

Graphic Design

7-Year Comprehensive Program/Discipline Review

2024-2025

Graphic Design (GCAD)	
Academic Year <u>2024-2025</u>	
Division	Business and Humanities
Department/Program	Graphic Design
Dean & Program Director (if applicable)	Dr. Wade Herley, Dean of Business and Humanities Anthony Beardslee, Program Director for Arts and Design
Prepared by	Phillip J. Schimonitz and Anthony Beardslee
Credentials awarded by Program (list credit and non-credit)	Associate of Applied Science (AAS) Associate of Arts (AA)
Faculty (List/Indicate Full-time and Part-time)	Phillip Schimonitz-Full time

I. Program Overview

A. Program Description/Mission

Students in graphic design courses will learn how to effectively convey messaging in print, electronic, and film media using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. Students learn the foundations of design.

Mission

The mission of the Graphic Design program is to provide the students with the mental and physical skill sets needed to complete almost any given known graphic design task, and the knowledge base to develop workable solutions for the usual and unusual design requests.

Program Values:

Respect: All students and all projects are shown respect in all elements of the classroom experience – respect for the legacy of past great performers and the expectation that current students live up to their highest potential.

Integrity: Honesty and individual original creativity are the hallmarks of Great Designers and future leaders.

Passion: The drive to do your best, do what you know and ask for help if a solution is beyond your grasp. The audacity to see problems and develop individual workable solutions.

Discipline: Students, Classrooms, Programs that do not practice discipline will have problems in completing any task both in and out of the classroom, Northeast Graphic Design instructs in the practices that insure high levels of discipline.

Excellence: Northeast Graphic Design believes in excellence and brings that sense of excellence to all aspects of a student's design work, and personal conduct, the proof is given through high standard project production and presentation.

Degrees:

Associate of Arts (AA Two-year Transfer Degree)

The AA graphic design curriculum offers courses designed to transfer to a four-year institution for the completion of a bachelor's degree in graphic design, graphic communication, media arts, or related areas. This program of study emphasizes conceptual skill development, image production, elements of design and graphic design related software proficiency.

Associate of Applied Science (AAS)

The AAS program prepares students for a variety of job opportunities in graphic design. The program emphasizes technical skill development using industry standard design software, as well as developing knowledge in the principles of design and artistic expression. Students have the opportunity to gain hands-on experience by working on class projects. Internships with area businesses provide students with real-life experiences.

Significant program changes and innovation

The Graphic Design (GCAD) program was started in 2008 and was taught by adjuncts in its first year. In 2009 Phillip Schimonitz joined Northeast as a full-time faculty member in graphic design. The program is reviewed annually based on feedback from the advisory committee and best practice to ensure it remains a quality preparatory program for both the professional degree (AAS) and transfer students (AA).

The changes to the curriculum focus on refining students' cumulative skills progression. Recent changes have included rearranging courses to provide students with a more cohesive skill development pathway.

Specific changes are addressed in the Advisory Committee section of this report.

B. Facilities, equipment, etc.

The GCAD program stands out in providing facilities and classroom innovations equivalent to 4-year institutions. The lab has three Wacom Cintique tablets that allow the students professional level digital illustration capabilities. This gives the students professional level exposure with such companies as Swanson and Russell, Lincoln & Omaha, NE / Firesprings, Omaha / Rival Design, Columbus, NE who use the technology in daily operations.

Students are required to obtain personal laptops for the program. However, Northeast provides 40-inch monitors and docking stations equivalent to what students will see in the workplace.

The classroom is also equipped with a graphics industry standard “proofing printer” and the software to drive “finished” quality prints (Fiery RIP). The printer gives students hands-on experience in outputting projects both in the classroom, in cooperation with the Northeast Print Shop, and with professional vendors. The printing outputs have a superior finish and color allowing students to print items for their portfolios.

C. Accreditation

The program is not accredited. Program/industry accreditation is not required for graphic design.

II. Program Support and Partnerships

A. Program Advisory Committee

Advisory Committee Members (In-Field)

Jennifer Murry	Blackburn Manufacturing	PO Box 86 Neligh, NE 68756	Internship sponsor, 4 Years, Program/Portfolio Reviews
Jonny Dohmen	Blackburn Manufacturing	PO Box 86 Neligh, NE 68756	Internship sponsor, 4 Years, Program/Portfolio Reviews
Lauren Kathol	Mayer Signs	408 Broadway Ave Yankton, SD 57078	Internship sponsor, 4 Years, Program/Portfolio Reviews
Dustin Southworth	Norfolk Arts Center	305 N 5 th St Norfolk, NE 68701	Internship sponsor, 4 Years, Program/Portfolio Reviews
Gregg Parr	Custom Sports	2505 S 13 th St Norfolk, NE 68701	Internship sponsor, 10 Years, Program/Portfolio Reviews
Kara Allbaugh	Rival Design	2336 23 rd St Suite 1 Columbus, NE 68601	Internship sponsor, 6 Years, Program/Portfolio Reviews
Lily Stonehoecker	Enterprise Publishing	138 N 16 th St Blair, NE 68008	Internship sponsor, 4 Years, Program/Portfolio Reviews
Gene Walter	Big Red Publishing	129 N 3 rd St Norfolk, NE 68701	Internship sponsor, 10 Years, Program/Portfolio Reviews
Kristy Knapp	Hollman Media	123 N 4 th St Suite 1 Norfolk, NE 68701	Internship sponsor, 4 Years, Program/Portfolio Reviews

Calie Booth	Ideal HTML	1909 Vicki Ln St 108 Norfolk, NE 68701	Alum, Internship Sponsor, 4 Years, Program/Portfolio Reviews
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Northeast Community College Advisors

Michael Lynch	Art, Instructor
Tony Beardslee	Program Director for Arts and Design
Dr. Wade Herley	Dean of Business and Humanities
Dr. Charlene Widener	Vice President of Educational Services
Melissa O'Connor	Executive Assistant Business and Humanities
Dr. Leah Barrett	President of Northeast Community College
Janel Walton	Executive Director of Student Success
Tracy Melcher	Workforce Development Coordinator
Brian Headley	Creative Manager
Jen Greve	Executive Director of Marketing and Recruitment
Jill Bertsch	Director of Marketing

Program Changes Based on Advisory Committee Feedback

Changes to the program based on Advisory Committee feedback include:

1. Graphic Arts I (GCAD 1450) and Digital Photography (GCAD 1700) were moved to the first year, first semester, to give the student all the technical basics up front. The two courses provide foundational skills for students.
2. Typography (GCAD 1100) was moved to first-year, second semester to ensure students are exposed to basic computer skills before enrollment in courses needing higher level skills.
3. Layout and Design (GCAD 1500), which requires application of theory and skills learned in Typography have been moved to subsequent semester.
4. Digital Prepress was added to the curriculum to provide opportunities for students to experience the process once designs are provided to a vendor (Printer or Internet Provider/Host). This knowledge gives the student a better understanding of the complexities and limitations of the manufacturing side of graphic design.
5. Graphic Arts II (GCAD 2450) has evolved into a concept and development class exploring the possibility of design and focuses on creativity and innovation in multiple skillsets such as assembly, illustration, and digital and synthetic based design work.
6. Web Page Development (INFO 2230) and Web Development Using HTML and CSS (INFO 2250) were added in response to Advisory Board and graduating student suggestions that students receive training in web design and basic programming skillsets.
7. Capstone (GCAD2610) was refocused to address the development of a professional portfolio. In the course students gather and cull original materials in preparation for display and workforce review.
8. Typography II (GCAD 2200) was added to give the students more exposure to solving complex design problems.
9. Most recently, curriculum ideas were introduced to include videography, video editing and production, and drone piloting. We are currently exploring these ideas to find the best way to implement these, either as program add-ons or as separate AAS offerings.

Community Partnerships

Over the years, the Graphic Design program has been involved with numerous projects in the community, either as internships or on-off projects. These partnerships have enriched the educational experience for our students and provided a valuable service to our partners. The following are client quotes taken from the Student Internship Survey / Interviews:

1. Franciscan Health Care ~ West Point, NE ~ One to two Internship opportunities a year

Variable Marketing Design Services

2. *"This is our first experience with Northeast students and I am hoping it won't be our last. Keep me posted when internship season opens up and if there are students in the West Point area."* Janet Tiedtke, Franciscan Health Care In-House Marketing
3. Northeast Marketing ~ On-Campus ~ One to two Internship opportunities a year
Variable Marketing Design Services
"Your students are consistently very talented and ready to work." Brian Headlee
4. Northeast S.A.C. ~ On-Campus ~ One to two Internship opportunities a year
Variable Marketing Design Services *"We can take everyone you can send us."* Lori Trobridge
5. Custom Sports ~ Norfolk, NE ~ One internship opportunity every semester.
Design and Silkscreen production experience
"You keep training them, we'll keep hiring them." Gregg Parr
6. Norfolk Art Center ~ Norfolk, NE ~ One internship opportunity every semester.
Variable Marketing Design Services
"Your students are always top notch and do great work for us." Dustin Southworth
7. Hollman Media ~ Norfolk, NE ~ One internship opportunity summer semester.
Web design and limited Marketing experience
8. Marathon Press ~ Norfolk, NE ~ One internship opportunity every semester.
Web design and marketing experience, design production, print production experience
"I'm a graduate of Northeast Graphics and it always fun to see how much better the students are every time we get one." Rachel Fredericks
9. Rival Design ~ Columbus, NE ~ 1-3 internship opportunities every summer.
Web design and marketing experience, design production, print production experience
"I have interned and hired students from other schools but your Northeast kids I will hire before any others." Kara Allbaugh
10. Mayer Sign ~ Yankton, SD ~ Internship opportunities variable
Design Production, Print Production, Vehicle Graphics Environmental Installation
"We are a small shop and cannot afford to be bringing students up to speed. Your students hit the ground running." *"I wish we were big enough to hire more."* Lauryn Kathol
11. Enterprise Publishing ~ Blair, NE ~ Internship opportunities every semester
Web Design and Marketing experience, Design Production, Print Production experience
"I am a graduate of Northeast Graphics and have no question about hiring another Northeast graduate" Lily Stonehocker
12. Jayhawk Box ~ Fremont, NE ~ Internship opportunities variable
Design, Print production, 3-D assembly.
"I am a graduate of Northeast Graphics and wish I could get some more. We could use the help." Nya Jacobs
13. Norfolk Daily News ~ Norfolk, NE ~ Internship opportunities variable
Design, Print production, Web content creator
14. City of Norfolk / Tourism ~ Norfolk, NE ~ Internship opportunities variable
Design, Print production, Web content creator
15. 24-Hour Tees ~ Kearney, NE ~ One internship opportunity summer semester
Design and Silkscreen production experience

16. Digital Creations ~ Pierce, NE ~ Internship opportunities variable
Photoshop, Retouching, Web Content creation, Photoshop and page layout.

Post-Secondary Partnerships

University of Nebraska at Kearney	Kearney, NE	100% class Articulation/Ongoing
University of Nebraska at Lincoln	Lincoln, NE	100% class Articulation/Ongoing
University of Nebraska at Omaha	Kearney, NE	100% class Articulation/Ongoing
Concordia College	Seward, NE	100% class Articulation/Ongoing
Kansas City Institute of Art	Kansas City, KS	Seeking Articulation 80% Student Pathway
Minneapolis School of Art and Design	Minneapolis, MN	Seeking Articulation 80% Student Pathway
Savannah College of Art and Design	Savannah, GA	Seeking Articulation 80% Student Pathway
Drake School of Art and Design	Des Moines, IA	Seeking Articulation 80% Student Pathway
University of Kansas Lawrence	Lawrence, KS	Seeking Articulation 80% Student Pathway
University of South Dakota	Vermillion, SD	Seeking Articulation 80% Student Pathway

Academic transfers from 2009-2024:

University of Nebraska at Kearney	2
University of Nebraska at Omaha	2
University of Nebraska at Lincoln	2
Wayne State, Wayne NE	4
Concordia, Seward, NE	1
Minneapolis School of Art and Design	1
Kansas City Institute of Art	3
Savannah College of Art and Design	1
University of South Dakota, Vermillion	2
Total	18

B. K-12 Partnerships/Activities

1. **Visiting High School Student Career Days** - 3 scheduled annually. Local High Schools attend and get real-time, real-world experiences.
2. **Visiting Campus Career Days** - Travel to sister campuses and give students a taste of real-world experiences. - O'Neil, NE and South Sioux City, IA
3. **Aftershock** - As requested - Giving grade school and Junior High students real-time, real-world experiences.
4. **Boy Scouts and Girl Scouts** - As requested - Giving grade school and Junior High students real-time, real-world experiences.
5. **Recruiting** - Local high schools within a fifty (50) mile radius of the Northeast campus, discussing the Graphic Design Program, showing them past student work and employment opportunities. Promoting the program and the "Fridays at Northeast" advantages.

III. Continuous Improvement

1. Mr. Schimonitz stays current with design trend and professional practices through his association and membership with:
University and College Designers Association (UCDA)
Graphic Artists Guild (GAG)
American Institute of Graphic Arts (AIGA)

- A. He also participates in numerous college and freelance projects done in his “outside time” and summer breaks and is an award-winning member of the Association of Nebraska Art Clubs (ANAC)
 - B. To stay current with software trends Mr. Schimonitz works through the Adobe® Classroom in tutorial books (InDesign, Illustrator, Photoshop) and the textbooks that are used in his classroom annually.
2. Facility improvements in 2022 made the students responsible for their own computer technology. These computers are used in the classroom and in the field, which has resulted in better performance on the design side and the self-directed tutorial side since the student has on-demand access to their own technology. This has also decreased the financial burden on the program, eliminating the need to replace the computers every 3 years. We also upgraded the labs with 40-inch monitors and docking stations to give the students maximum visual and operational capability within their laptop systems.
 - A. While the monitors and the docks needed to equip the classroom cost \$25000, the net savings to the college are significant. Replacing the computers is typically in the range of \$4,500 per unit x 21 units = \$94,500 computers and software.
 - B. When the printing systems were revamped in 2020, the classroom gained a professional level digital copier with industry standard digital printing press capabilities. The students can print and proof work to industry standard, “finished project” level.
 - C. Classroom Improvements: Over the summer of 2024 an environmental safety rebuild of Ag Allied Health, Room 115 classroom was performed. Water leakage and mold issues were corrected.
 3. Professional Seminar: We are in the preliminary stages of developing a Graphic Design Professional seminar series where local / national design professionals are invited to discuss ethics, design problems and solutions, design process and entrepreneurial issues, problems, and solutions. This would be funded through a development grant and involve all the design community, local and national.
 4. The most telling element of the quality of the program is feedback received by other programs. For example, Randy Clark from South Dakota State University noted that he was surprised that the Northeast program is focused on design as, “most Junior colleges are software schools.”
 5. The Guided Pathways initiative at Northeast is pushing the reexamination of the Graphic Design Pedagogical sequencing of classes. Doing the quality assurance work to maintain continuity and rigor of instruction. Based on assessment of student learning and Advisory Committee feedback, the Graphic Design program has evolved from purely a design focus to design and process. At the beginning of the program, it emphasized aesthetics and the creative process. Over the years this concentration shifted to a more designer producer. Not only are the students schooled in the “look” of a project they are schooled in the technical production and assembly of their projects.

Additional changes based on assessment include an added focus of web programming capabilities to work with programmers and create workable cooperative solutions for the web.

On the advice of the students and the board of advisors, look at options to give the graphic design students a more diverse skillset. Media arts video editing / drone flying classes that we can sub into the graphic design program.

Another change based on assessment is the routine adoption of critiques. No longer is student work hung on the wall to “judged”. Instead all student design work is addressed in group critique focused on continuously improvement. Students are invited to constructively comment on each other's work to improve skill development. This encourages community in the classroom.

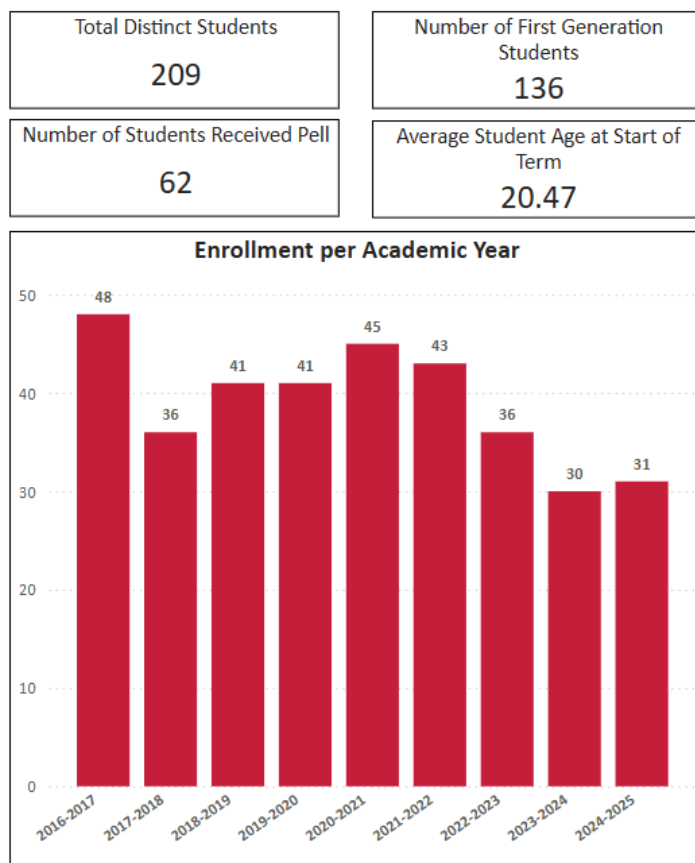
IV. Program Demand and Efficiency

According to the 2025 College Affordability Guide, the Northeast GCAD program is ranked 17th in the country in a list of Top 30 Schools in terms of affordability.

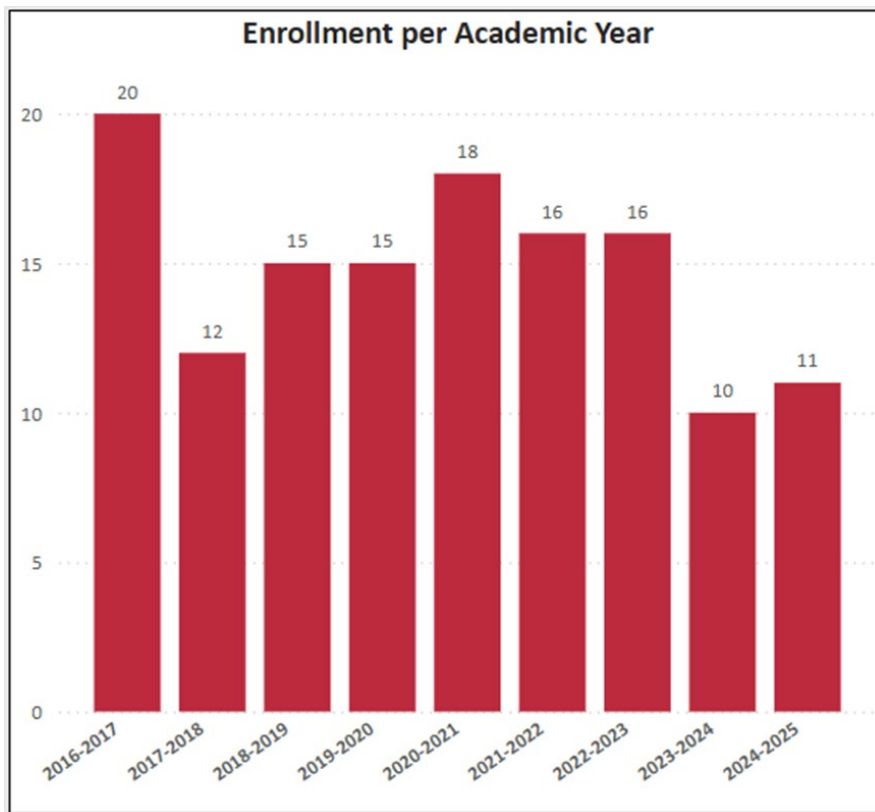
(<https://www.collegeaffordabilityguide.org/subjects/graphic-design/> 01/03/2025@10:30 am)

Enrollment/FTE (and noncredit enrollment where applicable)

The following graph shows the enrollment from 2016 to present day. Represented here are the total number of students enrolled per year, freshman and sophomore, AA and AAS seeking students:



This following graph shows the freshman enrollment, AA and AAS seeking students:



These data indicate a drop in enrollment, which can be attributed to several factors. The following are the observations of the faculty and staff involved with the Graphics Design program:

1. During the COVID-19 lockdown, students were taking classes via Zoom and other remote learning technologies. In-person, individual and group recruiting opportunities with students and guidance counselors dropped significantly. This impacted recruiting numbers.
2. Numbers continue to meet state mandated minimums.

To address this drop in enrollment several changes have been made:

1. During the 2024 Fall semester, Mr. Schimonitz visited approximately half of the high schools in a fifty (50) mile radius of Norfolk. He met with students and guidance counselors, spoke about the Graphic Design program, and promoted the Fridays at Northeast program. This activity resulted in Norfolk Senior High School bringing 10 students on campus for a studio/classroom tour, and three (3) individuals scheduling campus visits Fall 2024 semester, and Norfolk Senior High requesting another group classroom visit for the Spring 2025 Semester.
2. The GCAD Program plans to be more involved and more proactive in recruiting. Faculty will work with Student Services and Early College staff to reach out to our service area high schools and conduct Graphic Design recruiting presentations for both our regular enrollment students and promote the *Fridays at Northeast* dual credit graphic design program.

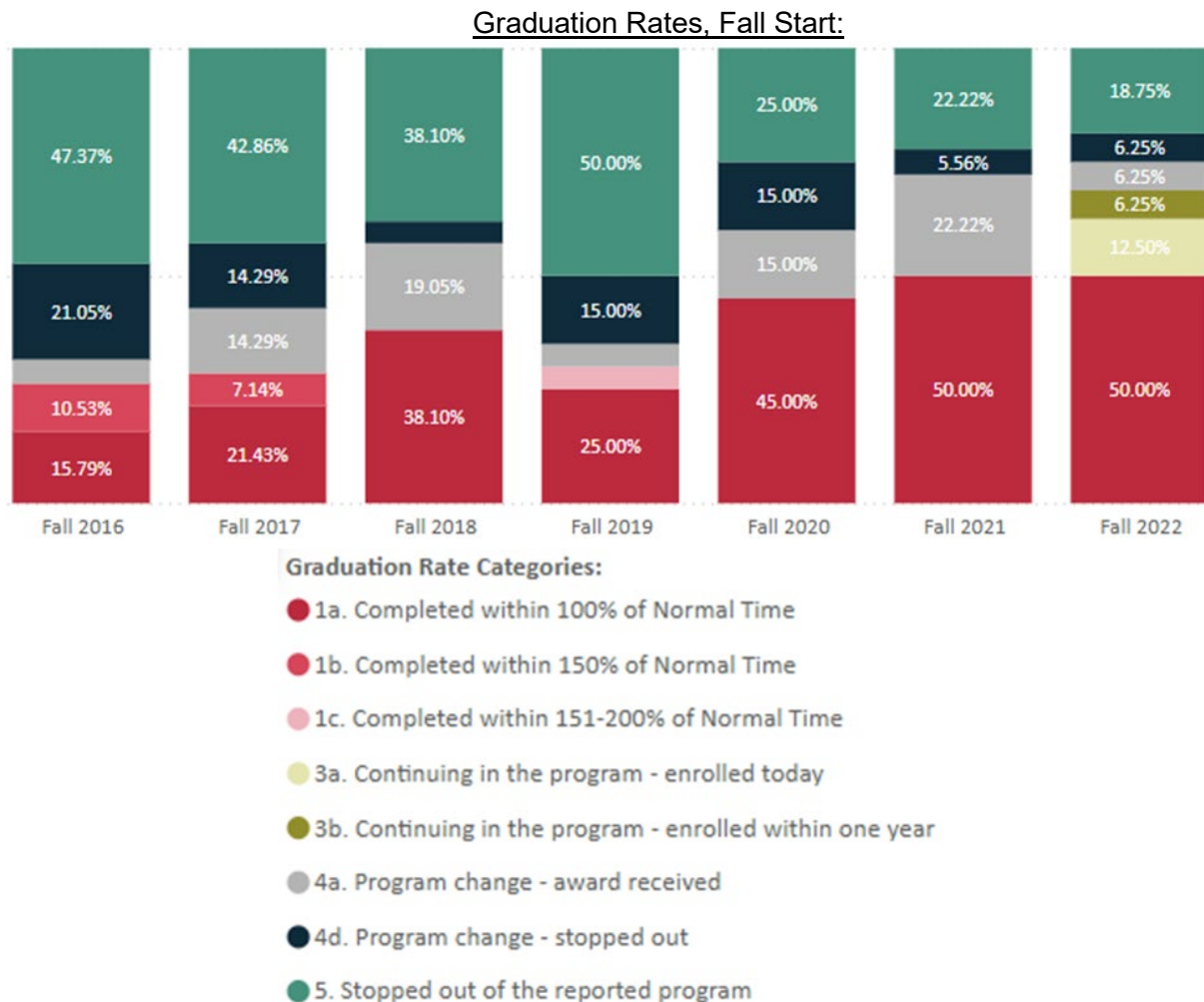
Program Completions

The following chart shows our program completions from 2016-17 to 2023-2024. This includes both AAS- and AA-seeking students:

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AAS	6	8	6	10	6	11	10	7
AA	4	1	3	2	2	3	2	1
Total	10	9	9	12	8	14	12	8

These data also point to the previously discussed fluctuation in enrollment. Numbers will continue to be monitored.

Overall program success rates have improved with fewer students stopping out and greater completion rates since 2018 as demonstrated by the next set of data – graduation rates, persistence and retention, displayed here:



Persistence Rates, Fall Start:

Persistence: Fall Start				i
Start Term	Program Enrollments	Persisted to Spring	% Change	
Fall 2016	19	10	-47.37%	
Fall 2017	14	10	-28.57%	
Fall 2018	21	13	-38.10%	
Fall 2019	20	16	-20.00%	
Fall 2020	20	14	-30.00%	
Fall 2021	18	12	-33.33%	
Fall 2022	16	13	-18.75%	

Retention Rates, Fall Start:

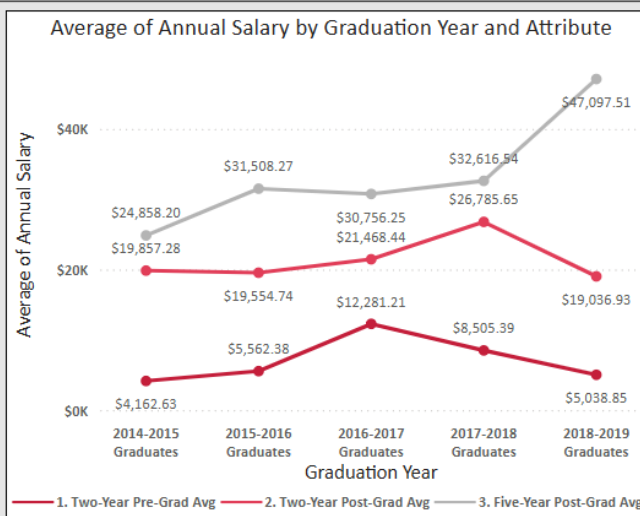
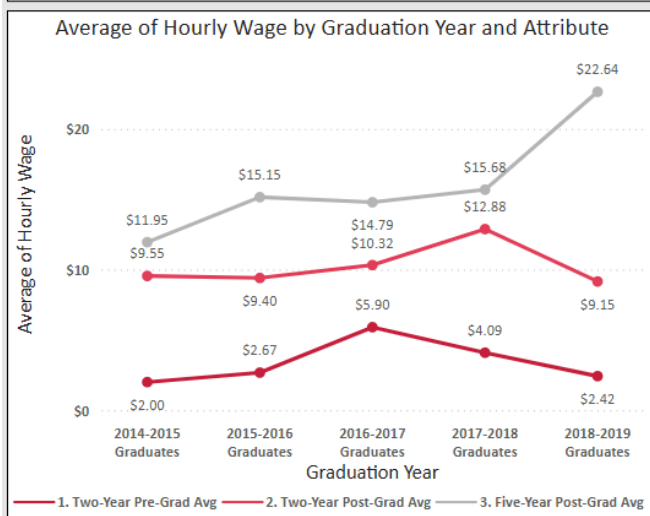
Retention: Fall Start				i
Start Term	Program Enrollments	Retained to Fall	% Change	
Fall 2016	19	5	-73.68%	
Fall 2017	14	6	-57.14%	
Fall 2018	21	8	-61.90%	
Fall 2019	20	10	-50.00%	
Fall 2020	20	11	-45.00%	
Fall 2021	18	10	-44.44%	
Fall 2022	16	11	-31.25%	

The three previous charts of data show that graduation rates, persistence, and retention have trended toward improvement over the years. More students are staying in the program and completing the program than when the program began.

Industry Outlook for the 20-county region/Nebraska Reported Wages

The following data come from the salaries and wages that have been reported via graduate surveys:

Program Name	Graduation Year	Number of Graduates Identified	Two Yr Pre-Graduation - Two Yr Post-Graduation (% Change in Salary)	Two Yr Post-Graduation - Five Yr Post-Graduation (% Change in Salary)	Two Yr Pre-Graduation - Five Yr Post-Graduation (% Change in Salary)
Graphic Design	2014-2015 Graduates	10	377.04%	25.18%	497.18%
Graphic Design	2015-2016 Graduates	15	251.55%	61.13%	466.45%
Graphic Design	2016-2017 Graduates	10	74.81%	43.26%	150.43%
Graphic Design	2017-2018 Graduates	9	214.93%	21.77%	283.48%
Graphic Design	2018-2019 Graduates	9	277.80%	147.40%	834.69%



While these data show a slight drop in wage 2-years post-graduation, it is important to remember that not all students respond to the surveys. Also, the good news is that the 3-to-5-year post-graduation wage/salary is increasing.


Workforce Trends / Major Employers

While traditional graphic design positions are in decline with an estimate of only 0-1% growth in these positions between 2014 and 2024, design positions in what are being called “networked communications” are expected to increase by as much as 27%. Networked communications positions include a mix of graphic design, social media content development, app design, and other types of digital design.

Source: <https://eyeondesign.aiga.org/what-will-a-design-job-in-2025-look-like/> 01/03/2025 11:45am

Northeast’s GCAD program is prepared for this industry shift because it caters to both career paths providing opportunities to explore multiple paths to meet personal goals.

Credit Hours / Faculty FTE



NORTHEAST
COMMUNITY COLLEGE

Program Review - CCPE Indicators

Choose a Budget Organization Name **AND** Major/Concentration/Degree Combination

553
Average of Credit Hours

1.59
Average of Faculty FTE

\$6,322
Average of Dept Cost Per FTE

Budget filter:

Budget Organization Name

Graphic Design ▼

Program Completion filters:

Completed Major

Graphic Design ▼

Completed Degree

All ▼

Fiscal Year	Faculty FTE	Credit Hours	Credit Hour/Faculty FTE
2019-20	1.73	589.00	339.87
2020-21	1.63	596.00	364.97
2021-22	1.63	591.00	361.91
2022-23	1.63	550.00	336.80
2023-24	1.33	439.00	329.33
Total	1.59	553.00	347.14

Fiscal Year	Dept Cost Per FTE
2019-20	\$5,751
2020-21	\$5,360
2021-22	\$5,911
2022-23	\$6,403
2023-24	\$8,187
Total	\$6,322

Degree Description	2019-2020	2020-2021	2021-2022	2022-2023	Total
Associate of Applied Science	10	6	11	10	37
Associate of Arts	2	2	3	2	9
Total	12	8	14	12	46

Degree Description	Average Completions
Associate of Applied Science	9
Associate of Arts	2

While the cost per FTE increased a bit from 2022 to 2023, it is important to reiterate the cost savings gained with our new technology strategy. While the monitors and the docks needed to equip the classroom cost \$25000, the net savings to the college are significant. Replacing the computers is typically in the range of \$4,500 per unit x 21 units = \$94,500 computers and software.

V. Contributions to the Region

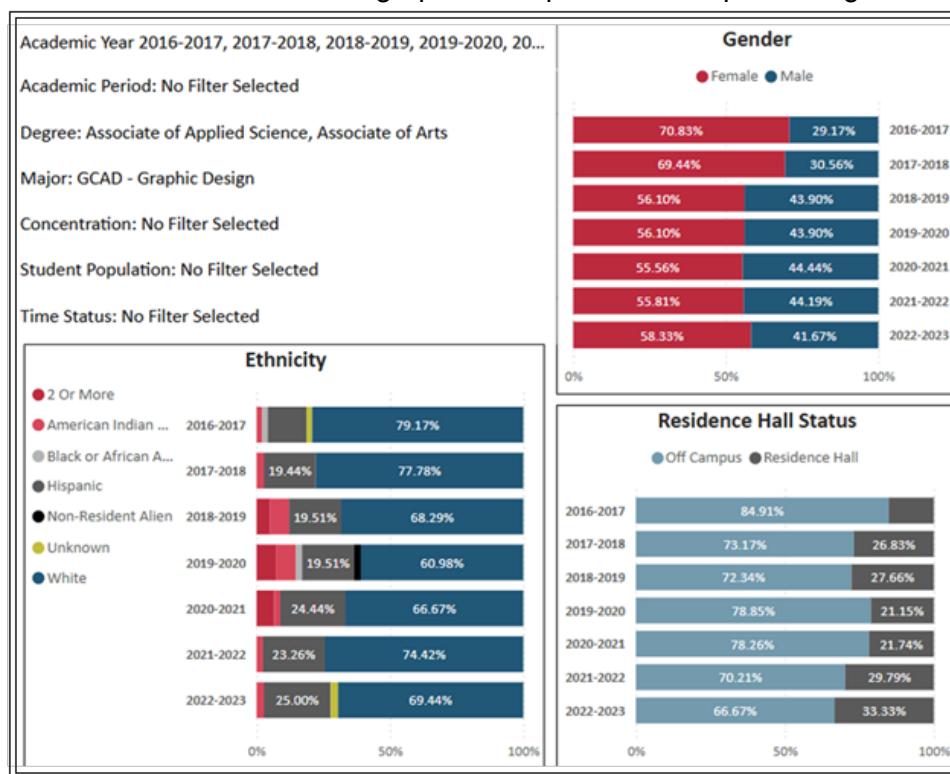
1. Graduate survey data - % employed in 20-county region and Nebraska (if applicable, include larger reach)-Please see section 6
2. Wage analysis 5 years post-program completion (compare to living wage - \$16.60)-Please see section 6

The following charts show the enrollment of students from the Northeast service area and from Nebraska, outside of our service area.

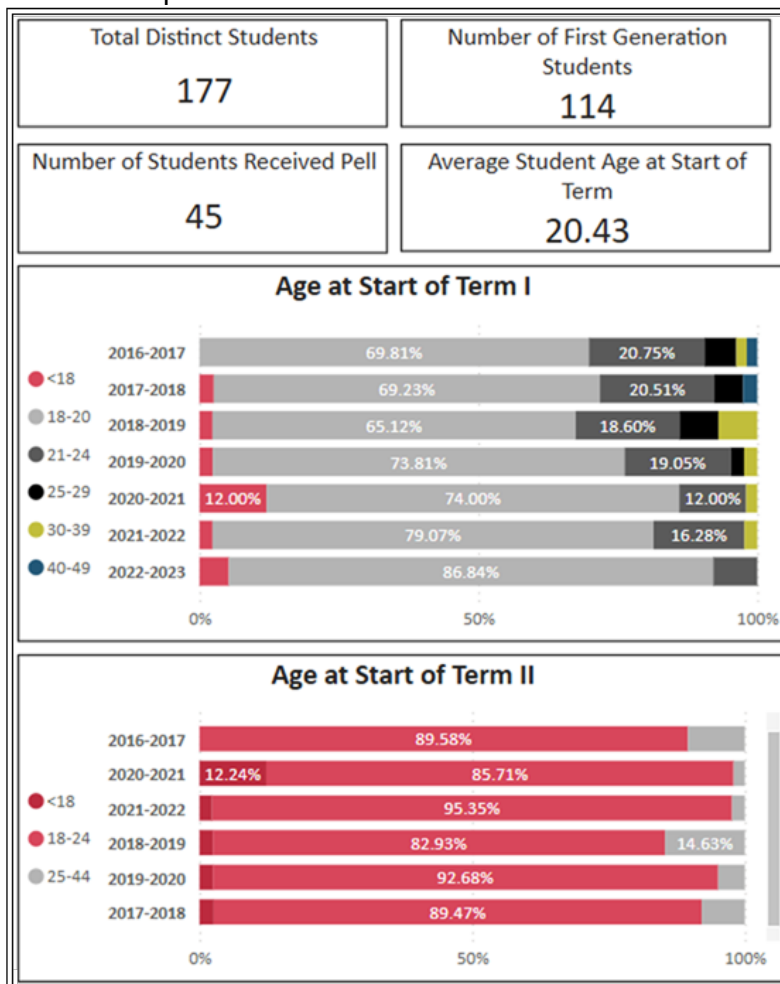
High School Region	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Nebraska Non-Service Area	18.2%	87.5%	100.0%	66.7%	50.0%	61.5%	43.8%	60.0%	0.0%
Total	18.2%	87.5%	100.0%	66.7%	50.0%	61.5%	43.8%	60.0%	0.0%

High School Region	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Northeast Service Area	56.3%	53.3%	47.1%	60.9%	56.5%	69.2%	54.5%	36.4%	0.0%
Total	56.3%	53.3%	47.1%	60.9%	56.5%	69.2%	54.5%	36.4%	0.0%

These next two charts illustrate other demographic data points for Graphic Design students:



More female students are enrolled in that program than male students and approximately 2/3 of program students live off campus.



A large percentage of program students are first generation college students (64%) and the program serves primarily traditional college students.

VI. Student Outcomes and Success

Average time to program completion

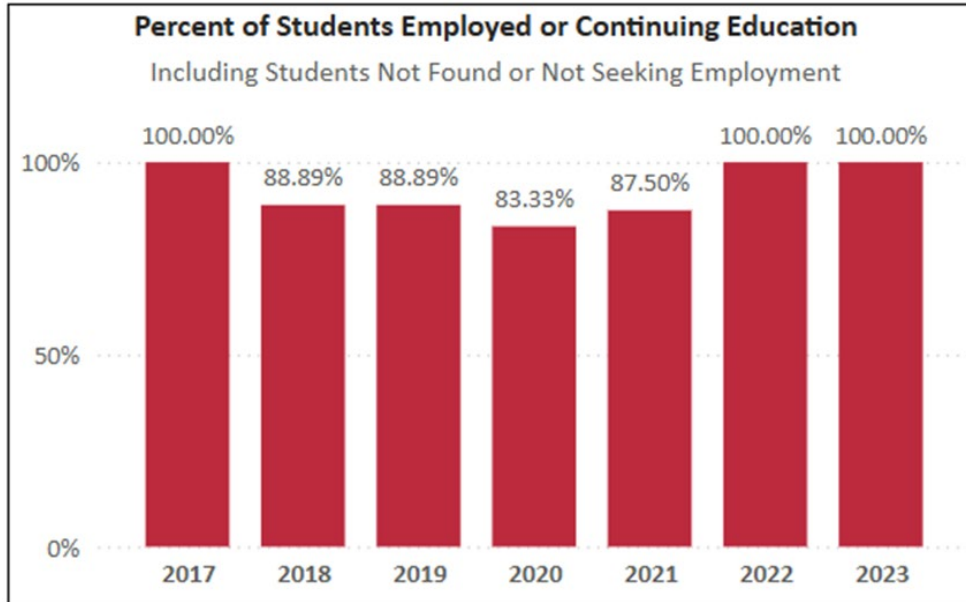
For AAS and AA students from 2016 to 2024, the average completion time is 1.93 years.

Graduation Rate

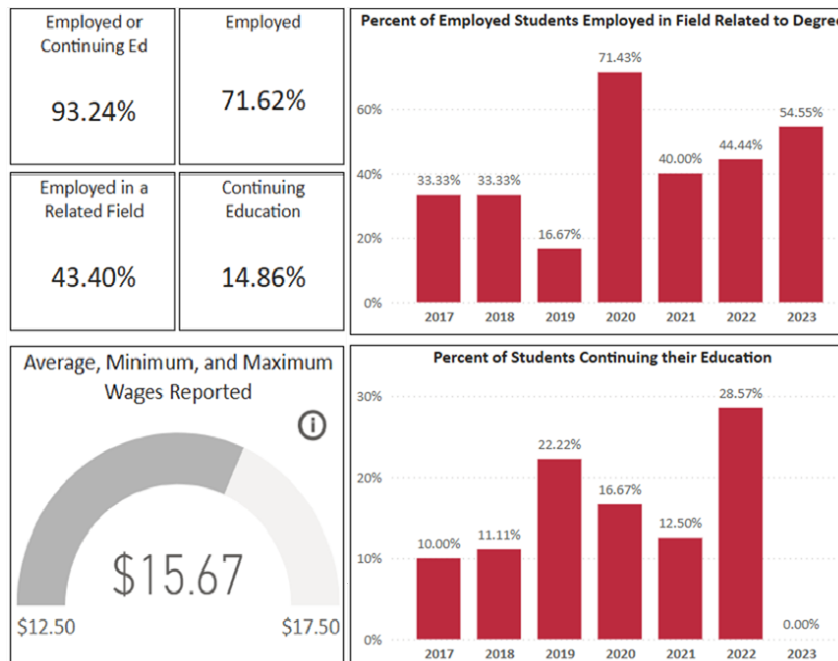
Please see page 11 for graduation, retention, and persistence rates.

Graduate survey Data

The data in the next 2 charts are taken from the annual graduate surveys from 2017 to 2023. 74 respondents, AAS and AA graduates.



The percentage of students who are employed or continuing their education consistently hovers between 85-100%



As mentioned earlier, while the average starting wage is low, the 3- and 5-year average salaries are significantly higher.

The following chart shows the results of the Employer Assessment of Programs from 2014 to 2022.



These data shows that the employers of Northeast graphic design graduates are satisfied with the performance of the graduates hired. The feedback received from employers, (face-to-face conversations, emails, etc.) is positive.

VII. Final Analysis

Based on student feedback, employer feedback, advisory committee input, and general industry awareness and experience, the following are the biggest challenges to the future of graphic design and will impact the program in the future.

1. Many potential students have an extremely limited idea of what graphic design is and believe the discipline is primarily Photoshop work and designing logos and content for TikTok. Helping students understand the broad scope of opportunities and jobs for designers is important to recruiting future students.
2. Some employers believe that graphic design services are a loss or a waste of company assets. Helping business partners understand the importance of graphic design and the designer's value continues to be a challenge in the industry.
https://www.researchgate.net/publication/346399180_Is_Graphic_Design_Being_Taken_Seriously_as_a_Profession
3. Another misconception believed by some employers is that designers are interchangeable or disposable and that "crowd sourcing" (where you ask for a design as a competition, with a low "prize award") designs provide the same level of skill as those created by designers who develop a campaign for a company.
4. Families often have misconceptions about graphic design and do not believe students can support themselves with a degree in graphic design. This leads to a lack of support for students in graphic design.
<https://repository.usfca.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1220&context=diss>

However, the opportunities for work as a graphic designer are as diverse as the businesses in any given community:

1. Hospitals / In-House / Internships & Employment / Franciscan Health Care. West Point, NE
2. Ag Business / In- House / Internships & Employment / Central Valley Ag / Oakland, NE
3. Graphic Design / Agency work / Rival Design / Columbus, NE
4. T-Shirt Design / Graphic Design & Production work / Custom Sports / Norfolk, NE
5. Graphic Design / Web Design / Production / Assembly / Marathon Press / Norfolk, NE
6. Sign Design / Installation / Production / Mayer Sign / Yankton, SD
7. Production Design / Web / Production / Processing / Finishing / Enterprise Publishing / Blair, NE
8. Production Design / 3-D Design / Packaging / Point of Sale / Specialty Packaging / Signage / Prototyping / Jayhawk Box / Fremont, NE
9. T-Shirt Design / Graphic Design & Production work / 24-Hour Tees / Kearney, NE
10. Web design / E-Commerce / Hollman Design / Norfolk, NE
11. Production Design / Page Layout / Advertising Design / Norfolk Daily News / Norfolk, NE

Possible external threats to the program Community include:

1. Lack of perceived value of graphic designers. (Low wages) (See the wage Chart)
2. Looking to popular media and promoted by the big software companies we are seeing the average consumer look to the “cost effective” solution of Artificial Intelligence.
3. This is an economically depressed region and for designers to get to where they can make a living wage, often they must move out of the 20-county region. (Just last Spring 2024, 4 of 10 graduates moved to either Sioux City, Lincoln or Omaha)

Closing remarks:

The graphic design program strives to provide students with the skills needed to be successful in the workforce or as they transfer to a four-year college.

At some point in the future, the current graphic design faculty member will retire from Northeast Community College. Conversations about how Northeast continues to serve the service area in terms of programming continue as we prepare for that eventuality.

VI. Dean Recommendation

Dean's recommendation to continue, revise and continue, or discontinue the program.

Dr. Wade Herley, Dean of Business and Humanities, recommends continuation of the Graphic Design program.

VII. Appendix

Guidelines for Review of Existing Instructional Programs

Commission Rule 4 (281 NAC 4: 00)

This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

Information Required from the Institution (see attached form):

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.

The Commission welcomes any additional documentation an institution wishes to provide, including data for number of completers if not measured by the number of awards given. Information may be provided on the Commission's form, in any review format used by the institution, or a combination of the two. (If using an institutional form, please clearly mark the relevant sections.)

Review Process:

- Upon receipt of the program review form, the Commission staff will evaluate the program to ascertain centrality to the role and mission of the institution and regarding the appearance of duplication.
- In some instances, staff may contact the institution for additional information regarding role and mission, need and demand, productivity, or unnecessary duplication.
- Upon review of the information submitted about the program:
 - The executive director will approve continuation of the program if all Commission performance standards have been met or if sufficient justification has been provided, OR
 - The Commission will determine if the program should be continued, if an interim report should be provided, or if an in-depth review should be conducted by the institution.

Review Schedule:

The Commission will continue to publish a schedule for review of existing programs on a seven-year cycle. Institutions may follow this schedule or propose an alternative schedule for Commission acceptance. If an alternative schedule is submitted, such as one that conforms to internal institutional review or accreditation reviews, the proposed exception to the schedule should be submitted to the Commission prior to the June 30 due date for reviews. Programs on alternative schedules must still be reviewed at least once every seven years.

CCPE Minimum Performance Standards:

Number of Degrees/Awards in this Program (the mean of the prior 5 years)		Student Credit Hour Production by Department Per Full-Time Equivalent Faculty (the mean of the prior 5 years)	
Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate levels and all credit hours the associate level or below except those described below.	300
Baccalaureate and First Professional	7		
Masters Degree	5		
Specialist	4		
Doctoral Degree	3	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.)	275

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: _____ **Program:** _____

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

- the governing board's action was: _____

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

Evidence of Demand and Efficiency

	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE)						
SCH/Faculty FTE						
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>						

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

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).

