Salem Community College Institutional Profile

September 2017

SALEM
COMMUNITY COLLEGE

AFFORDABLE. QUALITY. EMPOWERING EDUCATION.

salemcc.edu

Preface

Your Salem Community College is the affordable, quality, and empowering educational opportunity. By taking the first two years of college at Salem, a student can save more than $16,000 over a state school, and $35,000 if pursuing a private college. Also, the earning power of a student with an Associate Degree is more than $100,000 over that of a high school graduate during a lifetime. A $10,500 investment can yield ten-fold.

SCC has several business alliances, governmental partners, university articulations, and high school affiliations. This all serves to enhance the learning needs of our students. At Salem Community College, students come first and everyone on campus recognizes that. Our greatest growth has been in the College Acceleration Program (CAP, also referred to as Dual Credit) as we affiliate with our constituent and nearby high schools to provide students a leg-up on their college education, at an incredibly reduced cost. With the support of the Forman Acton Foundation, we have been able to provide outstanding learning opportunities for students in Salem City High School as they look to advance their standing entering college. Other high schools also support the program with the bulk of the modest expense borne by parents. As incentive to students who may not be thinking about a college opportunity, we host the GEAR UP program with the Penns Grove – Carneys Point School District. This puts middle school students on campus to get a feel and appreciation for the learning journey ahead. This is an investment in our host community.

2016-2017 featured growth in the Glass programs. Both Scientific Glass Technology and Glass Art saw significant expansion as we used the Sam Jones Glass Education Center facility differently, allowing for more participation in our credit-bearing programs as well as our non-credit learning experiences. Our region is home to major scientific glass manufacturers, as well as a skilled glass art community. To be in a position to extend a student's skill set is what SCC strives to do on a daily basis.

In the year ahead, we will be initiating programs related to Supply Chain Management, STEM (Science Technology Engineering and Math) as well as Agricultural Sciences (with emphasis on both Plant and Animal Sciences). Business Education and Liberal Arts are moving toward a total online platform, pending Middle States endorsement. This is an exciting time to be part of Salem Community College.

Michael R. Gorman, Ed.D.
President

Vision, Mission, and Diversity

Vision Statement

Enhance the quality of life for Salem County citizens by building a community of learners.

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

Institutional Priorities

Salem Community College has identified four major institutional priorities. *Strategically Manage Enrollment. Expand Educational Opportunities and Partnerships. Strengthen Business and Community Relationships. Focus on College Expansion and Renewal.* 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 four priorities.

Priority 1 – Strategically Manage Enrollment
- Analyze, assess and implement enrollment plans for "second chance" students.
- Minimize or avoid student debt through affordable opportunities for Salem County constituents.
- Offer evening and online classes while expanding tutoring and student services to meet the needs of non-traditional and part-time students.
- Conduct deep analysis of program data to enhance academic programs and marketing strategies.

Priority 2 – Expand Educational Opportunities and Partnerships
- Increase college opportunities through enhanced relationships with area high schools.
- Drive partnerships with government, business, and the community to enhance and ensure the relevance of degree and certificate programs.
- Expand partnerships and guided pathways with 4-year institutions to offer additional programs and degrees to SCC constituents.

Priority 3 – Strengthen Business and Community Relationships
- Create non-credit programs to maximize use of SCC facilities, provide vocational training services, and strengthen the workforce within Salem County.
- Partner with regional businesses to create customized training opportunities and strengthen economic development.
- Expand SCC presence in the county through the strategic use of SCC facilities by community organizations.

Priority 4 – Focus on College Expansion and Renewal
- Leverage existing SCC facilities to augment student engagement through sports, performing and fine arts, and student activities.
- Pursue and obtain grant opportunities consistent with the college mission.
- Conduct administrative assessment to improve quality control through the analysis of structure, practice, and outcomes.

Table of Contents

I. Data by Category

A. Accreditation status:

1. Institutional accreditation

Salem Community College (SCC) is accredited by the Middle States Association of Colleges and Schools Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; (267) 284-5000. Initially accredited in 1979, this accreditation was reaffirmed in 1984, 1990, 1995, 2005 and June 2016. In August 2017, SCC received full approval for its new distance education offerings: an online A.A. in Liberal Arts and an online A.S. in Business Administration. The next self-study evaluation will be conducted in 2024-2025.

2. Professional accreditation

The following academic programs are individually accredited:

Program	*Accrediting Agency*
Nursing (AAS)	Accreditation Commission for Education in Nursing, Inc. (ACEN)
	New Jersey Board of Nursing
Practical Nursing (Cert)	New Jersey Board of Nursing

B. Number of students served:

1. Number of undergraduate students by attendance status

Fall 2016 Enrollment

Attendance Status	Number	Percentage
Full-Time	547	55.1%
Part-Time	446	44.9%
Total	993	100.0%

Required Table II.B.1
Source: IPEDS Fall Enrollment Survey

Enrollment by Attendance Status, Fall 2016

Part-Time 44.9%
Full-Time 55.1%

Full-Time   Part-Time
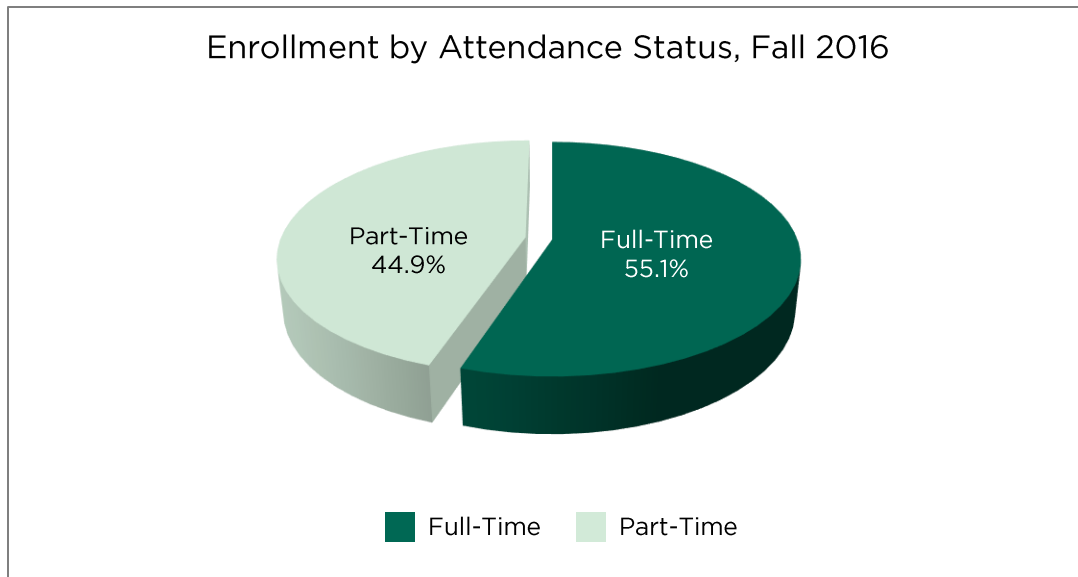
Figure 1

2. Number of non-credit students served

Non-Credit Enrollment, FY 2015[†]

Non-Credit Type	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	0	0	0	0
Customized Training	8		16	0

[†] Salem did not submit a SURE Noncredit file or IPEDS Customized Training report for FY2016.

[1] Includes all registrations in any course that started on July 1, 2014 through June 30, 2015.

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

Required Table II.B.3
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.
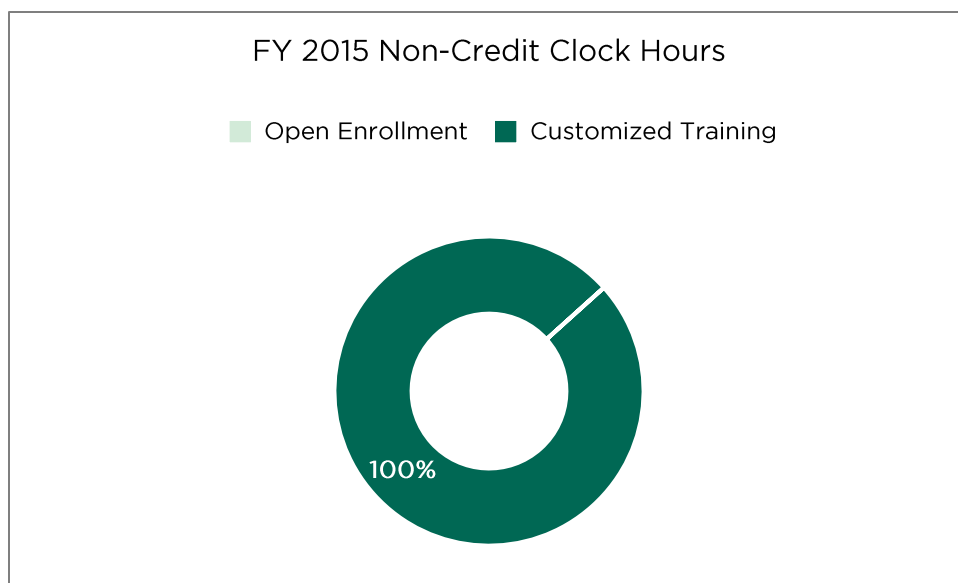
Figure 2

3. Unduplicated number of students for entire academic year

Comparative Unduplicated FY Enrollment			
Fiscal Year	Distinct Student Count	Total Credits	FTE
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
2015	1,574	26,660	889
2016	1,616	25,969	866

Required Table II.B.4
Source: IPEDS 12-Month Enrollment Survey
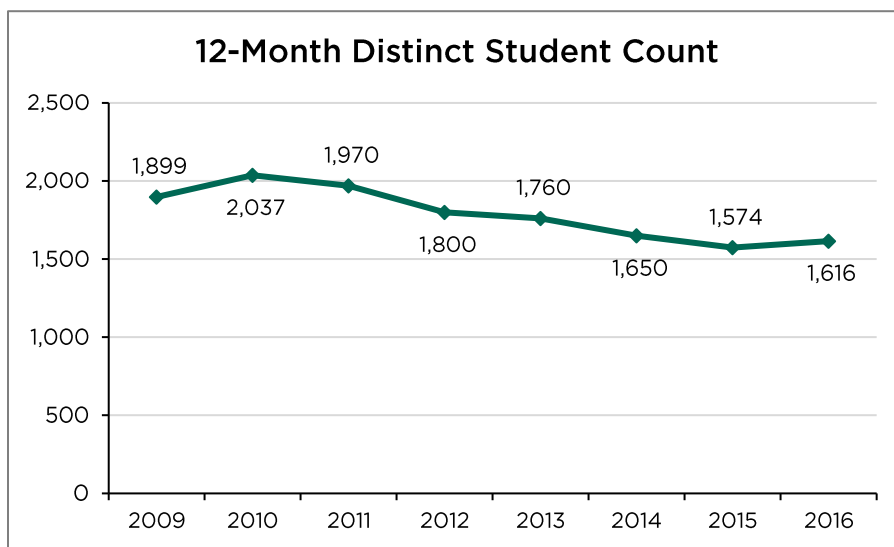
Figure 3
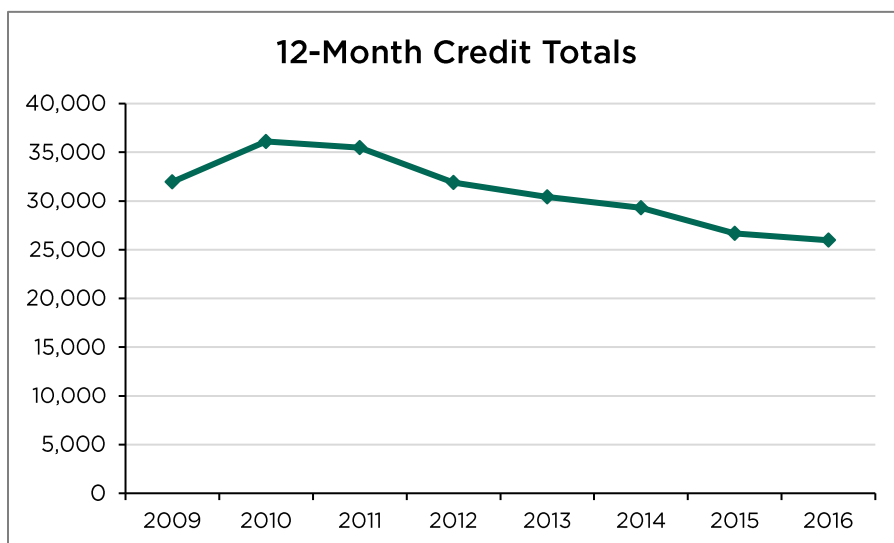
Figure 4

C. Characteristics of undergraduate students:

1. Enrollment in remediation courses by subject area

Undergraduate Students Enrolled, Fall 2016

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
993	64	6.4%

Required Table II.C.2 | Source: SURE Fall Enrollment file

First-time, Full-time (FTFT) students enrolled in remediation, Fall 2016

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Course
166	27	16.3%

Required Table II.C.2 | Source: SURE Fall Enrollment file

Remediation Students by Enrollment Status

42% — First-Time/Full Time
58% — Other Enrollment Status
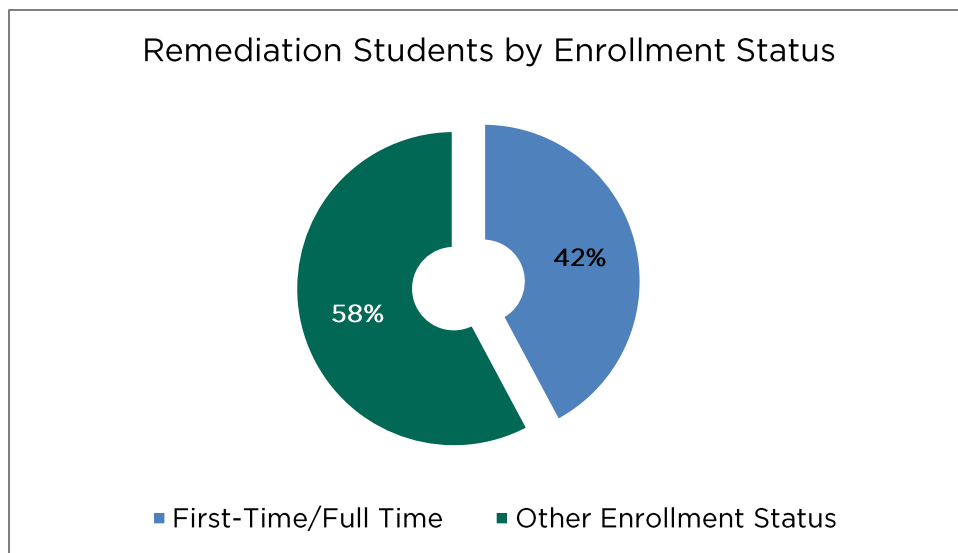
Figure 5

First-time, Full-time students (FTFT) enrolled in remediation by subject area, Fall 2016

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	7	4.2%
Algebra	2	1.2%
Reading	0	0.0%
Writing	0	0.0%
English	22	13.3%

Required Table II.C.2 | Source: SURE Fall Enrollment file
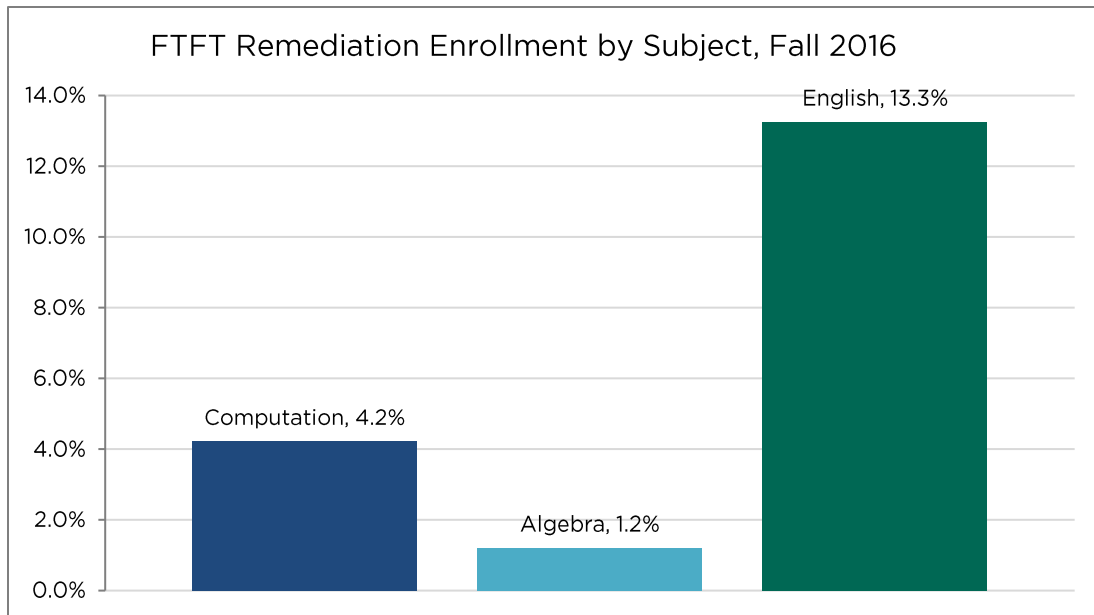
Figure 6

2. Student enrollment
    a. By race/ethnicity

Undergraduate Enrollment by Race/Ethnicity, Fall 2016

Attendance Status	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	314	57.4%	75	13.7%	43	7.9%	15	2.7%	3	0.5%	0	0.0%	97	17.7%	547	100.0%
Part-time	213	47.8%	92	20.6%	31	7.0%	4	0.9%	3	0.7%	0	0.0%	103	23.1%	446	100.0%
Total	527	53.1%	167	16.8%	74	7.5%	19	1.9%	6	0.6%	0	0.0%	200	20.1%	993	100.0%

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

Required Table II.C.3.a | Source: IPEDS Fall Enrollment Survey

Figure 7

9
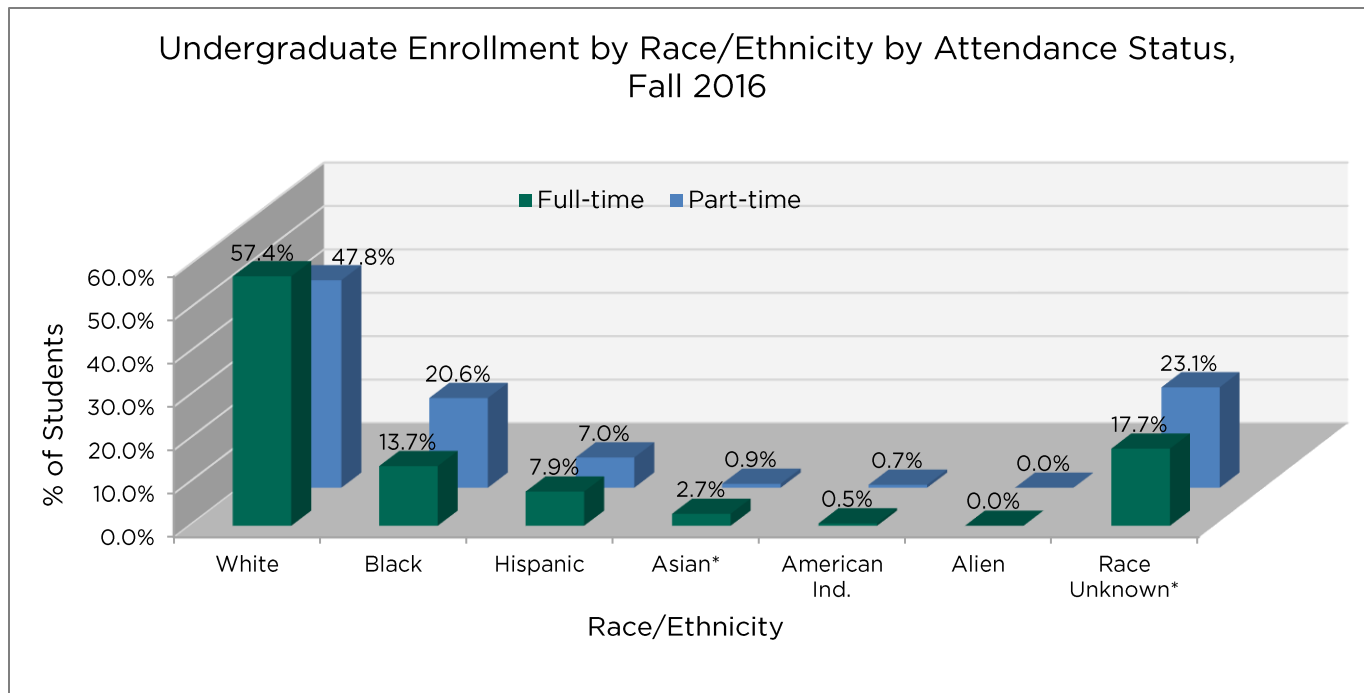
b. By gender

Undergraduate Enrollment by Gender, Fall 2016

Attendance Status	Male		Female		All Students	
	Num	Pct	Num	Pct	Num	Pct
Full-Time	259	47.3%	288	52.7%	547	55.1%
Part-Time	120	26.9%	326	73.1%	446	44.9%
Total	379	38.2%	614	61.8%	993	100.0%

Required Table II.C.3.b | Source: IPEDS Fall Enrollment Survey
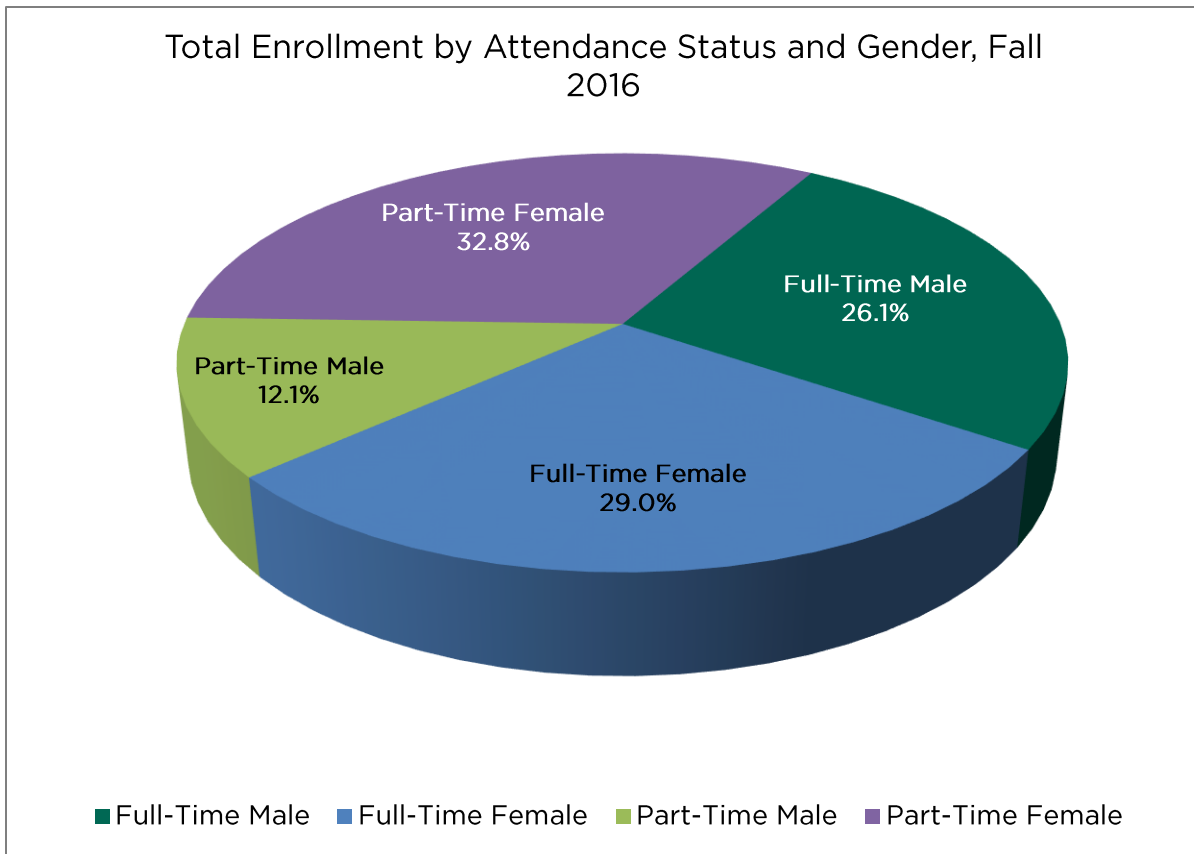
Figure 8

c. *By age*

Undergraduate Enrollment by Age, Fall 2016

Age	Full-Time Number	Full-Time Percent	Part-Time Number	Part-Time Percent	Total Number	Total Percent
< 18	3	0.5%	33	7.4%	36	3.6%
18-19	181	33.1%	34	7.6%	215	21.7%
20-21	119	21.8%	43	9.6%	162	16.3%
22-24	80	14.6%	61	13.7%	141	14.2%
25-29	60	11.0%	69	15.5%	129	13.0%
30-34	31	5.7%	64	14.3%	95	9.6%
35-39	21	3.8%	28	6.3%	49	4.9%
40-49	25	4.6%	32	7.2%	57	5.7%
50-64	7	1.3%	13	2.9%	20	2.0%
65+	1	0.2%	0	0.0%	1	0.1%
Unknown	19	3.5%	69	15.5%	88	8.9%
Total	547	100.0%	446	100.0%	993	100.0%

Required Table II.C.3.c | Source: IPEDS Fall Enrollment Survey

Enrollment by Age by Attendance Status, Fall 2016
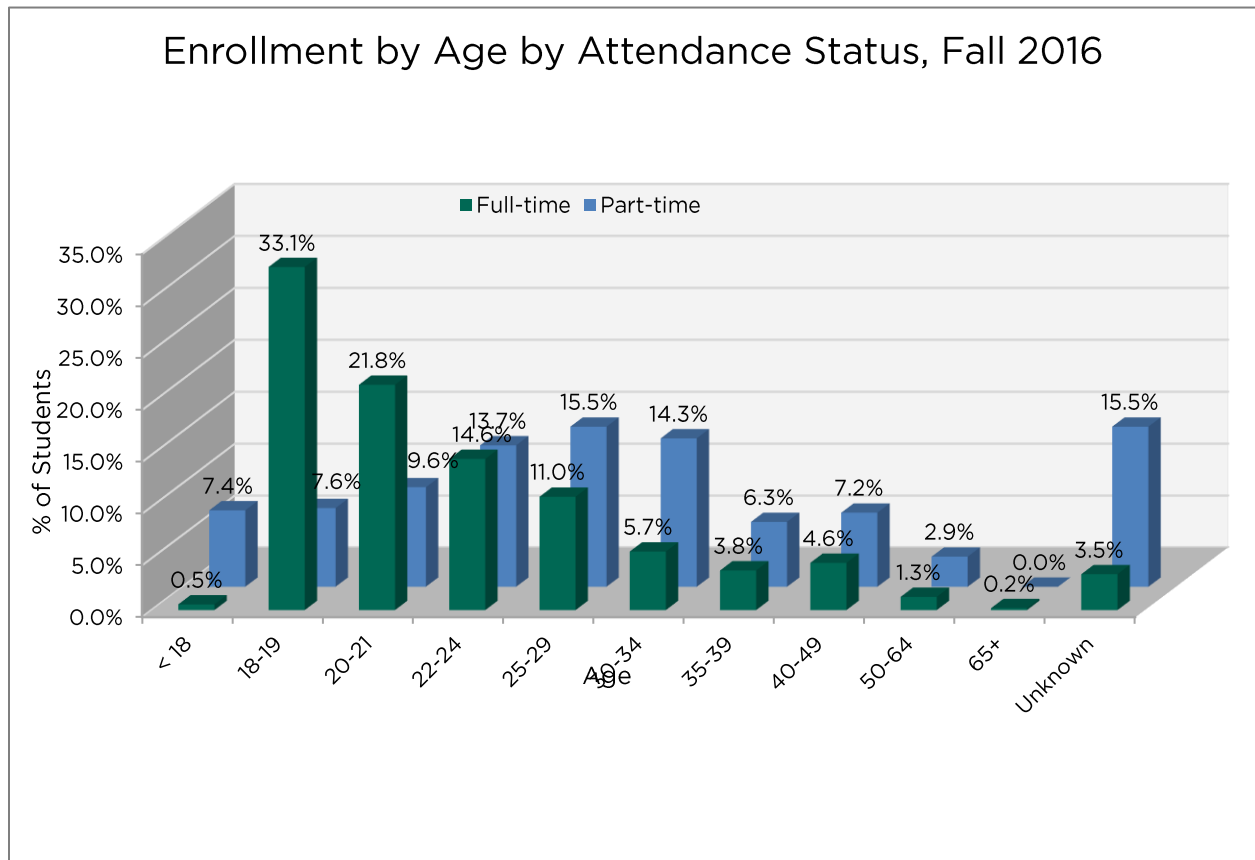
Figure 9

3. Numbers of students receiving financial assistance

Student Financial Aid from Federal, State & Institution-Funded Programs, AY 2015-16			
Federal Programs	Recipients	Amount Awarded	Amount/Recipient
Pell Grants	513	$ 1,715,000.00	$ 3,343.08
College Work Study	13	$ 30,000.00	$ 2,307.69
Perkins Loans	0	$ -	-
SEOG	131	$ 48,000.00	$ 366.41
PLUS Loans	4	$ 29,000.00	$ 7,250.00
Stafford Loans (Subsidized)	167	$ 529,000.00	$ 3,167.66
Stafford Loans (Unsubsidized)	184	$ 663,000.00	$ 3,603.26
SMART & ACG or other	0	$ -	-
Total		$ 3,014,000.00	
State Programs			
Tuition Aid Grants (TAG)	135	$ 211,000.00	$ 1,562.96
Educational Opportunity Fund (EOF)	54	$ 45,000.00	$ 833.33
Outstanding Scholars (OSRP) or other	0	$ -	-
Distinguished Scholars	0	$ -	-
Urban Scholars	0	$ -	-
NJ STARS	29	$ 75,000.00	$ 2,586.21
NJCLASS Loans	0	$ -	-
Total		$ 331,000.00	
Institutional Programs			
Grants/Scholarships	119	$ 213,000.00	$ 1,789.92
Loans	0	$ -	-
Total		$ 213,000.00	

Required Table II.C.4 | Source: NJIPEDS Form #41 Student Financial Aid Report
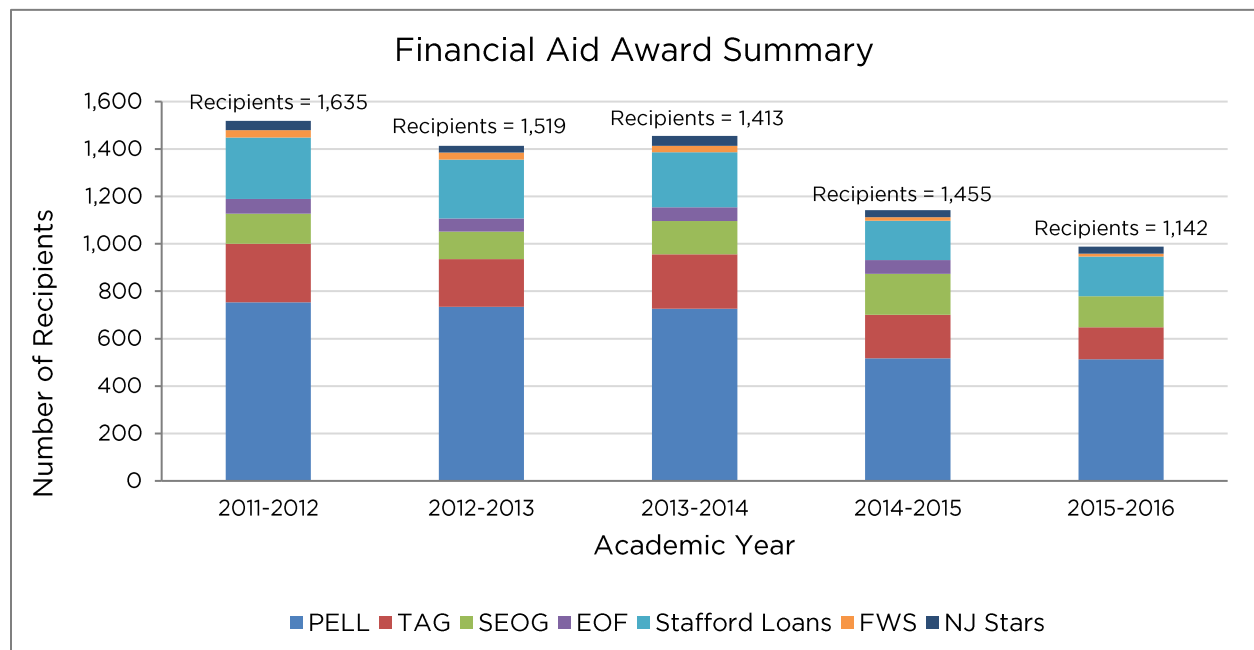
Figure 10

4. Percentage of students who are New Jersey residents

Fall 2016 First-time Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total	% State Residents
208	53	261	79.7%

Note: Residence Unknown included with New Jersey Residents.

Required Table II.C.5
Source: IPEDS Fall Enrollment Survey, Part C

First-Time New Jersey Undergraduates By County Residence, Fall 2016

County	Residents	Percentage
Burlington	1	0.5%
Camden	7	3.4%
Cumberland	12	5.8%
Essex	1	0.5%
Gloucester	18	8.7%
Hunterdon	1	0.5%
Mercer	2	1.0%
Monmouth	1	0.5%
Ocean	1	0.5%
Salem	159	76.4%
Unknown	5	2.4%
	208	100.0%

Figure 11

First-Time, Undergraduates By State Residence, Fall 2016

State	Residents	Percentage
Connecticut	2	0.8%
Delaware	33	12.6%
Florida	2	0.8%
Illinois	1	0.4%
Michigan	1	0.4%
Minnesota	1	0.4%
New Jersey	208	79.7%
New York	3	1.1%
Ohio	1	0.4%
Pennsylvania	9	3.4%
	261	100.0%

Source: SURE Fall 2010

Figure 12

D. Student outcomes:

1. Graduation rates:

   a. *Two-year graduation rate*

Two-Year Graduation Rate of Fall 2013 Full-time First-time Degree/Certificate Seeking Students

Cohort Term	Total Students	Student Completion	Percentage
Fall 2013	284	72	25.4%

Required Table II.D.1.b | Source: IPEDS Graduation Rate Survey

   b. *Three-year graduation and transfer rate by race/ethnicity*

Three-Year Graduation and Transfer Rates of Fall 2013 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

Ethnicity	Cohort Count	Graduated Number	Graduated Percent	Transferred Number	Transferred Percent
White	136	64	47.1%	17	12.5%
Black	54	13	24.1%	9	16.7%
Hispanic	22	5	22.7%	6	27.3%
Asian	5	2	40.0%	2	40.0%
Alien	0	0	0.0%	0	0.0%
Other *	67	20	29.9%	17	25.4%
Totals	284	104	36.6%	51	18.0%

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

Required Table II.D.1.c | Source: IPEDS Graduation Rate Survey

2. Third-semester retention rates:

   a. *By attendance status*

Third Semester Retention of First-time Undergraduates, Fall 2015 to Fall 2016

Attendance Status	Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate
Full-Time	219	157	71.7%
Part-Time	133	40	30.1%
Totals	352	197	56.0%

Required Table II.D.2 | Source: IPEDS Fall Enrollment Survey, Part E

3. Academic year 2016 degrees conferred
   a. *By race/ethnicity*

Degrees and Certificates Conferred by Race/Ethnicity, AY2016

	Associates		Certificates		Total Awards	
	Number	Percent	Number	Percent	Number	Percent
White	150	63.3%	22	73.3%	172	64.4%
Black	33	13.9%	3	10.0%	36	13.5%
Hispanic	11	4.6%	1	3.3%	12	4.5%
Asian	4	1.7%	0	0.0%	4	1.5%
American Indian	1	0.4%	0	0.0%	1	0.4%
Pacific Islander	1	0.4%	0	0.0%	1	0.4%
Two or More Races	10	4.2%	1	3.3%	11	4.1%
Other	27	11.4%	3	10.0%	30	11.2%
Total	237	100.0%	30	100.0%	267	100.0%

Source: Salem Community College Institutional Research
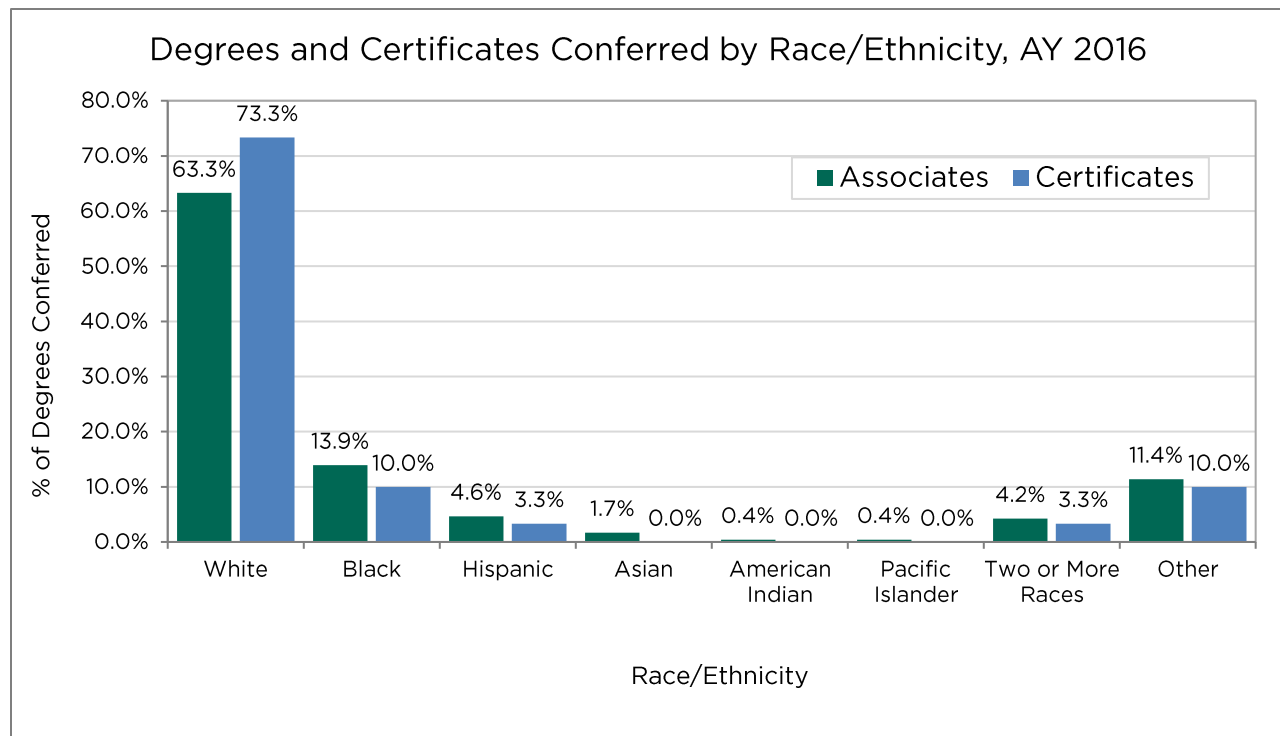
Figure 13

b. *By gender*

Degrees and Certificates Conferred by Gender, AY2016

Award	Male		Female		Unreported		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associates	105	44.3%	120	50.6%	12	5.1%	237	88.8%
Certificates	4	13.3%	23	76.7%	3	10.0%	30	11.2%
Total	109	40.8%	143	53.6%	15	5.6%	267	100.0%

Source: Salem Community College Institutional Research
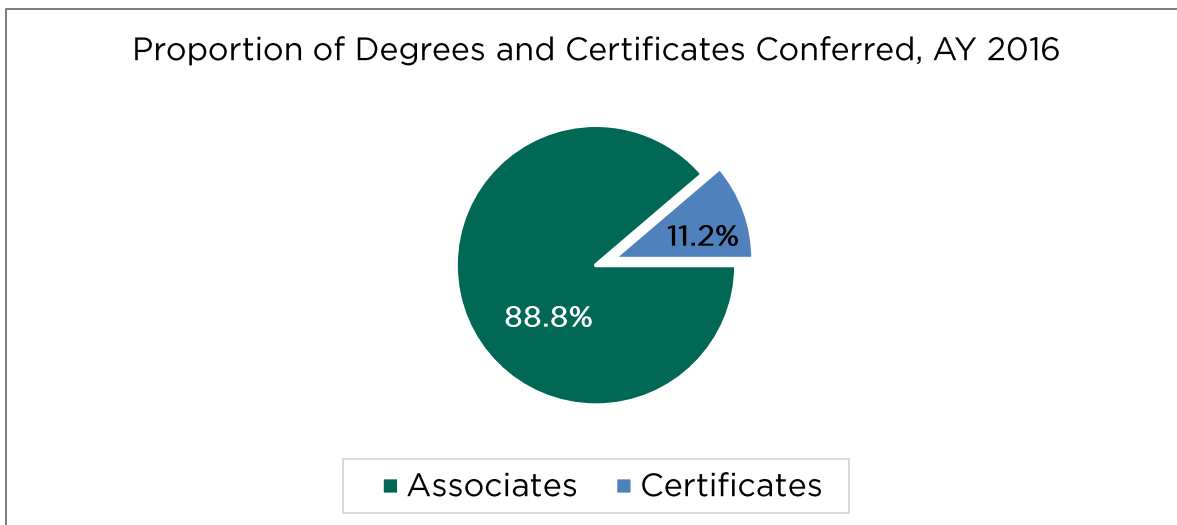
Figure 14
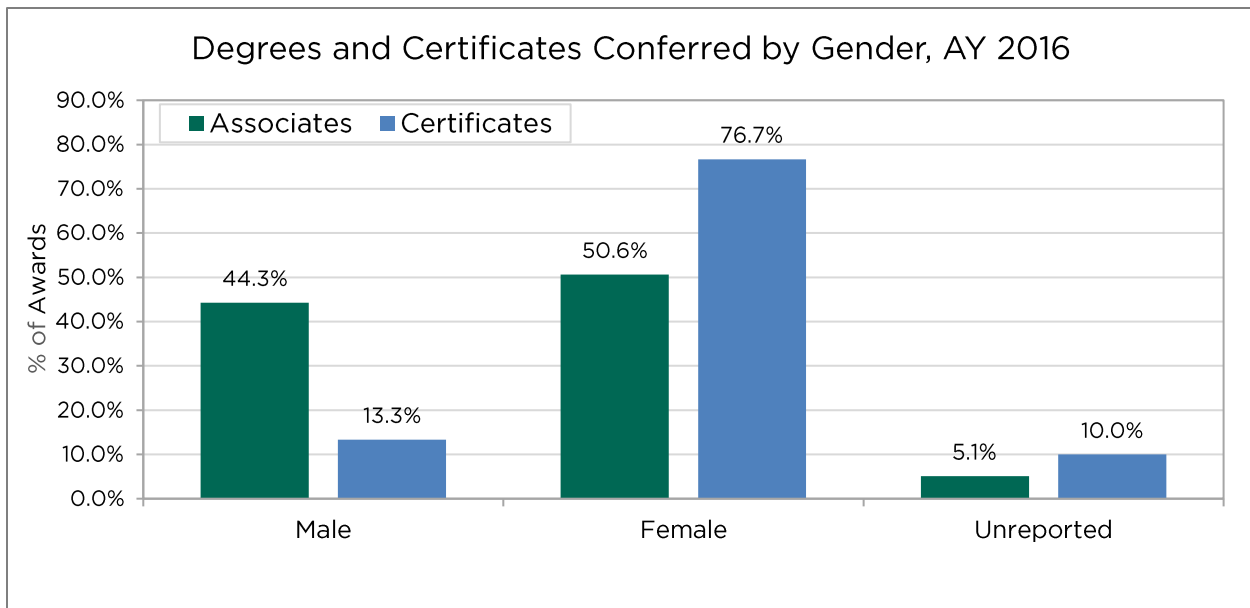
Figure 15

c. By CIP2010 Code Family

Degrees and Certificates Conferred by CIP Code Family, AY 2016

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	19	52	71	26.6%
Business, Management, and Marketing	11	24	35	13.1%
Precision Production	0	32	32	12.0%
Liberal Arts	0	26	26	9.7%
Science Technologies / Technicians	0	22	22	8.2%
Visual and Performing Arts	0	15	15	5.6%
Education	0	12	12	4.5%
Biological and Biomedical Sciences	0	12	12	4.5%
Engineering Technologies	0	10	10	3.7%
Social Sciences	0	9	9	3.4%
Psychology	0	8	8	3.0%
Homeland Security and Law Enforcement	0	7	7	2.6%
Communication and Journalism	0	6	6	2.2%
Mathematics and Statistics	0	1	1	0.4%
Parks, Recreation, Leisure, and Fitness Studies	0	1	1	0.4%
Totals:	30	237	267	100.0%

Source: Salem Community College Institutional Research
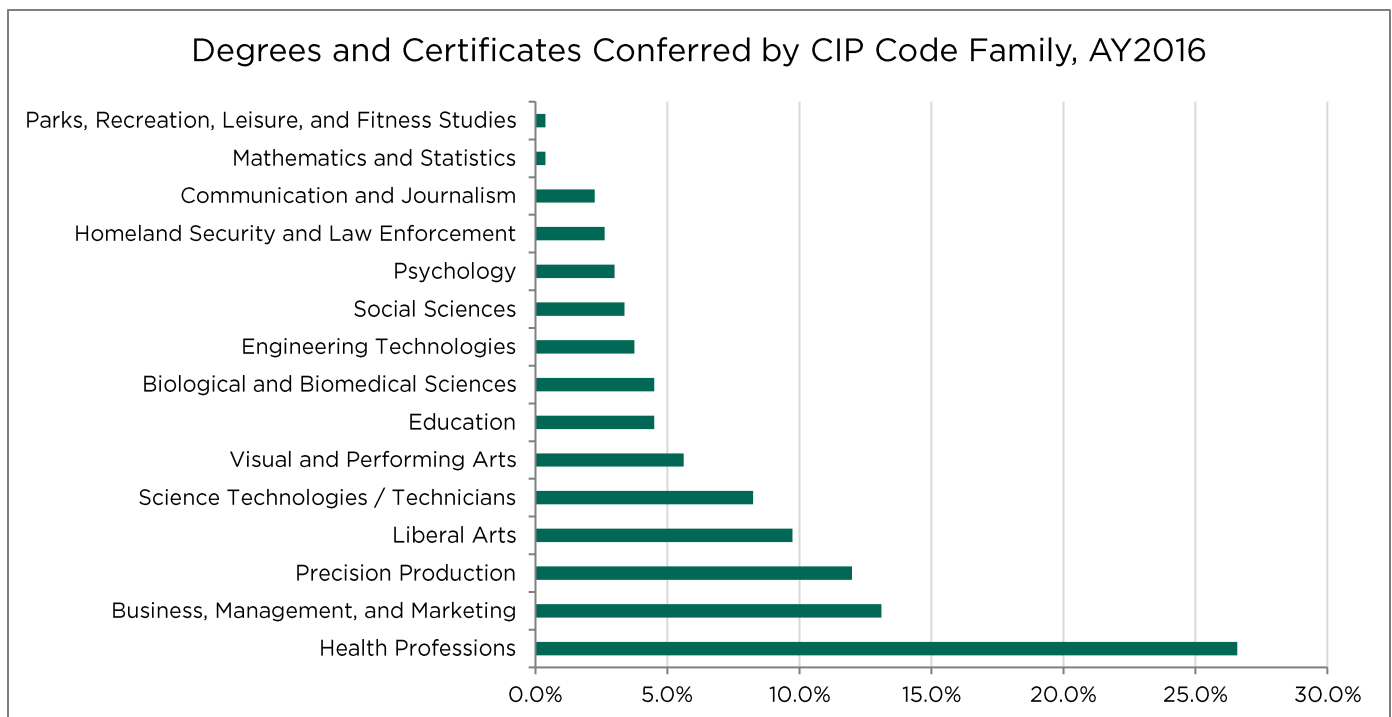
Figure 16

E. Faculty characteristics

1. Full-time faculty by race/ethnicity, gender, and tenure status

    a. Headcount

Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2016
Headcount

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race 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.	3	2	2	0	0	0	0	0	0	0	0	0	0	0	5	2
Assistant Prof.	1	2	0	1	0	0	0	0	0	0	0	0	0	0	1	3
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	4	2	1	0	0	0	0	0	0	0	0	0	0	6	5
Without Tenure																
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	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4
All Others	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
TOTAL	2	5	0	0	0	0	0	0	0	0	0	0	0	0	2	5
Total																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	3	3	2	0	0	0	0	0	0	0	0	0	0	0	5	3
Assistant Prof.	1	6	0	1	0	0	0	0	0	0	0	0	0	0	1	7
All Others	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
TOTAL	6	9	2	1	0	0	0	0	0	0	0	0	0	0	8	10

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

Required Table II.E.1 | Source: IPEDS Human Resources Survey

b. Percentage

Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2016
Percentage

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

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

Source: IPEDS Human Resources Survey

2. Percentage of course sections taught by full-time faculty

Percentage of Course Sections Taught by Full-Time Faculty Fall 2016

	Number of Sections	Percentage
Full-Time Faculty	89	39.4%
Part-Time Faculty	130	57.5%
Others*	7	3.1%
Total Course Sections	226	

Note: Others includes Full-time Administrators

Required Table II.E.2
Source: Salem Community College Institutional Research
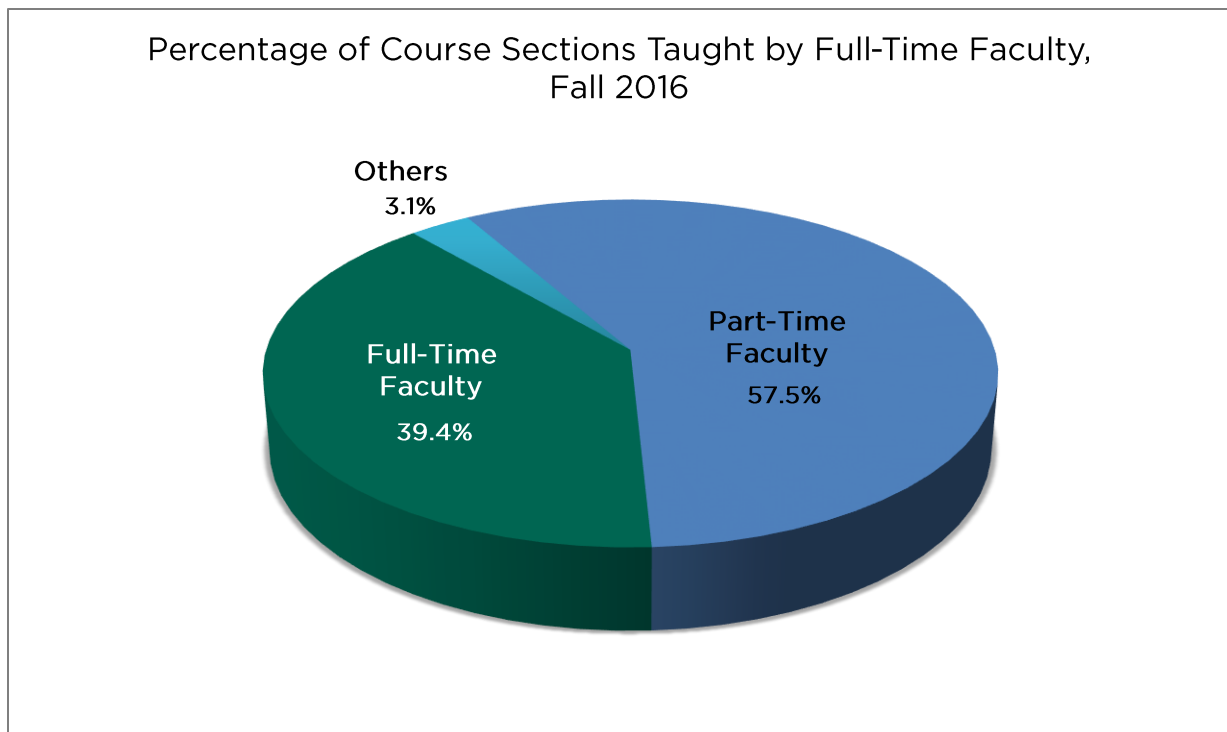
Figure 17

3. Ratio of full- to part-time faculty

Ratio of Full- to Part-time Faculty Fall 2016			
	Number	Percentage	Ratio
Full-Time	18	20.7%	1:4
Part-Time	69	79.3%	
Total	87	100.0%	

Required Table II.E.3
Source: IPEDS Human Resources Survey

Ratio of Full- to Part-Time Faculty, Fall 2016

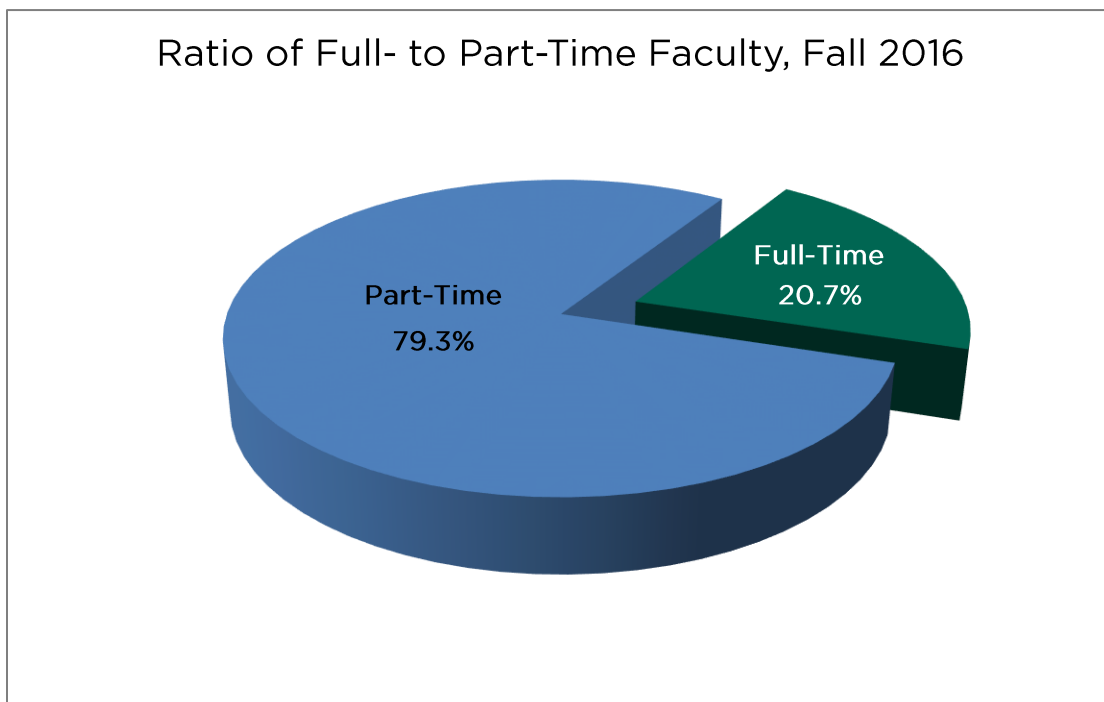Part-Time 79.3%

Full-Time 20.7%

Figure 18

F. Characteristics of the trustees or governors:

1. Race/ethnicity and gender

Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	6	1	1	1	---	---	---	9
Female	4	---	---	---	---	---	---	4
Total	10	1	1	1	---	---	---	13

Required Table II.F.1 | Source: Salem Community College Board of Trustees Administrative Secretary

2. List of trustees with titles and affiliations

Board of Trustees Members, 2016-2017

Name	Title	Affiliation
John G. Ashcraft	President/Manager	Ashcraft Funeral Home
Patrice Burdalski	Owner	State Farm Insurance
Robert Carter, Ph.D.	Retired	
Amante N. DeCastro, M.D.	Physician	Self-employed
Maria B. Fantini	Administrative Assistant to the Pre	Salem Community College
Allen Gage	Accountant	Wilmington Tug, Inc.
Michael R. Gorman, Ed.D.	President	Salem Community College
Dorothy D. Hall	Consultant	Self-employed
Scott R. Kramme, Esq.	Owner	Law Offices of Scott R. Kramme, LLC
Peggy Nicolosi	Executive Superintendant	NJ Dept. of Education
Jason Supernavage	Owner/President	Boston Rehabilitation Associates
Gregory T. Wright	Assistant Principal	Gloucester County Institute of Technology
Emmanuel Rivera	Student	Rider University

Required Table II.F.2 | Source: Salem Community College Board of Trustees Administrative Secretary

3. URLs of webpages with information on trustees

For more information including meeting times and dates, please go to:
http://www.salemcc.edu/about-scc/board-of-trustees

G. Profile of the institution:

1. Degree and certificate programs

Degree and Certificate Programs

Associate of Arts Degrees		
Communications/Journalism	Social Science - History/Political Science	
Education	Social Science - Psychology	
Liberal Arts	Social Science - Sociology/Social Service	

Associate of Science Degrees		
Biology/Chemistry	Criminal Justice - Law Enforcement	Justice Studies- Corrections*
Business Administration	Game Design and Development	Justice Studies - Homeland Security*
Criminal Justice - Cyber Security	Health Science	Occupational Therapy Assistant**
Criminal Justice - Emergency Management		Paralegal Studies*

Joint degree in partnership with Cumberland County College
**Joint degree offered with the School of Health Professions at Rutgers, The State University of New Jersey*

Associate of Applied Science in Technology Degrees		
Agribusiness*	Culinary Arts**	Nursing
Agriculture*	Health Information Technology***	Scientific Glass Technology
Business Administration	Nuclear Energy Technology	Technical Studies

Joint degree in partnership with Cumberland County College
**Joint degree in partnership with Rowan College at Burlington County*
***Joint degree in partnership with Camden County College*

Associate of Fine Arts		
Computer Graphic Art	Glass Art	Studio Art

Certificates		
Administrative Assistant	Pharmacy Technician	Practical Nursing (LPN)
Medical Coding*		

Joint certificate in partnership with Camden County College

Career Certificates		
Business Paraprofessional Management		

Source: Salem Community College 2017-2018 Catalog

H. Major research and public service activities

1. Research and Development Expenditures

Research and Development Expenditures, FY 2016	
	Dollar Amount ($)
Federally Financed Academic R&D Expenditures	O
Institutionally Financed Academic R&D Expenditures	O
Total Academic R&D Expenditures	O

Required Table II.H
Source: Salem Community College Institutional Research

2. Collaboration with area schools

For the second year, Salem Community College (SCC) applied for and received a grant for the College Acceleration Program (CAP) from the Forman S. Acton Foundation. This year's award was in the amount of $47,960. This grant continues to enable SCC to work with the Salem High School Public School District by offering "free" dual credit courses to qualified students.

Salem Community College received the Office of the Secretary of Higher Education Year 2 NJ GEAR UP grant in the amount of $138,888. The opportunity allows SCC to collaborate with Penns Grove Regional Public School District and provide a full tutoring program during the academic year, along with a Summer Enrichment Program for students transitioning to grades 7, 8, and 9. Included in this program are college tours, cultural events and parent workshops.

Salem Community College participated in the Cumberland/Salem Regional Consortium, with Salem County Vocational Technical Schools as the lead agency for implementing the Adult Basic Skills Program. SCC received an award of $31,000, which pays for educational instructors, a coordinator, and educational supplies. This program assists adults in preparation for obtaining a General Education Diploma (GED).

Staff from SCC served on the advisory board for the engineering program at Schalick High School for their Project Lead the Way Engineering program.

3. Faculty and staff recognitions and awards

Kristin Deady, Glass Education Administrator, recently completed a large scale installation that is on display at the Philadelphia International Airport. The work, titled "Amplified Aberration", consists of over 500 individually blown glass pieces that have been mirrored to create an optical spectacle as passengers move past the work. The work is on display from June through November, 2017, in Terminal E.

Jenna Lucente, Assistant Professor of Visual and Performing Arts, exhibited her paintings with fellow artist Hugh Atkins at the Hatch Gallery, located at the Delaware Contemporary, Wilmington DE in October 2016. In addition to the artwork being on

exhibit for a month, Lucente also gave a lunch time lecture about her work in the exhibit.

In January 2017 the permanent public artwork designed by Jenna Lucente for the newly built Arthur Kill Station opened to the public. Jenna was commissioned by the MTA to design artwork for 28 large-scale, laminated glass panels featuring a mix of wildlife and landscape scenes unique to the area's geography and community, according to an MTA news release. The panels were installed in windscreens at the top of station's two towers and in the overpass connecting the platforms. The glass was fabricated by Franz Mayer of Munich.

In March 2017 Jenna Lucente received the Academic Excellence Award for full-time faculty awarded by Salem Community College.

In April 2017, Jenna Lucente was one of the featured artists on the Creators blog, entitled "50 States of Art". This online article profiled Lucente's move from New York to Delaware and her current artistic practice as a studio artist at the Delaware Contemporary.

In June 2017 Jenna Lucente participated in a group exhibit in the Dupont Gallery, located at the Delaware Contemporary, Wilmington, DE.

Geraldine Healy Marini, Adjunct Professor, completed her Doctorate of Occupational Therapy from Eastern Kentucky University. Dr. Marini shared her research on Infant/Child Mental Health with colleagues in the New Jersey Early Intervention System (NJEIS) and at the New Jersey Occupational Therapy Association Conference in October 2016.

4. Public service activities
    a. *Community service events*

The second annual Art and Glass Week was held in September, enabling 11 boys in grades 9-12 at Ranch Hope to learn first-hand about careers working with glass. Sponsored by the Robert M. Minkoff Foundation, the program was held at Salem Community College's Samuel H. Jones Glass Education Center, in partnership with the SCC Foundation and Ranch Hope.

SCC co-sponsored major educational events for K-12 populations in 2016-2017: Duel on the Delaware Robotics Competition, the Kids Inquiry Conference, the FIRST Lego League Qualifier, the Salem County Chambers Works Science Fair, Salem County Academic League high school and middle school finals, and the PSEG Nuclear Math Showcase. SCC also sponsored an end-of-school year symposium for Salem County public school administrators.

In February, SCC hosted the Salem County League of Municipalities Dinner. In June, the College sponsored the Salem County Veterans Outreach Claims Clinic in cooperation with Congressman LoBiondo's Office and the Salem County Veterans Affairs Department.

SCC also hosted a college fair sponsored by the United Way of Salem County, a community job fair with the Salem Family Success Center, Military Opportunities Day with the U.S. Army Recruiting Station and series of community forums on current trends in drug use with the Salem County Department of Health.

The College continues to be the permanent home of the award-winning Team 316 of South Jersey Robotics, affiliated with FIRST Robotics.

SCC alumna and English instructor Dr. Meghan Taylor joined several of her English 102 students at a Habitat for Humanity project in February 2017. The SCC group helped renovate a house in Carneys Point.

The Glass Education center hosted two Open House days which included opportunities for attendees to engage in 3 hour long glass workshops in several glass processes including glassblowing, flameworking, and glass fusing. The December workshops gave participants the chance to experience the making of glass ornaments. During the spring workshops in April, participants created beautiful glass flowers. Both events were open to the public to come tour the one-of-a-kind SCC Glass Education Center and to see glassmaking in action. The student run SCC Glass Club hosted a glass sale at both events.

b. Cultural events

International Flameworking Conference

The 17th annual International Flameworking Conference (IFC) attracted more than 300 glass artists and enthusiasts from 21 states and 5 countries to Salem Community College, in March 2017. Supported by a grant from the Salem County Cultural and Heritage Commission, the conference welcomed featured artist Amber Cowan of Philadelphia, PA. The weekend began with a presentation on the history of flameworking by Beth Hylen and Eric Goldschmidt of The Corning Museum of Glass. Chaired by internationally renowned glass artist and SCC distinguished alumnus Paul J. Stankard, the IFC promotes excellence in flameworking and enables SCC glass students to learn directly from leading glass artists using the flameworking process.

Literary Events

On July 24, 2016, author Brian Rathbone visited Salem Community College. Mr. Rathbone visited two English classes, tailoring the content of his talks based on student responsiveness. Students present during his talks were each given copies of his newest book, *Dragon Airways*, and *Lure*, which takes place partially in Salem County. Later in the day, Mr. Rathbone was available for casual conversations during the Meet & Greet, which was open to the public.

On February 9, 2017, Paul Stankard visited Salem Community College to discuss his newest book, *Studio Craft as Career: A Guide to Achieving Excellence in Art-making*. After his book talk, Mr. Stankard was available for a Q&A session. Thursday evening art and glass instructors were invited to bring their classes, and the event was also open to the public.

Living History Programs

The SCC Bookmobile hosts a living-history program each month. Performances have included Francis Scott Key, Rosa Parks, and Thomas Edison.

Theater Productions

SCC hosts Oakwood Summer Theatre (OST), Salem County's longest-running theatre program. Oakwood Summer Theatre produces three performances each summer in the Sol and Jean Davidow Performing Arts Theatre in Davidow Hall on the SCC campus. In the 2016-2017 academic year, OST produced "Honk! Jr." (July 2016), Monty Python's "Spamalot" (August 2016), "Scrooge: The Musical" (December 2016), and "Steel Magnolias" (June 2017).

Concerts

Oak Singers Holiday Concert	December 2016
Salem County High School Music Festival	February 2017
Philadelphia Young Performers Orchestra Concert	April 2017
Oak Singers Spring Concert	May 2017

<u>Art Exhibits</u>

The Salem Community College Michael S. Cettei Memorial Library has become a year-round venue to promote the artistic and photographic talents of the professional and amateur artists of Salem County as well as SCC faculty, staff, and students.

The Salem County Art League displays two exhibits each year in the SCC Library. Pieces selected for each show are coordinated by Mary Herz of the Salem County Art League, and coincide with the Fall and Spring semesters.

Starting Fall 2015, the SCC Library also displays rotating student art exhibits, with faculty art during the summer. Pieces selected for display are coordinated by Jenna Lucente, Assistant Professor in the Visual and Performing Arts department, and follow the current theme of the exhibit.

     <u>Recent Exhibits</u>

"Through the Lens"	Sept 1 – Oct 14
"Identity: An Exhibition"	Oct 26 – Dec 21
"On Paper"	Jan 17 – Mar 10
"Snapshots"	Mar 23 – May 18
Faculty exhibit	Jun 12 – Aug 10

The SCC Glass Education Center participated in Salem County's annual Arts in Bloom event. This year's theme was "Through Our Looking Glass". The students of both the Glass Art and the Scientific Glass Technology program were included in an exhibition created for the weekend based upon the theme of this year's event. Students, faculty, and staff gave tours and performed glassblowing and flameworking demonstrations for all who attended.

The Glass Education Center students, staff, and faculty – under the leadership of staff member and glass fashion extraordinaire, Nancy Dubois – participated in the SCC Foundation's Glass Ball. The members of the Glass Education Center community produced and modeled over 20 intricate glass costumes for a Glass Fashion Show. The students of the SCC Glass Club produced over 30 centerpieces for the event.

I. Major capital projects underway in fiscal year 2017

Fiscal year 2017 capital projects of significance at Salem Community College included:

- The acquisition of a small neighboring property and its renovation to become the home of the Salem Community College Bookmobile Library (formerly the Salem County Bookmobile Library) that officially re-established itself as such on December 16, 2017. The Bookmobile Library serves the counties K-12 schools that do not have library facilities along with the elderly and less mobile population of the county.
- Continuing work completing the large multi-year comprehensive Energy Savings Improvement Project ("ESIP") encompassing a broad range of initiatives to reduce long term energy consumption inclusive of technology infrastructure, HVAC and lighting improvements, energy controls and solar energy generation. The solar energy generation installation straddling fiscal year 2017 into fiscal year 2018 has been completed with the commissioning of the college's solar installation coming on line August 16, 2017.
- The aged network environment central to the College's information technology services was replaced with current technology along with the upgrade and replacement of all central servers resulting in processing efficiency gains, greater information security and improved disaster recovery capabilities.

II. Other Institutional Information

A. Awards conferred

1. Awards conferred by academic year

Awards Conferred by Academic Year

Academic Year	Certificates	AA	AS	AAS	AFA	Total
2010	52	104	40	12	1	209
2011	33	88	45	43	7	216
2012	39	86	54	39	6	224
2013	55	60	82	43	10	250
2014	60	66	90	45	5	266
2015	37	67	67	57	6	234
2016	26	67	54	96	8	251
2017	36	51	49	89	23	248
Totals:	338	589	481	424	66	1898

Source: Salem Community College Institutional Research

Figure 19

SALEM
COMMUNITY COLLEGE
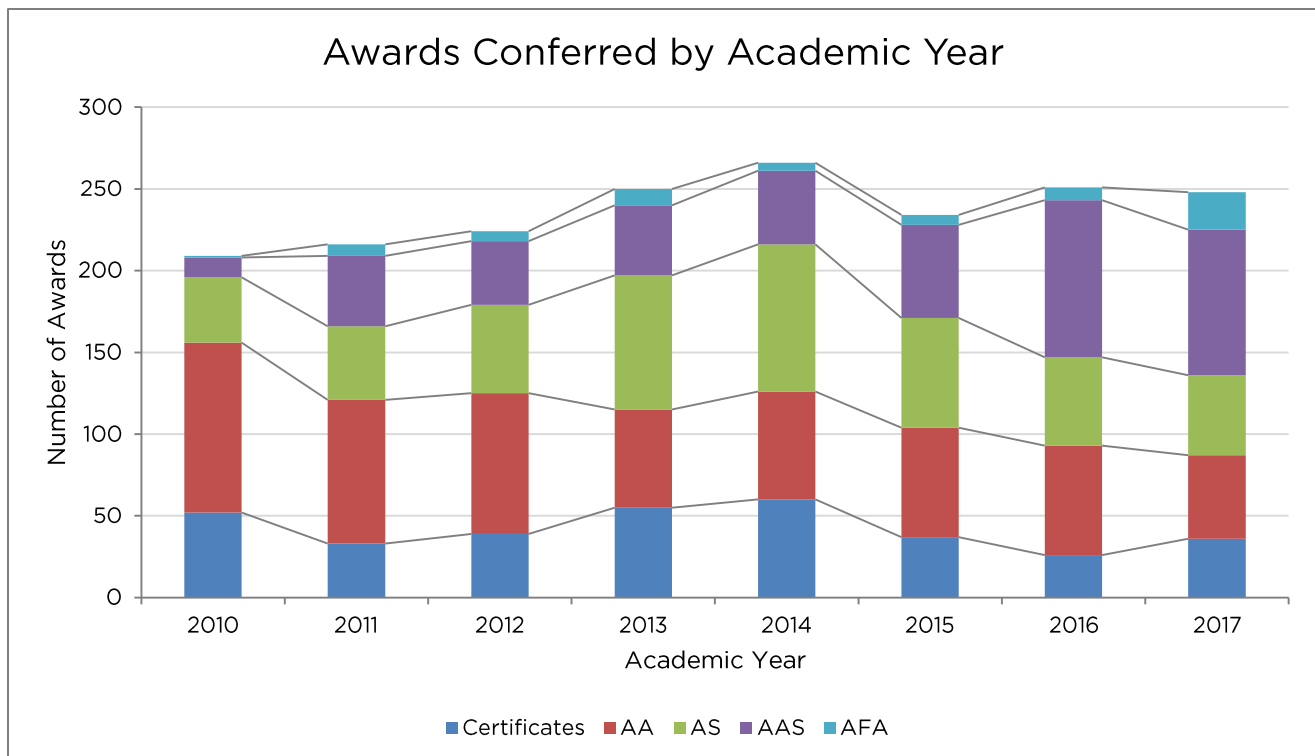
2. Awards conferred by program

Awards Conferred by Program

Program	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Award Totals	244	265	234	251	247
Associate Degree Total	189	205	197	226	211
Associate of Arts Total	59	64	66	68	51
Biology Chemistry	0	0	0	0	0
Biotechnology*	0	0	0	0	0
Communications Journalism	2	2	2	6	2
Computer Graphic Art*	3	2	0	0	0
Computer Science*	0	0	1	0	0
Criminal Justice	13	12	13	7	8
Education	12	6	11	11	9
English Humanities*	1	0	2	0	0
Liberal Arts	16	23	24	26	21
Mathematics*	2	0	0	1	1
Physics Engineering*	1	0	3	0	0
Social Science - History/Political Sci	0	2	0	1	0
Social Science - Psychology	4	9	5	7	4
Social Science - Social/Community Srv*	3	1	1	0	0
Social Science - Sociology*	2	4	1	0	0
Social Science - Sociology/Social Service	0	3	3	8	6
Sport Management*	0	0	0	1	0
Associate of Science Total	77	91	68	54	48
Biology/Chemistry	5	10	6	12	10
Business Administration General	15	14	14	8	12
Computer Graphic Art*	4	5	0	0	0
Forensic Science*	2	1	0	0	0
Game Design and Development	0	4	4	5	6
Health and Exercise Science*	3	2	1	0	0
Health Science (Diagnostic Med Sonog)	0	0	0	2	0
Health Science (Medical Radiography)	3	0	0	2	1
Health Science (Nuclear Medicine)	1	0	0	0	0
Health Science (Prac Nursing Prep)*	1	0	0	0	0
Health Science	14	27	33	25	18
Nursing LPN to ADN*	27	21	6	0	0
Occupational Therapy Assist. Rutgers	0	0	2	0	1
Sport Management*	2	7	2	0	0

Associate of Applied Science Total	43	45	57	96	89
Agriculture - Cumberland Joint	0	1	0	0	0
Business Administration	6	4	5	11	7
Nuclear Energy Technology	19	14	10	22	19
Nursing LPN to ADN	0	0	21	23	21
Process Operator Technology	0	0	0	9	14
Scientific Glass Technology	15	20	20	30	28
Sustainable Energy: Green Technology*	3	4	1	1	0
Technical Studies	0	2	0	0	0
Associate of Fine Arts Total	10	5	6	8	23
Computer Graphic Art	0	1	1	6	8
Digital Media*	1	0	1	0	0
Fine Arts - Glass Arts*	1	1	0	0	0
Glass Art	4	2	3	2	11
Glass: Applied Craft & Design*	2	1	0	0	1
Studio Art	2	0	1	0	3
Certificate Total	55	60	37	25	36
Administrative Assistant	2	4	3	6	7
Business Paraprofessional Management	0	0	0	0	0
Industrial Design*	0	1	0	0	0
Medical Coding	7	1	0	0	0
Personal Trainer*	0	1	1	0	0
Pharmacy Technician	6	4	6	1	2
Practical Nursing	40	25	27	18	27
SET: Energy Auditor*	0	6	0	0	0
SET: Green Construction Technology*	0	7	0	0	0
SET: Solar Energy Technology*	0	7	0	0	0
SET: Weatherization Technology*	0	4	0	0	0

*Denotes Inactive Program

Source: Salem Community College Institutional Research
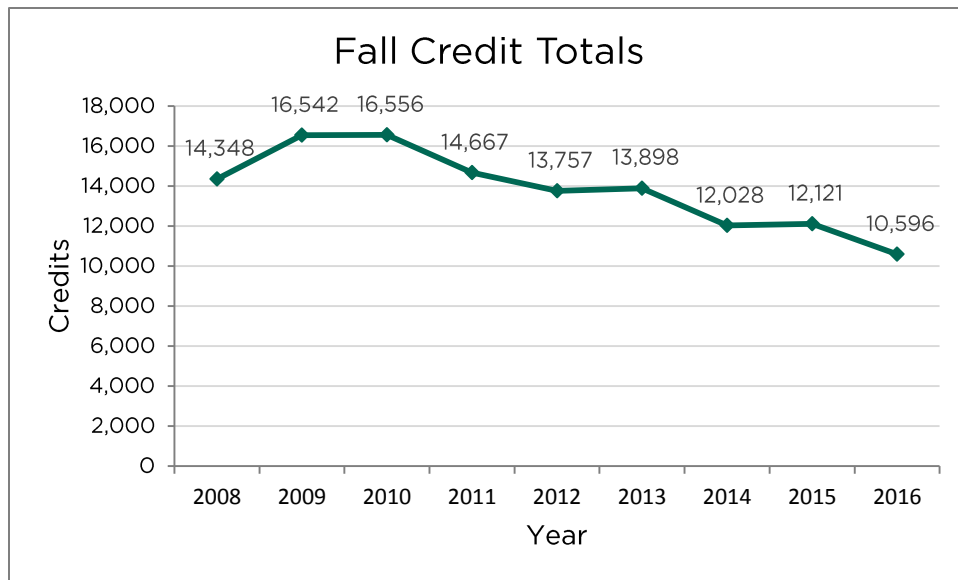
B. Enrollment trends

1. By fall credit hour totals
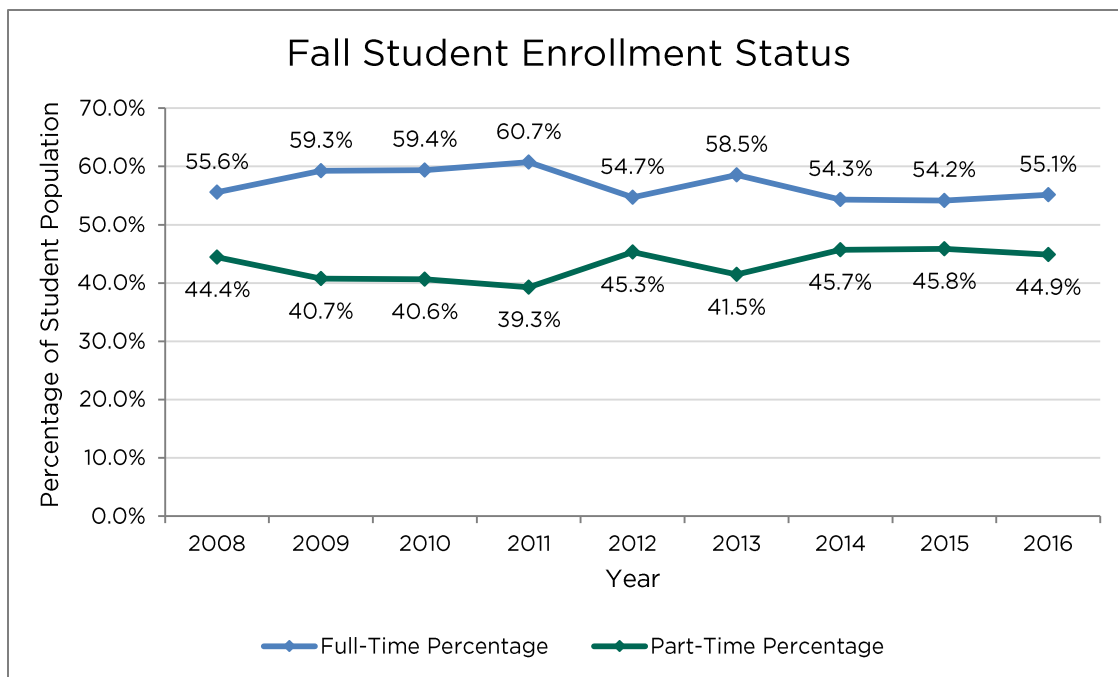

Figure 20

2. By fall student enrollment status

Figure 21

3. By program

Fall Enrollment Trends by Program

Program	2012	2013	2014	2015	2016
Enrollment Totals	1239	1249	1140	1183	1015
Associate Degree Total	1092	1094	997	1055	878
Associate of Arts Total	386	376	326	345	214
Communications Journalism	13	17	18	18	9
Computer Science *	12	9	2	1	0
Criminal Justice	64	66	40	45	25
Education	54	58	61	49	35
Emergency Management *	1	0	0	0	0
English Humanities *	5	2	2	0	0
Health Science *	30	18	4	1	0
Liberal Arts	116	112	128	168	95
Mathematics *	6	4	2	2	1
Physics Engineering *	10	7	7	5	2
Social Science - History/Political Sci	4	9	1	5	2
Social Science - Psychology	36	36	35	29	28
Social Science - Social/Community Srv *	18	12	5	1	2
Social Science - Sociology *	17	11	4	0	0
Social Science - Sociology/SocialService	0	15	17	21	15
Associate of Science Total	448	427	348	362	333
Biology Chemistry	20	36	33	45	32
Business Administration General	76	60	52	44	37
Criminal Justice - Cyber Security	0	0	0	0	6
Criminal Justice - Law Enforcement	0	0	0	0	10
Forensic Science *	14	3	0	1	0
Game Design and Development	16	14	19	19	21
Health and Exercise Science *	19	14	5	0	0
Health Science	34	135	162	210	199
Health Science - Diagnostic Med Sonog	8	12	8	10	8
Health Science - Medical Lab Tech	0	1	2	1	1
Health Science - Medical Radiography	10	10	8	8	8
Health Science - Nuclear Medicine	3	0	0	0	1
Health Science - Prac Nursing Prep *	202	110	37	10	1
Health Science - Surgical Technology	1	1	1	3	2
Justice Studies - Corrections	0	1	1	0	1
Justice Studies - Homeland Security	1	3	3	1	0
Occupational Therapy Assistant	6	2	6	5	5
Paralegal Studies	0	1	3	3	1
Sport Management *	38	24	8	2	0

Associate of Applied Science Total	192	215	234	259	241
Agribusiness	0	2	4	4	1
Agriculture	1	1	6	2	0
Business Administration	37	33	25	34	33
Culinary Arts	0	3	3	2	3
Health Information Tech	0	1	5	5	2
Horticulture	2	0	2	1	0
Nuclear Energy Technology	48	52	51	48	33
Nursing	27	34	25	26	29
Process Operator Technology	0	0	17	29	29
Respiratory Therapy *	6	3	2	5	2
Scientific Glass Technology	51	70	86	99	105
Sustainable Energy: Green Technology *	18	14	8	4	3
Technical Studies	2	2	0	0	1
Associate of Fine Arts Total	66	76	89	89	90
Computer Graphic Art	18	16	18	23	28
Digital Media *	7	5	2	0	0
Fine Arts - Glass Arts *	7	2	0	0	0
Glass Art	2	31	62	62	55
Glass: Applied Craft & Design *	26	18	2	0	0
Studio Art	6	4	5	4	7
Certificate Total	103	99	85	70	62
Administrative Assistant	8	11	8	7	12
Allied Health *	0	18	8	1	1
Business Paraprofessional Management	1	0	0	1	1
Case Management *	1	0	0	0	0
Emergency Services *	1	1	0	0	0
Graphic Arts and Web Design *	5	1	0	0	0
Medical Coding	19	5	0	3	1
Personal Trainer *	3	3	0	0	0
Pharmacy Technician	16	16	19	13	7
Practical Nursing	42	41	46	40	40
SET: Energy Auditor *	2	1	0	1	0
SET: Green Construction Technology *	0	1	1	0	0
SET: Solar Energy Technology *	2	0	2	0	0
SET: Weatherization Technology *	0	0	0	0	0
Social Service	0	0	0	3	0
Sustainable Energy Technology *	1	1	1	1	0
Web Page Design *	2	0	0	0	0
Undecided	44	56	58	58	75

* Denotes Inactive Program

Source: Salem Community College Institutional Research

C. Focus on STEM programs

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
2008	61.5%	58.6%	56.2%
2009	63.8%	62.8%	63.2%
2010	63.4%	62.0%	64.6%
2011	66.1%	66.1%	69.4%
2012	65.3%	66.0%	73.9%
2013	66.6%	67.4%	76.5%
2014	63.7%	66.7%	74.7%
2015	65.3%	69.1%	72.7%
2016	65.4%	71.2%	75.0%
2017	67.3%	73.2%	80.6%

* Dual Credit and Robotics students are excluded from calculations

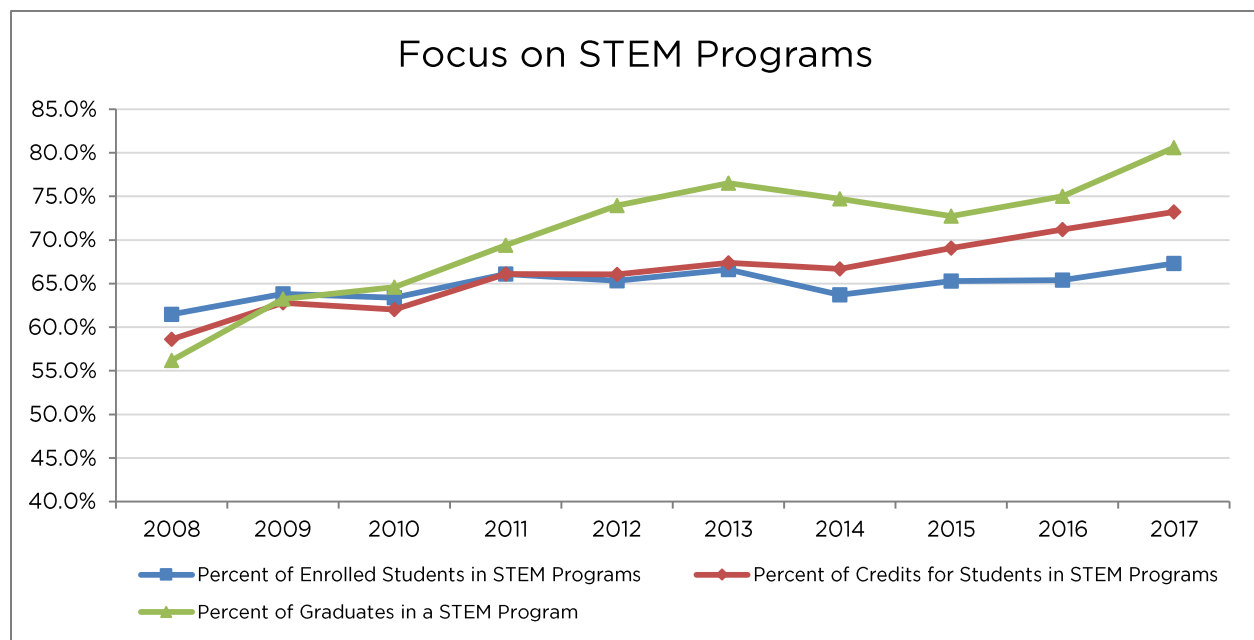*Source: Salem Community College Institutional Research*

Figure 22