Fox, Carol Fuchser,  
Bethany Gifford, Holly Goodell, Maureen Horne,  
Ross Huxoll, Allison Kleier, Theresa Martinez,  
Amanda Rooker, Erica Sheldon, Meredith Smith,  
Marie White, Bryce Zavadil, Katy Zavadil**

**Dr. Pamela Bales** - Dean of Instruction, Nursing  
**Dr. Marcie Kemnitz** - Division Vice President, Health Sciences

## **Nursing Program**

### *Program Review Summary – Dr. Pamela Bales*

The nursing program has demonstrated over the years to be a solid program. The data reflects this strength from greater than 90% completion rates, increased fall to fall retention, increased enrollment and high number of awards delivered to diploma and degree candidates. The program exceeds the CCPE benchmark for awards at 170.33 awards for the five-year average. However, the program does fall short with student credits/faculty FTE which does not meet the CCPE minimum standard. The program will have difficulty in meeting the required metric as relates to the number of students allowed in a clinical rotation per the State Board of Nursing.

The nursing program is a workforce pipeline to the communities served as demonstrated by the Job Summary Data. Central Community College places 134 nurses in the 25-county area compared to 58 from the next local nursing program. Faculty serving in the role of nursing instructors are highly dedicated to students, which is noted in the data. Retention and completion rates are impressive because of the diligent work from the faculty to ensure the program offers a rigorous curriculum that has supportive strategies built in to help students persist. Nonetheless, there is always room for improvement. Employers note that new graduates struggle with recognizing changes in assessments, difficulty with communication to other providers, and provide care impacting outcomes of patients. Many of these identified concerns will diminish over time with experience. Yet the program takes this information to find ways to improve student performance in the patient care area through layering simulated scenarios to capture real-life experiences or adding case studies to encourage and build on existing problem-solving, logical reasoning, and critical thinking skills.

A new initiative to take place in the academic year 2026-2027 will have students observing their own actions in the simulated or skills area. Self-reflection will help students understand their own behaviors, actions, and decision-making, thereby improving timeliness, management, and performance in providing care. The program is poised to continue helping communities and student success by providing a well-thought-out curriculum that leads to graduating competent and safe nurses.

**Program: Nursing**

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

**II. College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

**III. Program Mission Statement:**

The Nursing Program aligns to the college mission statement of Maximizing Student and Community Success.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC's service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

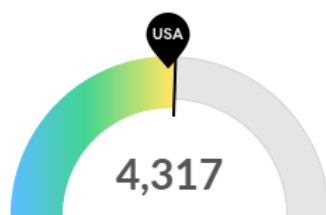
Lightcast Q4 2025 Data Set

NURS Occupations:

SOC Code	SOC Title	SOC Definition
29-1141	Registered Nurses	Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes "Nurse Anesthetists" (29-1151), "Nurse Midwives" (29-1161), and "Nurse Practitioners" (29-1171).
29-2061	Licensed Practical and Licensed Vocational Nurses	Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

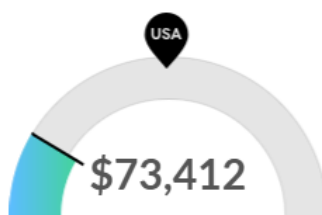
### Job Demand Summary

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



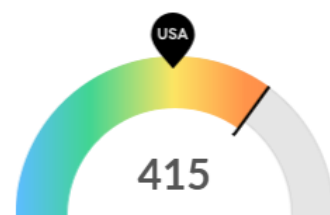
Jobs (2026)

Your area is about average for this kind of job. The national average for an area this size is 4,175\* employees, while there are 4,317 here.



Compensation

Earnings are low in your area. The national median salary for your occupations is \$88,202, compared to \$73,412 here.



Job Posting Demand

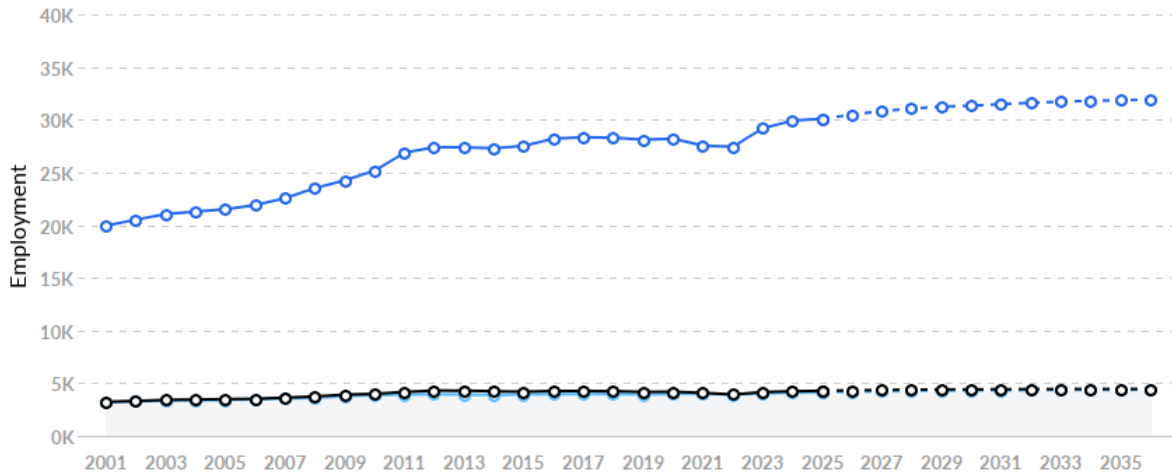
Job posting activity is high in your area. The national average for an area this size is 238\* job postings/mo, while there are 415 here.

\*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 Forecast

### Regional Employment Is About Equal to the National Average

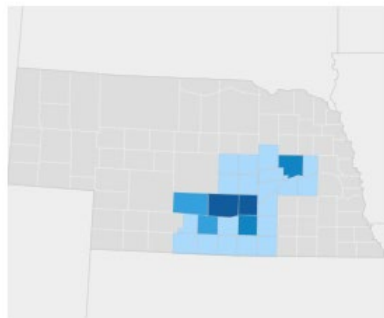
An average area of this size typically has 4,175\* jobs, while there are 4,317 here.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	4,317	4,420	103	2.4%
● National Average	4,175	4,308	134	3.2%
● Nebraska	30,491	31,475	983	3.2%

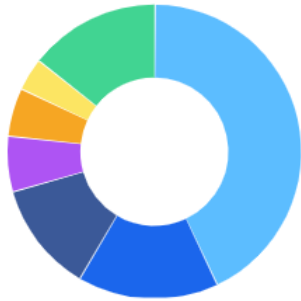
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Regional Breakdown



County	2026 Jobs
Buffalo County, NE	922
Hall County, NE	916
Adams County, NE	531
Platte County, NE	441
Dawson County, NE	255

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

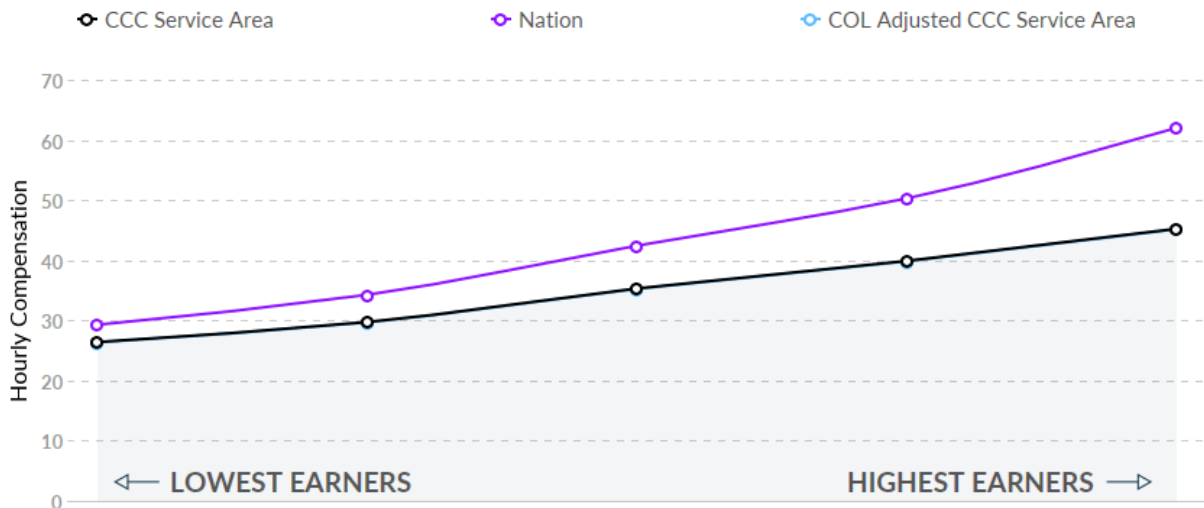


Industry	% of Occupation in Industry (2026)
General Medical and Surgical Hospitals	42.9%
Education and Hospitals (Local Government)	15.5%
Nursing Care Facilities (Skilled Nursing Facilities)	12.1%
Offices of Physicians	6.1%
Outpatient Care Centers	5.3%
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	3.6%
Other	14.5%

## Compensation

### Regional Compensation Is 17% Lower Than National Compensation

For your occupations, the 2024 median wage in your area is \$35.29/hr, while the national median wage is \$42.40/hr.



## Job Posting Activity



**415 Unique Job Postings**

The number of unique postings for this job from Jan 2026 to Jan 2026.



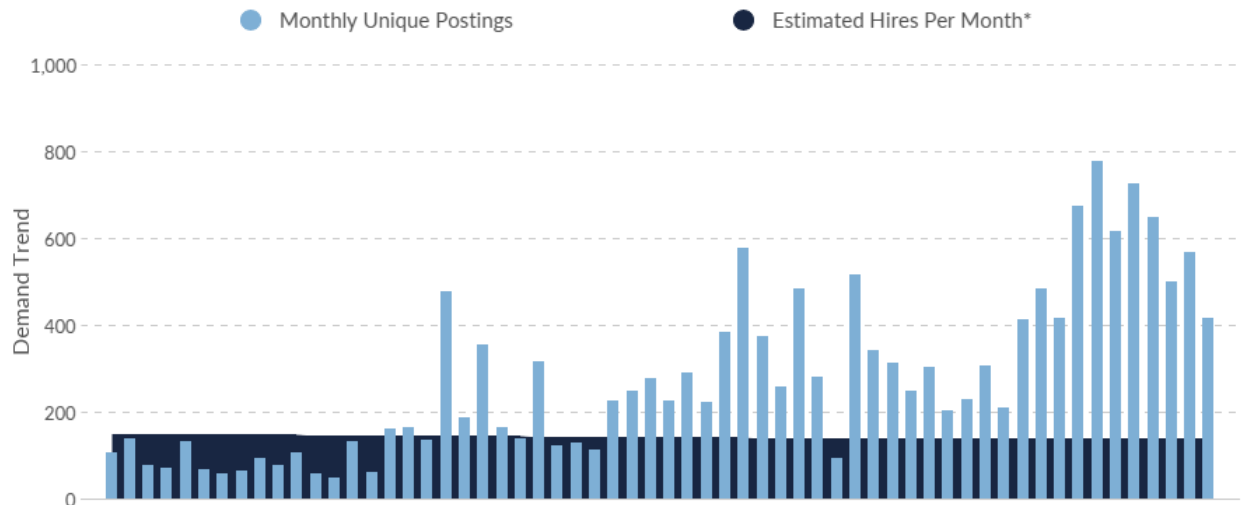
**95 Companies Posting**

All employers in the region who posted for this job from Jan 2026 to Jan 2026.



**10 Day Median Duration**

Posting duration is the same as what's typical in the region.



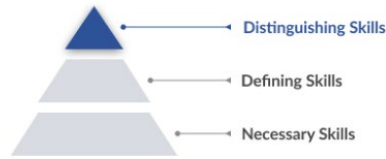
Occupation	Avg Monthly Postings (Jan 2026)	Avg Monthly Hires (Jan 2026)
Registered Nurses	323	93
Licensed Practical and Licensed Vocational Nurses	92	46

\*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
Good Samaritan	73	Licensed Practical Nurses	36
Triage Staffing	29	Registered Nurses	33
Soliant Health	20	Long Term Care Registered Nu	26
Medical Solutions	13	Operating Room Registered N	18
MedPro Healthcare Staffing	10	Labor and Delivery Registered	17
Molina Healthcare	10	Medical Surgical Travel Regist	17
Trusted Health	10	Travel Licensed Practical Nurs	15
CommonSpirit Health	9	Medical Surgical Registered N	14
Fusion Medical Staffing	9	Step Down Registered Nurses	12
Gqr	9	Registered Nurses/Licensed P	11

## Top Distinguishing Skills By Demand

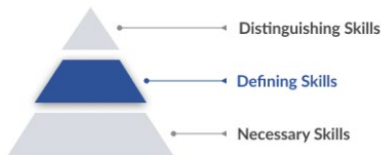
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Licensed Practical Nurse (LPN)	✘	115	+15.8%	Growing
Treatment Planning	✘	66	+6.7%	Stable
Intravenous Therapy	✘	62	+13.0%	Growing
Clinical Experience	✘	60	+9.4%	Growing
Long-Term Care	✘	58	+13.8%	Growing
Progressive Care Unit	✔	36	+17.2%	Growing
Vital Signs	✘	33	+17.2%	Growing
Infection Control	✘	33	+17.1%	Growing
Electronic Medical Record	✘	31	+12.1%	Growing
Nursing Interventions Classification	✘	25	+18.2%	Growing

## Top Defining Skills By Demand

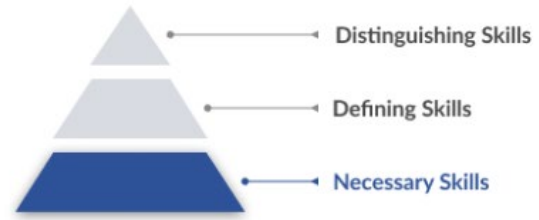
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Registered Nurse (RN)	✘	288	+18.1%	Growing
Nursing	✘	218	+20.1%	Rapidly Growing
Licensed Practical Nurse (LPN)	✘	115	+15.8%	Growing
Medication Administration	✘	107	+14.3%	Growing
Basic Life Support (BLS) Certification	✘	98	+13.9%	Growing
Nursing Care	✘	89	+19.1%	Growing
Advanced Cardiovascular Life Support (ACLS) Certification	✘	62	+12.3%	Growing
Intravenous Therapy	✘	62	+13.0%	Growing
Long-Term Care	✘	58	+13.8%	Growing
Care Coordination	✘	48	+15.6%	Growing

## Top Necessary Skills By Demand

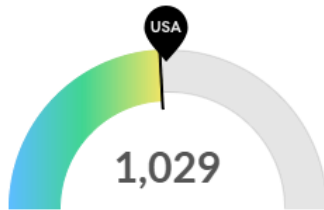
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Treatment Planning	✗	66	+6.7%	Stable
Infection Control	✗	33	+17.1%	Growing
Medical Records	✗	29	+12.5%	Growing
Valid Driver's License	✗	21	+7.5%	Stable
Cardiopulmonary Resuscitation (CPR)	✗	18	+14.8%	Growing
Home Health Care	✗	16	+19.0%	Growing

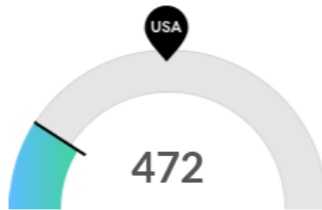
## Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



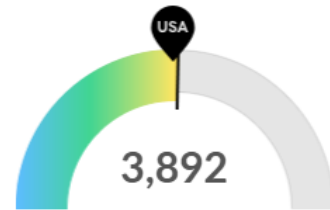
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 1,080\* employees 55 or older, while there are 1,029 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 1,629\* racially diverse employees, while there are 472 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 3,814\* female employees, while there are 3,892 here.

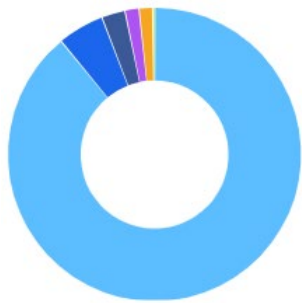
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.2%	8
19-24	7.2%	309
25-34	19.5%	835
35-44	28.9%	1,234
45-54	20.0%	855
55-64	18.3%	780
65+	5.8%	250

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	88.9%	3,798
Hispanic or Latino	5.1%	220
Black or African American	2.6%	111
Two or More Races	1.5%	66
Asian	1.5%	63
American Indian or Alaska Native	0.3%	11
Native Hawaiian or Other Pacific Islander	0.0%	1

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	8.9%	379
Females	91.1%	3,892

## Occupational Programs



**3 Programs**

Of the programs that can train for this job, 3 have produced completions in the last 5 years.



**192 Completions (2024)**

The completions from all regional institutions for all degree types.



**295 Openings (2024)**

The average number of openings for an occupation in the region is 27.

CIP Code	Top Programs	Completions (2024)
51.3901	Licensed Practical/Vocational Nurse Training	74 <div style="width: 74%;"></div>
51.3801	Registered Nursing/Registered Nurse	60 <div style="width: 60%;"></div>
51.0999	Allied Health Diagnostic, Intervention, and Treatment Professions, †	58 <div style="width: 58%;"></div>
Top Schools		Completions (2024)
Central Community College		134 <div style="width: 134%;"></div>
University of Nebraska at Kearney		58 <div style="width: 58%;"></div>

### Key Trends and Insights of Labor Market Data:

The profession of nursing remains in demand from the nation, state, and local areas. There continues to be a shortage of nurses. A predicted five thousand nurses are needed in Nebraska by the year 2030. Eighteen percent of nurses in this area are between the ages of 55-65, making retirement a reality. The retirement age of many nurses further increased the demand of qualified personnel. Within the 25-county area, the counties with the largest number of posted jobs are Buffalo and Hall. However, the needs of communities with a smaller need of nurses are critical to providing care for patients that may not have transportation or access. The demand for licensed practical nurses (LPN) has grown. The LPN is being tasked to care for stable patients in acute care facilities so that critical areas such as ICU, NICU, and/or PICU can utilize the skills of a registered nurse. Salaries are lower than the national average. Nursing continues to be a female driven career with limited diversity in either gender or ethnicity. A positive is that Central Community College remains the workforce pipeline in the area. Almost 76 more nurses graduate from CCC than the next university in the area.

## Supporting Data

### Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
ADN	55	79	46	60	66	306	61.2
LPN	70	52	50	74	95	341	68.2
Certificate							
<b>Total Awards</b>	<b>125</b>	<b>131</b>	<b>96</b>	<b>134</b>	<b>161</b>	<b>647</b>	<b>129.4</b>
Unduplicated # of graduates	<b>124</b>	<b>131</b>	<b>96</b>	<b>132</b>	<b>159</b>	<b>642</b>	<b>128.4</b>

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	55	79	46	60	66	306	61.20
Total awards	125	131	96	134	161	647	129.40
FT program faculty	28.43	19.55	18.74	20.28	18.72	105.72	21.14
<b>Degrees/ FT faculty</b>	<b>1.93</b>	<b>4.04</b>	<b>2.45</b>	<b>2.96</b>	<b>3.53</b>	<b>2.89</b>	<b>2.89</b>
<b>Awards/ FT faculty</b>	<b>4.40</b>	<b>6.70</b>	<b>5.12</b>	<b>6.61</b>	<b>8.60</b>	<b>6.12</b>	<b>6.12</b>

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
ADN_ADNR	Associate Degree Nursing	55	79	46	60	66	306	61.2
DIP_LPNR	Practical Nursing Diploma	70	52	50	74	95	340	68.0
<b>TOTAL</b>		<b>125</b>	<b>131</b>	<b>96</b>	<b>134</b>	<b>161</b>	<b>647</b>	<b>129.4</b>

**Key Trends and Insights of 2024-25 Awards:**

Over 600 awards were given to students that were either diploma or degree in nursing for the five-year total with a five-year average of 129.4. Awards have significantly trended each year with academic year 2024-2025 being the largest number of total awards at 161. These awards consist of the associate degree in nursing and diploma in practical nursing. No certificates are awarded from the nursing program. Diploma awards numbers have increased from 2022-2023 compared to the associate degree in nursing that has remained stable with a nominal uptick. The second-year curriculum of the program proves to be rigorous and challenging to meet professional standards within a healthcare environment, which can potentially lead to more failures. Despite this challenge, the nursing program meets the CCPE minimum required standard easily every year.

**Student Credit Hours Produced per Faculty FTE**

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	2,956	3,253	2,212	2,842	3,409	2,934.40
Faculty full-time equivalency (FTE)	28.43	19.55	18.74	20.28	18.72	21.14
SCH/ Faculty FTE	103.97	166.39	118.04	140.14	182.10	138.81

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 and 23-24 FTE reflect updated tracking method for part-time instructors.

**Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:**

The data indicates a steady trend in total volume over the past five years with only a downward trend in 2022-2023. Despite this increase in student credits, the program does not meet the minimum performance standard of 275 or higher. The program offers a maximum number of student seats per location that is calculated by the number of clinical rotations available. The State Board of Nursing dictates that one rotation equals 10 students/instructor which limits the number of students that can enroll.

**Vice President Summary Statement:**

The Nursing Program continues to be very strong in enrollment, retention and completion. Enrollment has remained relatively consistent, with a slight dip in 2022-2023 due to faculty turnover, which required a reduction in the number of admitted students and was resolved in subsequent years. The program exceeds the college's 80% benchmark for course completion, averaging 90.6% over the past five years. While the program exceeds the CCPE's mean number of awards at 129.4, it does not meet the minimum threshold required for the student Credit Hours per Faculty FTE. This is primarily due to a maximum of a 10:1 faculty-to-student ratio requirement in clinical courses, which limits the number of students per faculty member.

Overall, the Nursing Program is extremely well-positioned to continue supporting students through graduation and into employment in the nursing profession, helping to meet the nursing shortage in the 25-county area.

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

**Institution:** Central Community College    **Program:** Paramedicine

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 21, 2026**
- the governing board’s action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		282	360	439	637	473	<b>438.20</b>
<b>Faculty Full-time Equivalency (FTE)</b>		.93	1.03	1.06	1.44	1.81	<b>1.25</b>
<b>SCH/Faculty FTE</b>		303.23	349.51	414.15	442.36	261.33	<b>350.56</b>
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	<b>AAS</b>	8	4	5	6	6	5.8
	<b>Diploma</b>	9	4	5	6	4	5.6
	<b>Certificate</b>	8	4	8	9	8	7.4
	<b>Total Awards</b>	25	12	18	21	18	18.8

\*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 and 23-24 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 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).



## **Paramedicine**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Amy Santos** - Program Director  
**Fredrick Benzel** - Program Instructor  
**Denell Rhinehart** - Program Instructor  
**Scott Rhinehart** - Program Instructor  
**Brent Barta, DO** - PMD

**Kerri Dey** - Associate Dean of Instruction, Health Sciences  
**Dr. Sarah Kort** - Dean of Instruction, Health Sciences  
**Dr. Marcie Kemnitz** - Division Vice President, Health Sciences

## **Paramedicine Program**

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

The Paramedicine (PARM) program at Central Community College is a high-performing, workforce-aligned program that has demonstrated steady growth, strong student outcomes, and meaningful responsiveness to industry needs over the past five years. Enrollment has remained consistent with modest growth, averaging 27.2 students annually, reflecting sustained demand across the college's 25-county service area. This demand is supported by strong employer partnerships and a clear need for trained paramedics in both traditional EMS roles and expanding healthcare settings.

Instructional activity has increased significantly, with student credit hours and FTE trending upward over time, indicating growing program utilization. The program's hybrid delivery model continues to effectively serve working EMS professionals by balancing flexibility with essential hands-on training. In response to competitive pressures and employer feedback, the program transitioned to a one-year cohort model in Fall 2025, allowing students to complete training more efficiently while maintaining employment. This change positions the program to remain competitive while expanding access.

Student success outcomes are a clear strength. Course completion rates have remained consistently high, averaging 93.2% over five years, well above institutional benchmarks. Student learning outcomes reflect 100% of direct measures meeting proficiency standards, and employer and graduate feedback consistently report over 90% proficiency in both professional and technical skills. These results highlight the effectiveness of instruction, strong curriculum design, and the program's emphasis on applied, simulation-based learning.

The program also demonstrates strong productivity and credential attainment. Over the past five years, 94 awards have been conferred across certificate, diploma, and degree levels, averaging 18.8 awards annually and exceeding CCPE benchmarks. Graduate outcomes remain strong, with a five-year average of 93.3% of graduates employed full-time or continuing their education, reinforcing the program's role in preparing students for immediate workforce entry.

Operationally, the program is efficient and exceeds key performance benchmarks, including a five-year average of 350.56 student credit hours per faculty FTE. Looking ahead, the program is well-positioned for continued growth and impact. Strategic priorities include strengthening recruitment pipelines through EMT and high school partnerships, expanding enrollment, and enhancing training through advanced simulation and specialty certification opportunities. Continued investment in simulation technology, equipment, and faculty support will be critical to maintaining high-quality instruction and meeting evolving workforce demands.

Overall, the Paramedicine program demonstrates strong alignment with community and workforce needs, consistent student success, and a proactive approach to program improvement. Its ability to adapt, maintain high performance, and respond to industry trends positions it as a vital and sustainable component of the Health Sciences division.

**Program: Paramedicine**

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

**II. College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

**III. Program Mission Statement:**

To educate and prepare paramedic students with the cognitive, psychomotor, and affective competencies necessary to provide high-quality prehospital care to their communities.

**IV. Program Vision Statement:**

To envision a future where paramedics are prepared with the knowledge, compassion, and professionalism required to serve as integral members of the healthcare system.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC's service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

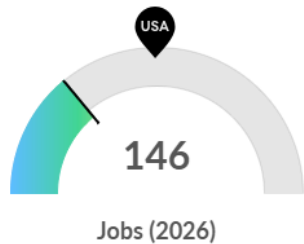
Lightcast Q4 2025 Data Set

PARM Occupations:

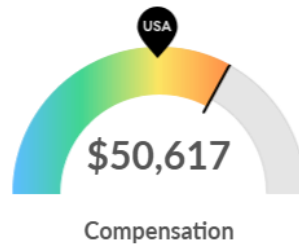
SOC Code	SOC Title	SOC Definition
29-2042	Emergency Medical Technicians	Assess injuries and illnesses and administer basic emergency medical care. May transport injured or sick persons to medical facilities. Excludes "Paramedics" (29-2043), "Firefighters" (33-2011), and "Ambulance Drivers and Attendants, Except Emergency Medical Technicians" (53-3011).
29-2043	Paramedics	Administer basic or advanced emergency medical care and assess injuries and illnesses. May administer medication intravenously, use equipment such as EKGs, or administer advanced life support to sick or injured individuals. Excludes "Emergency Medical Technicians" (29-2042) and "Ambulance Drivers and Attendants, Except Emergency Medical Technicians" (53-3011).

### Job Demand Summary

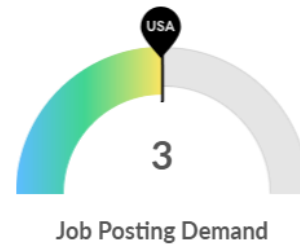
Average Job Posting Demand Over a Thin Supply of Regional Jobs



Your area is not a hotspot for this kind of job. The national average for an area this size is 309\* employees, while there are 146 here.



Earnings are high in your area. The national median salary for your occupations is \$46,198, compared to \$50,617 here.



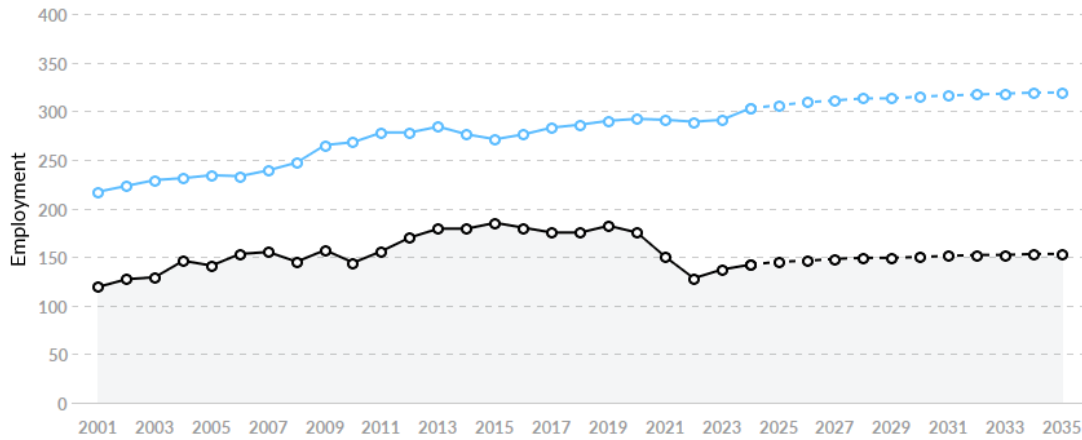
Job posting activity is about average in your area. The national average for an area this size is 3\* job postings/mo, while there are 3 here.

\*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 Forecast

### Regional Employment Is Lower Than the National Average

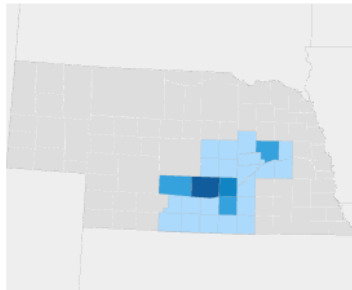
An average area of this size typically has 309\* jobs, while there are 146 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	146	151	5	3.3%
● National Average	309	316	7	2.4%

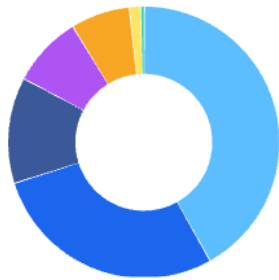
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Regional Breakdown



County	2026 Jobs
Buffalo County, NE	51
Hall County, NE	19
Platte County, NE	14
Adams County, NE	12
Dawson County, NE	11

## Most Jobs are Found in the Local Government, Excluding Education and Hospitals Industry Sector

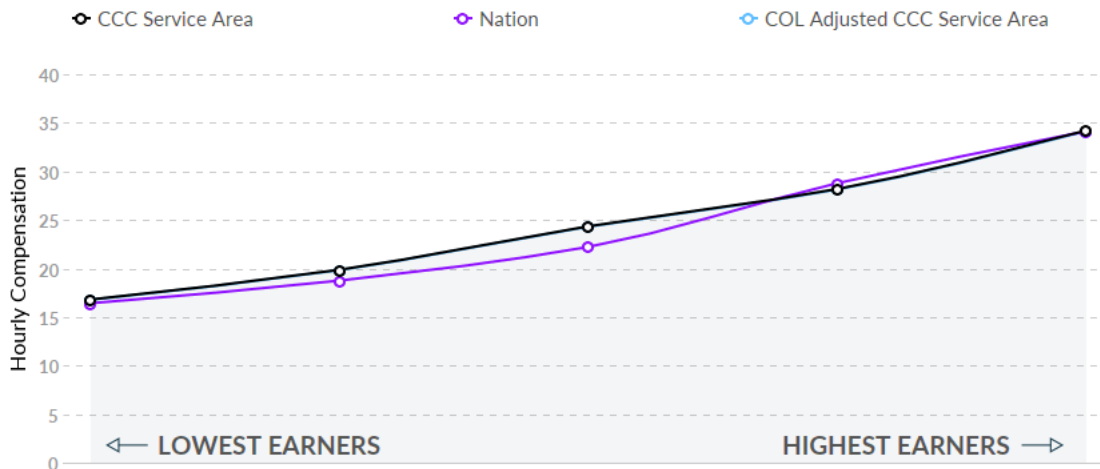


Industry	% of Occupation in Industry (2026)
Local Government, Excluding Education and Hospitals	41.8%
Other Ambulatory Health Care Services	28.2%
General Medical and Surgical Hospitals	12.6%
Education and Hospitals (Local Government)	8.5%
Federal Government, Military	7.1%
Outpatient Care Centers	1.3%
Other	0.5%

## Compensation

### Regional Compensation Is 10% Higher Than National Compensation

For your occupations, the 2024 median wage in your area is \$24.34/hr, while the national median wage is \$22.21/hr.



## Job Posting Activity



**39 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



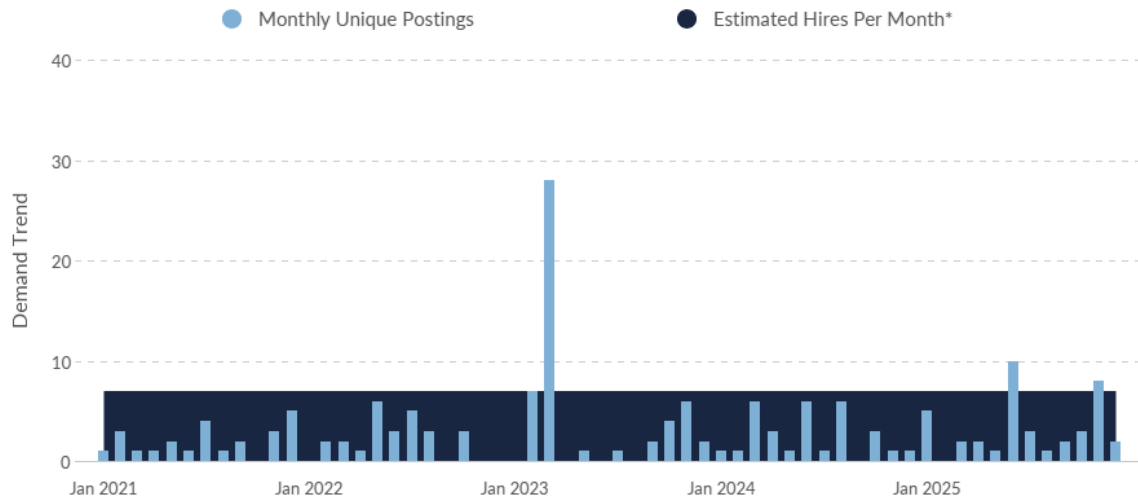
**16 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**18 Day Median Duration**

Posting duration is 6 days shorter than what's typical in the region.



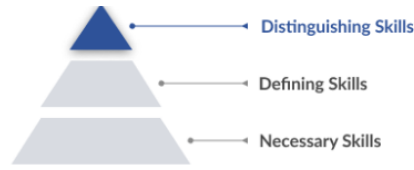
Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Paramedics	2	3
Emergency Medical Technicians	1	4

\*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
Ameripro Ems	6	Paramedics	15
AMR	5	Flight Paramedics	9
Air Methods	4	Emergency Medical Techniciar	5
Lehigh Valley Health Network	4	Emergency Medical Technician	2
CommonSpirit Health	3	Emergency Response Manage	2
Apollo Medflight	1	Systems Supervisors	2
CHI Health	1	HBO Technicians	1
International Sos Government	1	Medical Equipment Delivery E	1
JBS Foods	1	Public Health Specialists	1
Join Parachute	1		

## Top Distinguishing Skills By Demand

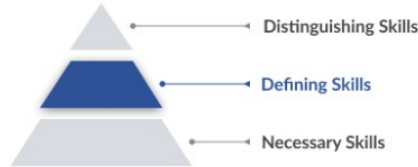
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Nationally Registered Paramedic (NRP)	✘	1	+1.9%	Lagging
Advanced Emergency Medical Technician (AEMT)	✘	1	-1.3%	Lagging
Flight Nursing	✔	0	+19.5%	Growing
Emergency Vehicle Operator Course (EVOC)	✘	0	+8.4%	Stable
Amazon Product Advertising API	✘	0	+8.6%	Growing
Pharmaceutical Marketing	✔	0	-4.6%	Lagging
Number Systems	✘	0	-1.3%	Lagging
Emergency Vehicle Operation	✘	0	-2.3%	Lagging

## 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.

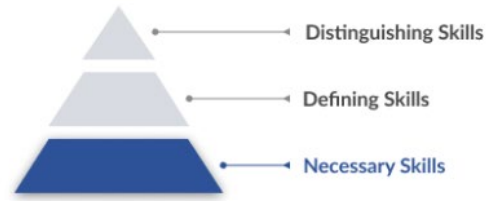


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Basic Life Support (BLS) Certification	✘	34	+13.9%	Growing
Advanced Cardiovascular Life Support (ACLS) Certification	✘	29	+12.3%	Growing
Paramedic (EMT-P)	✘	26	+7.6%	Stable
Emergency Medical Services	✔	25	+9.9%	Growing
Ambulances	✘	23	+17.1%	Growing
Pediatric Advanced Life Support (PALS)	✘	23	+12.9%	Growing
Valid Driver's License	✘	21	+7.5%	Stable
Cardiopulmonary Resuscitation (CPR)	✔	19	+14.8%	Growing
Emergency Medical Technician (EMT)	✘	18	+8.1%	Stable
Nationally Registered Emergency Medical Technician (NREMT)	✘	17	+1.8%	Lagging

## Top Necessary Skills By Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs.

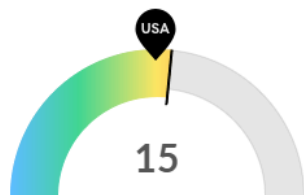
An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Advanced Cardiovascular Life Support (ACLS) Certification	✗	29	+12.3%	Growing
Paramedic (EMT-P)	✗	26	+7.6%	Stable
Trauma Care	✗	19	+11.9%	Growing
Advanced Life Support	✗	16	+9.3%	Growing
Life Support	✗	12	+12.7%	Growing
Pediatrics	✗	11	+11.2%	Growing
Neonatal Resuscitation Program Certification (NRP)	✗	11	+7.6%	Stable
Critical Care	✗	11	+4.1%	Lagging
Billing	✗	10	+20.0%	Rapidly Growing
Electrocardiography	✗	9	+11.4%	Growing

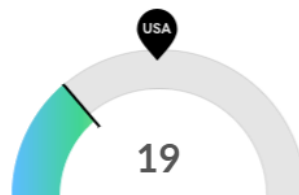
## Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



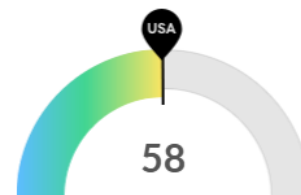
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 13\* employees 55 or older, while there are 15 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 42\* racially diverse employees, while there are 19 here.

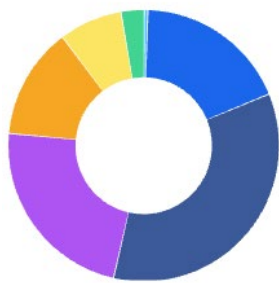


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 58\* female employees, while there are 58 here.

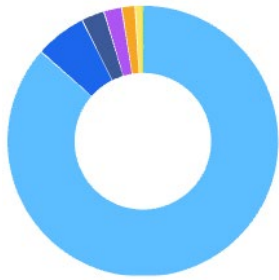
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.4%	1
19-24	18.3%	26
25-34	34.8%	49
35-44	22.9%	32
45-54	13.3%	19
55-64	7.6%	11
65+	2.8%	4

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	86.4%	123
Hispanic or Latino	6.1%	9
Black or African American	2.8%	4
Two or More Races	2.1%	3
Asian	1.6%	2
American Indian or Alaska Native	1.0%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	59.5%	85
Females	40.5%	58

### Occupational Programs



**2 Programs**

Of the programs that can train for this job, 2 have produced completions in the last 5 years.







**79 Completions (2024)**

The completions from all regional institutions for all degree types.



**12 Openings (2024)**

The average number of openings for an occupation in the region is 28.

CIP Code	Top Programs	Completions (2024)
51.0999	Allied Health Diagnostic, Intervention, and Treatment Professions, i	58 
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	21 
Top Schools	Completions (2024)	
University of Nebraska at Kearney	58	
Central Community College	21	

### Key Trends and Insights of Labor Market Data:

Labor market data from Lightcast indicates growing demand for paramedics in Nebraska, across CCC’s service area, and nationally. Forecasts for 2026–2031 show an increase in employment opportunities in both traditional EMS services and expanded healthcare settings such as clinics and hospitals. This expansion reflects changes in the scope of practice for paramedics in Nebraska, allowing paramedics to work in a variety of clinical environments rather than only in EMS or Fire/EMS services. This shift broadens career opportunities for graduates and makes the field more attractive to individuals who do not wish to combine paramedic work with firefighting responsibilities.

The data also highlights demographic shifts within the workforce. Female representation in paramedicine is increasing, aligning with the program’s experience of rising female enrollment. This trend suggests that the field is becoming more accessible and appealing to a diverse student population, supporting both equity and workforce sustainability goals.

In addition, recent state and federal initiatives are increasing funding and support for EMS and paramedic education, further enhancing employment opportunities for program graduates. These investments, combined with ongoing labor market growth, indicate strong alignment among program training, certification, and employer demand, positioning the program to continue producing graduates who can meet workforce needs.

## Supporting Data

### Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	8	4	5	6	6	29	5.8
Diploma	9	4	5	6	4	28	5.6
Certificate	8	4	8	9	8	37	7.4
<b>Total Awards</b>	<b>25</b>	<b>12</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>94</b>	<b>18.8</b>
Unduplicated # of graduates	12	4	8	10	8	42	8.4

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	8	4	5	6	6	29	5.80
Total awards	25	12	18	21	18	94	18.80
FT program faculty	0.93	1.03	1.06	1.44	1.81	6.27	1.25

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees/ FT faculty	8.60	3.88	4.72	4.17	3.31	4.63	4.64
Awards/ FT faculty	26.88	11.65	16.98	14.58	9.94	14.99	15.04

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_PARM	Paramedicine Degree	8	4	5	6	6	29	5.8
DIP_PARM	Paramedicine Diploma	9	4	5	6	4	28	5.6
CER_PARM	Paramedicine Certificate	8	4	8	9	8	37	7.4
<b>TOTAL</b>		<b>25</b>	<b>12</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>94</b>	<b>18.80</b>

**Key Trends and Insights of 2024-25 Awards:**

Over the past five years, the Paramedicine program has produced a total of 94 awards across all credential levels, with an average of 18.8 awards per year, exceeding the CCPE minimum performance standard of 10 awards annually. The program awarded 18 total credentials in 2024–25, consistent with the program’s five-year average and reflective of steady graduate output. Across the same period, the program produced 42 unduplicated graduates, averaging 8.4 graduates per year.

The program offers stackable credential opportunities through a Paramedicine Certificate, Diploma, and Associate of Applied Science (AAS) Degree. Over the past five years, 29 associate degrees and 28 diplomas were awarded, with five-year averages of 5.8 degrees and 5.6 diplomas annually. While all students earn the paramedicine certificate, not all students initially complete the additional general education requirements necessary for the diploma or associate degree, particularly those who enter the program while working full-time in EMS.

A noticeable decline in awards occurred in 2021–22, when total awards decreased to 12, before gradually increasing again to 18 awards in 2024–25. This decline is partially attributable to the timing of students completing general education coursework required for the diploma and degree. Historically, some EMS employers covered the cost of paramedicine training but did not consistently support funding for the general education courses required for the higher credentials. As employer support for these courses has expanded, more students are now completing the additional coursework required for the diploma and associate degree.

The program has also made structural adjustments to support credential completion by front-loading general education coursework and incorporating the EMT course into the program pathway prior to entry into the paramedicine technical sequence. This approach places students on a clearer academic pathway toward completing not only the paramedicine certificate but also the diploma and associate degree. By ensuring students begin completing these requirements earlier in their academic plan, the program expects continued increases in diploma and degree completion rates in future reporting periods.

In addition to strong award production overall, the program demonstrates solid productivity relative to faculty resources. Over the five-year period, the program averaged 4.64 degrees per

faculty FTE and 15.04 total awards per faculty FTE, indicating efficient use of instructional resources despite the program’s reliance on adjunct faculty.

### Student Credit Hours Produced per Faculty FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	282	360	439	637	473	438.20
Faculty full-time equivalency (FTE)	0.93	1.03	1.06	1.44	1.81	1.25
SCH/ Faculty FTE	303.23	349.51	414.15	442.36	261.33	350.56

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 and 23-24 FTE reflect updated tracking method for part-time instructors.*

#### Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:

Student credit hour (SCH) production within the PARM program has generally increased over the past five years, growing from 282 SCH in 2020–21 to a peak of 637 SCH in 2023–24, before declining to 473 SCH in 2024–25. The five-year average is 438.2 SCH annually, indicating steady instructional demand within the program overtime.

Faculty full-time equivalency (FTE) has also increased during this period, rising from 0.93 FTE in 2020–21 to 1.81 FTE in 2024–25, with a five-year average of 1.25 FTE. The increase in faculty FTE reflects greater reliance on adjunct instructors as course offerings and instructional needs have expanded.

As a result of these trends, the SCH per Faculty FTE ratio increased steadily from 303.23 in 2020–21 to 442.36 in 2023–24. In 2024–25, the ratio decreased to 261.33, primarily due to a combination of lower SCH production and an increase in reported faculty FTE. Despite this decline, the five-year average of 350.56 SCH per Faculty FTE remains well above the CCPE minimum performance standard of 275, demonstrating that the program continues to meet institutional expectations for faculty productivity.

Currently, the Paramedicine program does not have a dedicated full-time faculty member and relies heavily on an experienced adjunct faculty to deliver instruction. While this model has supported program delivery and growth to date, increasing instructional demand and the implementation of the new one-year cohort model may place additional demands on instructional coordination, student support, and program oversight.

As student credit hour production continues to grow, the program will evaluate the feasibility of establishing a full-time faculty position to provide greater instructional stability, support program expansion, and ensure adequate oversight of curriculum delivery, and student mentorship. Exploring a full-time faculty role may also help sustain SCH production levels while strengthening program capacity to meet workforce demand.

## **Vice President Summary Statement:**

The Paramedicine Program continues to be a needed program in the community, with strong support from area EMS employers that hire our graduates. This demand has led to consistent enrollment, with a five-year average of 27.2 students, and strong completion rates (five-year average of 93.2%), which is remarkable given that most courses are taught by adjuncts. In response to feedback from employers and pressure from competing programs, the program implemented a new one-year cohort model, which began in the fall of 2025.

Both the SCH/Faculty FTE ratio and the average annual award thresholds required by the CCPE have been met and exceeded at 350.56 and 18.8, respectively. The program has demonstrated its ability to adapt to changing trends within the profession and provide much-needed trained paramedics throughout our 25-county area.

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

**Institution:** Central Community College    **Program:** Pharmacy 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 21, 2026**
- the governing board's action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		122	184	56	179	172	<b>142.60</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.37	1.36	1.42	1.13	1.26	<b>1.31</b>
<b>SCH/Faculty FTE</b>		89.05	135.29	39.44	158.41	136.51	<b>108.85</b>
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	<b>AAS</b>	5	1	3	2	4	3.0
	<b>Diploma</b>	7	1	6	1	6	4.2
	<b>Certificate</b>	0	0	0	0	13	2.6
	<b>Total Awards</b>	12	2	9	3	23	9.8

\*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 and 23-24 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 and provide a detailed explanation or attach a document**

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

The Pharmacy Technician (PHRM) program supports Central Community College's mission of maximizing student and community success by providing an accessible pathway into a high-demand healthcare field. The program serves a significant number of part-time, working, and non-traditional students who require flexible options to enter or advance in the workforce.

The program equips students with both technical and operational pharmacy skills that directly support patient care, medication safety, and healthcare system efficiency. This alignment with workforce preparation, particularly in a critical support role within healthcare, reinforces the program's importance to CCC's mission, even as it operates at a smaller scale.

The program's stackable credential structure (certificate, diploma, and AAS) also provides a flexible workforce development model. Students can enter the workforce quickly and continue their education over time, supporting both immediate employment needs and long-term career advancement.

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).**

The Pharmacy Technician program plays an important role in expanding access to healthcare education across CCC's predominantly rural service area. The program's delivery model, which includes distance and flexible learning options, allows students to complete coursework while remaining in their local communities, an essential factor for individuals balancing work, family, and geographic constraints.

This access is particularly critical in rural areas where educational options in specialized healthcare fields are limited. By offering a local pathway into pharmacy technician careers, the program reduces barriers related to travel and relocation while increasing participation among non-traditional and place-bound students. In addition, the program supports workforce sustainability in rural communities by preparing students who are more likely to remain in the region after completion. Local healthcare providers, including retail and hospital pharmacies, rely on accessible training programs like CCC's to develop a pipeline of qualified technicians who can meet ongoing staffing needs.

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).**

Over the past five years, the program has averaged 142.60 student credit hours and 9.8 total awards annually, with the most recent year (24–25) showing a significant increase to 23 total awards. This growth is largely attributed to the addition of industry-aligned certificates in Retail Pharmacy and Sterile Compounding, which expanded stackable credential opportunities and supported increased completion.



## **Pharmacy Technician**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Kerri Dey** - Program Director

**Karen Smallwood** - Program Instructor

**Kerri Dey** - Associate Dean of Instruction, Health Sciences

**Dr. Sarah Kort** - Dean of Instruction, Health Sciences

**Dr. Marcie Kemnitz** - Division Vice President, Health Sciences

## **Pharmacy Technician Program**

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

The Pharmacy Technician (PHRM) program at Central Community College prepares students for certification and employment in pharmacy support roles across retail, hospital, and healthcare settings. The program emphasizes technical competencies, professional behavior, critical thinking, and workplace readiness, with curriculum aligned to industry standards, state requirements, and Pharmacy Technician Certification Board (PTCB) expectations.

The program demonstrates stable enrollment with recent momentum. Over the past five years, it has averaged 142.60 student credit hours and 9.8 total awards annually, with the most recent year (24–25) showing a significant increase to 23 total awards. This growth is largely attributed to the addition of industry-aligned certificates in Retail Pharmacy and Sterile Compounding, which expanded stackable credential opportunities and supported increased completion.

Student success remains a clear strength. Course completion reached 94% in 2024–25, exceeding benchmark expectations, with improved retention across both full-time and part-time students. Graduate and employer feedback consistently indicate high levels of satisfaction with both technical competencies and professional readiness.

The program's flexible hybrid delivery model continues to meet the needs of working students and those across CCC's rural service area, improving access while maintaining essential hands-on learning experiences. The program is also well-aligned with workforce demand, with employers continuing to express a need for trained pharmacy technicians who can support both operational and patient care functions.

While the program falls below CCPE thresholds for SCH/FTE (five-year average of 108.85) and slightly below the minimum average annual awards benchmark (9.8), performance in other key areas remains strong. Additionally, recent increases in completions and continued positive student and employer outcomes demonstrate forward momentum and ongoing relevance. Continued attention to recruitment, particularly among new and first-time students, along with exploration of early college opportunities and high school partnerships, will be important to strengthening the enrollment pipeline. Additional focus on PTCB exam preparation and hands-on training may further support student success and credential attainment.

Overall, the Pharmacy Technician program remains a valuable contributor to CCC's healthcare workforce pipeline. With strong student outcomes, positive employer feedback, and recent growth in completions, the program is well-positioned to continue serving students and meeting regional workforce needs, with targeted efforts needed to sustain and build enrollment moving forward.

**Program: Pharmacy Technician**

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

II. **College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

III. **Program Mission Statement:**

It is the mission of the Pharmacy Technician Program at Central Community College to produce highly trained and skilled individuals who are ready to successfully perform the duties of a pharmacy technician in a variety of occupational environments. They will have the knowledge and skills to communicate effectively with other healthcare professionals, as well as their customers or patients. These individuals will be detail oriented, have an appreciation for lifelong learning, and be ready to excel in the fast-paced and evolving field of pharmacy technology.

IV. **Program Vision Statement:**

The Pharmacy Technician program at Central Community College – Grand Island provides the training needed to begin a high demand career in a growing healthcare field. The program will provide educational opportunities and key fundamentals that are essential to practice in a pharmacy setting. Students will be prepared to work in retail, hospital, and/or home health environments. Pharmacy technicians play an essential role in the pharmacy setting. Patient safety, organized work systems, and quality assurance practices are key traits of a technician, all of which will be characteristics of program graduates.

The curriculum is based on the Standards and Guidelines of the American Society of Health-System Pharmacists (ASHP)/ Accreditation Council for Pharmacy Education (ACPE).

Successful graduates will receive a diploma or an Associates of Applied Science degree.

Students take the Pharmacy Technician Certification Exam (PTCE) at the end of the program giving them the opportunity to be Pharmacy Technician Certification Board (PTCB) certified. Upon passing the exam, students become Certified Pharmacy Technicians (CPhT).

The program is offered online, allowing access to coursework in a setting most conducive to students. One day per week on campus is required to fulfill hands-on laboratory practice.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC's service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

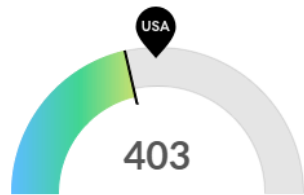
Lightcast Q4 2025 Data Set

PHRM Occupations:

SOC Code	SOC Title	SOC Definition
29-2052	Pharmacy Technicians	Prepare medications under the direction of a pharmacist. May measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

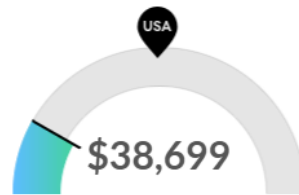
### Job Demand Summary

Average Job Posting Demand Over a Thin Supply of Regional Jobs



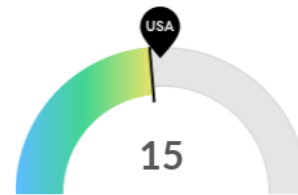
Jobs (2026)

Your area is not a hotspot for this kind of job. The national average for an area this size is 499\* employees, while there are 403 here.



Compensation

Earnings are low in your area. The national median salary for Pharmacy Technicians is \$43,454, compared to \$38,699 here.



Job Posting Demand

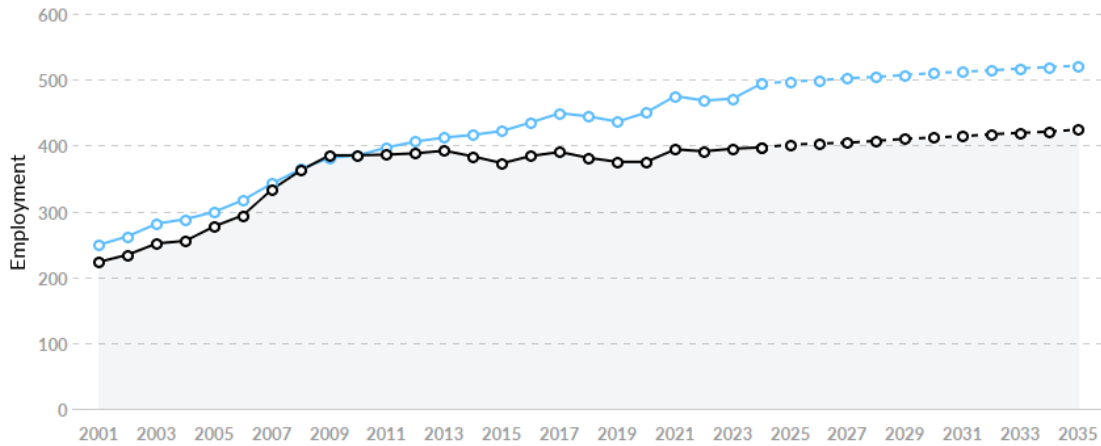
Job posting activity is about average in your area. The national average for an area this size is 16\* job postings/mo, while there are 15 here.

\*National average values are derived by taking the national value for Pharmacy 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 Forecast

### Regional Employment Is Lower Than the National Average

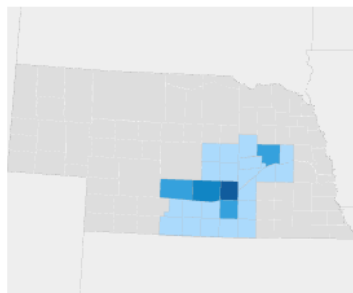
An average area of this size typically has 499\* jobs, while there are 403 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	403	414	12	2.9%
● National Average	499	512	13	2.5%

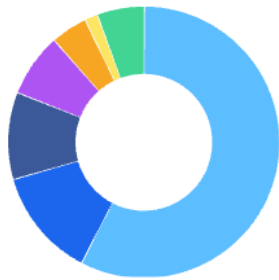
\*National average values are derived by taking the national value for Pharmacy Technicians and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Regional Breakdown



County	2026 Jobs
Hall County, NE	101
Buffalo County, NE	67
Adams County, NE	49
Platte County, NE	41
Dawson County, NE	28

## Most Jobs are Found in the Health and Personal Care Retailers Industry Sector

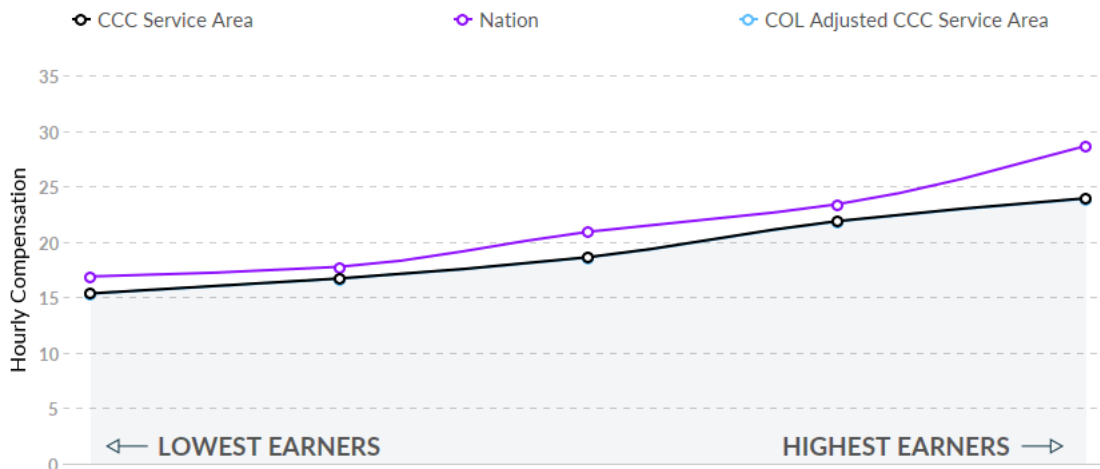


Industry	% of Occupation in Industry (2026)
Health and Personal Care Retailers	57.5%
General Medical and Surgical Hospitals	13.0%
Warehouse Clubs, Supercenters, and Other General Merchandise Retailers	10.4%
Grocery Stores	7.6%
Education and Hospitals (Local Government)	4.4%
Department Stores	1.6%
Other	5.6%

## Compensation

### Regional Compensation Is 11% Lower Than National Compensation

For Pharmacy Technicians, the 2024 median wage in your area is \$18.61/hr, while the national median wage is \$20.89/hr.



## Job Posting Activity



**180 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



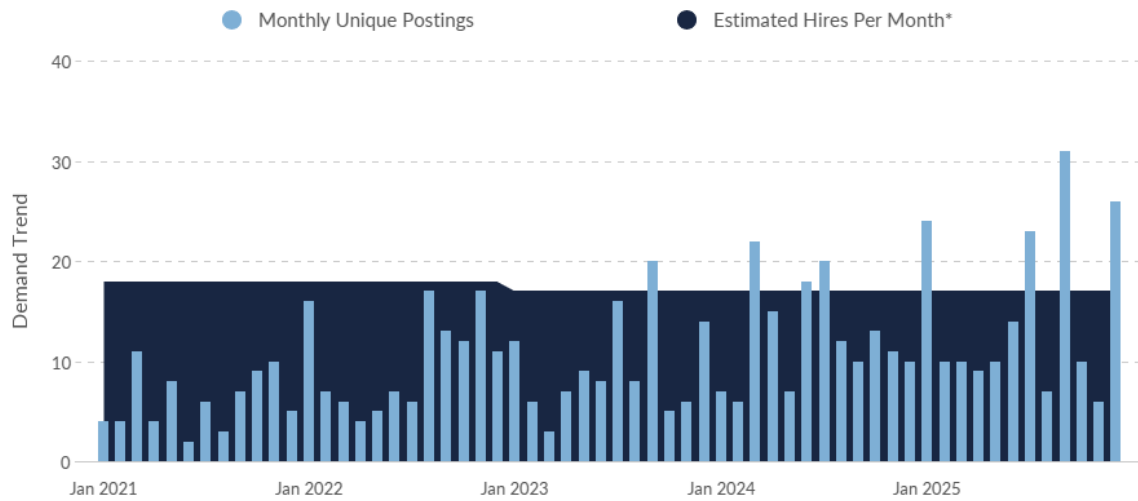
**29 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**24 Day Median Duration**

Posting duration is the same as what's typical in the region.



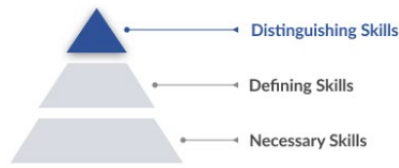
Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Pharmacy Technicians	15	17

\*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
Walgreens Boots Alliance	52	<div style="width: 52%;"></div>	Pharmacy Technicians	67	<div style="width: 67%;"></div>
CVS Health	37	<div style="width: 37%;"></div>	Pharmacy Interns	31	<div style="width: 31%;"></div>
Walmart	26	<div style="width: 26%;"></div>	Pharmacy Service Associates	17	<div style="width: 17%;"></div>
Hy-Vee	18	<div style="width: 18%;"></div>	Certified Pharmacy Technician	16	<div style="width: 16%;"></div>
Bryan Health	5	<div style="width: 5%;"></div>	Pharmacy Grad Interns	12	<div style="width: 12%;"></div>
Guardian Pharmacy Services	5	<div style="width: 5%;"></div>	Pharmacy Clerks	11	<div style="width: 11%;"></div>
Consonus Pharmacy Svc	4	<div style="width: 4%;"></div>	Pharmacy Technicians-in-Train	7	<div style="width: 7%;"></div>
Cardinal Health	2	<div style="width: 2%;"></div>	Fulfillment Pharmacy Technici	5	<div style="width: 5%;"></div>
CommonSpirit Health	2	<div style="width: 2%;"></div>	Bilingual Pharmacy Technician	3	<div style="width: 3%;"></div>
Ingles	2	<div style="width: 2%;"></div>	Pharmacists	2	<div style="width: 2%;"></div>

## Top Distinguishing Skills By Demand

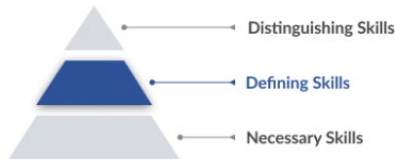
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Chemotherapy	✓	22	+15.0%	Growing
Issuing Refunds	✗	17	+10.2%	Growing
Stock Rotation	✗	17	+28.3%	Rapidly Growing
Order Delivery	✗	17	+21.8%	Rapidly Growing
Dosage Form	✓	8	+1.3%	Lagging
Automated Dispensing Machines	✓	5	+7.4%	Stable
Hospital Pharmacy	✓	5	+0.5%	Lagging
Compounded Sterile Preparations	✓	4	+6.6%	Stable
Admixtures	✓	3	+8.5%	Growing
Medication Therapy Management	✓	3	+12.7%	Growing

## 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.

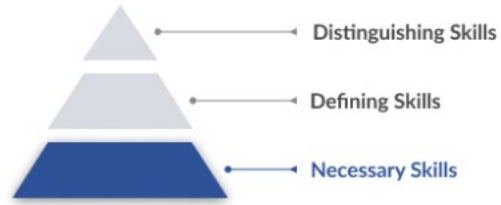


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Medical Prescription	✗	161	+8.5%	Growing
Workflow Management	✗	98	+18.0%	Growing
Inventory Management	✗	91	+12.6%	Growing
Certified Pharmacy Technician	✗	85	+9.4%	Growing
Pharmacist Assistance	✓	66	+18.9%	Growing
Pharmaceuticals	✓	65	+19.6%	Rapidly Growing
Cash Register	✗	63	+21.4%	Rapidly Growing
Pharmacy Systems	✗	53	0.0%	
Asset Protection	✗	52	+12.8%	Growing
Quality Improvement	✓	49	+16.1%	Growing

## Top Necessary Skills By Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs.

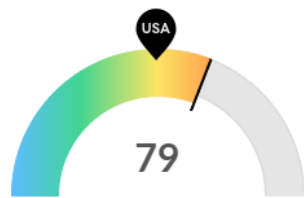
An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Patient Safety	✘	38	+11.7%	Growing
Medical Privacy	✘	36	+16.6%	Growing
Inventory Control	✘	33	+11.6%	Growing
Registration	✘	29	+29.0%	Rapidly Growing
Billing	✘	14	+20.0%	Rapidly Growing
Data Entry	✘	5	+2.6%	Lagging
Regulatory Compliance	✘	2	+18.6%	Growing

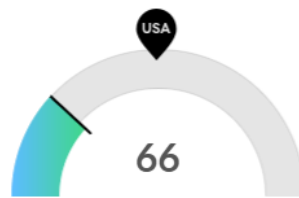
## Occupation Demographics

Retirement Risk Is High, While Overall Diversity Is Low



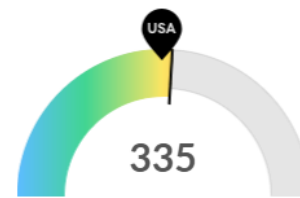
Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 57\* employees 55 or older, while there are 79 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 168\* racially diverse employees, while there are 66 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 317\* female employees, while there are 335 here.

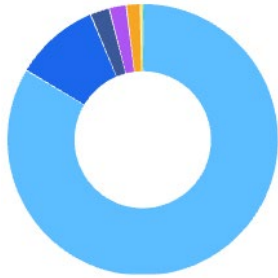
\*National average values are derived by taking the national value for Pharmacy Technicians and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	2.0%	8
19-24	17.6%	70
25-34	23.4%	93
35-44	22.1%	88
45-54	14.9%	59
55-64	13.8%	55
65+	6.1%	24

### Occupation Race/Ethnicity Breakdown



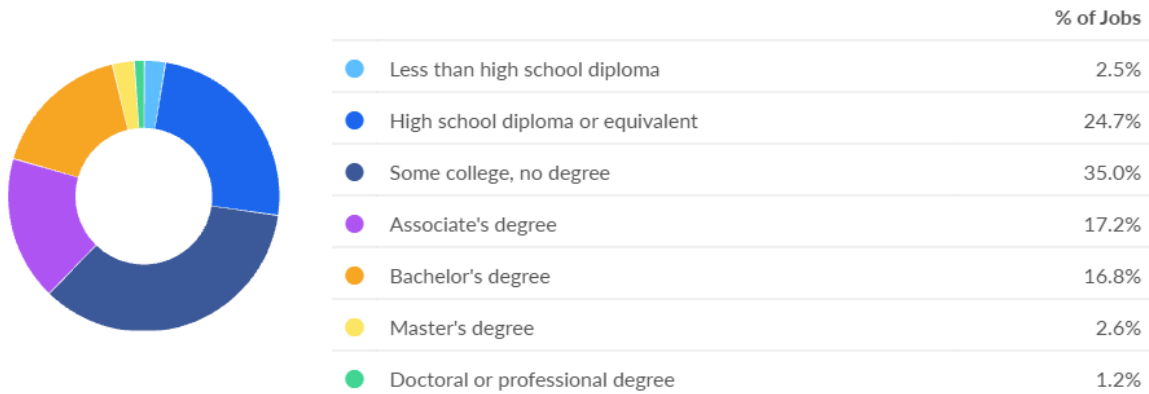
	% of Jobs	Jobs
White	83.5%	332
Hispanic or Latino	10.2%	40
Black or African American	2.3%	9
Asian	2.0%	8
Two or More Races	1.7%	7
American Indian or Alaska Native	0.3%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	15.7%	62
Females	84.3%	335

## National Educational Attainment



## Occupational Programs



1 Program

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

CIP Code

Top Programs

51.0805

Pharmacy Technician/Assistant

Top Schools

Central Community College



3 Completions (2024)

The completions from all regional institutions for all degree types.



42 Openings (2024)

The average number of openings for an occupation in the region is 28.

Completions (2024)

3

Completions (2024)

3

### Key Trends and Insights of Labor Market Data:

Labor market data for Pharmacy Technicians (SOC 29-2052) indicate continued demand for trained professionals in Nebraska, CCC's service area, and nationally through 2031. The occupation is expected to grow steadily, driven by increasing healthcare needs, expanded pharmacy services, and an aging population requiring medication management.

Top skills in demand include accurate medication preparation, prescription recordkeeping, customer service, and proficiency with pharmacy software systems. Employers also emphasize professional and ethical behavior, critical thinking, and effective communication in the workplace.

Job postings suggest consistent hiring activity with competitive compensation trends, indicating strong workforce opportunities for graduates. The data also highlights that the PHRM program aligns closely with workforce needs, providing graduates with skills and credentials that support employment in high-demand positions locally and regionally.

Overall, labor market projections reinforce the continued relevance of the Pharmacy Technician

program and the importance of maintaining robust enrollment, applied training, and certification preparation to meet employer expectations.

## Supporting Data

### Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	5	1	3	2	4	15	3.0
Diploma	7	1	6	1	6	21	4.2
Certificate	0	0	0	0	13	13	2.6
<b>Total Awards</b>	<b>12</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>23</b>	<b>49</b>	<b>9.8</b>
Unduplicated # of graduates	8	2	8	2	11	31	6.2

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	5	1	3	2	4	15	3.00
Total awards	12	2	9	3	23	49	9.80
FT program faculty	1.37	1.36	1.42	1.13	1.26	6.54	1.31
<b>Degrees/ FT faculty</b>	<b>3.65</b>	<b>0.74</b>	<b>2.11</b>	<b>1.77</b>	<b>3.17</b>	<b>2.29</b>	<b>2.29</b>
<b>Awards/ FT faculty</b>	<b>8.76</b>	<b>1.47</b>	<b>6.34</b>	<b>2.65</b>	<b>18.25</b>	<b>7.49</b>	<b>7.48</b>

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_PHRM	Pharmacy Technician Degree	5	1	3	2	4	15	3.0
DIP_PHRM	Pharmacy Technician Diploma	7	1	6	1	6	21	4.2
CER_PHRM.R	Retail Pharmacy Certificate					9	9	9.0
CER_PHRM.S	Sterile Compounding Certificate					4	4	4.0
<b>TOTAL</b>		<b>12</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>23</b>	<b>49</b>	<b>9.8</b>

### Key Trends and Insights of 2024-25 Awards:

In 2024–25, the Pharmacy Technician (PHRM) program awarded a total of 23 credentials, including 4 AAS degrees, 6 diplomas, and 13 certificates, representing the highest total in the five-year review period. This total significantly exceeds the five-year average of 9.8 awards and reflects strong program productivity and student progression. The number of unduplicated graduates also increased to 11 in 2024–25, compared to the five-year average of 6.2 graduates.

The increase in awards in 2024–25 was largely driven by the addition of new certificate pathways within the program, including the Retail Pharmacy Certificate and the Sterile Compounding Certificate. These certificates provided additional opportunities for students to earn stackable credentials aligned with workforce needs while progressing through the Pharmacy Technician program.

Credential attainment per full-time faculty also improved in 2024–25, with 18.25 awards per faculty FTE, significantly above the five-year average of 7.48. Degree production per faculty FTE was 3.17, slightly above the five-year average of 2.29, further reflecting strong instructional productivity during the year.

Overall, the 2024–25 data demonstrate significant growth in credential attainment and student completion. The addition of certificate pathways and continued student progression through the program have contributed to increased award production and expanded opportunities for students to obtain workforce-aligned credentials.

### Student Credit Hours Produced per Faculty FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	122	184	56	179	172	142.60
Faculty full-time equivalency (FTE)	1.37	1.36	1.42	1.13	1.26	1.31
SCH/ Faculty FTE	89.05	135.29	39.44	158.41	136.51	108.85

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 and 23-24 FTE reflect updated tracking method for part-time instructors.*

#### Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:

In 2024–25, the Pharmacy Technician (PHRM) generated 136.51 student credit hours (SCH) per faculty FTE, exceeding the five-year average of 108.85 and reflecting increased instructional productivity compared to the prior academic year.

SCH per faculty FTE has fluctuated across the five-year period, with a notable decline in 2022–23 followed by recovery in 2023–24 and continued stability in 2024–25. These variations correspond with enrollment shifts and changes in faculty FTE tracking methodology.

While current productivity levels remain below the CCPE minimum performance standard of 275 SCH per faculty FTE, recent trends indicate improvement and stabilization following earlier decreases.

Overall, the 2024–25 data suggest improved program efficiency relative to the five-year average, with ongoing monitoring warranted to support continued progress toward institutional benchmarks.

#### Vice President Summary Statement:

While the Pharmacy Technician program has struggled with enrollment, it has not in other areas of performance. With the addition of two industry-driven certificates, the average number of awards over the five-year period has increased to 9.8, just slightly under the CCPE required threshold of 10. Course completion rates for the past two years have rebounded to over 90% and students are gaining employment after completing the program.

Unfortunately, the program has not met the minimum SCH/FTE five-year average threshold of 275; currently at 108.85, mainly due to low enrollment. However, there have been some yearly increases over the past two years, demonstrating improvement.

While the program has significant strengths, including the program director's strong involvement in promoting the program, providing flexibility through hybrid course delivery, meeting workforce demand, and ensuring students' success, additional work is needed to increase enrollment. The Pharmacy Technician program is well-positioned to maximize enrollment and will continue to be closely monitored to assess its long-term viability.

- Stabilization of SCH/Faculty FTE ratio. While still below the threshold, the ratio has stabilized with improved management of faculty resources.
- Course completion rates well above the college benchmark (80-94% in past three years).
- Increase in the number of awards with the creation of certificates, but even without those, the number of degree awards has increased.
- Graduates are finding employment and meeting workforce needs in the community.
- ESM data show growth in the number of positions in the future

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

**Institution:** Central Community College    **Program:** Truck Driving

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 21, 2026**
- the governing board’s action was: **Approved - pending**

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

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		535	740	780	611	721	<b>677.40</b>
<b>Faculty Full-time Equivalency (FTE)</b>		1.5	1.5	1.0	1.0	1.0	<b>1.2</b>
<b>SCH/Faculty FTE</b>		356.67	493.33	780	611	721	<b>564.50</b>
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	<b>AAS</b>						
	<b>Diploma</b>						
	<b>Certificate</b>	39	63	64	49	46	52.2
	<b>Total Awards</b>	39	63	64	49	46	52.2

\*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 and 23-24 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 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).



## **Truck Driving**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Matt McCann** - Program Director

**Ryan Pfeil** - Program Trainer

**Andrew Rayburn** - Program Trainer

**Alison Feeney** - Associate Dean of Instruction, Career & Technical Sciences

**Dr. Nate Allen** - Dean of Instruction, Career & Technical Sciences

**Dr. Christopher Waddle** - Division Vice President, Career & Technical Sciences

## **Truck Driving Program**

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

The Truck Driving (TRUK) program continues to be a strong, consistent program meeting industry needs averaging 50+ certificates awarded annually. Truck Driving is a six-week, twelve credit certificate program with a program director and two full-time trainers. An additional trainer is shared with the Heavy Equipment Operator program.

With the program focus on providing instruction to prepare students to earn a class A commercial driver's license (CDL), eight class sessions are held over the course of a calendar year. TRUK does offer one class a year designed to prepare students to earn a class B CDL. The class is held in May and supports the diploma program for the Heavy Equipment Operator students.

The program also provides additional instruction along with testing for the class A CDL for participants that have completed online training and otherwise acquired the practical driving skills outside of CCC. The classroom portion is delivered online and provides an alternative learning format that is non-credit and serves those individuals that have acquired driving experience on a farm or other means and required to have documented learning for the classroom portion of the program. This format was developed as a result of documentation required by the Federal Motor Vehicle Department. Central Community College also provides third-party testing services for individuals to earn the class A or B CDL. There is a cost for the test and those fees are used by the program to help maintain the trucks and trailers.

The Truck Driving program is an expensive program to operate given it's an equipment intensive program. Striking the balance between offering an affordable program and covering the costs to maintain the driving range and truck fleet is getting more difficult. Drivers are able to train and test in automatic transmission trucks which are at times more affordable to purchase, yet other students prefer to learn both automatic and manual transmission trucks to prepare for testing. Students who earn a class A CDL with a manual transmission truck do not have any restrictions. Those testing in an automatic transmission truck have a restriction on their license that only allows the holder to operate trucks with an automatic transmission.

The Truck Driving program exceeds the threshold for ratio of student credit hours to full-time faculty equivalency, as well as awards (certificates) earned per year. We recommend continuation of the program.

**Program: Truck Driving**

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

II. **College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

III. **Program Mission Statement:**

To offer high quality training with knowledge and hands-on training designed to prepare students for safe, compliant, and professional entry-level careers in the commercial transportation industry.

IV. **Program Vision Statement:**

- Students completing the Truck Driving program will be prepared to enter the job market with entry-level skills and knowledge of the Commercial Over-the-Road industry.
- The program will meet ELDT requirements.
- The program will offer a high quality nationally recognized curriculum.
- The program will have one primary site and will evaluate the possibility of meeting the PTDI certification standards and becoming a certified PTDI training program.
- Equipment will be modern and representative of current equipment commonly found in the industry.
- Industry partnerships and sponsorships will be expanded to include a broad range of commercial carriers.
- All instructors and trainers will hold the Nebraska Driver Training School Instructor License and be Nebraska certified 3rd party testers.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC’s service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

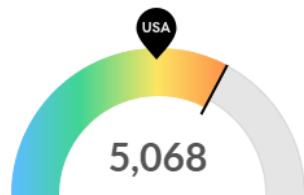
Lightcast Q4 2025 Data Set

TRUK Occupations:

SOC Code	SOC Title	SOC Definition
53-3032	Heavy and Tractor-Trailer Truck Drivers	Drive a tractor-trailer combination or a truck with a capacity of at least 26,001 pounds Gross Vehicle Weight (GVW). May be required to unload truck. Requires commercial drivers’ license. Includes tow truck drivers. Excludes “Refuse and Recyclable Material Collectors” (53-7081).
53-7051	Industrial Truck and Tractor Operators	Operate industrial trucks or tractors equipped to move materials around a warehouse, storage yard, factory, construction site, or similar location. Excludes “Logging Equipment Operators” (45-4022).

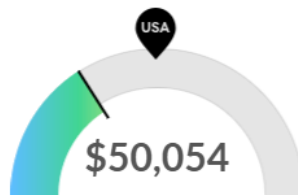
### Job Demand Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



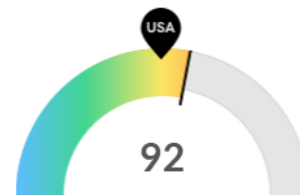
Jobs (2026)

Your area is a hotspot for this kind of job. The national average for an area this size is 3,295\* employees, while there are 5,068 here.



Compensation

Earnings are low in your area. The national median salary for your occupations is \$53,563, compared to \$50,054 here.



Job Posting Demand

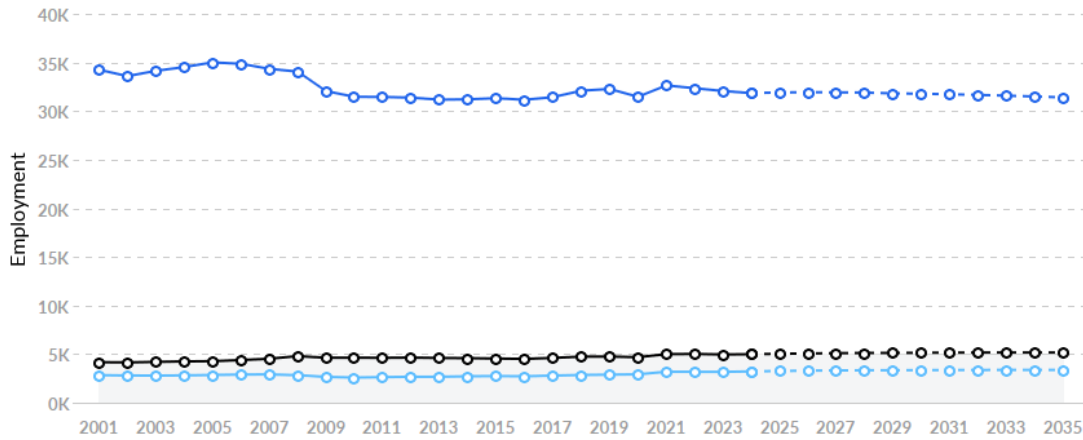
Job posting activity is high in your area. The national average for an area this size is 77\* job postings/mo, while there are 92 here.

\*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 Forecast

### Regional Employment Is Higher Than the National Average

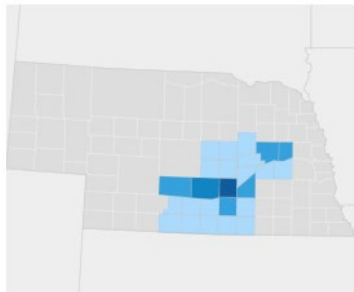
An average area of this size typically has 3,295\* jobs, while there are 5,068 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	5,068	5,145	77	1.5%
● National Average	3,295	3,361	66	2.0%
● State of Nebraska	31,937	31,726	-211	-0.7%

\*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	2026 Jobs
Hall County, NE	1,294
Buffalo County, NE	795
Platte County, NE	525
Dawson County, NE	488
Adams County, NE	387

## Most Jobs are Found in the General Freight Trucking Industry Sector

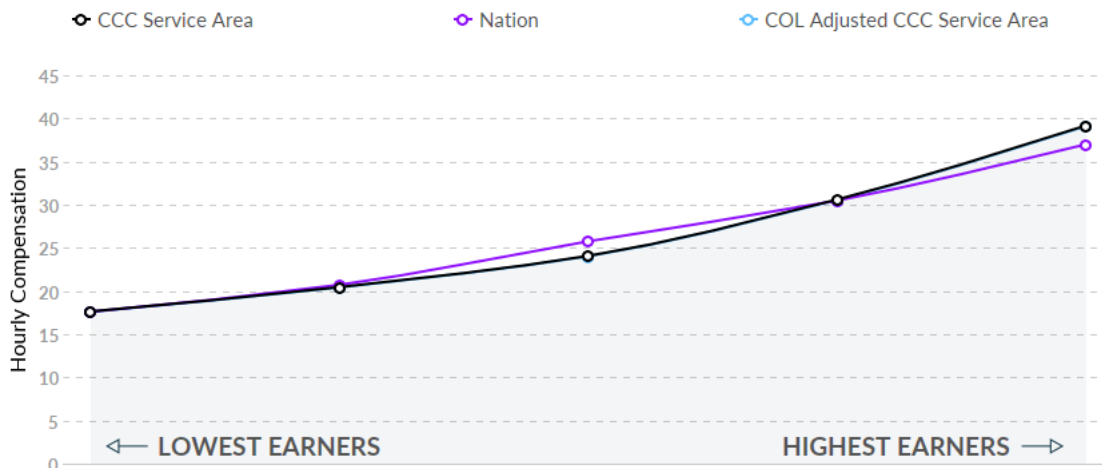


Industry	% of Occupation in Industry (2026)
General Freight Trucking	27.5%
Specialized Freight Trucking	19.4%
Animal Slaughtering and Processing	7.4%
Miscellaneous Nondurable Goods Merchant Wholesalers	4.9%
Farm Product Raw Material Merchant Wholesalers	2.3%
Grocery and Related Product Merchant Wholesalers	2.0%
Other	36.5%

## Compensation

### Regional Compensation Is 7% Lower Than National Compensation

For your occupations, the 2024 median wage in your area is \$24.06/hr, while the national median wage is \$25.75/hr.



## Job Posting Activity



**1,102 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



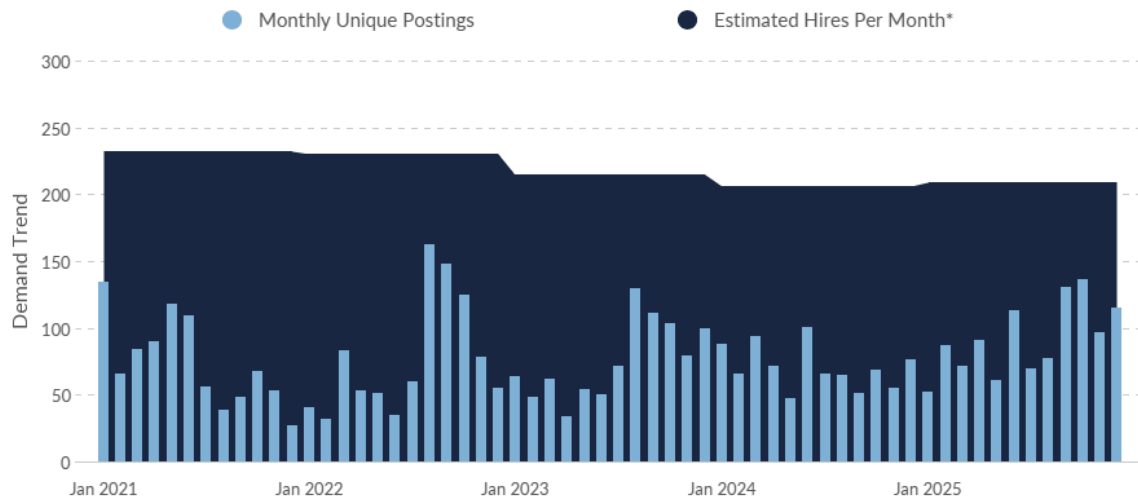
**267 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**22 Day Median Duration**

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



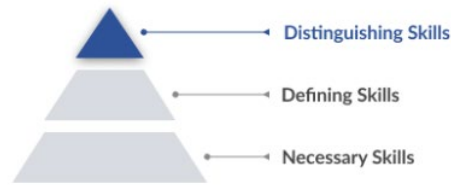
Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Heavy and Tractor-Trailer Truck Drivers	85	160
Industrial Truck and Tractor Operators	7	49

\*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
C.R. England	40	CDL-A Truck Drivers	186
Brad Anderson Trucking	36	Forklift Operators	61
CRST International	30	OTR CDL-A Truck Drivers	41
K&B Transportation	29	Regional CDL-A Truck Drivers	39
Nutrien	23	Delivery Drivers	28
US Xpress	22	Company Drivers	26
Western Flyer Xpress	20	Local CDL-A Truck Drivers	26
Shaffer Trucking	19	Truck Drivers	25
FedEx	18	Company CDL-A Truck Driver:	23
Sysco	18	Drivers	21

## Top Distinguishing Skills By Demand

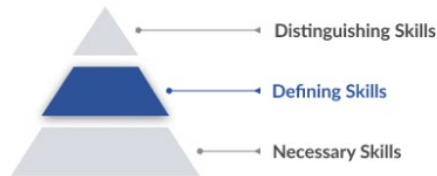
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Refrigerated Trucking	✘	63	-0.7%	Lagging
No-Touch Freight	✘	54	0.0%	
Dry Van Truck Operation	✘	51	+7.5%	Stable
Tanker Endorsement	✘	43	+10.6%	Growing
Commercial Driving	✘	42	-4.5%	Lagging
Hazmat Endorsement	✘	40	+13.7%	Growing
Vehicle Inspection	✘	27	+10.5%	Growing

## 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.

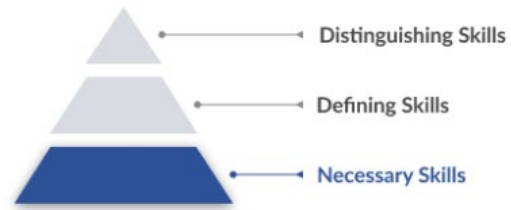


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Commercial Driver's License (CDL)	✘	367	+4.4%	Lagging
Truck Driving	✘	361	+15.7%	Growing
CDL Class A License	✘	284	+5.5%	Stable
Forklift Truck	✔	134	+5.5%	Stable
Warehousing	✘	82	+13.0%	Growing
Flatbed Truck Operation	✘	70	+3.0%	Lagging
Palletizing	✘	59	+10.0%	Growing
Pre-Trip And Post-Trip Vehicle Inspections	✘	53	+1.4%	Lagging
CDL Class B License	✘	44	+7.7%	Stable
Forklift Certification	✘	11	+3.4%	Lagging

## Top Necessary Skills By Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs.

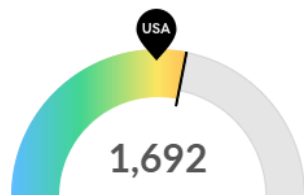
An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Valid Driver's License	✘	131	+7.5%	Stable
Pallet Jacks	✘	53	+11.6%	Growing
General Mathematics	✘	36	+14.8%	Growing
Machinery	✘	27	+8.0%	Stable
Merchandising	✘	24	+15.0%	Growing
Housekeeping	✘	17	+13.3%	Growing
Material Handling	✘	10	+7.3%	Stable
Inventory Management	✘	9	+12.6%	Growing
Order Picking	✘	8	+6.7%	Stable
Shipping And Receiving	✘	7	+9.3%	Growing

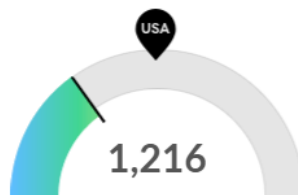
## Occupation Demographics

Retirement Risk Is High, While Overall Diversity Is Low



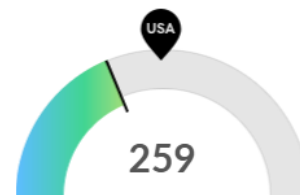
Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 1,420\* employees 55 or older, while there are 1,692 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 2,344\* racially diverse employees, while there are 1,216 here.



Gender Diversity

Gender diversity is low in your area. The national average for an area this size is 383\* female employees, while there are 259 here.

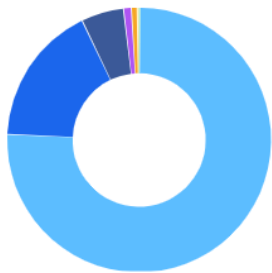
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.4%	20
19-24	4.7%	236
25-34	16.4%	818
35-44	22.5%	1,121
45-54	22.0%	1,097
55-64	21.8%	1,088
65+	12.1%	604

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	75.6%	3,769
Hispanic or Latino	17.2%	858
Black or African American	5.2%	259
Asian	1.0%	48
Two or More Races	0.7%	35
American Indian or Alaska Native	0.2%	12
Native Hawaiian or Other Pacific Islander	0.1%	4

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	94.8%	4,725
Females	5.2%	259

### Occupational Programs



**2 Programs**

Of the programs that can train for this job, 2 have produced completions in the last 5 years.

**CIP Code**      **Top Programs**

49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operatio

**Top Schools**

Central Community College



**54 Completions (2024)**

The completions from all regional institutions for all degree types.



**560 Openings (2024)**

The average number of openings for an occupation in the region is 28.

**Completions (2024)**

49

5

**Completions (2024)**

54

**Key Trends and Insights of Labor Market Data:**

The Q4 2025 labor market forecast for truck driving industry indicates continued strong demand for trained drivers and operators. Key skills such as safe vehicle operation, material handling, and compliance with licensing regulations are in high demand. Job postings and compensation data suggest stable employment opportunities, and demographic trends highlight a need for ongoing workforce development in these occupations. These findings reinforce the relevance and value of the program in preparing graduates for in-demand careers.

**Supporting Data**

**Awards**

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS							
Diploma							
Certificate	39	63	64	49	46	261	52.2
<b>Total Awards</b>	<b>39</b>	<b>63</b>	<b>64</b>	<b>49</b>	<b>46</b>	<b>261</b>	<b>52.2</b>
Unduplicated # of graduates	39	63	64	49	46	261	52.2

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Total awards	39	63	64	49	46	261	52.2
FT program faculty	1.50	1.50	1.00	1.00	1.00	6.00	1.2
<b>Awards/ FT faculty</b>	<b>26.00</b>	<b>42.00</b>	<b>64.00</b>	<b>49.00</b>	<b>46.00</b>	<b>43.50</b>	<b>43.5</b>

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
CER_TRUK	Truck Driving Certificate	39	63	64	49	46	261	52.2
<b>TOTAL</b>		<b>39</b>	<b>63</b>	<b>64</b>	<b>49</b>	<b>46</b>	<b>261</b>	<b>52.2</b>

**Key Trends and Insights of 2024-25 Awards:**

In 2024-25, the program awarded 46 Truck Driving Certificates, slightly below the five-year average of 52.2 awards but well above the CCPE minimum performance standard of 10 awards. Over the past five years, total awards have remained strong, ranging from 39 to 64 annually, with an average of 43.5 awards per full-time faculty member. This demonstrates consistent program productivity and effective use of faculty resources.

**Student Credit Hours Produced per Faculty FTE**

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	535	740	780	611	721	677.40
Faculty full-time equivalency (FTE)	1.50	1.50	1.00	1.00	1.00	1.20
SCH/ Faculty FTE	356.67	493.33	780.00	611.00	721.00	564.50

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 and 23-24 FTE reflect updated tracking method for part-time instructors.

### ***Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:***

In 2024-25, the TRUK program generated 721 student credit hours (SCH) with 1.00 faculty FTE, resulting in 721 SCH per faculty FTE. This exceeds both the five-year average of 564.5 SCH per faculty FTE and the CCPE minimum performance standard of 275. Despite changes in faculty FTE tracking methodology beginning in 2022-23, the program consistently demonstrates strong instructional productivity and efficient use of faculty resources over the five-year period.

### **2026 Summary Statement:**

The Truck Driving (TRUK) program continues to be a strong, consistent program meeting industry needs averaging 50+ certificates awarded annually. While the program focus is on providing instruction to prepare students to earn a class A commercial driver's license (CDL), the program offers one class a year aligned with preparation to earn a class B CDL for the Heavy Equipment Operator students in May which is where the part-time enrollment occurs. The program also provides additional instruction along with testing for the class A CDL for participants that have completed online training and otherwise acquired the practical driving skills outside of CCC. The program developed online instruction for these students. The program continues to evolve and adapt to needs of their customers.

It is expensive to operate an equipment intense program that has primarily functioned from funds acquired through program fees. Striking the balance between offering an affordable program and covering the costs to maintain the driving range and truck fleet is getting more difficult. More drivers appear to be interested in training in automatic transmission trucks which are at times more affordable to purchase, yet other students prefer to learn both automatic and manual transmission trucks to prepare for testing.