



*Salem
Community College*

You can get there from here!

*2015 Institutional Profile
September 15, 2015*

Preface

It is my privilege to serve as the 8th president of Salem Community College. SCC is a very unique learning community with niche employment preparation and ascending programs, academic pathways to degree and transfer, as well as dual credit with our area high schools. Between our business alliances, university partnerships, and high school affiliations, Salem Community College is truly serving the county citizenry.

Long noted for its Scientific and Art Glass Programs, Salem Community College doubled its enrollment and instructional capacity in 2014, allowing more students to pursue this highly specialized craft on a community college budget. This is a true bargain even for the out of state and international students who participate.

With Public Service Electric and Gas (PSEG) a major enterprise, housing power plants on the southeast corner of Salem County, we have engaged a program of Nuclear Energy Technology. Since 2009 we have had 104 students graduate the program with 77 of them earning national certification through the Institute of Nuclear Power Operations (INPO).

Perhaps the most significant growth over the past year has been in the dual credit offerings with area high schools. SCC delivered 1,219 credits to more than 200 students during the academic year. One school, Pennsville Memorial High School, has forged a program with SCC titled, Jump Start, which places capable high school students into rigorous collegiate programs on the SCC campus in conjunction with those taken at the home high school. This framework is the design for the future as we find more and more high school students ready for collegiate work at a younger age.



Michael R. Gorman, Ed.D.
President

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Salem Community College
Vision, Mission, Diversity and Institutional Priorities

Vision Statement

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

Mission

Salem Community College 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



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: Ms. Joan M. Baillie, President Emeritus

INSTITUTIONAL INFORMATION

Fall Enrollment (Headcount): 1108 Undergraduate
Control: Public
Affiliation: Government-State and Local- Salem County
Carnegie Classification: Associate's - Public Suburban-serving Single Campus
Approved Degree Levels: Postsecondary Award/Cert/Diploma (≥ 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 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:

November 20, 2014: To accept the supplemental information report. The next evaluation visit is scheduled for 2015-2016.

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.

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.

September 26, 2014: To grant the institution a one-year extension on the self-study. The self-study year will now be 2015-2016 with an evaluation team visit occurring during the fall semester 2015 or the spring semester 2016. To remind the institution of the supplemental information report due October 6, 2014.

Next Self-Study Evaluation: 2015 - 2016

Next Periodic Review Report: 2021

Date Printed: September 2, 2015

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.

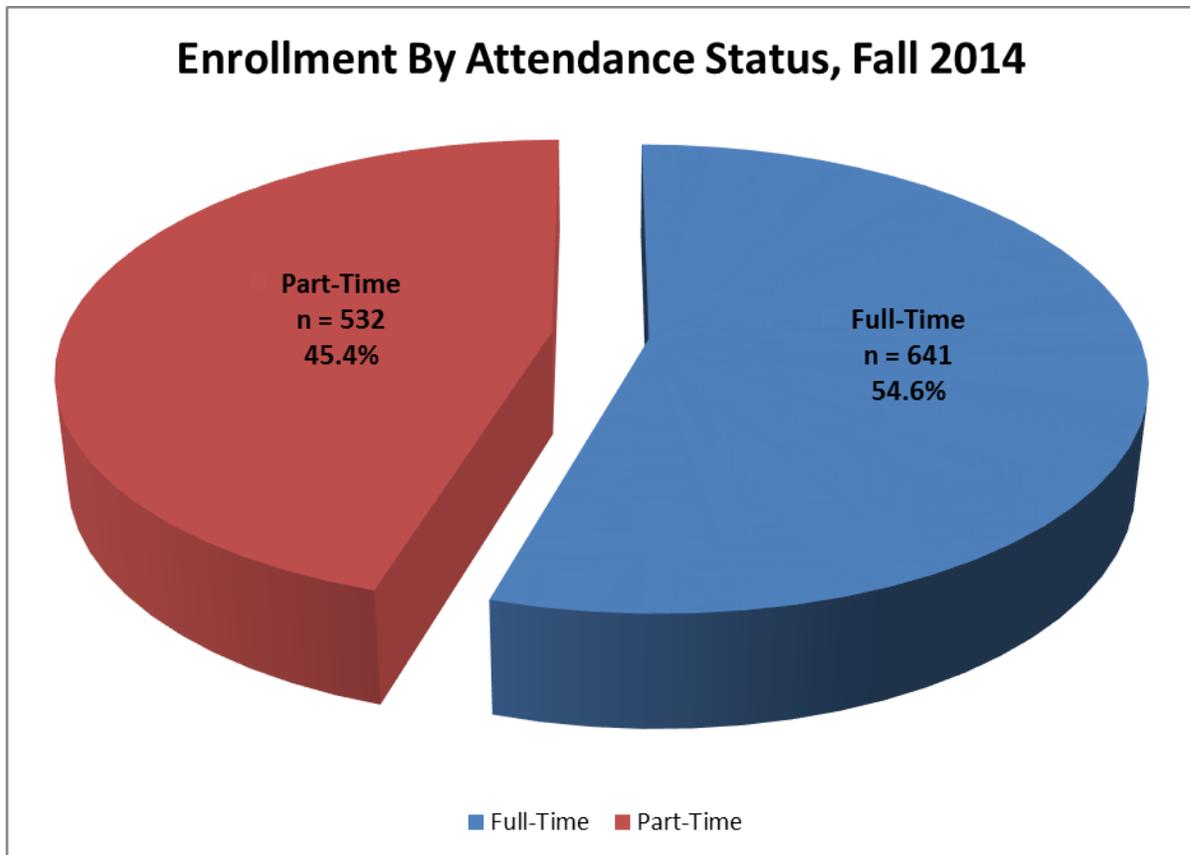
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2014		
Attendance Status	Number	Percentage
Full-Time	641	54.6%
Part-Time	532	45.4%
	1173	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



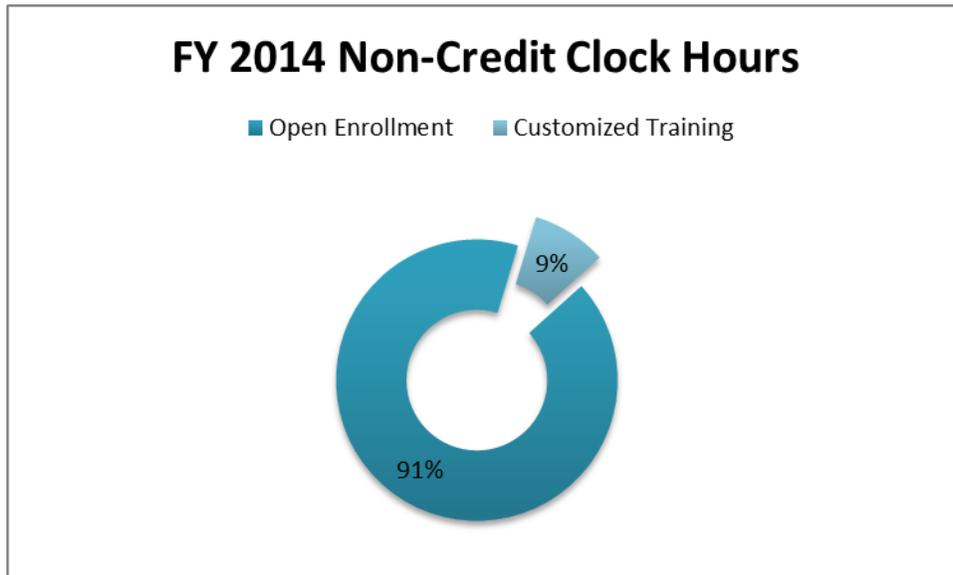
2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2014				
Non-Credit Type	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	440	431	1,412	3
Customized Training	19		133	0

¹ Includes all registrations in any course that started on July 1, 2013 through June 30, 2014.

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

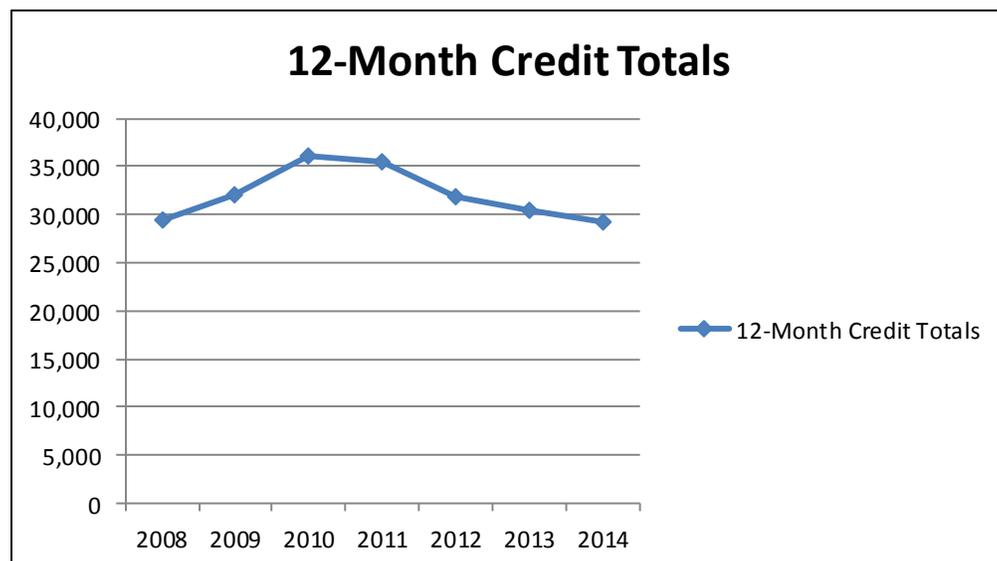
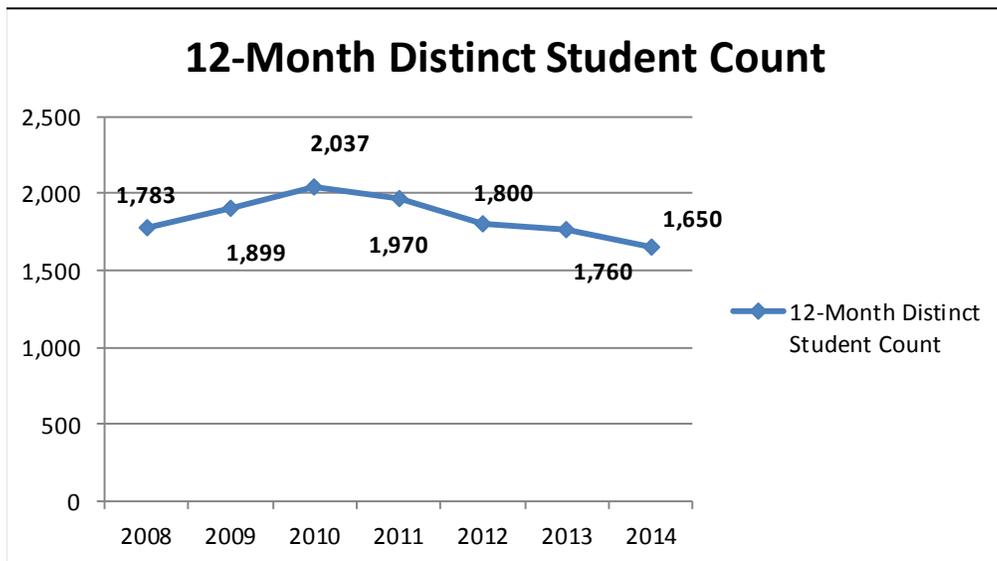
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



3. Unduplicated Number of Students for FY 2014

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
2014	1,650	29,299	977

Source: IPEDS 12-Month Enrollment Survey.



C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Basic Skills Testing and Remediation

Basic Skills Assessment Test

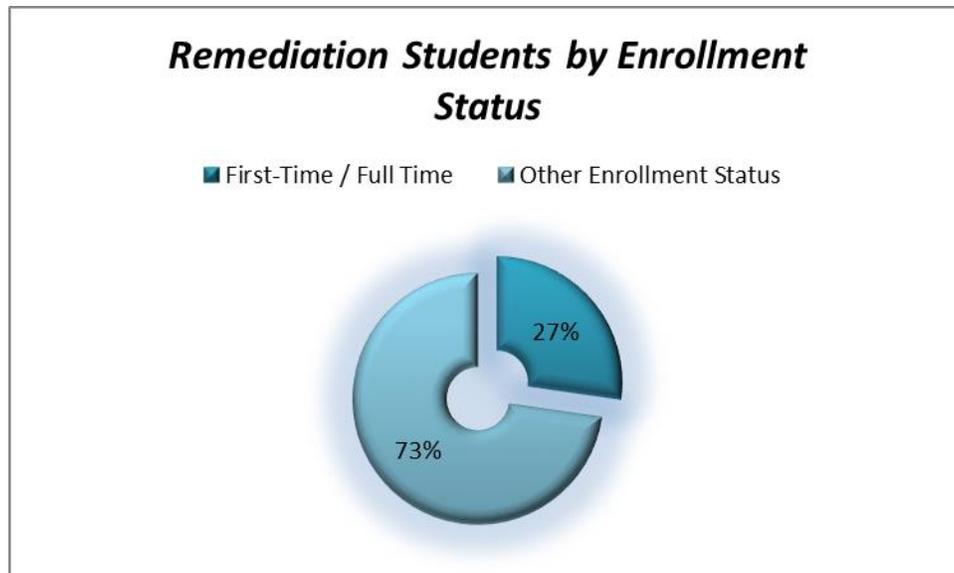


Total Number Of Students Enrolled, Fall 2014		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Total Fall 2014 Enrollment</i>	<i>Remedial Courses</i>	<i>% of Total Enrollment</i>
1,099	187	17.0%

Source: SURE Fall 2014

Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2014		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Fall 2014 FT/FT Enrollment</i>	<i>Remedial Courses</i>	<i>% of FT/FT Enrollment</i>
155	51	32.9%

Source: SURE Fall 2014



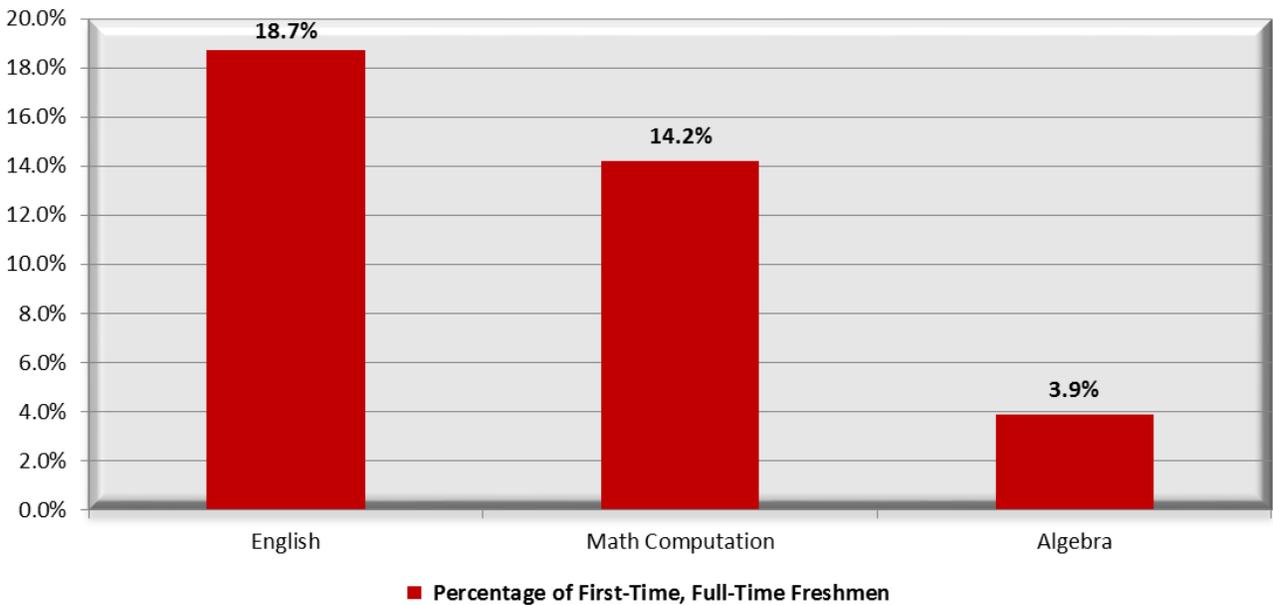
Number And Percent Of First-Time, Full-Time Freshmen By Remediation Subject Area, Fall 2014

<i>Subject Area</i>	<i># Students*</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
English	29	18.7%
Math Computation	22	14.2%
Algebra	6	3.9%

Source: SURE Fall 2014

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

Percentage of First-Time, Full-Time Freshmen Enrolled in Remediation By Subject Area, Fall 2014



2. Student Enrollment

a. By Race/Ethnicity, Fall 2014

Undergraduate Enrollment By Race/Ethnicity, Fall 2014

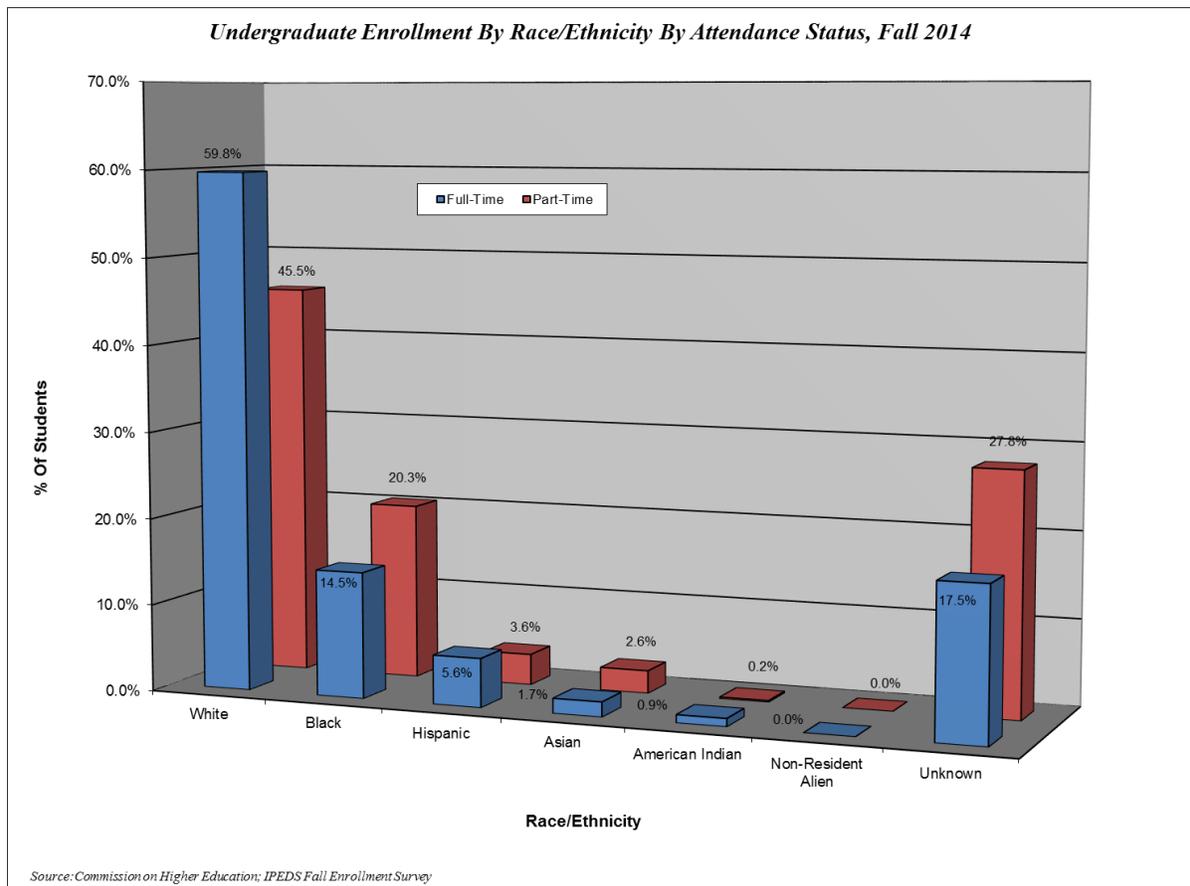
Headcount, Fall 2014								
Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	383	93	36	11	6	0	112	641
Part-Time	242	108	19	14	1	0	148	532
	625	201	55	25	7	0	260	1,173

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

Source: Commission on Higher Education

Percentage, Fall 2014								
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	59.8%	14.5%	5.6%	1.7%	0.9%	0.0%	17.5%	100.0%
Part-Time	45.5%	20.3%	3.6%	2.6%	0.2%	0.0%	27.8%	100.0%
Totals	53.3%	17.1%	4.7%	2.1%	0.6%	0.0%	22.2%	100.0%

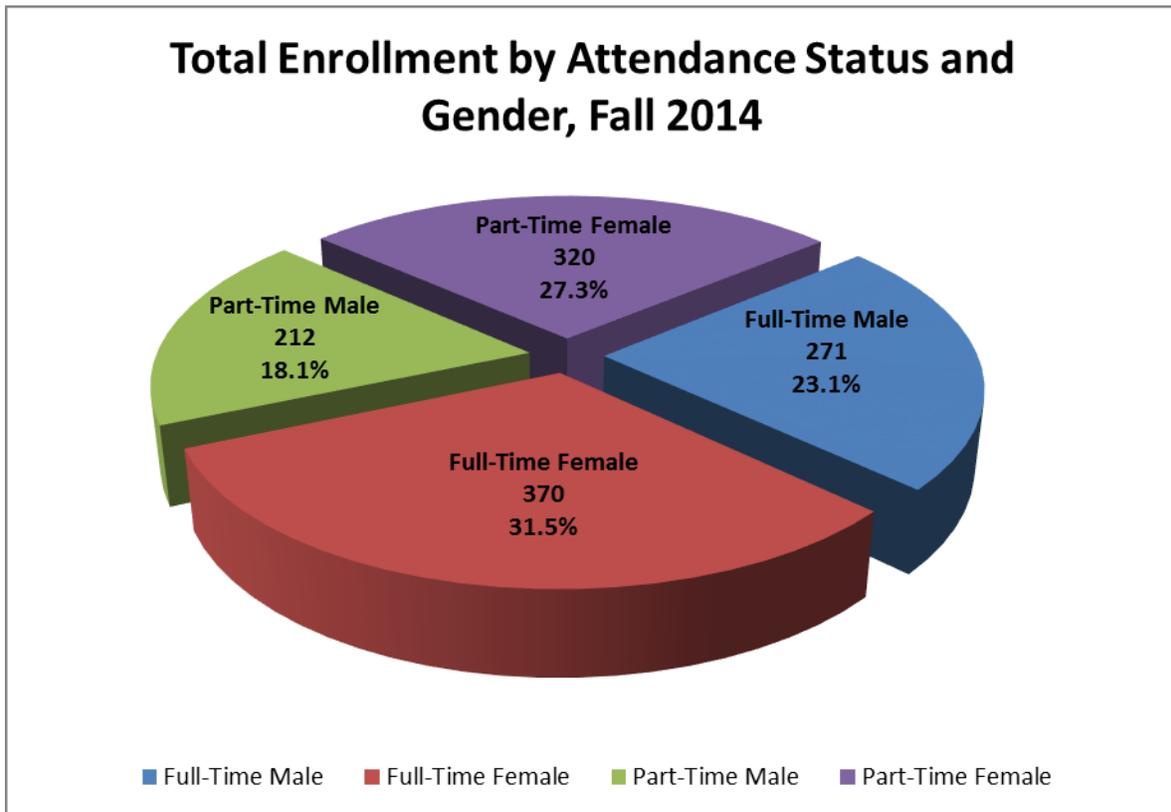
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2014

<i>Students by Attendance Status and Gender, Fall 2014</i>						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	271	42.3%	370	57.7%	641	54.6%
Part-Time	212	39.8%	320	60.2%	532	45.4%
Totals	483	41.2%	690	58.8%	1173	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



c. By Age, Fall 2014

Undergraduate Enrollment By Age By Attendance Status, Fall 2014

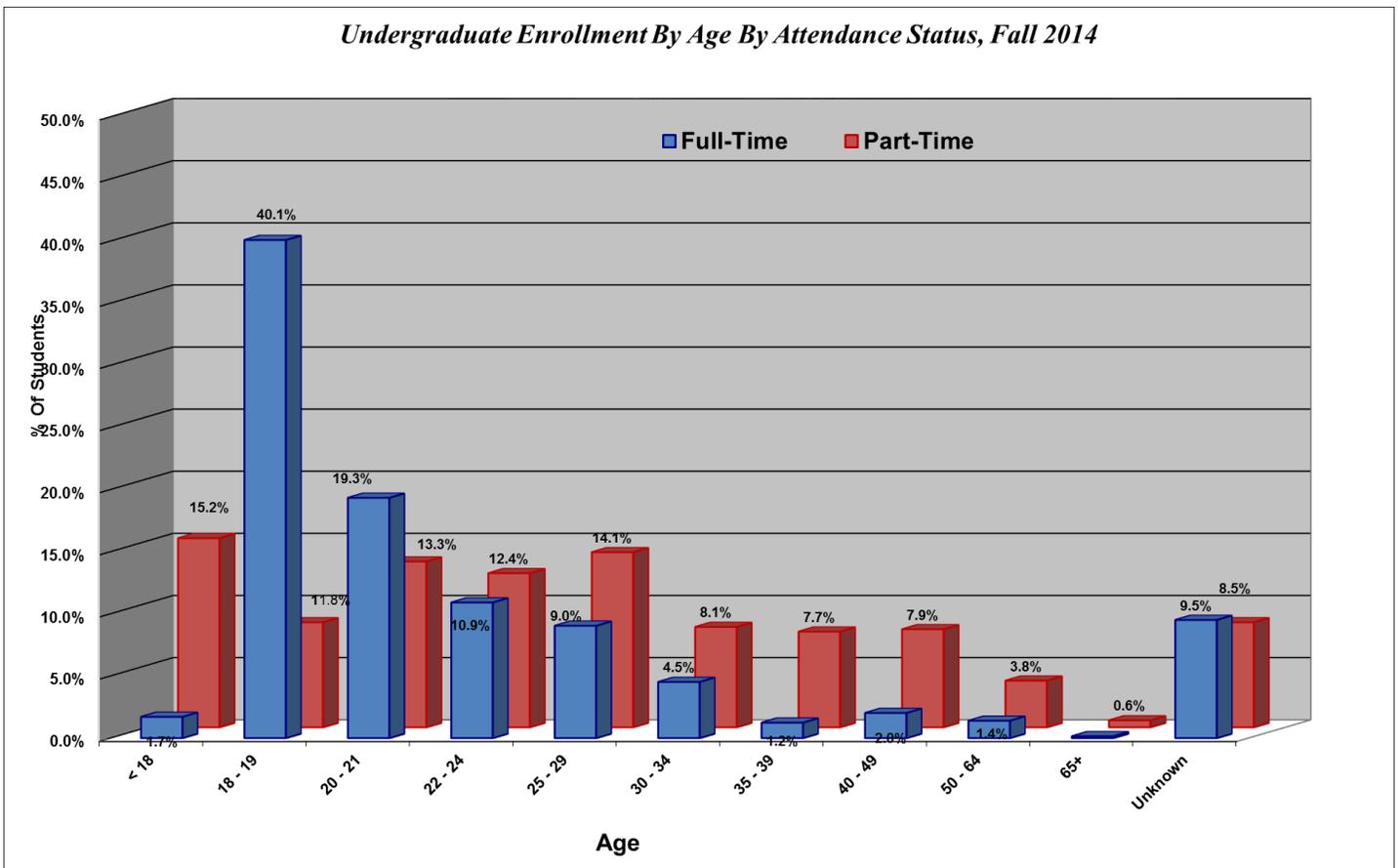
Headcount, Fall 2014												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	11	257	124	70	58	29	8	13	9	1	61	641
Part-Time	81	45	71	66	75	43	41	42	20	3	45	532
Total	92	302	195	136	133	72	49	55	29	4	106	1,173

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2014												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	1.7%	40.1%	19.3%	10.9%	9.0%	4.5%	1.2%	2.0%	1.4%	0.2%	9.5%	100.0%
Part-Time	15.2%	8.5%	13.3%	12.4%	14.1%	8.1%	7.7%	7.9%	3.8%	0.6%	8.5%	100.0%
Total	7.8%	25.7%	16.6%	11.6%	11.3%	6.1%	4.2%	4.7%	2.5%	0.3%	9.0%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Undergraduate Enrollment By Age By Attendance Status, Fall 2014



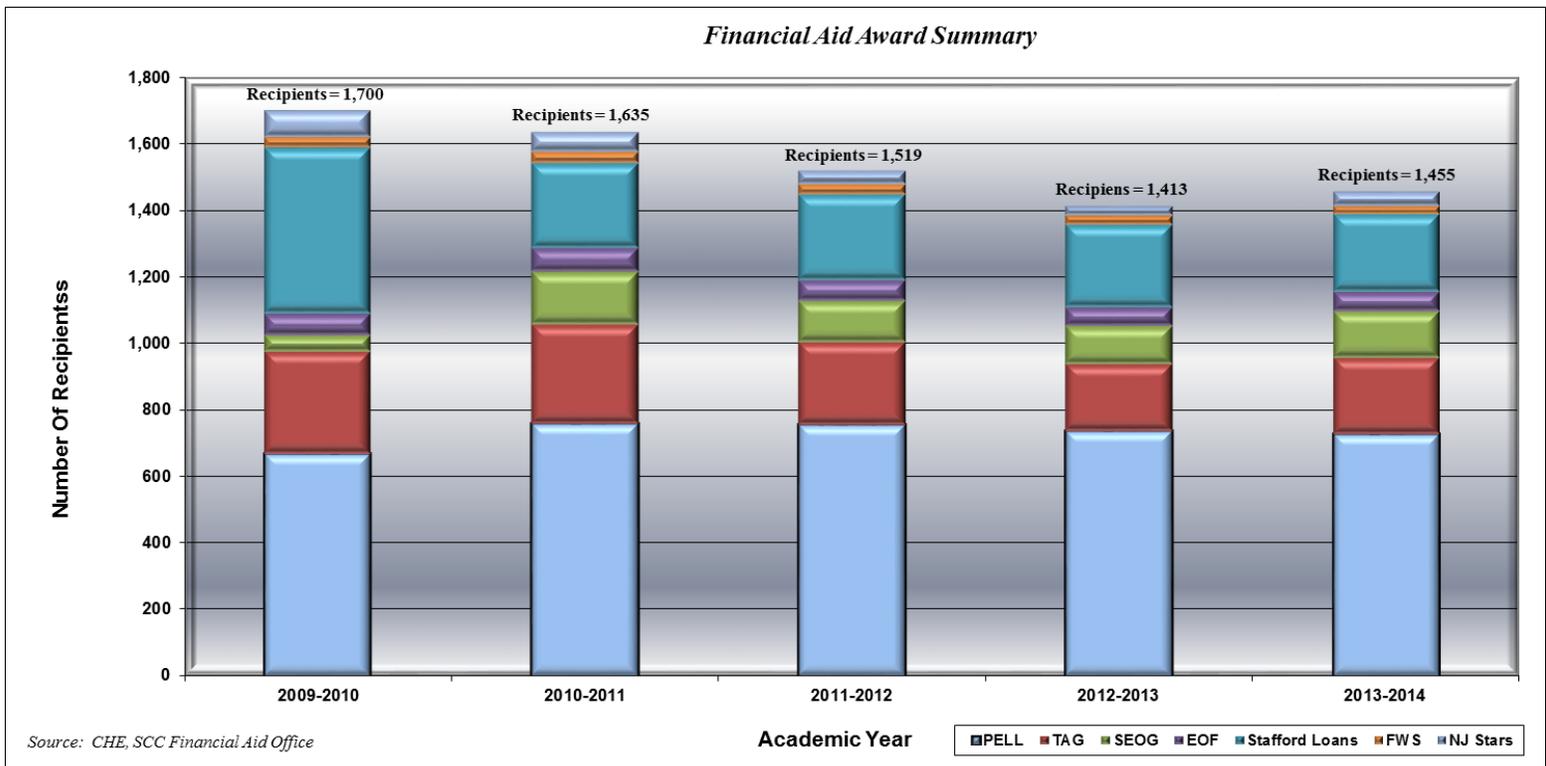
3. Student Enrollment Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2013-2014			
Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	726	\$2,247,000.00	\$3,095.04
College Work Study	27	\$41,000.00	\$1,518.52
SEOG	140	\$36,000.00	\$257.14
PLUS Loans	1	\$12,000.00	\$12,000.00
Stafford Loans (Subsidized)	233	\$688,000.00	\$2,952.79
Stafford Loans (Unsubsidized)	229	\$751,000.00	\$3,279.48
Totals:		\$3,775,000.00	

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	230	347,000	\$1,508.70
Educational Opportunity Fund (EOF)	58	50,000	\$862.07
NJ STARS	41	106,000	\$2,585.37
Totals:		\$503,000.00	

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	124	\$232,000.00	\$1,870.97
Loans	8	\$33,000.00	\$4,125.00
Totals:		\$265,000.00	

Source: NJIPEDS Form #41 Student Financial Aid Report



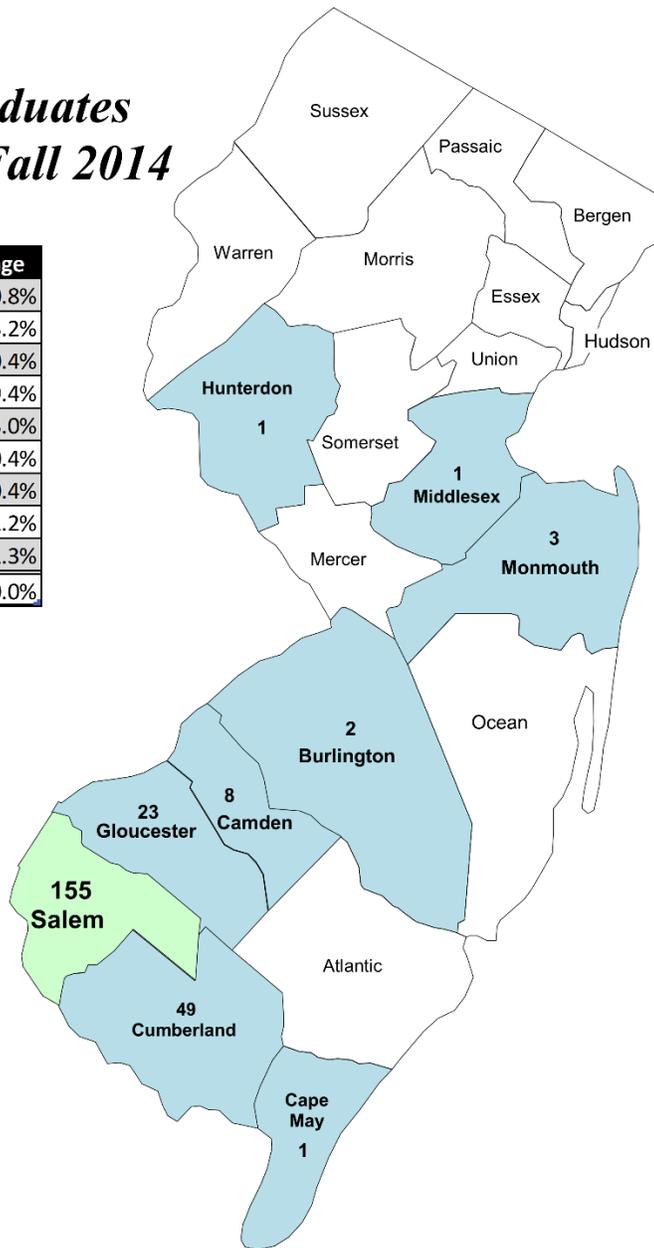
4. Percentage of First-Time Undergraduates Who Are New Jersey Residents, Fall 2014

State Residents	Non-State Residents	Total	Percentage of State Residents
253	70	323	78.3%

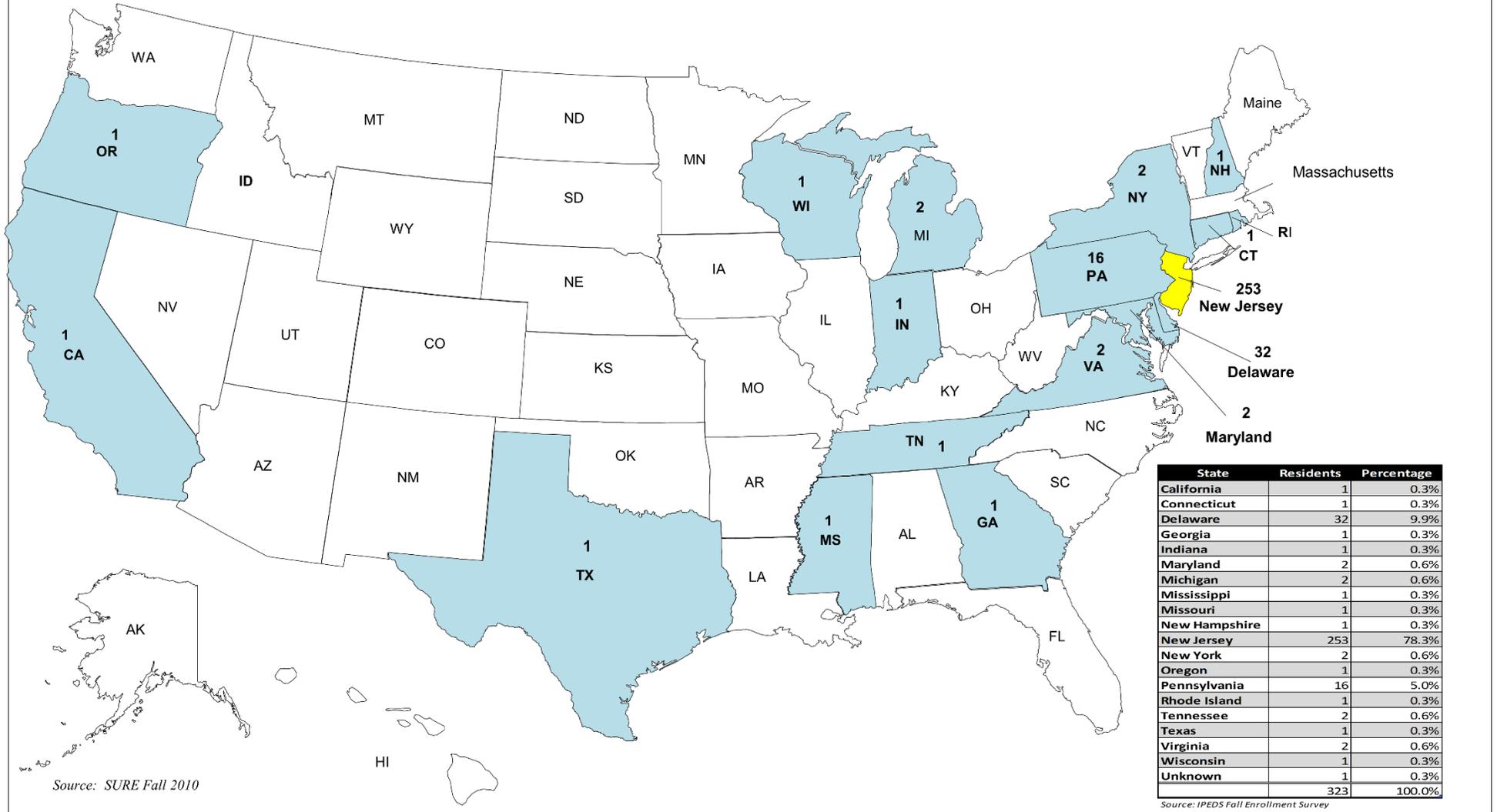
Note: Residence unknown included with New Jersey Residents.
 Source: IPEDS Fall Enrollment Survey

***First-Time
 New Jersey Undergraduates
 By County Residence, Fall 2014***

County	Residents	Percentage
Burlington	2	0.8%
Camden	8	3.2%
Cape May	1	0.4%
Cumberland	49	19.4%
Gloucester	33	13.0%
Hunterdon	1	0.4%
Middlesex	1	0.4%
Monmouth	3	1.2%
Salem	155	61.3%
	253	100.0%



First-Time, Undergraduates By State Residence, Fall 2014



D. STUDENT OUTCOMES

1. Graduation Rates

- a. *Two Year Graduation Rate of Fall 2011 Full-time, First-time Degree and Certificate Seeking Students (100% of Time)*

Cohort Term	Total Students	Student Completion	Percentage
Fall 2011	250	32	12.8%

Source: IPEDS Graduation Rate Survey

- b. *Three-Year Graduation and Transfer Rates of Fall 2011 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	146	40	27.4%	16	11.0%
Black	55	6	10.9%	7	12.7%
Hispanic	17	1	5.9%	3	17.6%
Asian	1	0	0.0%	0	0.0%
Alien	0	0	0.0%	0	0.0%
Other*	31	6	19.4%	4	12.9%
Totals	250	53	21.2%	30	12.0%

* 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 2013 to Fall 2014			
Attendance Status	Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate
Full-time	228	130	57.0%
Part-Time	91	29	31.9%
Totals	319	159	49.8%

SOURCE: IPEDS Fall Enrollment Survey, Part E

3. FY 2014 Degrees Conferred

a. Degrees and Certificates Conferred by Race/Ethnicity

Degrees and Certificates, FY 2014

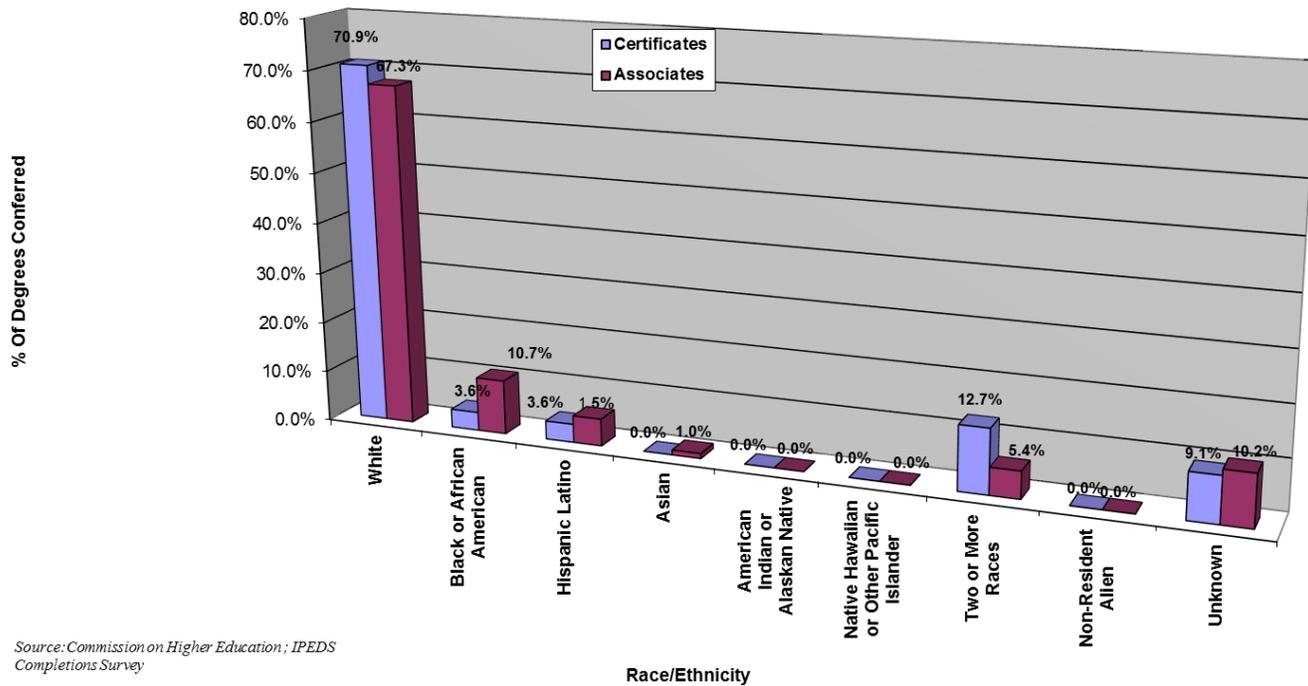
Award	White	Black or African American	Hispanic Latino	Asian	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Two or More Races	Non-Resident Alien	Unknown	Total
Certificates	39	2	2	0	0	0	7	0	5	55
Associates	138	22	11	2	0	0	11	0	21	205
Total	177	24	13	2	0	0	18	0	26	260

Source: Salem Community College PowerCampus

Percentage, FY 2014

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	70.9%	3.6%	3.6%	0.0%	0.0%	0.0%	12.7%	0.0%	9.1%	100.0%
Associates	67.3%	10.7%	5.4%	1.0%	0.0%	0.0%	5.4%	0.0%	10.2%	100.0%
Total	68.1%	9.2%	5.0%	0.8%	0.0%	0.0%	6.9%	0.0%	10.0%	100.0%

Subbaccalaureate Degrees and Certificates Conferred By Race/Ethnicity, FY 2014



Source: Commission on Higher Education; IPEDS Completions Survey

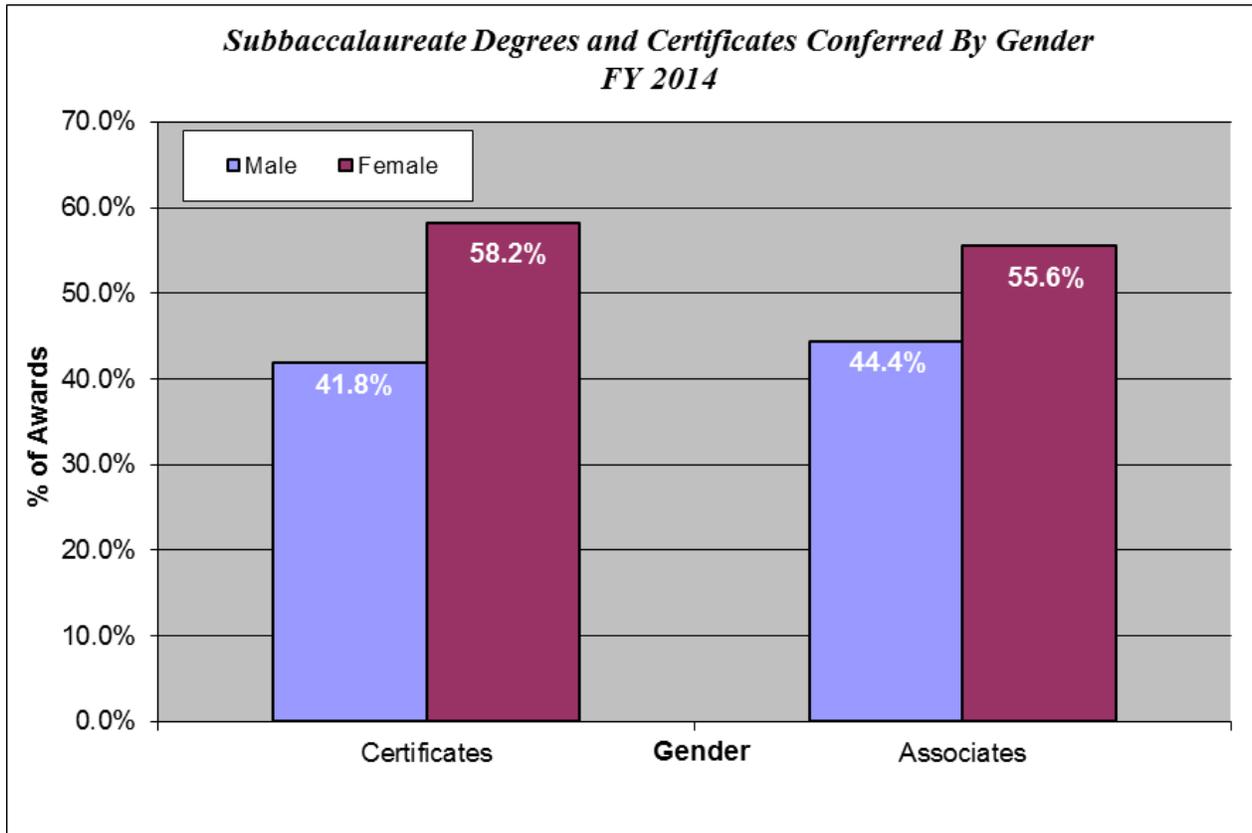
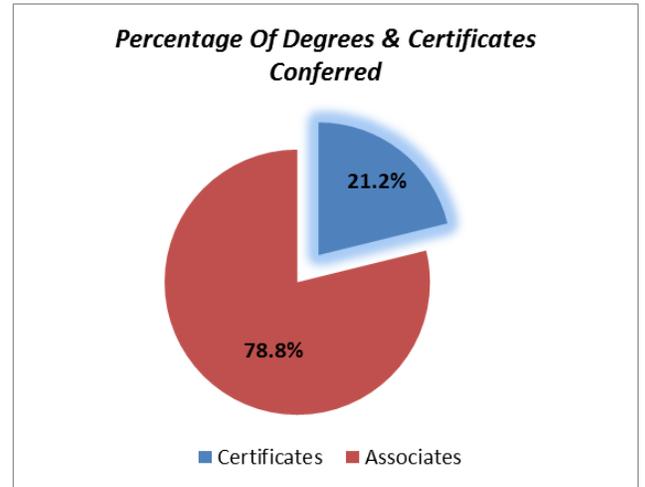
b. Degrees and Certificates Conferred by Gender

Degrees & Certificates, FY 2014			
Award	Male	Female	Total
Certificates	23	32	55
Associates	91	114	205
Total	114	146	260

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2014			
Award	Male	Female	Total
Certificates	41.8%	58.2%	100.0%
Associates	44.4%	55.6%	100.0%
Total	43.8%	56.2%	100.0%

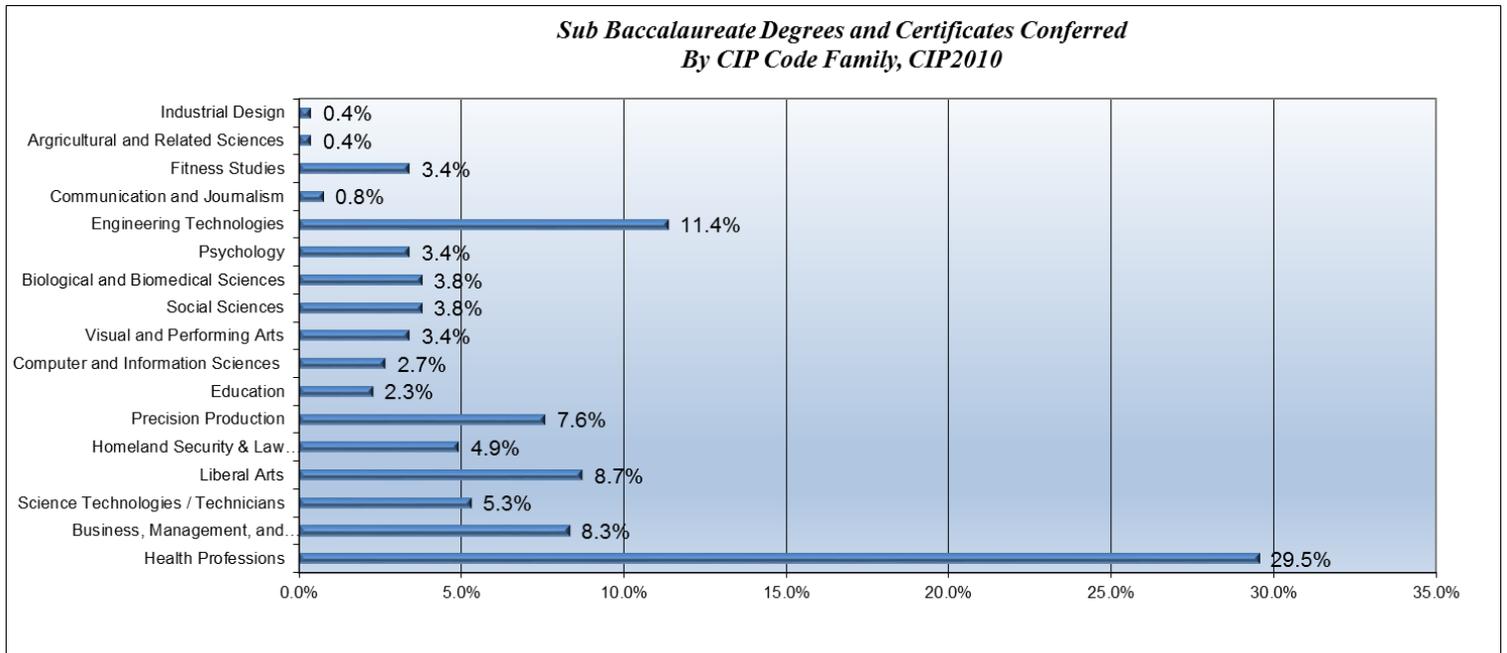
Source: Commission on Higher Education; IPEDS Completions Survey



c. Degrees and Certificates Conferred in FY2014 by CIP-2010 Code Family

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	30	48	78	29.5%
Business, Management, and Marketing	4	18	22	8.3%
Science Technologies / Technicians	0	14	14	5.3%
Liberal Arts	0	23	23	8.7%
Homeland Security & Law Enforcement	0	13	13	4.9%
Precision Production	0	20	20	7.6%
Education	0	6	6	2.3%
Computer and Information Sciences	0	7	7	2.7%
Visual and Performing Arts	0	9	9	3.4%
Social Sciences	0	10	10	3.8%
Biological and Biomedical Sciences	0	10	10	3.8%
Psychology	0	9	9	3.4%
Engineering Technologies	24	6	30	11.4%
Communication and Journalism	0	2	2	0.8%
Fitness Studies	0	9	9	3.4%
Argricultural and Related Sciences	0	1	1	0.4%
Industrial Design	1	0	1	0.4%
Totals:	59	205	264	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 2014

Headcount Fall 2014																
	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	2	1	0	0	0	0	0	0	0	0	0	0	0	0	5
Assistant Prof.	1	4	1	1	0	0	0	0	0	0	0	0	0	0	0	2
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	6	2	1	0	0	0	0	0	0	0	0	0	0	0	7
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	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	1	2	0	0	0	0	0	0	0	1						
Total																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0	5
Assistant Prof.	1	6	1	1	0	0	0	0	0	0	0	0	0	0	0	2
All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	6	8	2	1	0	0	0	0	0	0	0	0	0	0	0	8

Source: Commission on Higher Education; IPEDS Human Resources Survey

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

Percentage Fall 2014

	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.	23.5%	11.8%	5.9%	---	---	---	---	---	---	---	---	---	---	---	29.4%	11.8%
Assistant Prof.	5.9%	23.5%	5.9%	5.9%	---	---	---	---	---	---	---	---	---	---	11.8%	29.4%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	29.4%	35.3%	11.8%	5.9%	---	---	---	---	---	---	---	---	---	---	41.2%	41.2%
Without Tenure																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Assistant Prof.	---	11.8%	---	---	---	---	---	---	---	---	---	---	---	---	---	11.8%
All Others	5.9%	---	---	---	---	---	---	---	---	---	---	---	---	---	5.9%	---
TOTAL	5.9%	11.8%	---	---	---	---	---	---	---	---	---	---	---	---	5.9%	11.8%
Total																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	23.5%	11.8%	5.9%	---	---	---	---	---	---	---	---	---	---	---	29.4%	11.8%
Assistant Prof.	5.9%	35.3%	5.9%	5.9%	---	---	---	---	---	---	---	---	---	---	11.8%	41.2%
All Others	5.9%	---	---	---	---	---	---	---	---	---	---	---	---	---	5.9%	---
TOTAL	35.3%	47.1%	11.8%	5.9%	---	---	---	---	---	---	---	---	---	---	47.1%	52.9%

Source: Commission on Higher Education; IPEDS Human Resources Survey

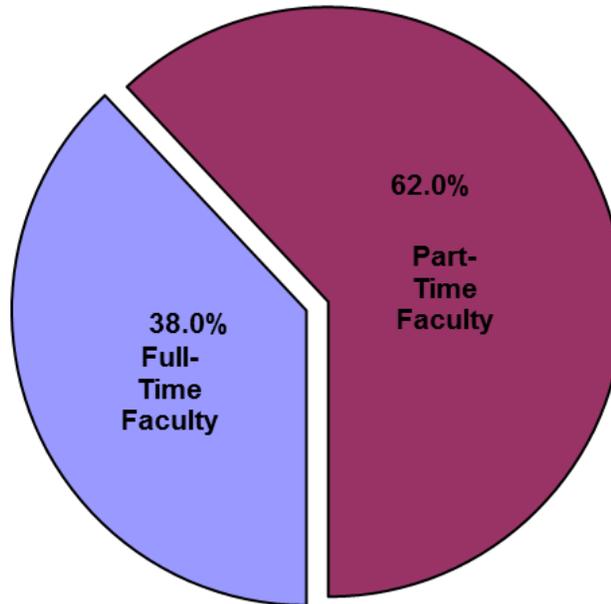
2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2014

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2014

<i>Total Number of Course Sections, Fall 2014: 242</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	92	38.0%
Part-Time	150	62.0%

Source: Salem Community College, PowerCampus

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2014

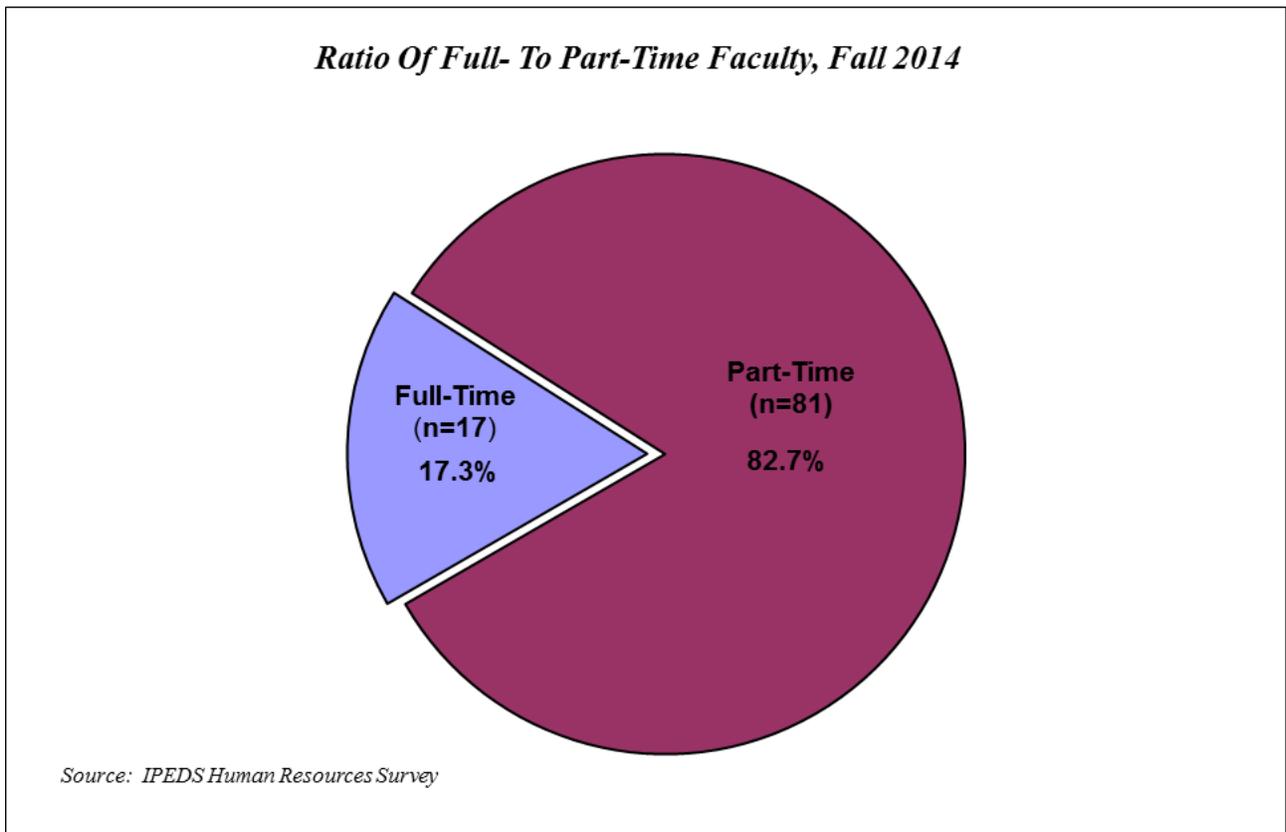


Source: Salem Community College, PowerCampus

3. Ratio of Full- to Part-Time Faculty, Fall 2014

<i>Ratio Of Full-Time To Part-Time Faculty, Fall 2014</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>
17	17.3%	81	82.7%	98	100.0%

Source: IPEDS Human Resources Survey



F. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2014 - 2015)

	<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
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
Scott Kramme	Trustee	Attorney-at-Law
Peggy Nicolosi	Executive County Superintendent	Salem County
Carrie Ruffin	Trustee	Retired, Director of So. Regional Services, Family Resources Network
Jason Supernavage	Trustee	Boston Rehabilitation Associates
Sean Evans	Alumni Trustee	Chemours
John Ashcraft	Chair	Ashcraft Funeral Home

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

Associate of Arts Degrees		
Communications/Journalism	Liberal Arts	Social Science - History/Political Science
Criminal Justice	Mathematics	Social Science - Psychology
Education	Physics / Engineering	Social Science - Sociology / Social Service
Associate of Science Degrees		
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*
		- 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		
Associate of Applied Science in Technology Degrees		
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 University of Medicine and Denistry of New Jersey-Stratford		
*** Joint degree in partnership with Burlington County College		
**** Joint degree in partnership with Camden County College		
Associate of Fine Arts		
Computer Graphic Art	Glass Art	Studio Art
Certificates		
Administrative Assistant	Pharamacy Technician	Social Service
Medical Coding	Practical Nursing (LPN)	Sustainable Energy Technology
Career Certificates & Specialist Series		
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 2015-2016 Catalog

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Academic Programs

Fall of 2015 has few alterations to the academic program. The Process Operator Technology program is moving forward with significant interest, endorsement and support from local petrochemical, chemical, pharmaceutical and food industries. The Practical Nursing Certificate and Associate Degree in Nursing programs have been upgraded with improved curricula and syllabi. Emphasis on genuine learning experiences has been the focus.

2. Student Success

Perhaps the most significant strides in the areas of student placement and retention are associated with the fact that Salem Community College has been using Grade Point Average as a means of qualifying students for credit bearing courses rather than standardized test instruments. Those who achieve a 3.0 in their high school experiences are exempt from the Accuplacer or any other testing requirements. Initial indications are that the students are highly successful and we have reduced the need for developmental coursework bearing no credit.

Additionally, Instructional Aides are in place to assist students in tutorial situations to meet the rigors of the college curriculum. This has established not only the academic supports necessary for success, but has built relationships within the college community through a formal and informal set of connections with faculty, advisors, tutors, and students.

3. Collaboration with Area High Schools

Salem Community College is the lead educational unit within Salem County. It is the charge of SCC to lead the way with innovative approaches to learning, jointures with the various constituent high schools and building alliances within that network. We are beginning our third year with the Jump Start program with Pennsville Memorial High School with another 30 plus students engaged. There have been strong alliances with dual credit programs at the Salem County Career and Technical High School, Woodstown and Pennsville High Schools. Last May three students graduated with their Associates degree a month before their high school graduation.

4. Customized Training and Workforce Development

Working with local business and industry leaders, SCC has continued to develop focused programs to provide specific training opportunities for the local labor force. Hosting the Chamber of Commerce's 2nd Friday Series allows the College to present various business topics such as direct mail, social media, composing a business plan, updating business plans, and marketing/public relations. SCC also facilitates the County Leadership Breakfast to present a variety of perspectives on the business community. Live webinars are also part of these programs.

5. Non-Credit and Community Education

Most notable in the area of non-credit and community education is the support rendered to our effort to support GED, ESL, SAT prep, computer applications, scientific and art glass initiatives, and hosting an array of programs sponsored by various community organizations, particularly the Chamber of Commerce and the county Freeholders.

6. Institutional Effectiveness and Assessment

In April of 2016 Salem Community College will engage the Middle States Commission on Higher Education as they conduct an onsite visit to evaluate the SCC self-study. Due to a leadership change, the Middle States Commission on Higher Education postponed the site visit one year. With this, the College's strategic plan is extended by one year. Currently, the focal points of the strategic plan are to increase enrollment, obtain alternate sources of revenue, and improve the image of the College. All component points are encapsulated in the Middle States Self Study.

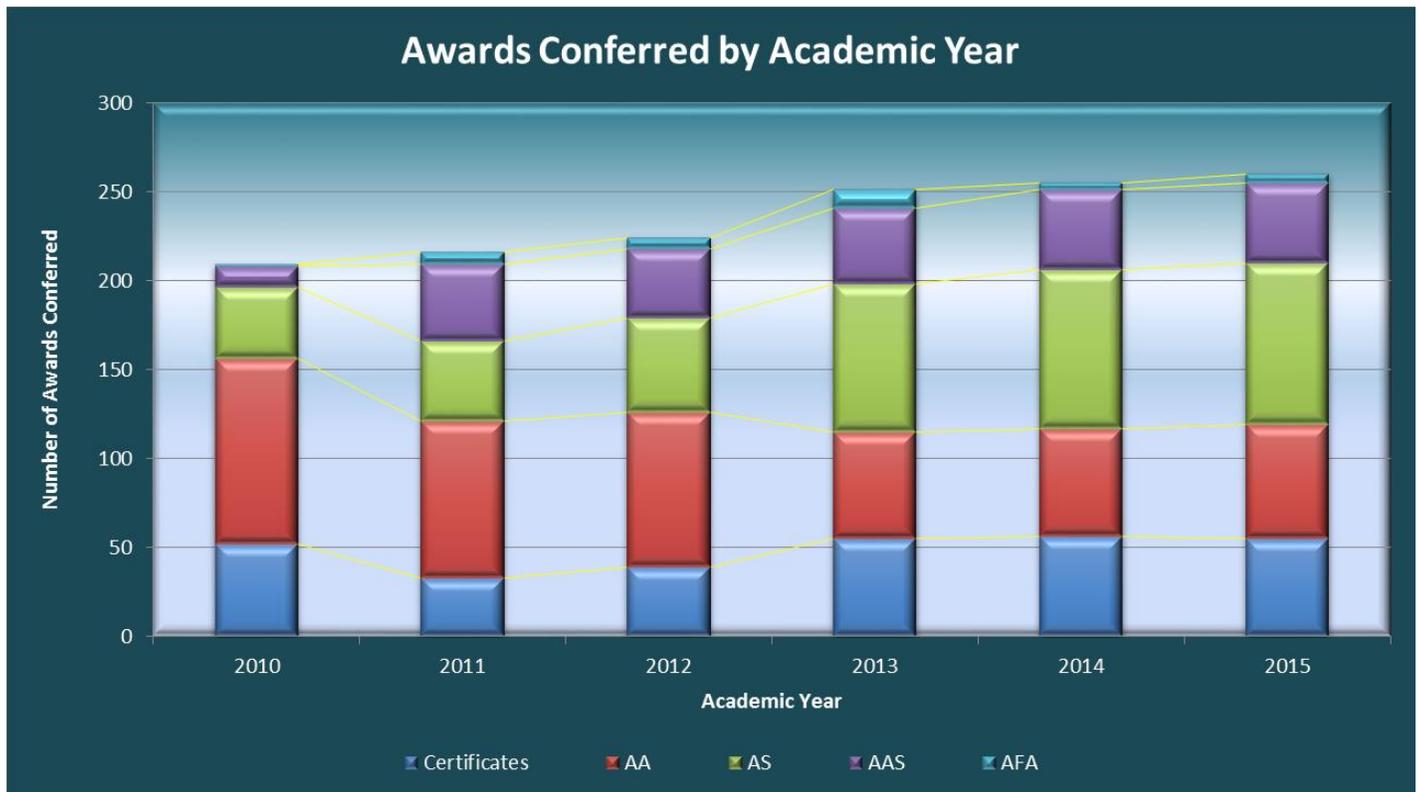
I. MAJOR CAPITAL PROJECTS

As part of the Salem Community College Long-Range Facility Plan (2011) there have been significant renovations during the spring, summer, and fall of 2015. The projects have addressed security issues on campus, technology infrastructure, HVAC improvements, lighting improvements, energy conservation, and replacing a roof. The focus has been on the STEM program facilities using Chapter 12 funds.

Other Institutional Information

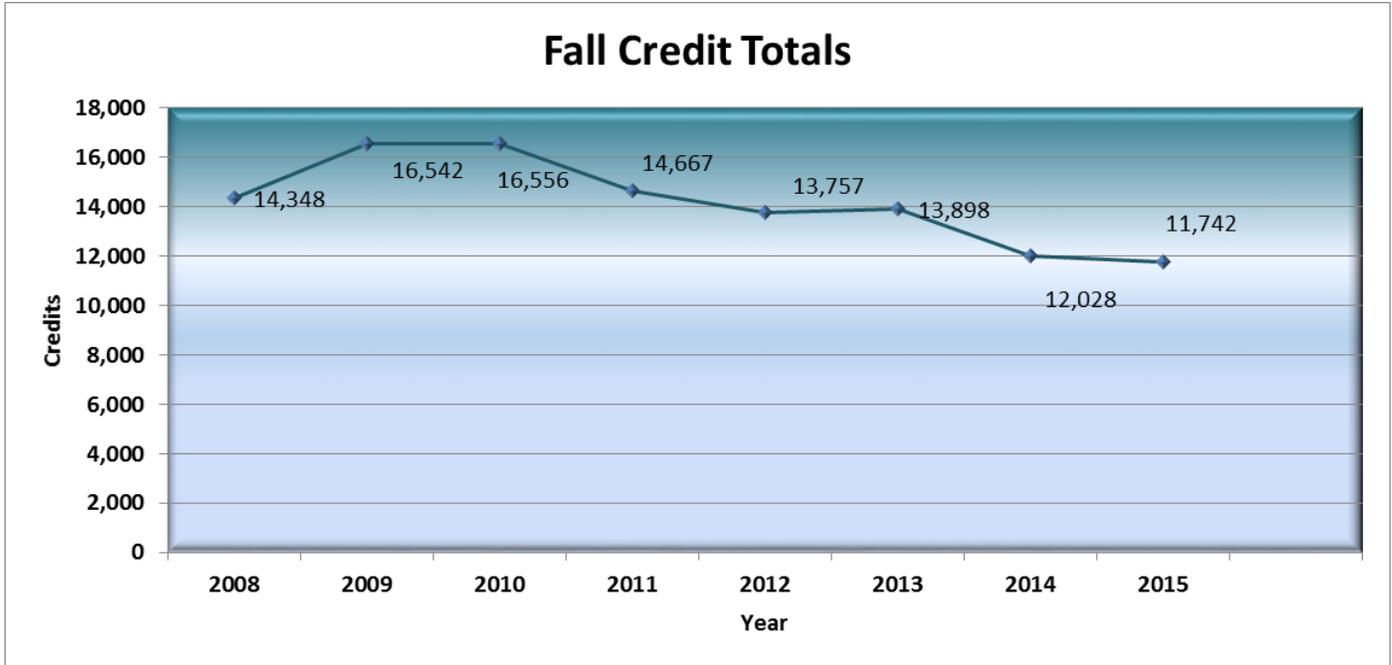
A. AWARDS CONFERRED SINCE 2009

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
2015	55	64	91	45	5	260
Totals:	333	544	448	234	38	1597

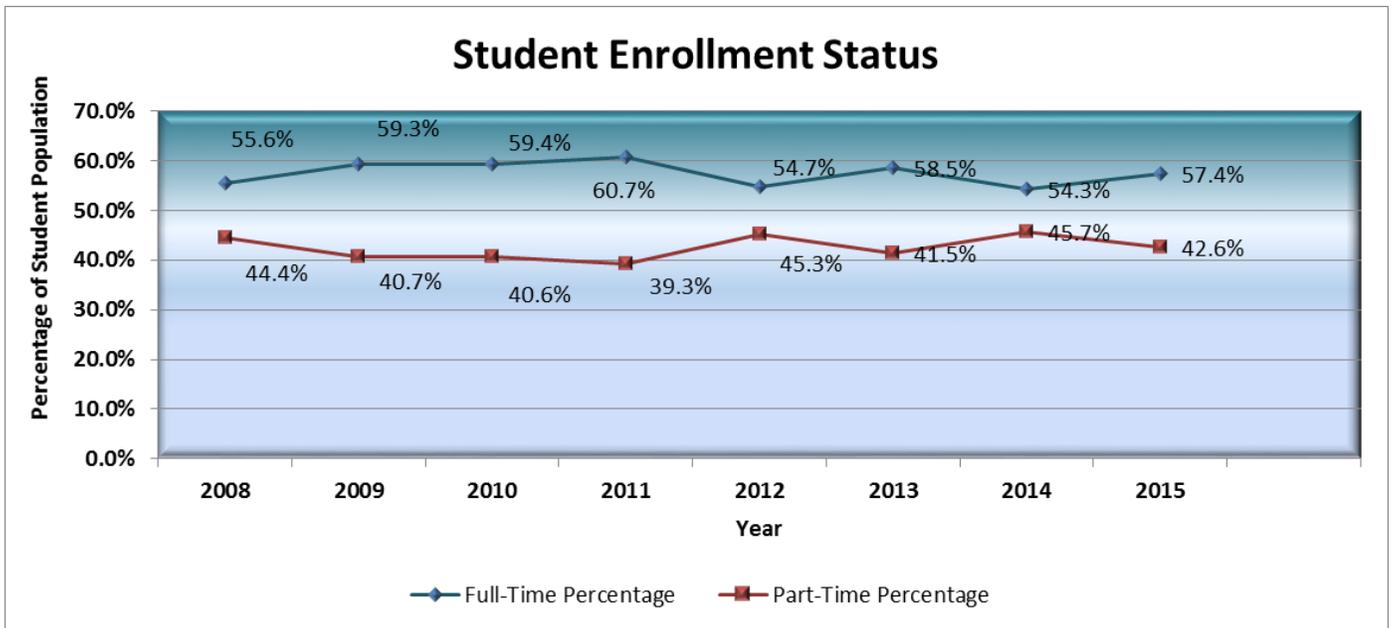


B. FIVE-YEAR ENROLLMENT TRENDS

1. Fall credit hours 2008 Through 2015



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
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%
2015	65.3%	69.1%	72.7%

* Dual Credit and Robotics students are excluded from calculations

