



Salem
Community College

Your Success is Our Success

2012 Institutional Profile
September 17, 2012

Preface

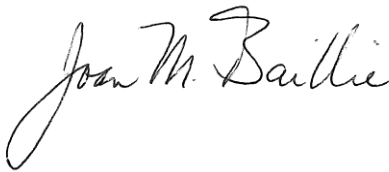
I am pleased to forward the Salem Community College Annual Institutional Profile Report for 2012.

The College completed the final year of the current Strategic Plan and has begun the development of a new four-year strategic plan.

Locally, as nationally, the educational and economic needs of our community are changing. We are working with the neighboring community colleges to maximize capacity and leverage each institution's resources to provide all students with as many choices as possible.

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.

We believe our focus on niche programs is tied to workforce development and contributes greatly to the College's success and growth in full-time student enrollment.



Joan M. Baillie
President

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Salem Community College
Vision, Mission, Diversity and Institutional Priorities

Vision Statement

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

Mission

Salem Community College 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: Ms. Joan M. Baillie, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1321 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:

March 1, 2012: To accept the progress report. The next evaluation visit is scheduled for 2014-2015.

Brief History Since Last Comprehensive Evaluation:

November 18, 2010: To accept the Periodic Review Report, to commend the institution for the quality of the Periodic Review Report and progress to date, and to reaffirm accreditation. To request a progress report due by December 1, 2011, documenting (1) explicit links between the strategic plan and resource allocation decisions (Standard 2); (2) steps taken to integrate the components of the institutional effectiveness plan (Standard 7); and (3) evidence of observable learning goals for general education stated as outcomes (Standard 12). The next evaluation visit is scheduled for 2014-2015.

Next Self-Study Evaluation: 2014 - 2015

Next Periodic Review Report: 2020

Date Printed: August 24, 2012

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.

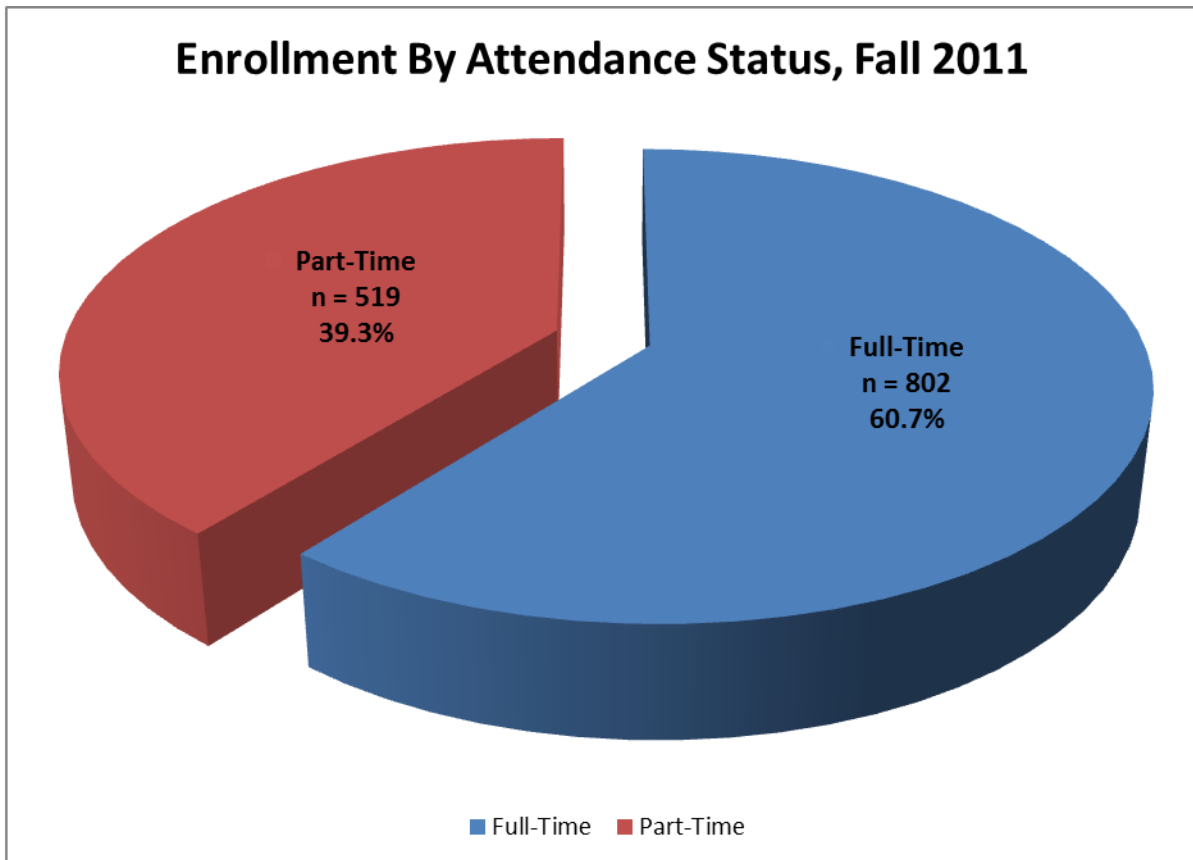
Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduates by Attendance Status

Enrollment By Attendance Status, Fall 2011		
Attendance Status	Number	Percentage
Full-Time	802	60.7%
Part-Time	519	39.3%
	1321	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



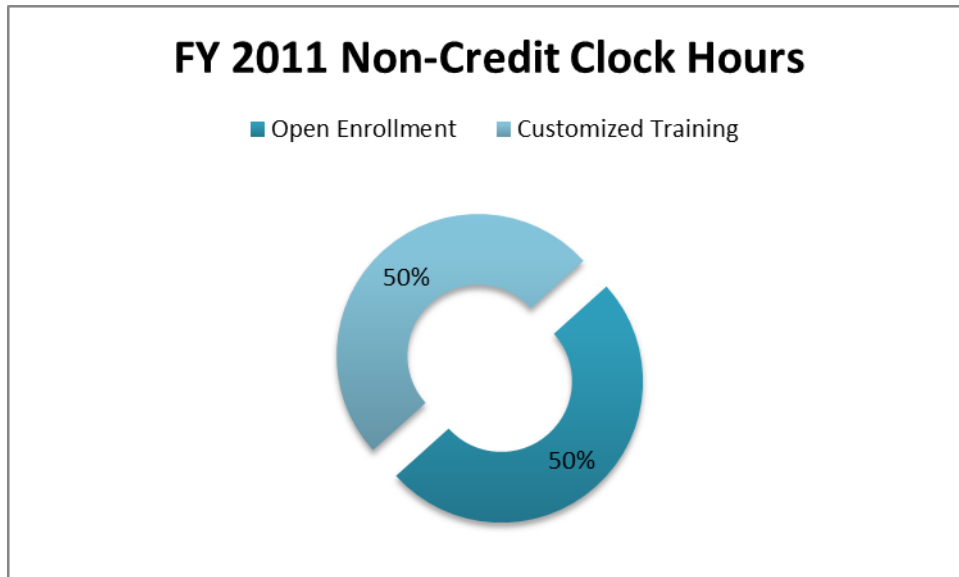
2. Number of Non-Credit Students Served

Non-Credit Enrollment, FY 2011				
Column1	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	219	216	4,840	11
Customized Training	219		4,840	11

¹ Includes all registrations in any course that started on July 1, 2010 through June 30, 2011.

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

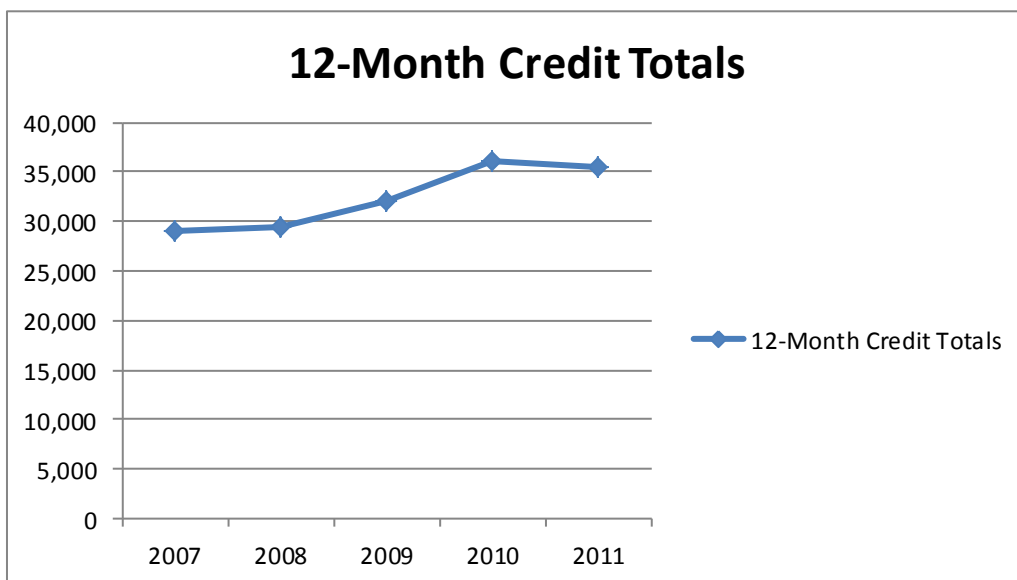
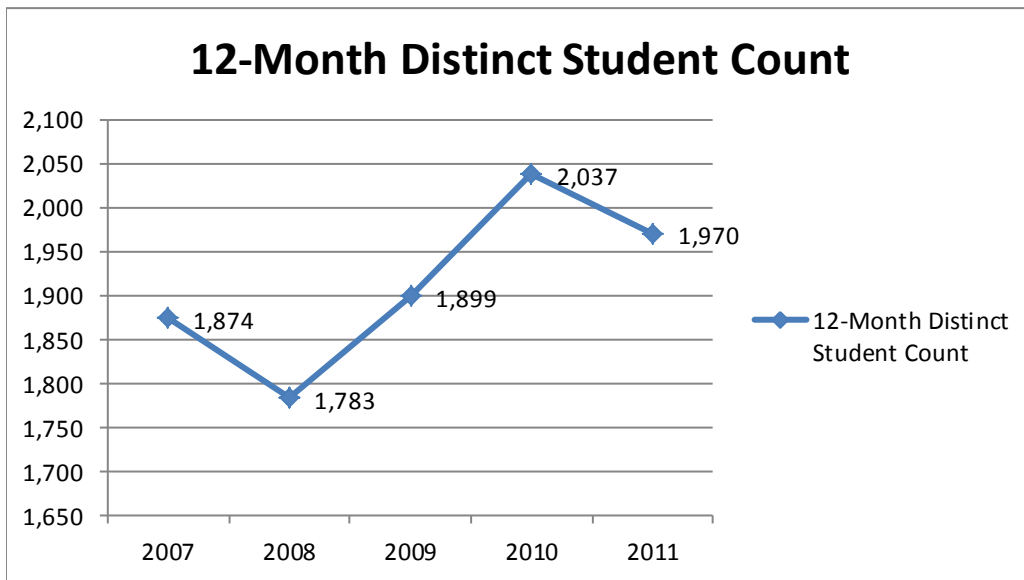
Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



3. Unduplicated Number of Students for FY 2011

Comparative Unduplicated FY Enrollment			
Fiscal Year	Distinct Student Count	Total Credits	FTE
2007	1,874	29,113	970
2008	1,783	29,502	983
2009	1,899	31,963	1,065
2010	2,037	36,112	1,204
2011	1,970	35,466	1,182

Source: IPEDS 12-Month Enrollment Survey.



C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Basic Skills Testing and Remediation

Basic Skills Assessment Test

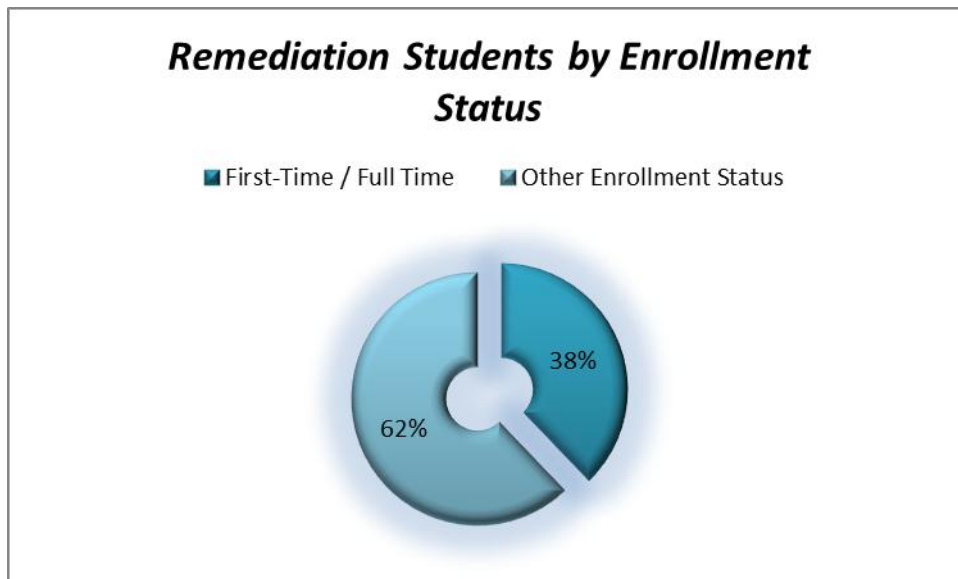


Total Number Of Students Enrolled, Fall 2011		
<i>Total Fall 2011 Enrollment</i>	<i>Unduplicated # Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of Total Enrollment</i>
1,320	370	28.0%

Source: SURE Fall 2011

Total Number Of First-Time, Full-Time Freshmen Enrolled, Fall 2011		
<i>Fall 2011 FT/FT Enrollment</i>	<i>Unduplicated # Students Enrolled In 1 Or More Remedial Courses</i>	<i>% of FT/FT Enrollment</i>
247	140	56.7%

Source: SURE Fall 2011

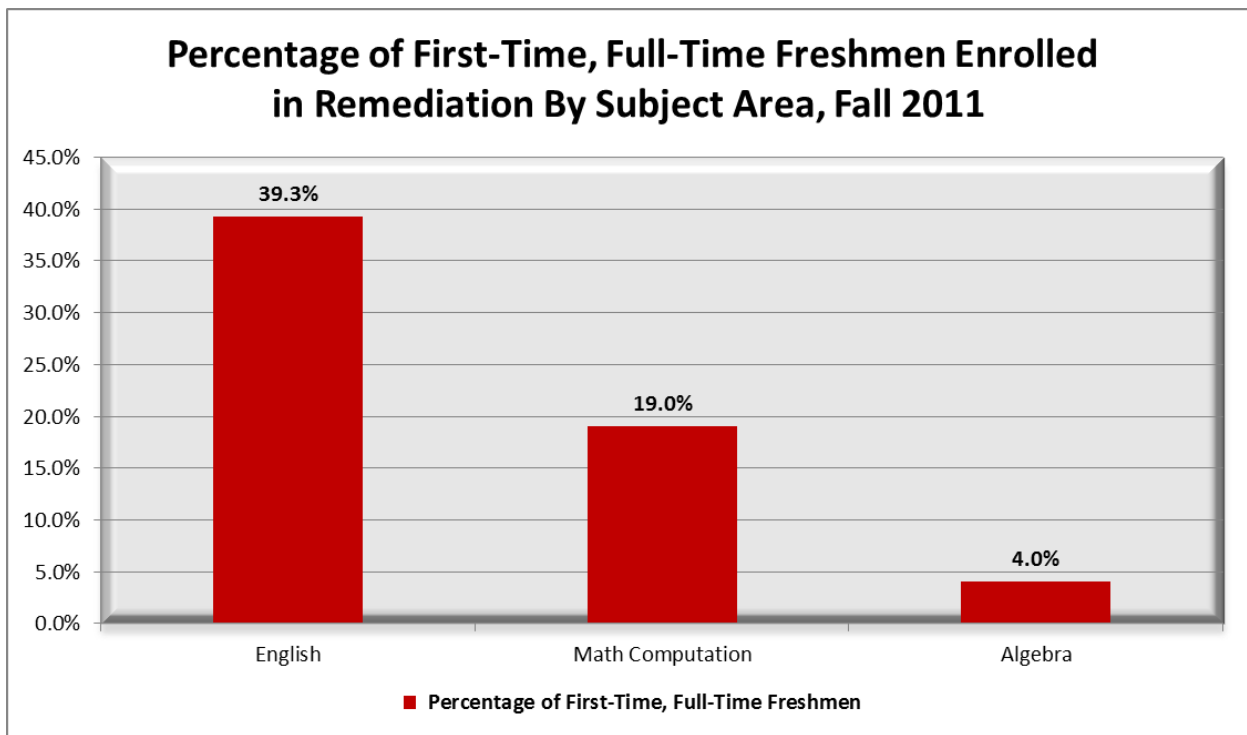


Number And Percent Of First-Time, Full-Time Freshmen By Remediation Subject Area, Fall 2011

<i>Subject Area</i>	<i># Students*</i>	<i>Percentage of First-Time, Full-Time Freshmen</i>
English	97	39.3%
Math Computation	47	19.0%
Algebra	10	4.0%

Source: SURE Fall 2011

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



2. Student Enrollment

a. By Race/Ethnicity, Fall 2011

Undergraduate Enrollment By Race/Ethnicity, Fall 2011

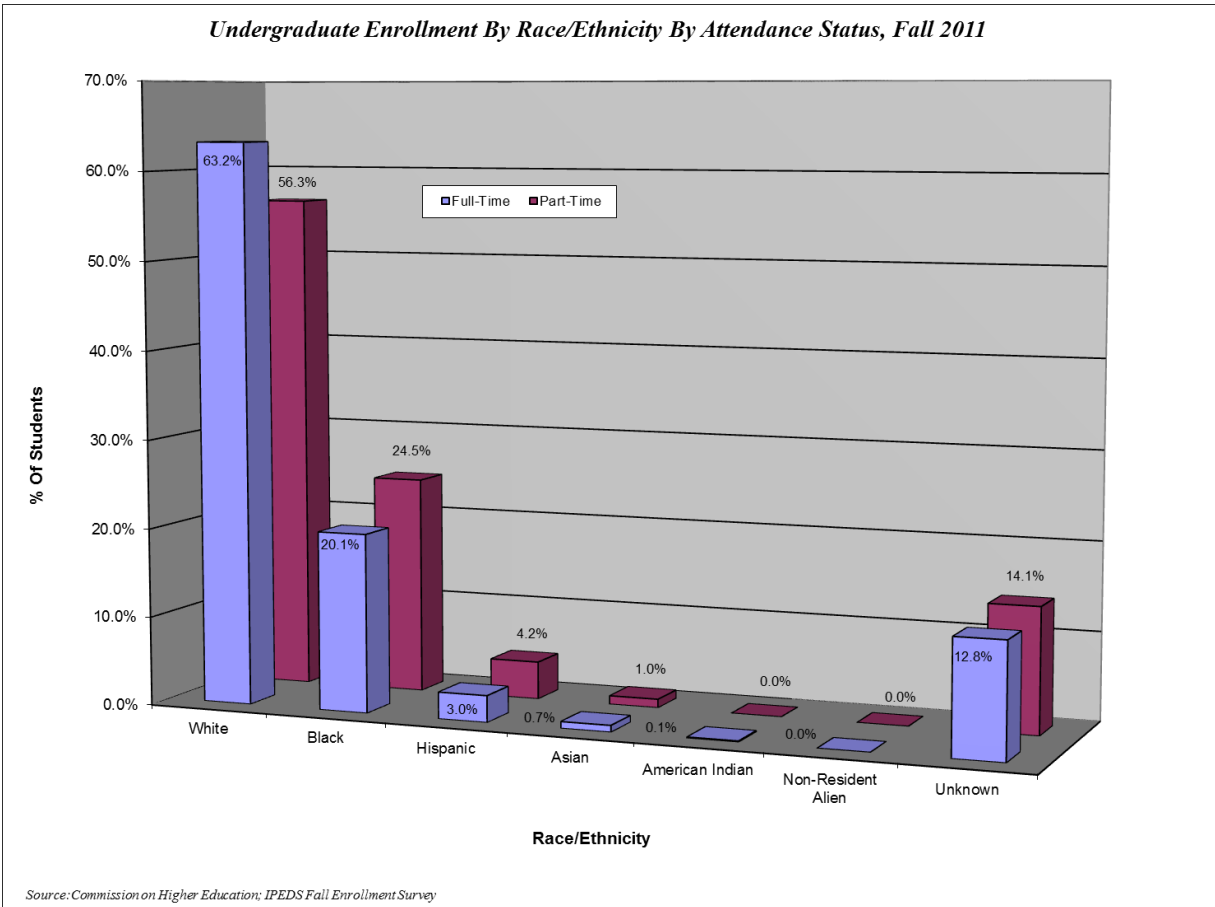
Headcount, Fall 2011								
Attendance Status	White	Black	Hispanic	Asian*	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	507	161	24	6	1	0	103	802
Part-Time	292	127	22	5	0	0	73	519
	799	288	46	11	1	0	176	1,321

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

Source: Commission on Higher Education

Percentage, Fall 2011								
Attendance Status	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Full-Time	63.2%	20.1%	3.0%	0.7%	0.1%	0.0%	12.8%	100.0%
Part-Time	56.3%	24.5%	4.2%	1.0%	0.0%	0.0%	14.1%	100.0%
Totals	60.5%	21.8%	3.5%	0.8%	0.1%	0.0%	13.3%	100.0%

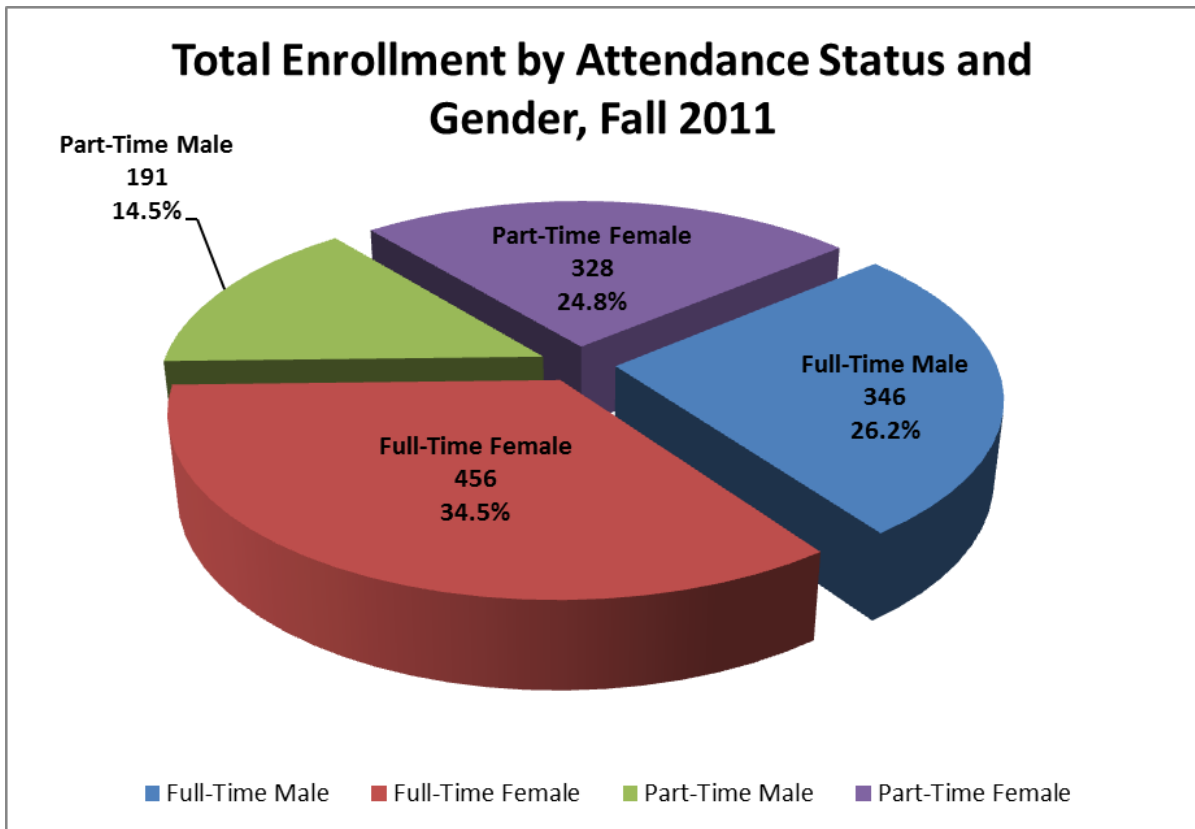
Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



b. By Gender, Fall 2011

<i>Students by Attendance Status and Gender, Fall 2011</i>						
Attendance Status	Percent Male		Percent Female		Total	Total Percentage
	Male	Female	Male	Female		
Full-Time	346	43.1%	456	56.9%	802	60.7%
Part-Time	191	36.8%	328	63.2%	519	39.3%
Totals	537	40.7%	784	59.3%	1321	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



c. By Age, Fall 2011

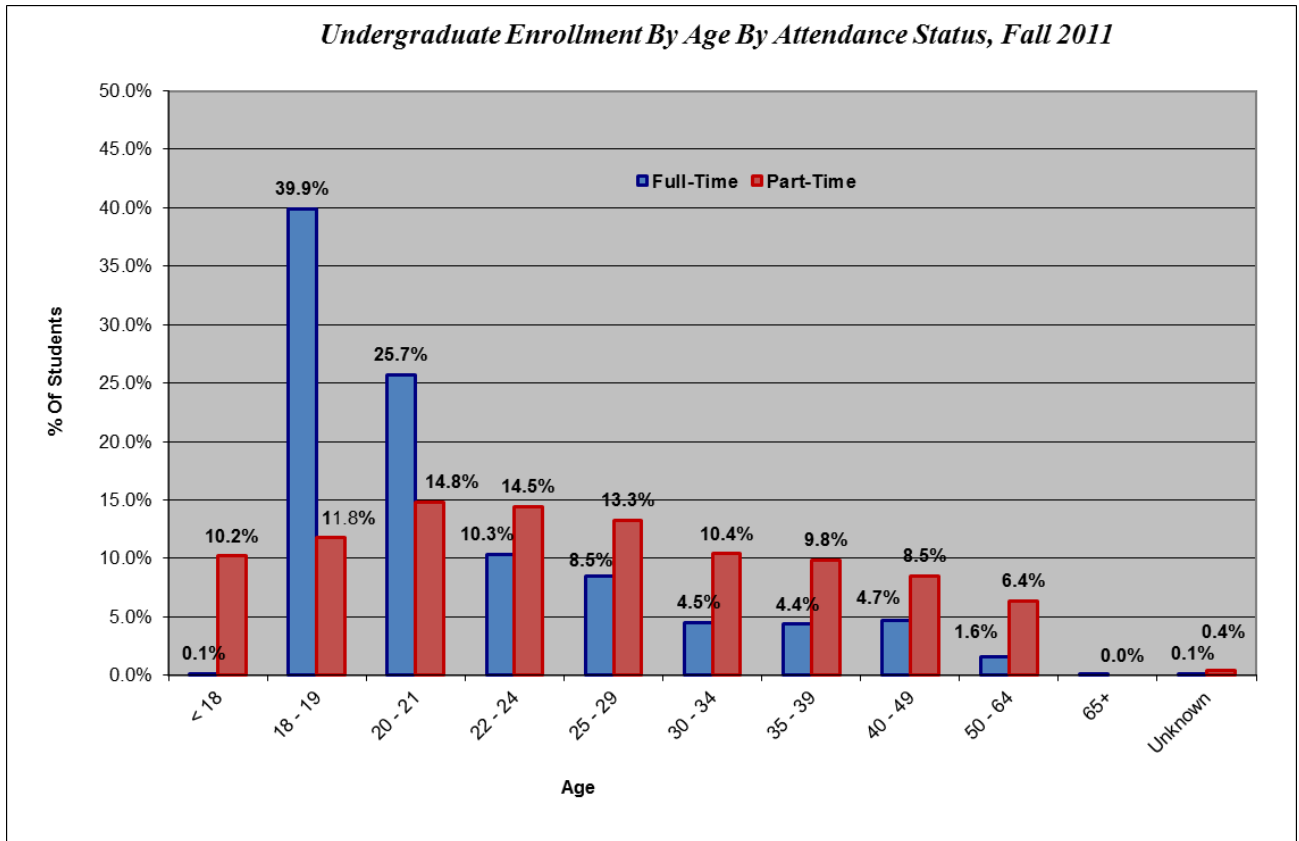
Undergraduate Enrollment By Age By Attendance Status, Fall 2011

<i>Headcount, Fall 2011</i>												
<i>Attendance Status</i>	<i>< 18</i>	<i>18 - 19</i>	<i>20 - 21</i>	<i>22 - 24</i>	<i>25 - 29</i>	<i>30 - 34</i>	<i>35 - 39</i>	<i>40 - 49</i>	<i>50 - 64</i>	<i>65+</i>	<i>Unknown</i>	<i>Total</i>
Full-Time	1	320	206	83	68	36	35	38	13	1	1	802
Part-Time	53	61	77	75	69	54	51	44	33	0	2	519
Total	54	381	283	158	137	90	86	82	46	1	3	1,321

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey

<i>Percentage, Fall 2011</i>												
<i>Attendance Status</i>	<i>< 18</i>	<i>18 - 19</i>	<i>20 - 21</i>	<i>22 - 24</i>	<i>25 - 29</i>	<i>30 - 34</i>	<i>35 - 39</i>	<i>40 - 49</i>	<i>50 - 64</i>	<i>65+</i>	<i>Unknown</i>	<i>Total</i>
Full-Time	0.1%	39.9%	25.7%	10.3%	8.5%	4.5%	4.4%	4.7%	1.6%	0.1%	0.1%	100.0%
Part-Time	10.2%	11.8%	14.8%	14.5%	13.3%	10.4%	9.8%	8.5%	6.4%	0.0%	0.4%	100.0%
Total	4.1%	28.8%	21.4%	12.0%	10.4%	6.8%	6.5%	6.2%	3.5%	0.1%	0.2%	100.0%

Source: Commission on Higher Education; IPEDS Fall Enrollment Survey



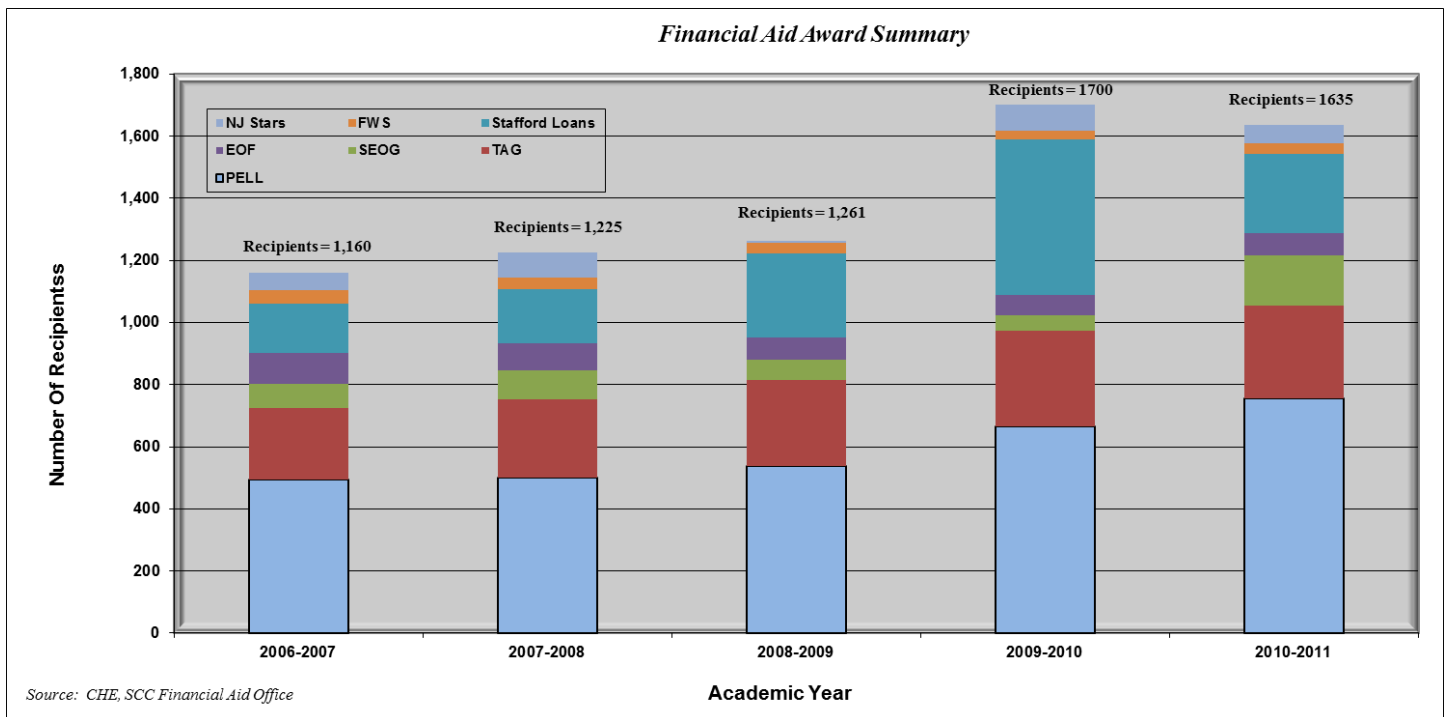
3. Student Enrollment Receiving Financial Assistance

Financial Aid from Federal, State & Institution-Funded Programs, AY 2010-2011			
Federal Programs	Recipients	Dollars Awarded	Amount Per Recipient
Pell Grants	757	\$2,483,000.00	\$3,280.05
College Work Study	35	\$30,000.00	\$857.14
SEOG	160	\$49,000.00	\$306.25
PLUS Loans	4	\$25,000.00	\$6,250.00
Stafford Loans (Subsidized)	255	\$675,000.00	\$2,647.06
Stafford Loans (Unsubsidized)	260	\$826,000.00	\$3,176.92
SMART & ACG or other	33	\$25,000.00	\$757.58
Totals:		\$4,113,000.00	

State Programs	Recipients	Dollars Awarded	Amount Per Recipient
Tuition Aid Grants (TAG)	298	384,000	\$1,288.59
Educational Opportunity Fund (EOF)	71	56,000	\$788.73
Distinguished Scholars	3	3,000	\$1,000.00
Urban Scholars	5	\$4,000.00	\$800.00
NJ STARS	59	190,000	\$3,220.34
Totals:		\$637,000.00	

Institutional Programs	Recipients	Dollars Awarded	Amount Per Recipient
Grants/Scholarships	173	\$291,000.00	\$1,682.08

Source: NJIPEDS Form #41 Student Financial Aid Report

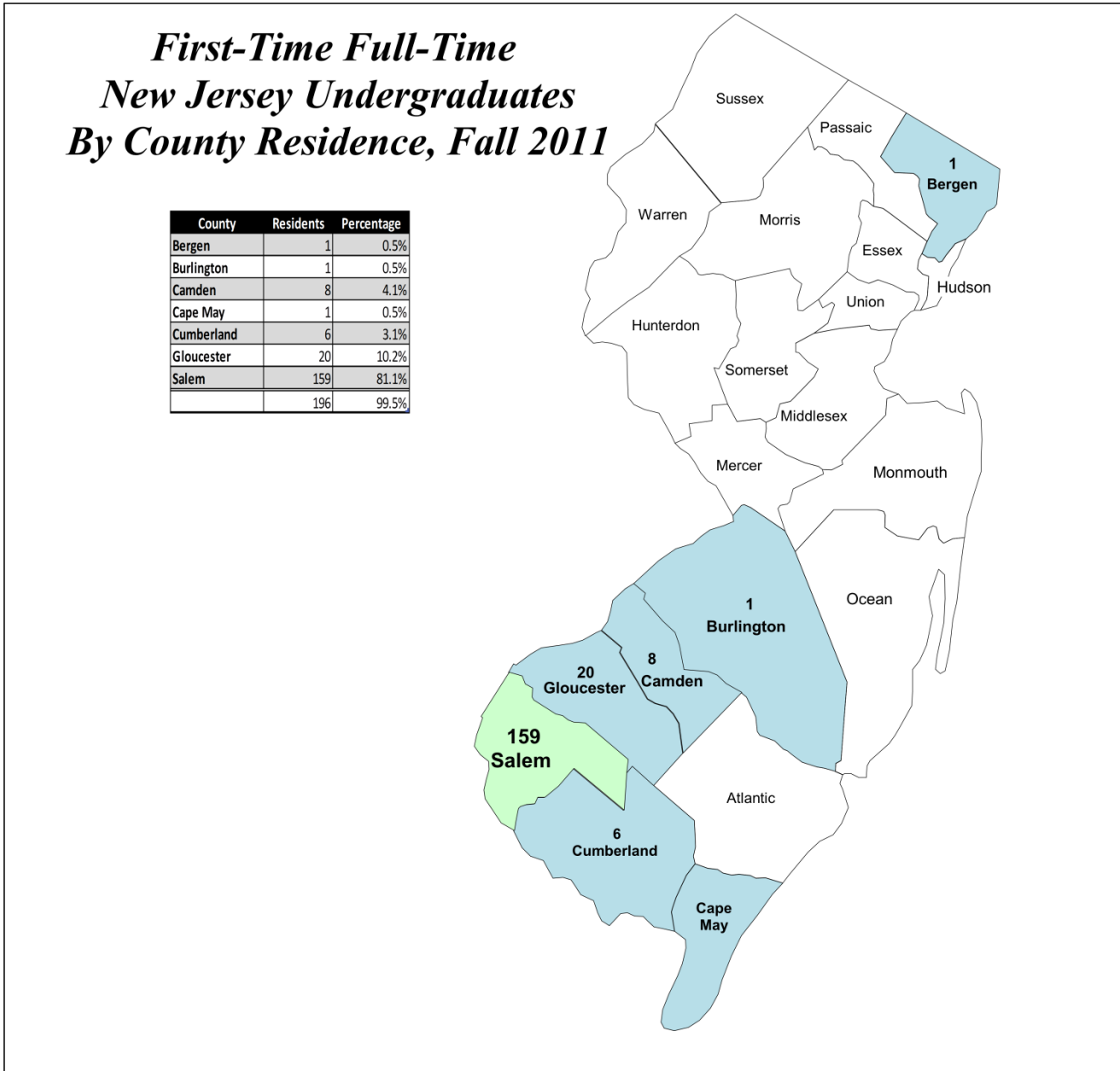


4. Percentage of First-Time Full-Time Undergraduates Who Are New Jersey Residents, Fall 2011

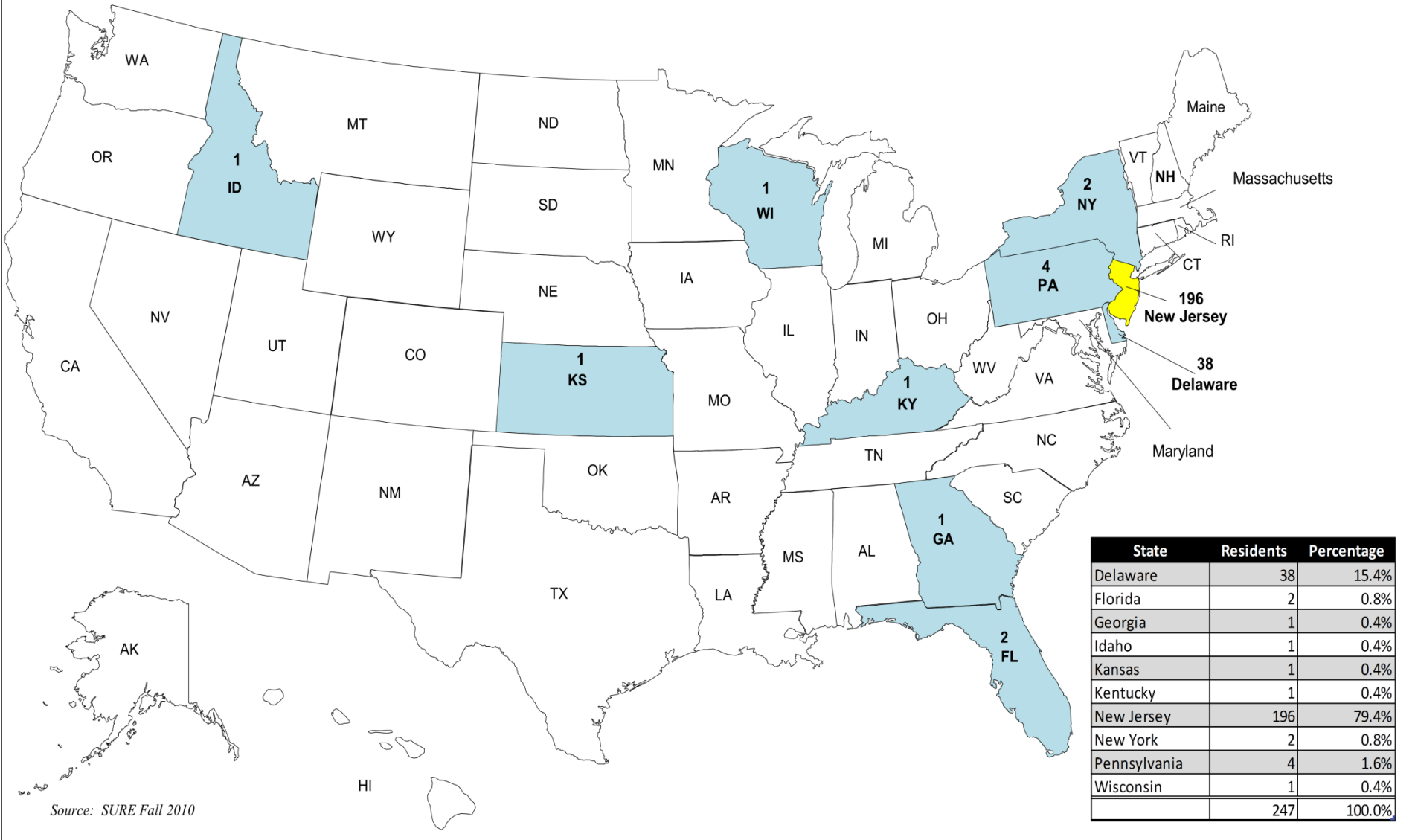
State Residents	Non-State Residents	Total	Percentage of State Residents
196	51	247	79.4%

Note: Residence unknown included with New Jersey Residents.

Source: IPEDS Fall Enrollment Survey



First-Time Full-Time, Undergraduates By State Residence, Fall 2011



Source: SURE Fall 2010

D. STUDENT OUTCOMES

1. Graduation Rates

- a. *Two Year Graduation Rate of Fall 2008 Full-time, First-time Degree and Certificate Seeking Students*

Cohort Term	Total Students	Student Completion	Percentage
Fall 2008	235	32	13.6%

Source: IPEDS Graduation Rate Survey

- b. *Three-Year Graduation and Transfer Rates of Fall 2008 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity*

Ethnicity	Cohort Count	Graduated after 3 Years	Percentage Graduated	Transferred	Percentage Transferred
White	166	43	25.9%	29	17.5%
Black	42	1	2.4%	12	28.6%
Hispanic	7	0	0.0%	1	14.3%
Asian	3	0	0.0%	1	33.3%
Alien	4	0	0.0%	0	0.0%
Other*	14	1	7.1%	5	35.7%
Totals	236	45	19.1%	48	20.3%

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

Source: IPEDS Graduation Rate Survey

2. Third Semester Retention of First-time Undergraduates

Fall 2010 to Fall 2011			
Attendance Status	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rate
Full-time	233	134	57.5%
Part-Time	95	31	32.6%
Totals	328	165	50.3%

SOURCE: IPEDS Fall Enrollment Survey, Part E

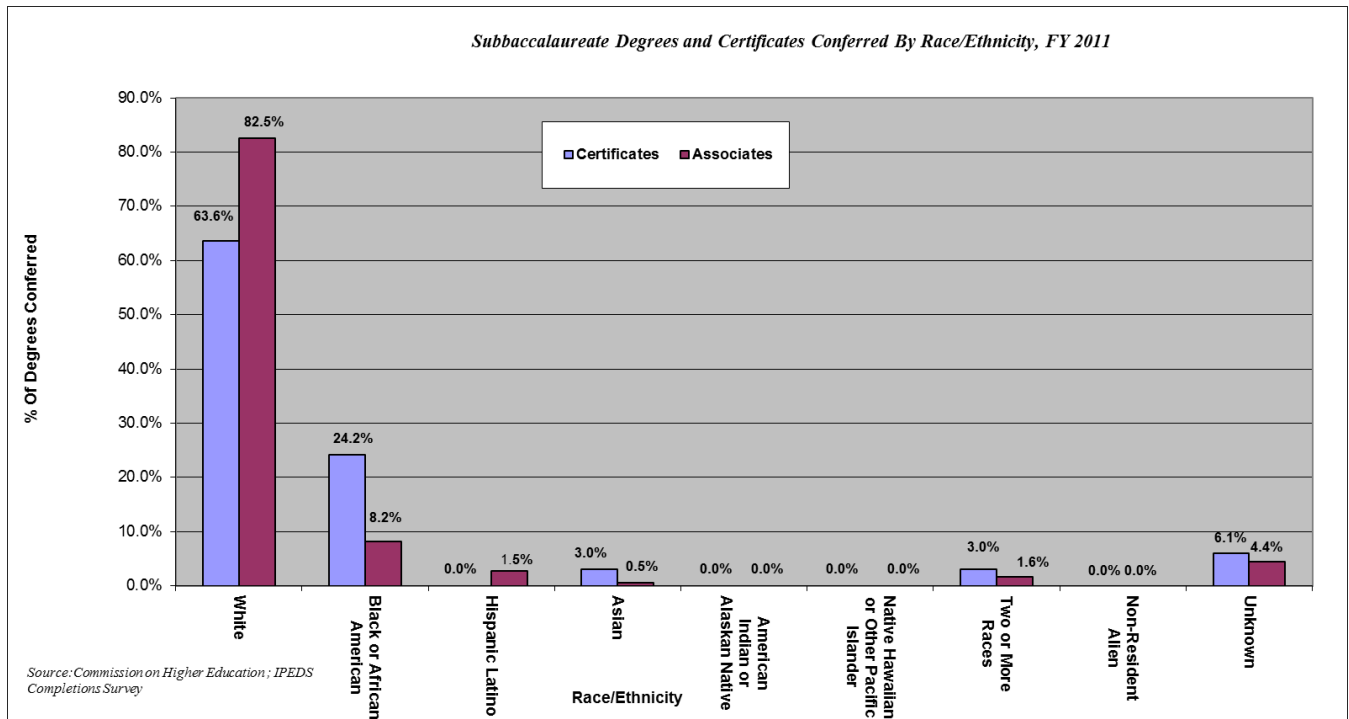
3. FY 2011 Degrees Conferred

a. Degrees and Certificates Conferred by Race/Ethnicity

Degrees and Certificates, FY 2011										
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	21	8	0	1	0	0	1	0	2	33
Associates	151	15	5	1	0	0	3	0	8	183
Total	172	23	5	2	0	0	4	0	10	216

Source: Salem Community College PowerCampus

Percentage, FY 2011										
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	63.6%	24.2%	0.0%	3.0%	0.0%	0.0%	3.0%	0.0%	6.1%	100.0%
Associates	82.5%	8.2%	2.7%	0.5%	0.0%	0.0%	1.6%	0.0%	4.4%	100.0%
Total	79.6%	10.6%	2.3%	0.9%	0.0%	0.0%	1.9%	0.0%	4.6%	100.0%



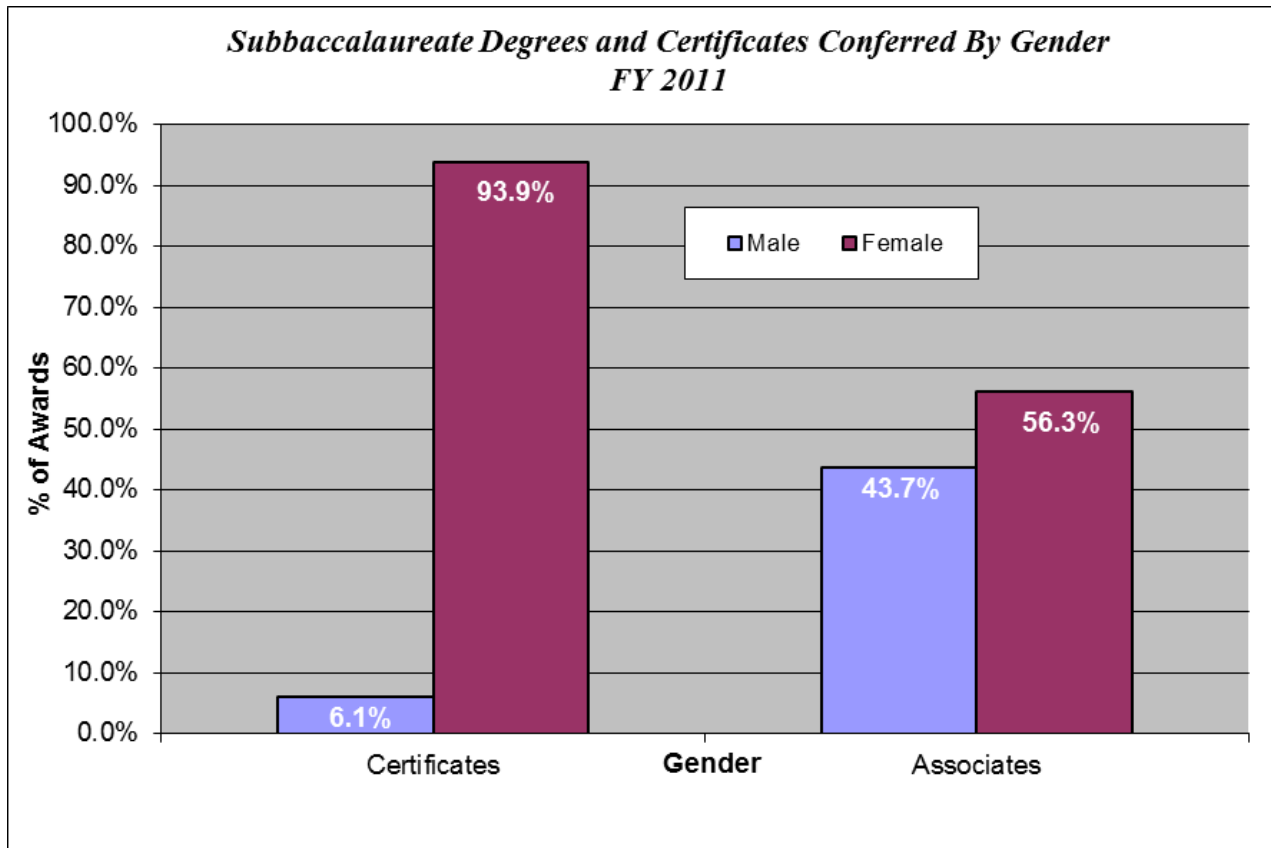
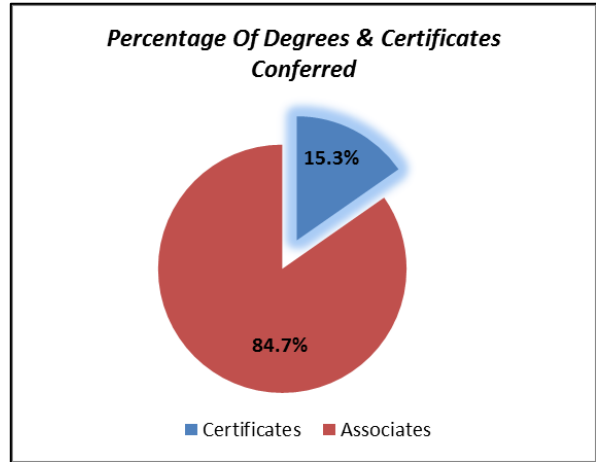
b. Degrees and Certificates Conferred by Gender

Degrees & Certificates, FY 2011			
Award	Male	Female	Total
Certificates	2	31	33
Associates	80	103	183
Total	82	134	216

Source: Commission on Higher Education; IPEDS Completions Survey

Percentage, FY 2011			
Award	Male	Female	Total
Certificates	6.1%	93.9%	100.0%
Associates	43.7%	56.3%	100.0%
Total	38.0%	62.0%	100.0%

Source: Commission on Higher Education; IPEDS Completions Survey

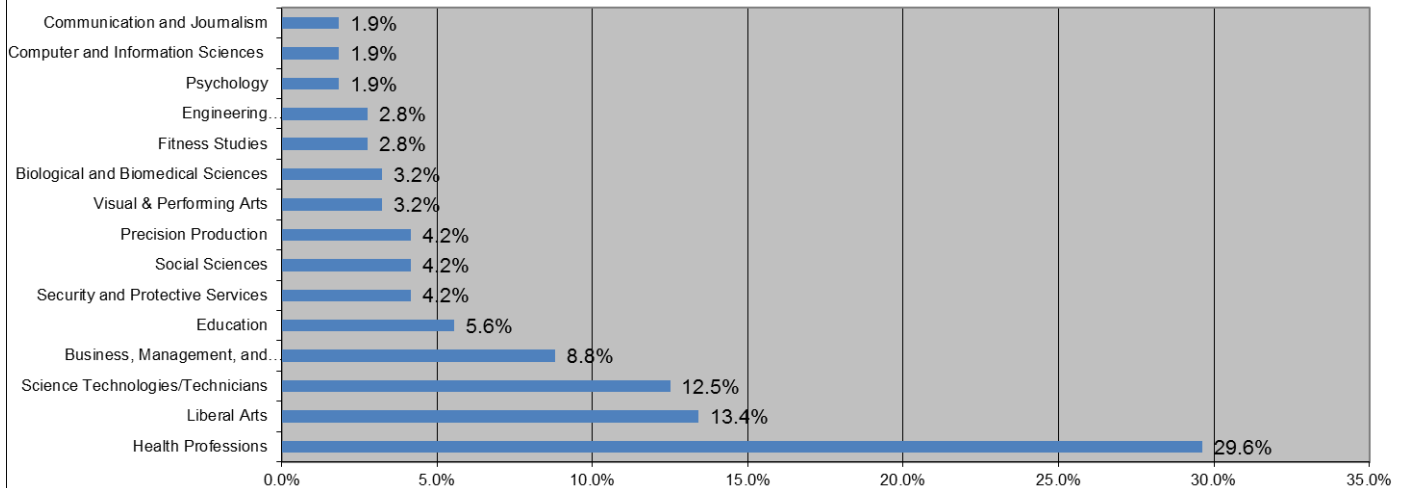


c. Degrees and Certificates Conferred in FY2011 by CIP-2010 Code Family

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	32	32	64	29.6%
Liberal Arts	0	29	29	13.4%
Science Technologies/Technicians	0	27	27	12.5%
Business, Management, and Marketing	1	18	19	8.8%
Education	0	12	12	5.6%
Security and Protective Services	0	9	9	4.2%
Social Sciences	0	9	9	4.2%
Precision Production	0	9	9	4.2%
Visual & Performing Arts	0	7	7	3.2%
Biological and Biomedical Sciences	0	7	7	3.2%
Fitness Studies	0	6	6	2.8%
Engineering Technologies/Technicians	0	6	6	2.8%
Psychology	0	4	4	1.9%
Computer and Information Sciences	0	4	4	1.9%
Communication and Journalism	0	4	4	1.9%
Totals:	33	183	216	100.0%

Source: Commission on Higher Education; IPEDS Completion Survey

*Sub Baccalaureate Degrees and Certificates Conferred
By CIP Code Family, CIP2010*



E. FACULTY CHARACTERISTICS

1. Full-Time Faculty By Race/Ethnicity, Gender and Tenure Status, Fall 2011

Headcount Fall 2011																
	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.	2	1	1	0	0	0	0	0	0	0	0	0	0	0	3	1
Assistant Prof.	2	8	1	0	0	0	0	0	0	0	0	0	0	0	3	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	9	2	0	0	0	0	0	0	0	0	0	0	0	7	9
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
All Others	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2	2
TOTAL	3	1	0	2	0	0	0	0	0	0	0	0	0	0	3	3
Total																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	1	1	0	0	0	0	0	0	0	0	0	0	0	3	1
Assistant Prof.	3	9	1	0	0	0	0	0	0	0	0	0	0	0	4	9
All Others	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2	2
TOTAL	8	10	2	2	0	0	0	0	0	0	0	0	0	0	10	12

Source: Commission on Higher Education; IPEDS Human Resources Survey

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

Percentage Fall 2011

	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	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.5%	---
Associate Prof.	9.1%	4.5%	4.5%	---	---	---	---	---	---	---	---	---	---	---	13.6%	4.5%
Assistant Prof.	9.1%	36.4%	4.5%	---	---	---	---	---	---	---	---	---	---	---	13.6%	36.4%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	22.7%	40.9%	9.1%	---	---	---	---	---	---	---	---	---	---	---	31.8%	40.9%
Without Tenure																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Assistant Prof.	4.5%	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	4.5%	4.5%
All Others	9.1%	---	---	9.1%	---	---	---	---	---	---	---	---	---	---	9.1%	9.1%
TOTAL	13.6%	4.5%	---	9.1%	---	---	---	---	---	---	---	---	---	---	13.6%	13.6%
Total																
Professors	4.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	4.5%	---
Associate Prof.	9.1%	4.5%	4.5%	---	---	---	---	---	---	---	---	---	---	---	13.6%	4.5%
Assistant Prof.	13.6%	40.9%	4.5%	---	---	---	---	---	---	---	---	---	---	---	18.2%	40.9%
All Others	9.1%	---	---	9.1%	---	---	---	---	---	---	---	---	---	---	9.1%	9.1%
TOTAL	36.4%	45.5%	9.1%	9.1%	---	---	---	---	---	---	---	---	---	---	45.5%	54.5%

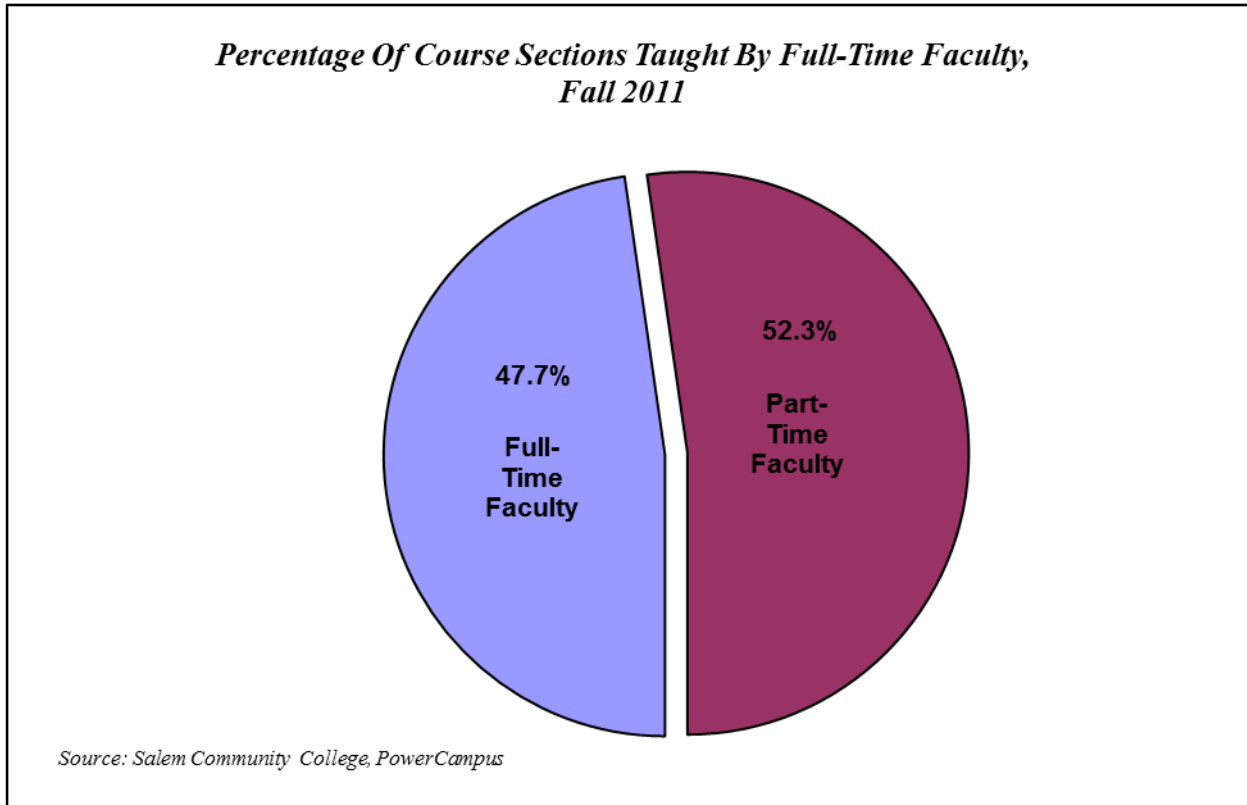
Source: Commission on Higher Education; IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2011

Percentage Of Course Sections Taught By Full-Time Faculty, Fall 2011

<i>Total Number of Course Sections, Fall 2011: 239</i>		
<i>Faculty Status</i>	<i># of Sections</i>	<i>Percentage</i>
Full-Time	114	47.7%
Part-Time	125	52.3%

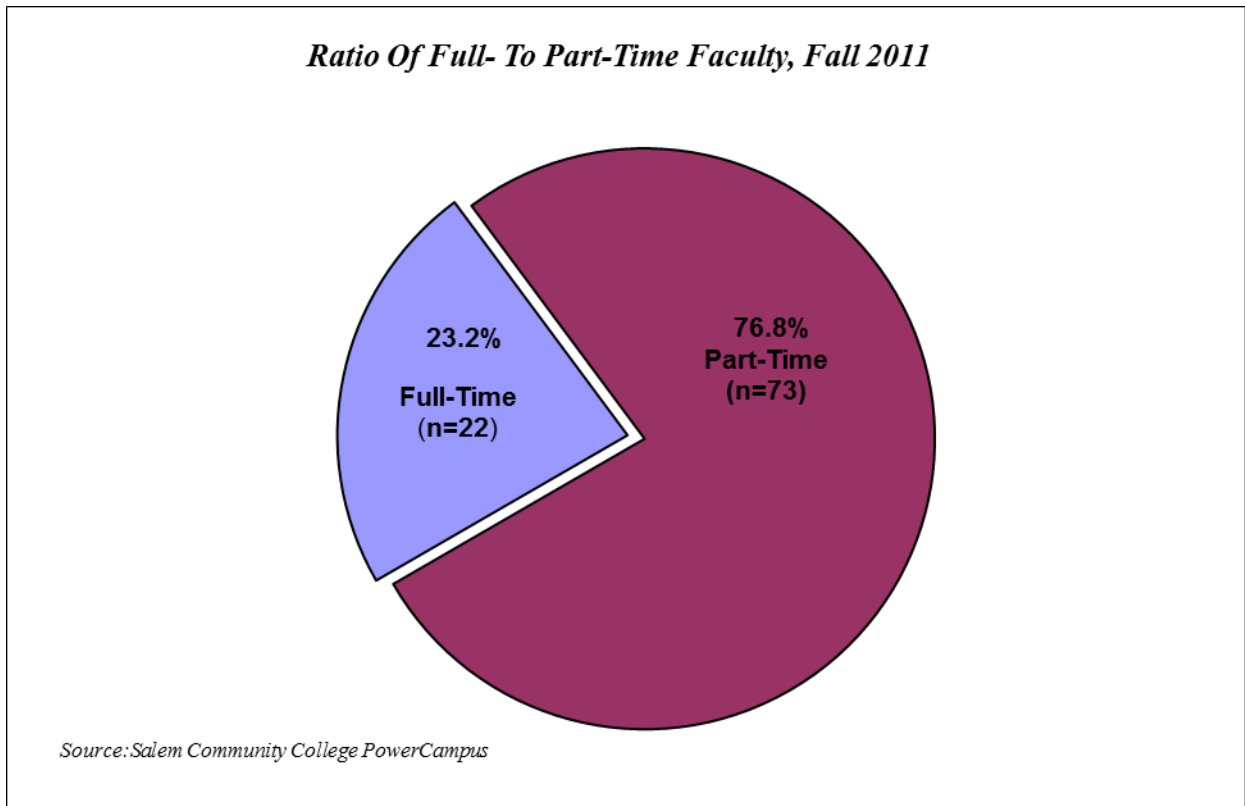
Source: Salem Community College, PowerCampus



3. Ratio of Full- to Part-Time Faculty, Fall 2011

<i>Ratio Of Full-Time To Part-Time Faculty, Fall 2011</i>					
<i>Full-Time</i>		<i>Part-Time</i>		<i>Total</i>	
<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>	<i>No.</i>	<i>Pct</i>
22	23.2%	73	76.8%	95	100.0%

Source: Salem Community College PowerCampus



F. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS (2011 - 2012)

	<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	4	1	---	1	---	---	---	6
Female	7	1	---	---	---	---	---	8
Total	11	2	---	1	---	---	---	14

<i>Name</i>	<i>Title</i>	<i>Affiliation</i>
Natalie Adams	Trustee	Adams Funeral Home
Joan M. Baillie	Ex Officio	President, Salem Community College
Robert L. Bumpus	Trustee	Salem County Executive Superintendent of Schools
Carol A. Burke-Doherty	Trustee	Retired Principal, John Fenwick School
Amante N. DeCastro, M.D.	Trustee	Physician
Tina M. DiNicola, Esq.	Vice-Chair	Lawyer
Maria B. Fantini	Secretary	Administrative Assistant, Salem Community College
Allen Gage	Trustee	Wilmington Tug, Inc.
Dorothy D. Hall	Chair	Consultant
Thomas L. Mason	Trustee	Educator, Penns Grove Regional School District
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
Sarah Stout	Alumni Trustee	Student

Source: Salem Community College Board of Trustees Administrative Secretary

For more Information including meeting times and dates please go to:

<http://www.salemcc.edu/about/bot.html>

G. INSTITUTION PROFILE

Degree and Certificate Programs

<i>Associate of Arts Degrees</i>	
Communications/Journalism	Mathematics
Computer Science	Physics / Engineering
Criminal Justice	Social Science - History/Political Science
Education	Social Science - Psychology
English / Humanities	Social Science - Social/Community Service
Liberal Arts	Social Science - Sociology
<i>Associate of Science Degrees</i>	
Biology/Chemistry	Health & Exercise Science
Business Administration	Health Science
Computer Graphic Art	Justice Studies*
Forensic Science	Occupational Therapy Assistant**
Game Design & Development	Sports Management
Associate Degree in Nursing for LPNs	
*Joint Degree in Partnership with Cumberland County College	
**Joint Degree in Collaboration with University of Medicine and Denistry of New Jersey-Scotch Plains	
<i>Associate of Applied Science in Technology Degrees</i>	
Agribusiness*	Respiratory Therapy**
Agriculture*	Scientific Glass Technology
Business Administration	Sustainable Energy Technology
Horticulture*	Technical Studies
Nuclear Energy Technology	
*Joint Degree in Partnership with Cumberland County College	
**Joint Degree in Collaboration with University of Medicine and Denistry of New Jersey-Stratford	
<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	
<i>Career Certificates & Specialist Series</i>	
Business Paraprofessional Management	
Sustainable Energy Technology: Energy Auditor	
Sustainable Energy Technology: Green Construction Technology	
Sustainable Energy Technology: Solar Energy Technology	
Sustainable Energy Technology: Weatherization Technology	
Graphic Arts & Web Design	

Source: Salem Community College 2012-2013 Catalog

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. *Academic Programs*

In 2011-2012, Salem Community College (SCC) continued to refine and expand the career ladder in Sustainable Energy Technology (SET) by adding two more career certificates (16-18 credits) in Green Construction Technology (LEED certification) and Weatherization Technology. The four SET career certificates all articulate completely into the academic certificate (31-35 credits), which in turn articulates completely into the revised Associate in Applied Science SET degree program. Students completing the requirements for the AAS program can include up to three industry certifications as part of the degree.

SCC also continued to expand its programmatic partnership with our neighboring community college to the south, Cumberland County College, bringing the total number of shared degree programs to 11. Furthermore, SCC entered into a program partnership with Burlington County College, to the north, for three of our popular niche programs—Glass: Applied Craft & Design AFA, Scientific Glass Technology AAS, and Sustainable Energy Technology AAS. Such partnerships help fill seats in high-cost programs while offering students at both institutions more program options.

2. *Curriculum Alignment with High Schools*

The college worked closely with the administrators and teachers in the six Salem County high schools to work on improving alignment between high school and college-level courses in algebra and English composition. Through this collaboration, we learned that high school seniors test lower in mathematics but higher in writing than high school juniors. During the 2012-2013 academic year, numerous remediation techniques will be explored with high school seniors to help improve their placement scores in mathematics and writing.

3. *Customized Training and Workforce Development*

SCC continues to extend to employers in and around Salem County an opportunity for employee training and development, especially in the area of energy. Employees of Laury Heating and Wysocki Electric were trained and prepared for certification as Energy Auditors by the Building Performance Institute (BPI) and Solar Installers by the North American Board of Certified Energy Practitioners (NABCEP). SCC is still the only certified training provider and examiner in New Jersey for BPI and NABCEP.

4. *Non-Credit and Community Education*

In 2011-2012, SCC entered into a partnership with Cumberland County College to combine efforts for all non-credit and community education offerings, sharing our various offerings and revenues. We continue to offer a wide variety of non-credit courses, including GED prep, SAT prep, computer training, CPR training, and stethoscope skills training as well as courses for personal growth.

5. *Student Services*

The Student Affairs division implemented an outcomes-based model for tracking departmental progress and goal attainment and instituted a continual improvement model for the division. Resulting data will drive decision-making for continuing and new initiatives.

Athletics implemented several new initiatives to focus on the academic success of student-athletes resulting in an increase in the average student-athlete GPA from 2.3 in 2010-11 to 2.61 in 2011-12. Additionally, the Director of Athletics' Academic Honor Roll award winners (3.0 or higher within a semester) increased by thirty-three percent (33%) from 2010-11 to 2011-12.

6. *Institutional Effectiveness and Assessment*

The revised Institutional Effectiveness Plan (IEP) from 2010-2011 continues to ensure, safeguard and sustain institution-wide accountability. As a result of this initiative a new web-based Student Learning Outcomes Assessment data collection tool was implemented. Additionally, the institution now has a central network location to house the twenty-one (21) IEP categories for the purpose of storing all data/reports.

Faculty made tremendous strides in refining the Student Learning Outcomes Assessment. Analyzing the information provided from the new web-based tool revealed that ninety-six percent (96%) of the full-time faculty are engaged in the assessment process. Further analysis shows that data submissions have increased from forty-nine percent (49%) in 2010 to sixty-seven percent (67%) in 2011. Fifty-seven percent (57%) of SCC degree programs have implemented changes based on results of the assessment process.

I. MAJOR CAPITAL PROJECTS

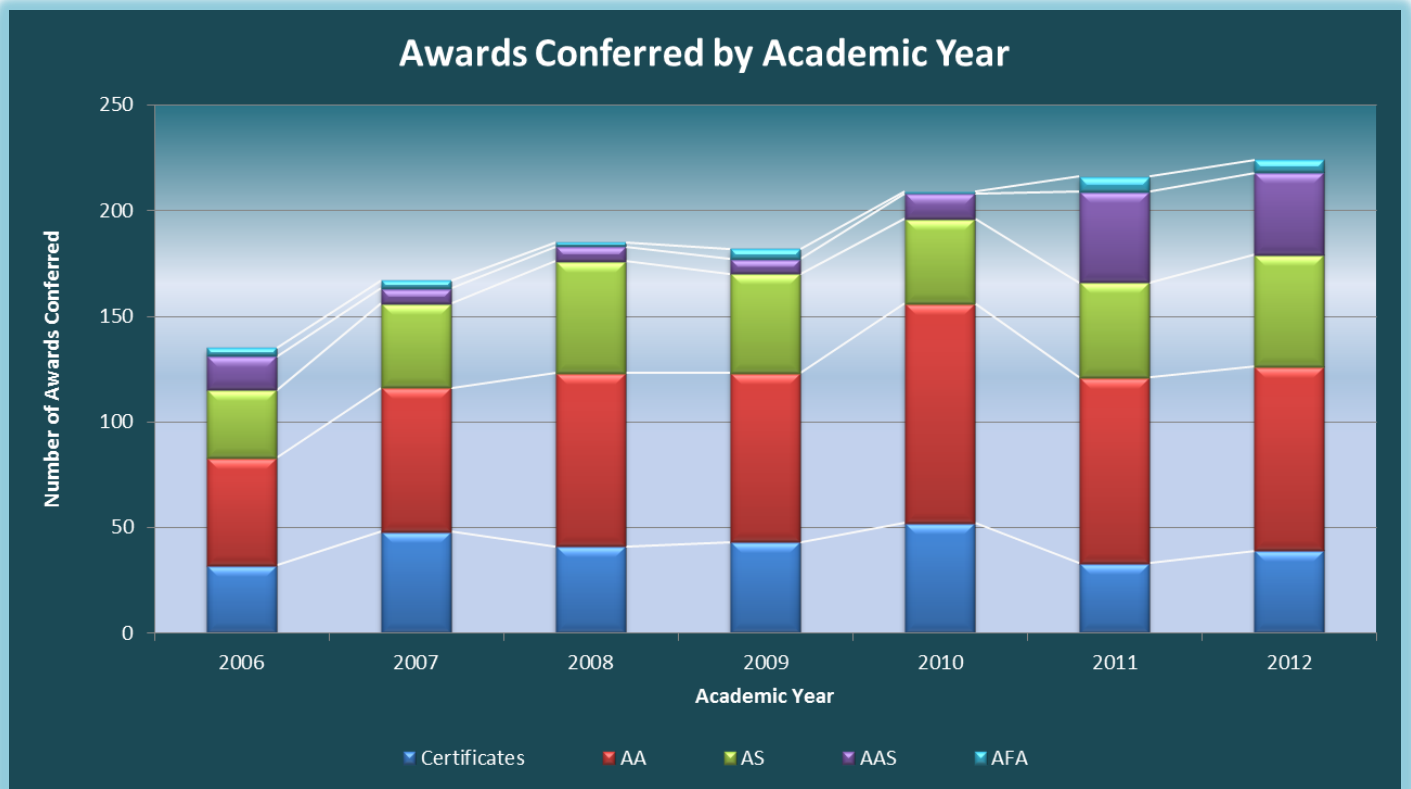
The College's Long-Range Facility Plan, prepared by Garrison Architects in consultation with college staff, was completed on February 9, 2011. It identified over \$19 million in capital needs. In September 2011, Salem Community College received notification from the state of New Jersey that they were eligible for a \$2.1 million Chapter 12 award for the renovation of HVAC in the college's building that supports classroom instruction and all support services for students. Donaghay Hall HVAC renovations are currently proceeding and ongoing.

The remaining 17 million in capital needs will be addressed when additional capital resources become available either through higher education bond or future Chapter 12 funding.

Other Institutional Information

A. AWARDS CONFERRED SINCE 2006

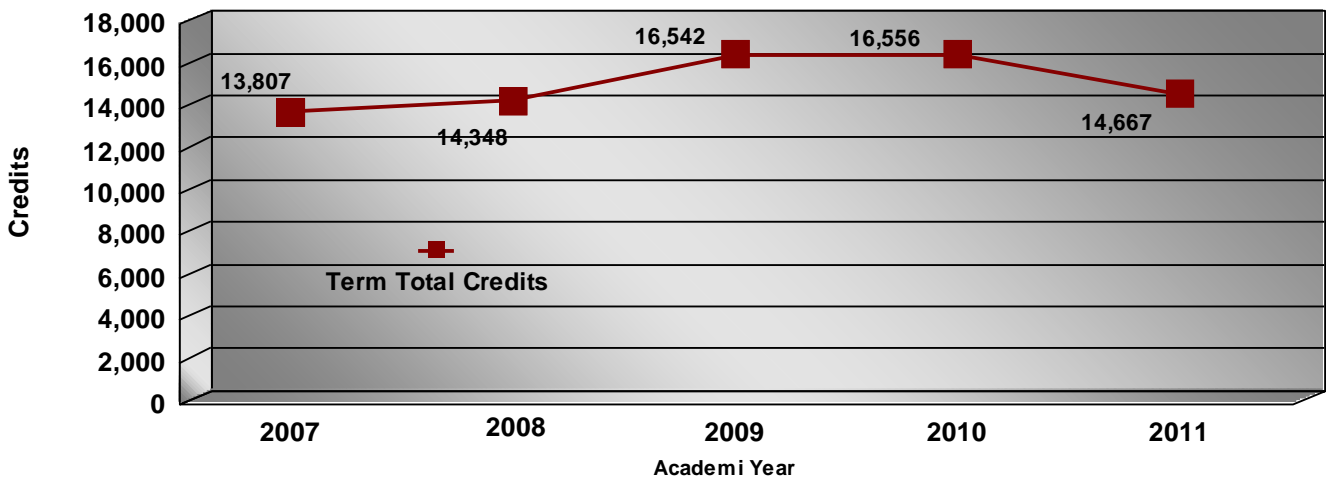
Awards Conferred by Academic Year						
AcademicYear	Certificates	AA	AS	AAS	AFA	Total
2006	32	51	32	16	4	135
2007	48	68	40	7	4	167
2008	41	82	53	7	2	185
2009	43	80	47	7	5	182
2010	52	104	40	12	1	209
2011	33	88	45	43	7	216
2012	39	87	53	39	6	224
Totals:	288	560	310	131	29	1318



B. FIVE-YEAR ENROLLMENT TRENDS

1. Fall credit hours 2007 Through 2011

Fall Credit Totals



2. Fall full-time versus part-time enrollment trends, 2007 Through 2011

Student Enrollment Status

