



Salem Community College

Your Success is Our Success

2011 Institutional Profile

September 16, 2011

Preface

I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2011.

The 2010-2011 academic year was positive and included receiving the reaffirmation of accreditation from the Middle States Commission on Higher Education. Salem Community College (SCC) concentrated on enhancing overall institutional quality and improving services to students. In particular, the College focused on developing strong accountability structures backed by clear processes and procedures.

As the College enters the final year of the current Strategic Plan, we continue to monitor our progress in reaching the priorities and goals. SCC will begin the development of a new three-year strategic plan in January 2012.

It is clear that the educational and economic needs of our community are continually changing. Salem Community College continues to work with local partners to develop academic programs that are strongly tied to the region's job outlook and workforce needs.

Additionally, the College will implement a \$2.1 million capital project that is the first phase of a comprehensive Facilities Master Plan that identified over \$19 million in capital needs.

In December 2011, I will step down as President of Salem Community College after 14 years. I am proud of SCC's accomplishments and believe that the institution is prepared and positioned for the challenges that are ahead.

As part of the Presidential Succession Plan, the Board of Trustees implemented a national search for the new President who will assume responsibility on January 1, 2012. This will also mark the beginning of the college's 40th anniversary.



Peter B. Contini, 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 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): 1499 Undergraduate
Control: Public
Affiliation: State
Carnegie Classification: Associate's - Public Suburban-serving Single Campus
Degrees Offered: Postsecondary Certificate (≥ 1 year, < 2 years), Associate's;
Distance Education Programs: No
Accreditors Approved by U.S. Secretary of Education: National League for Nursing Accrediting Commission

Instructional Locations

Branch Campuses: None

Additional Locations: None

Other Instructional Sites: PSEG Energy & Environmental Resource Center, Salem, NJ; Salem Center, Salem, NJ; 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 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.

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

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2020

Date Printed: September 13, 2011

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.

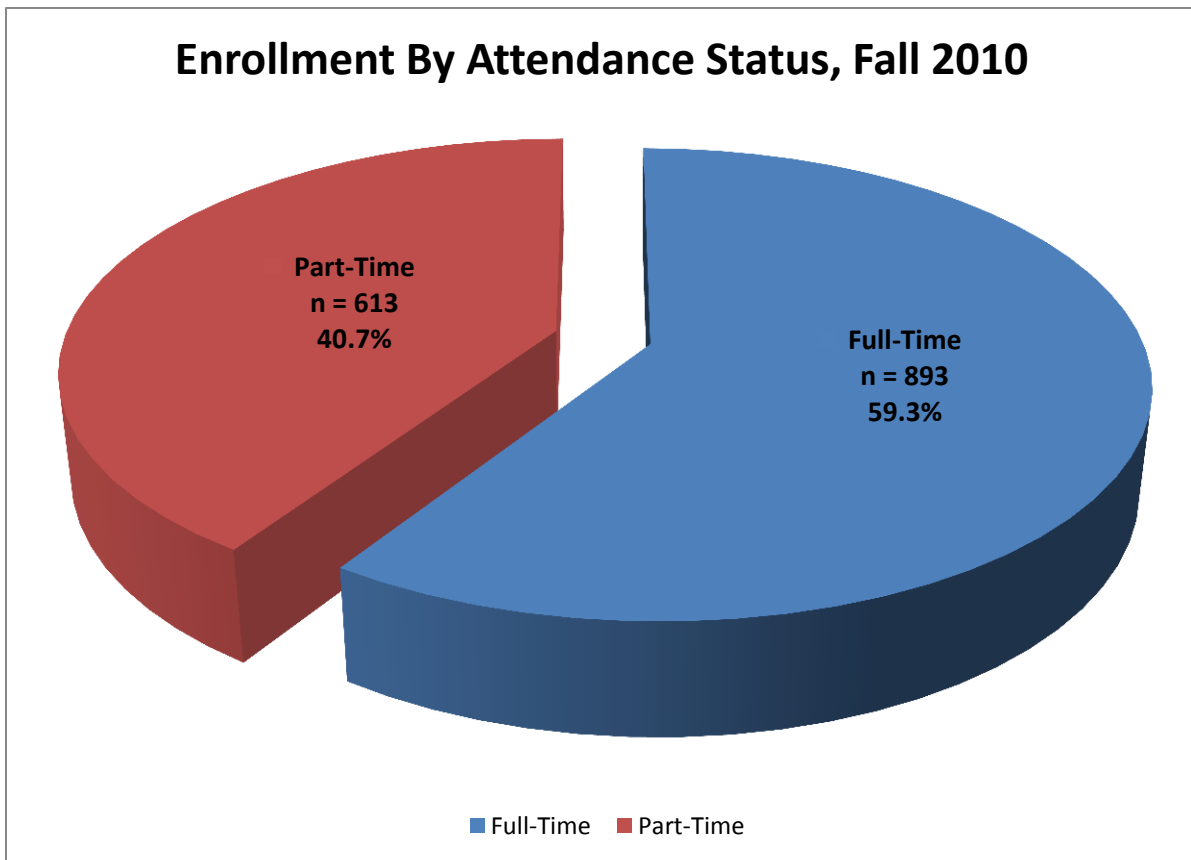
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2010		
Attendance		
Status	Number	Percentage
Full-Time	893	59.3%
Part-Time	613	40.7%
	1506	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



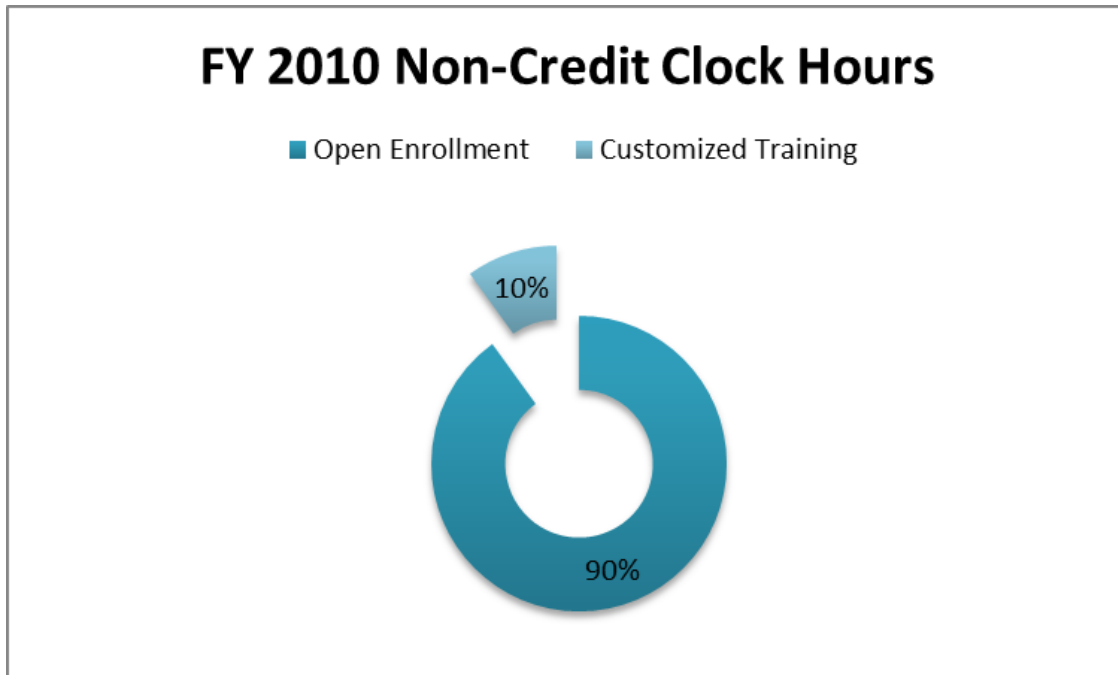
2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2010				
Column1	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	180	167	3,514	8
Customized Training	143		390	1

¹ Includes all registrations in any course that started on July 1, 2009 through June 30, 2010.

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

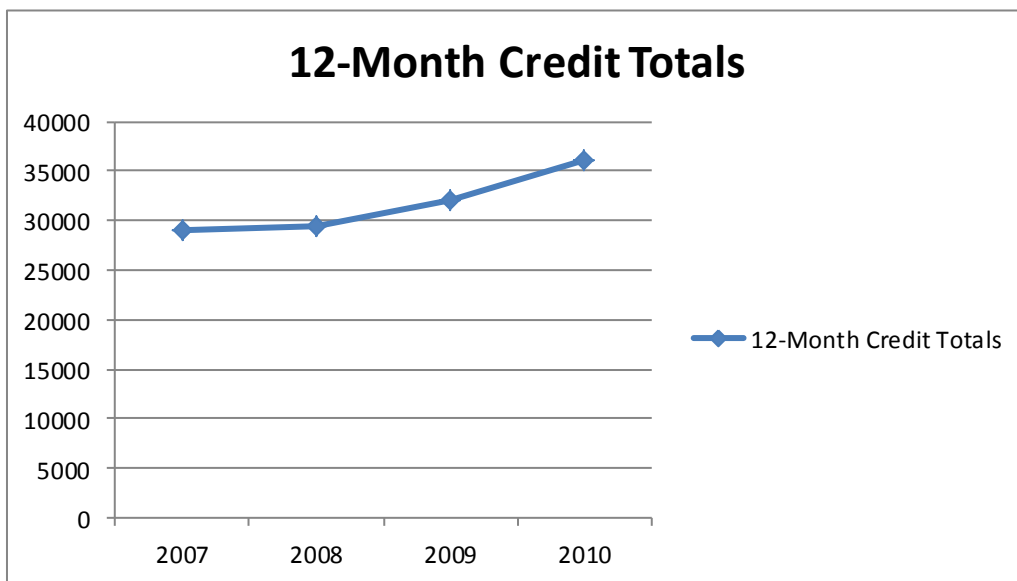
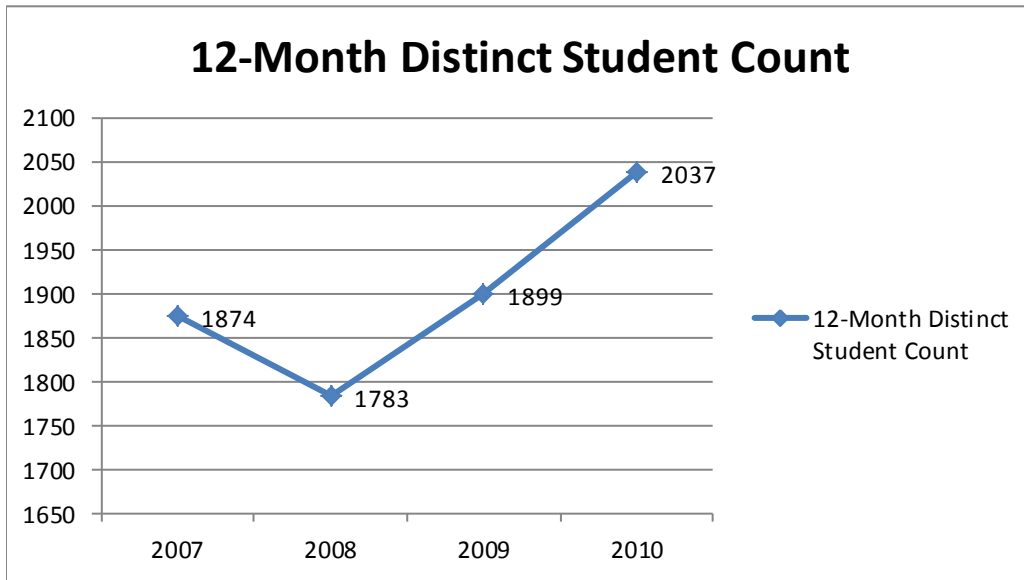
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



3. Unduplicated Number of Students for FY 2010

Comparative Unduplicated FY Enrollment			
Fiscal Year	Distinct Student Count	Total Credits	FTE
2007	1874	29113	970
2008	1783	29502	983
2009	1899	31963	1,065
2010	2037	36112	1,204

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 2010		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Total Fall 2010 Enrollment</i>	<i>Remedial Courses</i>	<i>% of Total Enrollment</i>
1,506	356	23.6%

Source: SURE Fall 2010

Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2010		
<i>Unduplicated # Students Enrolled In 1 Or More</i>		
<i>Fall 2010 FT/FT Enrollment</i>	<i>Remedial Courses</i>	<i>% of FT/FT Enrollment</i>
244	94	38.5%

Source: SURE Fall 2010

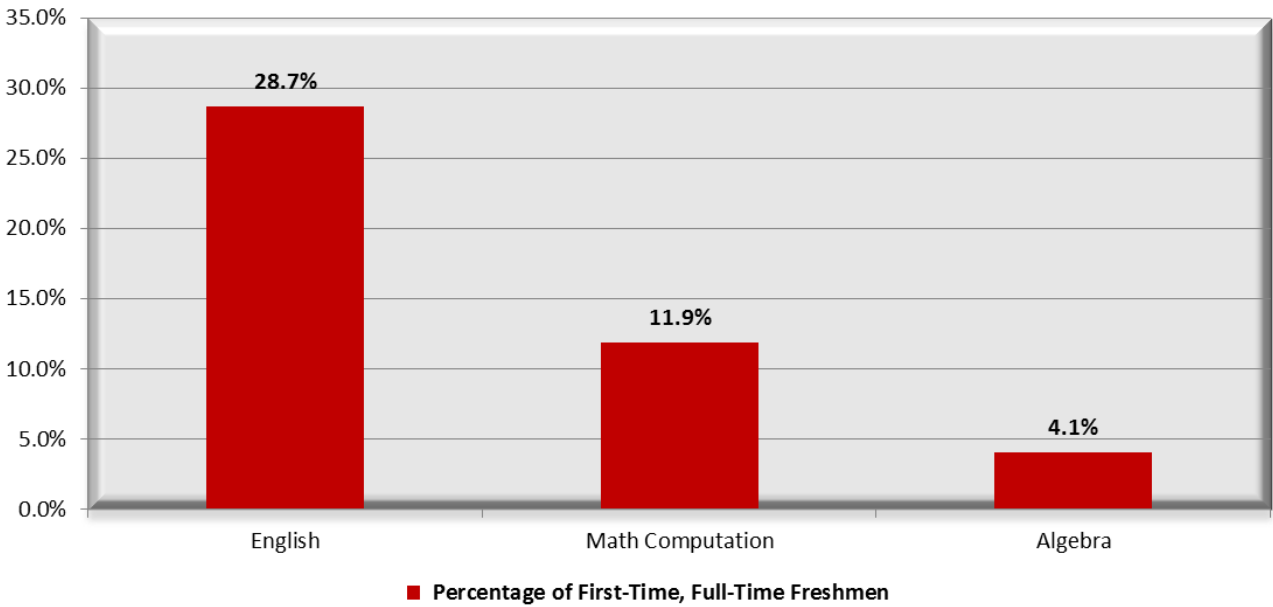
Number And Percent Of First-Time, Full-Time Freshmen By Remediation Subject Area, Fall 2010

<i>Subject Area</i>	<i># Students*</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
English	70	28.7%
Math Computation	29	11.9%
Algebra	10	4.1%

Source: SURE Fall 2010

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

Percentage of First-Time, Full-Time Freshmen Enrolled in Remediation By Subject Area, Fall 2010



2. Student Enrollment

a. By Race/Ethnicity, Fall 2010

Undergraduate Enrollment By Race/Ethnicity, Fall 2010

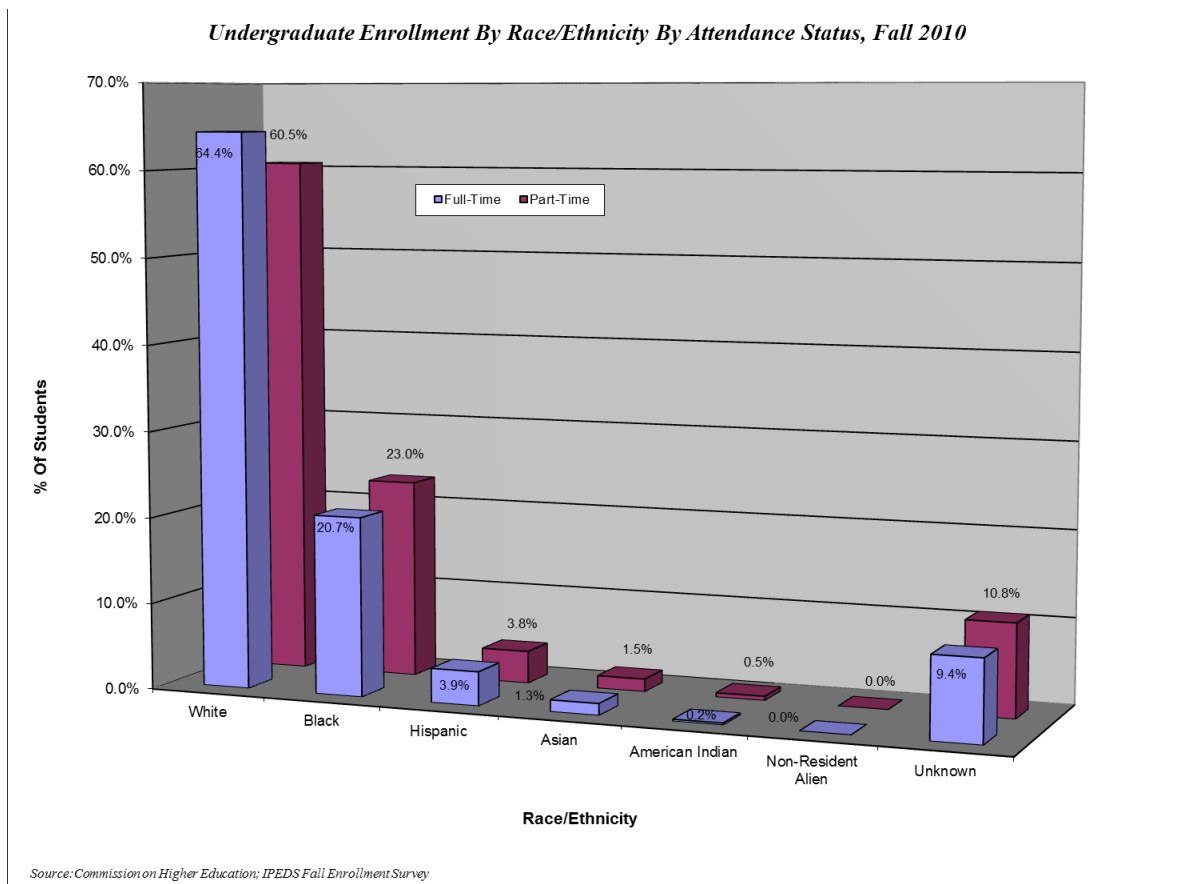
Headcount, Fall 2010								
Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	575	185	35	12	2	0	84	893
Part-Time	371	141	23	9	3	0	66	613
	946	326	58	21	5	0	150	1,506

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

Source: Commission on Higher Education

Percentage, Fall 2010								
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	64.4%	20.7%	3.9%	1.3%	0.2%	0.0%	9.4%	100.0%
Part-Time	60.5%	23.0%	3.8%	1.5%	0.5%	0.0%	10.8%	100.0%
Totals	62.8%	21.6%	3.9%	1.4%	0.3%	0.0%	10.0%	100.0%

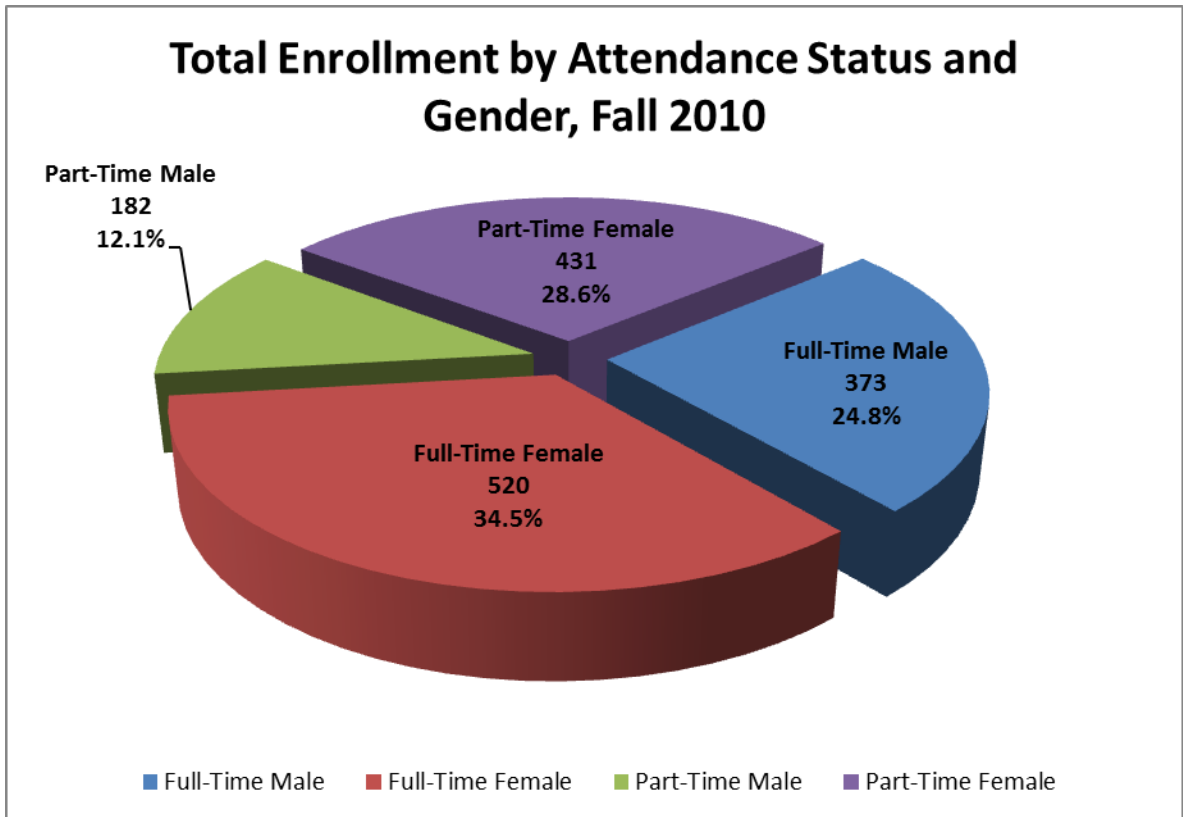
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2010

Students by Attendance Status and Gender, Fall 2010						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	373	41.8%	520	58.2%	893	59.3%
Part-Time	182	29.7%	431	70.3%	613	40.7%
Totals	555	36.9%	951	63.1%	1506	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



c. By Age, Fall 2010

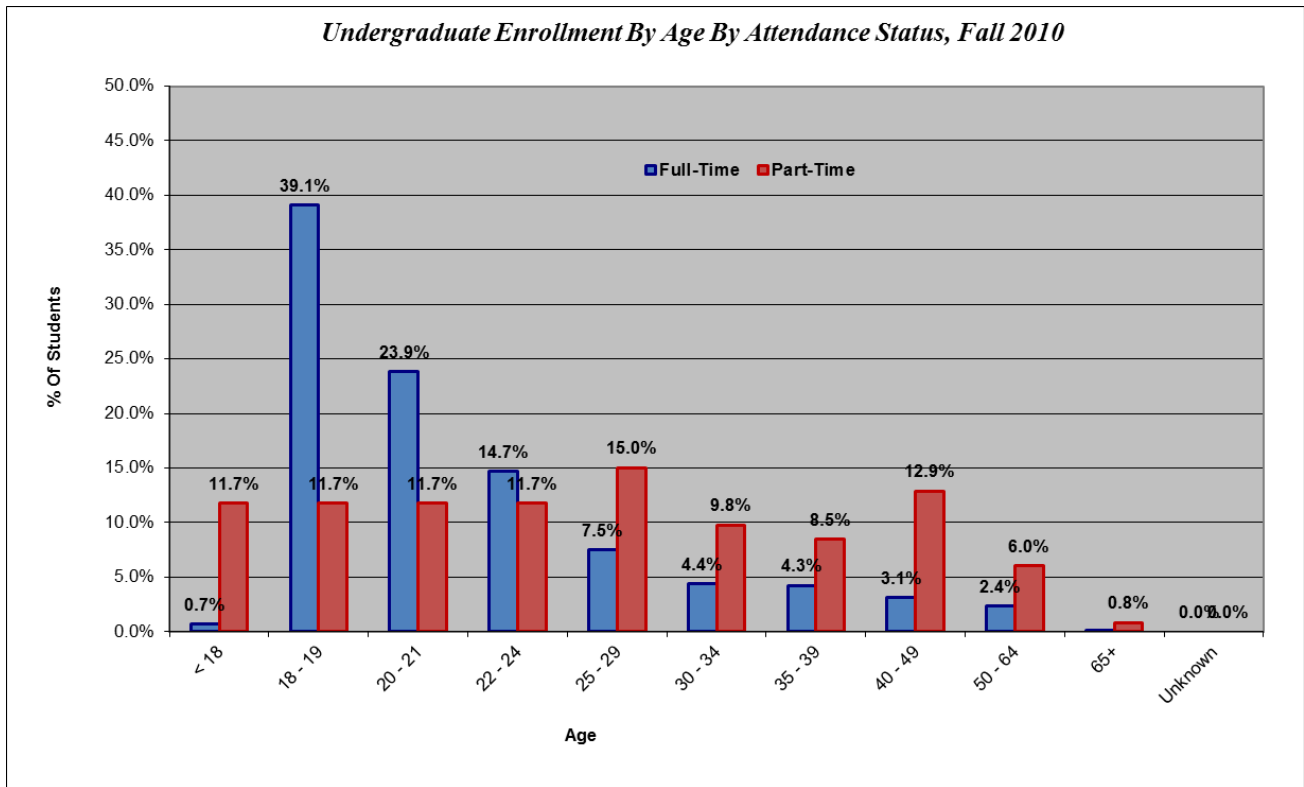
Undergraduate Enrollment By Age By Attendance Status, Fall 2010

Headcount, Fall 2010												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	6	349	213	131	67	39	38	28	21	1	0	893
Part-Time	72	72	72	72	92	60	52	79	37	5	0	613
Total	78	421	285	203	159	99	90	107	58	6	0	1,506

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

Percentage, Fall 2010												
Attendance Status	< 18	18 - 19	20 - 21	22 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 - 64	65+	Unknown	Total
Full-Time	0.7%	39.1%	23.9%	14.7%	7.5%	4.4%	4.3%	3.1%	2.4%	0.1%	0.0%	100.0%
Part-Time	11.7%	11.7%	11.7%	11.7%	15.0%	9.8%	8.5%	12.9%	6.0%	0.8%	0.0%	100.0%
Total	5.2%	28.0%	18.9%	13.5%	10.6%	6.6%	6.0%	7.1%	3.9%	0.4%	0.0%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



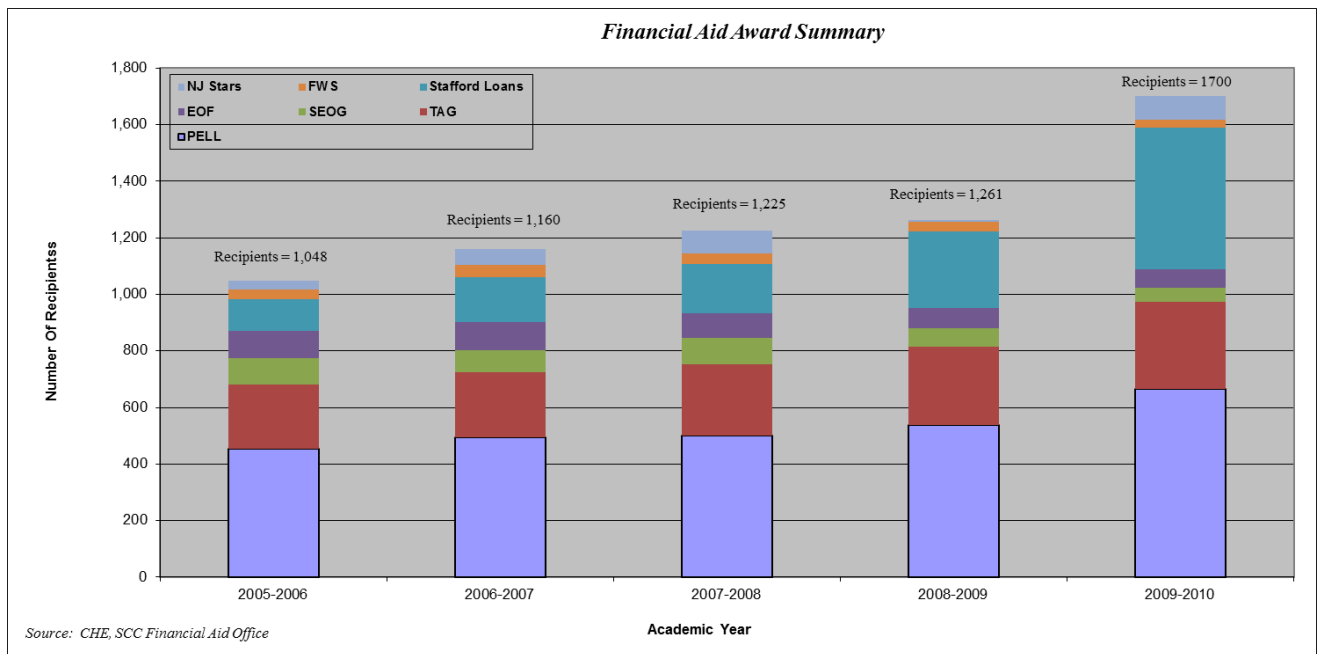
3. Student Enrollment Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2009-2010			
Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	665	\$2,222,000.00	\$3,341.35
College Work Study	30	\$23,000.00	\$766.67
SEOG	50	\$29,000.00	\$580.00
PLUS Loans	6	\$38,000.00	\$6,333.33
Stafford Loans (Subsidized)	239	\$652,000.00	\$2,728.03
Stafford Loans (Unsubsidized)	261	\$742,000.00	\$2,842.91
SMART & ACG or other	20	\$17,000.00	\$850.00
Totals:		\$3,723,000.00	

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	309	435,000	\$1,407.77
Educational Opportunity Fund (EOF)	64	50,000	\$781.25
Distinguished Scholars	4	4,000	\$1,000.00
Urban Scholars	11	\$9,000.00	\$818.18
NJ STARS	82	283,000	\$3,451.22
Totals:		\$781,000.00	

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	222	\$282,000.00	\$1,270.27

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 2010

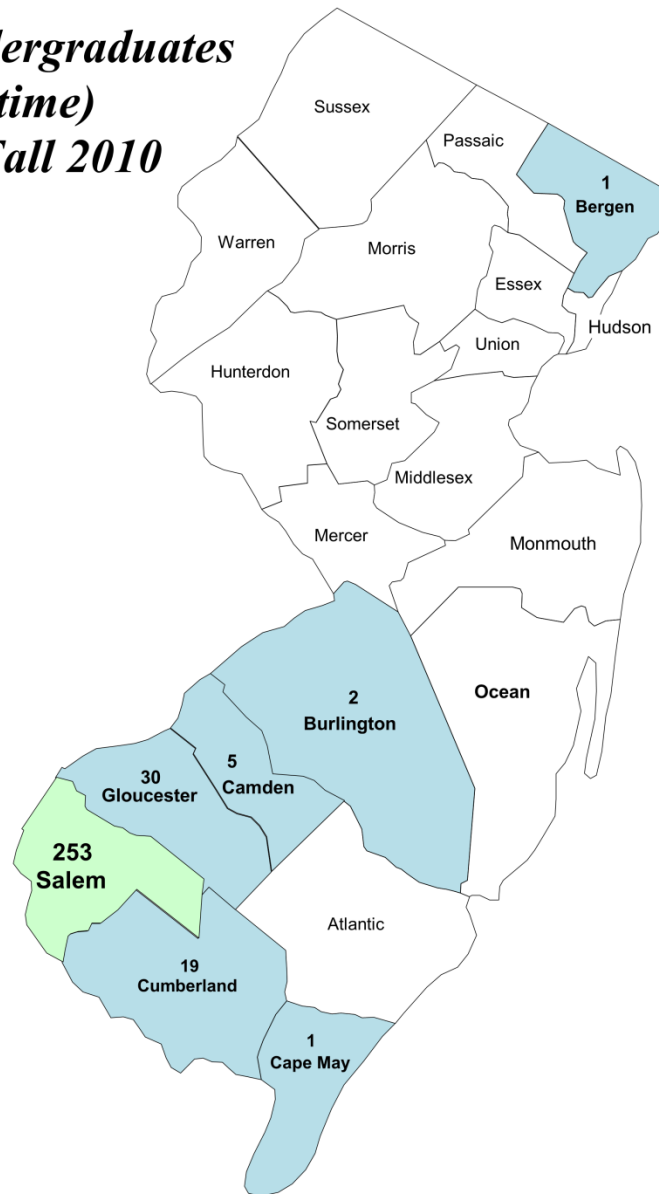
State Residents	Non-State Residents	Total	Percentage of State Residents
297	54	351	84.6%

Note: Residence unknown included with New Jersey Residents.

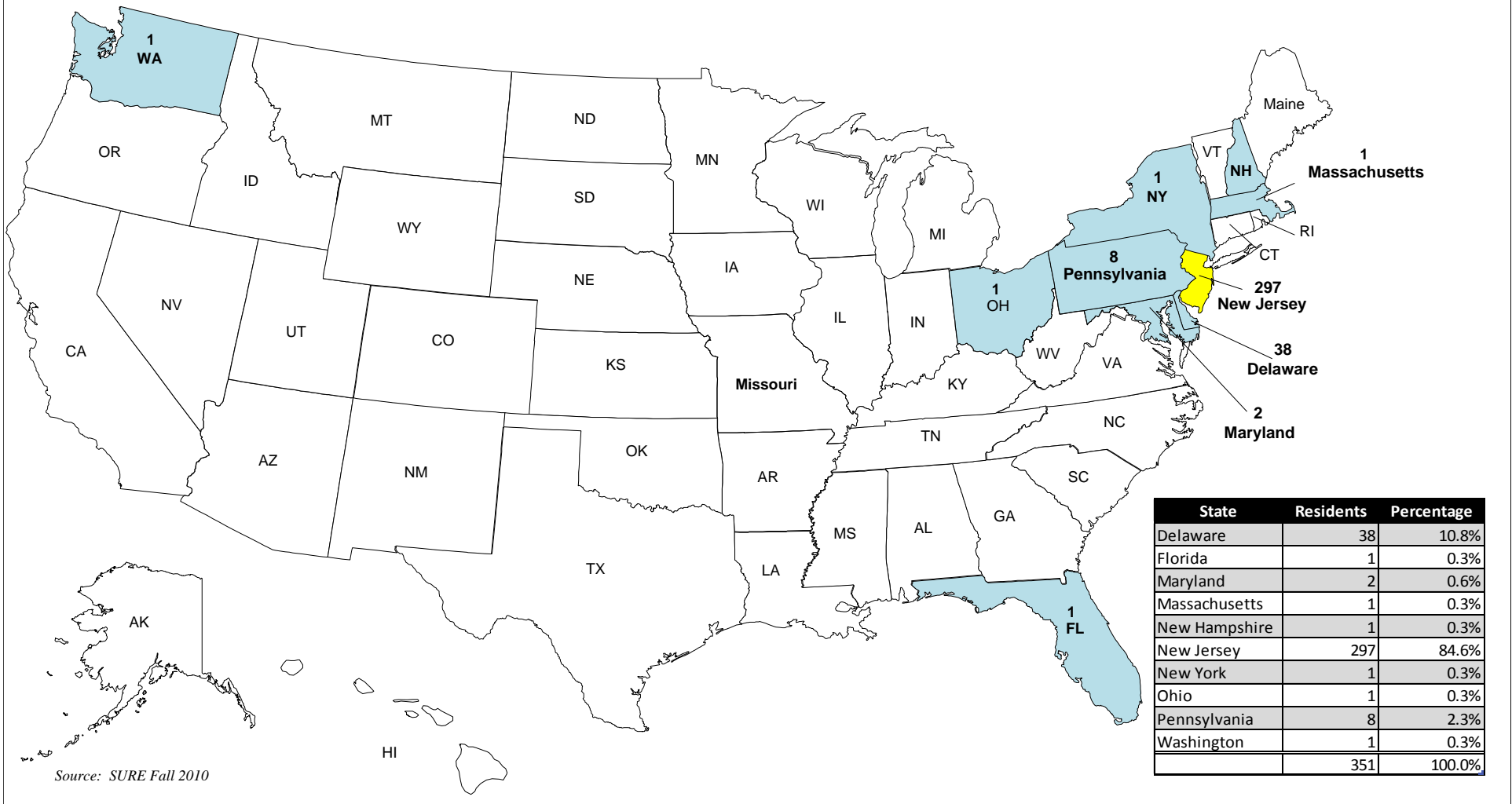
Source: IPEDS Fall Enrollment Survey

**First-Time New Jersey Undergraduates
(Full-time and Part-time)
By County Residence, Fall 2010**

County	Residents	Percentage
Bergen	1	0.3%
Burlington	2	0.7%
Camden	5	1.7%
Cape May	1	0.3%
Cumberland	5	1.7%
Gloucester	30	10.1%
Salem	253	85.2%
	297	100.0%



First-Time, Undergraduates By State Residence, Fall 2010



Source: SURE Fall 2010

D. STUDENT OUTCOMES

1. Graduation Rates

a. Two Year Graduation Rate of Fall 2007 Full-time, First-time Degree and Certificate Seeking Students

Cohort Term	Total Students	Student Completion	Percentage
Fall 2007	193	26	13.5%

Source: IPEDS Graduation Rate Survey

b. Three-Year Graduation and Transfer Rates of Fall 2007 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

Ethnicity	Cohort Count	Graduated after 3 Years	Percentage Graduated	Percentage Transferred	Percentage Transferred
White	136	37	27.2%	36	26.5%
Black	33	2	6.1%	13	39.4%
Hispanic	5	0	0.0%	2	40.0%
Asian	1	0	0.0%	0	0.0%
Alien	2	0	0.0%	0	0.0%
Other*	16	1	6.3%	6	37.5%
Totals	193	40	20.7%	57	29.5%

*Other includes American Indian and Unknown Race.

Source: IPEDS Graduation Rate Survey

2. Third Semester Retention of First-time Undergraduates, Fall 2009 to Fall 2010

Attendance Status	Fall 2008 First-Time Undergraduates	Retained in Fall 2009	Retention Rate
Full-time	268	172	64.2%
Part-Time	194	93	47.9%
Totals	462	265	57.4%

SOURCE: IPEDS Fall Enrollment Survey, Part E

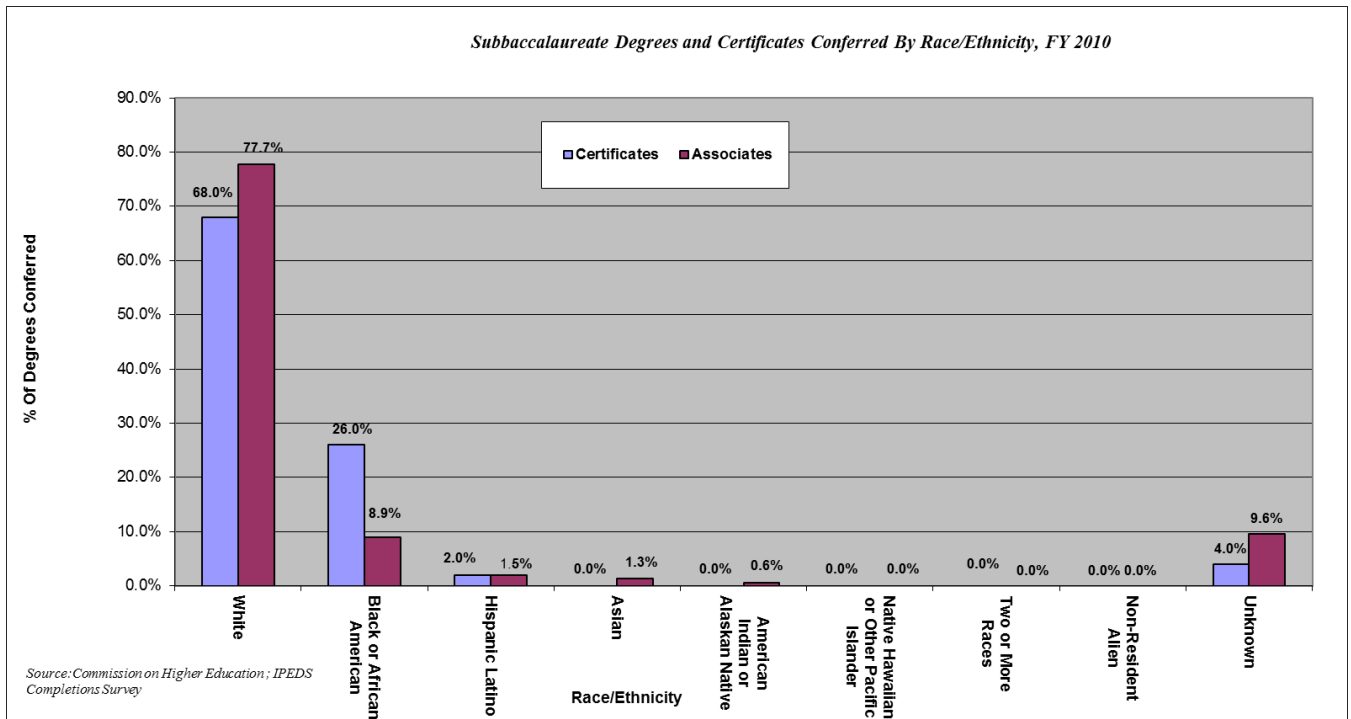
3. FY 2010 Degrees Conferred

a. Degrees and Certificates Conferred by Race/Ethnicity

Degrees and Certificates, FY 2010										
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	34	13	1	0	0	0	0	0	2	50
Associates	122	14	3	2	1	0	0	0	15	157
Total	156	27	4	2	1	0	0	0	17	207

Source: Salem Community College PowerCampus

Percentage, FY 2010										
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	68.0%	26.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	100.0%
Associates	77.7%	8.9%	1.9%	1.3%	0.6%	0.0%	0.0%	0.0%	9.6%	100.0%
Total	75.4%	13.0%	1.9%	1.0%	0.5%	0.0%	0.0%	0.0%	8.2%	100.0%



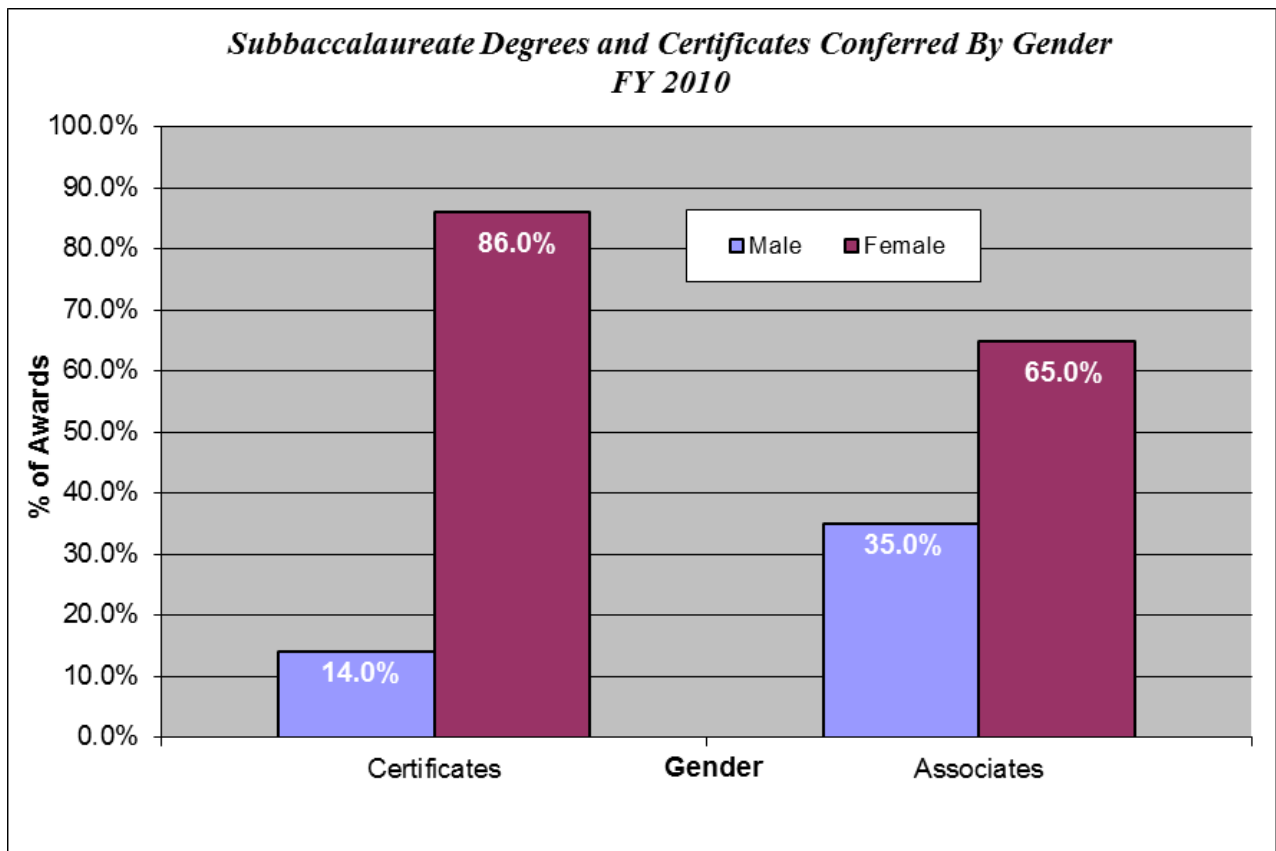
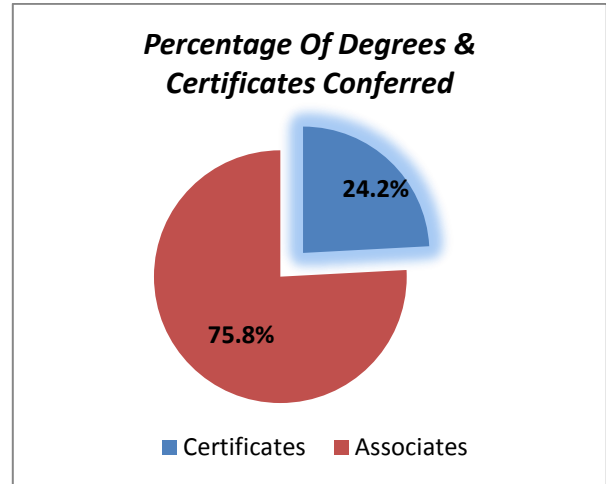
b. Degrees and Certificates Conferred by Gender

Degrees & Certificates, FY 2010			
Award	Male	Female	Total
Certificates	7	43	50
Associates	55	102	157
Total	62	145	207

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2010			
Award	Male	Female	Total
Certificates	14.0%	86.0%	100.0%
Associates	35.0%	65.0%	100.0%
Total	30.0%	70.0%	100.0%

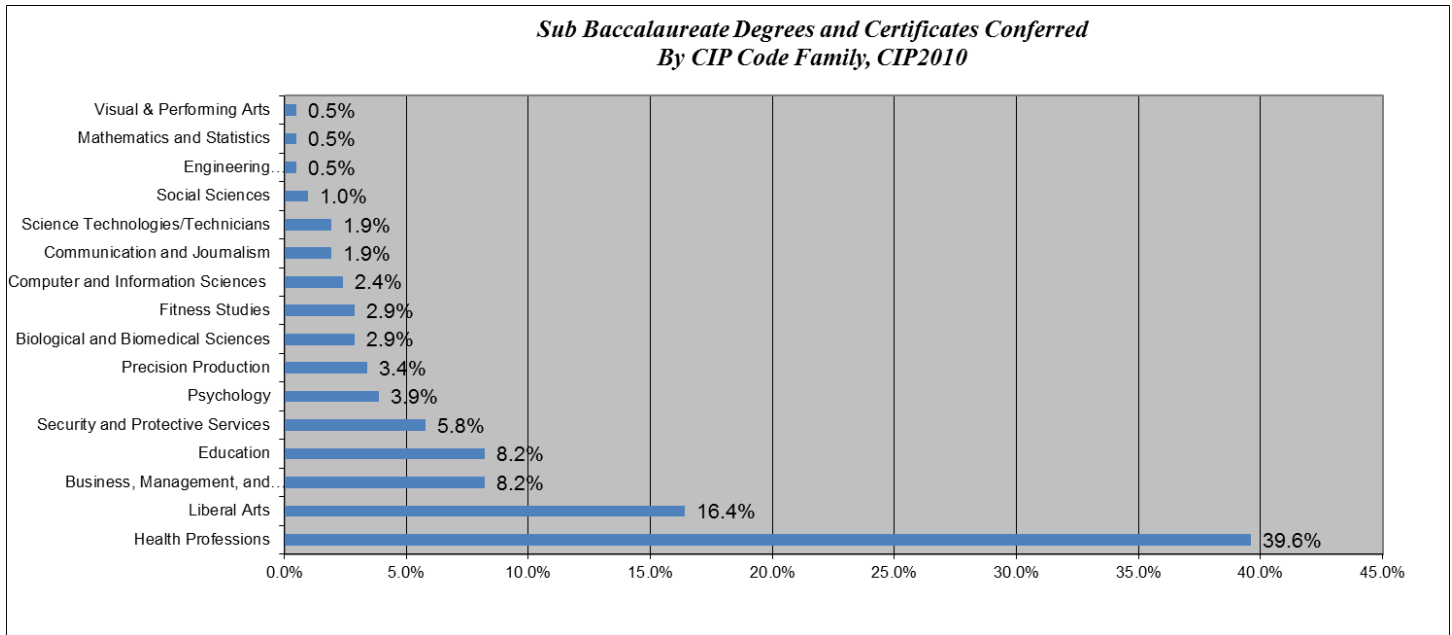
Source: Commission on Higher Education; IPEDS Completions Survey



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

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	47	35	82	39.6%
Liberal Arts	0	34	34	16.4%
Business, Management, and Marketing	2	15	17	8.2%
Education	0	17	17	8.2%
Security and Protective Services	1	11	12	5.8%
Psychology	0	8	8	3.9%
Precision Production	0	7	7	3.4%
Biological and Biomedical Sciences	0	6	6	2.9%
Fitness Studies	0	6	6	2.9%
Computer and Information Sciences	0	5	5	2.4%
Communication and Journalism	0	4	4	1.9%
Science Technologies/Technicians	0	4	4	1.9%
Social Sciences	0	2	2	1.0%
Engineering Technologies/Technicians	0	1	1	0.5%
Mathematics and Statistics	0	1	1	0.5%
Visual & Performing Arts	0	1	1	0.5%
Totals:	50	157	207	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	0	1	0
Associate Prof.	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Assistant Prof.	3	6	1	0	0	0	0	0	0	0	0	0	0	0	0	4	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	7	2	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Without Tenure																	
Professors	0	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	0
Assistant Prof.	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
All Others	3	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3	3
TOTAL	5	4	0	2	0	0	0	0	0	0	0	0	0	0	0	5	6
Total																	
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Assistant Prof.	5	9	1	0	0	0	0	0	0	0	0	0	0	0	0	6	9
All Others	3	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3	3
TOTAL	10	11	2	2	0	0	0	0	0	0	0	0	0	0	0	12	13

Source: Commission on Higher Education; IPEDS Human Resources Survey

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

Percentage Fall 2010

	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	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.0%	---
Associate Prof.	4.0%	4.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	8.0%	4.0%
Assistant Prof.	12.0%	24.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	16.0%	24.0%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	20.0%	28.0%	8.0%	---	---	---	---	---	---	---	---	---	---	---	28.0%	28.0%
Without Tenure																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Assistant Prof.	8.0%	12.0%	---	---	---	---	---	---	---	---	---	---	---	---	8.0%	12.0%
All Others	12.0%	4.0%	---	8.0%	---	---	---	---	---	---	---	---	---	---	12.0%	12.0%
TOTAL	20.0%	16.0%	---	8.0%	---	---	---	---	---	---	---	---	---	---	20.0%	24.0%
Total																
Professors	4.0%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.0%	---
Associate Prof.	4.0%	4.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	8.0%	4.0%
Assistant Prof.	20.0%	36.0%	4.0%	---	---	---	---	---	---	---	---	---	---	---	24.0%	36.0%
All Others	12.0%	4.0%	---	8.0%	---	---	---	---	---	---	---	---	---	---	12.0%	12.0%
TOTAL	40.0%	44.0%	8.0%	8.0%	---	---	---	---	---	---	---	---	---	---	48.0%	52.0%

Source: Commission on Higher Education; IPEDS Human Resources Survey

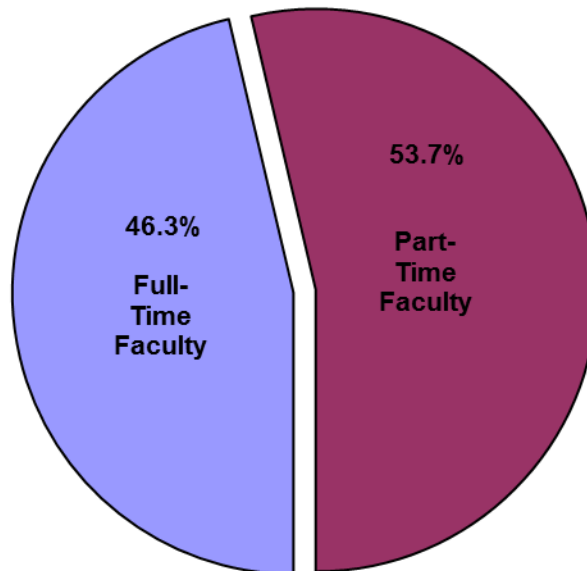
2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2010

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2010

<i>Total Number of Course Sections, Fall 2010: 254</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	119	46.3%
Part-Time	138	53.7%

Source: Salem Community College, PowerCampus

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2010

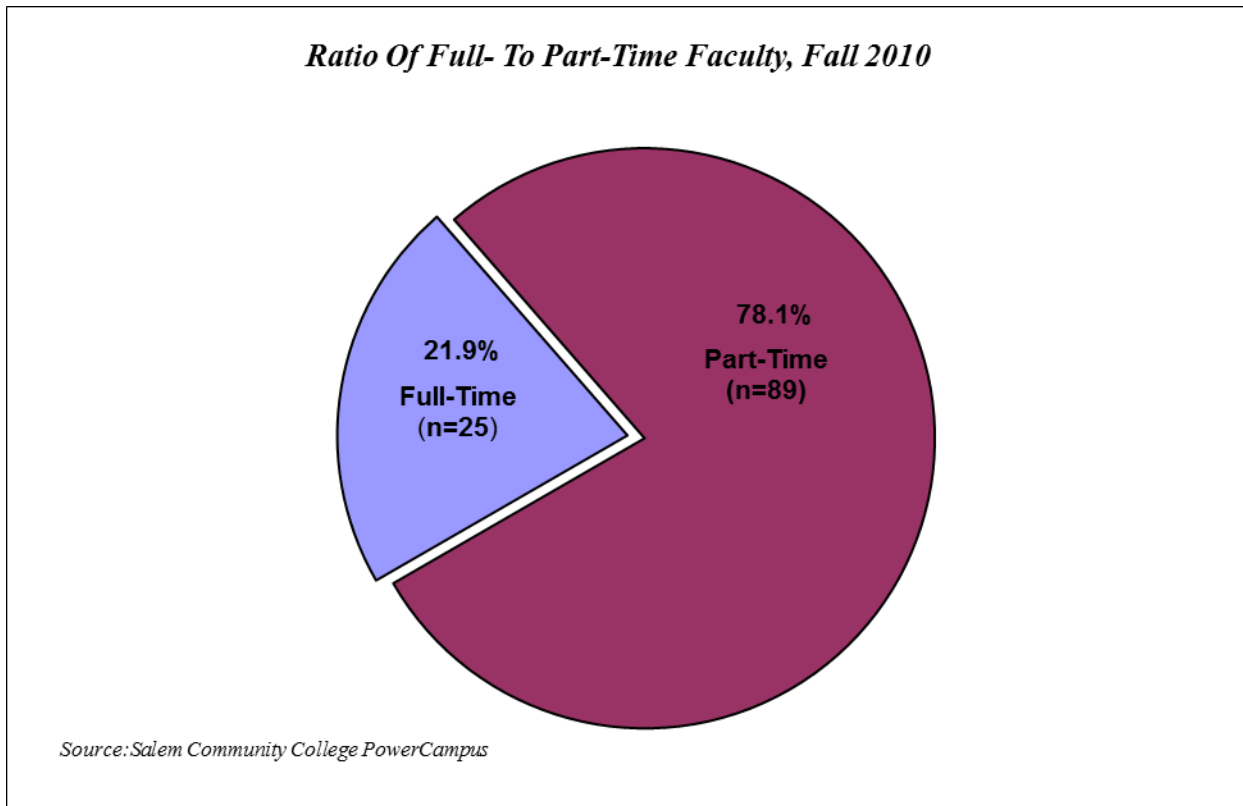


Source: Salem Community College, PowerCampus

3. Ratio of Full- to Part-Time Faculty, Fall 2010

<i>Ratio Of Full-Time To Part-Time Faculty, Fall 2010</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>
25	21.9%	89	78.1%	114	100.0%

Source: Salem Community College PowerCampus



F.CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2010-2011)

	<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

<i>Associate of Arts Degrees</i>	
Biology/Chemistry	Health Science
Communications/Journalism	Liberal Arts
Computer Graphic Art	Mathematics
Computer Science	Physics / Engineering
Criminal Justice	Social Science - History/Political Science
Education	Social Science - Psychology
Emergency Management	Social Science - Social/Community Service
English / Humanities	Social Science - Sociology
Forensic Science	Sports Management
Health and Exercise Science	
<i>Associate of Science Degrees</i>	
Associate Degree in Nursing for LPNs	Justice Studies
Business Administration	
<i>Associate of Applied Science in Technology Degrees</i>	
Agribusiness	Nuclear Energy Technology
Agriculture	Scientific Glass Technology
Business Administration	Sustainable Energy Technology
Horticulture	Technical Studies
<i>Associate of Fine Arts</i>	
Digital Media	Studio Art
Glass: Applied Craft & Design	
<i>Certificates</i>	
Administrative Assistant	Pharmacy Technician
Case Management	Practical Nursing (LPN)
Emergency Services	Social Service
Medical Coding	Sustainable Energy Technology
Personal Trainer	Web Page Design
<i>Career Certificates & Specialist Series</i>	
Business Paraprofessional Management	
Sustainable Energy Technology: Energy Auditor	
Sustainable Energy Technology: Photovoltaic Systems	
Graphic Arts & Web Design	

Source: Salem Community College 2011-2012 Catalog

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. *Academic Programs*

In 2010-2011, Salem Community College (SCC) developed a new career ladder in Sustainable Energy Technology (SET). The career ladder begins with noncredit certifications and training modules that can be converted to college credit courses. Those credits form the basis for two 18-credit career certificates, which fold directly into an academic certificate (31-35 credits), which leads to an associate degree program. The College is working on articulation agreements for the Associate in Applied Science degree in SET to articulate into bachelor's programs in Sustainable Science at Kean University and Richard Stockton University.

A partnership between SCC and Cumberland County College will jointly offer a total of nine degree programs (four at SCC and five at CCC). These one-plus-one program partnerships reduce costs and —no need to hire additional faculty or build expensive program-specific facilities. Moreover, they offer students at both institutions a wider array of programs to choose from and help fill seats.

Salem Community College Academic Coordinator John Steiner received the Robert L. Long Training Excellence Award from the American Nuclear Society. Steiner, who oversees the Nuclear Energy Technology (NET) degree program, was recognized for “leadership and the significant contribution made to the training of the future workforce of the nuclear utility industry through the partnership with PSEG Nuclear and the development and successful implementation of the Nuclear United Curriculum Program,” the American Nuclear Society award states. Begun in fall 2009, the NET program graduated over 30 students in May, including 12 who completed their degree requirements in August and December.

2. *Customized Training and Workforce Development*

SCC's Department of Business and Community Partnerships reaches out to local employers to develop customized training programs. In 2010-2011, the College partnered with PSEG Nuclear, The Bank, and the Salem County One-Stop Career Center.

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 ABE-GED training and continuing education courses including ServSafe™ with the food industry; LEED® certification with the sustainable building industry; and OSHA training with local businesses. In 2010-2011, 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. In 2011-2012, SCC has launched the Allied Health Institute to provide noncredit training and continuing education in a wide array of allied health fields.

3. *Community Education and Non-Credit*

The mission of the Department of Business and Community Partnerships is to provide lifelong learning opportunities, support and services to the residential and business communities in and around Salem County. These lifelong learning opportunities and services include Professional and Personal Development, specialized training and services to the county's school districts, senior citizens' courses and programs for youth and children. 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 GED Prep, computer training, SAT Prep, Glass Art, and CPR Training. In August, Salem Community College and Cumberland County College recently expanded agreements to offer additional joint non-credit programs.

4. *Student Services*

The Student Affairs division underwent reorganization in 2010-2011. As a result of the reorganization, a dedicated Recruiter, Registrar and new Director of Enrollment and Transition Services were hired to facilitate new and effective enrollment initiatives for the institution.

A new position, the Coordinator of Student Leadership was formed to design effective ways to engage students and provide leadership development opportunities. Projects include the first annual student leadership development program, L.E.A.D. (Leadership, Education, and Development) which prepares students to take active roles on campus, in the community, and in the workplace. In addition, the Office of Student Leadership provides community service opportunities to engage the entire campus community.

5. *Institutional Effectiveness and Assessment*

In the 2010-2011 academic year, the College revised its Institutional Effectiveness Plan (IEP) to ensure institution-wide accountability. The expanded IEP assesses three main components that measure our performance as an institution: Strategic Plan Outcomes, Student Learning Outcomes, and Administrative Outcomes. For strategic plan outcomes, division heads along with department directors and managers have worked hard to identify key measures and are using the data to make incremental changes to ensure the goals of the strategic plan are met. As part of that plan, faculty made tremendous strides in refining the student learning outcomes assessment process. The College is currently collecting data and assessing learning outcomes in 23 academic degree programs. Finally, the assessment of administrative outcomes includes the monitoring of day-to-day business activities benchmarked against the standards in the Characteristics of Excellence.

I. MAJOR CAPITAL PROJECTS

The College's Long-Range Facility Plan, prepared by Garrison Architects in consultation with college staff, was completed on February 9, 2011. It identified over \$19 million in capital needs. In September 2011, Salem Community College received notification from the state of New Jersey that they have been granted a \$2.1 million Chapter 12 award that will be utilized to complete the first phase of the Master Plan. The projects identified as top priorities include:

- Donaghay Hall
 - Total HVAC renovation
 - ADA modifications
- Davidow Hall - upgrades to the central power plant located
- Tillis Hall and Donaghay Hall – back-up power generation

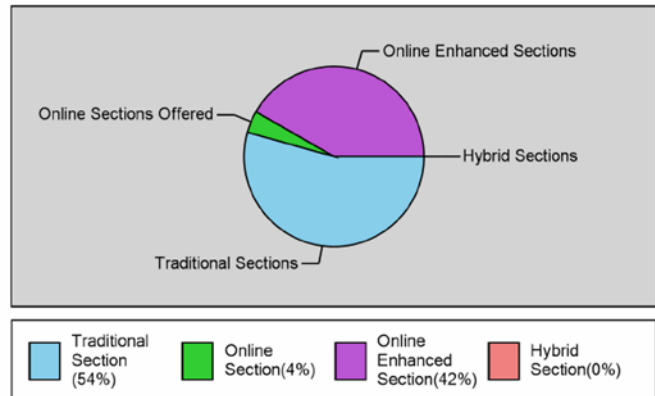
Several energy audit recommendations from the May 2010 Dome-Tech energy audit have been incorporated in this plan. Salem Community College is in the process of preparing bid specifications for this project.

III. Other Institutional Information

A. FALL 2010 COURSE STATISTICS

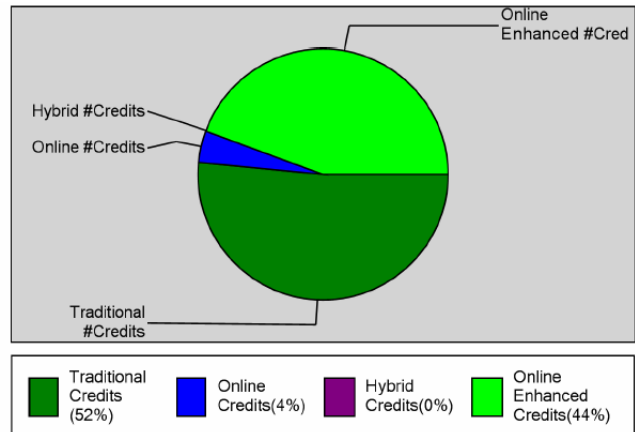
a. DELIVERY METHOD BY SECTION

Statistic	Value
Number of Courses Offered:	116
Number of Sections Offered:	254
Avg. Number of Students Per Section:	20
Avg. Capacity:	85%
Number of Online Sections Offered:	10
Number of Online Enhanced Sections:	106
Number of Hybrid Sections:	0



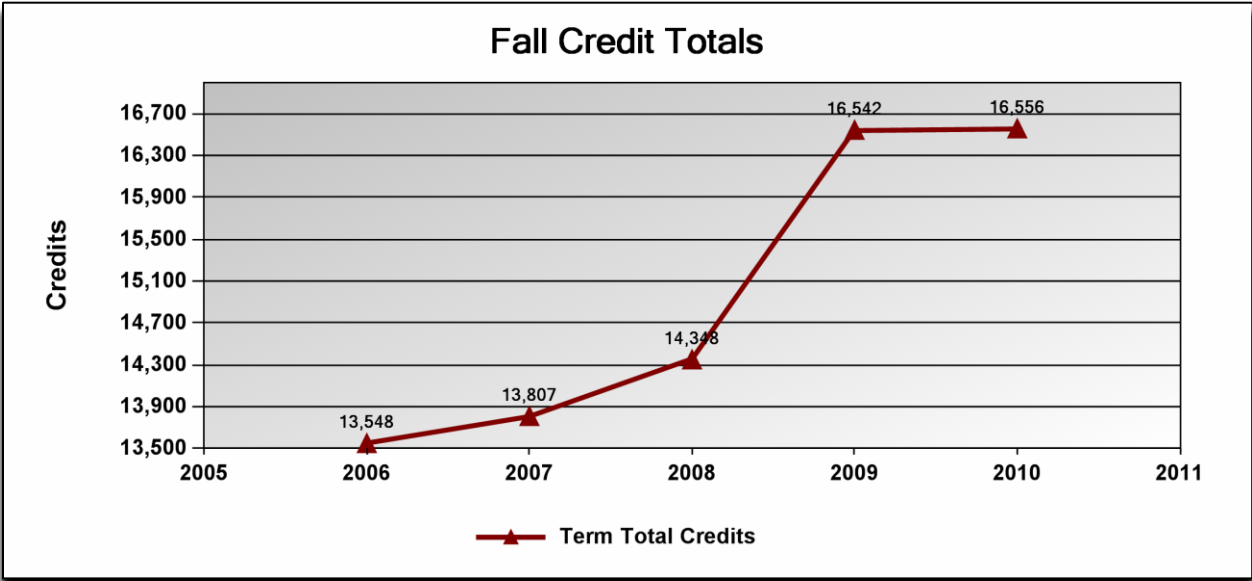
b. DELIVERY METHOD BY STUDENTS AND CREDITS

Statistics	Section Count	Student Count	Total Credits
Traditional Sections	138	190	7864
Online Sections	10	173	618
Online Enhanced Sections	106	1085	6775
Hybrid Sections	0	0	0



B. FIVE-YEAR ENROLLMENT TRENDS

1. Fall credit hours 2006 Through 2010



2. Fall full-time versus part-time enrollment trends, 2006 Through 2010

