



Salem
Community College

Carve a Niche for Yourself

2014 Institutional Profile
September 15, 2014

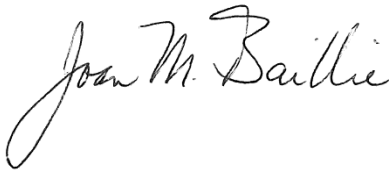
Preface

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2014.

The College continues to increase its array of academic programs in STEM areas that lead to high-paying jobs. In the 2013-2014 academic year, SCC introduced a Process Operator Technology program, that leads to careers in the petrochemical, chemical and pharmaceutical industries with a potential annual income of \$60,000. Sixty-six percent of students enrolled at Salem Community College are in STEM programs and in 2013, 77 percent of SCC graduates were from STEM programs.

SCC collaborates with partners to develop academic programs that are strongly tied to the region's job outlook and workforce needs. Programs such as Nuclear Energy Technology, Sustainable Energy Technology, Process Operator Technology and Scientific Glass Technology feed local and regional employer needs.

We believe our focus on STEM programs supports workforce development and contributes greatly to the College's success and growth in full-time student enrollment.



Joan M. Baillie
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 provides affordable, quality higher education for college transfer and workforce development.

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

Salem Community College has identified three major institutional priorities. ***Improve Fiscal Stability. Improve Student Success. Improve the College's Image.*** Under each priority the Committee identified a number of tactical objectives that will help the College achieve the priority. While there are other objectives, these objectives were identified as having the most significant impact on each of the three priorities.

Priority 1 - Improve Fiscal Stability

- Expand Alternative Sources of Revenue
- Effectively Budget and Achieve Targeted Revenue Goals
- Future Investment to Become a More Efficient Institution

Priority 2 - Improve Student Success

- Increase completion rates (retention)
- Offer more workforce development programs and academic certificates

Priority 3 - Improve the College's Image

- Enhance, advance and build partnerships that enrich the position and image of SCC

A. INSTITUTIONAL ACCREDITATION STATUS



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: Ms. Joan M. Baillie, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1239 Undergraduate
Control: Public
Affiliation: Government-State and Local- Salem County
Carnegie Classification: Associate's - Public Suburban-serving Single Campus
Approved Degree Levels: Postsecondary Certificate (≥ 1 year, < 2 years), Associate's;
Distance Education Programs: Not Approved
Accreditors Recognized by U.S. Secretary of Education: Accreditation Commission for Education in Nursing, Inc.

Instructional Locations

Branch Campuses: None

Additional Locations: None

Other Instructional Sites: PSEG Energy & Environmental Resource Center, Salem, NJ; Salem Center, Salem, NJ; Salem County Vocational Technical School, Mannington, NJ; Samuel H. Jones Glass Education Center, Alloway, NJ; Sustainable Energy Center, Oldmans, NJ

ACCREDITATION INFORMATION

Status: Member since 1979

Last Reaffirmed: November 18, 2010

Most Recent Commission Action:

August 20, 2014: To request a supplemental information report, due October 6, 2014, addressing the Accreditation Commission for Education in Nursing (ACEN)'s recent decision. The next evaluation visit is scheduled for 2014-2015.

Brief History Since Last Comprehensive Evaluation:

November 18, 2010: To accept the Periodic Review Report, to commend the institution for the quality of the Periodic Review Report and progress to date, and to reaffirm accreditation. To request a progress report due by December 1, 2011, documenting (1) explicit links between the strategic plan and resource allocation decisions (Standard 2); (2) steps taken to integrate the components of the institutional effectiveness plan (Standard 7); and (3) evidence of observable learning goals for general education stated as outcomes (Standard 12). The next evaluation visit is scheduled for 2014-2015.

March 1, 2012: To accept the progress report. The next evaluation visit is scheduled for 2014-2015.

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2020

Date Printed: September 10, 2014

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. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

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 Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical 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. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

Progress Report: 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. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as “Pre-accreditation” and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

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.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate 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. Institutions may not stay in candidacy more than 5 years.

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. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required

obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned 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.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

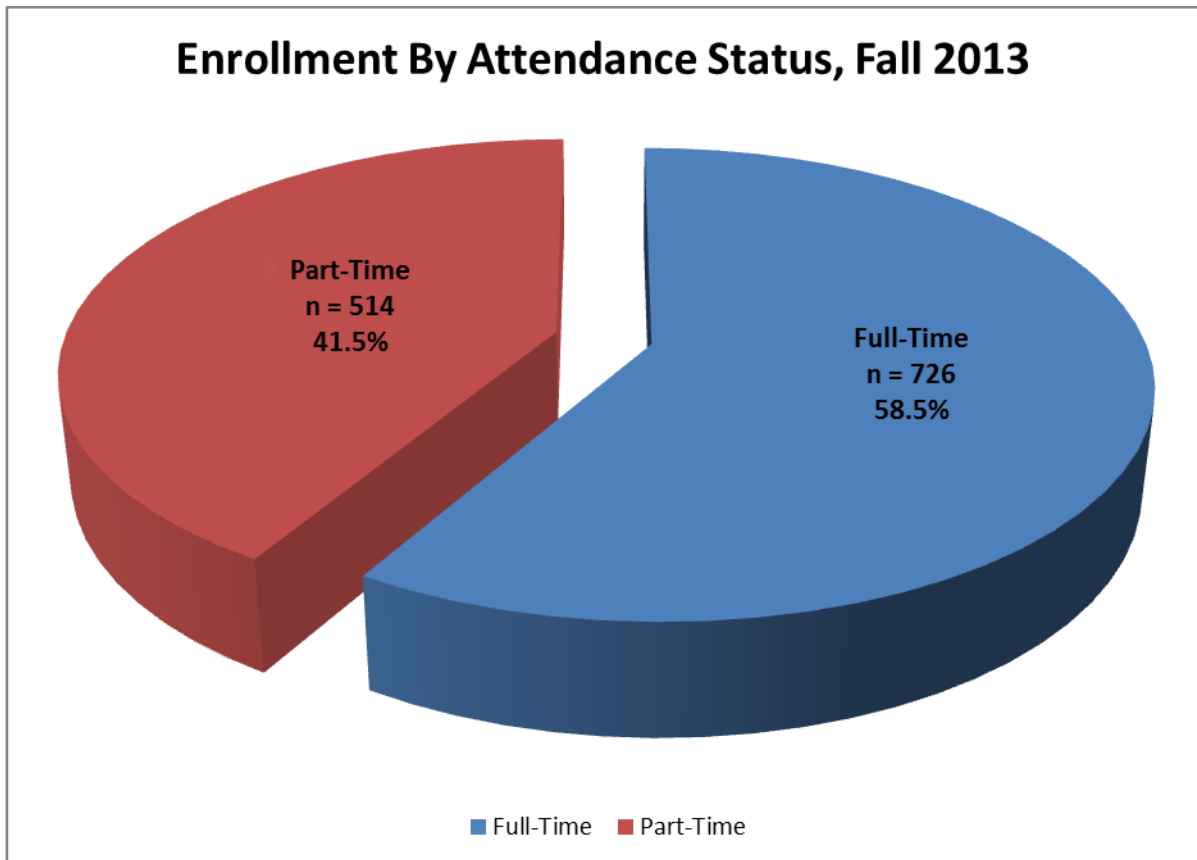
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2013		
Attendance		
Status	Number	Percentage
Full-Time	726	58.5%
Part-Time	514	41.5%
	1240	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



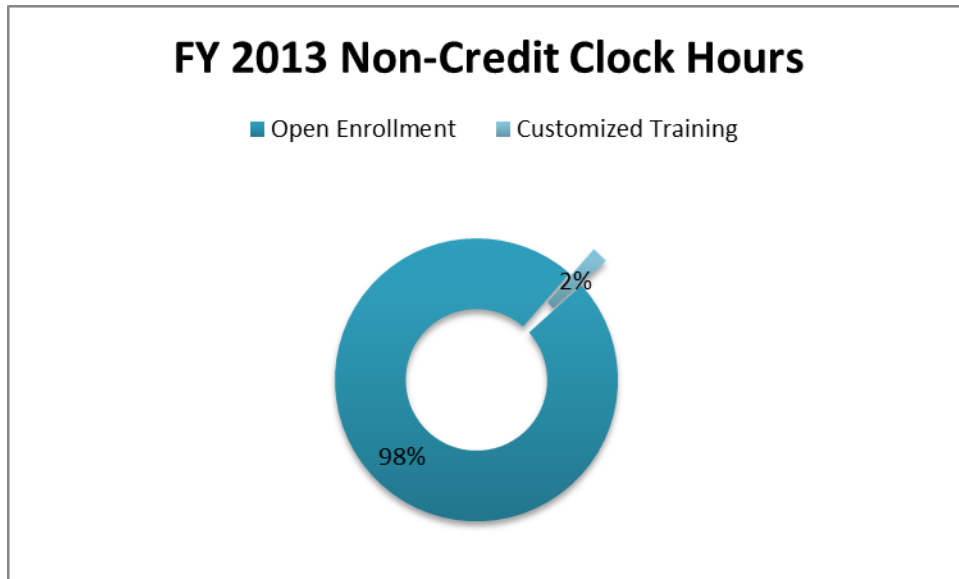
2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2013				
Non-Credit Type	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	583	571	5,747	13
Customized Training	17		111	0

¹ Includes all registrations in any course that started on July 1, 2012 through June 30, 2013.

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

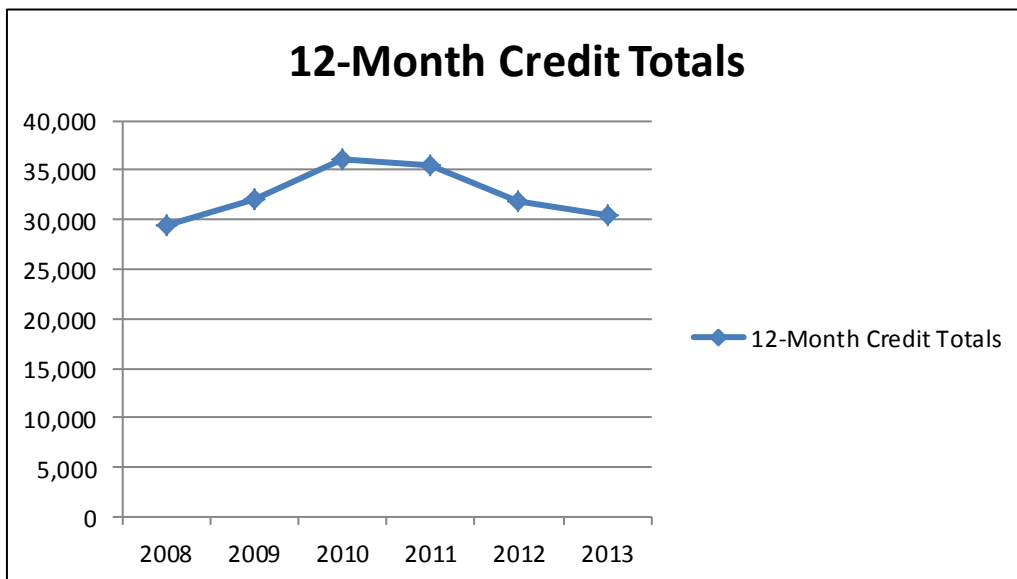
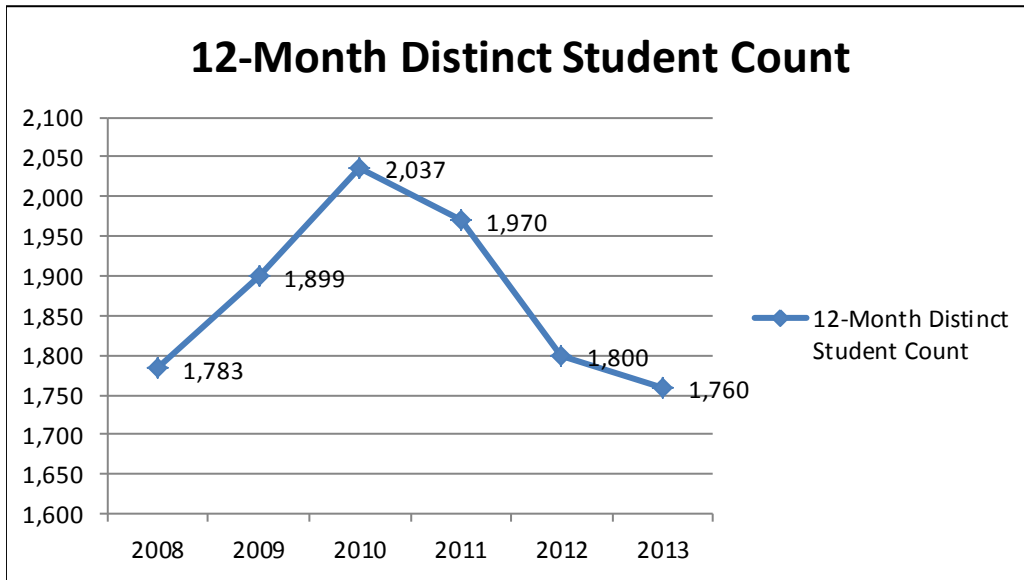
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



3. Unduplicated Number of Students for FY 2013

Comparative Unduplicated FY Enrollment			
Fiscal Year	Distinct Student Count	Total Credits	FTE
2008	1,783	29,502	983
2009	1,899	31,963	1,065
2010	2,037	36,112	1,204
2011	1,970	35,466	1,182
2012	1,800	31,903	1,063
2013	1,760	30,424	1,014

Source: IPEDS 12-Month Enrollment Survey.



C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Basic Skills Testing and Remediation

Basic Skills Assessment Test

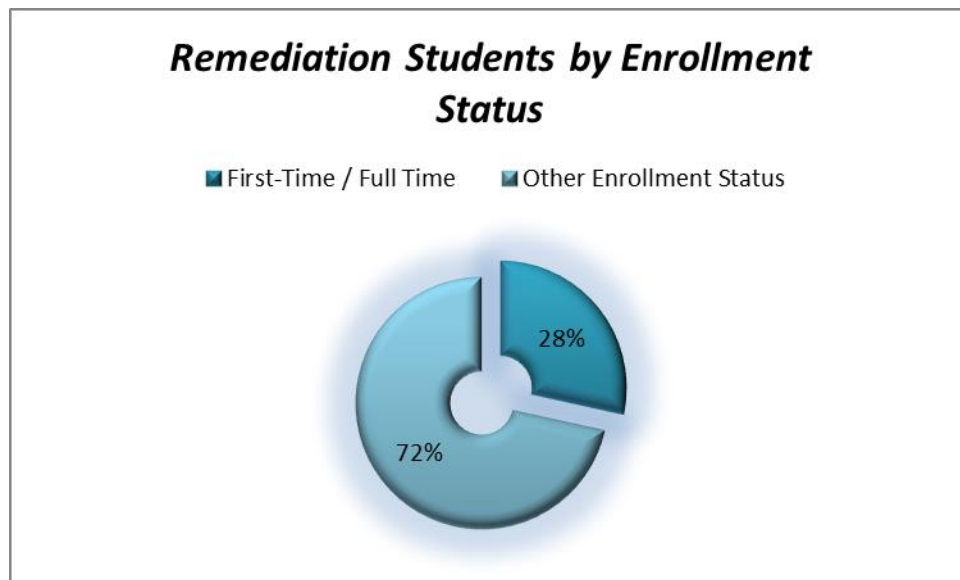


Total Number Of Students Enrolled, Fall 2013		
	<i>Unduplicated # Students Enrolled In 1 Or More Remedial Courses</i>	
<i>Total Fall 2013 Enrollment</i>		<i>% of Total Enrollment</i>
1,234	204	16.5%

Source: SURE Fall 2013

Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2013		
	<i>Unduplicated # Students Enrolled In 1 Or More Remedial Courses</i>	
<i>Fall 2013 FT/FT Enrollment</i>		<i>% of FT/FT Enrollment</i>
201	58	28.9%

Source: SURE Fall 2013

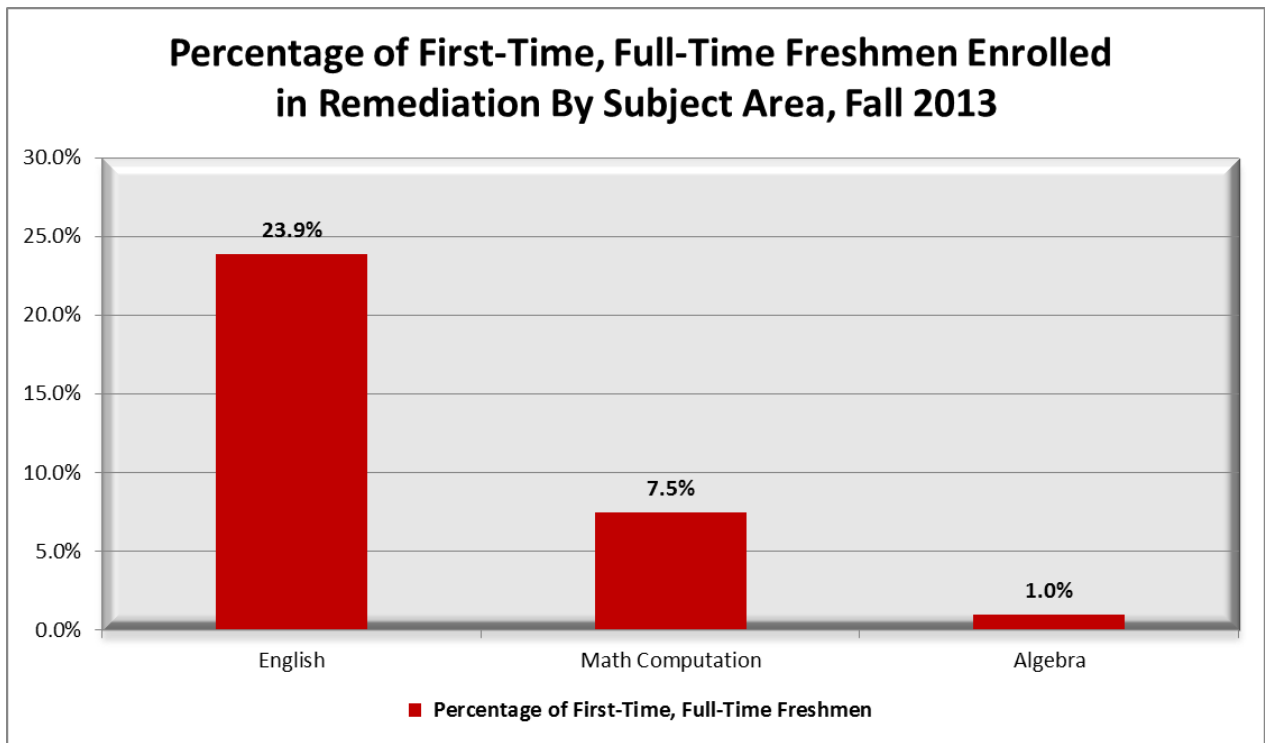


Number And Percent Of First-Time, Full-Time Freshmen By Remediation Subject Area, Fall 2013

<i>Subject Area</i>	<i># Students*</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
English	48	23.9%
Math Computation	15	7.5%
Algebra	2	1.0%

Source: SURE Fall 2013

*Students can receive remediation in more than one Subject Area.



2. Student Enrollment

a. By Race/Ethnicity, Fall 2013

Undergraduate Enrollment By Race/Ethnicity, Fall 2013

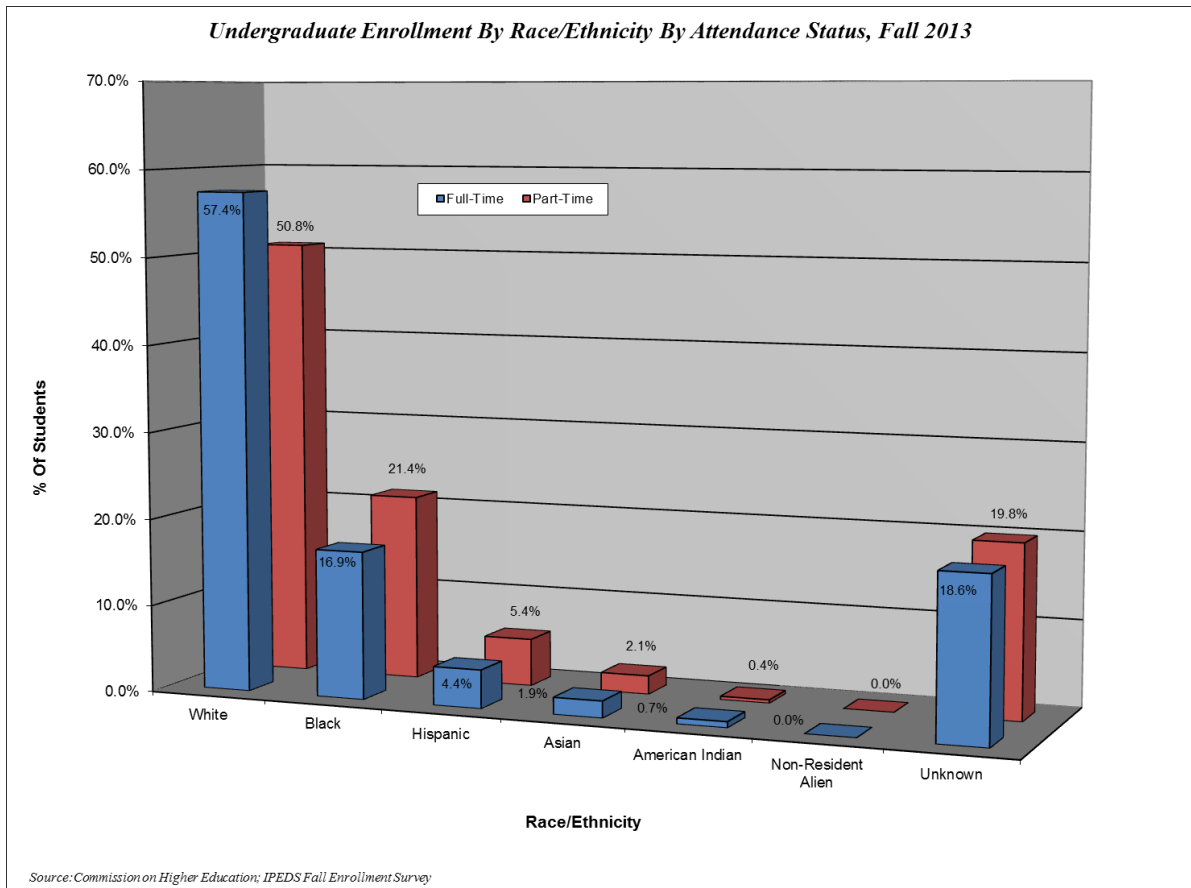
Headcount, Fall 2013								
Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	417	123	32	14	5	0	135	726
Part-Time	261	110	28	11	2	0	102	514
	678	233	60	25	7	0	237	1,240

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: Commission on Higher Education

Percentage, Fall 2013								
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	57.4%	16.9%	4.4%	1.9%	0.7%	0.0%	18.6%	100.0%
Part-Time	50.8%	21.4%	5.4%	2.1%	0.4%	0.0%	19.8%	100.0%
Totals	54.7%	18.8%	4.8%	2.0%	0.6%	0.0%	19.1%	100.0%

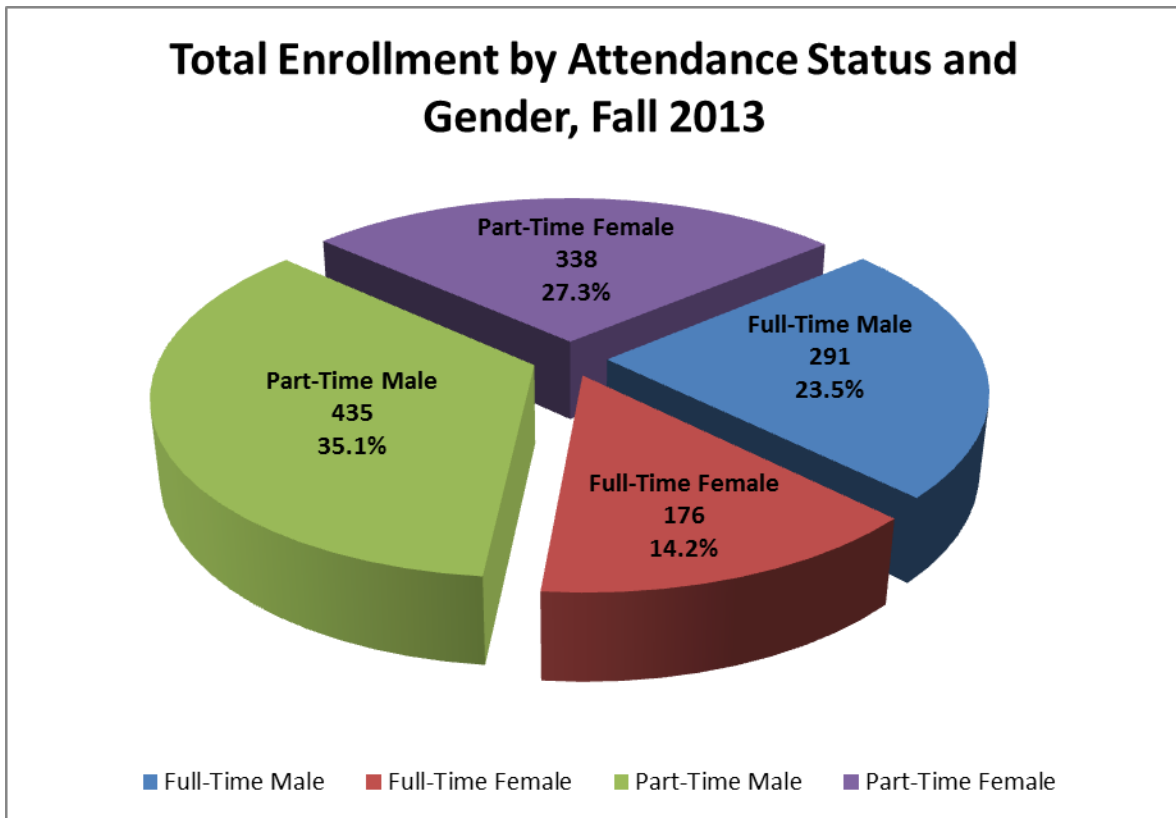
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2013

<i>Students by Attendance Status and Gender, Fall 2013</i>						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	291	62.3%	176	37.7%	467	37.7%
Part-Time	435	56.3%	338	43.7%	773	62.3%
Totals	726	58.5%	514	41.5%	1240	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



c. By Age, Fall 2013

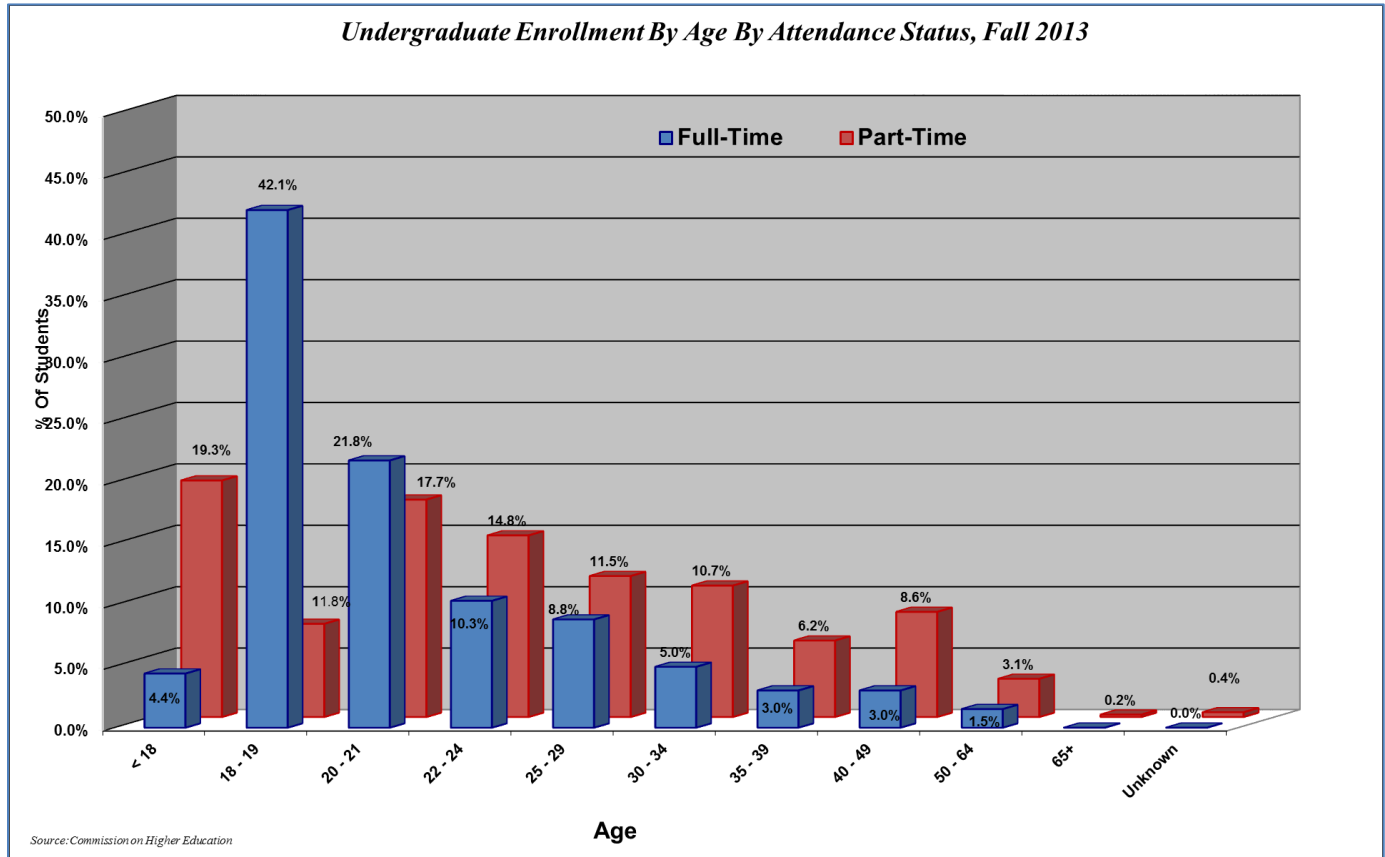
Undergraduate Enrollment By Age By Attendance Status, Fall 2013

Headcount, Fall 2013												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	32	306	158	75	64	36	22	22	11	0	0	726
Part-Time	99	39	91	76	59	55	32	44	16	1	2	514
Total	131	345	249	151	123	91	54	66	27	1	2	1,240

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2013												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	4.4%	42.1%	21.8%	10.3%	8.8%	5.0%	3.0%	3.0%	1.5%	0.0%	0.0%	100.0%
Part-Time	19.3%	7.6%	17.7%	14.8%	11.5%	10.7%	6.2%	8.6%	3.1%	0.2%	0.4%	100.0%
Total	10.6%	27.8%	20.1%	12.2%	9.9%	7.3%	4.4%	5.3%	2.2%	0.1%	0.2%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



Source: Commission on Higher Education

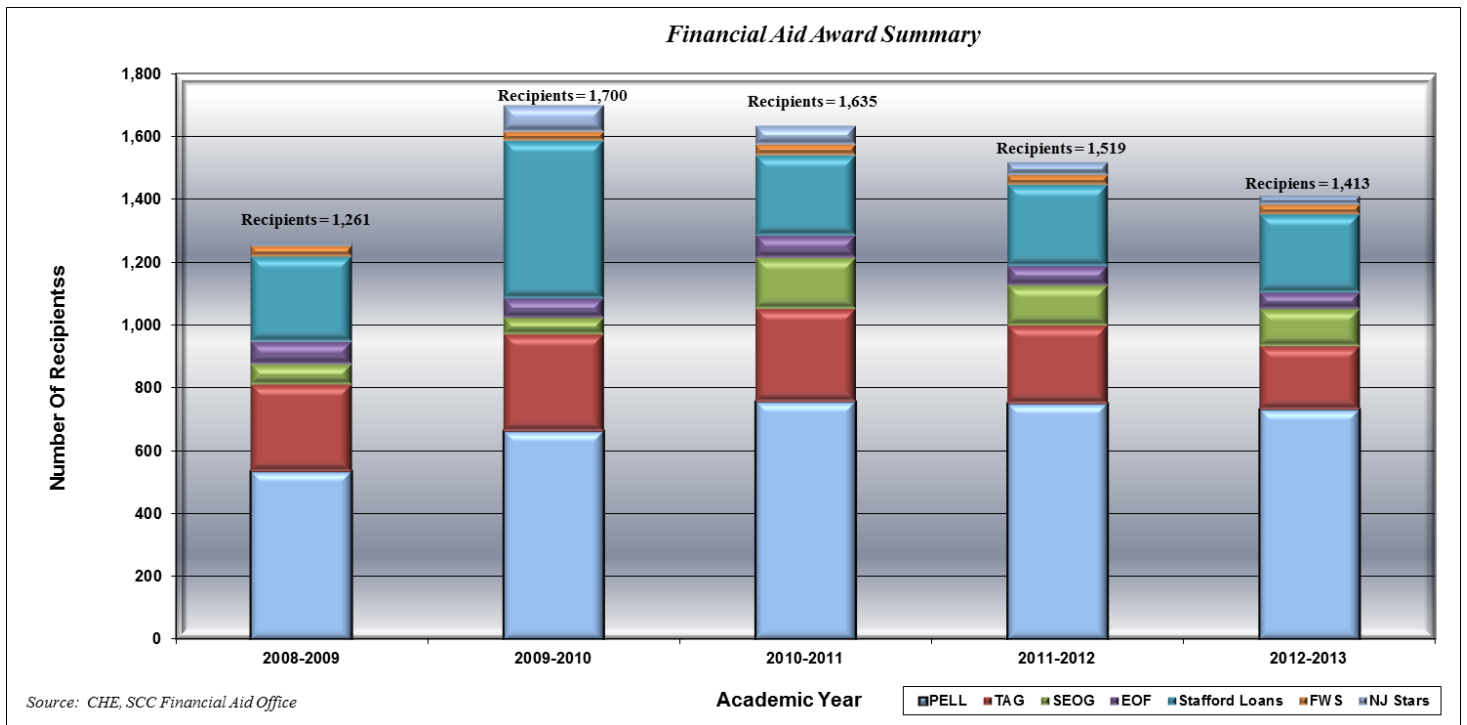
3. Student Enrollment Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2012-2013			
Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	734	\$2,254,000.00	\$3,070.84
College Work Study	29	\$44,000.00	\$1,517.24
SEOG	116	\$36,000.00	\$310.34
PLUS Loans	5	\$18,000.00	\$3,600.00
Stafford Loans (Subsidized)	249	\$714,000.00	\$2,867.47
Stafford Loans (Unsubsidized)	262	\$809,000.00	\$3,087.79
Totals:		\$3,875,000.00	

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	202	289,000	\$1,430.69
Educational Opportunity Fund (EOF)	55	56,000	\$1,018.18
NJ STARS	28	59,000	\$2,107.14
Totals:		\$404,000.00	

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	147	\$235,000.00	\$1,598.64
Loans	5	\$20,000.00	\$4,000.00
Totals:		\$255,000.00	

Source: NJIPEDS Form #41 Student Financial Aid Report



4. Percentage of First-Time Undergraduates Who Are New Jersey Residents, Fall 2013

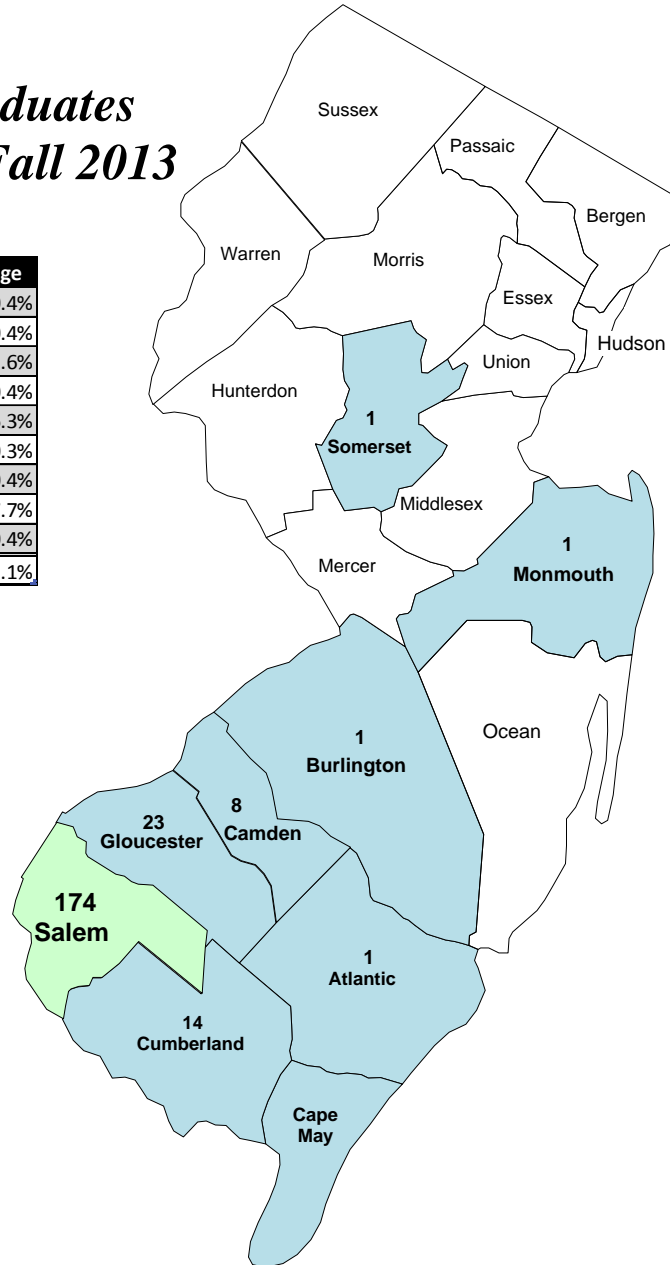
State Residents	Non-State Residents	Total	Percentage of State Residents
224	80	304	73.7%

Note: Residence unknown included with New Jersey Residents.

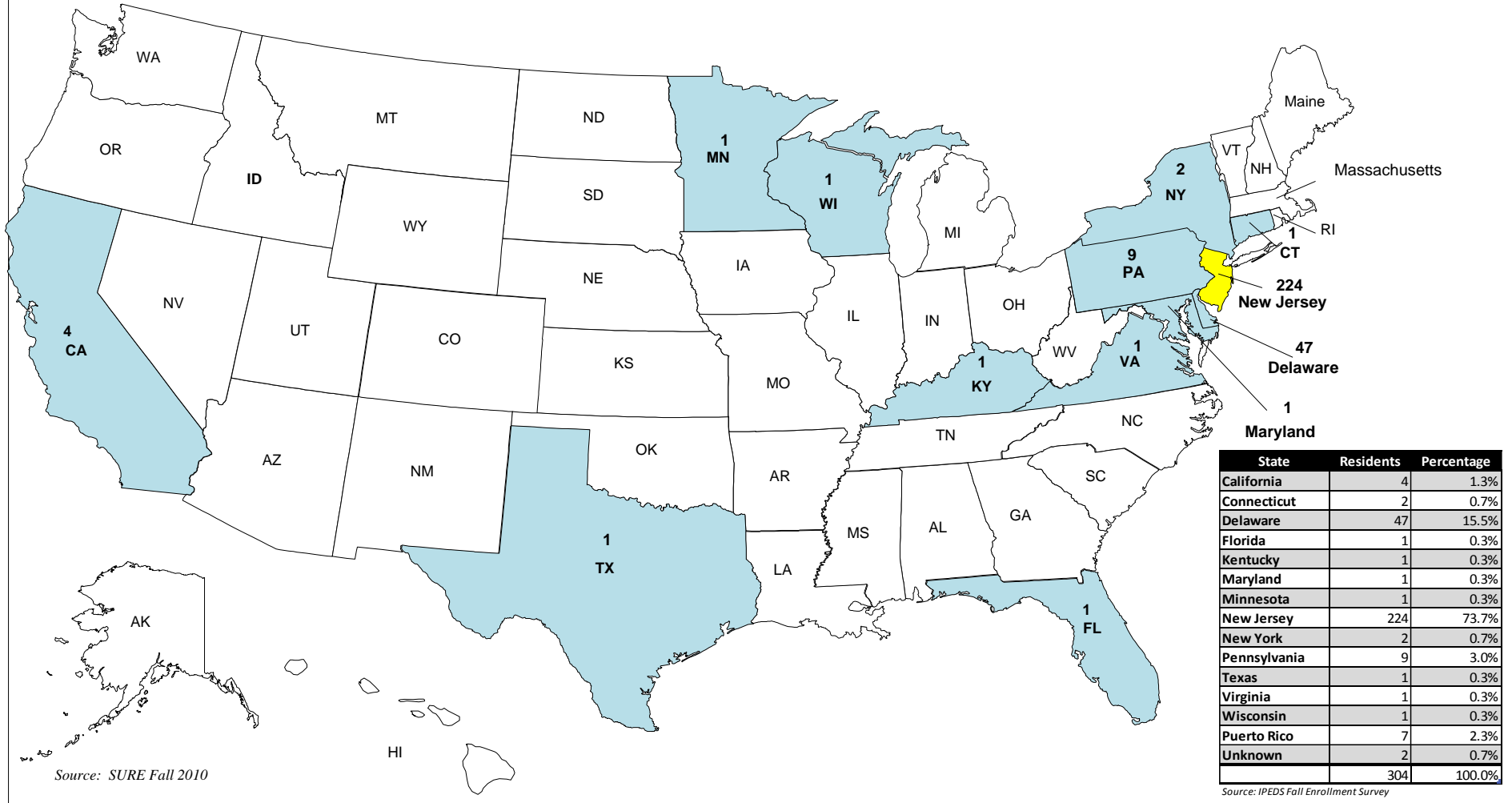
Source: IPEDS Fall Enrollment Survey

***First-Time
New Jersey Undergraduates
By County Residence, Fall 2013***

County	Residents	Percentage
Atlantic	1	0.4%
Burlington	1	0.4%
Camden	8	3.6%
Cape May	1	0.4%
Cumberland	14	6.3%
Gloucester	23	10.3%
Monmouth	1	0.4%
Salem	174	77.7%
Somerset	1	0.4%
	224	99.1%



First-Time, Undergraduates By State Residence, Fall 2013



D. STUDENT OUTCOMES

1. Graduation Rates

- a. *Two Year Graduation Rate of Fall 2010 Full-time, First-time Degree and Certificate Seeking Students (100% of Time)*

Cohort Term	Total Students	Student Completion	Percentage
Fall 2010	235	35	14.9%

Source: IPEDS Graduation Rate Survey

- b. *Three-Year Graduation and Transfer Rates of Fall 2010 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity (150% of Time)*

Ethnicity	Cohort Count	Graduated after 3 Years	Percentage Graduated	Transferred	Percentage Transferred
White	135	40	29.6%	19	14.1%
Black	52	9	17.3%	10	19.2%
Hispanic	8	1	12.5%	3	37.5%
Asian	2	0	0.0%	1	50.0%
Alien	0	0	0.0%	0	0.0%
Other*	38	8	21.1%	7	18.4%
Totals	235	58	24.7%	40	17.0%

* Other includes American Indian, Native Hawaiian & Pacific Islanders, 2 or More Races, and Unknown Race.

Source: IPEDS Graduation Rate Survey

2. Third Semester Retention of First-time Undergraduates

Fall 2012 to Fall 2013			
Attendance Status	Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate
Full-time	201	119	59.2%
Part-Time	94	47	50.0%
Totals	295	166	56.3%

SOURCE: IPEDS Fall Enrollment Survey, Part E

3. FY 2013 Degrees Conferred

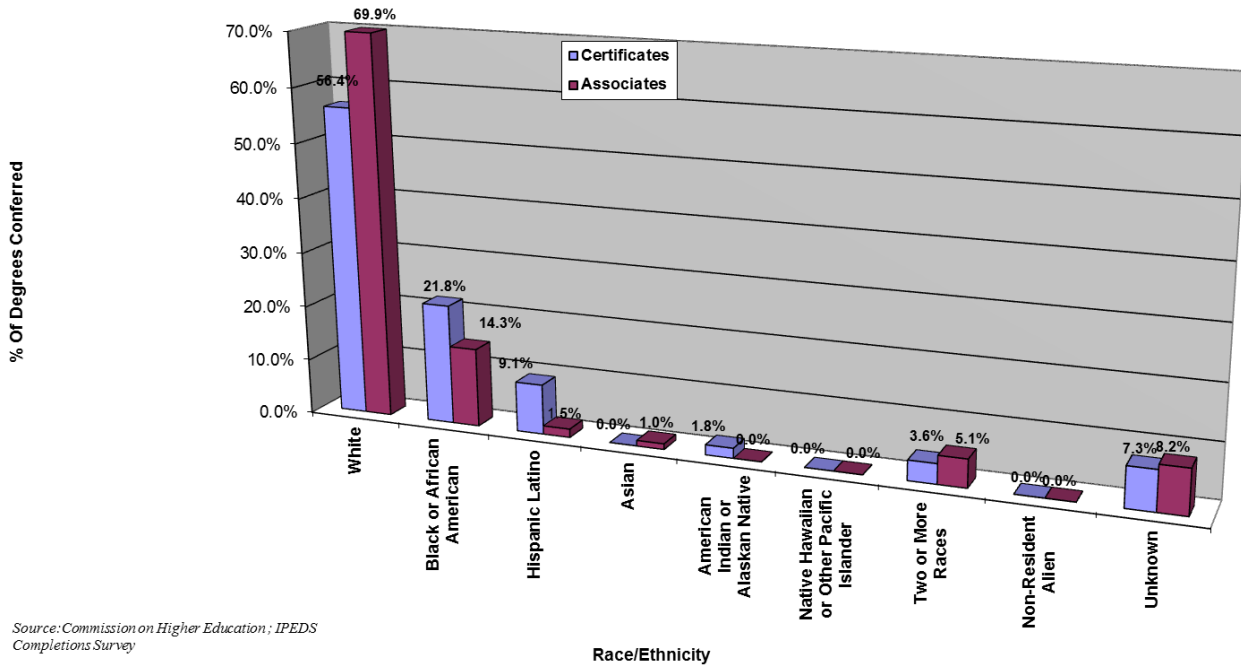
a. Degrees and Certificates Conferred by Race/Ethnicity

Degrees and Certificates, FY 2013										
Award	White	Black or African American	Hispanic Latino	Asian	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Two or More Races	Non-Resident Alien	Unknown	Total
Certificates	31	12	5	0	1	0	2	0	4	55
Associates	137	28	3	2	0	0	10	0	16	196
Total	168	40	8	2	1	0	12	0	20	251

Source: Salem Community College PowerCampus

Percentage, FY 2013										
Award	White	Black or African American	Hispanic Latino	Asian	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Two or More Races	Non-Resident Alien	Unknown	Total
Certificates	56.4%	21.8%	9.1%	0.0%	1.8%	0.0%	3.6%	0.0%	7.3%	100.0%
Associates	69.9%	14.3%	1.5%	1.0%	0.0%	0.0%	5.1%	0.0%	8.2%	100.0%
Total	66.9%	15.9%	3.2%	0.8%	0.4%	0.0%	4.8%	0.0%	8.0%	100.0%

Subbaccalaureate Degrees and Certificates Conferred By Race/Ethnicity, FY 2013



Source: Commission on Higher Education; IPEDS Completions Survey

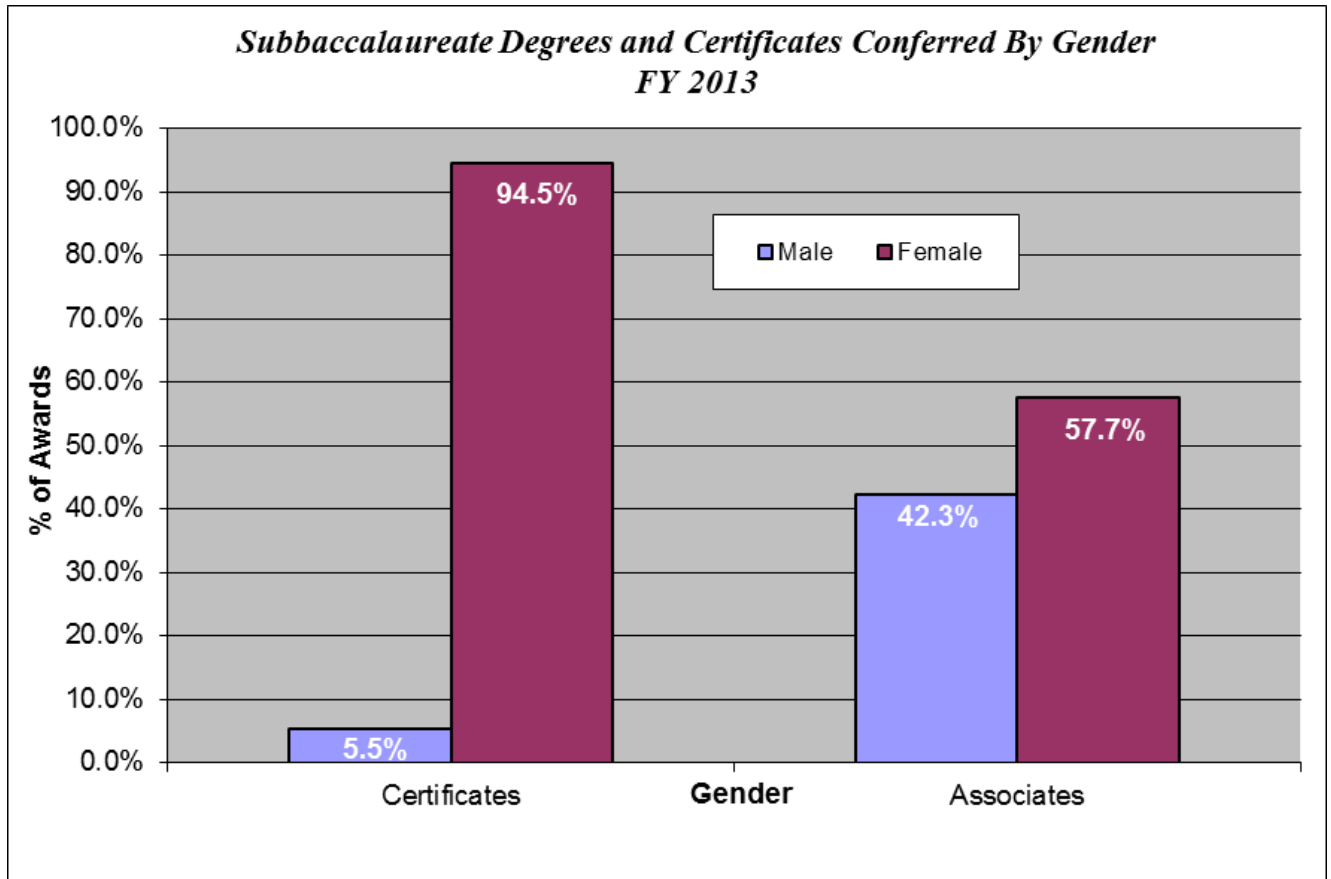
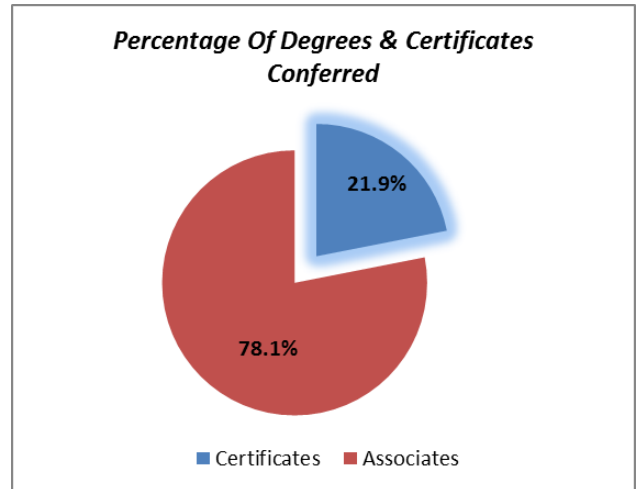
b. Degrees and Certificates Conferred by Gender

Degrees & Certificates, FY 2013			
Award	Male	Female	Total
Certificates	3	52	55
Associates	83	113	196
Total	86	165	251

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2013			
Award	Male	Female	Total
Certificates	5.5%	94.5%	100.0%
Associates	42.3%	57.7%	100.0%
Total	34.3%	65.7%	100.0%

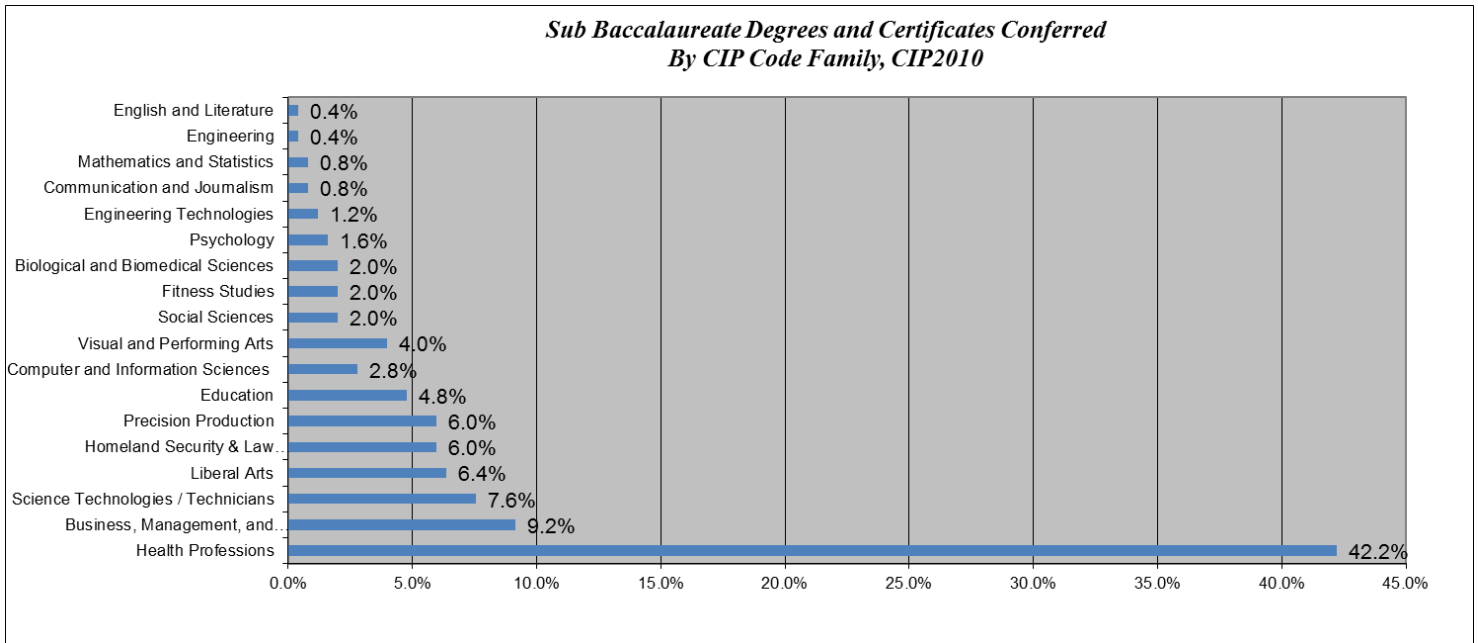
Source: Commission on Higher Education; IPEDS Completions Survey



c. Degrees and Certificates Conferred in FY2012 by CIP-2010 Code Family

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	53	53	106	42.2%
Business, Management, and Marketing	2	21	23	9.2%
Science Technologies / Technicians	0	19	19	7.6%
Liberal Arts	0	16	16	6.4%
Homeland Security & Law Enforcement	0	15	15	6.0%
Precision Production	0	15	15	6.0%
Education	0	12	12	4.8%
Computer and Information Sciences	0	7	7	2.8%
Visual and Performing Arts	0	10	10	4.0%
Social Sciences	0	5	5	2.0%
Fitness Studies	0	5	5	2.0%
Biological and Biomedical Sciences	0	5	5	2.0%
Psychology	0	4	4	1.6%
Engineering Technologies	0	3	3	1.2%
Communication and Journalism	0	2	2	0.8%
Mathematics and Statistics	0	2	2	0.8%
Engineering	0	1	1	0.4%
English and Literature	0	1	1	0.4%
Totals:	55	196	251	100.0%

Source: Commission on Higher Education; IPEDS Completion Survey



E. FACULTY CHARACTERISTICS

1. Full-Time Faculty By Race/Ethnicity, Gender and Tenure Status, Fall 2013

Headcount Fall 2013																
	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
Tenured																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	4	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	1	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	8	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	4	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	1	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	6	9	2	1	0	0	0	0	0	0	0	0	0	0	0	0

Source: Commission on Higher Education; IPEDS Human Resources Survey

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Percentage Fall 2013

	White		Black		Hispanic		Asian		American Indian Non-Resident Alien				Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tenured																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	22.2%	16.7%	5.6%	---	---	---	---	---	---	---	---	---	---	---	27.8%	16.7%
Assistant Prof.	5.6%	27.8%	5.6%	---	---	---	---	---	---	---	---	---	---	---	11.1%	27.8%
All Others	---	---	---	5.6%	---	---	---	---	---	---	---	---	---	---	---	5.6%
TOTAL	27.8%	44.4%	11.1%	5.6%	---	---	---	---	---	---	---	---	---	---	38.9%	50.0%
Without Tenure																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Assistant Prof.	---	5.6%	---	---	---	---	---	---	---	---	---	---	---	---	---	5.6%
All Others	5.6%	---	---	---	---	---	---	---	---	---	---	---	---	---	5.6%	---
TOTAL	5.6%	5.6%	---	---	---	---	---	---	---	---	---	---	---	---	5.6%	5.6%
Total																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	22.2%	16.7%	5.6%	---	---	---	---	---	---	---	---	---	---	---	27.8%	16.7%
Assistant Prof.	5.6%	33.3%	5.6%	---	---	---	---	---	---	---	---	---	---	---	11.1%	33.3%
All Others	5.6%	---	---	5.6%	---	---	---	---	---	---	---	---	---	---	5.6%	5.6%
TOTAL	33.3%	50.0%	11.1%	5.6%	---	---	---	---	---	---	---	---	---	---	44.4%	55.6%

Source: Commission on Higher Education; IPEDS Human Resources Survey

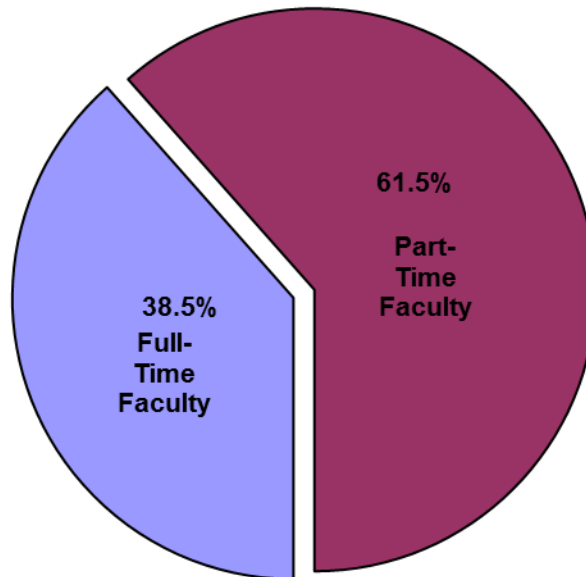
2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2013

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2013

<i>Total Number of Course Sections, Fall 2013: 234</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	90	38.5%
Part-Time	144	61.5%

Source: Salem Community College, PowerCampus

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2013

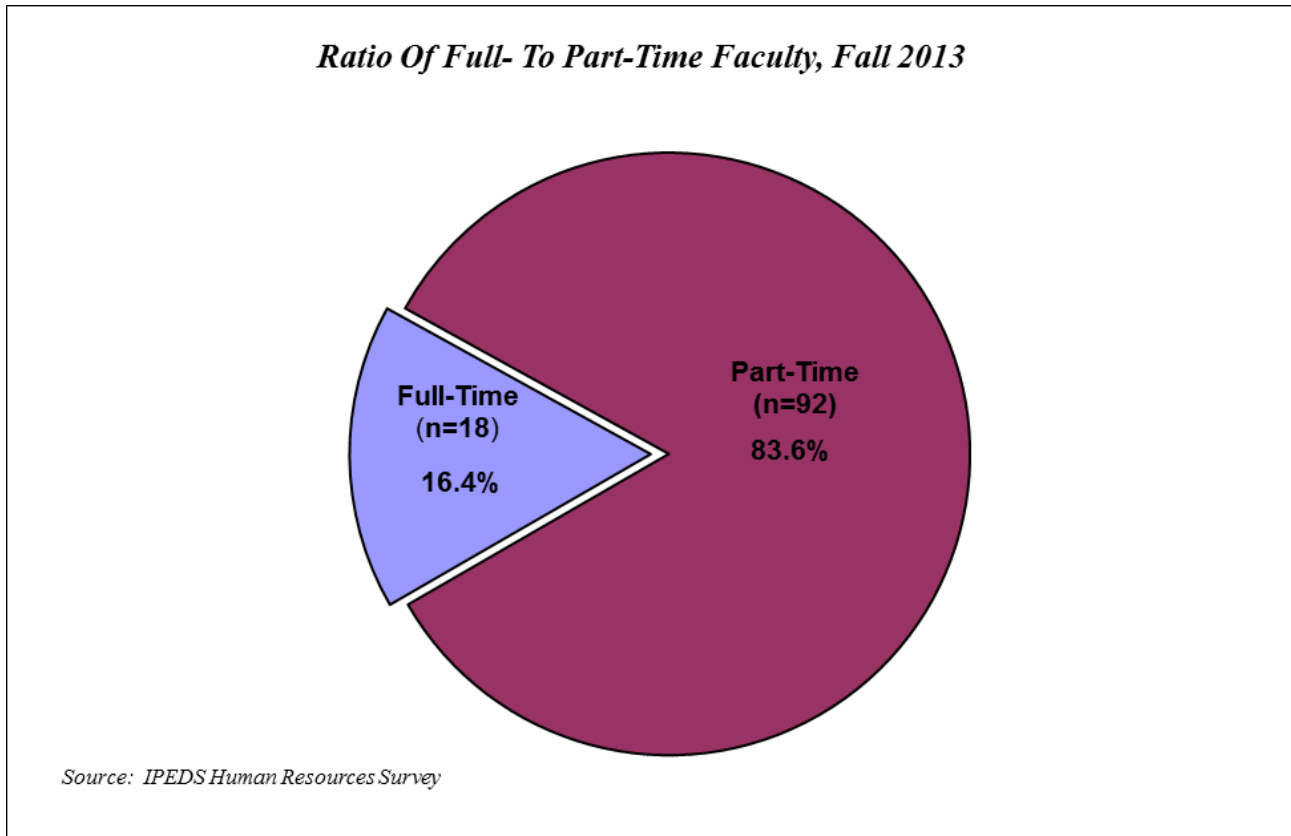


Source: Salem Community College, PowerCampus

3. Ratio of Full- to Part-Time Faculty, Fall 2013

<i>Ratio Of Full-Time To Part-Time Faculty, Fall 2013</i>					
<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>
18	16.4%	92	83.6%	110	100.0%

Source: IPEDS Human Resources Survey



F. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2013 - 2014)

	<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	---	---	---	6
Female	6	1	---	---	---	---	---	7
Total	11	1	---	1	---	---	---	13

<i>Name</i>	<i>Title</i>	<i>Affiliation</i>
John Ashcraft	Chair	Ashcraft Funeral Home
Joan M. Baillie	Ex Officio	President, Salem Community College
Patrice Burdalski	Trustee	State Farm Insurance
Carol A. Burke-Doherty	Trustee	Retired Principal, John Fenwick School
Robert Carter	Trustee	Retired, United States Navy
Amante N. DeCastro, M.D.	Trustee	Physician
Maria B. Fantini	Secretary	Administrative Assistant, Salem Community College
Allen Gage	Trustee	Wilmington Tug, Inc.
Dorothy D. Hall	Vice-Chair	Consultant
Margaret Nicolosi	Executive County Superintendent	Salem County
R. Matthew Richards	Trustee	Paulsboro Refining Company
Carrie Ruffin	Trustee	Director of So. Regional Services, Family Resources Network
Jason Supemavage	Trustee	Physical Therapist, Boston Rehabilitation Associates
James Conklin III	Alumni Trustee	Student

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-scc/board-of-trustees>

G. INSTITUTION PROFILE

Degree and Certificate Programs

<i>Associate of Arts Degrees</i>		
Communications/Journalism	Education	Social Science - History/Political Science
Criminal Justice	Liberal Arts	Social Science - Psychology
		Social Science - Sociology / Social Service
<i>Associate of Science Degrees</i>		
Biology/Chemistry	Paralegal Studies*	Health Science
Business Administration	Justice Studies	- Diagnostic Medical Sonography***
Game Design & Development	- Corrections*	- Medical Laboratory Technology***
Occupational Therapy Assistant**	- Homeland Security*	- Medical Radiography*
Sports Management		- Nuclear Medicine***
		- Surgical Technology***
* Joint Degree in Partnership with Cumberland County College		
** Joint Degree in Collaboration with University of Medicine and Denistry of New Jersey-Scotch Plains		
*** Prgroam Collaboration with Camden, Cumberland, or Gloucester County College		
<i>Associate of Applied Science in Technology Degrees</i>		
Agribusiness*	Health Information Technology****	Process Operator Technology
Agriculture*	Horticulture*	Respiratory Therapy**
Business Administration	Nuclear Energy Technology	Scientific Glass Technology
Culinary Arts***	Nursing for LPNs	Sustainable Energy Technology
		Technical Studies
* Joint Degree in Partnership with Cumberland County College		
** Joint Degree in Collaboration with Univerisity of Medicine and Denistry of New Jersey-Stratford		
*** Joint degree in partnership with Burlington County College		
**** Joint degree in partnership with Camden County College		
<i>Associate of Fine Arts</i>		
Computer Graphic Art	Glass Art	Studio Art
<i>Certificates</i>		
Administrative Assistant	Medical Coding	Social Service
Allied Health	Pharamacy Technician	Sustainable Energy Technology
Emergency Services	Practical Nursing (LPN)	
<i>Career Certificates & Specialist Series</i>		
Business Paraprofessional Management		
Sustainable Energy Technology: Energy Auditor		
Sustainable Energy Technology: Green Construction Technology		
Sustainable Energy Technology: Solar Energy Technology		
Sustainable Energy Technology: Weatherization Technology		

Source: Salem Community College 2014-2015 Catalog

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. *Academic Programs*

In Fall 2014, Salem Community College (SCC) added a new Associate in Applied Science Degree in Process Operator Technology. This program was developed in conjunction with local industries and prepares students for positions in the petrochemical, chemical, pharmaceutical and food industries.

SCC also made major changes to the Practical Nursing Certificate and the Associate Degree Nursing Programs. The updated curriculum offers students more lab time as well as increased opportunities in the clinical setting.

2. *Student Success*

SCC continued to focus on retention and helping to ensure that all students—especially those who begin in developmental courses—persist until the attainment of their academic goals. To that end, SCC removed some barriers to student success. Instead of reliance on a placement exam, SCC has initiated using high school GPA as an indicator for placement in college level English and mathematic courses. Such moves help shorten the time to graduation for many students. In-house analysis of students placed in this manner, shows that the high school GPA is as good or a better success indicator for gateway college level courses than traditional placement methods.

In addition the College has placed trained Instructional Aides in all developmental and gateway courses for both English and mathematics. This intrusive advisement model allows aides to monitor individual student performance and offer one-on-one and small group instruction. Preliminary results show an increase in the percentage of students completing their developmental courses and advancing to the next level.

3. *Collaboration with Area High Schools*

SCC worked closely with the administrators and teachers in the six high schools in Salem County to prepare students for college. Beginning in Fall 2013 a JumpStart program in Pennsville Memorial High School allows students in their senior year to take college courses in the morning and completing remaining requirements for high school graduation at the high school in the afternoon. SCC also instituted a program allowing any high school student take advantage of a substantially reduced tuition.

4. *Customized Training and Workforce Development*

SCC continued to collaborate with employers in Salem County and beyond to meet their goals for employee training and development. A new endeavor this year with the launch of the Affordable Healthcare Act, SCC provided training to community-based organizations to assist individuals in need of medical insurance. NJ FamilyCare training was provided in collaboration with the Civil Service Commission (CSC) and the Department of Health Services (DHS).

5. *Non-Credit and Community Education*

In 2013-2014, SCC offered a variety of non-credit courses, including GED prep, ESL, SAT prep, computer applications, glass art/scientific glass workshops, as well as Re-employment Eligibility Assessments Workshops (REA) training.

6. *Institutional Effectiveness and Assessment*

SCC is in the final stages of writing the Self-Study for Middle States Commission on Higher Education (MSCHE) accreditation. This process began during the summer of 2013 and continued throughout this academic year. The College community and committee members embraced the self-assessment process and prepare for the commission's Self-Study visit. The Strategic Planning, which was developed in 2012, is in its second year of implementation. Updates are shared quarterly with members of the Board of Trustees and all campus constituents.

I. MAJOR CAPITAL PROJECTS

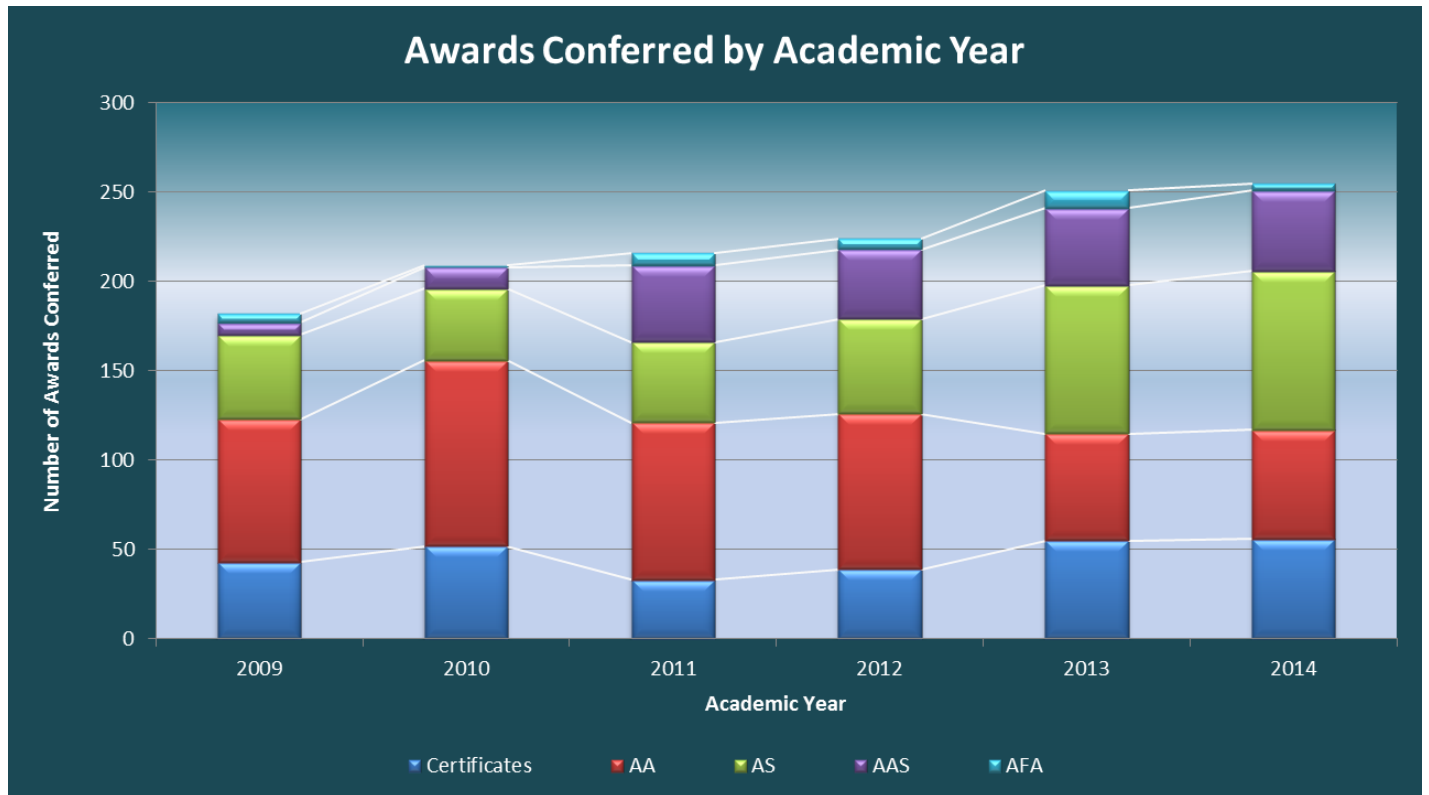
In continuing to address the needs documented in the College's Long-Range Facility Plan completed in February 2011, the college successfully submitted a \$4 million project to the state of New Jersey. Construction for this project began in August 2014. This first phase includes classroom renovation and upgrades to support Salem Community College's STEM programs.

The college also received an additional \$1.5 million in Chapter 12 funds that will be used for facility and security infrastructure improvements. The first phase which includes installation of a campus wide security system started in 2014.

Other Institutional Information

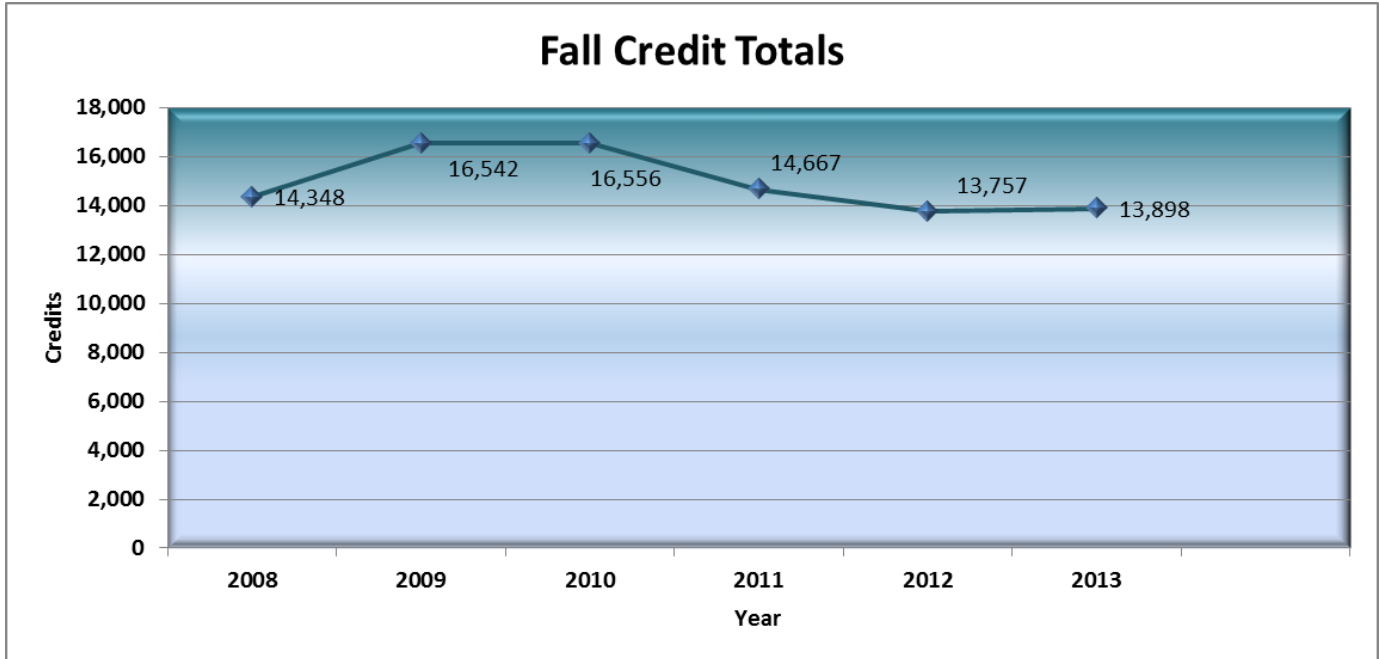
A. AWARDS CONFERRED SINCE 2009

Awards Conferred by Academic Year						
AcademicYear	Certificates	AA	AS	AAS	AFA	Total
2009	43	80	47	7	5	182
2010	52	104	40	12	1	209
2011	33	88	45	43	7	216
2012	39	87	53	39	6	224
2013	55	60	83	43	10	251
2014	56	61	89	45	4	255
Totals:	278	480	357	189	33	1337

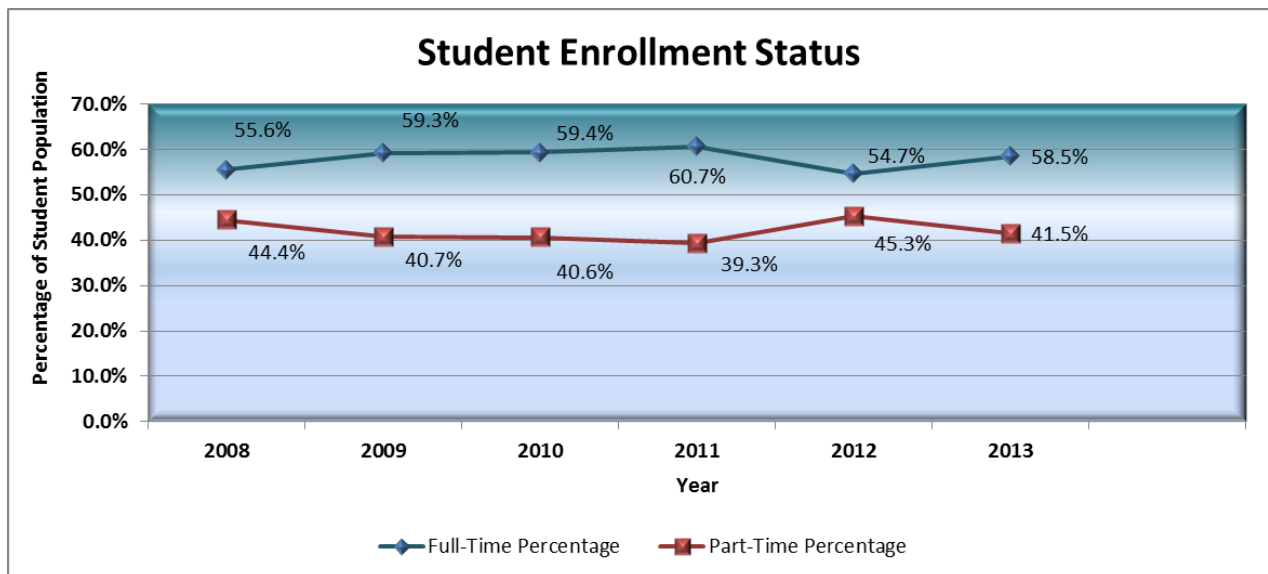


B. FIVE-YEAR ENROLLMENT TRENDS

1. Fall credit hours 2008 Through 2013



2. Fall full-time versus part-time enrollment trends, 2008 Through 2013



C. Salem Community College's Focus on STEM Programs

Academic Year	Percent of Enrolled Students in STEM Programs	Percent of Credits for Students in STEM Programs	Percent of Graduates in a STEM Program
2010	63.4%	62.0%	64.6%
2011	66.1%	66.1%	69.4%
2012	65.3%	66.0%	73.9%
2013	66.6%	67.4%	76.5%
2014	63.7%	66.7%	74.7%

* Dual Credit and Robotics students are excluded from calculations

