



*Salem  
Community College*

*Your Success is Our Success*

*2013 Institutional Profile  
September 16, 2013*

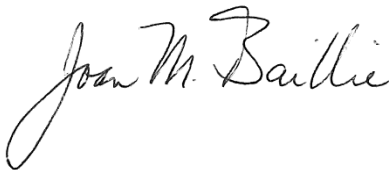
## *Preface*

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2013.

The College continues to increase its array of academic programs in STEM areas that lead to high-paying jobs. In the 2012-2013 academic year, SCC introduced an Associate in Science program in Game Design and Development that leads to careers with an average annual income of over \$58,000. Sixty-four percent of students enrolled at Salem Community College are in STEM programs and in 2012, 73 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. For example, 75 percent of graduates in the Nuclear Energy Technology Associate in Applied Science program earn the certification of the Institute for Nuclear Power Operations. The certification allows them to work in any nuclear facility in the country. In addition, 100 percent of the graduates of Salem's unique Scientific Glass Technology Associate in Applied Science Program find employment in the field within four months of graduation.

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
- Increase Enrollment
- Become a More Efficient Organization

**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



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://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](http://www.salemcc.edu)**

**Chief Executive Officer:** Ms. Joan M. Baillie, President

#### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 1283 Undergraduate  
**Control:** Public  
**Affiliation:** State  
**Carnegie Classification:** Associate's - Public Suburban-serving Single Campus  
**Degrees Offered:** Postsecondary Certificate ( $\geq 1$  year,  $< 2$  years), Associate's;  
**Distance Education Programs:** No  
**Accreditors Approved by U.S. Secretary of Education:** National League for Nursing Accrediting Commission

#### 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:**

March 1, 2012: To accept the progress report. 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.

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

**Next Periodic Review Report:** 2020

**Date Printed:** August 19, 2013

**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** - 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 education courses.

## EXPLANATION OF COMMISSION ACTIONS

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

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

### Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

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

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

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

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

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

Progress 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.

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



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

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

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

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

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

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

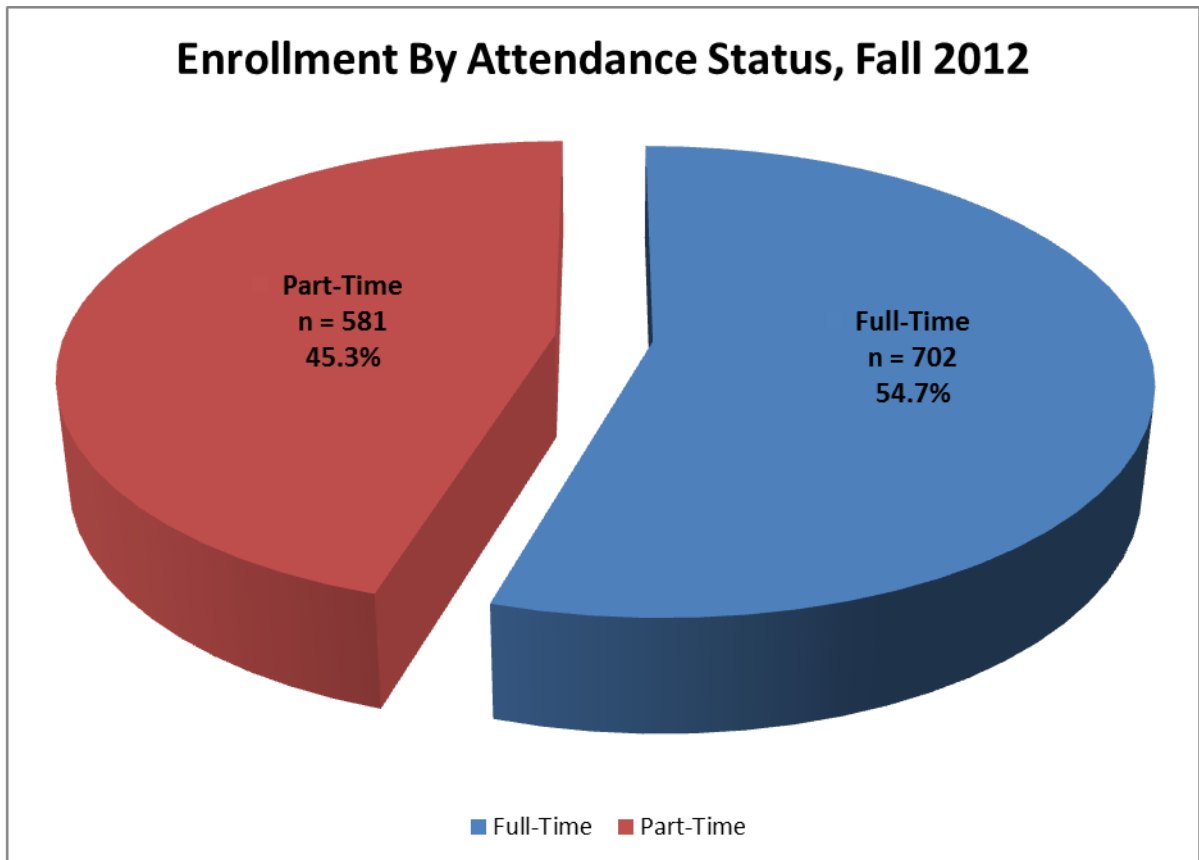
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

## B. NUMBER OF STUDENTS SERVED

### 1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2012		
Attendance		
Status	Number	Percentage
Full-Time	702	54.7%
Part-Time	581	45.3%
	1283	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



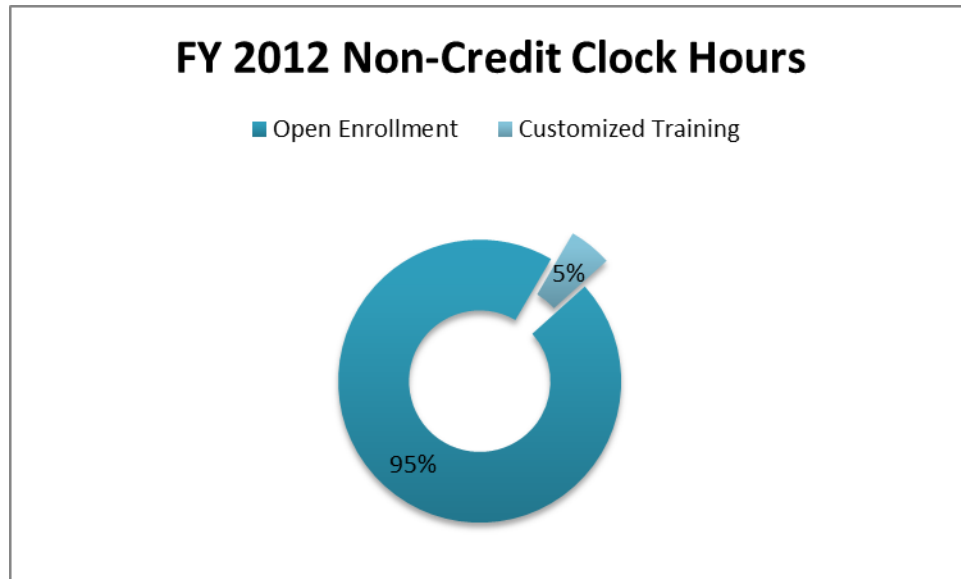
## 2. Number of Non-Credit Students Served

<b>Non-Credit Enrollment, FY 2012</b>				
<b>Non-Credit Type</b>	<b>Total Number of Registrations<sup>1</sup></b>	<b>Unduplicated Headcount</b>	<b>Total Clock Hours (One Clock Hour = 60 Minutes)</b>	<b>Total FTEs<sup>2</sup></b>
Open Enrollment	322	311	1,933	4
Customized Training	20		100	0

<sup>1</sup> Includes all registrations in any course that started on July 1, 2011 through June 30, 2012.

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

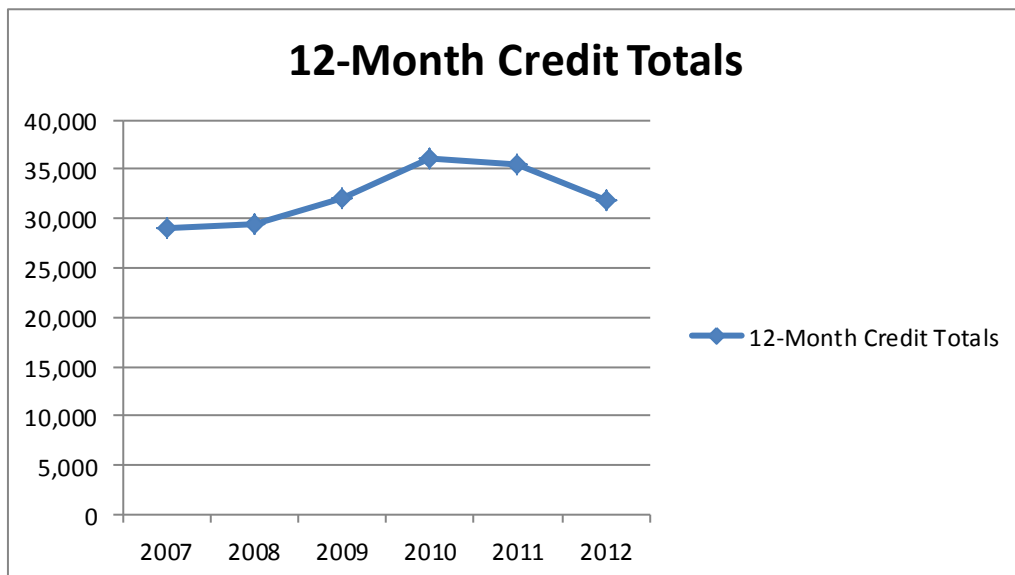
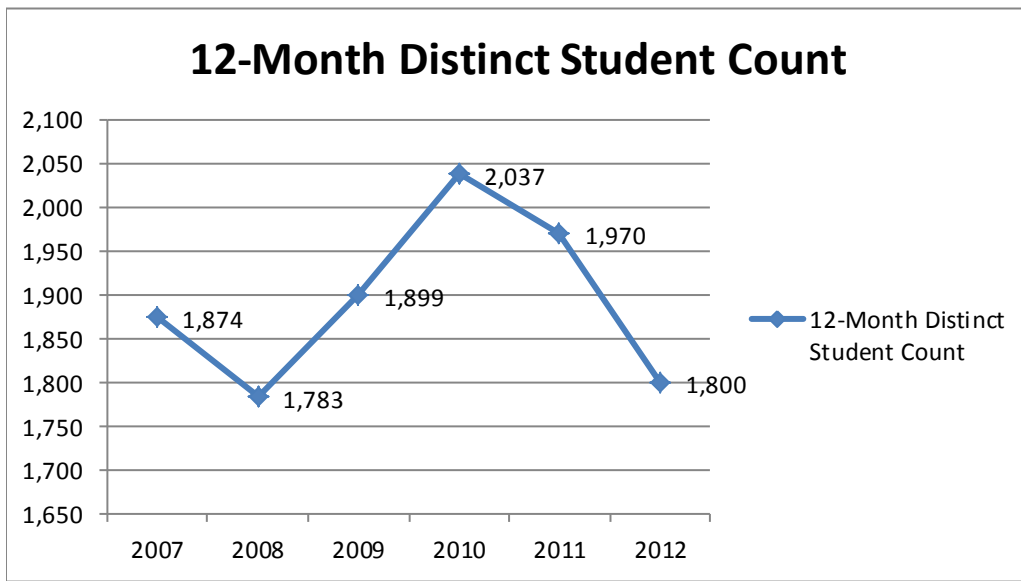
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



### 3. Unduplicated Number of Students for FY 2012

<b>Comparative Unduplicated FY Enrollment</b>			
<b>Fiscal Year</b>	<b>Distinct Student Count</b>	<b>Total Credits</b>	<b>FTE</b>
2007	1,874	29,113	970
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

Source: IPEDS 12-Month Enrollment Survey.



## C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

### 1. Basic Skills Testing and Remediation

#### Basic Skills Assessment Test

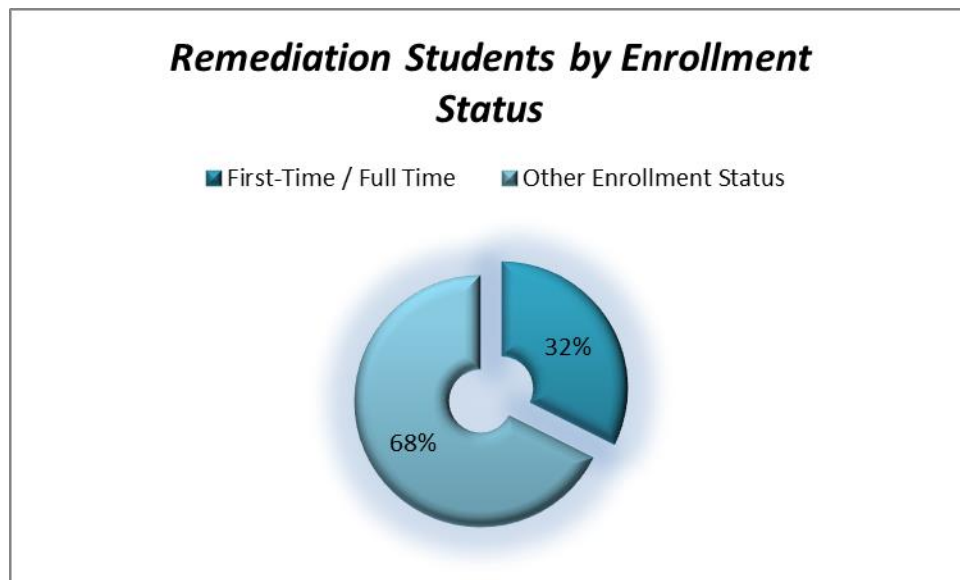


<b>Total Number Of Students Enrolled, Fall 2012</b>		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Total Fall 2012 Enrollment</i>	<i>Remedial Courses</i>	<i>% of Total Enrollment</i>
1,279	284	22.2%

Source: SURE Fall 2012

<b>Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2012</b>		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Fall 2012 FT/FT Enrollment</i>	<i>Remedial Courses</i>	<i>% of FT/FT Enrollment</i>
200	92	46.0%

Source: SURE Fall 2012



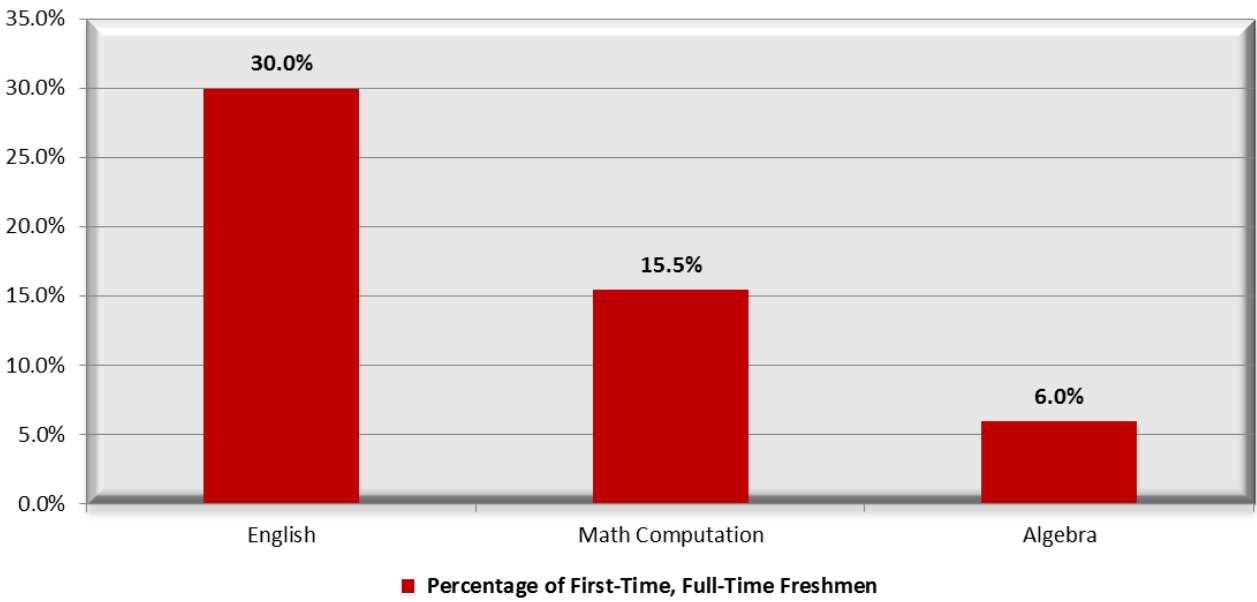
**Number And Percent Of First-Time, Full-Time Freshmen By Remediation Subject Area, Fall 2012**

<i>Subject Area</i>	<i># Students*</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
English	60	30.0%
Math Computation	31	15.5%
Algebra	12	6.0%

Source: SURE Fall 2012

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

**Percentage of First-Time, Full-Time Freshmen Enrolled in Remediation By Subject Area, Fall 2012**



## 2. Student Enrollment

### a. By Race/Ethnicity, Fall 2012

Undergraduate Enrollment By Race/Ethnicity, Fall 2012

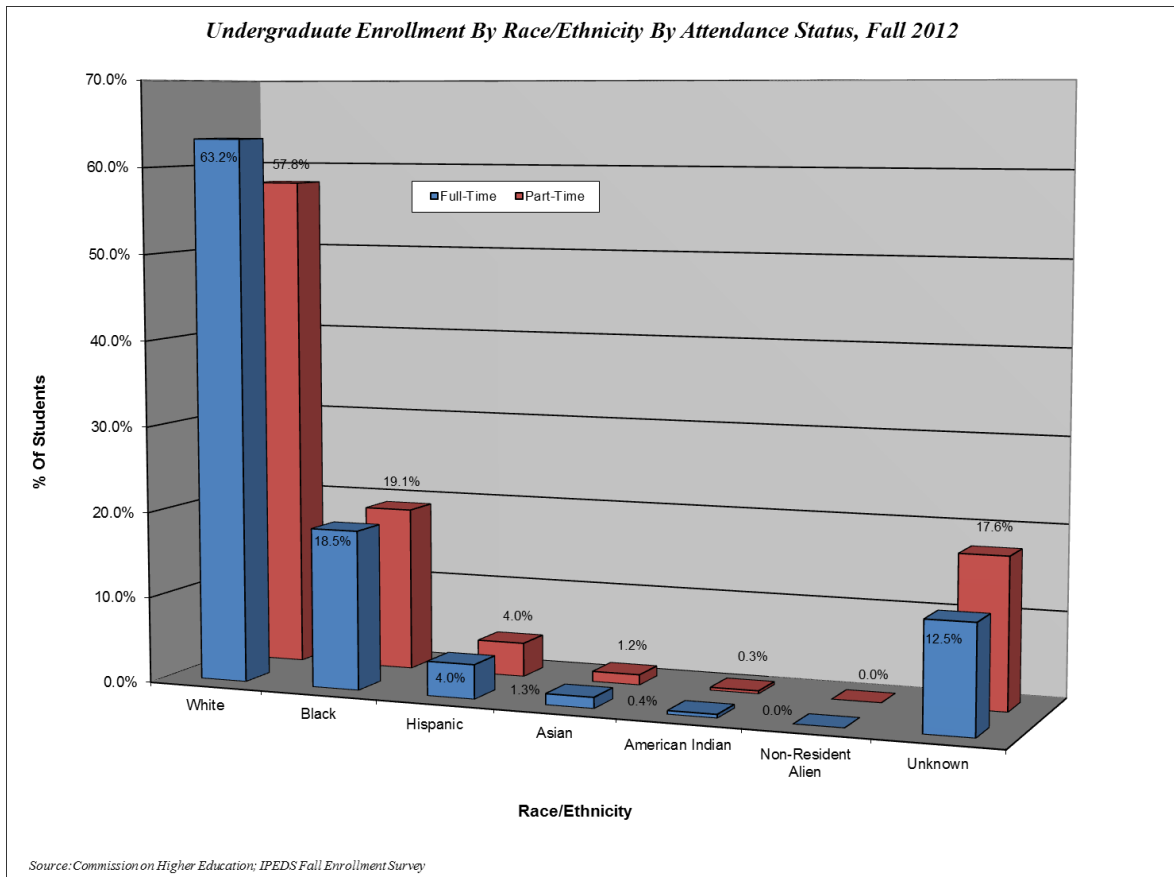
Headcount, Fall 2012								
Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	444	130	28	9	3	0	88	702
Part-Time	336	111	23	7	2	0	102	581
	780	241	51	16	5	0	190	1,283

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

Source: Commission on Higher Education

Percentage, Fall 2012								
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	63.2%	18.5%	4.0%	1.3%	0.4%	0.0%	12.5%	100.0%
Part-Time	57.8%	19.1%	4.0%	1.2%	0.3%	0.0%	17.6%	100.0%
<b>Totals</b>	<b>60.8%</b>	<b>18.8%</b>	<b>4.0%</b>	<b>1.2%</b>	<b>0.4%</b>	<b>0.0%</b>	<b>14.8%</b>	<b>100.0%</b>

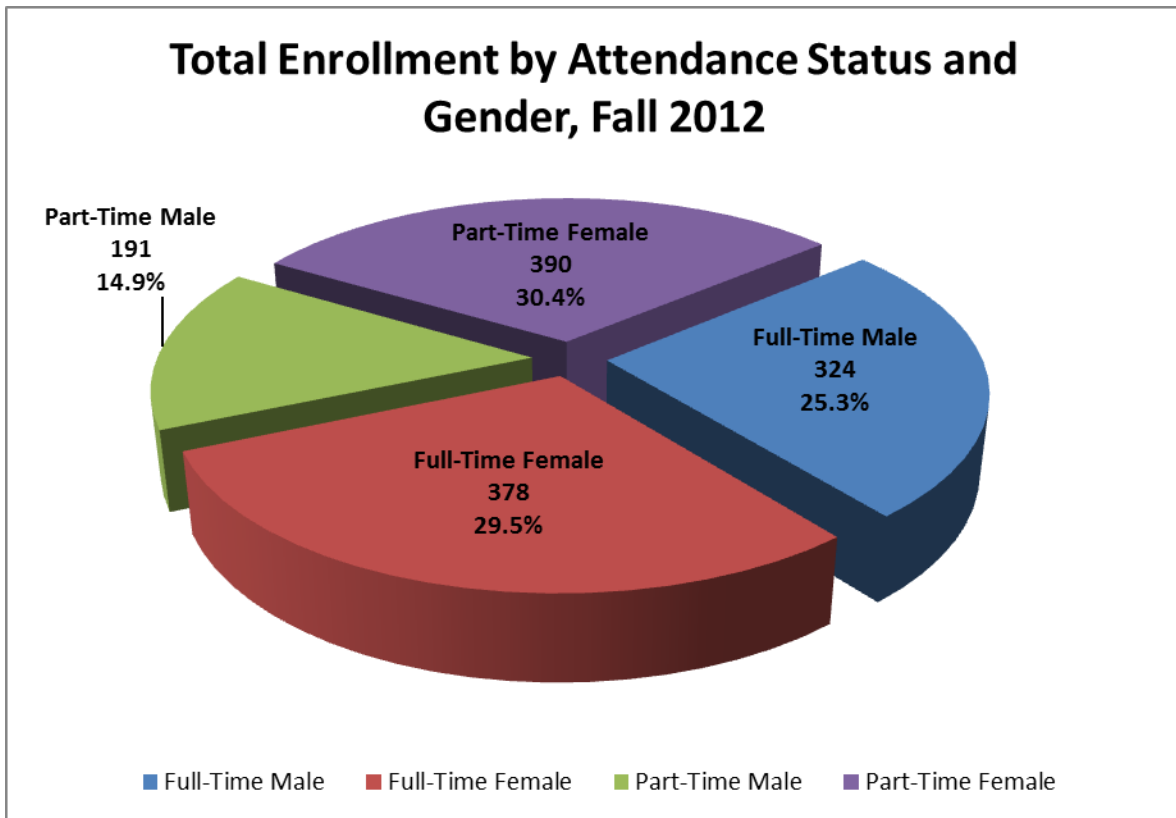
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



**b. By Gender, Fall 2012**

<i>Students by Attendance Status and Gender, Fall 2012</i>						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	324	46.2%	378	53.8%	702	54.7%
Part-Time	191	32.9%	390	67.1%	581	45.3%
<b>Totals</b>	<b>515</b>	<b>40.1%</b>	<b>768</b>	<b>59.9%</b>	<b>1283</b>	<b>100.0%</b>

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





**c. By Age, Fall 2012**

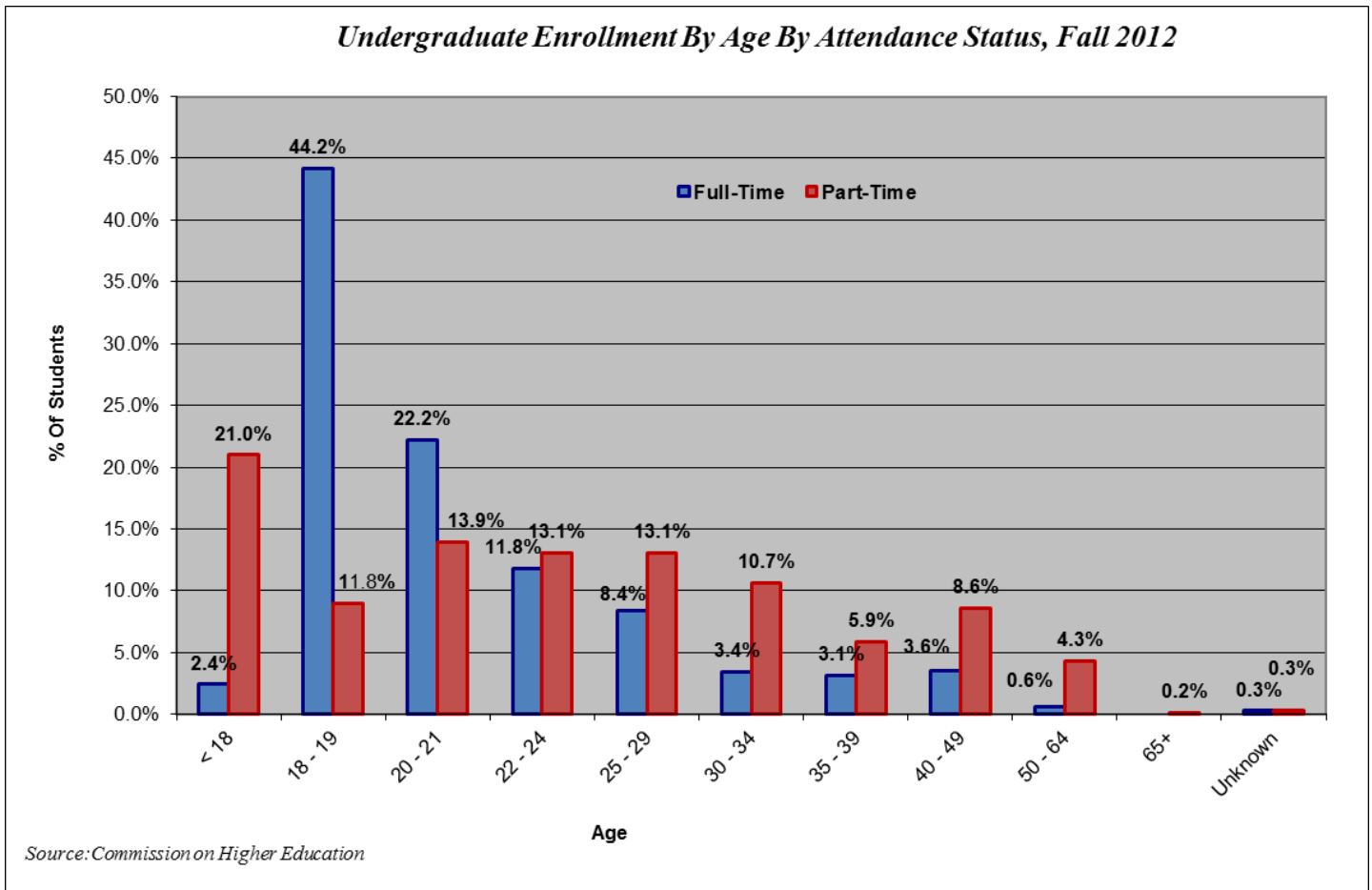
*Undergraduate Enrollment By Age By Attendance Status, Fall 2012*

Headcount, Fall 2012												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	17	310	156	83	59	24	22	25	4	0	2	702
Part-Time	122	52	81	76	76	62	34	50	25	1	2	581
<b>Total</b>	<b>139</b>	<b>362</b>	<b>237</b>	<b>159</b>	<b>135</b>	<b>86</b>	<b>56</b>	<b>75</b>	<b>29</b>	<b>1</b>	<b>4</b>	<b>1,283</b>

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2012												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	2.4%	44.2%	22.2%	11.8%	8.4%	3.4%	3.1%	3.6%	0.6%	0.0%	0.3%	100.0%
Part-Time	21.0%	9.0%	13.9%	13.1%	13.1%	10.7%	5.9%	8.6%	4.3%	0.2%	0.3%	100.0%
<b>Total</b>	<b>10.8%</b>	<b>28.2%</b>	<b>18.5%</b>	<b>12.4%</b>	<b>10.5%</b>	<b>6.7%</b>	<b>4.4%</b>	<b>5.8%</b>	<b>2.3%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>100.0%</b>

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



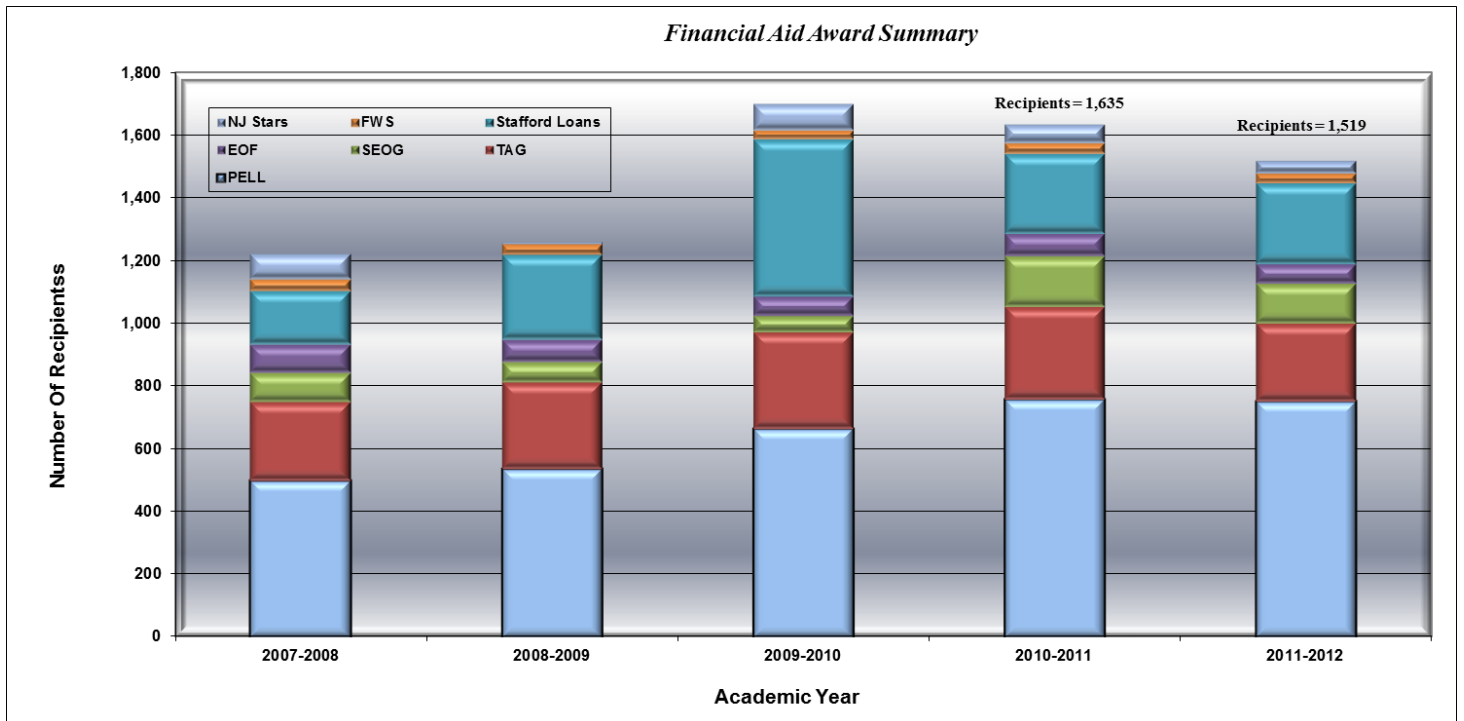
### 3. Student Enrollment Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2011-2012			
Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	753	\$2,530,000.00	\$3,359.89
College Work Study	31	\$33,000.00	\$1,064.52
SEOG	126	\$41,000.00	\$325.40
PLUS Loans	1	\$3,000.00	\$3,000.00
Stafford Loans (Subsidized)	259	\$753,000.00	\$2,907.34
Stafford Loans (Unsubsidized)	261	\$875,000.00	\$3,352.49
Totals:		\$4,235,000.00	

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	248	354,000	\$1,427.42
Educational Opportunity Fund (EOF)	62	53,000	\$854.84
NJ STARS	40	100,000	\$2,500.00
Totals:		\$507,000.00	

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	173	\$291,000.00	\$1,682.08
Loans	2	\$8,000.00	\$4,000.00
Totals:		\$299,000.00	

Source: NJIPEDS Form #41 Student Financial Aid Report



**4. Percentage of First-Time Full-Time Undergraduates Who Are New Jersey Residents, Fall 2012**

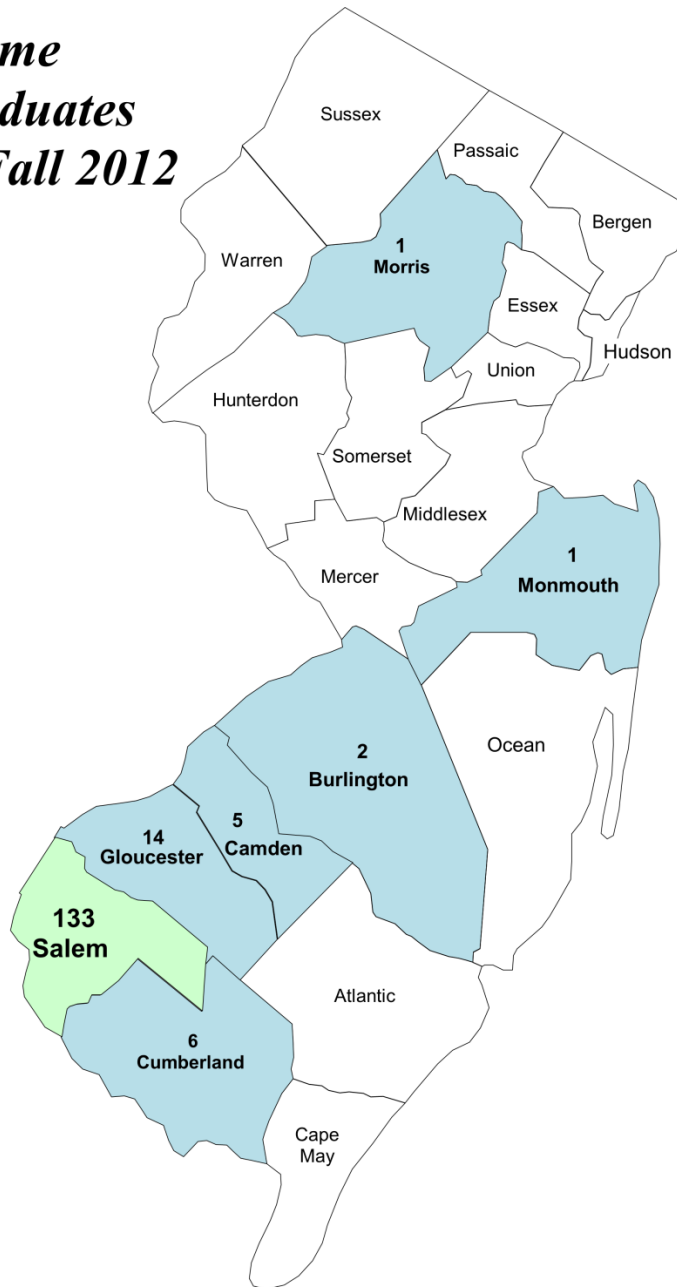
State Residents	Non-State Residents	Total	Percentage of State Residents
196	51	247	79.4%

Note: Residence unknown included with New Jersey Residents.

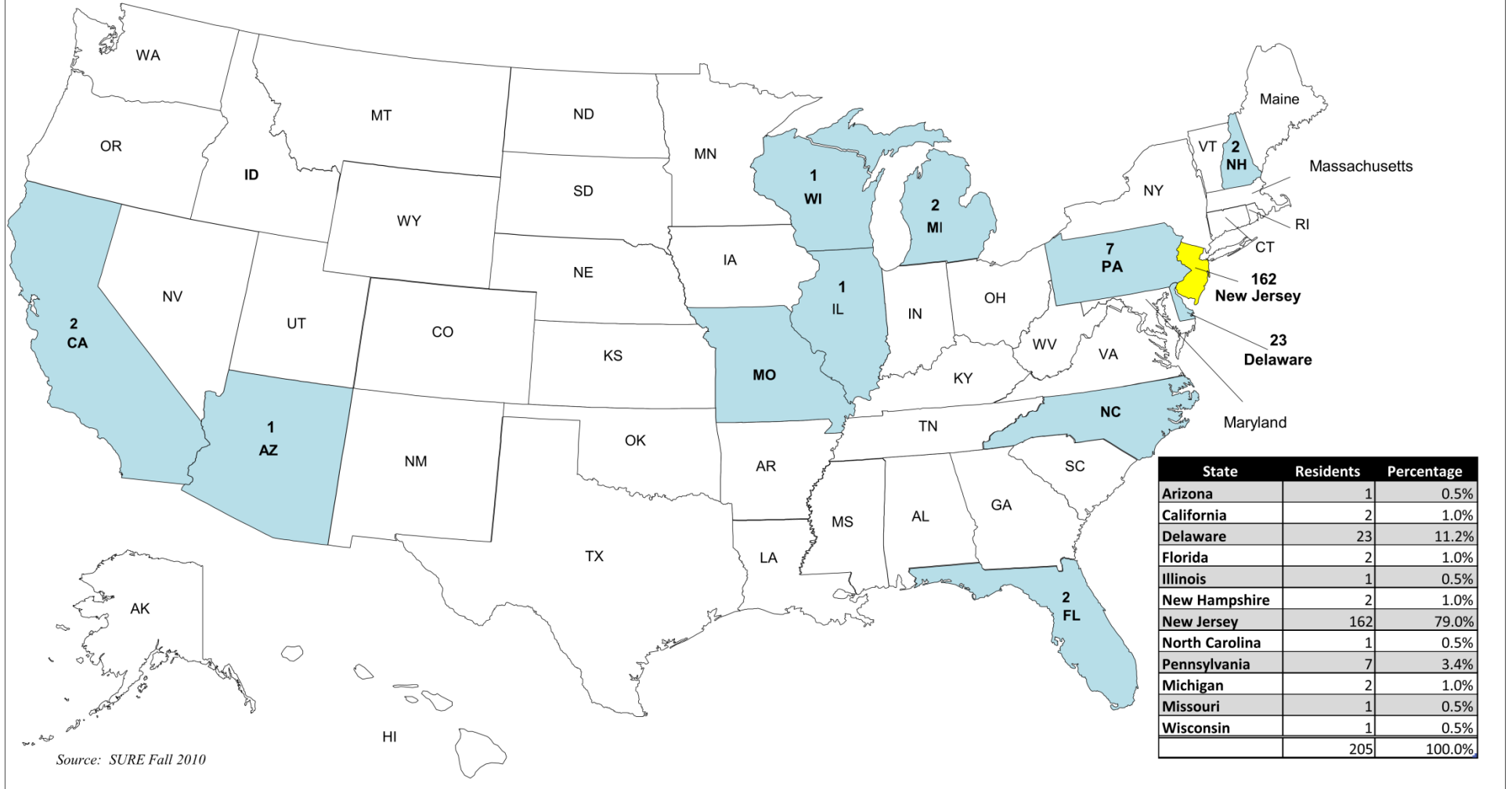
Source: IPEDS Fall Enrollment Survey

**First-Time Full-Time  
New Jersey Undergraduates  
By County Residence, Fall 2012**

County	Residents	Percentage
Burlington	2	1.2%
Camden	5	3.1%
Cumberland	6	3.7%
Gloucester	14	8.6%
Monmouth	1	0.6%
Morris	1	0.6%
Salem	133	82.1%
	162	100.0%



## First-Time Full-Time, Undergraduates By State Residence, Fall 2012



Source: SURE Fall 2010

## D. STUDENT OUTCOMES

### 1. Graduation Rates

- a. *Two Year Graduation Rate of Fall 2009 Full-time, First-time Degree and Certificate Seeking Students*

Cohort Term	Total Students	Student Completion	Percentage
Fall 2009	243	40	16.5%

Source: IPEDS Graduation Rate Survey

- b. *Three-Year Graduation and Transfer Rates of Fall 2009 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity*

Ethnicity	Cohort Count	Graduated after 3 Years	Percentage Graduated	Transferred	Percentage Transferred
White	149	51	34.2%	24	16.1%
Black	59	5	8.5%	19	32.2%
Hispanic	11	1	9.1%	4	36.4%
Asian	3	1	33.3%	2	66.7%
Alien	0	0	0.0%	0	0.0%
Other*	21	8	38.1%	4	19.0%
<b>Totals</b>	<b>243</b>	<b>66</b>	<b>27.2%</b>	<b>53</b>	<b>21.8%</b>

\* 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 2011 to Fall 2012			
Attendance Status	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
Full-time	247	132	53.4%
Part-Time	109	48	44.0%
<b>Totals</b>	<b>356</b>	<b>180</b>	<b>50.6%</b>

SOURCE: IPEDS Fall Enrollment Survey, Part E

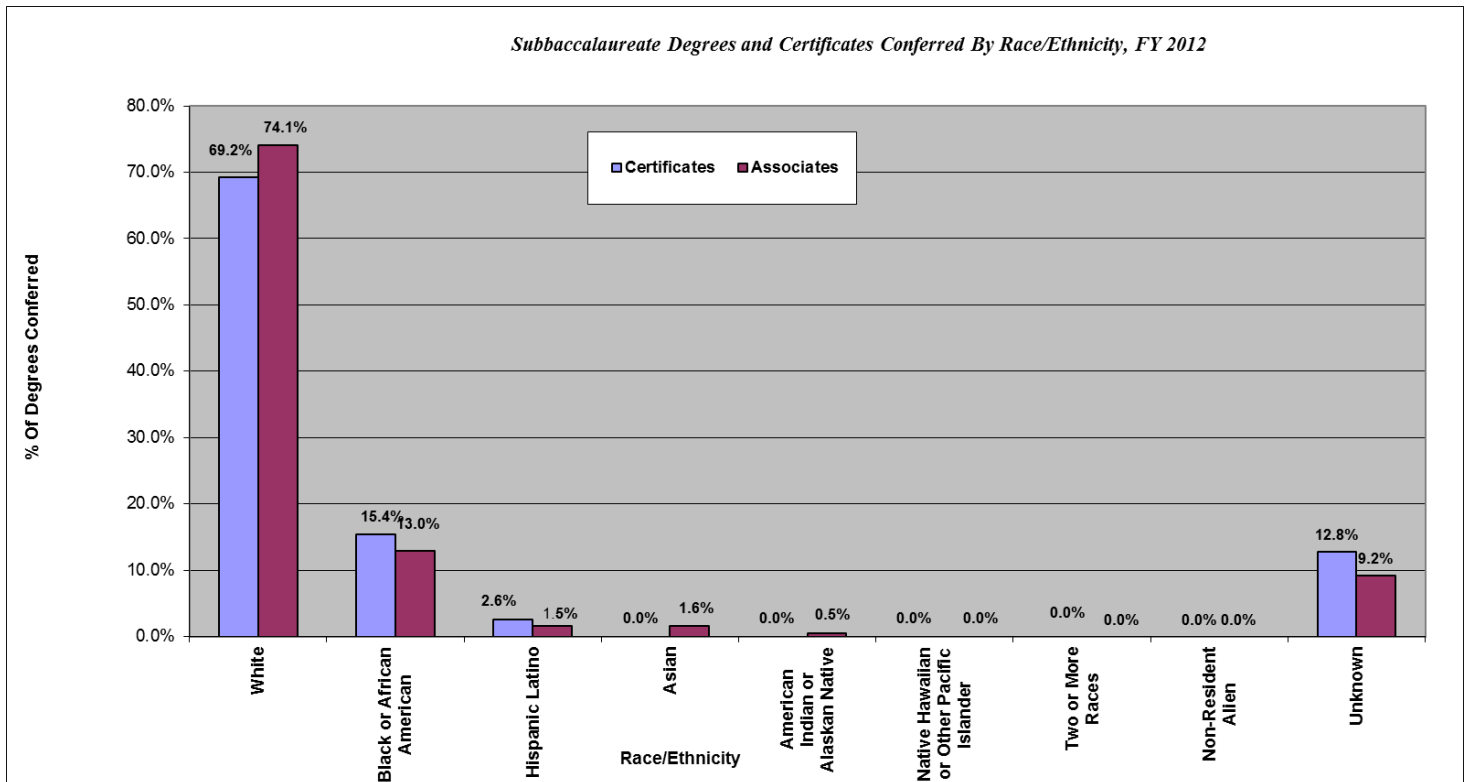
### 3. FY 2012 Degrees Conferred

#### a. Degrees and Certificates Conferred by Race/Ethnicity

Degrees and Certificates, FY 2012										
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	27	6	1	0	0	0	0	0	5	39
Associates	137	24	3	3	1	0	0	0	17	185
<b>Total</b>	<b>164</b>	<b>30</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>224</b>

Source: Salem Community College PowerCampus

Percentage, FY 2012										
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	69.2%	15.4%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	12.8%	100.0%
Associates	74.1%	13.0%	1.6%	1.6%	0.5%	0.0%	0.0%	0.0%	9.2%	100.0%
<b>Total</b>	<b>73.2%</b>	<b>13.4%</b>	<b>1.8%</b>	<b>1.3%</b>	<b>0.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.8%</b>	<b>100.0%</b>



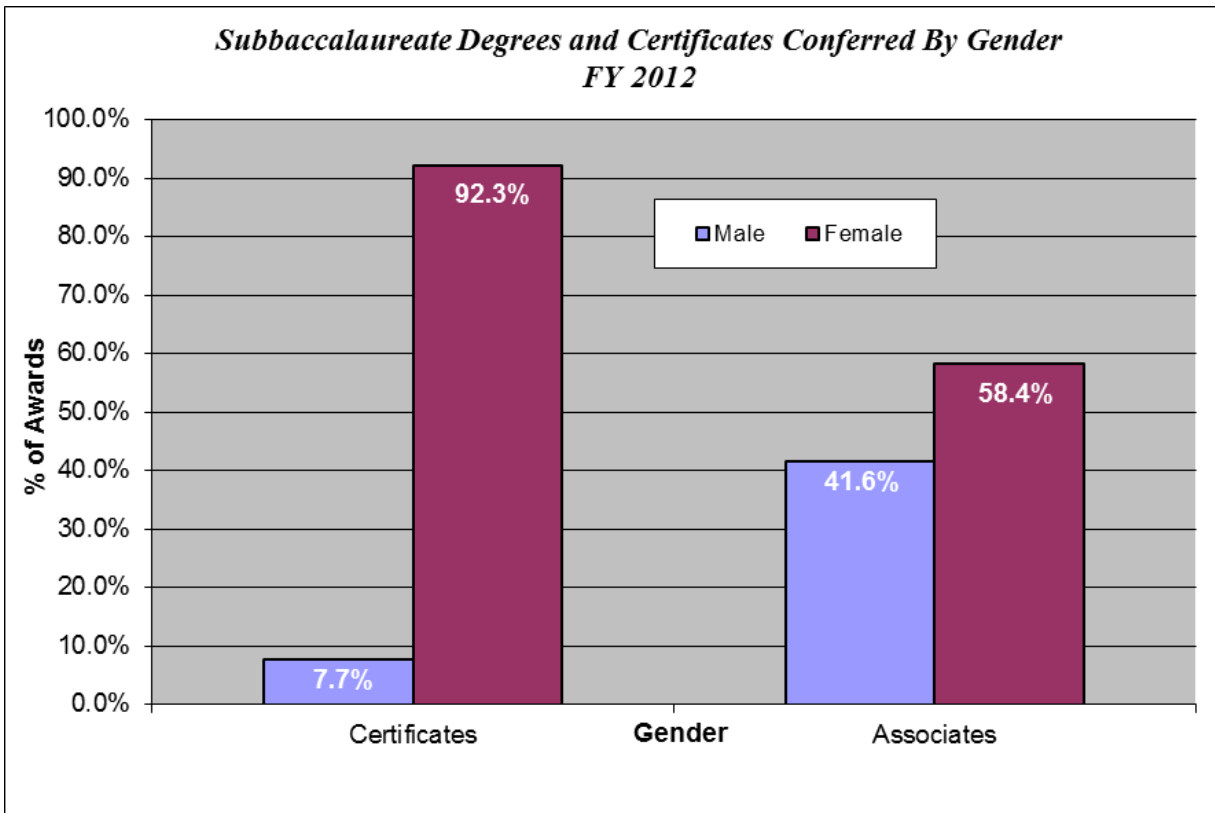
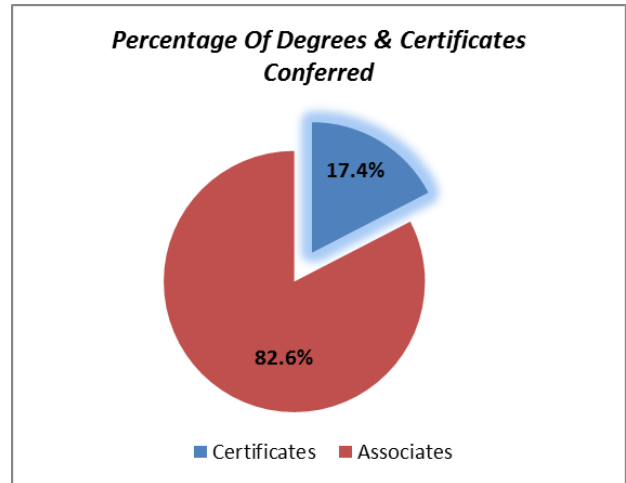
*b. Degrees and Certificates Conferred by Gender*

<b>Degrees &amp; Certificates, FY 2012</b>			
<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	3	36	39
Associates	77	108	185
<b>Total</b>	<b>80</b>	<b>144</b>	<b>224</b>

Source: Commission on Higher Education; IPEDS Completions Survey

<b>Percentage, FY 2012</b>			
<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	7.7%	92.3%	100.0%
Associates	41.6%	58.4%	100.0%
<b>Total</b>	<b>35.7%</b>	<b>64.3%</b>	<b>100.0%</b>

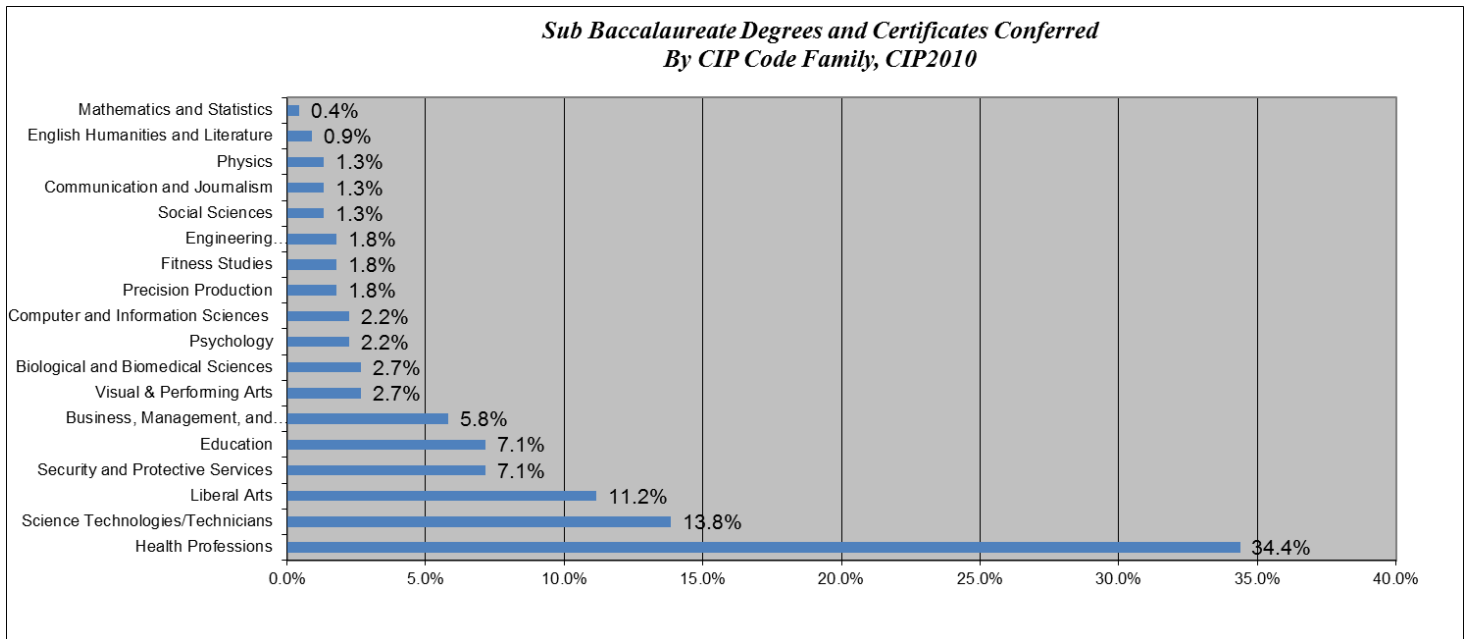
Source: Commission on Higher Education; IPEDS Completions Survey



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

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	36	41	77	34.4%
Science Technologies/Technicians	0	31	31	13.8%
Liberal Arts	0	25	25	11.2%
Security and Protective Services	0	16	16	7.1%
Education	0	16	16	7.1%
Business, Management, and Marketing	3	10	13	5.8%
Visual & Performing Arts	0	6	6	2.7%
Biological and Biomedical Sciences	0	6	6	2.7%
Psychology	0	5	5	2.2%
Computer and Information Sciences	0	5	5	2.2%
Precision Production	0	4	4	1.8%
Fitness Studies	0	4	4	1.8%
Engineering Technologies/Technicians	0	4	4	1.8%
Social Sciences	0	3	3	1.3%
Communication and Journalism	0	3	3	1.3%
Physics	0	3	3	1.3%
English Humanities and Literature	0	2	2	0.9%
Mathematics and Statistics	0	1	1	0.4%
<b>Totals:</b>	<b>39</b>	<b>185</b>	<b>224</b>	<b>100.0%</b>

Source: Commission on Higher Education; IPEDS Completion Survey





E. FACULTY CHARACTERISTICS

1. Full-Time Faculty By Race/Ethnicity, Gender and Tenure Status, Fall 2012

Headcount Fall 2012																
	White		Black		Hispanic		Asian*		American Indian		Non-Resident Alein		Unknown		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	3	1	0	0	0	0	0	0	0	0	0	0	0	3	3
Assistant Prof.	3	6	1	0	0	0	0	0	0	0	0	0	0	0	4	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	6	9	2	0	0	0	0	0	0	0	0	0	0	0	8	9
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	1	1	0	2	0	0	0	0	0	0	0	0	0	0	1	3
TOTAL	1	2	0	2	0	0	0	0	0	0	0	0	0	0	1	4
<b>Total</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	4	1	0	0	0	0	0	0	0	0	0	0	0	3	4
Assistant Prof.	3	6	1	0	0	0	0	0	0	0	0	0	0	0	4	6
All Others	1	1	0	2	0	0	0	0	0	0	0	0	0	0	1	3
TOTAL	7	11	2	2	0	0	0	0	0	0	0	0	0	0	9	13

Source: Commission on Higher Education; IPEDS Human Resources Survey

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

**Percentage Fall 2012**

	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
<b>Tenured</b>																
Professors	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.5%	---
Associate Prof.	9.1%	13.6%	4.5%	---	---	---	---	---	---	---	---	---	---	---	13.6%	13.6%
Assistant Prof.	13.6%	27.3%	4.5%	---	---	---	---	---	---	---	---	---	---	---	18.2%	27.3%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	27.3%	40.9%	9.1%	---	---	---	---	---	---	---	---	---	---	---	36.4%	40.9%
<b>Without Tenure</b>																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.5%
Assistant Prof.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
All Others	4.5%	4.5%	---	9.1%	---	---	---	---	---	---	---	---	---	---	4.5%	13.6%
TOTAL	4.5%	9.1%	---	9.1%	---	---	---	---	---	---	---	---	---	---	4.5%	18.2%
<b>Total</b>																
Professors	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.5%	---
Associate Prof.	9.1%	18.2%	4.5%	---	---	---	---	---	---	---	---	---	---	---	13.6%	18.2%
Assistant Prof.	13.6%	27.3%	4.5%	---	---	---	---	---	---	---	---	---	---	---	18.2%	27.3%
All Others	4.5%	4.5%	---	9.1%	---	---	---	---	---	---	---	---	---	---	4.5%	13.6%
TOTAL	31.8%	50.0%	9.1%	9.1%	---	---	---	---	---	---	---	---	---	---	40.9%	59.1%

Source: Commission on Higher Education; IPEDS Human Resources Survey

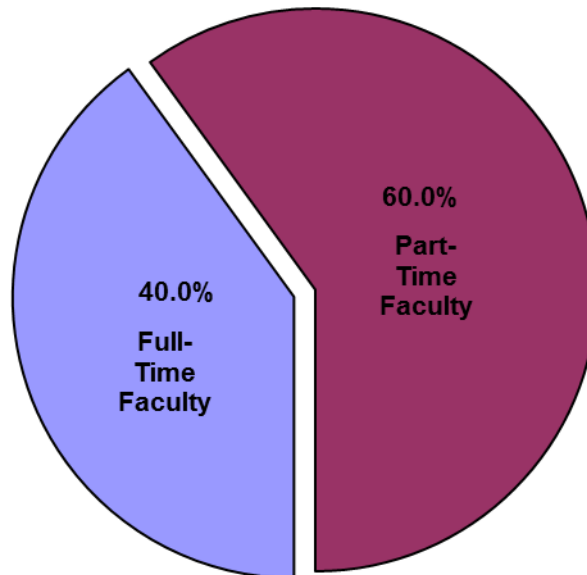
## 2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2012

*Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2012*

<i>Total Number of Course Sections, Fall 2012: 250</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	100	40.0%
Part-Time	150	60.0%

*Source: Salem Community College, PowerCampus*

*Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2012*

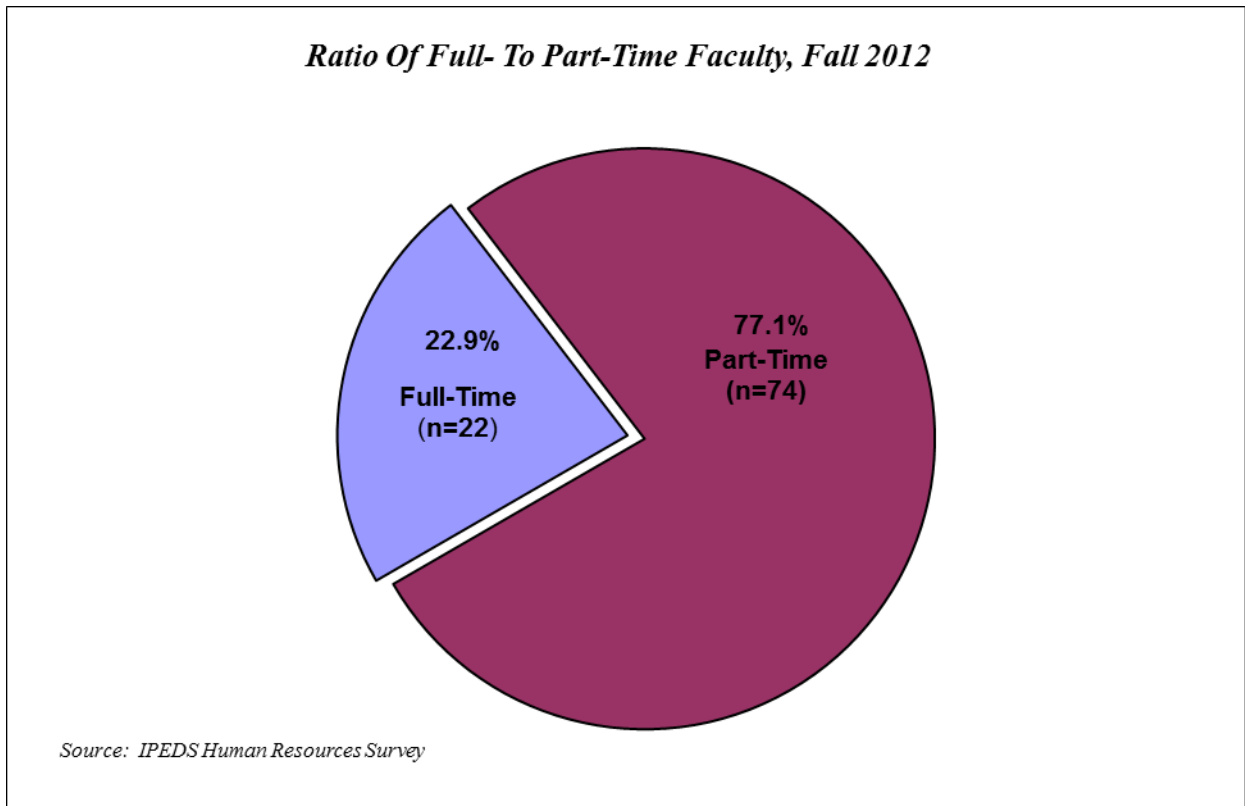


*Source: Salem Community College, PowerCampus*

### 3. Ratio of Full- to Part-Time Faculty, Fall 2012

<i>Ratio Of Full-Time To Part-Time Faculty, Fall 2012</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>
22	22.9%	74	77.1%	96	100.0%

Source: IPEDS Human Resources Survey



**F. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2012 - 2013)**

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

<i>Name</i>	<i>Title</i>	<i>Affiliation</i>
John Ashcraft	Trustee	Ashcraft Funeral Home
Joan M. Baillie	Ex Officio	President, Salem Community College
Richard Stepura, Ed. D.	Trustee	Salem County Executive Superintendent of Schools
Carol A. Burke-Doherty	Trustee	Retired Principal, John Fenwick School
Amante N. DeCastro, M.D.	Trustee	Physician
Tina M. DiNicola, Esq.	Vice-Chair	Lawyer
Maria B. Fantini	Secretary	Administrative Assistant, Salem Community College
Allen Gage	Trustee	Wilmington Tug, Inc.
Dorothy D. Hall	Chair	Consultant
Thomas L. Mason	Trustee	Educator, Penns Grove Regional School District
Donald L. Pierce	Trustee	Retired, Lincoln University Administrator
Carrie Ruffin	Trustee	Director of So. Regional Services, Family Resources Network
Jason Supemavage	Trustee	Physical Therapist, Boston Rehabilitation Associates
Mary Blithe	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

<b>Associate of Arts Degrees</b>		
Communications/Journalism	Liberal Arts	Social Science - History/Political Science
Computer Science	Mathematics	Social Science - Psychology
Criminal Justice	Physics / Engineering	Social Science - Sociology / Social Service
Education		
<b>Associate of Science Degrees</b>		
Biology/Chemistry	Sports Management	Health Science
Business Administration	Paralegal Studies*	- Diagnostic Medical Sonography***
Game Design & Development	Justice Studies	- Medical Laboratory Technology***
Health & Exercise Science	- Corrections*	- Medical Radiography*
Nursing for LPNs	- Homeland Security*	- Nuclear Medicine***
Occupational Therapy Assistant**		- 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		
*** Prgroom Collaboration with Camden, Cumberland, or Gloucester County College		
<b>Associate of Applied Science in Technology Degrees</b>		
Agribusiness*	Health Information Technology****	Scientific Glass Technology
Agriculture*	Horticulture*	Sustainable Energy Technology
Business Administration	Nuclear Energy Technology	Technical Studies
Culinary Arts***	Respiratory Therapy**	
* 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		
<b>Associate of Fine Arts</b>		
Computer Graphic Art	Glass Art	Studio Art
Digital Media		
<b>Certificates</b>		
Administrative Assistant	Medical Coding	Practical Nursing (LPN)
Allied Health	Personal Trainer	Social Service
Emergency Services	Pharamacy Technician	Sustainable Energy Technology
<b>Career Certificates &amp; Specialist Series</b>		
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 2013-2014 Catalog

## H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

### 1. *Academic Programs*

In 2012-2013, Salem Community College (SCC) added a new certificate program in Allied Health that includes preparation to take the CPR certification examination and the National Health Career Association examination to become an electrocardiography technician.

SCC also continued to expand its program partnerships with other community colleges in southern New Jersey, including Burlington County College (Culinary Arts AAS) and Camden County College (Medical Coding certificate and Health Information Technology AAS). Such partnerships help fill seats in high-cost programs while offering students at both institutions more program options

### 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 and STA's as an indicator for placement in college level English and mathematic courses. Such moves help shorten the time to graduation for many students.

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.

In 2013, the athletic department underwent reorganization creating the new position of Coordinator of Athletics. The new coordinator is focusing on improving student success by implementing study halls, academic moitoring, and student athlete advising. This focus has already led to improvement in student athlete GPA. With continuous effort, the college also anticipates an improvement in student athlete graduation rates.

**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.

**4. *Customized Training and Workforce Development***

SCC continued to collaborate with employers in Salem County and beyond to meet their needs for employee training and development. One highly successful venture was the development of a six-week training program offered jointly with Cumberland County College at SCC's state-of-the-art Glass Education Center in Alloway. Over thirty unemployed individuals were trained to become Certified Production Technicians and as a result of the training nearly all were offered employment in entry-level positions in the growing glass industry in South Jersey. The training was underwritten by a grant from the New Jersey Department of Labor and Workforce Development through the Cumberland-Salem Workforce Investment Board.

**5. *Non-Credit and Community Education***

In 2012-2013, SCC offered a wide variety of non-credit courses, including GED prep, SAT prep, computer applications, CPR training, and stethoscope skills training as well as courses for personal growth. A new venture for the College this past year was the offering of a Master Class in flameworking featuring Paul Stankard and Vittorio Constantini, two internationally known glass artists, in an intimate workshop environment at the Glass Education Center for 10 participants. The College plans to continue to offer such high-level specialized training in conjunction with its annual International Flameworking Conference.

**6. *Institutional Effectiveness and Assessment***

SCC is in the initial stages of renewing its MSCHE (Middle States Commission on Higher Education) accreditation. All constituencies at this institution are committed to the self-assessment process. A new Strategic Plan was developed during 2012 and was approved by the Board of Trustees in January 2013. In Spring 2013, the SCC Self-Study Proposal was submitted and accepted by MSCHE in preparation for the Spring 2015 MSCHE visit.



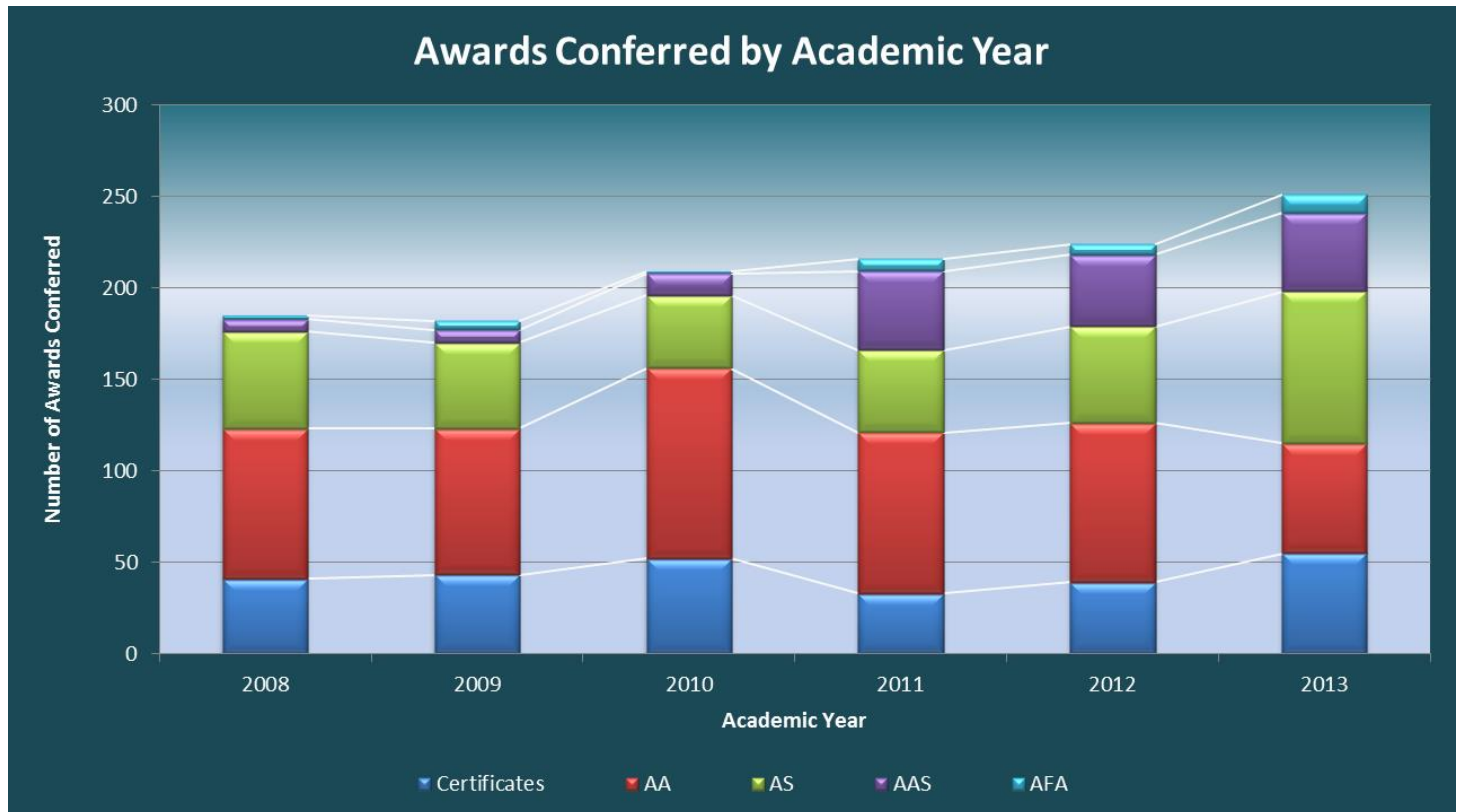
## **I. MAJOR CAPITAL PROJECTS**

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. The approved \$4 million project will address technology and facility needs in all 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.

## Other Institutional Information

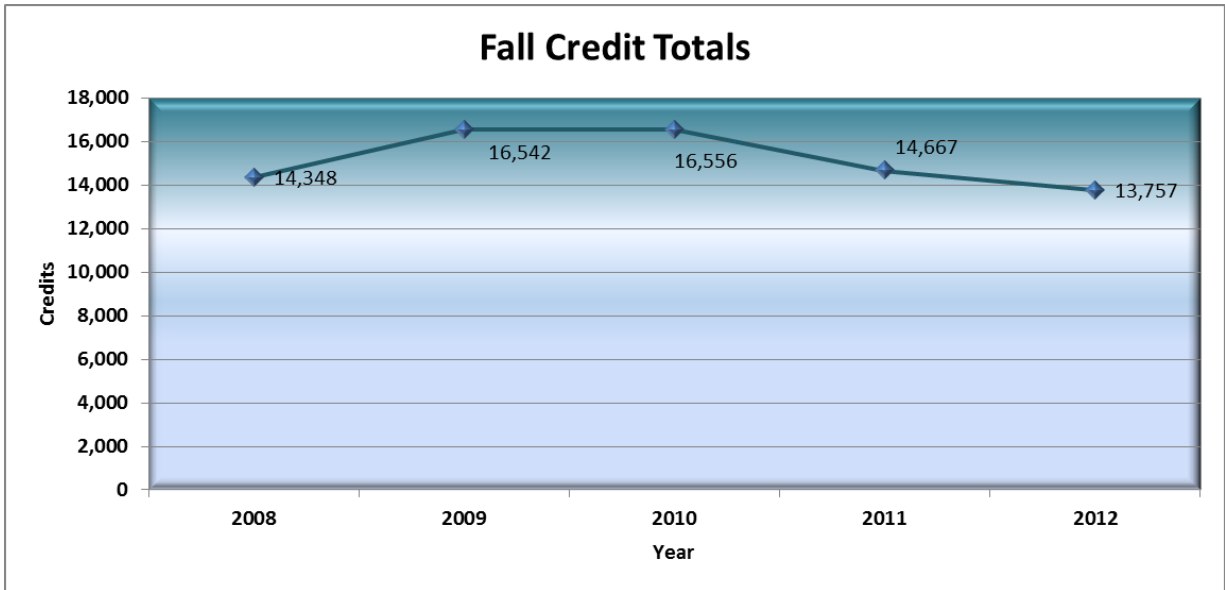
### A. AWARDS CONFERRED SINCE 2008

Awards Conferred by Academic Year						
AcademicYear	Certificates	AA	AS	AAS	AFA	Total
2008	41	82	53	7	2	185
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
<b>Totals:</b>	<b>263</b>	<b>501</b>	<b>321</b>	<b>151</b>	<b>31</b>	<b>1267</b>



## B. FIVE-YEAR ENROLLMENT TRENDS

### 1. Fall credit hours 2008 Through 2012



### 2. Fall full-time versus part-time enrollment trends, 2008 Through 2012

