I. Organization and Administration

A. Enrollment Goals

Provide a summary of the college’s enrollment goals planned over the next three years. What major changes or improvements does the college anticipate implementing to meet those goals?

College enrollment goals over the next three years include the following:

- Overall enrollment will increase by 5% each fall from fall 2005 through fall 2008.
- The number of Escambia County High School graduates that attend JDCC will increase by 20% from fall 2005.
- The conversion rate of applicants/enrollees will increase to 70% over the next three years.

To meet the above goals, the college plans to implement a number of changes. First, the Recruiter will work closely with the Dean of Student Affairs to develop a targeted marketing plan designed to increase overall enrollment. The plan includes re-focusing advertising monies towards new markets, developing a new line of college merchandise to be sold in the college bookstores, and launching sixty-second and thirty-second television advertisements with a voice-over that can also be used for radio advertising. The plan also includes distributing approximately 16,000 class schedules in local newspapers every semester. Beginning fall 2006, direct mail will be used to mail class schedules to all households within the college’s service area.

Second, JDCC competes with another community college for students from Escambia County High School. Therefore, to increase the number of ECHS graduates that attend JDCC, the Recruiter will begin weekly visits to ECHS beginning spring semester 2006.

Finally, the college plans to improve the conversion rate of applicants/enrollees. 38% of students who applied for fall 2005 actually enrolled. To increase this percentage, the Registrar will work collaboratively with the Recruiter to continually follow-up with applicants, use direct mail to notify applicants of important dates, schedule regular high school visits to schools within the college’s service area, and establish a plan to target those applicants who do not enroll.
B. Organizational Structure

1. Provide a copy of the current organizational chart. Please include all major functional areas, position titles, and the names of employees assigned to those positions.

   The organizational chart is included in a separate attachment.

2. Describe any administrative changes planned over the next three years, including the consolidation of existing positions, creation of new positions, use of part-time and temporary employees, and any other major reorganization plans.

   Over the next three years, the college plans to evaluate the instructional administrative structure and expand faculty in theatre, music, nursing and general education, based on enrollment.
### C. Personnel

Note: The form should be completed for the current fiscal year.

<table>
<thead>
<tr>
<th>Salary Schedule</th>
<th># Staff Additions</th>
<th># Staff Deletions</th>
<th># Staff 9/30</th>
<th>Projected Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>1</td>
<td>FULL-TIME $4,924,078*</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td>40</td>
<td>PART-TIME $592,784*</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>155</strong></td>
<td></td>
<td></td>
<td><strong>$5,516,862</strong>*</td>
</tr>
</tbody>
</table>

*Amount does not include benefits

$7,137,052 (with benefits)
D. Accreditation Information

1. Current programmatic and/or specialized accreditations

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Reaffirmation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (RN)</td>
<td>51.1601</td>
<td>A.A.S.</td>
<td>National League of Nursing</td>
<td>July 2001</td>
</tr>
<tr>
<td>Nursing (RN)</td>
<td>51.1601</td>
<td>A. A. S.</td>
<td>Alabama State Board of Nursing</td>
<td>June 1999</td>
</tr>
</tbody>
</table>

2. Active or projected accreditation plans

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Reaffirmation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. We do not plan to seek re-accreditation for:

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

4. Current institutional accreditation
   a. Institution currently accredited by: Southern Association of Colleges and Schools
   b. Date of last visit: November 1998
   c. Anticipated date for next visit: November 2008
   d. COC or COE transition affirmation date: December 1999
II. Instructional Programs

A. Viability Criteria

1. Non-Viable Program Listing

<table>
<thead>
<tr>
<th>Name of Non-Viable Program as submitted in Perkins report**</th>
<th>*CIP Code</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.*

**Status of Non-Viable Programs:** Use data submitted in Perkins report, Measure 5e: Percentage applicable programs that, in previous three years, have met or exceed the minimum number of completers specified in Act 96-557 as being necessary for a program to be considered viable.

2. Provide a one-paragraph summary on the goals for improving the viability of each of the above non-viable programs. Also, include program occupational demand data.

   N/A

B. Inactive Program Status

<table>
<thead>
<tr>
<th>Name of Program on Inactive Status</th>
<th>Date Placed on Inactive Status</th>
<th>*CIP Code</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.*

**NOTE:** After a program has been placed on inactive status for three years, the program will be removed from the college’s Academic Inventory. Intention to reinstate requires notification of the Department of Postsecondary Education prior to program start-up.
C. New Program Development

Provide a three-year schedule by year for the planning of new programs of instruction. Entries should be consistent with the mission of the college and needs of the service area. The year on the schedule should indicate the projected year that the proposal is planned to be submitted to the Alabama Department of Postsecondary Education (ADPE). No more than three entries are invited for each year in the planning cycle.

<table>
<thead>
<tr>
<th>Year</th>
<th>Six-digit CIP Code*</th>
<th>Program Title</th>
<th>Specify Award by Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>2005-2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>51.1613</td>
<td>Practical Nursing LPN</td>
<td>X</td>
</tr>
<tr>
<td>1.</td>
<td>51.0904</td>
<td>Paramedic</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>47.0303</td>
<td>Millwright</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>48.0501</td>
<td>Machine Tool</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

**NOTE:** New program applications should be submitted at least one year before projected implementation, while applications for short certificates and options under existing programs should be submitted at least six months before implementation. Please reference Forms DPE-27 and DPE-28 in the Guidelines for Policy 702.01- Approval Process for Requests for New Instructional Programs.
D. Schedule of Program Review

(Twenty percent of all programs must be formally reviewed each year as required by State Board Policy 903.01).

<table>
<thead>
<tr>
<th>Name of Program to be Reviewed</th>
<th>*CIP Code</th>
<th>Year of Proposed Review</th>
<th>Date of Last Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>61.0000</td>
<td>2008-2009</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Office Administration</td>
<td>52.0401</td>
<td>2009-2010</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Auto Body Repair</td>
<td>47.0603</td>
<td>2007-2008</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Masonry</td>
<td>46.0101</td>
<td>2008-2009</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>51.1614</td>
<td>2006-2007</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>41.0301</td>
<td>2007-2008</td>
<td>New Program</td>
</tr>
<tr>
<td>Accounting Technology</td>
<td>52.0302</td>
<td>2006-2007</td>
<td>2001-2002</td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.*

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year AFTER the review is completed.
E. Summary of Program Review

Program reviews should include a one- to two-page abstract that summarizes the findings of the review. These abstracts are part of the 20 percent of college instructional programs appraised annually. Each abstract should include a brief summary of the program goals, curriculum design and occupational demand, assigned faculty, on-going costs, enrollment and graduates for each of the last three years, student graduation survey results, licensure passage rate (if any), findings, and recommendations.

Abstracts follow for the programs reviewed by the Curriculum Committee during 2004-2005:

Office Administration
Postal Management
Business
Management and Supervision
Abstract of Office Administration Program Review

The Office Administration program is both an Associate in Applied Science degree and a sixty-hour certificate program that provides students with the education and training needed to adapt and grow in an ever-changing technological workforce. Secretaries and administrative assistants perform a variety of duties necessary to effectively run an organization. They serve as an information manager for an office, plan and schedule meetings and appointments, organize and maintain paper and electronic files, manage projects, conduct research, and provide information by using the telephone, postal mail, and e-mail.

Students can earn an Associate in Applied Science degree from JDCC in approximately two years. Those who choose this route may specialize in one of four professional areas, including executive secretary, legal secretary, medical secretary, or word processing. English, speech, math, natural science and computer science are additional components to the certificate program. This program is offered full-time with classes on the Brewton and Atmore campuses. There is one full-time instructor. The on-going costs for the program are $104,754.

The table below shows students data for the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th># Graduates</th>
<th># Positive Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>104</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2002</td>
<td>106</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>191</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduating student surveys indicate satisfaction in the following areas of the survey: preparation to enter the workforce, facilities and equipment acceptable to prepare for workforce, appropriate technology skills needed, and quality of instruction received. Surveys indicate 95% agree that program helped achieve educational goals. Employer surveys indicate that employers are 100% satisfied with the students trained.

The curriculum committee completed a thorough program review during Spring Semester 2005. The committee found the program to be acceptable in all areas. The committee made the following comments:

1. The committee recommended that the institution continue to award scholarships to any student who does not qualify for Pell Grant, but has financial need.
2. The committee recommended that the institution consider hiring additional personnel to allow for expansion of a day program on the Atmore Campus and to provide assistance in advising and tracking students.
3. The committee recommended that the institution continue to ensure that all equipment and technology used in this program remain updated to allow students to remain competitive in the job market.
Abstract of Postal Management Program Review

The Postal Management Certificate program is designed to prepare postal workers with additional skills and knowledge in a variety of postal areas, including customer service, mail processing, postal labor relations, and employee relations. This program has not been taught in a few years.

The Curriculum Committee reviewed the limited program portfolio put together by the Business and Social Science Division and recommended that the program be removed from the college program review cycle since the program is not currently being taught. The committee recommended that the program remain on the college academic inventory for future use.

Abstract of Business Program Review

The Business Certificate program is designed to prepare students to efficiently manage and successfully work in a computerized office environment. This program also serves as an intermediate step for those individuals continuing to work toward an associate degree. Student enrollment in the certificate program has been limited, since most students pursue the AS degree.

The Curriculum Committee reviewed the limited program portfolio put together by the Business and Social Science Division and recommended that the program be removed from the college program review cycle. The committee recommended that the program remain on the college academic inventory for future use.

Abstract of Management and Supervision Program Review

The Management and Supervision Certificate program provides training for students planning to seek employment or for those currently employed in the area of management and supervision. This program also serves as an intermediate step for those individuals continuing to work toward an associate degree. This program has not been taught in a few years.

The Curriculum Committee reviewed the limited program portfolio put together by the Business and Social Science Division and recommended that the program be removed from the college program review cycle. The committee recommended that the program remain on the college academic inventory for future use.
III. Developmental Studies

What major changes or improvements in developmental studies does the college anticipate implementing in the next three years?

Promote improvement in and the effective delivery of the developmental education program to increase retention:

- Develop a departmental syllabi and final exam to ensure continuity throughout all developmental courses. All faculty will work cohesively to ensure the success of students matriculating out of non-credit developmental courses into next level of credit courses.

- The college will adopt additional software and new textbooks to assist with the students’ success. Students will be able to access homework problems, tutorials, video lectures, and sample problems and solutions via the web anytime and anywhere.

- One hundred percent of full-time developmental faculty members will complete a minimum of two professional development activities concerning developmental education each year. One hundred percent of adjunct developmental faculty members will be provided opportunities for professional development activities each year.
IV. Learning Resources and Technology

A. Distance Learning

1. What major changes or improvements in distance learning inclusive of instructional programs does the college anticipate implementing in the next three years?

- The College will develop the means to electronically administer surveys, questionnaires, and end-of-course evaluations that will assist faculty and division chairs in monitoring the effectiveness of the distance learning experience. These will be consistent across disciplines.
- The College will purchase the software to provide streaming audio/video for distance learning instruction and for instructor posting on the college website.
- There will be a 10% increase in course offerings via distance education.
- Instructors who are new to online instruction will be assigned a mentor.
- The college will provide leadership and support to faculty in planning effective course design, incorporating instructional standards into courses, and incorporating technology into instruction.

2. How will the college ensure overall effectiveness and quality in distance learning courses?

- Student evaluations will be administered online each semester.
- An online course evaluation process will be developed and all online courses will be evaluated annually by Division Chairs.
- Graduation surveys will reveal that students feel that distance education classes are of the same quality as face-to-face classes.
- Student Services will work with faculty through the Early Warning System to help with student retention.
- Faculty who teach online will provide feedback through annual faculty surveys and focus groups.

3. Describe the professional development element for instructors who are expected to teach via distance.

- The College will provide at least one professional development activity per school year specifically related to distance education.
- Faculty who teach via distance education will attend at least one professional development activity per school year specifically related to distance education.
- The library will subscribe to at least one journal which addresses the needs of distance education.
B. Management Information

What major changes or improvements in technology infrastructure does the college anticipate implementing in the next three years?

2005-2006
- Replacement of approximately 110 computers
- Roll-out of initial phase of wireless coverage, supporting at least two buildings on the Brewton campus and one building on the Atmore campus. Pending funding, additional buildings will be added.
- Testing of Classroom Enhancement program in 2-4 classrooms (pending funding)

2006-2007
- Replacement of approximately 63 computers
- Classroom Enhancement program enacted in 6-8 classrooms
- Additional wireless coverage in 2-4 buildings (pending funding)

2007-2008
- Replacement of 10 PC servers
- Replacement of approximately 142 computers
- Classroom Enhancement program enacted in 8-10 classrooms
V. Student Services

What major changes or improvements in student services does the college anticipate implementing in the next three years?

Over the next three years, Student Services plans to be able to use advances in technology to expand the services offered to students at Jefferson Davis Community College. First, The Dean of Student Affairs plans to increase ACCESS software training among Student Services personnel to improve understanding of the web services suite and web applications. Second, the Testing Coordinator will implement the internet version of COMPASS. This computerized assessment will streamline the enrollment process for dual enrollment students and will allow the college to test more students at off-site locations.

Another improvement planned by Student Services is online New Student Orientation. The Dean of Student Affairs plans to enhance the online New Student Orientation program. Because so many students have time constraints that prohibit them from attending the on-campus orientation sessions, an online program will better meet the needs of the college’s diverse student body.

Finally, Student Services plans to engage in electronic data interchange of educational records and information within the next three years. This process (known as SPEEDE) is a way to replace paper transactions with electronic delivery of information such as student transcripts, allowing requests to be processed much more quickly for students.
VI. Financial and Physical Resources

1. What major changes or improvements in classrooms, laboratories, and/or instructional equipment are planned over the next three years?
   - Classrooms and laboratories will be improved through the use of technology as outlined in Section IV. B of the Institutional Management Plan.
   - The biology and nursing areas on the Atmore Campus will be renovated based on Section VI. Question 2 of the Institutional Management Plan.
   - Instructional equipment will be purchased based on instructional needs and available funding.

2. What major construction or renovation projects are planned over the next three years?
   a. 2005—Replace roof, ceiling tiles, and insulation in the Pate Building and Student Center on the Brewton Campus
   b. 2006—Enlarge parking lots adjacent to the Center for Telecommunications Technology and to the Hines Building on the Brewton Campus. Renovation of the auto-mechanics building on the Atmore Campus for a new nursing lab.
   c. 2007—Renovate the auto-mechanic building on the Atmore Campus for biology lab and multipurpose classroom. Renovate/expand Leigh Library on the Brewton Campus.
VII. Workforce Development and Adult Education

1. Identify the critical economic development needs in the college community.
   1. More and higher paying jobs.
   2. A workforce that is adequately prepared with the necessary education/training, skills, and attitude to fill those jobs.

2. What major changes or improvements in workforce development and adult education does the college anticipate implementing over the next three years?

The college anticipates implementing the following changes and improvements in workforce development and adult education over the next three years:

1. The Adult Education Division is integrating job skills into all Adult Education Classes. These skills will include such things as preparing a job portfolio (Resume, Application, Letter of Interest, etc.), dressing for an interview and interview skills, searching for a job, job etiquette (arriving on time, not abusing sick leave, etc.) accepted attitudes and behavior on a job, and many other skills. In addition, each Adult Education Class will provide qualified students the opportunity to obtain a WorkKeys certificate in three areas of a) Technical Math, b) Locating Information, and, c) Reading for Information.

2. A FORCE (Focus on Obtaining and Continuing Employment) class will be offered through the Adult Education Department. This class will be a more intensive job skills class that will be taught 18 hours a week for 10 weeks.

3. As a part of the college’s Workforce Development project, plans are being made to offer more programs specific to particular business/industry/professional needs. Examples of these programs are:
   a. Microsoft Excel (Basic, Intermediate, and Advanced)
   b. Microsoft PowerPoint
   c. Microsoft Word
   d. Microsoft Publisher
   e. Webpage Development
   f. QuickBooks (Accounting)

4. Many business, industry, and public service employers require employees to obtain continuing education credits each year. The college anticipates providing these continuing education credits professionally and affordably to these employees. Some of the groups that will be targeted are:
   a. Real Estate Agents
   b. Law Enforcement
   c. Health Care Professionals
   d. Accountants
   e. Security
   f. Banking Employees
VIII. Exemplary Programs, Services, and Projects

Describe (who, what, when, where, how, and why) one innovative concept which has surfaced through your college and which merits planning, development, or implementation within the next three years. The incentive for stimulation and the potential for impact are some of the positive considerations in determining your submittal. Consider all dimensions of the college as you make your selection. You may also include a description of your QEP. If no program, service, or project meets these criteria, indicate none. It is hoped that this section will become a “best practice” section that can be shared with other colleges.

The College is developing an online Faculty Resource Center for instructors. The Center will empower faculty for successful teaching experiences. In addition, it will provide resources and tools to promote effective classroom instruction that will enhance and enrich student learning. One component of the center will be an online course, Faculty Enrichment 501, that will include five modules: Developing an Attractive JDCC Webpage, Using the Electronic Gradebook and E-mail, JDCC Instructional Policies and Reports, Learning Styles and Active Class Learning, and Quality Testing and Assessment.

Adjuncts completing the Faculty Enrichment course and implementing the instructional information and technology will receive an increase in pay of $50 per class.

A faculty advisory committee will provide technical and practical advice to assist in meeting the goals and objectives of the program and in evaluating its overall effectiveness. A full-time college instructor is responsible for developing the center and teaching the course.
IX. Institutional Effectiveness

Show how the college uses the results of the strategic planning and assessment process to improve performance and to enhance the quality of programs and services.

Institutional effectiveness is a college-wide commitment to excellence and accountability that involves a system of planning and evaluation. The system, based on the college mission statement, goals with objectives, effectiveness standards, and performance measures identified by each planning unit, drives the evaluation activities that identify strengths and weaknesses, and subsequently provides documentation of institutional effectiveness. The primary goal is the improvement of college programs, services, and operations.

The college’s Institutional Effectiveness Plan is a seven-step process: (1) review of the Mission Statement (2) identification of planning assumptions (3) development of planning unit goals and student learning outcomes (4) budget preparation (5) implementation (6) evaluation and (7) revisions based on evaluation results. These are documented in four sections that further divide the seven steps for analysis. These sections are as follows:

Section I: Philosophy presents the planning processes of the college;
Section II: Goals is a compilation of the annual planning unit goals;
Section III: Evaluation and Use of Results is the college’s annual report of assessment results and documents the use of results for making decisions about institutional programs and services; and
Section IV: Student Learning Outcomes is the evaluation of students’ progress in achieving goals developed by academic and technical programs.

The following diagram represents the college’s seven-step institutional planning and evaluation cycle.
A number of changes were made during the academic year which were based on evaluations. Examples of some those changes are listed below.

- Institutional Effectiveness Survey Results indicated a need for counseling on the Brewton Campus. The Counselor, who was located on the Atmore Campus, now provides counseling three days a week on the Brewton Campus and two days per week on the Atmore Campus.

- With the retirement of the Athletic Director, a review of the Athletic Program was conducted. Based on the turnover rate of the coaching positions, it was determined that consolidation of coaching and instructional duties into full-time positions would provide more stability in both the athletic and instructional divisions.

- Based on “dashboard indicators” (semester enrollment data), target areas for recruiting were identified. These areas included non-traditional students and part-time students.

- Plans for new parking areas and improved campus lighting were developed, based on the results of the annual Institutional Effectiveness Survey.

- A decrease in retention and enrollment has resulted in a revision of the Recruiting and Retention Plan.

- Electronic certification of VA students was the result of an analysis of the VA certification process.

- With the implementation of on-line registration, changes were made in the student advising process and business office procedures.
X. Support

What can the Alabama Department of Postsecondary Education do to support the college in reaching its goals?

Two initiatives could greatly support the college’s ability to reach its enrollment and workforce development goals. By developing a system-wide marketing plan, the college could use its limited resources for recruiting and advertising in a more cost effective manner. A state-wide focus and expanded promotion of WorkKeys to businesses and industries would allow the college to enhance its efforts in workforce development.