



Salem Community College

Your Success is Our Success

2010 Institutional Profile

October 2010

Preface

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2010.

Salem Community College had stable enrollment in fall 2010, enrolling 1,499 students for a total of 16,541 credit hours. SCC is experiencing continued growth and retention in *niche* programs including Scientific Glass Technology, Glass Art, Nuclear Energy Technology, and Sustainable Energy Technology. In its inaugural year, 73 students enrolled in the Nuclear Energy Technology program which continues to draw interest from recent high school graduates as well as adult learners. Also, enrollment has more than doubled in the Sustainable Energy Technology program since fall 2009.

As we enter the 2010-2011 academic year, the College continues to implement the priorities established in our most recent Strategic Plan. As part of this plan, SCC has identified the need to collaborate with P-12 partners for recruitment, transition, and curricular alignment to help high school students prepare for college-level work. Our work with local high schools has expanded our dual enrollment program, begun testing high school juniors and seniors for college-readiness, and developed services to meet the needs of students with disabilities.

Despite the fiscal climate at the state level, the College is financially stable. SCC continues to nurture local business and community partnerships to develop the capacity for increased enrollment and contribute to economic and workforce development.



Peter B. Contini, Ed.D.
PRESIDENT

TABLE OF CONTENTS

	Page
Vision, Mission, Diversity, Strategic Values and Priorities Statements.....	1
Institutional Accreditation Status.....	2
Number of Students Served	
By Attendance Status.....	5
Non-Credit Students.....	6
Unduplicated Enrollment for Academic Year.....	6
Characteristics of Undergraduate Students	
Remediation	
Total Students and Freshmen Requiring Remediation.....	7
By Subject Area.....	8
Student Enrollment	
By Race/Ethnicity.....	9
By Gender.....	10
By Age.....	11
By Federal- and State-Funded Financial Assistance Source.....	12
By New Jersey County and State Residence.....	13
Degrees Conferred - Characteristics of Graduates	
By Race/Ethnicity.....	15
By Gender.....	16
By CIP Code Family.....	17
Faculty Characteristics	
By Race/Ethnicity, Gender and Tenure Status.....	18
Percentage of Course Sections Taught By Full-Time Faculty.....	19
By Ratio of Full- to Part-Time Faculty.....	21

TABLE OF CONTENTS

	Page
Characteristics of Trustees or Governors.....	22
Institution Profile.....	23
Major Research and Public Service Activities.....	24
Major Capital Projects.....	26
Five-Year Enrollment Trends.....	27
Student Outcomes.....	28

***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 believes in the value of education and that your success is our success. Our commitment is to meet the ever-changing needs of our diverse community by providing accessible and affordable educational experiences in a dynamic learning environment that incorporates standards of excellence.

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

- 1.** Build and sustain **productive partnerships** with all external SCC stakeholders to match quality programs and services with changing economic and demographic trends
- 2.** Integrate a transparent **process of assessment** to communicate expectations for excellence and quality educational outcomes for all students
- 3.** Recruit and retain qualified administrators, faculty, and staff who are **committed to the vision and mission of the college** and who embrace the value of education
- 4.** Enhance our current operational and capital funding through creative and sustainable resources and **utilize existing resources effectively**
- 5.** **Collaborate with P-16** partners for recruitment and transition and establish an aligned curriculum that prepares students for college level work
- 6.** **Expand the use of institutional technology** for the improvement of instruction, assessment, communication, and administration
- 7.** **Build stronger connections** to students through an enhanced collegiate environment that includes expanded services

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: Dr. Peter B. Contini, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1502 Undergraduate
Control: Public
Affiliation: State
Carnegie Classification: Associate's - Public Suburban-serving Single Campus
Degrees Offered: Certificate/Diploma, Associate's;
Distance Education Programs: No
Accreditors Approved by U.S. Secretary of Education: Middle States Commission on Secondary Schools ; National League for Nursing Accrediting Commission
Other Accreditors: NJ Board of Nursing

Instructional Locations

Branch Campuses: None
Additional Locations: None
Other Instructional Sites: PSEG Energy & Environmental Resource Center, Salem, NJ; Salem Center, Salem, NJ; Samuel H. Jones Glass Education Center, Alloway, NJ

ACCREDITATION INFORMATION

Status: Member since 1979
Last Reaffirmed: June 22, 2005

Most Recent Commission Action:

March 5, 2009: To accept the progress letter. The Periodic Review Report is due June 1, 2010.

Brief History Since Last Comprehensive Evaluation:

June 22, 2005: To reaffirm accreditation and to request a progress letter, due by November 1, 2006, documenting the development and implementation of a written plan for the assessment of institutional effectiveness. The Periodic Review Report is due June 1, 2010.
March 8, 2007: To accept the progress letter submitted by the institution, and to request a progress letter, due November 1, 2008, on use of assessment results to inform planning and resource allocation decisions and to improve teaching, learning, and institutional programs and services. The Periodic Review Report is due June 1, 2010.

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2010

Date Printed: October 12, 2010

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.

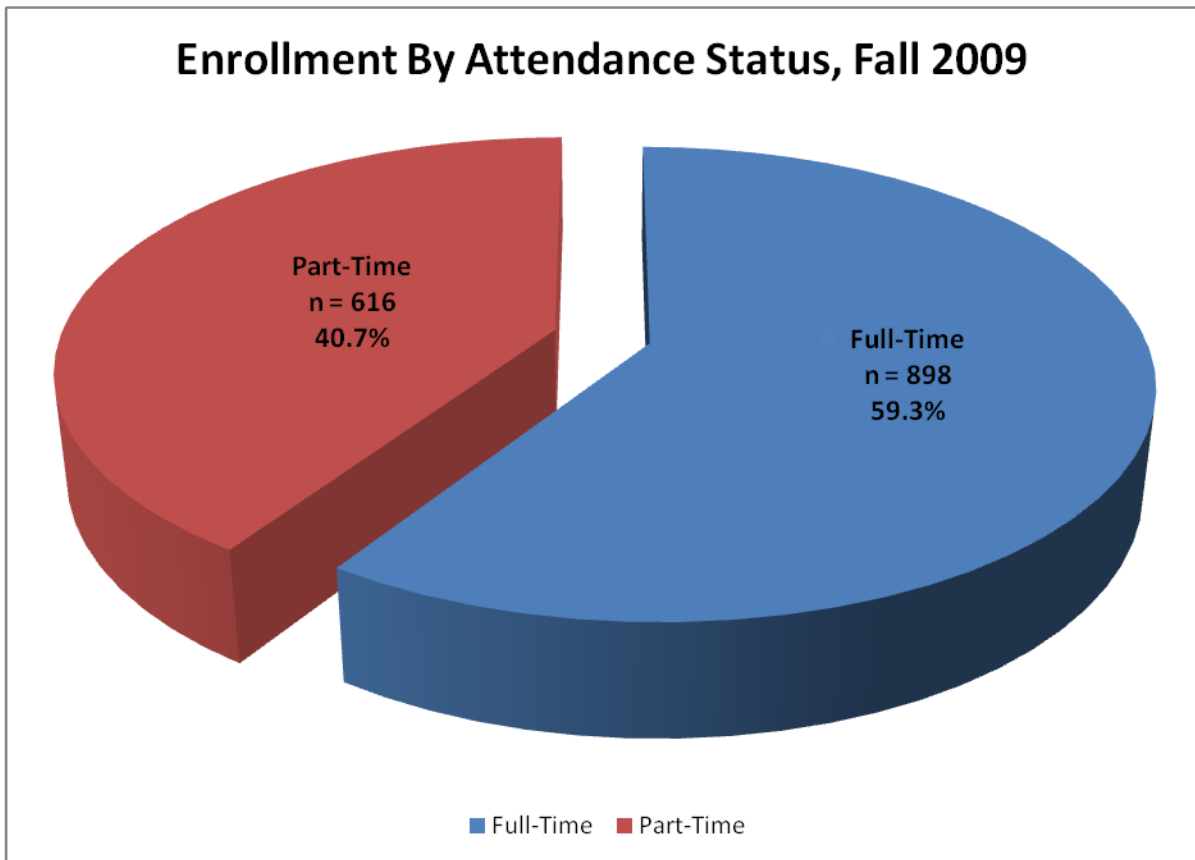
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2009		
Attendance Status	Number	Percentage
Full-Time	898	59.3%
Part-Time	616	40.7%
	1514	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2009

<i>Column1</i>	<i>Total Number of Registrations¹</i>	<i>Unduplicated Headcount</i>	<i>Total Clock Hours (One Clock Hour = 60 Minutes)</i>	<i>Total FTEs²</i>
Open Enrollment	34	34	612	1
Customized Training	114	---	89	0

¹Includes all registrations in any course that started on July 1, 2008 through June 30, 2009.

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

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

3. Unduplicated Number of Students for FY 2009

Unduplicated Enrollment, FY 2009

<i>Headcount Enrollment</i>	<i>Credit Hours</i>	<i>FTE</i>
1,870	29,525	984

Source: IPEDS 12-Month Enrollment Survey.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Basic Skills Testing and Remediation

Basic skills placement test: Accuplacer

Total Number Of Students Enrolled, Fall 2009

<i>Total Fall 2009 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
1,514	354	23.4%

Source: SURE Fall 2009

Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2009

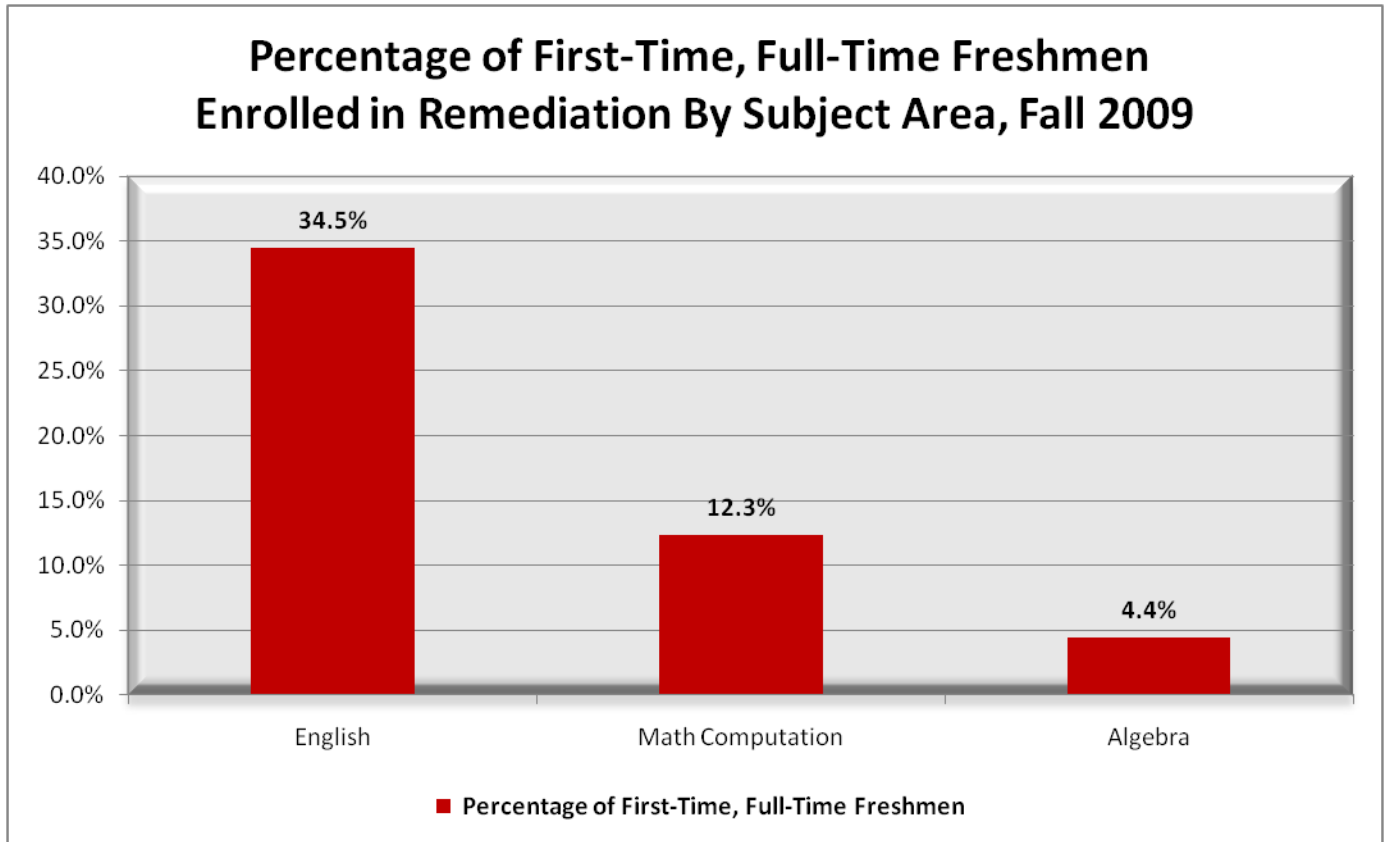
<i>Total Fall 2009 Enrollment</i>	<i># Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
203	91	44.8%

Source: SURE Fall 2009

Number And Percent Of First-Time, Full-Time Freshmen Enrolled In Remediation By Subject Area, Fall 2009

<i>Subject Area</i>	<i># Students</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
Reading	0	0.0%
Writing	0	0.0%
English	70	34.5%
Math Computation	25	12.3%
Algebra	9	4.4%

Source: SURE Fall 2009



2. Student Enrollment

a. By Race/Ethnicity, Fall 2009

Undergraduate Enrollment By Race/Ethnicity, Fall 2009

Headcount, Fall 2009

Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	632	165	33	10	4	0	54	898
Part-Time	376	129	28	9	3	0	71	616
	1,008	294	61	19	7	0	125	1,514

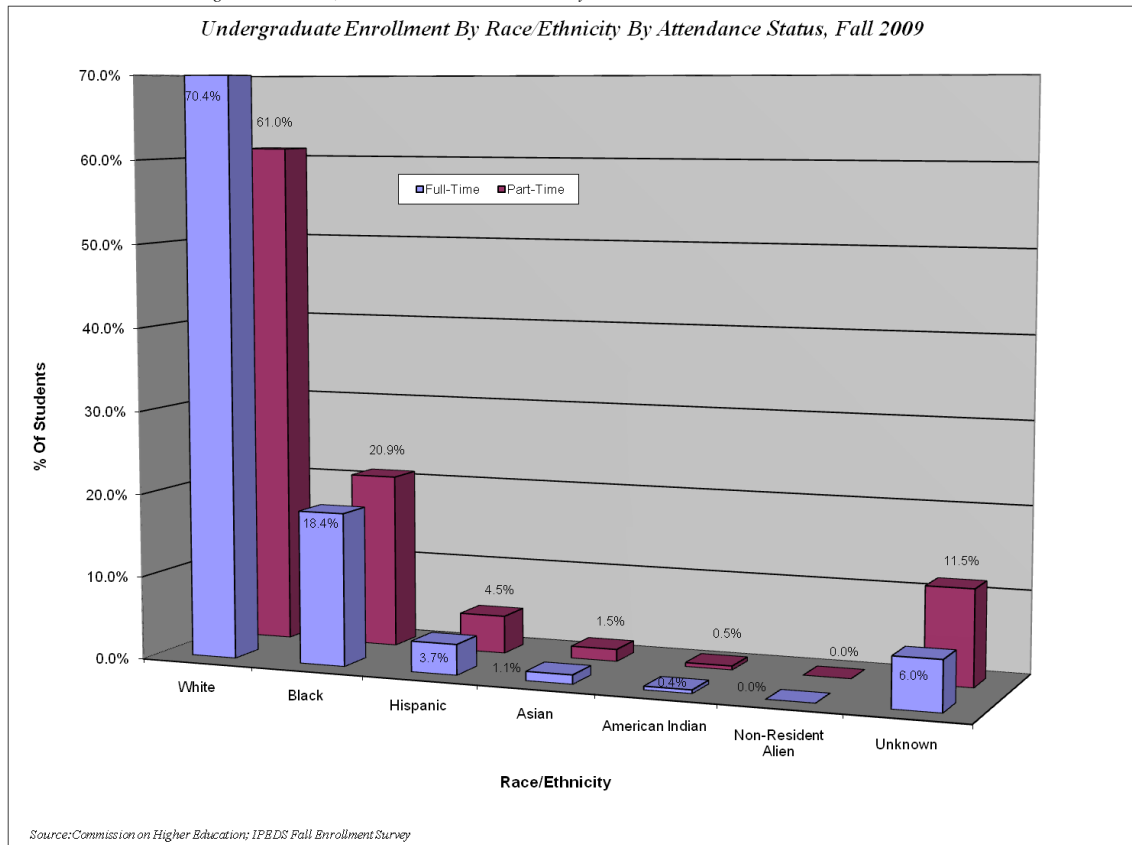
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: Commission on Higher Education

Percentage, Fall 2009

Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	70.4%	18.4%	3.7%	1.1%	0.4%	0.0%	6.0%	100.0%
Part-Time	61.0%	20.9%	4.5%	1.5%	0.5%	0.0%	11.5%	100.0%
Totals	66.6%	19.4%	4.0%	1.3%	0.5%	0.0%	8.3%	100.0%

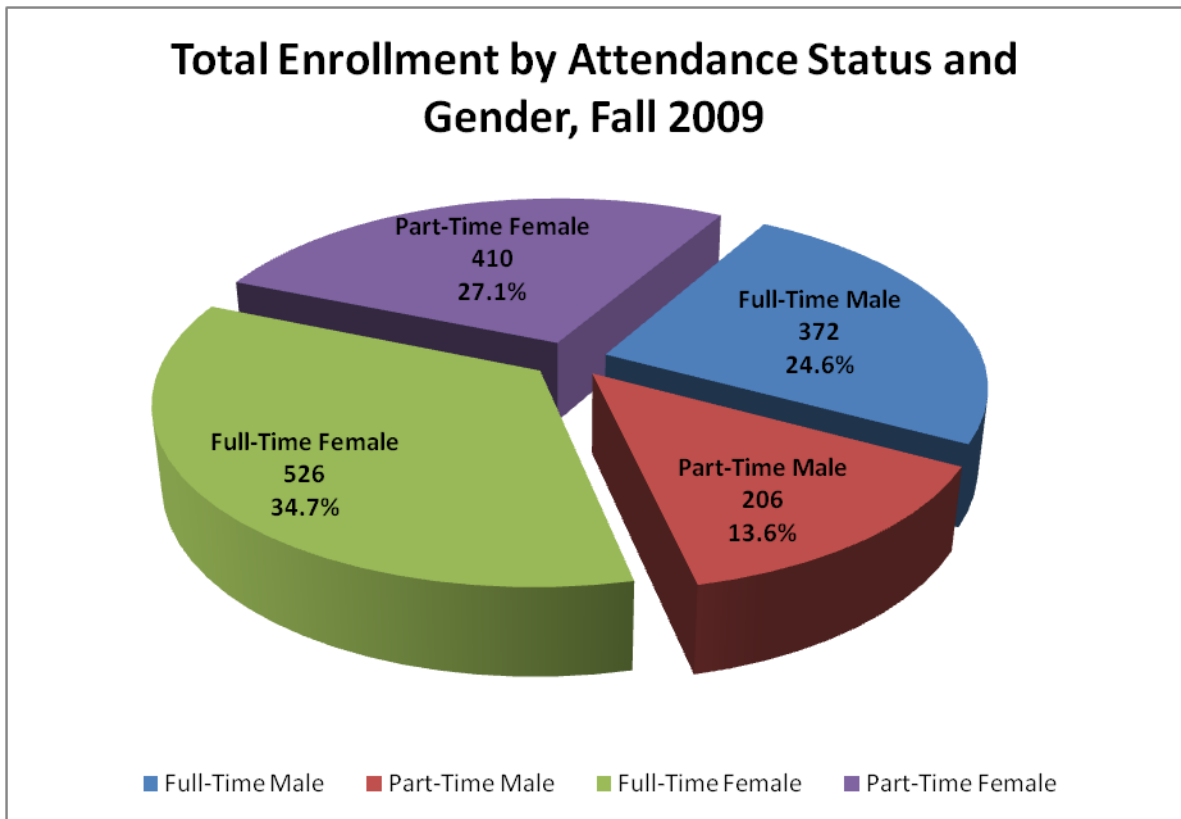
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2009

Students by Attendance Status and Gender, Fall 2009						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	372	41.4%	526	58.6%	898	59.3%
Part-Time	206	33.4%	410	66.6%	616	40.7%
Totals	578	38.2%	936	61.8%	1514	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



c. By Age, Fall 2009

Undergraduate Enrollment By Age By Attendance Status, Fall 2009

Headcount, Fall 2009

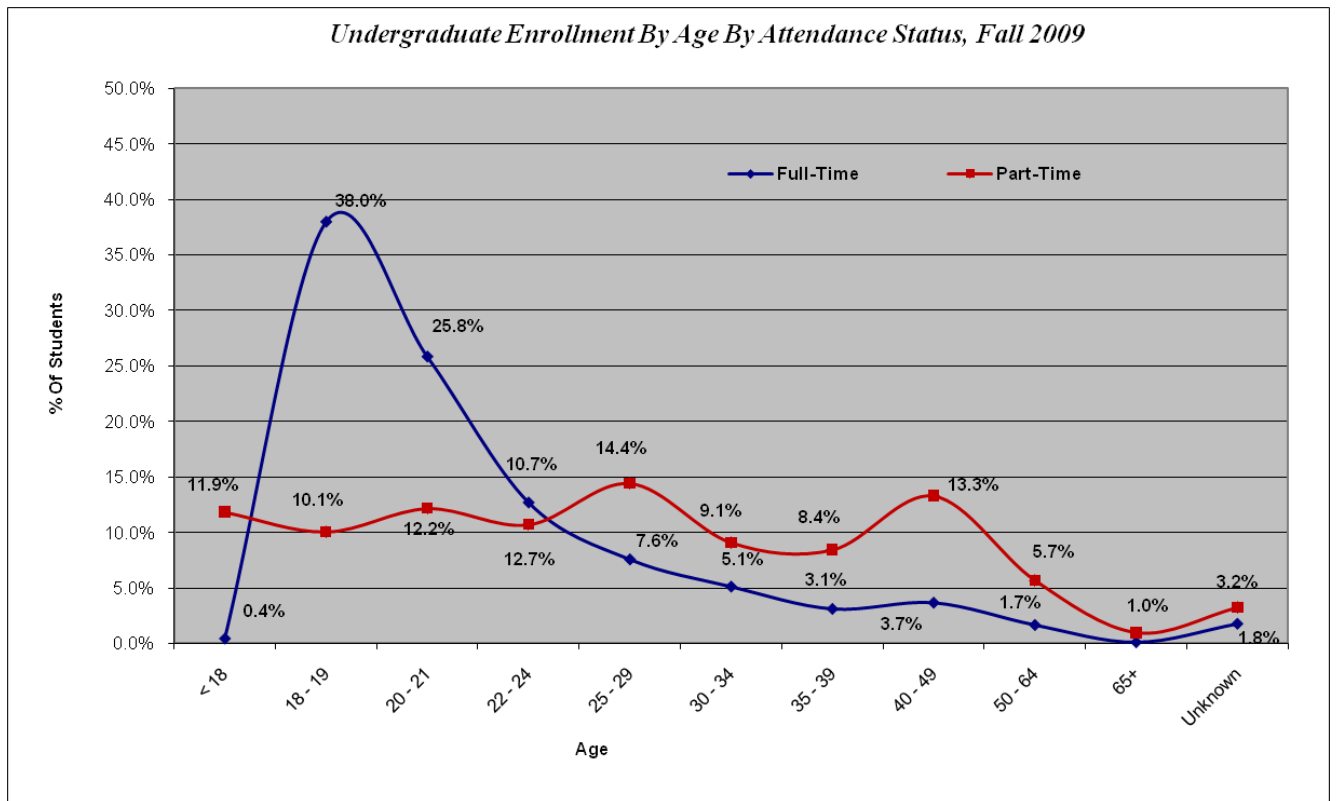
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	4	341	232	114	68	46	28	33	15	1	16	898
Part-Time	73	62	75	66	89	56	52	82	35	6	20	616
Total	77	403	307	180	157	102	80	115	50	7	36	1,514

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2009

Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	0.4%	38.0%	25.8%	12.7%	7.6%	5.1%	3.1%	3.7%	1.7%	0.1%	1.8%	100.0%
Part-Time	11.9%	10.1%	12.2%	10.7%	14.4%	9.1%	8.4%	13.3%	5.7%	1.0%	3.2%	100.0%
Total	5.1%	26.6%	20.3%	11.9%	10.4%	6.7%	5.3%	7.6%	3.3%	0.5%	2.4%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



3. Student Enrollment Receiving Financial Assistance

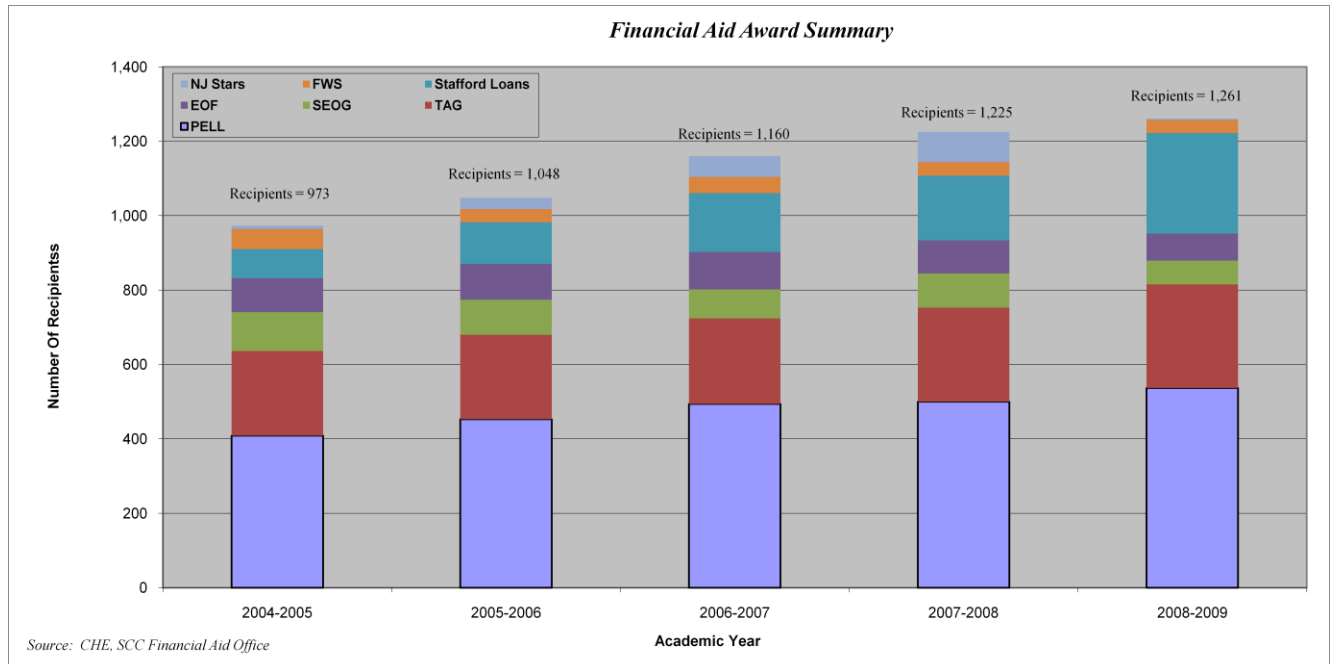
Financial Aid from Federal, State & Institution-Funded Programs, AY 2008-09

Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	537	\$1,453,000.00	\$2,705.77
College Work Study	35	\$22,000.00	\$628.57
SEOG	64	\$36,000.00	\$562.50
PLUS Loans	5	\$18,000.00	\$3,600.00
Stafford Loans (Subsidized)	124	\$265,000.00	\$2,137.10
Stafford Loans (Unsubsidized)	146	\$372,000.00	\$2,547.95

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	278	\$380,000.00	\$1,366.91
Educational Opportunity Fund (EOF)	73	\$58,000.00	\$794.52
Distinguished Scholars	10	\$8,000.00	\$800.00
NJ STARS	4	\$8,000.00	\$2,000.00
NJCLASS Loans	3	\$14,000.00	\$4,666.67

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	66	\$91,000.00	\$1,378.79

Source: NJIPEDS Form #41 Student Financial Aid Report



4. Percentage of First-Time (Full-time and Part-time) Undergraduates Who Are New Jersey Residents, Fall 2009

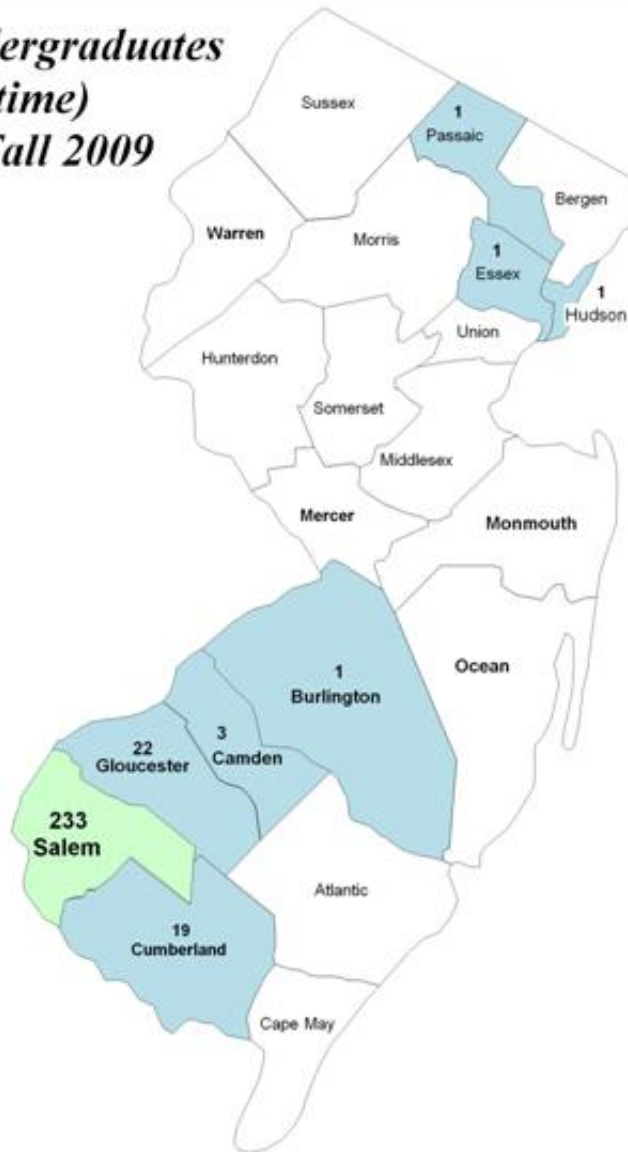
State Residents	Non-State Residents	Total	Percentage of State Residents
281	51	332	84.6%

Note: Residence unknown included with New Jersey Residents.

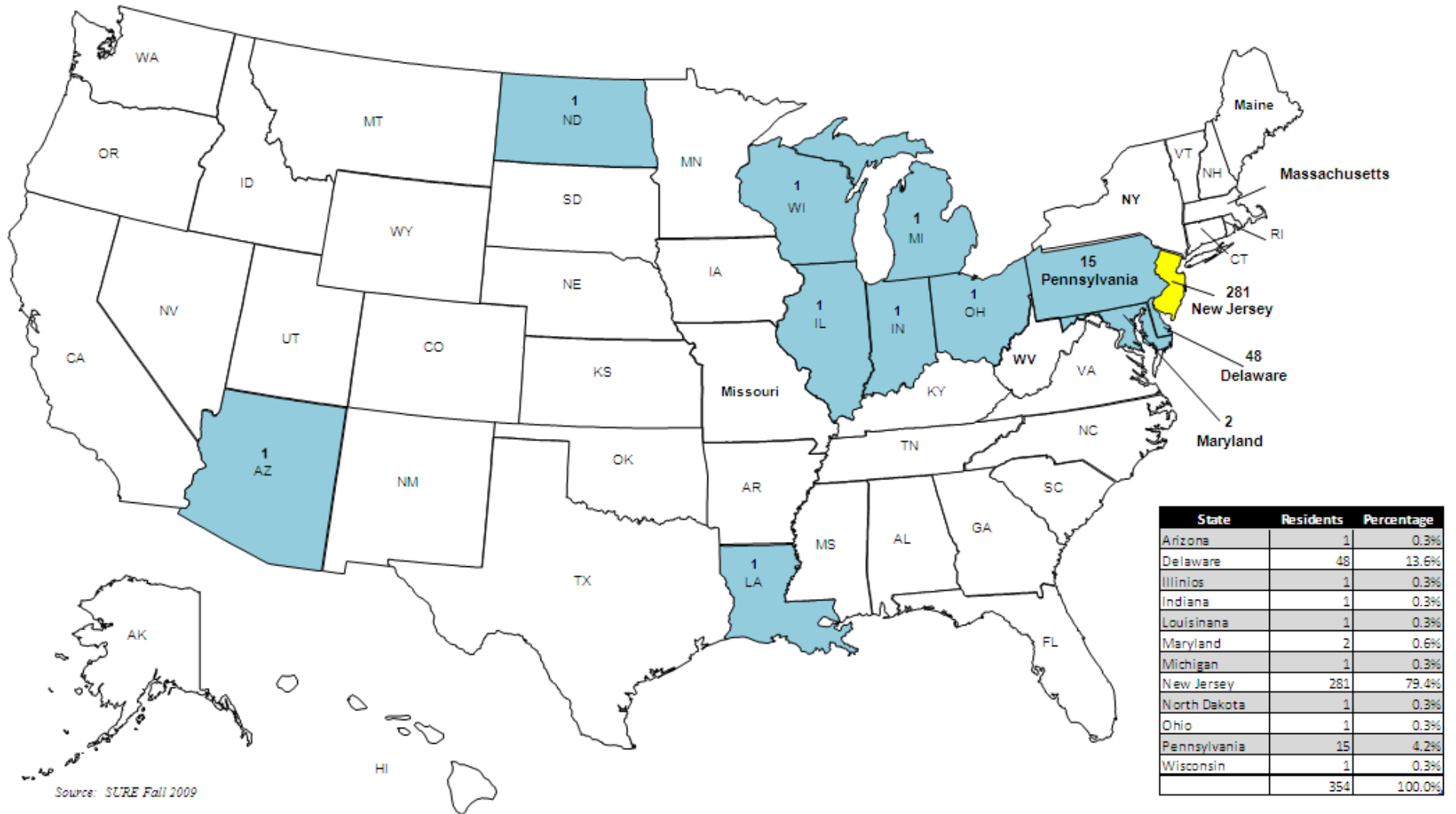
Source: IPEDS Fall Enrollment Survey

First-Time New Jersey Undergraduates (Full-time and Part-time) By County Residence, Fall 2009

County	Residents	Percentage
Burlington	1	0.4%
Camden	3	1.1%
Cumberland	19	6.8%
Essex	1	0.4%
Gloucester	22	7.8%
Hudson	1	0.4%
Passaic	1	0.4%
Salem	233	82.9%
	281	100.0%



First-Time, Undergraduates By State Residence, Fall 2009



Source: SURE Fall 2009

D. DEGREES CONFERRED

1. Degrees and Certificates Conferred by Race/Ethnicity, FY 2009

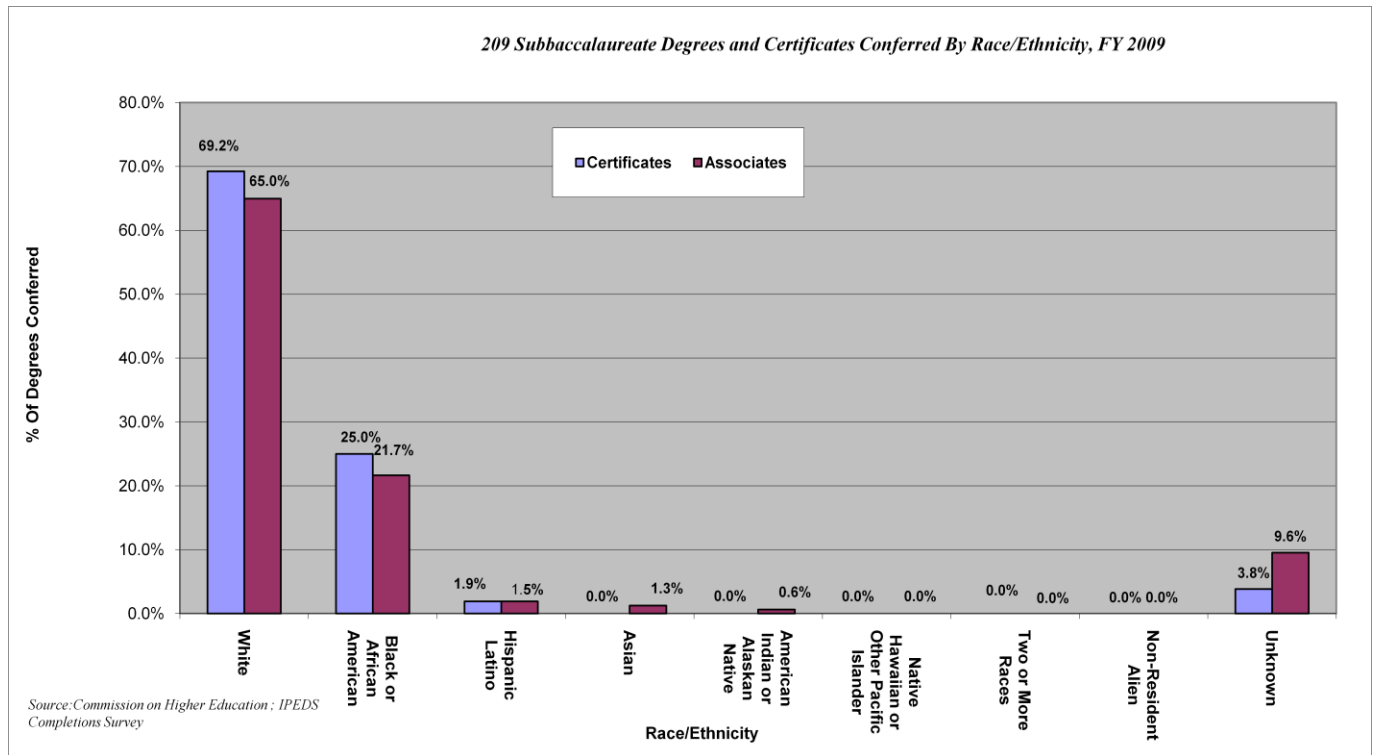
Headcount, FY 2009

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	36	13	1	0	0	0	0	0	2	52
Associates	102	34	3	2	1	0	0	0	15	157
Total	138	47	4	2	1	0	0	0	17	209

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2009

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%	25.0%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	100.0%
Associates	65.0%	21.7%	1.9%	1.3%	0.6%	0.0%	0.0%	0.0%	9.6%	100.0%
Total	66.0%	22.5%	1.9%	1.0%	0.5%	0.0%	0.0%	0.0%	8.1%	100.0%



2. Degrees and Certificates Conferred by Gender, FY 2009

Headcount, FY 2009

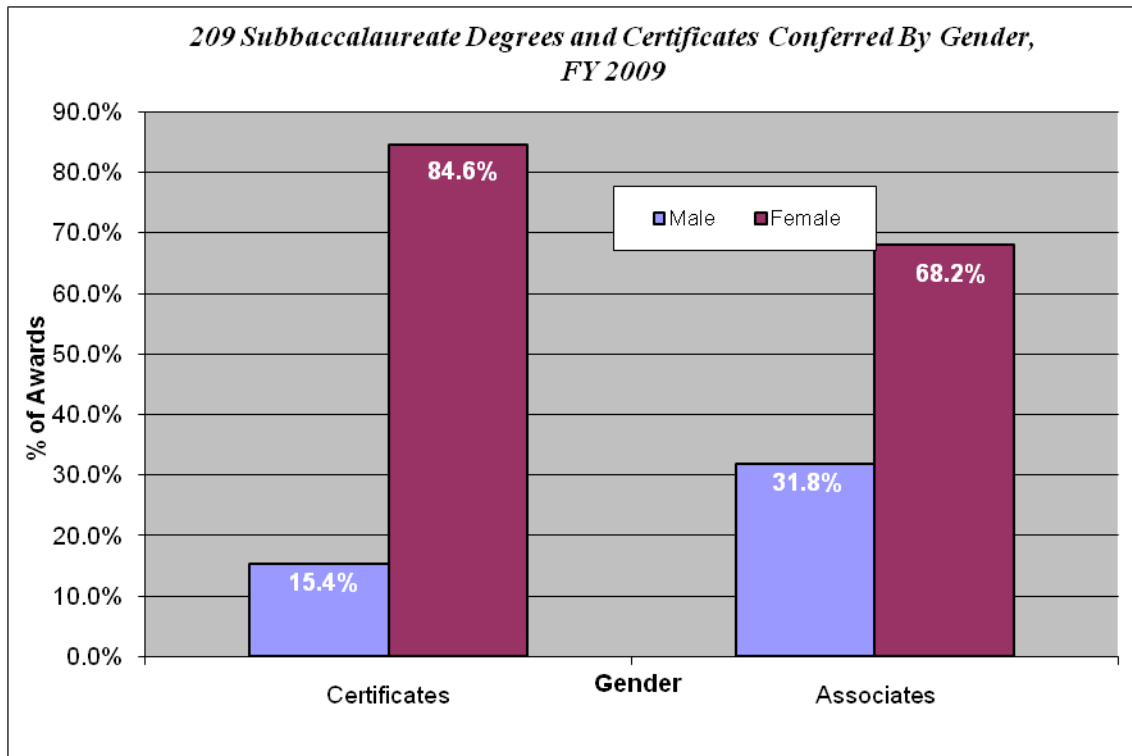
<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	8	44	52
Associates	50	107	157
Total	58	151	209

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2009

<i>Award</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Certificates	15.4%	84.6%	100.0%
Associates	31.8%	68.2%	100.0%
Total	27.8%	72.2%	100.0%

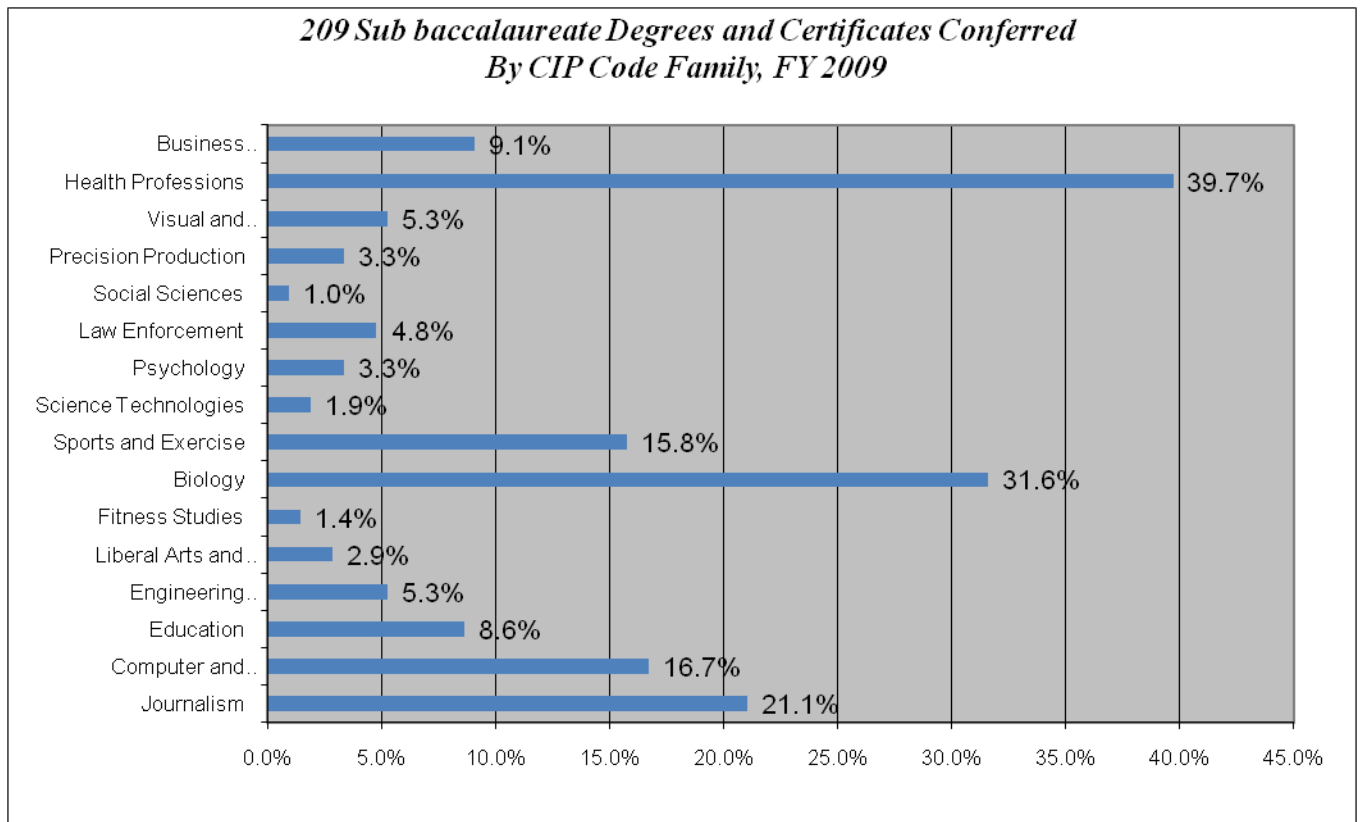
Source: Commission on Higher Education; IPEDS Completions Survey



3. By CIP Code Family, FY 2009

IPEDS CIP Code Family, FY 2009	Certificates	Associates	Total	% of Total
Journalism	0	4	4	21.1%
Computer and Information Science	0	35	35	16.7%
Education	0	18	18	8.6%
Engineering Technologies	0	1	1	5.3%
Liberal Arts and Sciences	2	4	6	2.9%
Fitness Studies	0	3	3	1.4%
Biology	0	6	6	31.6%
Sports and Exercise	0	3	3	15.8%
Science Technologies	0	4	4	1.9%
Psychology	0	7	7	3.3%
Law Enforcement	1	9	10	4.8%
Social Sciences	0	2	2	1.0%
Precision Production	0	7	7	3.3%
Visual and Performing Arts	0	1	1	5.3%
Health Professions	47	36	83	39.7%
Business Management and Marketing	2	17	19	9.1%
Totals:	52	157	209	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 2009

Headcount Fall 2009

	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistant Prof.	2	5	2	0	0	0	0	0	0	0	0	0	0	4	5	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	3	6	2	0	0	0	0	0	0	0	0	0	0	5	6	
Without Tenure																
Professors	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Associate Prof.	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
Assistant Prof.	4	3	0	0	0	0	0	0	0	0	0	0	0	4	3	
All Others	4	2	0	1	0	0	0	0	0	0	0	0	0	4	3	
TOTAL	9	6	0	1	0	0	0	0	0	0	0	0	0	9	7	
Total																
Professors	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	
Associate Prof.	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	
Assistant Prof.	6	8	2	0	0	0	0	0	0	0	0	0	0	8	8	
All Others	4	2	0	1	0	0	0	0	0	0	0	0	0	4	3	
TOTAL	12	12	2	1	0	0	0	0	0	0	0	0	0	14	13	

Source: Commission on Higher Education; IPEDS Human Resources Survey

Percentage Fall 2009

	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	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%	---
Associate Prof.	---	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%
Assistant Prof.	7.4%	18.5%	7.4%	---	---	---	---	---	---	---	---	---	---	---	---	14.8%	18.5%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	11.1%	22.2%	7.4%	---	---	---	---	---	---	---	---	---	---	---	---	18.5%	22.2%
Without Tenure																	
Professors	---	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%
Associate Prof.	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%	---
Assistant Prof.	14.8%	11.1%	---	---	---	---	---	---	---	---	---	---	---	---	---	14.8%	11.1%
All Others	14.8%	7.4%	---	3.7%	---	---	---	---	---	---	---	---	---	---	---	14.8%	11.1%
TOTAL	33.3%	22.2%	---	3.7%	---	---	---	---	---	---	---	---	---	---	---	33.3%	25.9%
Total																	
Professors	3.7%	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%	3.7%
Associate Prof.	3.7%	3.7%	---	---	---	---	---	---	---	---	---	---	---	---	---	3.7%	3.7%
Assistant Prof.	22.2%	29.6%	7.4%	---	---	---	---	---	---	---	---	---	---	---	---	29.6%	29.6%
All Others	14.8%	7.4%	---	3.7%	---	---	---	---	---	---	---	---	---	---	---	14.8%	11.1%
TOTAL	44.4%	44.4%	7.4%	3.7%	---	---	---	---	---	---	---	---	---	---	---	51.9%	48.1%

Source: Commission on Higher Education; IPEDS Human Resources Survey

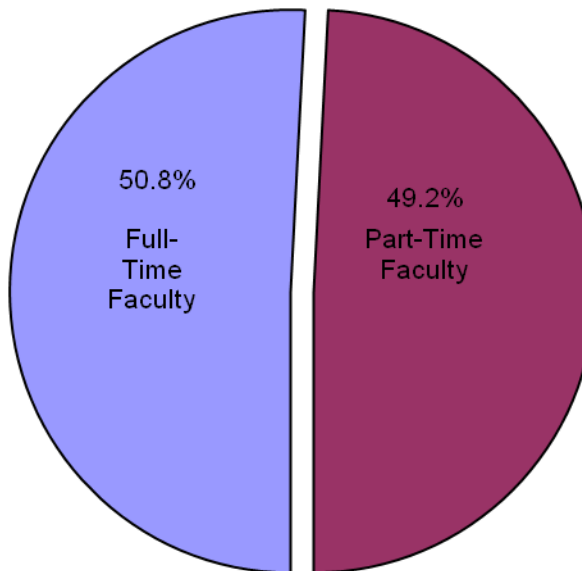
2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2009

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2009

<i>Total Number of Course Sections, Fall 2009: 244</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	124	50.8%
Part-Time	120	49.2%

Source: Salem Community College, PowerCampus

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2009



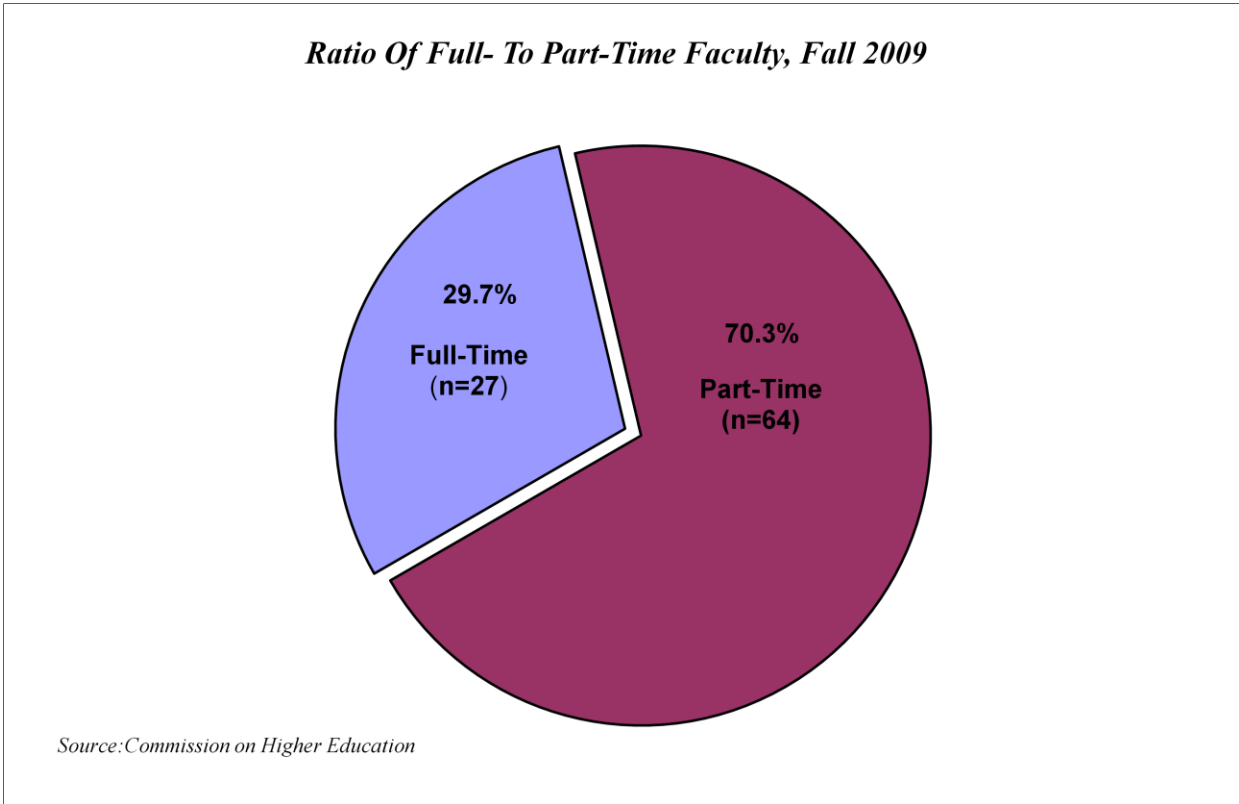
Source: Salem Community College, PowerCampus

3. Ratio of Full- to Part-Time Faculty, Fall 2009

Ratio Of Full- To Part-Time Faculty, Fall 2009

<i>Full-Time</i>		<i>Part-Time</i>		<i>Total</i>	
<i>No.</i>	<i>Pct</i>	<i>No.2</i>	<i>Pct3</i>	<i>No.4</i>	<i>Pct5</i>
27	29.7%	64	70.3%	91	100.0%

Source: Commission on Higher Education



F. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2009-2010)

	<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>
Natalie Adams	Trustee	Adams Funeral Home
Robert L. Bumpus	Trustee	Salem County Executive Superintendent of Schools
Carol A. Burke-Doherty	Trustee	Principal, John Fenwick School
Peter B. Contini, Ed.D.	Ex Officio	President, Salem Community College
Amante N. DeCastro, M.D.	Trustee	Physician
Tina M. DiNicola, Esq.	Trustee	Lawyer
Dorothy D. Hall	Vice Chair	Senior Research Fellow, North American Product Development, Campbell Soup Company
A. J. Crescenzi, Esq.	Trustee	Lawyer
Andrea B. Jones	Alumni Trustee	Student
Thomas L. Mason	Trustee	Educator, Penns Grove Regional School District
Harry E. Perry	Trustee	Retired, E. I. DuPont DeNemours & Company, Area Mechanic
Donald L. Pierce	Chair	Retired, Lincoln University Administrator
Carrie Ruffin	Trustee	Director of So. Regional Services, Family Resources Network
Mary Scott	Secretary	Administrative Assistant, Salem Community College

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/bot.html>

G. INSTITUTION PROFILE

Degree and Certificate Programs, Fall 2009

<i>Associate of Arts Degrees</i>	
Biology/Chemistry	Mathematics
Communications/Journalism	Computer Graphic Art
Computer Science	Physics/Engineering
Criminal Justice	Science/General
Education	Social Science/General
English/Humanities	Social Science/History,
Emergency Management	Political Science
Forensic Science	Social Science/Psychology
Glass Art	Social Science/Sociology
Health and Exercise Science	Social/Community Service
Health Science	Sports Management
Liberal Arts	Visual Arts/Computer
Liberal Arts - Biotechnology	Graphic Art
<i>Associate of Science Degrees</i>	
Associate Degree in Nursing for LPNs	
Business Administration	
Process Technology	
<i>Associate of Applied Science in Technology Degrees</i>	
Biotechnology	Scientific Glass Technology
Food Processing Technology	Sustainable Energy Technology
Nuclear Energy Technology	Technical Studies
Respiratory Therapy	
<i>Associate of Fine Arts</i>	
Fine Arts - Glass Art	Industrial Design
Digital Media	
<i>Certificates</i>	
Administrative Assistant	Personal Trainer
Business Para-Professional Management	Pharmacy Technician
Case Management	Practical Nursing (LPN)
Emergency Services	Industrial Design
Medical Coding	Social Service
Medical Transcription	Web Page Design

Source: SCC Assistant Dean of Academic Affairs

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Academic Programs

A new AAS program was approved by the Curriculum Review Committee and the College's Board of Trustees in spring 2010 and was submitted to the Academic Issues Committee of the statewide Presidents' Council. Offering an AAS program in Business Administration in addition to an AS program allows for clearer and more distinct program goals in both programs, with the former preparing students to transfer to a four-year college or university business program and the latter preparing students for entry-level positions in business. Upon state approval, the AAS program will start in fall 2011.

2. Customized Training

Salem Community College's department of Business and Community Partnerships reaches out to local employers to develop customized training programs. In 2010, the College partnered with PSEG Nuclear, JE Berkowitz, ARC of Salem County, Clement Pappas, and the Salem County One-Stop Career Center. This training includes basic communication, computer skills upgrading, small business start-up, and International Organization for Standardization (ISO) training and certification.

3. Workforce Development

SCC continues as the host site and fiscal agent for the Salem County One-Stop Career Center. This site, located at the College's Salem Center in Salem New Jersey, houses the offices for NJ Employment Services, Unemployment Services, Workforce Investment Act (WIA) Office, and associated programs. The One-Stop Career Center provides a variety of services to the residents of Salem County including testing for admission to basic skills education classes and training, computerized basic skills training, career assessment classes, and other services for training employment seekers. College staff serves on the One-Stop Management Team with Salem County officials, Salem County Vocational-Technical School, the County Board of Social Services and the State Department of Labor.

The College is also offering continuing education courses including ServSafe™ with the food industry; LEED® certification with the sustainable building industry; and OSHA training with local businesses. In 2010, SCC launched the Energy Institute, a professional training program designed to provide adult workers with training on a full range of sustainable practices in both residential and commercial properties.

4. Community Education and Non-Credit

SCC provides non-credit community education courses appealing to a wide range of interests and supporting individualized personal growth in a variety of subject areas such as computer training, Personal Watercraft/Boating Safety, SAT Prep, Glass Art, and CPR Training.

5. Student Services

SCC collaborated with Salem County Vocational and Technical School (SCVTS) to hire a Learning Disabilities Teacher Consultant (LDTC), housed in the SCC Center for Student Success and paid for by grant funds from the SCVTS. Since the LDTC came onboard in October 2009, SCC has made great strides in meeting the needs of students with disabilities by developing individual learning plans and providing accommodations.

Another valuable addition to the Center for Student Success team was a career advisor funded by the Perkins grant in fall 2009. The career advisor assists with all academic advising but has expertise in embedding career information in advising appointments. In this way, students are encouraged to view their educational experience in terms of their career plans for life after college. The career advisor at SCC is trained in using comprehensive career guidance software called “Bridges” that assists students in exploring personal interests, majors, and future careers. In addition, the advisor assists students with preparing and conducting a job search, including information about resume writing, interviewing, informational interviewing, and conducting an online search.

6. Institutional Research and Assessment

In 2009-2010, the College strengthened the Office of Institutional Research and Planning to build the capacity to conduct effective institutional research and assessment efforts. The College refocused and centralized institutional research and assessment efforts with IR&P as the clear locus of coordination. IR&P collaborates with all divisions of the College to improve data collection processes and align them at the institutional level. As a year one initiative of the Strategic Plan, IR&P focused on streamlining processes and procedures to improve the distribution of timely information for decision-making.

I. MAJOR CAPITAL PROJECTS

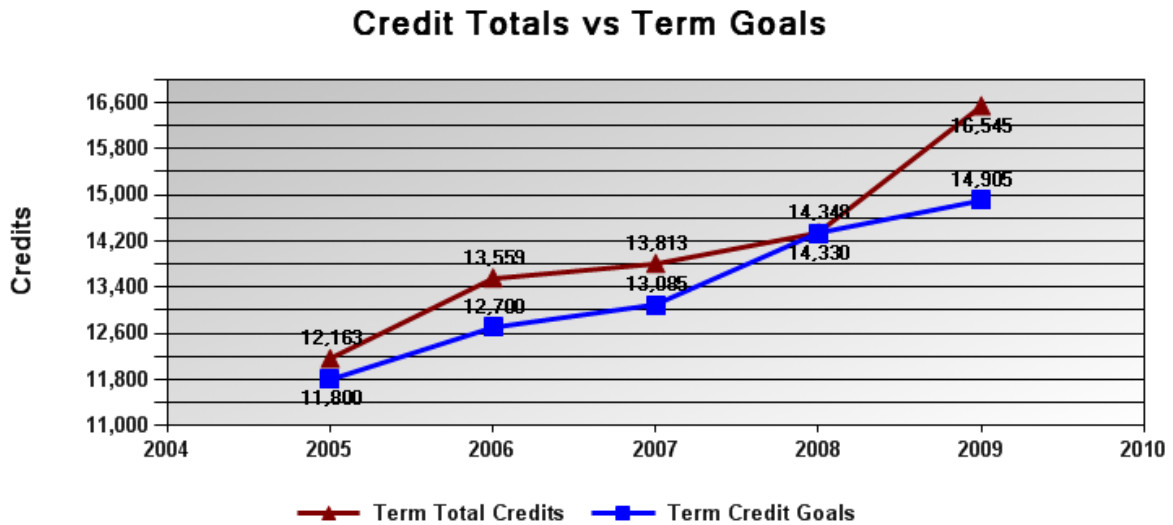
Salem Community College recently completed the highest priorities of the 2004-2010 Facilities Master Plan. The College renovated and expanded classrooms, upgraded science laboratories, and completed maintenance projects around campus. The installation of a new heating and ventilation system and new micro turbines supplements the geothermal systems in the other four buildings on the main campus and qualified for a Board of Public Utilities (BPU) Clean Energy and Smart Start Buildings rebate. The partnership with the Salem County Improvement Authority (SCIA), referred to as the “Gas to Glass” project, resulted in the construction of a 14,000 square-foot Glass Education Center (GEC) that was completed in 2009. This building now houses the Scientific Glass Technology, Glass Art, and Industrial Design programs and will use methane gas from a nearby landfill to power the building.

The College is working with an architect and site planner to develop the 2011-2016 Facilities Master Plan during this fiscal year. SCC will focus on enhancing our current operational and capital funding through creative and sustainable resources and utilizing existing resources effectively.

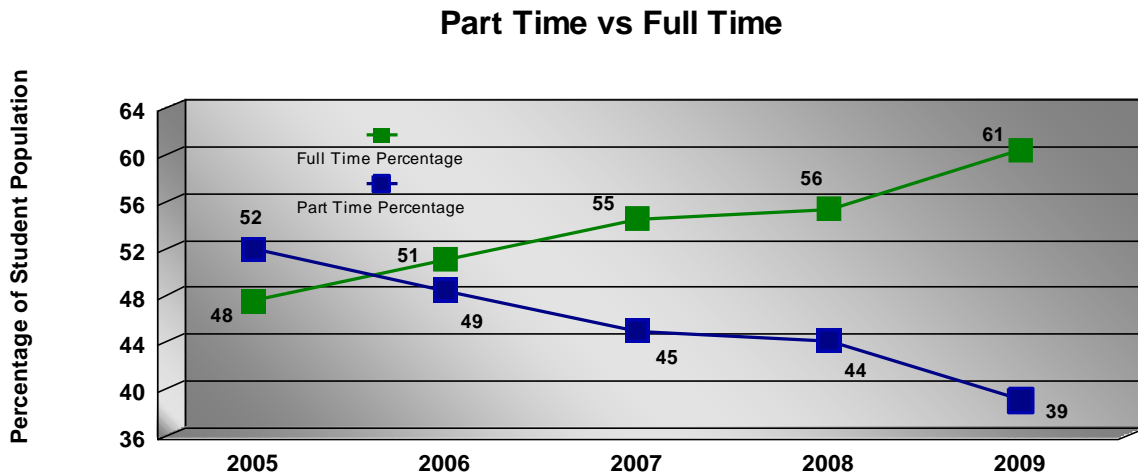
III. Other Institutional Information

A. FIVE-YEAR ENROLLMENT TRENDS

1. Credit Hours versus expected term goals, Fall 2005 Through 2009



2. Full-Time versus Part-Time Enrollment Trends, Fall 2005 Through 2009



B. STUDENT OUTCOMES

1. Two Year Graduation Rate of Fall 2006 Full-time, First-time Degree and Certificate Seeking Students

Cohort Term	Total Students	Student Completion	Percentage
Fall 2006	171	25	14.6%

Source: IPEDS Graduation Rate Survey

2. Three-Year Graduation and Transfer Rates of Fall 2006 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

Ethnicity	Cohort Count	Graduated after 3 Years	Percentage Graduated	Transferred	Percentage Transferred
White	108	28	25.9%	22	20.4%
Black	42	2	4.8%	13	31.0%
Hispanic	9	2	22.2%	3	33.3%
Asian	2	1	50.0%	0	0.0%
Alien	0	0	0.0%	0	0.0%
Other*	10	1	10.0%	2	20.0%
Totals	171	34	19.9%	40	23.4%

* Other includes American Indian and Unknown Race.

Source: IPEDS Graduation Rate Survey

3. Third Semester Retention of First-time Undergraduates, Fall 2008 to Fall 2009

Attendance Status	Fall 2008 First-Time Undergraduates	Retained in Fall 2009	Retention Rate
Full-time	235	143	60.9%
Part-Time	61	22	36.1%
Totals	296	165	55.7%

SOURCE: IPEDS Fall Enrollment Survey, Part E