



# Salem Community College

Your Success is Our Success

## 2009 Institutional Profile

October 2009

## *Preface*

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2009.

Salem Community College experienced unprecedented growth this year, enrolling students in 1,466 students in fall semester 2009 compared to 1,303 in fall 2008 – an 8 percent increase in the number of overall students. Today, over 60 percent of our students are attending on a full-time basis and we continue to see growth in the “more traditional” college-age cohort.

As we enter the 2009-2010 academic year, we begin to implement the priorities established in our latest Strategic Plan and blend this work with the development of the Periodic Review Report to the Middle States Commission on Higher Education which will be submitted in June 2010.

This year, the college has successfully absorbed the operating costs of the Center for Student Success and will close out our Title III grant. We will continue the accomplishments of this grant, and look forward to our retention rate and the persistence of students enrolled in developmental courses continuing to improve.

The college has developed three new and exciting degree programs to meet workforce needs, including Associate in Applied Science in Nuclear Energy Technology, Associate in Applied Science in Sustainable Energy Technology, and Associate in Arts in Emergency Management. The college has also developed four new certificate programs: emergency management, personal training, case management, and pharmacy technician.

Despite the fiscal climate at the state level, we are financially stable. The college will continue to create partnerships with local businesses to enable capital expansion and develop the capacity to support increasing growth in enrollment.



Peter B. Contini, Ed.D.  
PRESIDENT

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***Salem Community College  
Vision, Mission, Diversity and Institutional Priorities***

***Vision Statement***

Provide personal planning, support and educational opportunities that empower everyone to achieve their full potential.

***Mission***

Salem Community College believes in the value of education and that your success is our success. Our commitment is to meet the ever-changing needs of our diverse community by providing accessible and affordable educational experiences in a dynamic learning environment that incorporates standards of excellence.

***Diversity Statement***

Salem Community College recognizes its responsibility and commitment to foster an environment of respect, understanding and tolerance among all individuals and groups, with sensitivity for those likely to experience disrespect, abuse and misunderstanding because of race, ethnicity, religion, gender, sexual orientation, age, economic status, or mental or physical challenges.

***Institutional Priorities***

- 1.** Build and sustain **productive partnerships** with all external SCC stakeholders to match quality programs and services with changing economic and demographic trends
- 2.** Integrate a transparent **process of assessment** to communicate expectations for excellence and quality educational outcomes for all students
- 3.** Recruit and retain qualified administrators, faculty, and staff who are **committed to the vision and mission of the college** and who embrace the value of education
- 4.** Enhance our current operational and capital funding through creative and sustainable resources and **utilize existing resources effectively**
- 5.** **Collaborate with P-16** partners for recruitment and transition and establish an aligned curriculum that prepares students for college level work
- 6.** **Expand the use of institutional technology** for the improvement of instruction, assessment, communication, and administration

- 7. Build stronger connections** to students through an enhanced collegiate environment that includes expanded services

## A. INSTITUTIONAL ACCREDITATION STATUS



### Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

#### STATEMENT OF ACCREDITATION STATUS

**SALEM COMMUNITY COLLEGE**  
460 Hollywood Avenue  
Carneys Point, NJ 08069-2799  
Phone: (856) 299-2100; Fax: (856) 351-2634  
www.salemcc.edu

**Chief Executive Officer:** Dr. Peter B. Contini, President

#### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 1303 Undergraduate  
**Control:** Public  
**Affiliation:** State  
**Carnegie Classification:** Associate's - Public Suburban-serving Single Campus  
**Degrees Offered:** Certificate/Diploma, Associate's  
**Distance Learning Programs:** No  
**Accreditors Approved by U.S. Secretary of Education:** n/a

#### Instructional Locations

**Branch Campuses:** None

**Additional Locations:** None

**Other Instructional Sites:** Salem Center, Salem, NJ.

#### ACCREDITATION INFORMATION

**Status:** Member since 1979

**Last Reaffirmed:** June 22, 2005



**Middle States Commission on Higher Education**

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www.msche.org

March 6, 2009

Dr. Peter B. Contini  
President  
Salem Community College  
460 Hollywood Avenue  
Carneys Point, NJ 08069-2799

Dear Dr. Contini:

At its session on March 5, 2009, the Middle States Commission on Higher Education acted:

To accept the progress letter. The Periodic Review Report is due June 1, 2010.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress letter, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Salem Community College. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Mary Ellen Petrisko, Vice President.

Sincerely,

Michael F. Middaugh  
Vice Chair



**Most Recent Commission Action:**

March 5, 2009: To accept the progress letter. The Periodic Review Report is due June 1, 2010.

**Brief History Since Last Comprehensive Evaluation:**

June 22, 2005: To reaffirm accreditation and to request a progress letter, due by November 1, 2006, documenting the development and implementation of a written plan for the assessment of institutional effectiveness. The Periodic Review Report is due June 1, 2010.

March 8, 2007: To accept the progress letter submitted by the institution, and to request a progress letter, due November 1, 2008, on use of assessment results to inform planning and resource allocation decisions and to improve teaching, learning, and institutional programs and services. The Periodic Review Report is due June 1, 2010.

**Next Self-Study Evaluation:** 2014 - 2015

**Next Periodic Review Report:** 2010

**Date Printed:** March 6, 2009

**DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Learning Programs** - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance learning courses.

**EXPLANATION OF COMMISSION ACTIONS**

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

**Levels of Actions:**

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress letter: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation: If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

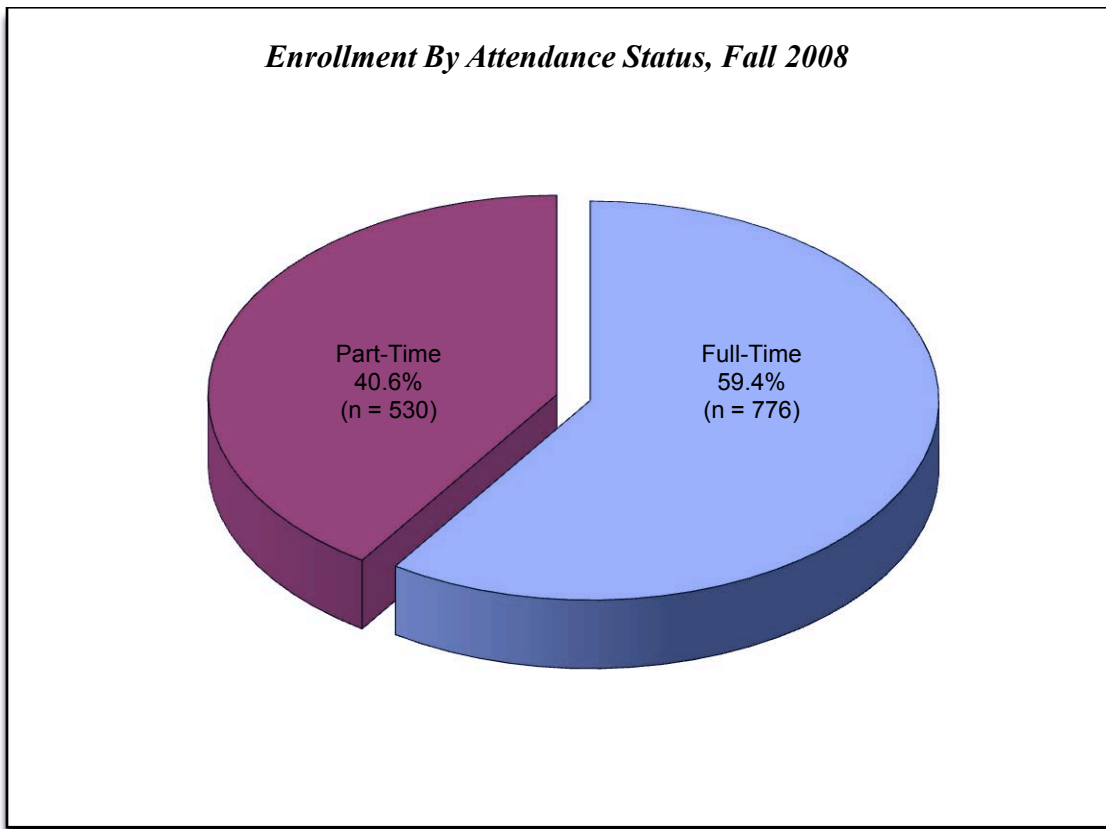
## B. NUMBER OF STUDENTS SERVED

### 1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2008

<i>Attendance Status</i>	<i>Number</i>	<i>Percent</i>
Full-Time	776	59.4%
Part-Time	530	40.6%
Total	1,306	100.0%

Source: Commission on Higher Education;  
IPEDS Fall Enrollment Survey



## 2. Number of Non-Credit Students Served

### Non-Credit Enrollment, FY 2008

	<i>Total Number of Registrations<sup>1</sup></i>	<i>Unduplicated Headcount</i>	<i>Total Clock Hours (One Clock Hour = 60 Minutes)</i>	<i>Total FTEs<sup>2</sup></i>
Open Enrollment	800	412	7039	16
Customized Training	136	---	1730	4

<sup>1</sup>Includes all registrations in any course that started on July 1, 2006 through June 30, 2008.

<sup>2</sup>FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

## 3. Unduplicated Number of Students for FY 2008

### Unduplicated Enrollment, FY 2008

<i>Headcount Enrollment</i>	<i>Credit Hours</i>	<i>FTE</i>
1605	27839	928

Source: IPEDS 12-Month Enrollment Survey.

## C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

### 1. Basic Skills Testing and Remediation

Basic skills placement test: Accuplacer

Total Number Of Students Enrolled, Fall 2008

<i>Total Fall 2008 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
1,306	329	25.2%

Source: SURE Fall 2007, SCC CampusVue

Total Number Of Recent High School Graduates\*,  
First-Time, Full-Time Freshmen Enrolled, Fall 2008

<i>Total Fall 2008 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
235	127	54.0%

\* 2007 High School graduation year (Graduation date is not available for six (6) First-Time, Full-Time Freshmen).

Source: "Total Enrollment" from SURE Fall 2008;

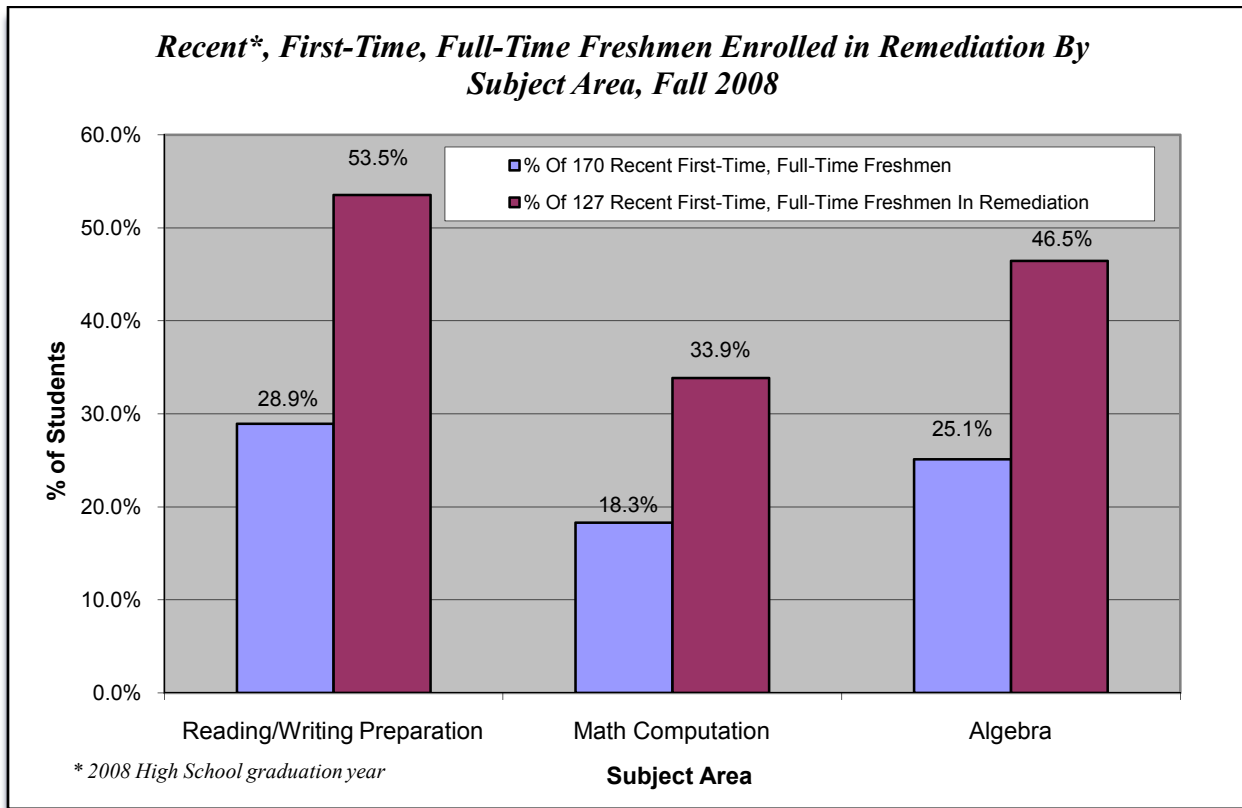
"Remedial" from SCC CampusVue

Number And Percent Of All Recent\*, First-Time, Full-Time Freshmen Enrolled In Remediation By Subject Area, Fall 2008

Subject Area	# Students	% Of 235 Recent First-Time, Full-Time Freshmen	% Of 127 Recent First-Time, Full-Time Freshmen In Remediation
Reading	0	0.0%	0.0%
Writing	0	0.0%	0.0%
Reading/Writing Preparation	68	28.9%	53.5%
Math Computation	43	18.3%	33.9%
Algebra	59	25.1%	46.5%

\* 2007 High School graduation year (Graduation date is not available for nine (9) First-Time, Full-Time Freshmen).

Source: SCC CampusVue



3. Student Enrollment

a. By Race/Ethnicity, Fall 2007

Headcount, Fall 2008

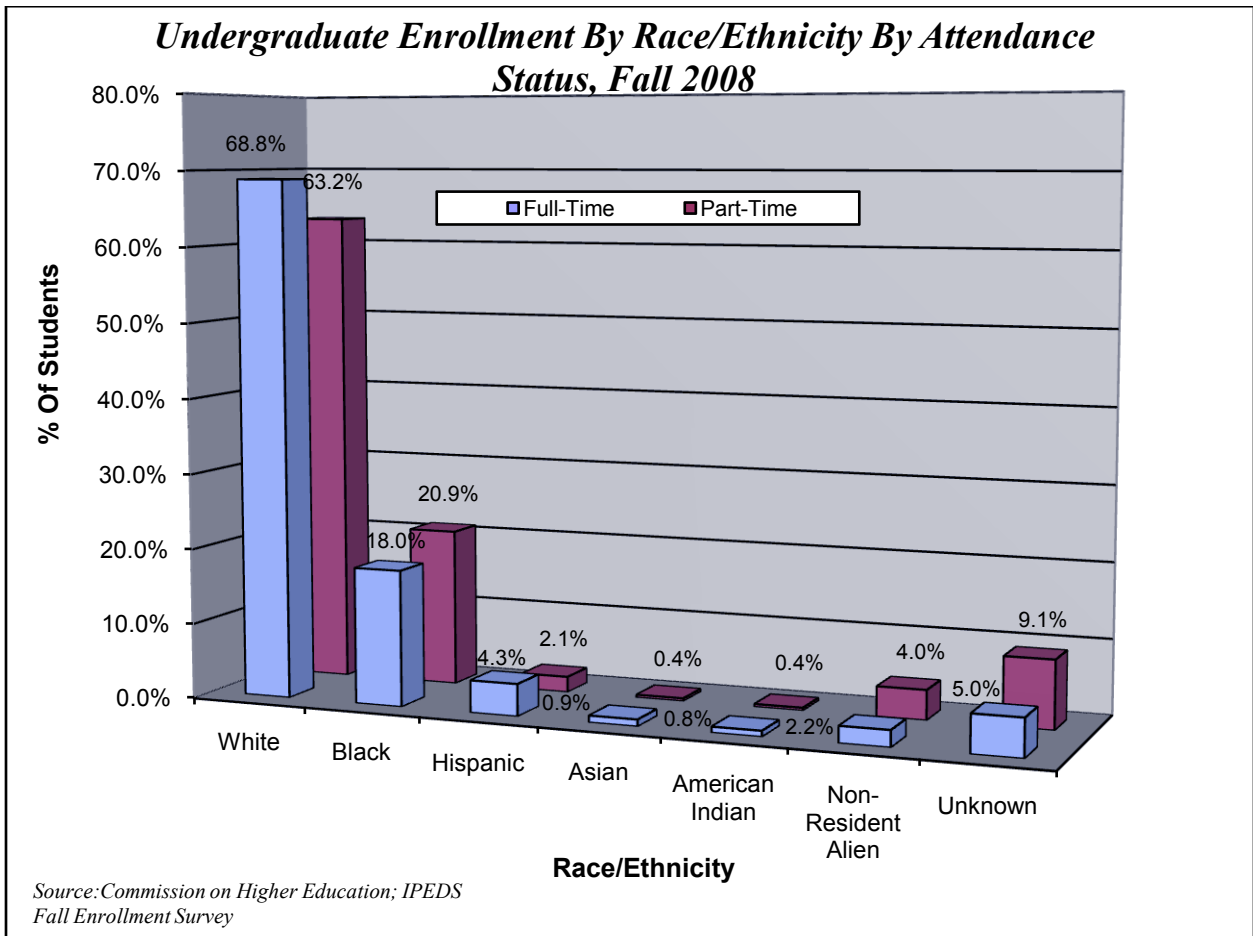
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	534	140	33	7	6	17	39	776
Part-Time	335	111	11	2	2	21	48	530
Total	869	251	44	9	8	38	87	1,306

Source: Commission on Higher Education

Percentage, Fall 2008

Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	68.8%	18.0%	4.3%	0.9%	0.8%	2.2%	5.0%	100.0%
Part-Time	63.2%	20.9%	2.1%	0.4%	0.4%	4.0%	9.1%	100.0%
Total	66.5%	19.2%	3.4%	0.7%	0.6%	2.9%	6.7%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey





*b. By Gender, Fall 2008*

Headcount, Fall 2008

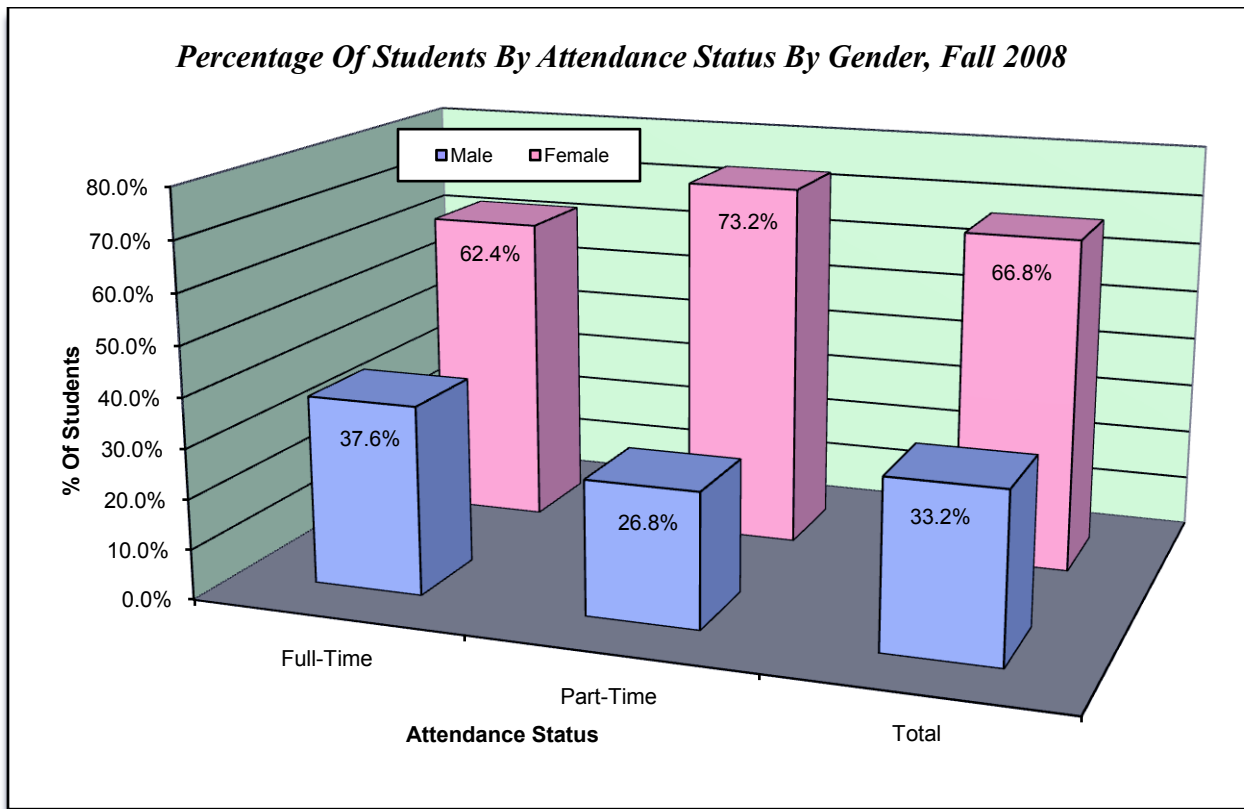
<i>Attendance Status</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Full-Time	292	484	776
Part-Time	142	388	530
Total	434	872	1,306

*Source: Commission on Higher Education; IPEDS Fall Enrollment Survey*

Percentage Of Students By Attendance Status By Gender, Fall 2008

<i>Attendance Status</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Full-Time	37.6%	62.4%	100.0%
Part-Time	26.8%	73.2%	100.0%
Total	33.2%	66.8%	100.0%

*Source: Commission on Higher Education; IPEDS Fall Enrollment Survey*

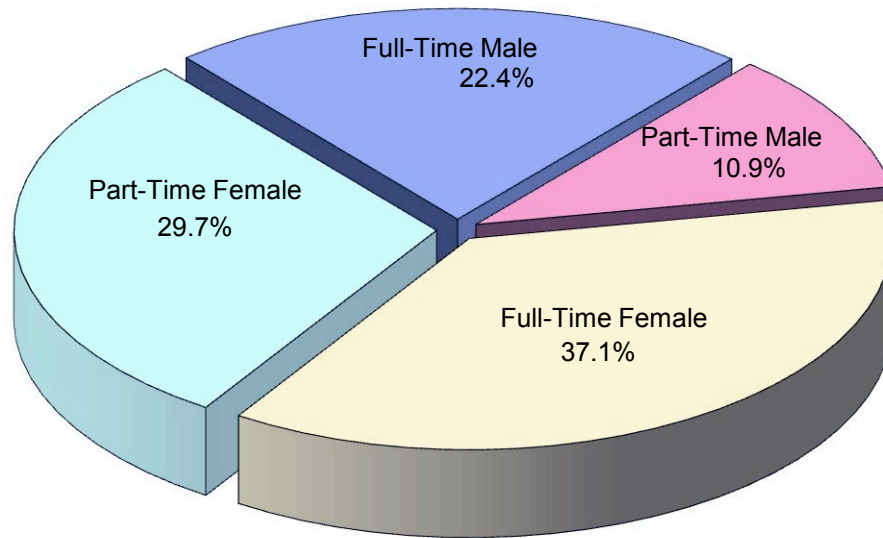


**Total Enrollment By Attendance  
Status And Gender, Fall 2008**

<i>Attendance Status/Gender</i>	<i>Number</i>	<i>% Of Total</i>
Full-Time Male	292	22.4%
Part-Time Male	142	10.9%
Full-Time Female	484	37.1%
Part-Time Female	388	29.7%
Total	1,306	100.0%

*Source: Commission on Higher Education; IPEDS Fall  
Enrollment Survey*

**Total Enrollment By Attendance Status And Gender, Fall 2008**



c. By Age, Fall 2008

Headcount, Fall 2008

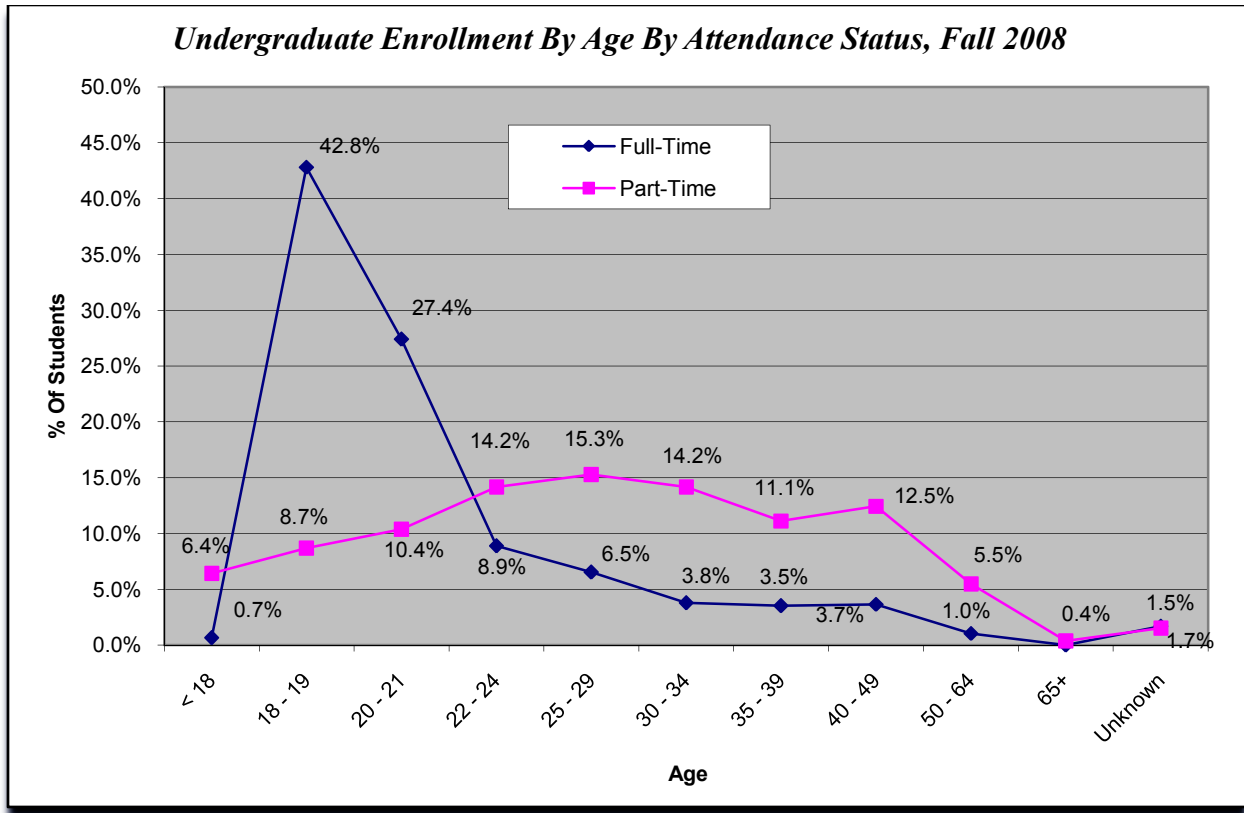
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	5	328	210	68	50	29	27	28	8	0	13	766
Part-Time	34	46	55	75	81	75	59	66	29	2	8	530
Total	39	374	265	143	131	104	86	94	37	2	21	1,296

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2008

Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	0.7%	42.8%	27.4%	8.9%	6.5%	3.8%	3.5%	3.7%	1.0%	0.0%	1.7%	100.0%
Part-Time	6.4%	8.7%	10.4%	14.2%	15.3%	14.2%	11.1%	12.5%	5.5%	0.4%	1.5%	100.0%
Total	3.0%	28.9%	20.4%	11.0%	10.1%	8.0%	6.6%	7.3%	2.9%	0.2%	1.6%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

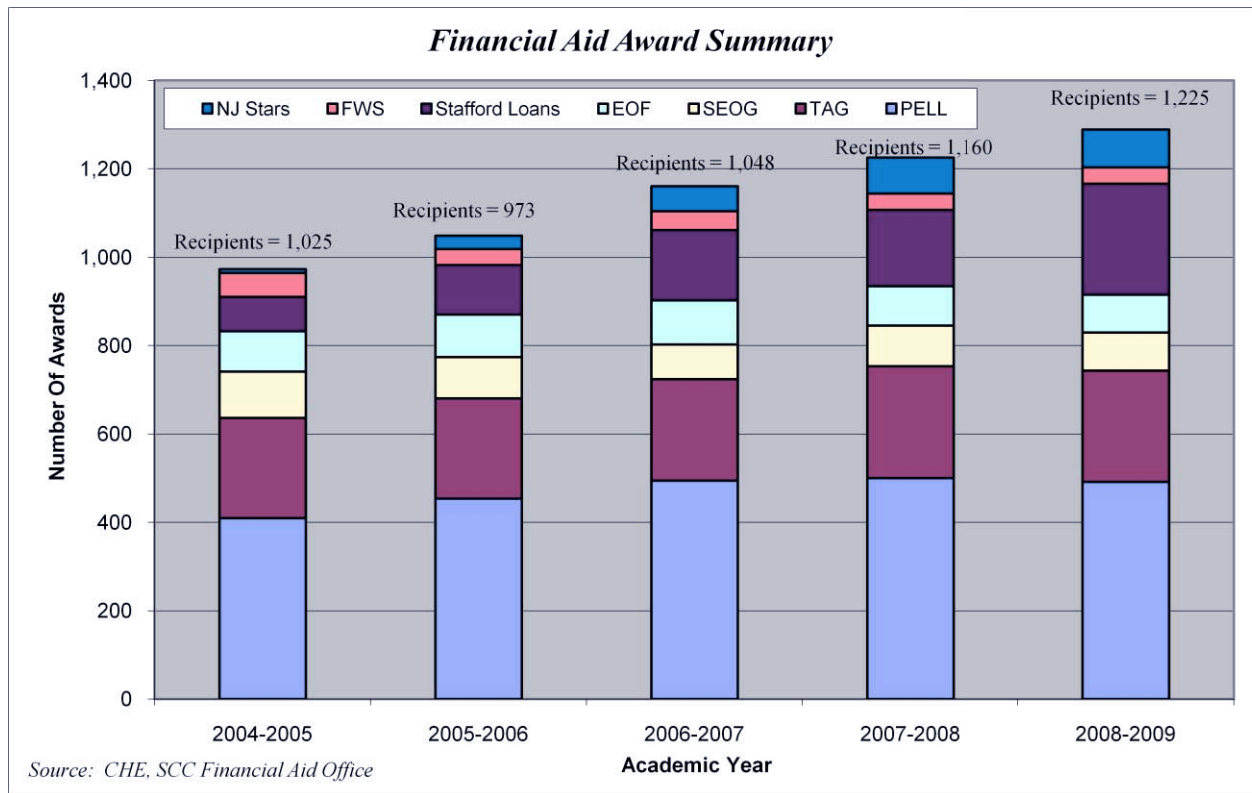


### 3. Student Enrollment Receiving Financial Assistance

#### Financial Aid From State- and Federally Funded Programs, FY 2007-08

STATE PROGRAMS	Recipients	Awards	Dollars Awarded	Amount Per Recipient	Total Awarded
TAG	252	413	\$347,389.00	\$1,378.53	\$841.14
EOF	86	139	\$71,246.00	\$828.44	\$512.56
Bloustein Scholars	3	5	\$2,325.00	\$775.00	\$465.00
Urban Scholars	5	11	\$5,115.00	\$1,023.00	\$465.00
NJCLASS Loans	1	1	\$3,500.00	\$3,500.00	\$3,500.00
NJ STARS	86	---	\$285,878.00	\$3,324.16	---

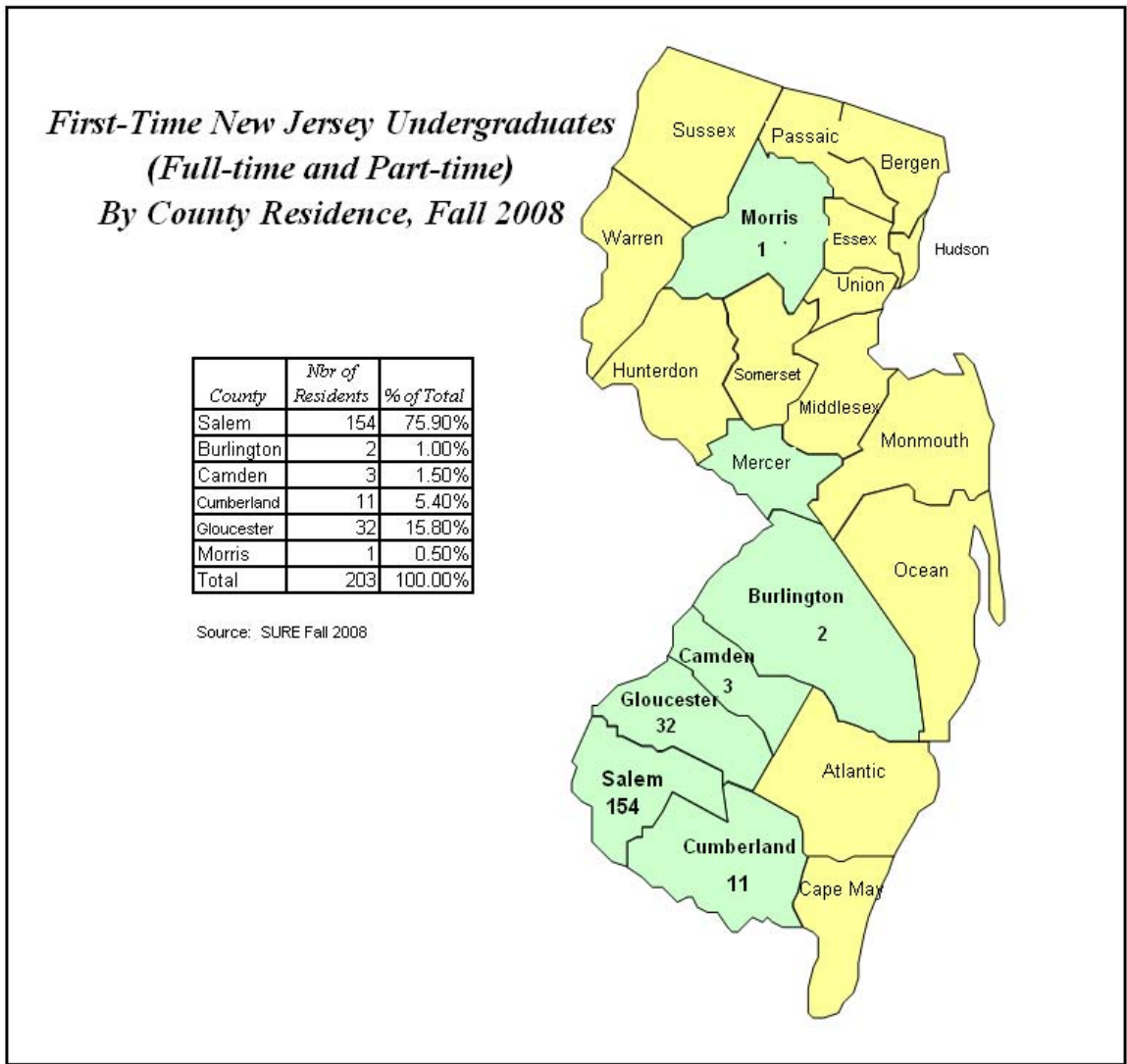
FEDERAL PROGRAMS	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	491	\$1,201,000.00	\$2,446.03
College Work Study	37	\$19,000.00	\$513.51
SEOG	86	\$37,000.00	\$430.23
Stafford Loans (Subsidized)	116	\$276,000.00	\$2,379.31
Stafford Loans (Unsubsidized)	135	\$360,000.00	\$2,666.67
PLUS Loans	3	\$13,000.00	\$4,333.33



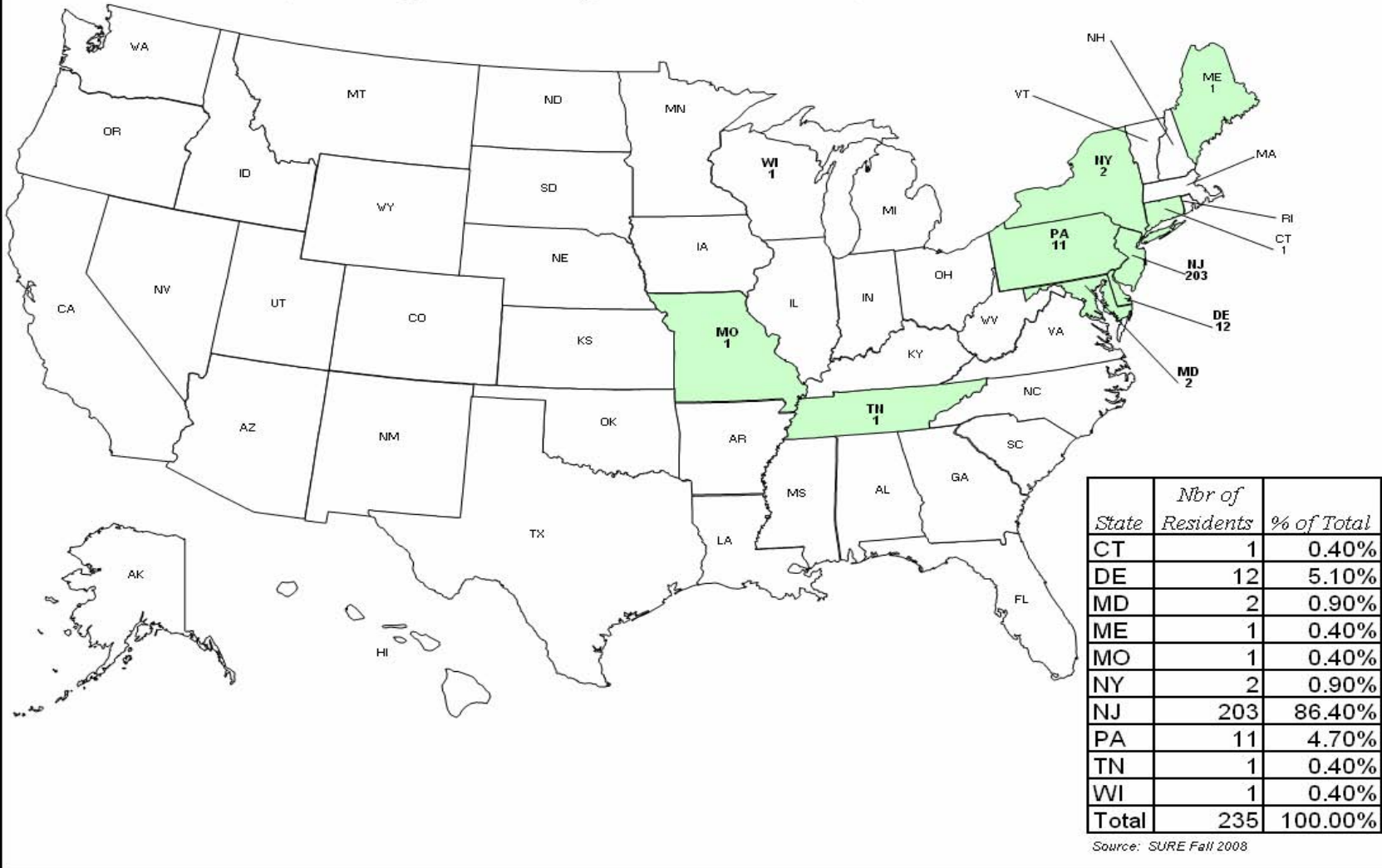
4. Percentage of First-Time (Full-time and Part-time) Undergraduates Who Are New Jersey Residents, Fall 2008

State Residents	Non-State Residents	Total	% State Residents
203	32	235	86.4%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey Part C



*First-Time, Undergraduates By State Residence, Fall 2008*



**D. DEGREES CONFERRED**

*1. Degrees and Certificates Conferred by Race/Ethnicity, FY 2008*

**Headcount, FY 2008**

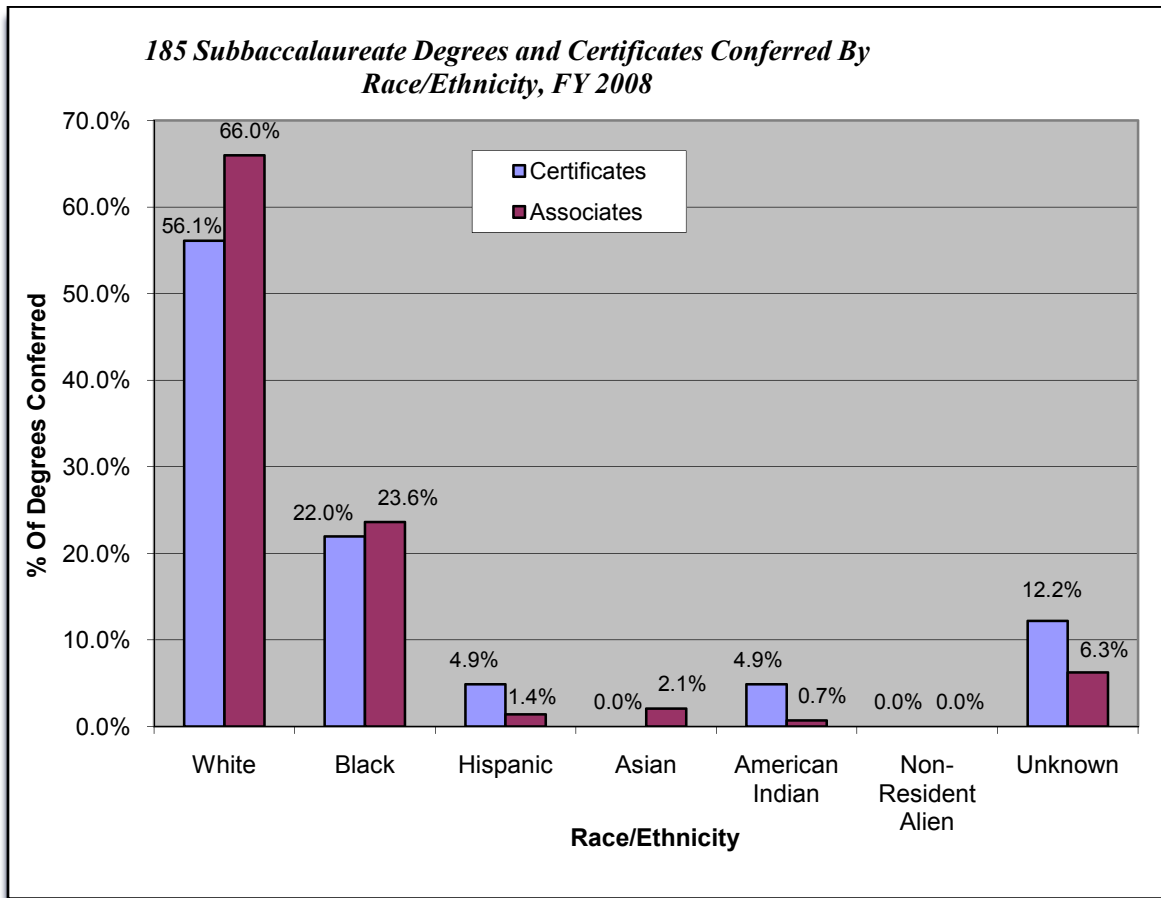
<i>Award</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alien</i>	<i>Unknown</i>	<i>Total</i>
Certificates	23	9	2	0	2	0	5	41
Associates	95	34	2	3	1	0	9	144
<b>Total</b>	<b>118</b>	<b>43</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>14</b>	<b>185</b>

Source: Commission on Higher Education; IPEDS Completions Survey

**Percentage, FY 2008**

<i>Award</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alien</i>	<i>Unknown</i>	<i>Total</i>
Certificates	56.1%	22.0%	4.9%	0.0%	4.9%	0.0%	12.2%	100.0%
Associates	66.0%	23.6%	1.4%	2.1%	0.7%	0.0%	6.3%	100.0%
<b>Total</b>	<b>63.8%</b>	<b>23.2%</b>	<b>2.2%</b>	<b>1.6%</b>	<b>1.6%</b>	<b>0.0%</b>	<b>7.6%</b>	<b>100.0%</b>

Source: Commission on Higher Education; IPEDS Completions Survey



## 2. Degrees and Certificates Conferred by Gender, FY 2008

Headcount, FY 2008

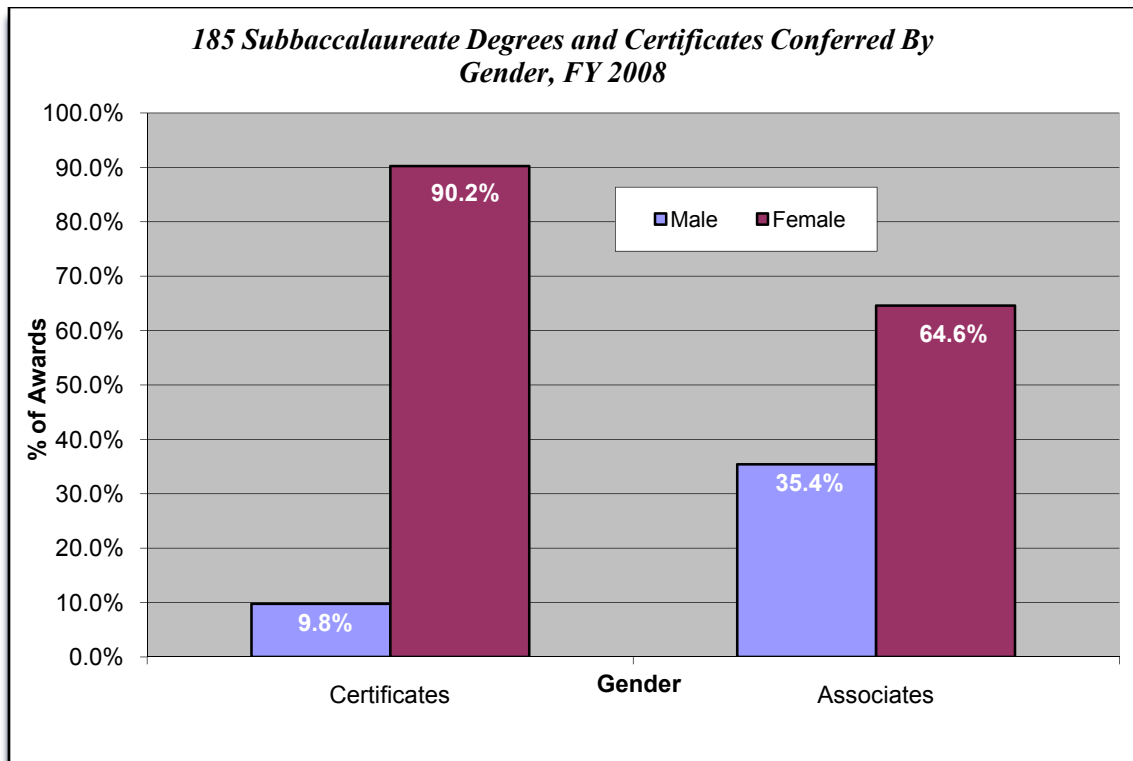
<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	4	37	41
Associates	51	93	144
Total	55	130	185

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2008

<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	9.8%	90.2%	100.0%
Associates	35.4%	64.6%	100.0%
Total	29.7%	70.3%	100.0%

Source: Commission on Higher Education; IPEDS Completions Survey



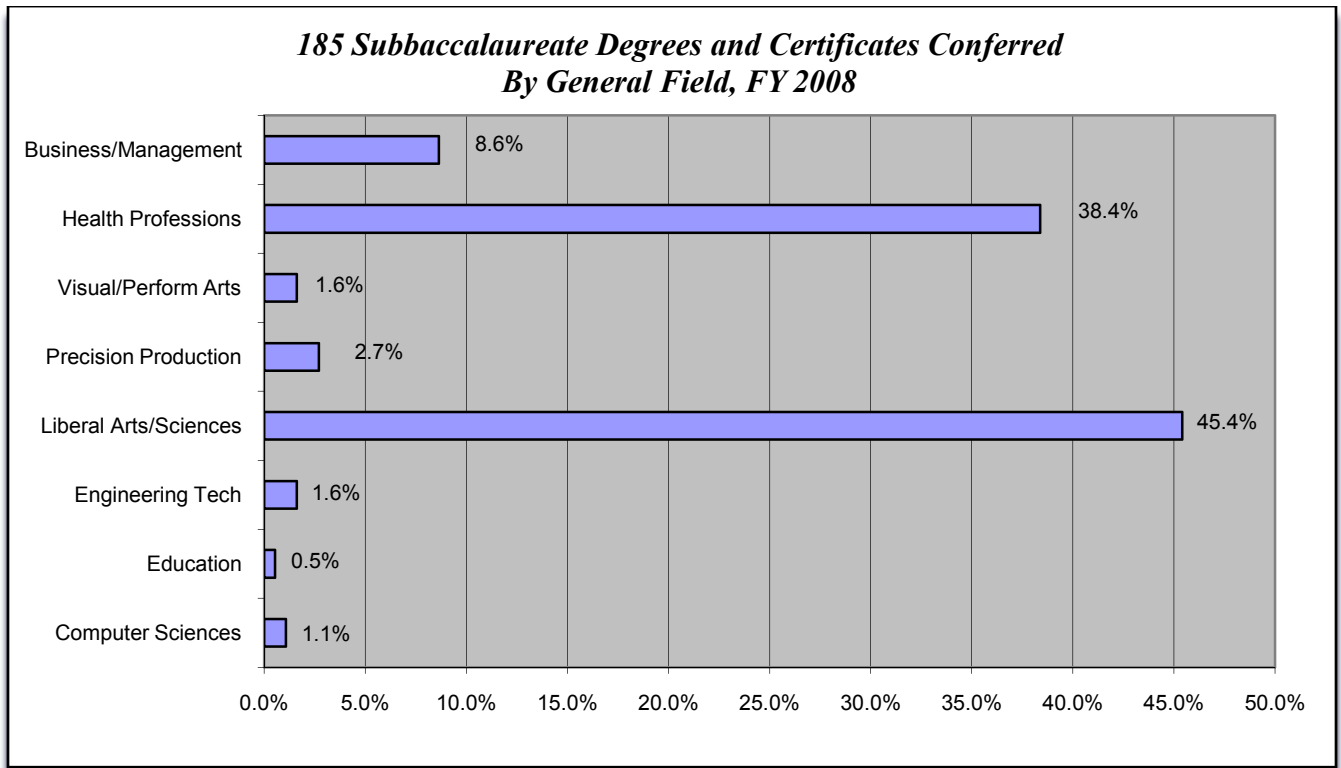


3. By General Field, FY 2008

Headcount, FY 2008

<i>IPEDS CIP Code Major Category, FY 2008</i>	<i>Certificate</i>	<i>Associate</i>	<i>Total</i>	<i>% of Total</i>
Computer Sciences	0	2	2	1.1%
Education	1	0	1	0.5%
Engineering Tech	0	3	3	1.6%
Liberal Arts/Sciences	0	84	84	45.4%
Precision Production	0	5	5	2.7%
Visual/Perform Arts	0	3	3	1.6%
Health Professions	39	32	71	38.4%
Business/Management	1	15	16	8.6%
<b>Total</b>	<b>41</b>	<b>144</b>	<b>185</b>	<b>100.0%</b>

Source: Commission on Higher Education; IPEDS Completions Survey



## E. STUDENT OUTCOMES

### 1. Two- and Three-Year Graduation Rates of Fall 2005 Full-Time, First-Time Degree Seeking Freshmen by Race/Ethnicity and Income

#### Two- and Three-Year Graduation Rates of Fall 2005 Full-Time, First-Time Degree Seeking Freshmen By Race/Ethnicity

(Fall 2005 cohort includes all Full-Time, First-Time Degree Seeking Freshmen. Certificate students are EXCLUDED from the graduation rate.)

	White		Black		Hispanic		Asian		Alien		Other <sup>(3)</sup>		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2005 Cohort	107	-	37	-	10	-	1	-	9	-	20	-	184	-
Success After 2 Years <sup>(1)</sup>	18	16.8%	1	2.7%	0	0.0%	0	0.0%	0	0.0%	1	5.0%	20	10.9%
Success After 3 Years <sup>(1,2)</sup>	33	30.8%	1	2.7%	0	0.0%	0	0.0%	1	11.1%	2	10.0%	37	20.1%

Notes:

<sup>(1)</sup> Certificate students are excluded.

<sup>(2)</sup> 3 year results are cumulative; 2 year results are a subset of 3 year results.

<sup>(3)</sup> Other includes *American Indian* and *Unknown Race*.

Source: Commission on Higher Education; SURE Cohort File

#### Two- and Three-Year Graduation Rates of Fall 2005 Full-Time, First-Time, Degree Seeking Freshmen By Income

(Fall 2005 cohort includes all Full-Time, First-Time, Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	Low Income <sup>(3)</sup>		Non-Low Income		Unknown		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2005 Cohort	42	-	60	-	82	-	184	-
Success After 2 Years <sup>(1)</sup>	0	0.0%	10	16.7%	10	12.2%	20	10.9%
Success After 3 Years <sup>(1,2)</sup>	4	9.5%	18	30.0%	15	18.3%	37	20.1%

Notes:

<sup>(1)</sup> Certificate students are excluded.

<sup>(2)</sup> 3 year results are cumulative; 2 year results are a subset of 3 year results.

<sup>(3)</sup> *Low Income* is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: Commission on Higher Education; SURE Cohort File

## 2. Two- and Three-Year Rates (Combined Graduation and Transfer) of Fall 2005 Full-Time, First-Time Degree Seeking Freshmen by Race/Ethnicity and Income

### Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2005 Full-Time, First-Time Degree Seeking Freshmen By Race/Ethnicity

(Fall 2005 cohort includes all Full-Time, First-Time Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	White		Black		Hispanic		Asian		Alien		Other <sup>(3)</sup>		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2005 Cohort	107	-	37	-	10	-	1	-	9	-	20	-	184	-
Success After 2 Years <sup>(1)</sup>	21	19.6%	4	10.8%	4	40.0%	0	0.0%	1	11.1%	1	5.0%	31	16.8%
Success After 3 Years <sup>(1,2)</sup>	47	43.9%	11	29.7%	4	40%	0	0.0%	2	22.2%	2	10.0%	66	35.9%

Notes:

<sup>(1)</sup> Certificate students are excluded.

<sup>(2)</sup> 3 year results are cumulative; 2 year results are a subset of 3 year results.

<sup>(3)</sup> Other includes *American Indian* and *Unknown Race*.

Source: Commission on Higher Education; SURE Cohort File

### Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2005 Full-Time, First-Time, Degree Seeking Freshmen By Income

(Fall 2005 cohort includes all Full-Time, First-Time, Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	Low Income <sup>(3)</sup>		Non-Low Income		Unknown		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2005 Cohort	42	-	60	-	82	-	184	-
Success After 2 Years <sup>(1)</sup>	6	14.3%	13	21.7%	12	14.6%	31	16.8%
Success After 3 Years <sup>(1,2)</sup>	10	23.8%	25	41.7%	31	37.8%	66	35.9%

Notes:

<sup>(1)</sup> Certificate students are excluded.

<sup>(2)</sup> 3 year results are cumulative; 2 year results are a subset of 3 year results.

<sup>(3)</sup> *Low Income* is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: Commission on Higher Education; SURE Cohort File

### 3. Third-Semester Retention Rates by Race/Ethnicity

Third Semester Retention of First-time, Full-time Freshmen By Race/Ethnicity  
Headcount, Fall 2007 to Fall 2008

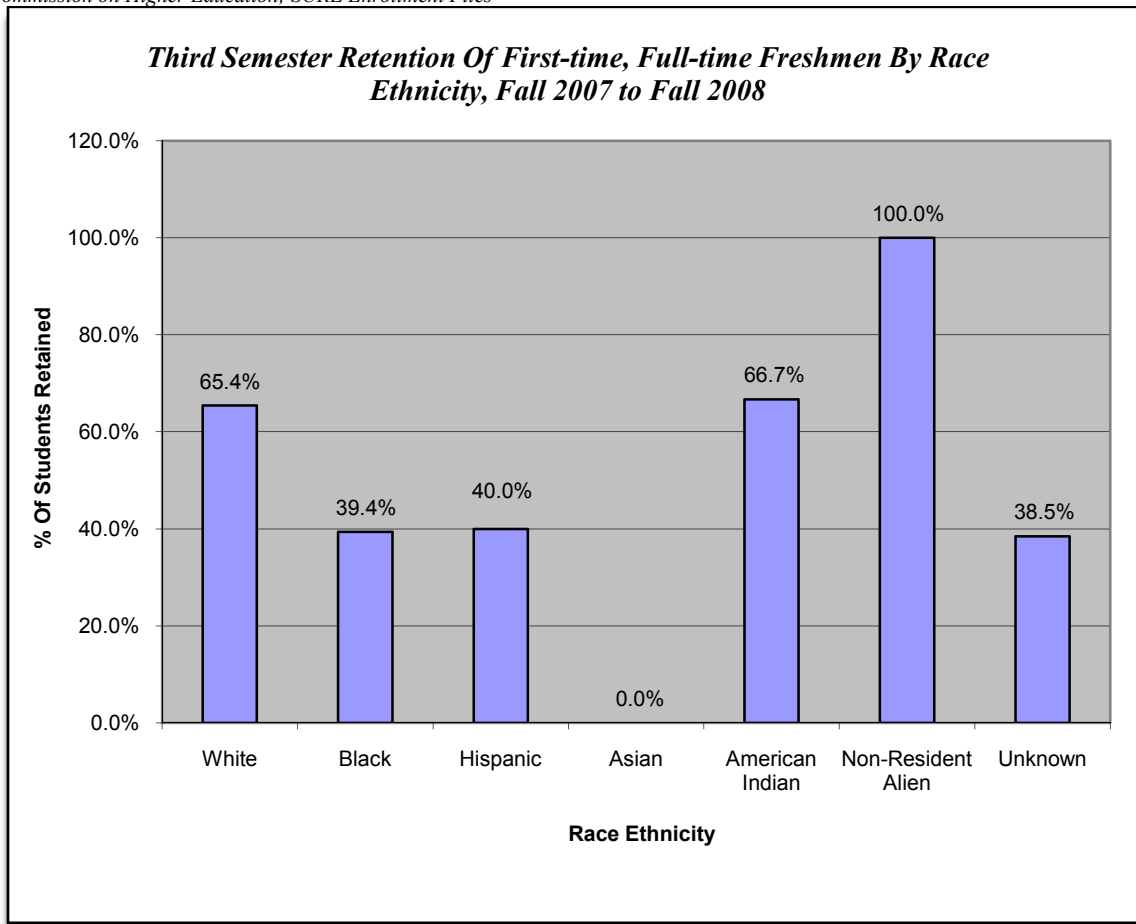
<i>Retention Status</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alien</i>	<i>Unknown</i>	<i>Total</i>
Retained	89	13	2	0	2	2	5	113
Not Retained	47	20	3	1	1	0	8	80
Total	136	33	5	1	3	2	13	193

Source: Commission on Higher Education; SURE Enrollment Files

Third Semester Retention of First-time, Full-time Freshmen By Race/Ethnicity  
Percentage, Fall 2007 to Fall 2008

<i>Retention Status</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alien</i>	<i>Unknown</i>	<i>Total</i>
Retained	65.4%	39.4%	40.0%	0.0%	66.7%	100.0%	38.5%	58.5%
Not Retained	34.6%	60.6%	60.0%	100.0%	33.3%	0.0%	61.5%	41.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Commission on Higher Education; SURE Enrollment Files



4. *Third-Semester Retention Rates for Low-Income Students*

*Third Semester Retention of First-time, Full-time Freshmen by Income  
Fall 2007 to Fall 2008*

	<i>Low Income<sup>(1)</sup></i>		<i>Non-Low Income</i>		<i>Unknown</i>		<i>Total</i>	
	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
Retained	28	52.8%	54	68.4%	31	50.8%	113	58.5%
Not Retained	25	47.2%	25	31.6%	30	49.2%	80	41.5%
Total	53	100.0%	79	100.0%	61	100.0%	193	100.0%

Notes:

<sup>(1)</sup> *Low Income* is defined as student with a NJ Eligibility Index less than 2,499.

Source: Commission on Higher Education; SURE Enrollment Files

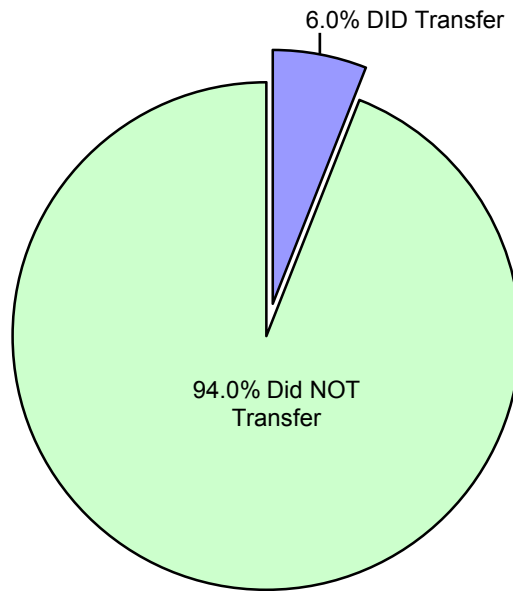
5. Three-Year Transfer Rate to New Jersey Senior Public Institutions

Three-Year Transfer Rate Of Fall 2005 First-Time, Full-Time Freshmen  
To NJ Senior Public Institutions

<i>Transfers Thru Spring 2008</i>		<i>Non-Transfers</i>		<i>Total First-Time Full-Time Freshmen Fall 2005</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
11	6.0%	173	94.0%	184	100.0%

Source: Commission on Higher Education; SURE Cohort File

**Three-Year Transfer Rate Of Fall 2005 First-Time, Full-Time Freshmen To NJ Senior Public Institutions**

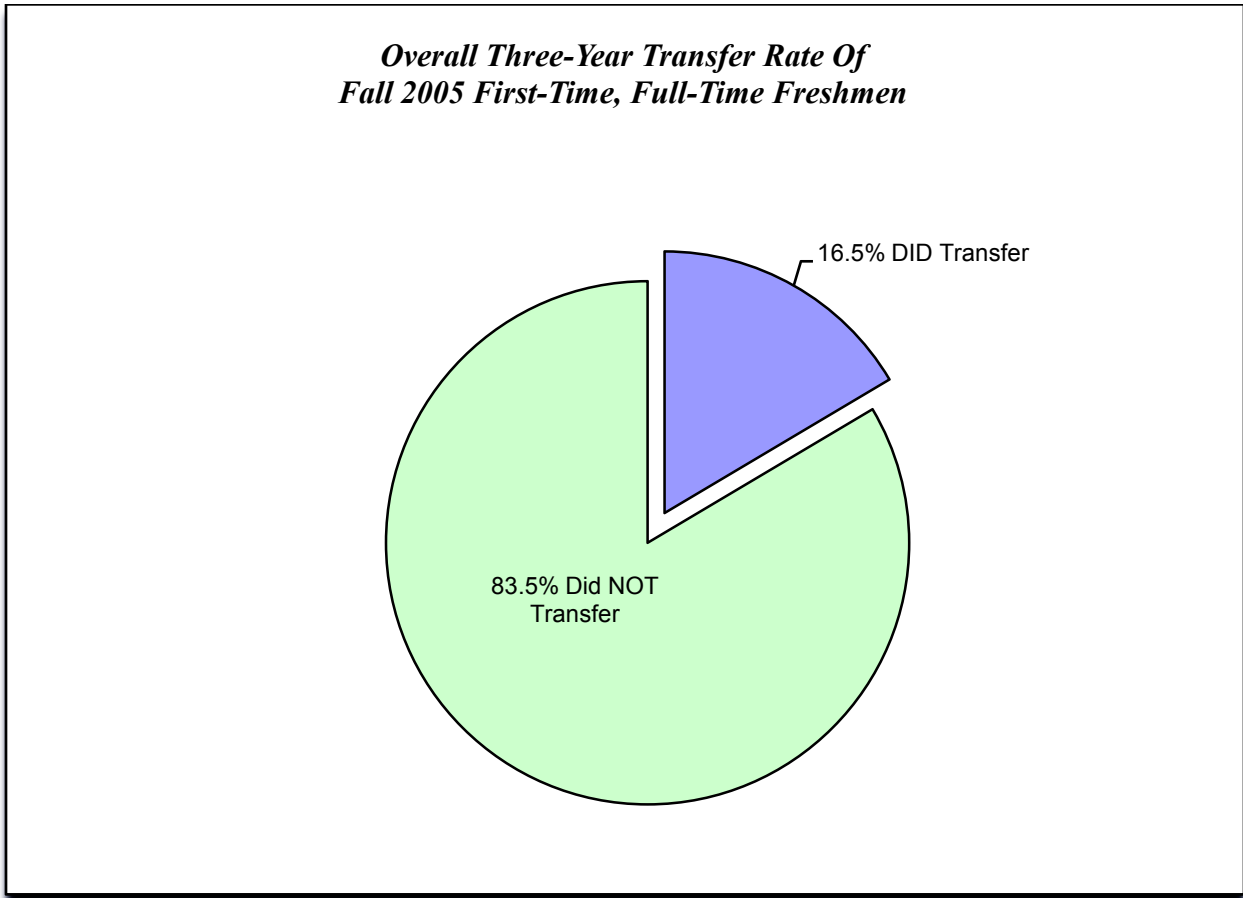


### 6. Overall Three-Year Transfer Rate

*Overall Three-Year Transfer Rate Of  
Fall 2005 First-Time, Full-Time Freshmen*

<i>Transfers Thru Spring 2008</i>		<i>Non-Transfers</i>		<i>Total First-Time Full- Time Freshmen Fall 2005</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
28	16.5%	142	83.5%	170	100.0%

*Source: Commission on Higher Education; SURE Cohort File*



F. FACULTY CHARACTERISTICS

1. Full-Time Faculty By Race/Ethnicity, Gender and Tenure Status, Fall 2008

Headcount Fall 2008

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alein		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
Assistant Prof.	2	6	1	0	0	0	0	0	0	0	0	0	0	0	3	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	8	2	0	0	0	0	0	0	0	0	0	0	0	6	8
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Associate Prof.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Assistant Prof.	3	3	0	0	0	0	0	0	0	0	0	0	0	0	3	3
All Others	3	1	0	1	0	0	0	0	0	0	0	0	0	0	3	2
TOTAL	7	5	0	1	0	0	0	0	0	1	0	0	0	0	7	7
<b>Total</b>																
Professors	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1
Associate Prof.	2	3	1	0	0	0	0	0	0	0	0	0	0	0	3	3
Assistant Prof.	5	9	1	0	0	0	0	0	0	0	0	0	0	0	6	9
All Others	3	1	0	1	0	0	0	0	0	0	0	0	0	0	3	2
TOTAL	11	13	2	1	0	0	0	0	0	1	0	0	0	0	13	15

Source: Commission on Higher Education; IPEDS Human Resources Survey



Percentage Fall 2008

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alein		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>																
Professors	3.6%	---	---	---	---	---	---	---	---	---	---	---	---	---	3.6%	---
Associate Prof.	3.6%	7.1%	3.6%	---	---	---	---	---	---	---	---	---	---	---	7.1%	7.1%
Assistant Prof.	7.1%	21.4%	3.6%	---	---	---	---	---	---	---	---	---	---	---	10.7%	21.4%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	14.3%	28.6%	7.1%	---	---	---	---	---	---	---	---	---	---	---	21.4%	28.6%
<b>Without Tenure</b>																
Professors	---	---	---	---	---	---	---	---	---	3.6%	---	---	---	---	---	3.6%
Associate Prof.	3.6%	3.6%	---	---	---	---	---	---	---	---	---	---	---	---	3.6%	3.6%
Assistant Prof.	10.7%	10.7%	---	---	---	---	---	---	---	---	---	---	---	---	10.7%	10.7%
All Others	10.7%	3.6%	---	3.6%	---	---	---	---	---	---	---	---	---	---	10.7%	7.1%
TOTAL	25.0%	17.9%	---	3.6%	---	---	---	---	---	3.6%	---	---	---	---	25.0%	25.0%
<b>Total</b>																
Professors	3.6%	---	---	---	---	---	---	---	---	3.6%	---	---	---	---	3.6%	3.6%
Associate Prof.	7.1%	10.7%	3.6%	---	---	---	---	---	---	---	---	---	---	---	10.7%	10.7%
Assistant Prof.	17.9%	32.1%	3.6%	---	---	---	---	---	---	---	---	---	---	---	21.4%	32.1%
All Others	10.7%	3.6%	---	3.6%	---	---	---	---	---	---	---	---	---	---	10.7%	7.1%
TOTAL	39.3%	46.4%	7.1%	3.6%	---	---	---	---	---	3.6%	---	---	---	---	46.4%	53.6%

Source: Commission on Higher Education; IPEDS Human Resources Survey

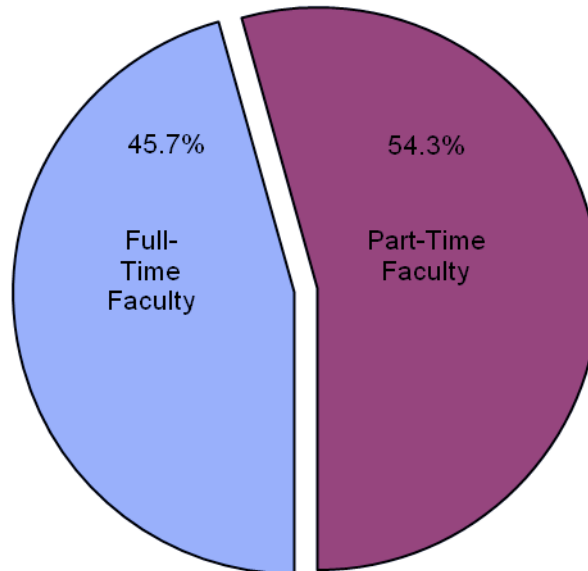
## 2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2008

*Percentage Of Course Sections Taught By Full-Time Faculty,  
Fall 2008*

<i>Total Number of Course Sections, Fall 2008: 230</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	105	45.7%
Part-Time	125	54.3%

*Source: Salem Community College, CampusVue*

*Percentage Of Course Sections Taught By Full-Time Faculty,  
Fall 2008*



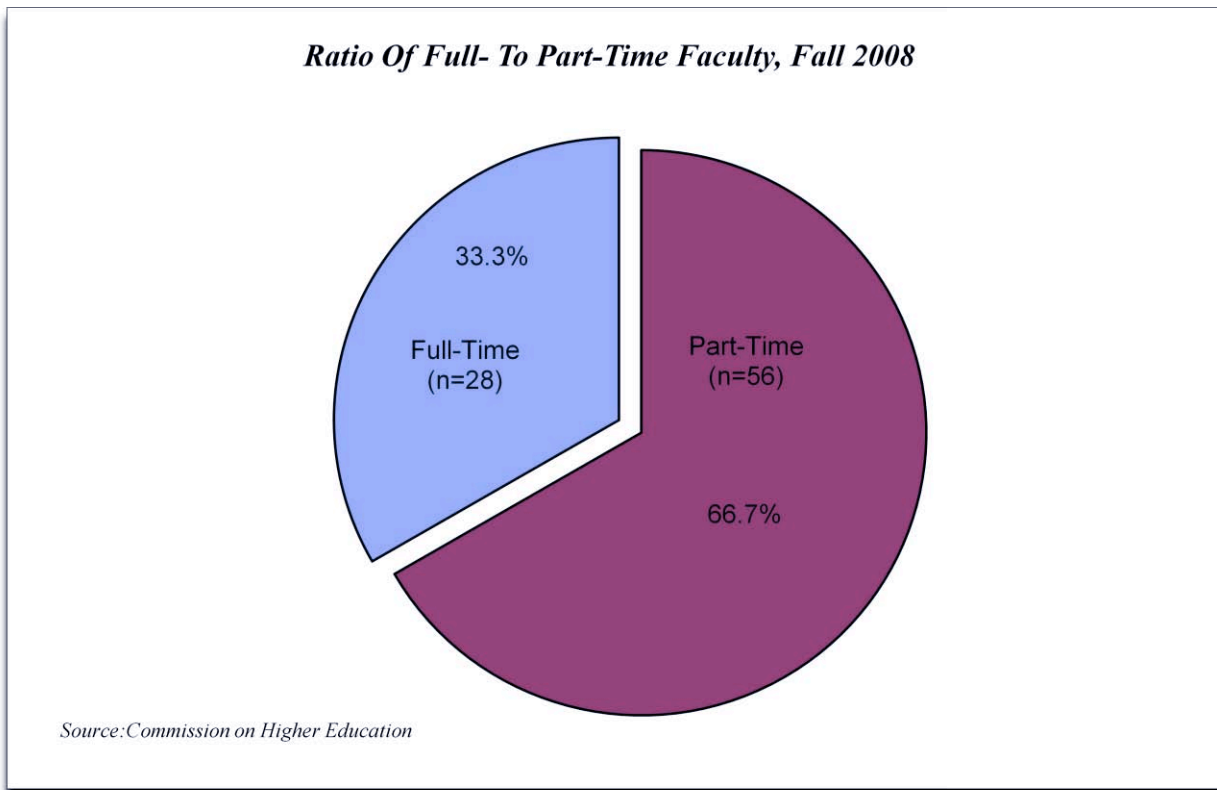
*Source: Salem Community College, CampusVue*

### 3. Ratio of Full- to Part-Time Faculty, Fall 2008

*Ratio Of Full- To Part-Time Faculty, Fall 2008*

<i>Full-Time</i>		<i>Part-Time</i>		<i>Total</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
28	33.3%	56	66.7%	84	100.0%

Source: *Commission on Higher Education*



**G. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2009-2010)**

	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alien</i>	<i>Unknown</i>	<i>Total</i>
Male	5	1	---	1	---	---	---	7
Female	6	1	---	---	---	---	---	7
Total	11	2	---	1	---	---	---	14

<i>Name</i>	<i>Title</i>	<i>Affiliation</i>
Natalie Adams	Trustee	Adams Funeral Home
Robert L. Bumpus	Trustee	Salem County Executive Superintendent of Schools
Carol A. Burke-Doherty	Trustee	Principal, John Fenwick School
Peter B. Contini, Ed.D.	Ex Officio	President, Salem Community College
Amante N. DeCastro, M.D.	Trustee	Physician
Tina M. DiNicola, Esq.	Trustee	Lawyer
Dorothy D. Hall	Vice Chair	Senior Research Fellow, North American Product Development, Campbell Soup Company
David Klinke, Ph.D.	Trustee	Retired, E. I. DuPont DeNemours & Company, Senior Quality Control
Darlene F. Bergbauer	Alumni Trustee	RN Field Nurse, Bayada Nurses
Thomas L. Mason	Trustee	Educator, Penns Grove Regional School District
Harry E. Perry	Trustee	Retired, E. I. DuPont DeNemours & Company, Area Mechanic
Donald L. Pierce	Chair	Retired, Lincoln University Administrator
Carrie Ruffin	Trustee	Director of So. Regional Services, Family Resources Network
Mary Scott	Secretary	Administrative Assistant, Salem Community College

Source: Salem Community College Board of Trustees Administrative Secretary

For more Information including meeting times and dates please go to:  
<http://www.salemcc.edu/about/bot.html>

## H. INSTITUTION PROFILE

### *Degree and Certificate Programs, Fall 2008*

<b><i>Associate of Arts Degrees</i></b>	
Biology/Chemistry	Mathematics
Communications/Journalism	Computer Graphic Art
Computer Science	Physics/Engineering
Criminal Justice	Science/General
Education	Social Science/General
English/Humanities	Social Science/History, Political Science
Emergency Management	Social Science/Psychology
Forensic Science	Social Science/Sociology
Glass Art	Social/Community Service
Health and Exercise Science	Sports Management
Health Science	Visual Arts/Computer Graphic Art
Liberal Arts	
Liberal Arts - Biotechnology	
<b><i>Associate of Science Degrees</i></b>	
Associate Degree in Nursing for LPNs	
Business Administration	
Process Technology	
<b><i>Associate of Applied Science in Technology Degrees</i></b>	
Biotechnology	Scientific Glass Technology
Food Processing Technology	Sustainable Energy Technology
Nuclear Energy Technology	Technical Studies
Respiratory Therapy	
<b><i>Associate of Fine Arts</i></b>	
Fine Arts - Glass Art	Industrial Design
Digital Media	
<b><i>Certificates</i></b>	
Administrative Assistant	Practical Nursing (LPN)
Business Para-Professional Management	Social Service/Social Service Certificate
Health Core For PN	Web Page Design

Source: SCC Assistant Dean of Academic Affairs

## I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

### *1. Academic Programs*

SCC added two new Associate in Applied Science degree programs and one Associate in Arts degree programs for the 2008-2009 academic year. The College also created four new certificate programs.

The Associate in Applied Science in Nuclear Energy Technology degree program was created to prepare students for work in the nuclear energy industry. The program was developed through a Community-Based Job Training Grant from the U.S. Department of Labor to fill a growing need for qualified workers in the field of nuclear energy. According to the Nuclear Energy Institute (2009), the industry is predicted to create as many as 100,000 new jobs. In addition, PSEG is investigating the possibility of expanding its Salem County nuclear operations. SCC partnered with PSEG Nuclear to provide curricula input, scholarships and internships for students, as well as state of the art facilities to host the core courses. Upon graduation, students will be prepared to work as a nuclear energy technician. Salem Community College is the only community college in New Jersey to offer this program.

The Associate in Applied Science in Sustainable Energy Technology program was also developed to fill an industry need. The program start-up is being funded through a \$2 million dollar Community-Based Job Training Grant from the U.S. Department of Labor. The program will provide students with a solid background in a variety of sustainable energy technologies and will be prepared to perform a vital role in the addressing New Jersey's energy and environmental needs.

The Associate in Arts in Emergency Management was developed with the assistance of a U.S. Department of Education Emergency Management for Higher Education grant. As part of the curriculum, students will learn how to plan and conduct effective preparedness exercises for public and private sector personnel, as well as other emergency first-responders. Upon completion, students will be prepared to serve the public as emergency management program managers for government, public safety or industry.

The college has also launched four new certificate programs including emergency management, personal training, case management, and pharmacy technician. Certificate programs may be completed in as few as two semesters and provide opportunities for career enhancement and training in a variety of areas.

### *2. Customized Training*

Salem Community College's Division of Business and Community Partnerships continues to reach out to local employers. The College has partnered with the Memorial Hospital of Salem County, DuPont, Siegfried USA and the Delaware River and Bay Authority. This training has included ISO training and certification, computer skills upgrading, Spanish speaking skill development for supervisors and leadership training.

### *3. Workforce Development*

SCC continues as the host site and fiscal agent for the Salem County One Stop Career Center. This site, located at the College's Salem Center, houses the offices for NJ employment Services, Unemployment Services, WIA Office, and associated programs. The One Stop Career Center provides a variety of services to the residents of Salem County including testing for admission to basic skills education classes and training, computerized basic skills training, career assessment classes, and other services for training employment seekers. College staff serves on the One Stop Management Team with Salem County officials, Salem County Vocational-Technical School, the County Board of Social Services and the State Department of Labor.

### *4. Community Education and Non-Credit*

SCC continues to provide non-credit community education courses appealing to a wide range of interests and supporting individualized personal growth in a variety of subject areas. Community education topics cover a myriad of courses such as computer training, Personal Watercraft/Boating Safety, SAT Prep, Glass Art, and CPR Training. Additionally, SCC continues to provide online courses which allow students the flexibility of participation at convenient times of the day.

### *5. Student Affairs*

SCC's Student Affairs Division offers an array of support services to its students. These services include: admissions and enrollment, academic and career advising, and testing and tutoring services. The division is home to SCC's Center for Student Success where special emphasis is placed on providing support services to students who are in need of developmental courses. The Center offers study skills coaching, tutoring and testing and counseling services. The state funded Educational Opportunity Fund (EOF) is an integral part of the services provided by the Center. EOF provides academic support to economically disadvantaged students.

Through its partnership with the Salem County Special Services district, the division is able to provide specialized services aimed at assessing and providing classroom accommodations for students with learning disabilities.

## J. MAJOR CAPITAL PROJECTS

The scope of capital projects implemented during the 2008-09 academic year positioned Salem Community College for future growth.

These projects were a result of the use of \$5.4 million in Chapter 12 funding and a unique partnership with the Salem County Utilities Authority (SCUA).

The renovations of classrooms in Davidow Hall were completed along with the replacement of the HVAC system. In the fall 2008 semester microturbines were installed as part of the new Davidow Hall HVAC system. This qualified Salem Community College for a Board of Public Utilities (BPU) Clean Energy and Smart Start Buildings rebate.

A \$1 million project for the roof replacement of Davidow Hall was also completed in the fall 2008 semester.

New renovated science laboratories were opened for the fall 2008 semester. This \$1.8 million project will result in the expansion of science and allied health programs.

Through a partnership with SCUA, the construction of a 14,000 square-foot Glass Education Center valued in excess of \$2 million was completed. The facility opened for classes in January 2009. A special dedication involving all partners was held on March 27, 2009 at which time the building was named the Samuel A. Jones Glass Education Center in honor of a longtime college Foundation member who donated \$500,000 to outfit the building for classes.

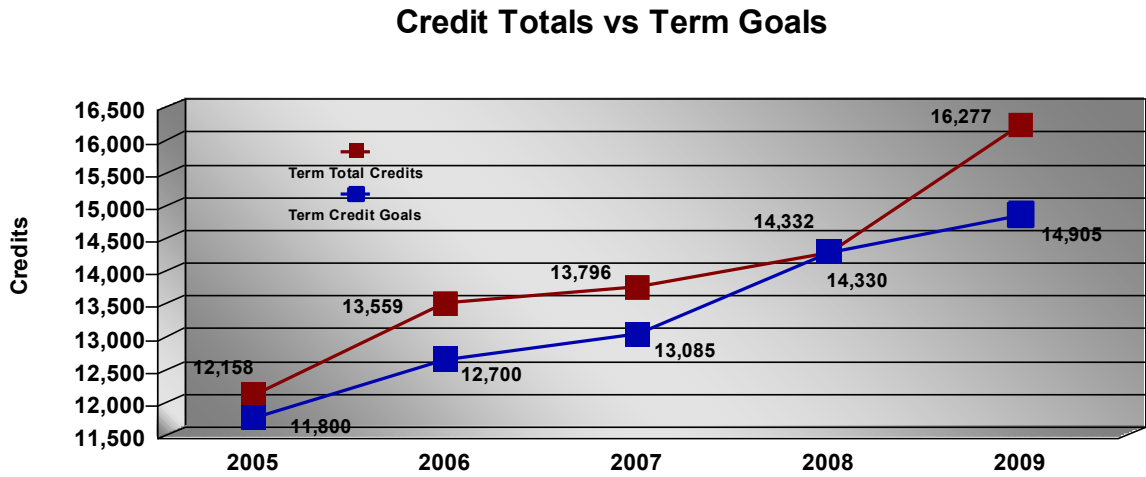
The SCUA has leased the building for \$1 per year for 50 years to SCC and will provide methane gas from the landfill to power much of the specialized glass equipment.

Both the Scientific Glass Technology and Glass Art programs are located in the new Glass Center as well as the new associate degree in Glass Industrial Design.



## K. FIVE-YEAR ENROLLMENT TRENDS

### 1. Credit Hours versus expected term goals, Fall 2005 Through 2009



### 2. Full-Time versus Part-Time Enrollment Trends, Fall 2005 Through 2009

