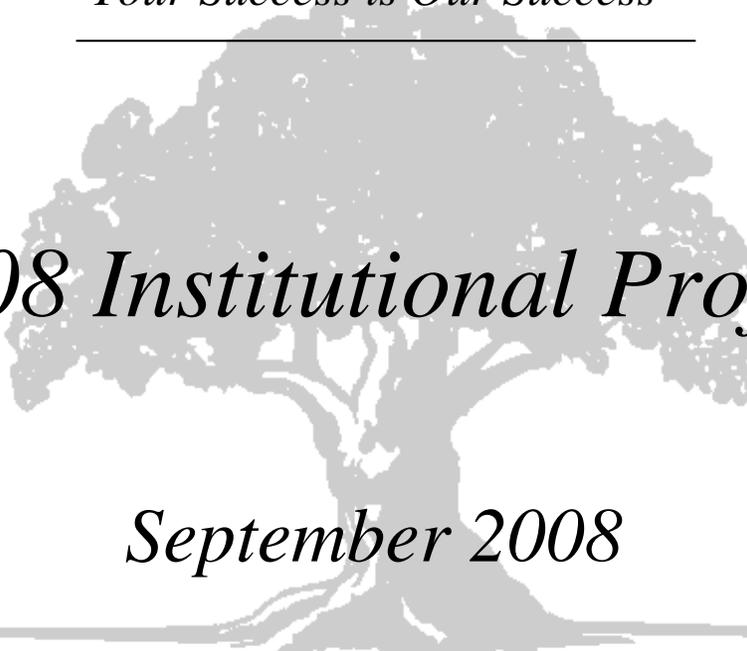


SALEM COMMUNITY COLLEGE

Your Success is Our Success



2008 Institutional Profile

September 2008

SALEM
COMMUNITY COLLEGE

Office of Institutional Research and Planning

Preface

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2008.

The content of the individual sections of the report clearly is indicative of an institution that is on the move.

Guided by our Strategic Plan and the fiscal operational and capital support of the County Government, the 2007-2008 academic year was the most successful in the history of SCC.

Today, the majority of our students attend on a full-time basis and we continue to see growth in the “more traditional” college-age cohort. Our retention rate continues to improve, which we believe is directly attributed to efforts of the Title III-supported Center for Student Success.

As reported in the Capital Projects section, the completion of the new and renovated facilities will allow program expansion in the Sciences and our world-renowned Glass program.

As we enter the 2008-2009 academic year, we will embark upon the next phase of Strategic Planning and blend this work with the development of the Periodic Review Report to the Middle States Commission on Higher Education scheduled to be submitted in the spring of 2010.

Despite the fiscal climate at the state level, we are fiscally stable and look forward to continued enrollment growth.



Peter B. Contini, Ed.D.
PRESIDENT

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Salem Community College
Vision, Mission, Diversity and Strategic Values Statements

Vision Statement

To provide personalized opportunities and support that unlock the potential of all.

Mission

We at Salem Community College believe in the value of education and that your success is our success. Our commitment is to meet the ever-changing needs of a diverse community by providing high-quality and affordable education in a dynamic learning environment.

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.

Strategic Values

1. Excellence in Teaching and Learning
2. Economic Development through Customized Outreach with Strong Business, Education and Community Partnerships
3. Student-Centered Enrollment Services
4. Effective Fiscal and Human Resource Management
5. Dynamic and Progressive Technology
6. A Collegiate and Professional Physical Environment
7. Comprehensive Communication
8. Institutional Effectiveness through a Commitment to Assessment

Institutional Priorities

1. Increase enrollment through new and expanded programs.
2. Increase retention through a student-centered enrollment management strategy.
3. Obtain state and county funding that provides the resources necessary for reasonable and sustainable growth.
4. Program growth must drive new and renovated facilities.
5. Implement best practices in technology to achieve a competitive position.
6. Build an institutional capacity through professional development at all levels of the College.
7. Strengthen the role of Salem Community College within the community.

A. INSTITUTIONAL ACCREDITATION STATUS



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680 Tel: 215-662-5606 Fax: 215-662-5501
www.msache.org

March 9, 2007

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

Dear Dr. Contini:

At its session on March 8, 2007, the Middle States Commission on Higher Education acted:

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.

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. 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*, which 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 Ms. Linda A. Suskie, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jessica Kozloff', written in a cursive style.

Jessica S. Kozloff
Chair



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): 1251 Undergraduate
Control: Public
Affiliation: State
Institution Type: Associate's
Degrees Offered: Certificate/Diploma, Associate's
Distance Learning: 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

Most Recent Commission Action:

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.

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.

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2010

Date Printed: March 9, 2007

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 - 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.



Middle States Commission on Higher Education

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

June 23, 2005

Dr. Peter B. Contini
Office of the President
Salem Community College
460 Hollywood Avenue
Carneys Point, New Jersey 08069

Dear President Contini:

At its session on June 22, 2005, the Middle States Commission on Higher Education acted to reaffirm the accreditation of Salem Community College 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.

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 upon request. 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*, a copy of which is enclosed.

The Commission on Higher Education expects evaluation team reports to be distributed to all constituencies named on the cover page of team reports: faculty, administration, trustees, and students. Furthermore, the Commission expects any action taken by the Commission to be shared with appropriate campus constituencies.

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 Ms. Linda Suskie, Executive Associate Director.

Sincerely,

A handwritten signature in black ink, appearing to read 'Judith L. Gay', written in a cursive style.

Judith L. Gay
Chair

/clr

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The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.



Middle States Commission on Higher Education

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

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

Institutional Information

Enrollment (Headcount): 1,163 Undergraduate
Control: Public
Affiliation: State
Institution Type: Associate's
Degrees Offered: Associate's, Certificate
Distance Learning: No

Instructional Locations

Branch Campuses: None.
Additional Locations: None.
Other Instructional Sites: Salem Center, Salem, NJ.

Accreditation Information

Status: Member since 1979.
Last Reaffirmed: 2005.

Most Recent Commission Action: In June 2005, the Commission reaffirmed accreditation and requested 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.

Brief History Since Last Comprehensive Evaluation: Self-Study Evaluation Visit, April 2005. Comprehensive self-study. In June 2005, the Commission reaffirmed accreditation and requested a progress letter, due by November 1, 2006, documenting the development and implementation

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

Salem Community College
Page 2

of a written plan for the assessment of institutional effectiveness. The Periodic Review Report is due June 1, 2010.

Next Self-Study Evaluation: 2014-2015.

Next Periodic Review Report: June 1, 2010.

Date Printed: June 23, 2005 (Not necessarily updated as of this date.)

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.

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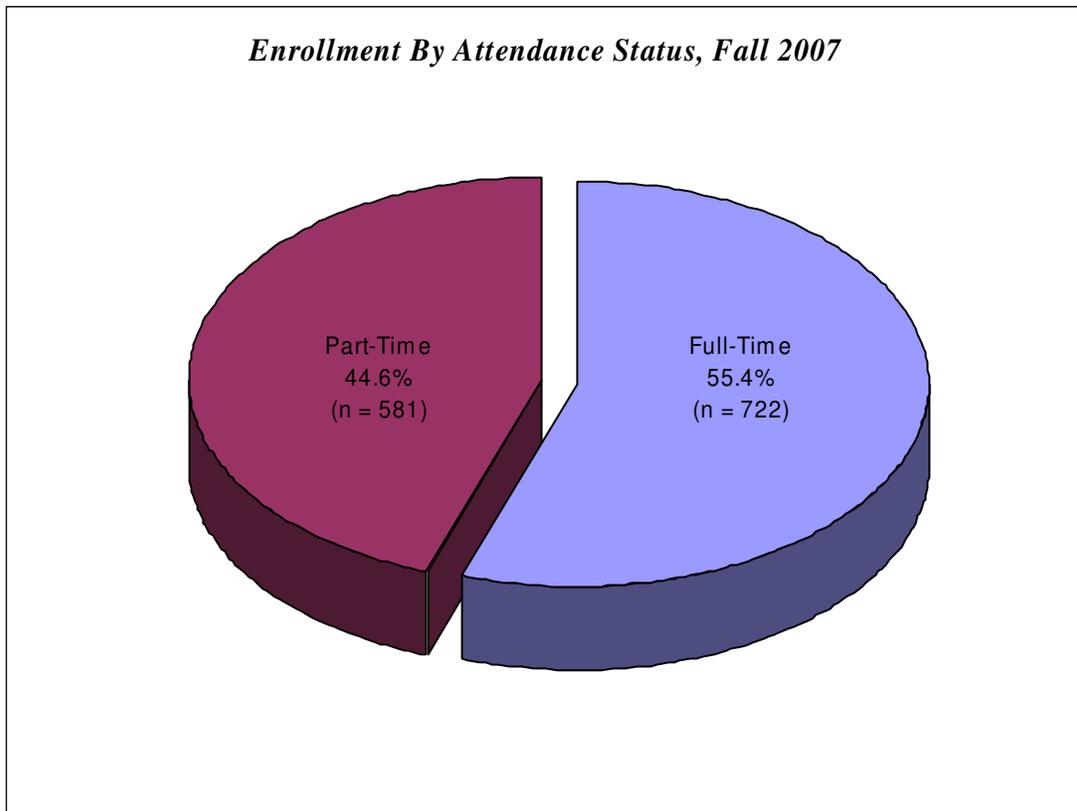
B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2007

<i>Attendance Status</i>	<i>Number</i>	<i>Percent</i>
Full-Time	722	55.4%
Part-Time	581	44.6%
Total	1,303	100.0%

Source: Commission on Higher Education;
IPEDS Fall Enrollment Survey



2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2007

	<i>Total Number of Registrations¹</i>	<i>Unduplicated Headcount</i>	<i>Total Clock Hours (One Clock Hour = 60 Minutes)</i>	<i>Total FTEs²</i>
Open Enrollment	699	604	70,583	157
Customized Training	169	---	5,448	12

¹Includes all registrations in any course that started on July 1, 2006 through June 30, 2007.

²FTEs 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 2007

Unduplicated Enrollment, FY 2007

<i>Headcount Enrollment</i>	<i>Credit Hours</i>	<i>FTE</i>
1,868	29,165	972

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 2007

<i>Total Fall 2007 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
1,303	325	24.9%

Source: SURE Fall 2007, SCC CampusVue

Total Number Of Recent High School Graduates*, First-Time, Full-Time Freshmen Enrolled, Fall 2007

<i>Total Fall 2007 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
148	96	64.9%

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

Source: "Total Enrollment" from SURE Fall 2007;

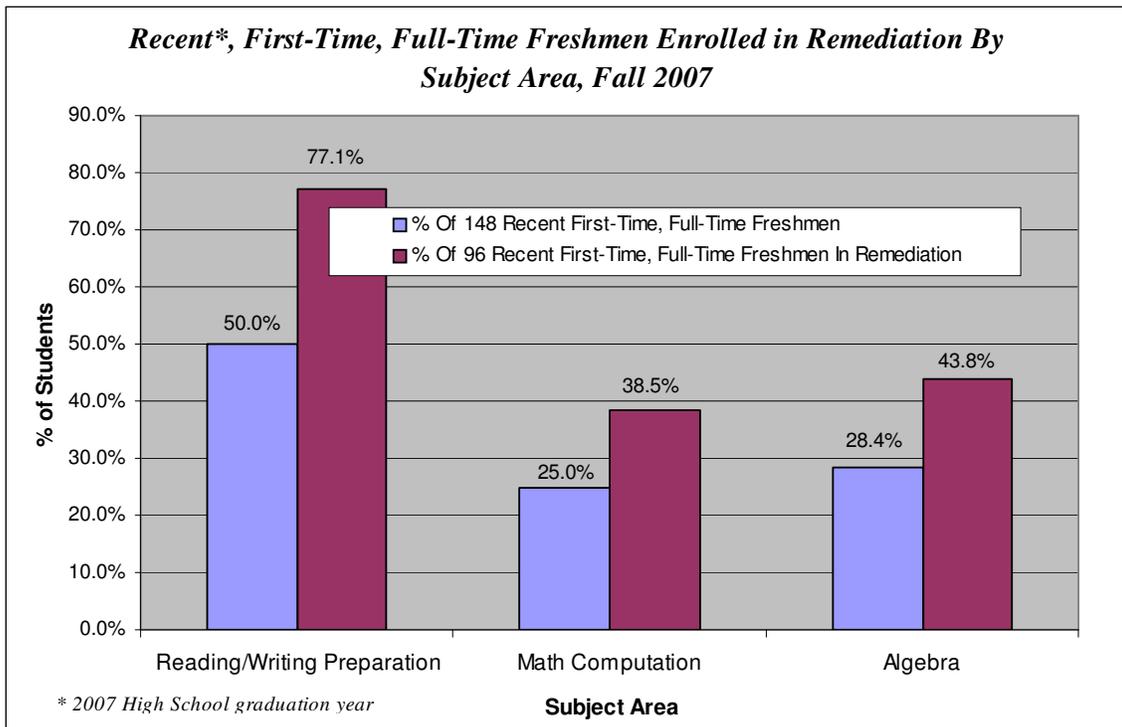
"Remedial" from SCC CampusVue

Number And Percent Of All Recent*, First-Time, Full-Time Freshmen Enrolled In Remediation By Subject Area, Fall 2007

Subject Area	# Students	% Of 148 Recent First-Time, Full-Time Freshmen	% Of 96 Recent First-Time, Full-Time Freshmen In Remediation
Reading	0	0.0%	0.0%
Writing	0	0.0%	0.0%
Reading/Writing Preparation	74	50.0%	77.1%
Math Computation	37	25.0%	38.5%
Algebra	42	28.4%	43.8%

* 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 2007

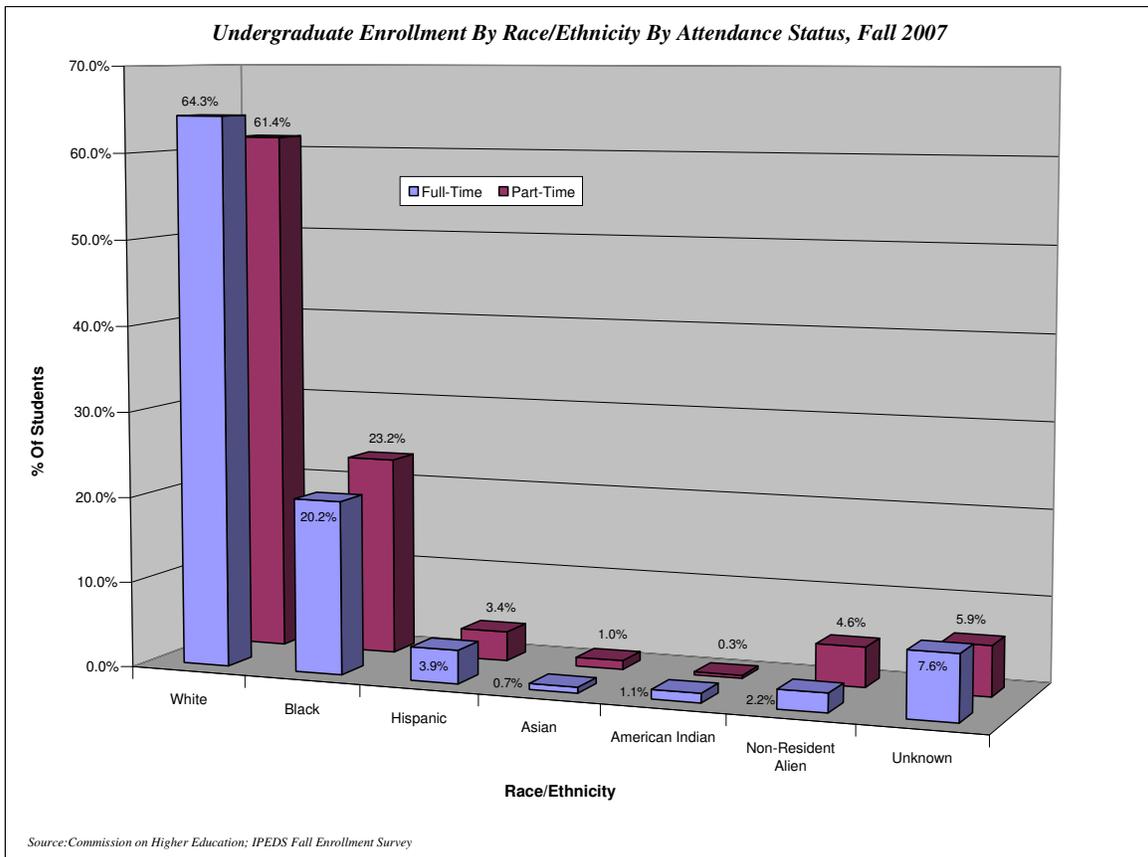
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident		Total
						Alien	Unknown	
Full-Time	464	146	28	5	8	16	55	722
Part-Time	357	135	20	6	2	27	34	581
Total	821	281	48	11	10	43	89	1,303

Source: Commission on Higher Education

Percentage, Fall 2007

Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	64.3%	20.2%	3.9%	0.7%	1.1%	2.2%	7.6%	100.0%
Part-Time	61.4%	23.2%	3.4%	1.0%	0.3%	4.6%	5.9%	100.0%
Total	63.0%	21.6%	3.7%	0.8%	0.8%	3.3%	6.8%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2007

Headcount, Fall 2007

<i>Attendance Status</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Full-Time	260	461	721
Part-Time	148	428	576
Total	408	889	1,297 ⁽¹⁾

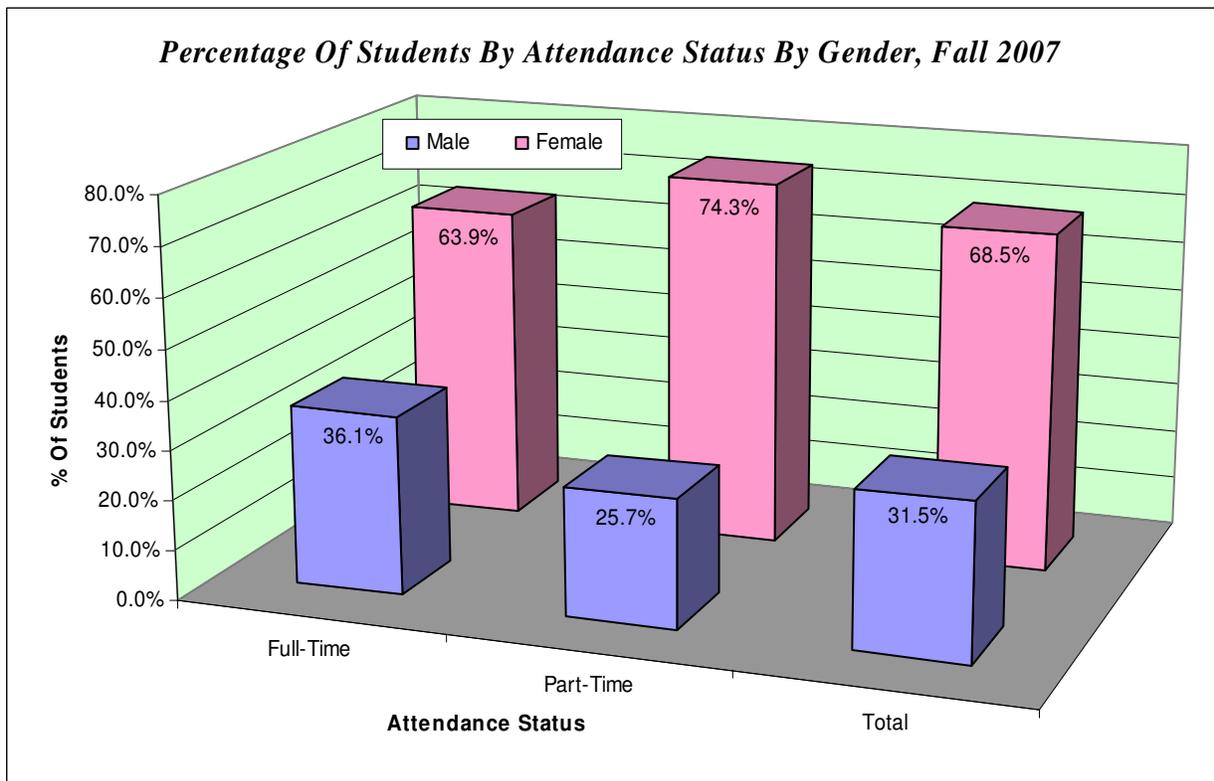
⁽¹⁾ Six students did not report gender

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage Of Students By Attendance Status By Gender, Fall 2007

<i>Attendance Status</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Full-Time	36.1%	63.9%	100.0%
Part-Time	25.7%	74.3%	100.0%
Total	31.5%	68.5%	100.0%

Source: SCC Fall 2007 SURE file



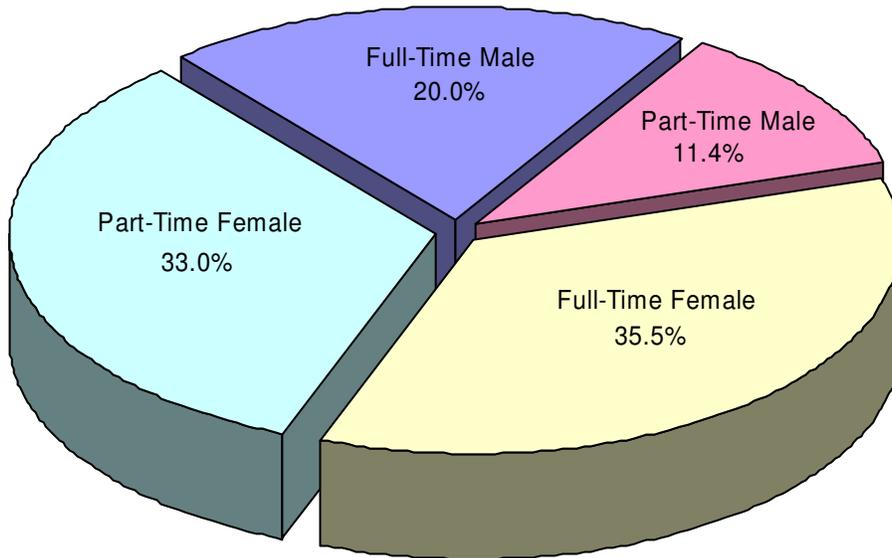
Total Enrollment By Attendance Status And Gender, Fall 2007

<i>Attendance Status/Gender</i>	<i>Number</i>	<i>% Of Total</i>
Full-Time Male	260	20.0%
Part-Time Male	148	11.4%
Full-Time Female	461	35.5%
Part-Time Female	428	33.0%
Total	1,297 ⁽¹⁾	100.0%

(1)Six students did not report gender

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Total Enrollment By Attendance Status And Gender, Fall 2007



c. By Age, Fall 2007

Headcount, Fall 2007

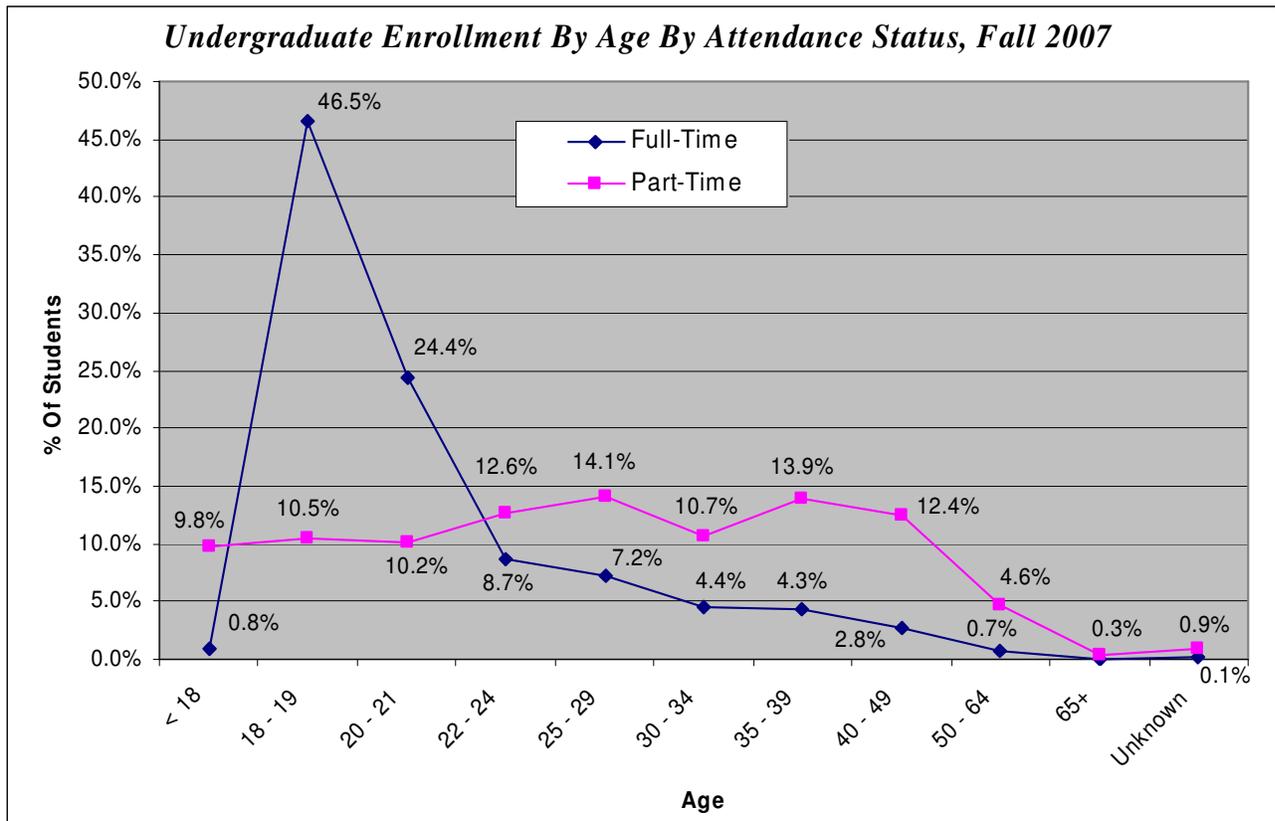
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	6	336	176	63	52	32	31	20	5	0	1	722
Part-Time	57	61	59	73	82	62	81	72	27	2	5	581
Total	63	397	235	136	134	94	112	92	32	2	6	1,303

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2007

Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	0.8%	46.5%	24.4%	8.7%	7.2%	4.4%	4.3%	2.8%	0.7%	0.0%	0.1%	100.0%
Part-Time	9.8%	10.5%	10.2%	12.6%	14.1%	10.7%	13.9%	12.4%	4.6%	0.3%	0.9%	100.0%
Total	4.8%	30.5%	18.0%	10.4%	10.3%	7.2%	8.6%	7.1%	2.5%	0.2%	0.5%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

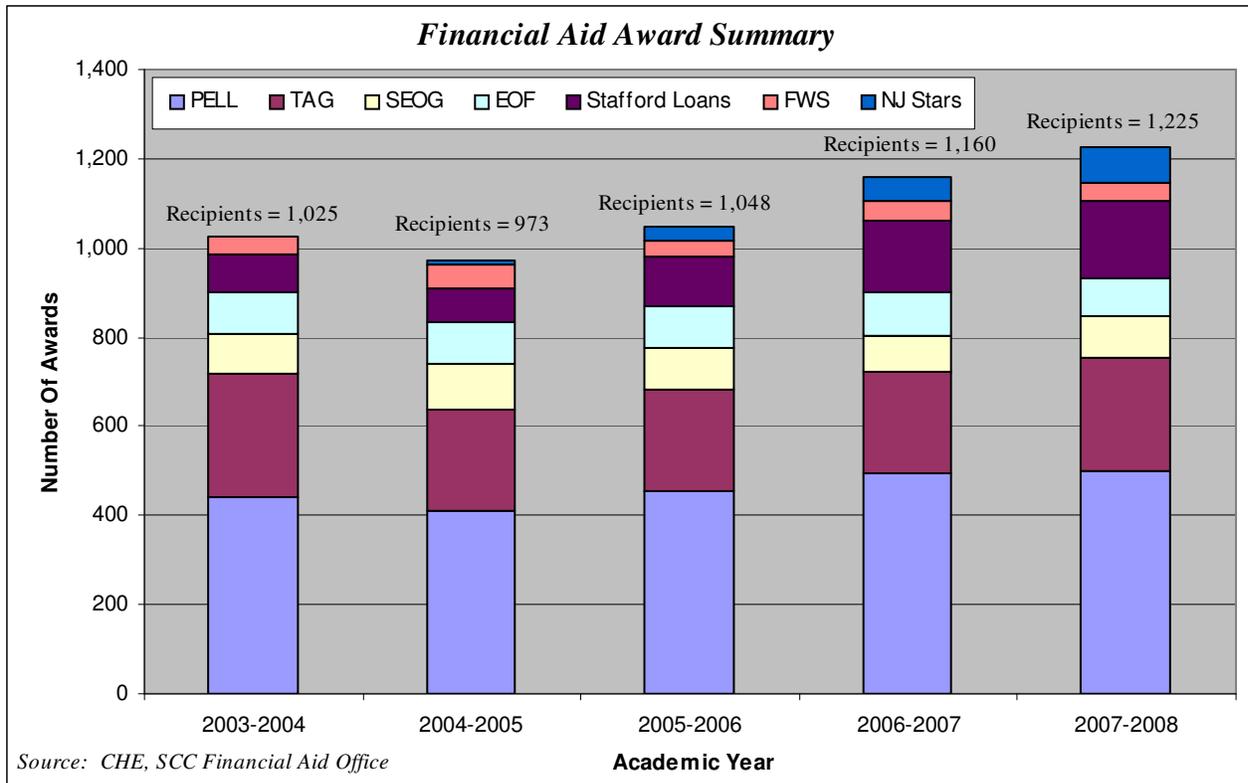


3. Student Enrollment Receiving Financial Assistance

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

Source	Recipients	Awards	Dollars Awarded	\$ Amount Per Recipient	\$ Per Award
Federal Programs⁽¹⁾					
Pell Grants	500	838	\$1,201,579	\$2,403	\$1,434
SEOG	92	131	\$40,043	\$435	\$306
Stafford Loans	173	301	\$621,309	\$3,591	\$2,064
College Work Study	37	58	\$19,411	\$525	\$335
State Programs⁽²⁾					
TAG	253	414	\$347,865	\$1,374.96	\$840.25
EOF	89	143	\$73,346	\$824.11	\$512.91
Bloustein Scholars	3	5	\$2,325	\$775.00	\$465.00
Urban Scholars	5	11	\$5,115	---	\$465.00
NJCLASS Loans	---	3	\$16,785	---	\$5,595.00
NJ STARS(Fall '07)	81	---	\$144,616	\$1,785.38	---

Source: ⁽¹⁾Salem Community College Financial Aid Office; ⁽²⁾Commission on Higher Education



4. Percentage of First-Time (Full-time and Part-time) Undergraduates Who Are New Jersey Residents, Fall 2007

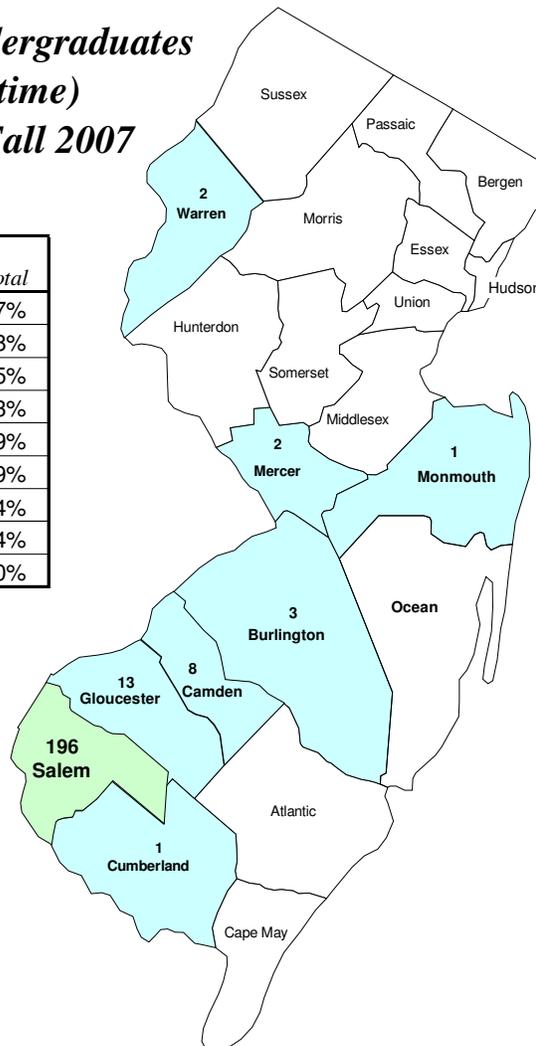
State Residents	Non-State Residents	Total	% State Residents
226	22	248	91.1%

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

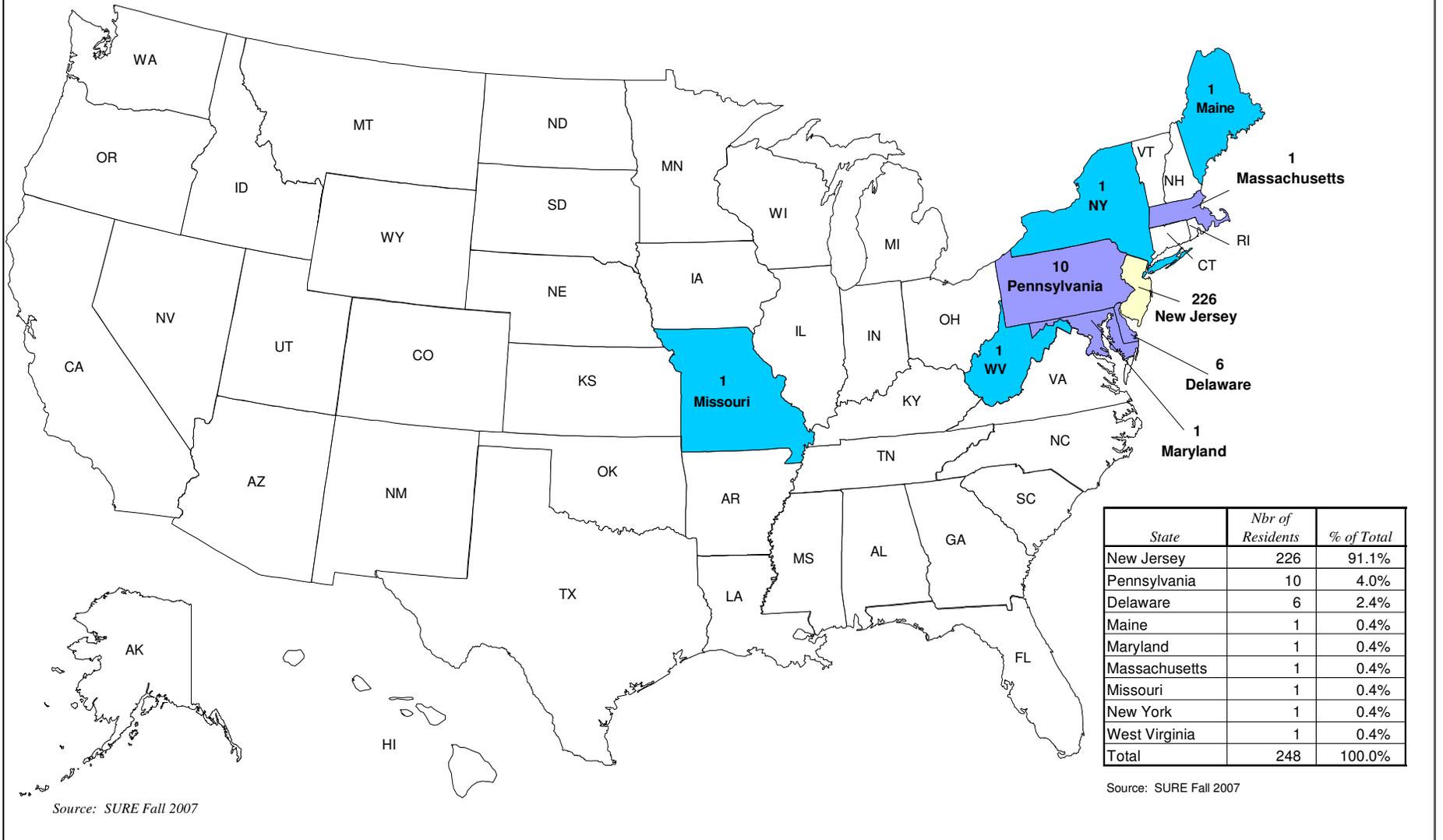
**First-Time New Jersey Undergraduates
(Full-time and Part-time)
By County Residence, Fall 2007**

County	Nbr of Residents	% of Total
Salem	196	86.7%
Gloucester	13	5.8%
Camden	8	3.5%
Burlington	3	1.3%
Mercer	2	0.9%
Warren	2	0.9%
Cumberland	1	0.4%
Monmouth	1	0.4%
Total	226	100.0%

Source: SURE Fall 2007



First-Time, Undergraduates By State Residence, Fall 2007



Source: SURE Fall 2007

Source: SURE Fall 2007

D. DEGREES CONFERRED

1. Degrees and Certificates Conferred by Race/Ethnicity, FY 2007

Headcount, FY 2007

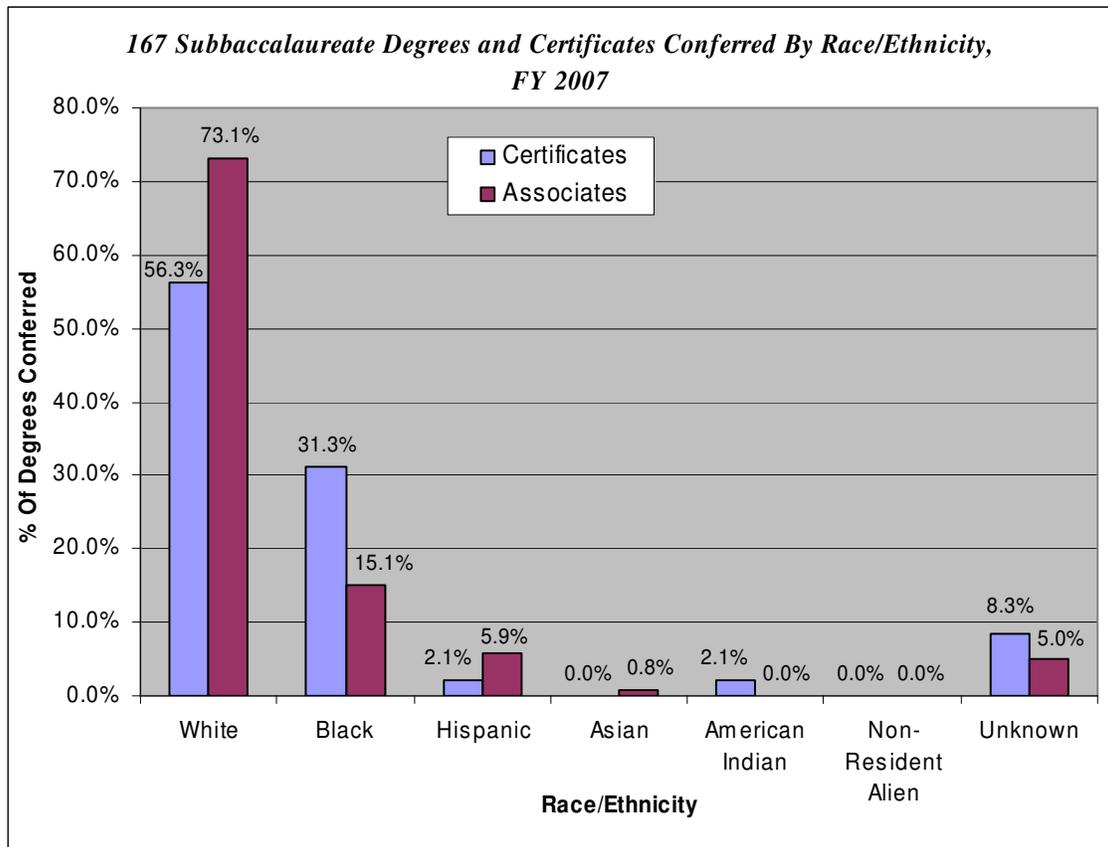
Award	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Certificates	27	15	1	0	1	0	4	48
Associates	87	18	7	1	0	0	6	119
Total	114	33	8	1	1	0	10	167

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2007

Award	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Certificates	56.3%	31.3%	2.1%	0.0%	2.1%	0.0%	8.3%	100.0%
Associates	73.1%	15.1%	5.9%	0.8%	0.0%	0.0%	5.0%	100.0%
Total	68.3%	19.8%	4.8%	0.6%	0.6%	0.0%	6.0%	100.0%

Source: Commission on Higher Education; IPEDS Completions Survey



2. Degrees and Certificates Conferred by Gender, FY 2007

Headcount, FY 2007

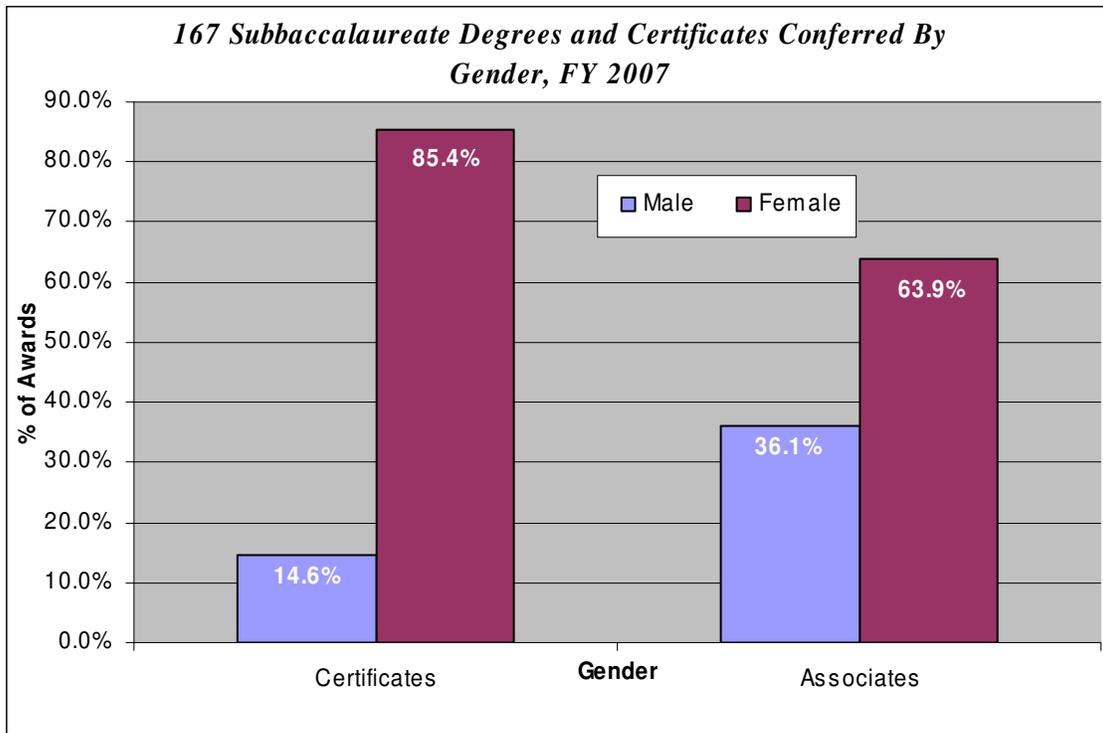
Award	Male	Female	Total
Certificates	7	41	48
Associates	43	76	119
Total	50	117	167

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2007

Award	Male	Female	Total
Certificates	14.6%	85.4%	100.0%
Associates	36.1%	63.9%	100.0%
Total	29.9%	70.1%	100.0%

Source: Commission on Higher Education; IPEDS Completions Survey

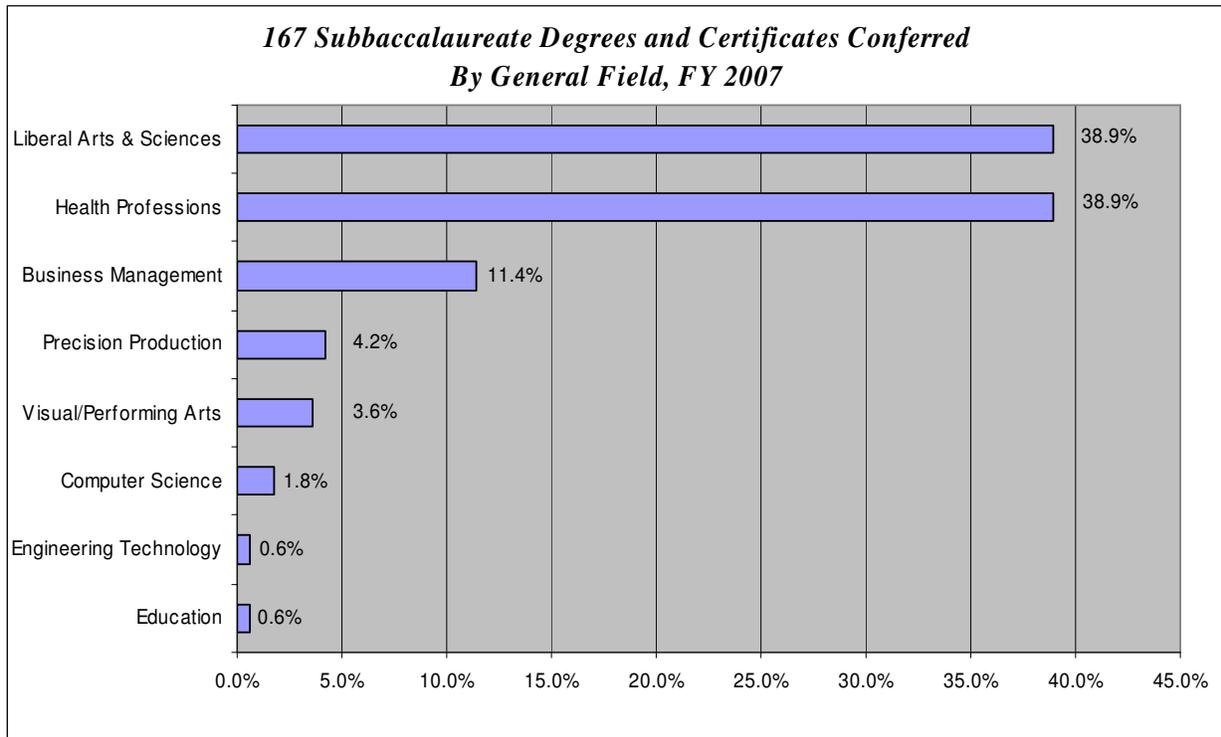


3. By General Field, FY 2007

Headcount, FY 2007

<i>IPEDS CIP Code Major Category, FY 2007</i>	<i>Certificate</i>	<i>Associate</i>	<i>Total</i>	<i>% of Total</i>
Liberal Arts & Sciences	0	65	65	38.9%
Health Professions	44	21	65	38.9%
Business Management	3	16	19	11.4%
Precision Production	0	7	7	4.2%
Visual/Performing Arts	0	6	6	3.6%
Computer Science	0	3	3	1.8%
Engineering Technology	0	1	1	0.6%
Education	1	0	1	0.6%
Total	48	119	167	100.0%

Source: Commission on Higher Education; IPEDS Completions Survey



E. STUDENT OUTCOMES

1. Two- and Three-Year Graduation Rates of Fall 2004 Full-Time, First-Time Degree Seeking Freshmen by Race/Ethnicity and Income

*Two- and Three-Year Graduation Rates of
Fall 2004 Full-Time, First-Time Degree Seeking Freshmen By Race/Ethnicity*

(Fall 2004 cohort includes all Full-Time, First-Time Degree Seeking Freshmen. Certificate students are EXCLUDED from the graduation rate.)

	White		Black		Hispanic		Asian		Alien		Other ⁽³⁾		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2004 Cohort	87	-	46	-	3	-	0	-	4	-	22	-	162	-
Success After 2 Years ⁽¹⁾	9	10.3%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	2	9.1%	12	7.4%
Success After 3 Years ^(1,2)	22	25.3%	0	0.0%	1	33.3%	0	0.0%	1	25.0%	4	18.2%	28	17.3%

Notes:

⁽¹⁾ Certificate students are excluded.

⁽²⁾ 3 year results are cumulative; 2 year results are a subset of 3 year results.

⁽³⁾ Other includes *American Indian* and *Unknown Race*.

Source: Commission on Higher Education; SURE Cohort File

*Two- and Three-Year Graduation Rates of
Fall 2004 Full-Time, First-Time, Degree Seeking Freshmen By Income*

(Fall 2004 cohort includes all Full-Time, First-Time, Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	Low Income ⁽³⁾		Non-Low Income		Unknown		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2004 Cohort	36	-	52	-	74	-	162	-
Success After 2 Years ⁽¹⁾	1	2.8%	5	9.6%	6	8.1%	12	7.4%
Success After 3 Years ^(1,2)	2	5.6%	14	26.9%	12	16.2%	28	17.3%

Notes:

⁽¹⁾ Certificate students are excluded.

⁽²⁾ 3 year results are cumulative; 2 year results are a subset of 3 year results.

⁽³⁾ *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 2004 Full-Time, First-Time Degree Seeking Freshmen by Race/Ethnicity and Income

Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2004 Full-Time, First-Time Degree Seeking Freshmen By Race/Ethnicity

(Fall 2004 cohort includes all Full-Time, First-Time Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	White		Black		Hispanic		Asian		Alien		Other ⁽³⁾		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2004 Cohort	87	-	46	-	3	-	0	-	4	-	22	-	162	-
Success After 2 Years ⁽¹⁾	11	12.6%	1	2.2%	1	33.3%	0	0.0%	0	0.0%	2	9.1%	15	9.3%
Success After 3 Years ^(1,2)	32	36.8%	2	4.3%	3	100%	0	0.0%	1	25.0%	5	22.7%	43	26.5%

Notes:

⁽¹⁾ Certificate students are excluded.

⁽²⁾ 3 year results are cumulative; 2 year results are a subset of 3 year results.

⁽³⁾ 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 2004 Full-Time, First-Time, Degree Seeking Freshmen By Income

(Fall 2004 cohort includes all Full-Time, First-Time, Degree Seeking Freshmen. Certificate students are EXCLUDED from the success rate.)

	Low Income ⁽³⁾		Non-Low Income		Unknown		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Fall 2004 Cohort	36	-	52	-	74	-	162	-
Success After 2 Years ⁽¹⁾	2	5.6%	7	13.5%	6	8.1%	15	9.3%
Success After 3 Years ^(1,2)	4	11.1%	19	36.5%	20	27.0%	43	26.5%

Notes:

⁽¹⁾ Certificate students are excluded.

⁽²⁾ 3 year results are cumulative; 2 year results are a subset of 3 year results.

⁽³⁾ 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 2006 to Fall 2007

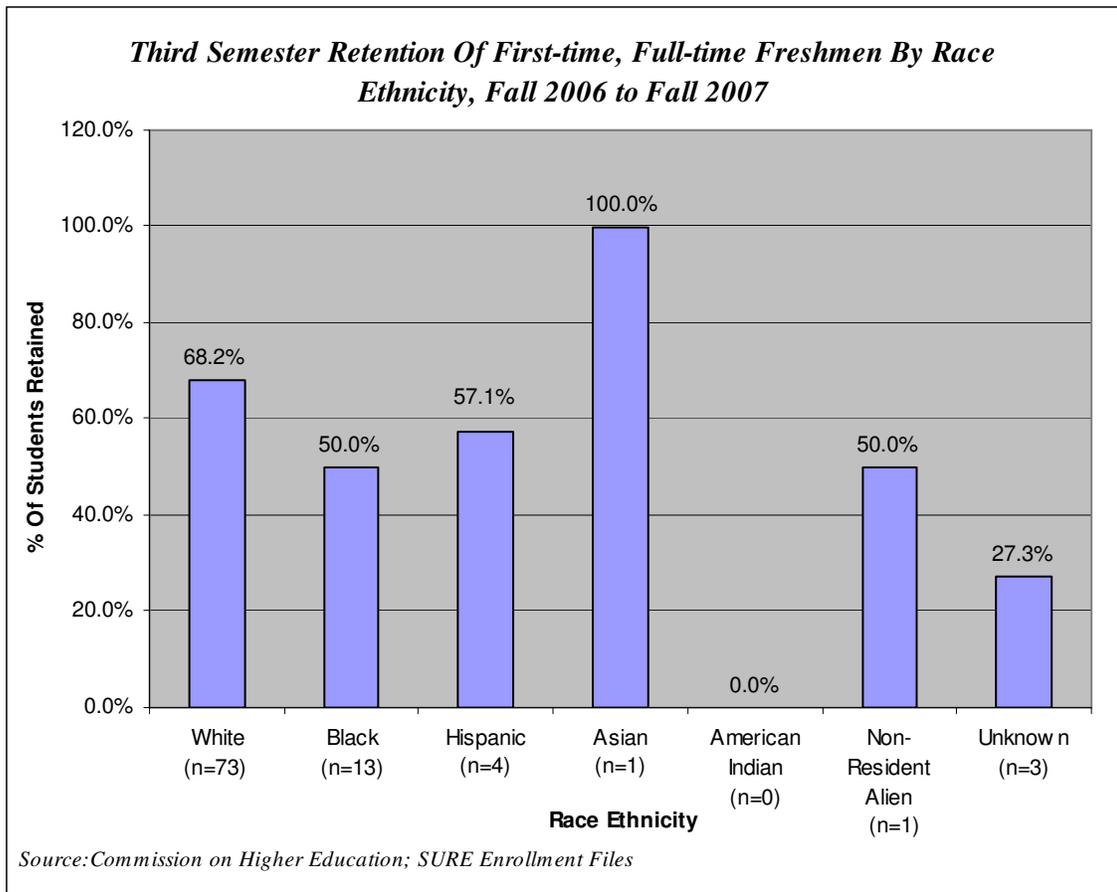
Retention Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Retained	73	13	4	1	0	1	3	95
Not Retained	34	13	3	0	1	1	8	60
Total	107	26	7	1	1	2	11	155

Source: Commission on Higher Education; SURE Enrollment Files

Third Semester Retention of First-time, Full-time Freshmen By Race/Ethnicity
Percentage, Fall 2006 to Fall 2007

Retention Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Retained	68.2%	50.0%	57.1%	100.0%	0.0%	50.0%	27.3%	61.3%
Not Retained	31.8%	50.0%	42.9%	0.0%	100.0%	50.0%	72.7%	38.7%
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 2006 to Fall 2007*

	<i>Low Income</i> ⁽¹⁾		<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	22	59.5%	41	68.3%	32	55.2%	95	61.3%
Not Retained	15	40.5%	19	31.7%	26	44.8%	60	38.7%
Total	37	100.0%	60	100.0%	58	100.0%	155	100.0%

Notes:

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

Source: Commission on Higher Education; SURE Enrollment Files

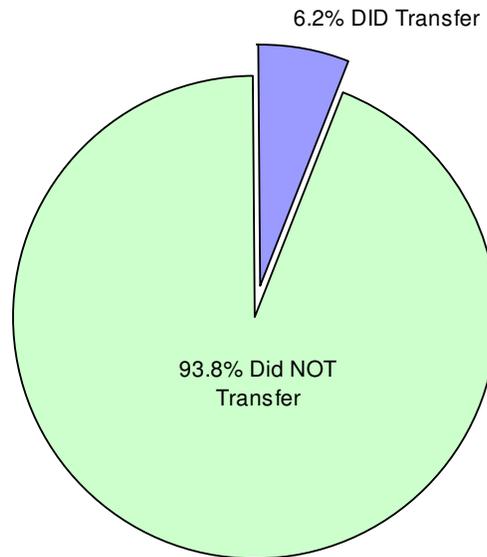
5. Three-Year Transfer Rate to New Jersey Senior Public Institutions

*Three-Year Transfer Rate Of Fall 2004 First-Time, Full-Time Freshmen
To NJ Senior Public Institutions*

<i>Transfers Thru Spring 2007</i>		<i>Non-Transfers</i>		<i>Total First-Time Full-Time Freshmen Fall 2004</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
10	6.2%	152	93.8%	162	100.0%

Source: Commission on Higher Education; SURE Cohort File

Three-Year Transfer Rate Of Fall 2004 First-Time, Full-Time Freshmen To NJ Senior Public Institutions



Source: Commission on Higher Education; SURE Cohort File

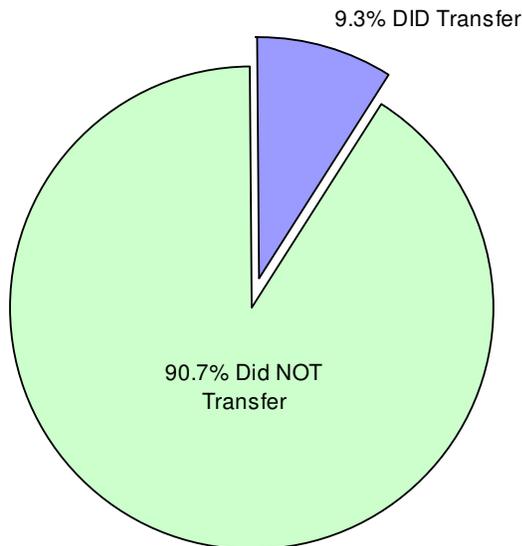
6. Overall Three-Year Transfer Rate

Overall Three-Year Transfer Rate Of Fall 2004 First-Time, Full-Time Freshmen

<i>Transfers Thru Spring 2007</i>		<i>Non-Transfers</i>		<i>Total First-Time Full- Time Freshmen Fall 2004</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
15	9.3%	147	90.7%	162	100.0%

Source: Commission on Higher Education; SURE Cohort File

Overall Three-Year Transfer Rate Of Fall 2004 First-Time, Full-Time Freshmen



Source: Commission on Higher Education; SURE Cohort File

F. FACULTY CHARACTERISTICS

1. Full-Time Faculty By Race/Ethnicity, Gender and Tenure Status, Fall 2007

Headcount Fall 2007

	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	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Associate Prof.	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
Assistant Prof.	2	5	1	0	0	0	0	0	0	0	0	0	0	0	3	5
All Others	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	5	8	2	0	0	0	0	0	0	0	0	0	0	0	7	8
Without Tenure																
Professors	0	1	0	0	0	0	0	0	0	0	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	5	5	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Total																
Professors	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Associate Prof.	2	3	1	0	0	0	0	0	0	0	0	0	0	0	3	3
Assistant Prof.	5	8	1	0	0	0	0	0	0	0	0	0	0	0	6	8
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL	10	13	2	0	0	0	0	0	0	0	0	0	0	0	12	13

Source: Commission on Higher Education; IPEDS Human Resources Survey

Percentage Fall 2007

	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	8.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	8.0%	---
Associate Prof.	4.0%	8.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	8.0%	8.0%
Assistant Prof.	8.0%	20.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	12.0%	20.0%
All Others	---	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.0%
TOTAL	20.0%	32.0%	8.0%	---	---	---	---	---	---	---	---	---	---	---	28.0%	32.0%
Without Tenure																
Professors	---	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.0%
Associate Prof.	4.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	4.0%	4.0%
Assistant Prof.	12.0%	12.0%	---	---	---	---	---	---	---	---	---	---	---	---	12.0%	12.0%
All Others	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.0%	---
TOTAL	20.0%	20.0%	---	---	---	---	---	---	---	---	---	---	---	---	20.0%	20.0%
Total																
Professors	8.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	8.0%	4.0%
Associate Prof.	8.0%	12.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	12.0%	12.0%
Assistant Prof.	20.0%	32.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	24.0%	32.0%
All Others	4.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	4.0%	4.0%
TOTAL	40.0%	52.0%	8.0%	---	---	---	---	---	---	---	---	---	---	---	48.0%	52.0%

Source: Commission on Higher Education; IPEDS Human Resources Survey

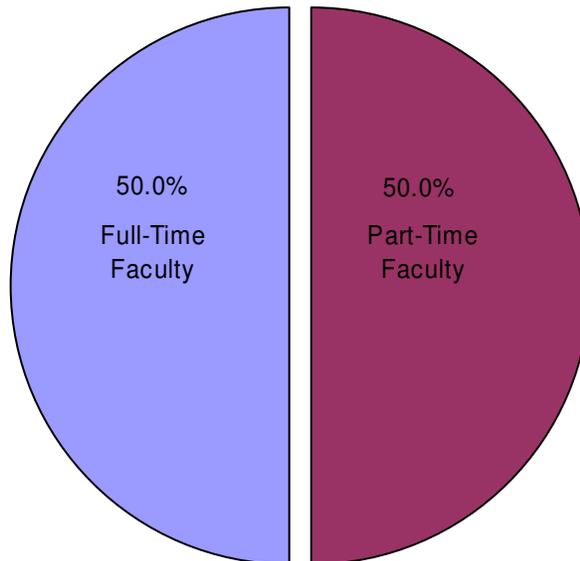
2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2007

*Percentage Of Course Sections Taught By Full-Time Faculty,
Fall 2007*

<i>Total Number of Course Sections, Fall 2007: 250</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	125	50.0%
Part-Time	125	50.0%

Source: Salem Community College, CampusVue

*Percentage Of Course Sections Taught By Full-Time Faculty,
Fall 2007*



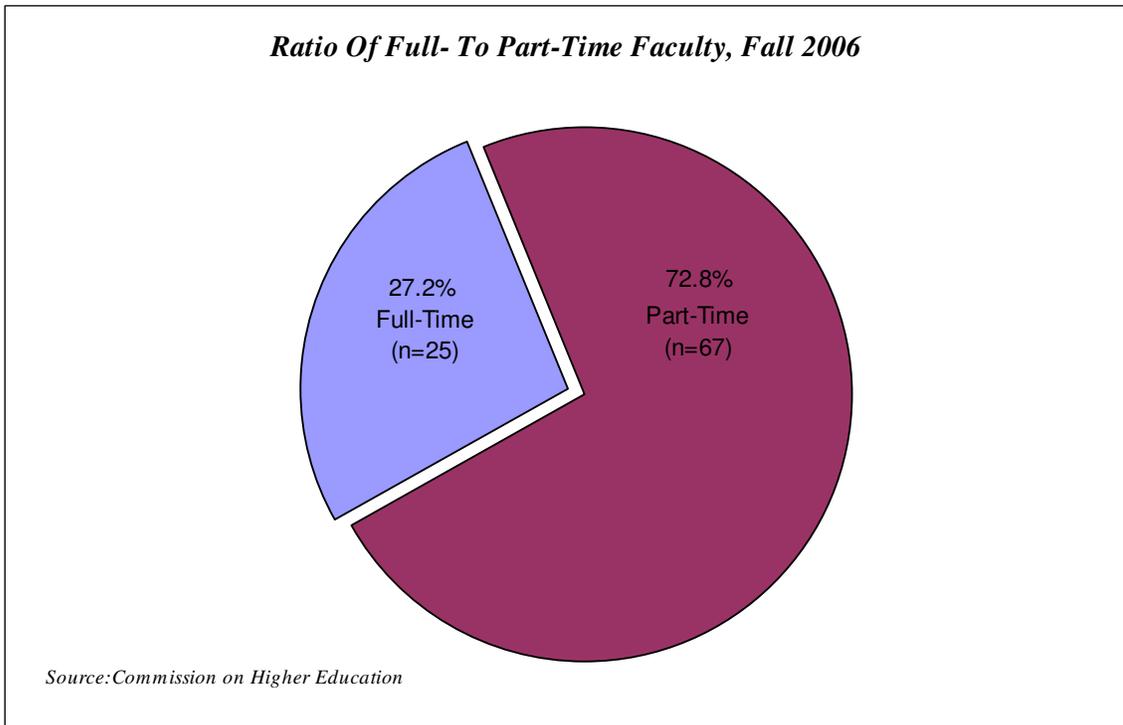
Source: Salem Community College, CampusVue

3. Ratio of Full- to Part-Time Faculty, Fall 2007

Ratio Of Full- To Part-Time Faculty, Fall 2007

<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>
25	27.2%	67	72.8%	92	100.0%

Source: *Commission on Higher Education*



G. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2008-2009)

	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>American Indian</i>	<i>Non-Resident Alein</i>	<i>Unknown</i>	<i>Total</i>
Male	5	1	1	---	---	---	---	7
Female	5	1	---	---	---	---	---	6
Total	10	2	1	---	---	---	---	13

<i>Name</i>	<i>Title</i>	<i>Affiliation</i>
Natalie Adams	Trustee	Business Woman
Robert L. Bumpus	Trustee	Salem County Executive Superintendent of Schools
Carol A. Burke-Doherty	Trustee	School Administrator
Peter B. Contini, Ed.D.	Ex Officio	President, Salem Community College
Amante N. DeCastro, M.D.	Trustee	Physician
Dorothy D. Hall	Vice Chair	Director, US Soup Product Development, Campbell Soup Company
David Klinke, Ph.D.	Trustee	Retired, E. I. DuPont DeNemours & Company, Senior Quality Control
Lisa Marich	Alumni Trustee	Student
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	Administrative Analyst
Mary Scott	Secretary	Administrative Assistant, Salem Community College

Source: Salem Community College Board of Trustees Administrative Secretary

H. INSTITUTION PROFILE

Degree and Certificate Programs, Fall 2007

<i>Associate of Arts Degrees</i>	
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,
Forensic Science	Political Science
Glass Art	Social Science/Psychology
Health and Exercise Science	Social Science/Sociology
Health Science	Social/Community Service
Liberal Arts	Sports Management
Liberal Arts - Biotechnology	Visual Arts/Computer Graphic Art
<i>Associate of Science Degrees</i>	
Associate Degree in Nursing for LPNs	
Business Administration	
Process Technology	
<i>Associate of Applied Science in Technology Degrees</i>	
Biotechnology	Scientific Glass Technology
Respiratory Therapy	Technical Studies
<i>Associate of Fine Arts</i>	
Fine Arts - Glass Art	
<i>Certificates</i>	
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 and two Associate in Fine Arts degree programs during the 2007-2008 academic year. The College also created three new certificate programs. Major revisions were also made to an existing Associate in Arts degree program.

The Associate in Applied Science in Energy Utility Technology degree program was created to prepare students for work in the energy utility industry. The program was developed to fill a growing need for qualified workers in the field. PSEG Nuclear is a vital partner in the new program and is providing the facilities to host the core courses. Upon graduation, students will be prepared to work in all areas of energy utility including gas, electric and nuclear.

The Associate in Applied Science in Food Processing 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 received in conjunction with Gloucester County College. The program will provide students with a solid background in food processing which will allow graduates to find employment with one of the numerous food processing companies in the area.

The Associate in Fine Arts – Digital Media option was developed to assist computer graphic art students in transferring to a four-year institution. The new option will provide students with a strong foundation in the graphic arts field which will better prepare students for the curriculum they will be taking as they further their education.

The Associate in Fine Arts – Industrial Design option builds upon the College's successful Glass Art program. The Industrial Design option will provide students with a working knowledge of basic design techniques from the conceptualization of an idea to the manufacturing of a product. Students will also learn how to apply design techniques and facilitate design activities.

The Industrial Design certificate is being offered for students who may be working in the design field but who lack formal training in the area. It would also be an option for students with an art degree who are interested in moving into the design field.

The Emergency Services certificate program is the first step in what will become an Associate Degree in Emergency Services with multiple career tracks. The current certificate is focused on the fire service and is offered in conjunction with the Salem County Fire Academy. The program provides individuals with an interest in the fire services an opportunity to further their education.

The Medical Coding certificate program prepares students for immediate placement in the health care field. Students will learn to analyze medical records and assign the

appropriate medical codes using healthcare coding and classification schedules. Upon completion of the program, students will be prepared to sit for the Certified Coding Associate national certification exam.

SCC made major revisions to the existing Associate in Arts Health and Exercise Science option. The new program focuses more on preparing students for a career in health and exercise science and not in health and physical education. The revised curriculum contains more science courses and two new courses with a focus on exercise science.

SCC signed dual admission agreements with Kaplan University and Wesley College. The College is also in the process of forging agreements with Felician College and Philadelphia University. These agreements will provide SCC graduates with the opportunity for a smooth transition into high quality four-year programs.

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.

On September 26th, SCC will host the Economic Development Forum in partnership with the Salem County Chamber of Commerce. Businesses from across Salem County will participate in the event.

3. New Pathways to Teaching in New Jersey (NPTNJ)

SCC continues into its sixth year of offering individuals seeking teaching careers an "alternate route" to certification. NPTNJ represents a collective partnership between the state's community colleges, New Jersey City University, and the state's Department of Education. During the past year, 12 individuals participated in Stage I of the teacher training program at SCC.

4. 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.

5. 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.

6. Student Support Services

A new strategy to bring high school seniors on campus for registration and college tours was implemented this year. "Registration Day" was offered to high school seniors in each of the six county high schools who took the Accuplacer placement examination at their high school. SCC paid for a school bus to bring the seniors to SCC campus for registration and college tours. "Registration Days" were held in May and June and high school counselors have requested the activity again next school year.

Two grant funded programs were combined this year to offer more seamless services to students. The Center for Student Success is funded through the U.S. Department of Education's "Strengthening Institutions" grant, and is now in year four of the five year grant. The Center for Student Success offers study skills coaching, counseling, tutoring, testing and advising. It was integrated with the state funded Educational Opportunity Fund (EOF) program. The purpose of EOF is to provide academic support for economically disadvantaged students. Staff from both programs now form one support service unit, and share location and facilities. Blending these programs will decrease duplication, improve efficiency, and enhance services to pre-college and college level students.

J. MAJOR CAPITAL PROJECTS

The scope of capital projects implemented during the 2007-2008 academic year was the most significant in the history of Salem Community College.

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

Specifically, the renovations of classrooms in Davidow Hall were completed along with the first phase of the entire replacement of the HVAC system serving the building. Additionally, the second phase of the project was initiated and it is anticipated it will be completed during the fall 2008 semester. This phase will be driven by the installation of micro turbines that qualified for a Board of Public Utilities (BPU) Clean Energy and Smart Start Buildings rebate.

The replacement of the entire roof system of Davidow Hall was initiated in FY 2008 and it is anticipated this approximately \$1 million project will be completed early in the fall 2008 semester.

The renovation and expansion of science laboratories and preparation rooms were also initiated in FY 2008 and will be opened for the fall 2008 semester. \$1.8 million has been allocated to this project and the result will be the expanded programs identified in section I of the report.

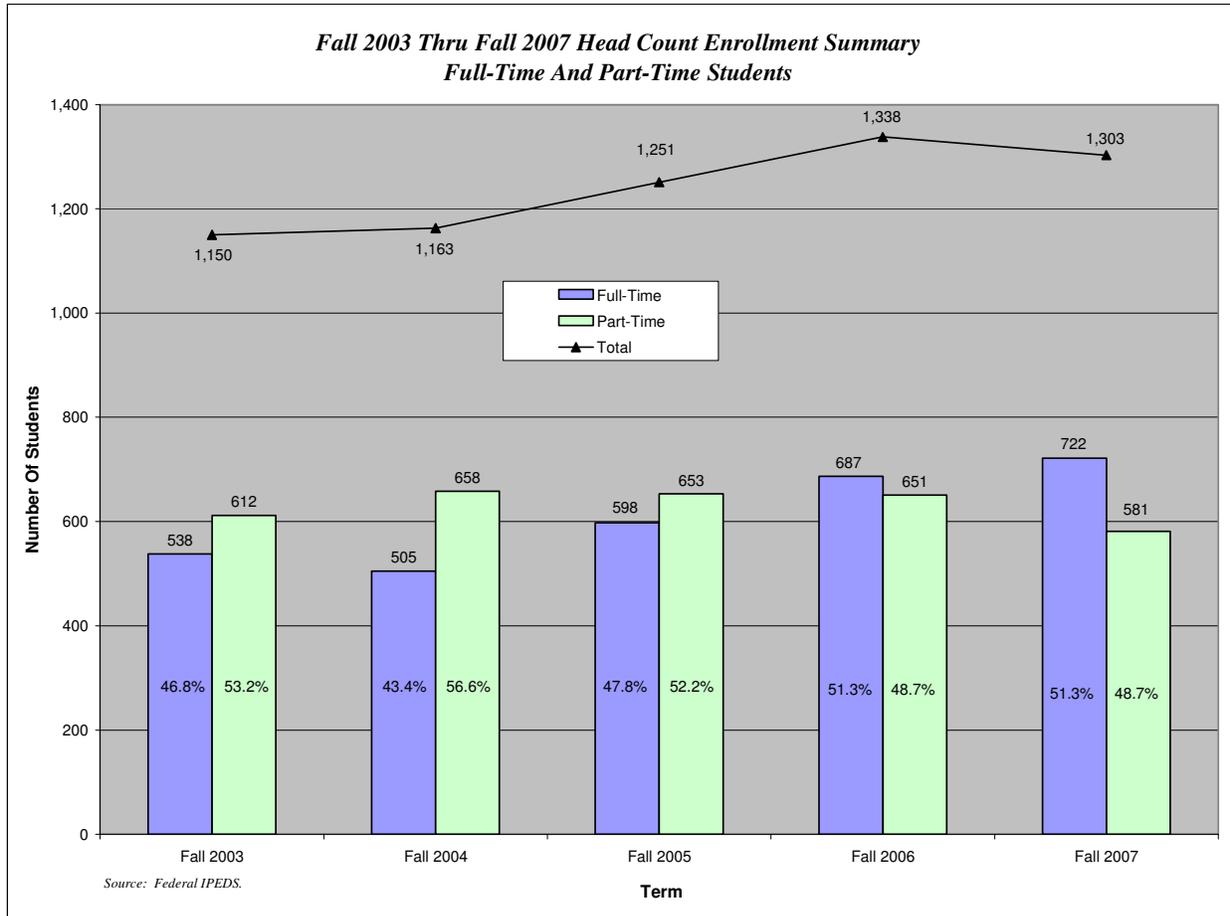
The partnership with SCUA, referred to as the "Gas to Glass" project, has resulted in the construction of a 14,000 square-foot Glass Education Center valued in excess of \$2 million. The facility will open during the fall 2008 semester.

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 will be located in the new Glass Center as well as the new associate degree in Glass Industrial Design.

K. FIVE-YEAR ENROLLMENT TRENDS

1. Full- and Part-Time Head Count Summary, Fall 2003 Through Fall 2007.



2. Full- and Part-Time Credit Hour Summary, Fall 2003 Through Fall 2007

