

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. *Academic Programs*

In 2011-2012, Salem Community College (SCC) continued to refine and expand the career ladder in Sustainable Energy Technology (SET) by adding two more career certificates (16-18 credits) in Green Construction Technology (LEED certification) and Weatherization Technology. The four SET career certificates all articulate completely into the academic certificate (31-35 credits), which in turn articulates completely into the revised Associate in Applied Science SET degree program. Students completing the requirements for the AAS program can include up to three industry certifications as part of the degree.

SCC also continued to expand its programmatic partnership with our neighboring community college to the south, Cumberland County College, bringing the total number of shared degree programs to 11. Furthermore, SCC entered into a program partnership with Burlington County College, to the north, for three of our popular niche programs—Glass: Applied Craft & Design AFA, Scientific Glass Technology AAS, and Sustainable Energy Technology AAS. Such partnerships help fill seats in high-cost programs while offering students at both institutions more program options.

2. *Curriculum Alignment with High Schools*

The college worked closely with the administrators and teachers in the six Salem County high schools to work on improving alignment between high school and college-level courses in algebra and English composition. Through this collaboration, we learned that high school seniors test lower in mathematics but higher in writing than high school juniors. During the 2012-2013 academic year, numerous remediation techniques will be explored with high school seniors to help improve their placement scores in mathematics and writing.

3. *Customized Training and Workforce Development*

SCC continues to extend to employers in and around Salem County an opportunity for employee training and development, especially in the area of energy. Employees of Laury Heating and Wysocki Electric were trained and prepared for certification as Energy Auditors by the Building Performance Institute (BPI) and Solar Installers by the North American Board of Certified Energy Practitioners (NABCEP). SCC is still the only certified training provider and examiner in New Jersey for BPI and NABCEP.

4. *Non-Credit and Community Education*

In 2011-2012, SCC entered into a partnership with Cumberland County College to combine efforts for all non-credit and community education offerings, sharing our various offerings and revenues. We continue to offer a wide variety of non-credit courses, including GED prep, SAT prep, computer training, CPR training, and stethoscope skills training as well as courses for personal growth.

5. *Student Services*

The Student Affairs division implemented an outcomes-based model for tracking departmental progress and goal attainment and instituted a continual improvement model for the division. Resulting data will drive decision-making for continuing and new initiatives.

Athletics implemented several new initiatives to focus on the academic success of student-athletes resulting in an increase in the average student-athlete GPA from 2.3 in 2010-11 to 2.61 in 2011-12. Additionally, the Director of Athletics' Academic Honor Roll award winners (3.0 or higher within a semester) increased by thirty-three percent (33%) from 2010-11 to 2011-12.

6. *Institutional Effectiveness and Assessment*

The revised Institutional Effectiveness Plan (IEP) from 2010-2011 continues to ensure, safeguard and sustain institution-wide accountability. As a result of this initiative a new web-based Student Learning Outcomes Assessment data collection tool was implemented. Additionally, the institution now has a central network location to house the twenty-one (21) IEP categories for the purpose of storing all data/reports.

Faculty made tremendous strides in refining the Student Learning Outcomes Assessment. Analyzing the information provided from the new web-based tool revealed that ninety-six percent (96%) of the full-time faculty are engaged in the assessment process. Further analysis shows that data submissions have increased from forty-nine percent (49%) in 2010 to sixty-seven percent (67%) in 2011. Fifty-seven percent (57%) of SCC degree programs have implemented changes based on results of the assessment process.