

Form NP

1. NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): **State Fair Community College**
Program Title: **Renewable Energy Technology**
Degree/Certificate: **Associate of Applied Science**
Short-Term Certificate, Solar Electric Installation

Options: Solar Electric
Wind Electric
Biomass Energy

Delivery Site(s): **State Fair Community College, Sedalia, MO**

CIP Classification: **46.0301**

Implementation Date: **January 2011**

Cooperative Partners: **ProEnergy Services**
KCP&L (Kansas City Power & Light)
Renewable Energy Training Institute (RETI)

Expected Date of First Graduation: **May 2013**

AUTHORIZATION

Dr. Brent Bates, Vice President of Educational Services _____
Name/Title of Institutional Officer Signature Date

Dr. Brent Bates _____ **660-596-7252** **bbates@sfccmo.edu**
Person to Contact for More Information Telephone Email

2. Need:

The mission of State Fair Community College (SFCC) is to be an accessible, learning-centered institution, enriching its students and community by providing skills, knowledge, and perspectives essential for a changing world. This Renewable Energy Technology program and its three options – Solar Electricity, Wind Electricity, and Biomass Electricity – falls in line with SFCC’s mission, and through this targeted workforce training directly supports the United States’ and the State of Missouri’s commitment to the development of renewable energy technologies. According to the U.S. Bureau of Labor Statistics, the fastest-growing segment of the electric power industry is renewable energy. Research by the Pew Charitable Trusts shows that the emerging clean energy economy extends to all 50 states and between 1998 and 2007 and jobs in this sector grew 9.1 percent as compared to the total job growth of 3.1 percent. Flow of venture capital in the United States indicates the number of jobs in clean energy will grow as the country continues to increase the amount of power it draws from renewable sources. Additionally in 2009, ARRA (the federal stimulus bill) included provisions to spur clean energy generation and energy efficiency businesses, jobs, and investments. Approximately \$21 billion of the funding is dedicated to extending tax incentives for wind, solar and other renewable energy producers.

ARRA provided another \$30 billion for direct spending on clean energy programs of which \$500 million went toward job training to increase workforce participation in the clean energy economy. Although still under consideration, the American Clean Energy and Security Act is a market-based proposal that indicates the direction the United States' is heading and our commitment to continue to increase the development of renewable energy sources. This is a bill that sets provisions concerning clean energy, energy efficiency, reducing global warming pollution, transitioning to a clean energy economy, and providing for agriculture and forestry related offsets. Its provisions include:

- (1) Creating a combined energy efficiency and renewable electricity standard and requiring retail electricity suppliers to meet 20% of their demand through renewable electricity and electricity savings by 2020.
- (2) Setting a goal of, and requiring a strategic plan for, improving overall U.S. energy productivity by at least 2.5% per year by 2012 and maintaining that improvement rate through 2030.
- (3) Establishing a cap-and-trade system for greenhouse gas (GHG) emissions and setting goals for reducing such emissions from covered sources by 83% of 2005 levels by 2050.

The bill defines renewable energy terminology:

- (1) **Renewable Electricity.** Electricity generated from a renewable energy resource or other qualifying energy resources.
- (2) **Renewable Energy Resource.** Wind, solar, and geothermal energy, renewable biomass, biogas and biofuels derived exclusively from renewable biomass, qualified hydropower, and marine and hydrokinetic renewable energy.
- (3) **Other Qualifying Energy Resource.** Landfill gas, wastewater treatment gas, coal mine methane used to generate electricity at or near the mine mouth, and qualified waste-to-energy.

The proposed legislation may not pass in its present form, but it is prudent and a reasonable expectation that similar legislation will pass in the near future.

This proposed Renewable Energy Technology degree program is in direct support of State Fair Community College's "Training for Tomorrow" project, which includes the development of the Missouri Waste to Energy Center. Pettis County was recently approved for a Community Development Block Grant of \$1.6 million to assist in the development of this center, which will be owned by State Fair Community College. The center will harness methane gas emissions from the Waste Corporation of Missouri landfill for the purpose of generating electricity, and in turn the electricity will be fed to the power grid via a power purchase agreement. Operation of this facility will require the employment of approximately 30 people, and will provide students of this Renewable Energy Technology program a locally available "hot-plant" for real-world training and internship opportunities.

By providing state-of-the-art education and training in these increasingly important energy disciplines, SFCC will be a valuable contributor to Missouri successfully increasing its role in developing clean and domestic renewable energy and in accelerating their adoption in the local and national marketplace.

A. Student Demand:

The total class size for the first year is projected at 10 to 20 students, reaching 75 students within the first five years. Beginning enrollment numbers were determined through analysis of regional and national needs and interest. At present there are no plans to cap enrollment. This is a future decision that will depend on workforce demands, student enrollment, and budgetary considerations.

**STUDENT ENROLLMENT PROJECTIONS
(Form SE)**

Year	1	2	3	4	5
Full-Time	10	15	25	25	25
Part-Time	20	35	45	50	50
TOTAL	30	50	70	75	75

B. Market Demand:

National – According to the Pew Charitable Trusts report, “The Clean Energy Economy,” by 2007 there were 68,203 businesses in the United States that had generated more than 770,000 jobs in the clean/renewable energy economy. Between 2006 and 2008, about \$12.6 billion of venture capital investments were directed toward clean technology businesses in 40 states and the District of Columbia.

The U.S. clean energy economy is an emerging source of jobs that achieve the double bottom line of economic growth and environmental sustainability. Based on the National Establishment Time Series Database, as analyzed by the Pew Center on the States and Collaborative Economics, in 2007 there were approximately 53,000 jobs in the area of renewable energy generation. This category included energy production from wind, solar, geothermal, low-impact hydro, hydrogen, marine and tidal, and small-scale biopower. Over 62 percent of those jobs (>33,000) were in the solar power generation sector. Wind power ranked second representing approximately 10 percent (~5300 jobs) of this job category, but was growing more rapidly – 23.5 percent between 1998 and 2007 – as compared to solar power jobs which grew 19.1 percent during the same timeframe.

According to the Renewables 2010 Global Status Report published by REN21, Renewable Energy Policy Network for the 21st Century, all renewable energy sectors reflect strong growth and investment trends. The United States continues to increase its world ranking of investments in renewable energy and in its existing capacity of renewable power. At the end of 2009, the U.S. was second behind China in total renewable power capacity, but ranked first in existing capacity each of the categories of wind power, biomass power, and geothermal power. The U.S. ranked fourth globally in solar PV (grid-connected) power.

Below is recent data on the applicable sectors of U.S. renewable energy generation that demonstrates a positive trend, present and future, in renewable energy job-growth:

Wind Power. The U.S. added 10 GW of wind power in 2009 to bring its total existing wind power capacity to 35 GW. There were 14 states that had more than 1 GW of installed wind power capacity with Texas being the clear leader with over 10 GW of cumulative capacity.

Biomass Power. As of late 2009, the U.S. had approximately 80 operating biomass projects in 20 states that provided approximately 8.5 GW of power capacity. There are many coal- and gas-fired power plants that are undergoing or considering undergoing partial or full conversion to biomass by “co-firing” fuels in conventional power plants.

Solar Photovoltaic (PV) Power. Solar PV generates electricity in over 100 countries and is the fastest growing power-generation technology in the world. The U.S. added approximately 470 MW of solar PV in 2009, including 40 MW of off-grid PV, bringing the cumulative capacity to over 1 GW. California accounted for about one-half of the total. Residential installations reached 156 MW, doubled from the previous year, thanks in part to removal of the \$2,000 cap on the federal Investment Tax Credit and to a 10 percent drop from 2008 in installed costs.

Looking at renewable energy trends from the user perspective, between 2007 and 2008 renewable energy (wind, solar, biomass, hydroelectric, and geothermal) consumption grew 10 percent to 7.367 quadrillion Btu. This was the highest level since the U.S. Energy Information Administration (EIA) began keeping records, while total U.S. energy consumption declined by 2 percent. The overall decline of total energy consumption was primarily due to the economic recession. As a result, renewable energy’s share of the U.S. market increased to well over 7 percent. Biofuels include ethanol (primarily made from corn) and biodiesel (primarily made from soybean oil) and are used mainly for transportation. Overall biofuels consumption in the U.S. increased 873 trillion Btu from 2004 to 2008. Both ethanol and biodiesel are needed to meet the Federal Renewable Fuel Standard, which requires an increasing supply of renewable fuels through 2022.

State, Regional, and Local – On November 4, 2008, Missouri voters approved the Missouri Clean Energy Initiative, creating the nation’s third state Renewable Portfolio Standard (RPS) to be adopted by ballot initiative. Currently, 29 states and the District of Columbia have established mandatory RPSs. The proposal requires that investor-owned utilities increase renewable electricity generation to two percent of total output by 2011, five percent by 2014, 10 percent by 2018, and 15 percent by 2021. Two percent of generation must come from solar energy; the remainder may come from other renewable sources including landfill gas, wind, biomass, and hydroelectric power. In order to protect ratepayers, utilities are prevented from increasing power prices more than one percent. The Clean Energy Initiative ramps up the goals set forward in S.B. 54 enacted in Missouri in 2007, which calls on utilities to make a “good-faith effort” to generate 11 percent of electricity from renewable sources by 2021. The Missouri Clean Energy Initiative defines “Renewable Energy Resources” as:

“Electric energy produced from wind, solar thermal sources, photovoltaic cells and panels, dedicated crops grown for energy production, cellulosic agricultural residues, plant residues, methane from landfills or from wastewater treatment, clean and untreated wood such as pallets, hydropower (not including pumped storage) that does not require a new diversion or impoundment of water and that has a nameplate rating of 10 megawatts or less, fuel cells using hydrogen produced by one of the above-named renewable energy sources, and other sources of

energy not including nuclear that become available after the effective date of this section and are certified as renewable by rule by the department.”

In an analysis by the Pew Environment Group, between 1998 and 2007 jobs in Missouri’s clean energy economy grew at a rate of 5.4 percent, while Missouri jobs overall grew by 2.1 percent. Missouri was part of a national trend that saw job growth in the clean energy economy outperforming overall job growth in 38 states and the District of Columbia over the same period. Nationally, jobs in the clean energy economy grew at a rate of 9.1 percent while total jobs grew by only 3.7 percent between 1998 and 2007.

Total renewable energy net generation (Non-Hydroelectric) for the State of Missouri in 2007 was 29,309,000 Kilowatt-hours (KWh). In 2008, that increased to 246,026,000 KWh. This drastic increase was due to the state going from virtually no recorded wind energy production in 2007 to 203,313,000 KWh in 2008.

C. Societal Need:

For both environmental and economic reasons, the United States needs energy that is secure, reliable, healthy, environmental friendly, and creates jobs. These needs can be met by an overall increase in the percentage of the sources for renewable energy generation and use. The present energy supply portfolio includes renewable energy technologies. However, to significantly reduce dependency on fossil fuels and reduce greenhouse gas emissions, the U.S. needs to transition a much larger percentage of energy production from oil, coal, and gas to wind, solar, and geothermal. The International Energy Agency (IEA) estimates that nearly 50% of global electricity supplies will need to come from renewable energy sources in order to halve carbon dioxide emissions by 2050. If renewable energy is to be developed to its full potential, the U.S. will not only need government policies that serve to expand renewable energy markets, but will need a robust education and training component that supports the workforce needs of present and emerging renewable energy technology. This will also enhance the promotion of other new technologies and encourage renewable energy use in critical energy market sectors including transportation.

D. Methodology:

- 1) Statistical research, August/September 2010. Sources include:
 - a. U.S. Bureau of Labor Statistics
 - b. Occupational Outlook Handbook
 - c. Missouri Economic Research and Information Center
 - d. REN21 (Renewable Energy Policy Network for the 21st Century)
 - e. U.S. Energy Information Administration
 - f. Pew Charitable Trusts
 - g. U.S. Department of Energy
 - h. North American Board of Certified Energy Practitioners
 - i. International Energy Agency
 - j. Energy Program Curriculum Development – Phase I: Gap Analysis; Missouri Enterprise Project #513611, September 2010
 - k. Green Economy Roundtable held at State Fair Community College on August 23, 2010
- 2) State Fair Community College Academic Affairs

3. Duplication and Collaboration:

A. Duplication – The AAS Degree program in Renewable Energy Technology will be one of three similar programs in Missouri. The other two are:

Crowder College (Neosho, Mo.) offers AA and AAS degrees in Alternative Energy with three options: Solar, Wind, and Biofuels.

Metropolitan Community College (Kansas City, Mo.) has an Energy Technology program that offers certificates in: Photovoltaics, Solar Thermal, and Energy Efficiency.

B. Collaboration -

**Form CL
Collaborative Programs**

Sponsoring Institutions: State Fair Community College
Renewable Energy Training Institute
ProEnergy Services

Degree Program: Associate of Applied Science Degree in Renewable Energy Technology

Length of Agreement: A formal agreement with the sponsoring institutions is under development.

(1.) Which institution will have degree-granting authority?

State Fair Community College

(2.) Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

State Fair Community College

(3.) What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

State Fair Community College is the final authority on all matters as the program is being delivered solely through State Fair Community College.

(4.) Which institutions(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

State Fair Community College

(5.) What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

Not applicable

(6.) In addition to the information provided by each participating institution regarding Financial Projections (Form FP), please address the following:

(a.) How will tuition rates be determined if they differ among the institutions?

Not applicable

(b.) Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as a part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

Not applicable.

(c.) What arrangements, if any, have been made for exchange of money between participating institutions?

Not applicable.

(7.) What commitments have been made by all participants to evaluate the program systematically?

Pending.

(8.) If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

Pending.

4. Program Structure:

FORM PS

A. Total credits required, Renewable Energy Technology:

AAS Degree:	Solar Electric Option:	66 Credits
	Wind Electric Option:	70 Credits
	Biomass Electric Option:	68 Credits

Work Place Readiness Certificate in Solar Electric Installation:	18 Credits
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Note: courses that appear in italics are courses that will be new to the State Fair Community College catalog.

B. Residency requirements:

Determined by legal address.

A student under age 21 is same as parents' address.

Taxing district is Pettis and Benton counties.

To qualify for a degree you must:

1. Complete 64 semester hours of credit for the A.A. degree and 65 semester hours of credit for the A.A.T. degree. These hours will consist of 42 hours of general education credits and electives. For the A.A.S. degree, complete the curriculum required for the specific degree and the general education requirements for the program.

2. Complete, at SFCC, at least 15 semester hours of college credit taken toward the degree. If you have been enrolled full time for the previous two consecutive semesters and lack fewer than nine hours to complete the degree, you may request to transfer credit back from an approved college. Approval must be granted by the Registrar prior to taking the transfer credit.

Active duty military who participate in SOC (Serviceman's Opportunity College) may meet different residency.

C. General Education Total credits: **18 credits**

Courses:

English Composition I or Technical Writing	3 credits
Public Speaking	3 credits
U.S. History Before 1877 or US History After 1877 or Am/National Government	3 credits
Technical Math II	3 credits
Technical Science	4 credits
Wellness course	1 credit

D. Major requirements

1. AAS - Shared Core Total credits: 25 credits

Courses:

<i>Introduction to Renewable Energy</i>	<i>3 credits</i>
<i>Instrumentation & Metrology</i>	<i>3 credits</i>
Industrial Mechanics	3 credits
Fluid Power Technology	3 credits
Electrical Fundamentals	3 credits
Electrical Power	3 credits
General NEC Requirements	3 credits
Power Distribution and Switchgear	3 credits
Employment Strategies	1 credit

2. AAS - Solar Electric Option Total credits 24 credits

Courses:

<i>Introduction to PV Systems & Solar Radiation</i>	<i>1 credit</i>
<i>PV Site Planning, Components, & Configurations</i>	<i>2 credits</i>
<i>Batteries, Controllers, & Inverters</i>	<i>2 credits</i>
<i>PV System Sizing, Mechanical & Electrical Integration</i>	<i>3 credits</i>
<i>Utility Interconnection, Permitting & Inspection</i>	<i>1 credit</i>
<i>Commissioning, Maintenance, Troubleshooting, & Economic Analysis</i>	<i>1 credit</i>
<i>Practical Solar Electric Applications & Experience</i>	<i>8 credits</i>
<i>Internship</i>	<i>6 credits</i>

3. AAS - Wind Electric Option Total credits 28 credits

Courses:

<i>Introduction to Wind Energy</i>	<i>2 credits</i>
<i>Wind Energy Project Operations</i>	<i>2 credits</i>
<i>Wind Turbine Mechanical Systems</i>	<i>3 credits</i>
<i>Wind Power Generation and Transmission</i>	<i>3 credits</i>
Control Circuit Troubleshooting	3 credits
Motor Controls	3 credits
Introduction to Programmable Controllers	3 credits
<i>Wind Systems Troubleshooting & Repair</i>	<i>3 credits</i>
<i>Wind Project Siting</i>	<i>2 credits</i>
<i>Internship</i>	<i>4 credits</i>

4. AAS - Biomass Electric Option Total credits **26 credits**

Courses:

<i>Biomass/Biofuels Energy Generation</i>	<i>3 credits</i>
<i>Power Plant Systems</i>	<i>3 credits</i>
<i>Plant Boilers and Operations</i>	<i>4 credits</i>
<i>Turbines and Generators</i>	<i>3 credits</i>
<i>Power Plant Chemistry w/ Lab</i>	<i>5 credits</i>
<i>Internship</i>	<i>8 credits</i>

E. AAS - Free elective credits: **None required**

F. Requirements for thesis, internship or other capstone experience:

Internships are to be completed with a sponsoring company of a related industry. State Fair Community College provides guidance and a training plan that includes an outline of work experiences required. In addition to completing the training plan, students will be required to submit four to eight written technical reports.

G. Workplace Readiness Certificate in Solar Electric (PV) Installation

This certificate will prepare the students with the training and practical experience required to take the NABCEP professional certification exam. Successful completion of the course of instruction will provide the student all that is needed to take this exam except for employment longevity requirements. Within the courses outlined below, students will receive theory and practical experience in:

- Solar radiation
- Conducting Site Surveys
- System components
- Selecting, designing, installing, and inspecting photovoltaic systems
- Utility interconnection
- Permitting and inspecting
- Commissioning, maintenance and troubleshooting

Courses: **18 credits**

<i>Introduction to PV Systems & Solar Radiation</i>	<i>1 credit</i>
<i>PV Site Planning, Components, & Configurations</i>	<i>2 credits</i>
<i>Batteries, Controllers, & Inverters</i>	<i>2 credits</i>
<i>PV System Sizing, Mechanical & Electrical Integration</i>	<i>3 credits</i>
<i>Utility Interconnection, Permitting & Inspection</i>	<i>1 credit</i>
<i>Commissioning, Maintenance, Troubleshooting, & Economic Analysis</i>	<i>1 credit</i>
<i>Practical Solar Electric Applications & Experience</i>	<i>8 credits</i>

For long-term funding, this program should be considered the same as other State Fair Community College programs to include state funds (State Aid—CBHE/DESE) in support of the program.

6. **Form PG**

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution name: State Fair Community College
Program name: Associate of Applied Science Degree in Renewable Energy Technology
Date: October 1, 2010

Student Preparation

The AAS Renewable Energy Technology program will adhere to regular college admission standards. No special preparation or standards will apply.

Faculty Characteristics

State Fair Community College AAS-Renewable Energy Technology program will utilize new and existing catalog courses. There are no unique faculty characteristics required for either the existing or new courses.

Traditional and E-learning methods of classroom instruction will be used for general education and traditional methods will be used for the core courses and laboratory instruction.

The full-time faculty load is typically 15 credit hours per 16-week semester. A half-time instructor typically teaches 9 credit hours per 16-week semester. Exceptions and other load issues can be found in the Instructional Pay Manual, available in the offices of the Deans and the Vice President for Educational and Student. All SFCC full-time faculty conduct student program advisement.

Overload pay will be paid to full-time and half-time faculty who teach courses beyond their designated full-time load. Full-time and half-time faculty members have right of refusal for overload assignments. Full-time instructors with an acceptable performance evaluation are eligible for overload assignments and may accept up to 8 credit hours overload each 16-week semester. Half-time instructors may teach no more than 6 credit hours overload per 16-week semester. Overload salary is compensated according to the Overload Salary Schedule.

During the summer semester, all half-time and full-time faculty are paid at a prorated rate of the last base contract (calculated on a 10-month basis) for each credit hour taught. Full-time and half-time faculty may teach no more than 9 credit hours during the summer. Exceptions to this load may be made by the Vice President for Educational Services upon the recommendation of the appropriate department chair and dean.

Full-time faculty may be asked to learn and utilize I-TV, on-line instructional software and practices, obtain an continue Missouri Career and Technical Education Certification, advice and enroll students, update and maintain curriculum and laboratory, conduct advisory meetings, assist students with placement, maintain professional memberships, and attend training and unit/department meetings.

Renewable Energy Instructor requirements include a Bachelor's degree in alternative/renewable energy or related field or, with acceptable experience, an AAS degree in industrial technology or related field.

Student and Program Outcomes

Student and Program Outcome:

- The graduate will be ready to enter the workforce in a number of energy generation production and maintenance positions in the fields of wind, solar, and biomass energy. Skills will include energy systems maintenance, troubleshooting, and equipment installation and repair.
- The graduates will not emerge with a specific licensing or certification. However, those completing the Solar option for an AAS degree or certificate will be prepared to take the NABCEP professional certification exam. Other licenses and certifications are going to be pursued in the future.
- There are not recognized national and/or local assessments for this program.
- Current indications are that job placement rates within an industry related to the course of study will be high. Estimates for graduates are greater than 75 percent.
- Although the State of Missouri does not record transfer information for AAS degree graduates, this program is being designed in coordination with other four-year degree institutions for ease of transfer in a similar course of study should the graduates desire to continue their education.

Program Accreditation

The State Fair Community College AAS-Renewable Energy Technology program will fall under general accreditation with State Fair Community College, which is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. We are seeking Missouri Coordinating Board of Higher Education approval for State Fair Community College to offer this degree. Additional program specific accreditation or certification will not be pursued.

Institutional Characteristics

State Fair Community College is well equipped for the AAS-Renewable Energy Technology program as it will utilize much of the existing program-related career technical education and general education courses. State Fair Community College's strategic planning supports the need for growth in the technology field. Current and future facilities related to this program will be utilized and are conducive to this program.

Program Advisory Committee

State Fair Community College will develop and meet with an AAS-Renewable Energy Technology advisory council this fall. It is the intent of the program coordinator to work with industry and area educational institutions and ask for representatives to serve on this council.

Support Services

Academic and student support and coordination between the SFCC program and the services units are primarily the responsibility of the Vice President of Educational Services, the Vice President of Student Services, and the Dean of Extended Campus. Executive Leadership Team members will ensure support for program operations including facility development, curriculum development, staffing, program and personnel evaluation, advisory committee activities, marketing, admissions, financial aid, business office, student services, advising and enrollment. The technical studies faculty will be a member of SFCC committees, teams and structure systems responsible for planning and implementing instruction

and student and community services. Program faculty at all sites will also meet during the regular August and January workshops to coordinate department outcomes, course syllabi, text book selection, instructional resources for the program, and for advisement training.

Student support services will be provided by the on-site staff and faculty and the Sedalia-campus Student Services Office staff, which have developed strategies to assist out-of-district students in accessing educational programs and services. SFCC-SSO will provide admissions and on-going support services. SFCC will provide college publications and conduct general advertising. Program faculty and staff will work in collaboration with SFCC Marketing Department to conduct general marketing to schools and employers in the SFCC Region. Marketing information will provide an excellent summary of programs, services, and contacts for prospective students. A variety of advertising methods will be utilized to promote the technical studies program.

Students will have access to library services via the MoreNet connection, Literature On-Line, News Bank Info Web, Ebsco Host, Quest Library Catalog and other on-line services which SFCC subscribes. State Fair Community College will also coordinate SFCC student access to area public and school district libraries.

Information related to application for financial aid will be available through the on-site staff, high school and the area school counselor. Applications will be entered and processed by student services staff, which will ensure compliance with U.S. Department of Education guidelines and will administer the financial aid program. The SFCC Student Services Office will also maintain centralized student records and transcripts. Students will also be able to access on-campus academic advisors via Internet. Mandatory testing and placement will help ensure that entering students have the skills necessary for successful academic performance. Students may now take the ASSET as an option to the ACT; either test will provide initial placement in an English or math sequence. The ASSET is administered at regularly published dates prior to enrollment at the main campus and by appointment off-campus. The SFCC Testing Center Director will coordinate the testing program, conduct policy orientation workshops, and train school personnel in administering and scoring the ASSET. SFCC sites have the required equipment and licenses to administer the ASSET test via computer (COMPASS). The COMPASS test is available on individual basis by appointment and allows for immediate test results.

Alumni and Employer Survey

1. Expected satisfaction rates for alumni, including timing and method of surveys.

The college does not have a formal process to collect, analyze and communicate specific responses, satisfaction level, or complaint information from alumni and other stakeholders. However, the college does have processes to collect, analyze and communicate input from students and other stakeholders. Typically, these methods are used to identify areas for improvement. With that information, the college uses strategic planning, strategies, and tactics to address the targeted areas. Rarely is the information used cumulatively; summative measures are taken only if results are so disturbing that summative rather than a formative process is required to take immediate or drastic action.

The college anticipates an alumni survey in FY11 which will measure continued participation and satisfaction scales. The college's alumni relations office will coordinate these efforts.

2. Expected satisfaction rates for employers, including timing and method of surveys.

The college does not have a formal process to collect, analyze and communicate specific responses, satisfaction level, or complaint information from employers and other stakeholders. However, the college does have processes to collect, analyze and communicate input from students and other stakeholders. Employer satisfaction is listed as one of the college's key performance indicators and intends to conduct, compile, analyze, and measure employer satisfaction data.

A team of employees is in the process of establishing an employer satisfaction survey and report. Members of this team include academic administration and faculty who represent accredited and certified programs.

The college anticipates an employer satisfaction survey in FY11.