

# Salem Community College Institutional Profile

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September 2020



**AFFORDABLE. QUALITY.  
EMPOWERING EDUCATION.**

[salemcc.edu](http://salemcc.edu)

Submitted to: The Office of the Secretary of Higher Education

By: Office of Institutional Research, Planning and Effectiveness  
Salem Community College  
460 Hollywood Ave, Carneys Point, NJ 08069

## Preface

Your Salem Community College is the affordable, quality, empowering and personalized educational opportunity. COVID-19 has re-established the vital role and the exceptional value the community college offers a student and his/her family. Our collective consciousness of college debt has never left the conversation. However, with the Stay-at-Home Orders and quarantines, students and families came to realize that a community college course taken virtually can be much less expensive than the high cost university. And both can be completed from the comfort of your bedroom. Community colleges are less than a third the cost of most state colleges and a fraction of private college expense. Personally, as a community college graduate, administrator, and instructor, I can attest to the value and quality, first hand.

SCC is the educational epicenter of Salem County. We are strongly allied with our county high schools and multiple businesses in the area. We have forged relationships with large enterprises such as PSEG and Chemours, as well as small businesses which are such a mainstay of Salem County. The learning needs of our students, both on-campus and off, virtual and in-person, are addressed through a comprehensive schema of coursework, intern/apprentice opportunities, and, most significantly, personalized attention. Salem Community College is the place where everyone knows your name. Our small size allows us to have personal contact with students, building long lasting and productive relationships. This is evident when you see our outstanding retention and graduation rates (best in New Jersey).

Our College Acceleration Program (CAP), often referred to as Dual Credit or Dual Enrollment, continues to grow. Last spring, we graduated 19 students who received their Associate's degree before they were issued their high school diploma. Through a combination of CAP courses, additional coursework either on-campus, online, or after hours at remote locations, these students, accrued the necessary credits to complete their SCC program and enter the world of higher education with opportunities and experiences placing them ahead of their peers.

Scientific Glass Technology remains our premier program with students from all over the globe pursuing careers in glass. Whether it be an Associate in Applied Science degree in Scientific Glass Technology or an Associate in Fine Arts degree in Glass Art, SCC is the premier institution to learn this craft. Students find the experience exhilarating, while putting them on a course toward productive career goals.

We are growing in the fields of Sports Management, Supply Chain Management, STEM (Science Technology Engineering and Math) as well as Agricultural Sciences. You can obtain a Business or Liberal Arts degree through a totally online platform. This is an exciting time to be part of Salem Community College.



Michael R. Gorman, Ed.D.  
President

## Table of Contents

Preface .....	i
Mission, Vision, Diversity, and Values.....	iv
Institutional Goals.....	v
I. Data by Category .....	1
A. Accreditation status .....	1
1. Institutional accreditation.....	1
2. Professional accreditation.....	1
B. Number of students served .....	2
1. Number of undergraduate students by attendance status .....	2
2. Number of non-credit students served.....	3
3. Unduplicated number of students for entire academic year .....	4
C. Characteristics of undergraduate students.....	5
1. Enrollment in remediation courses by subject area .....	5
2. Student characteristics.....	6
3. Numbers of students receiving financial assistance .....	9
4. Percentage of students who are New Jersey residents.....	10
D. Student Outcomes .....	12
1. Graduation rates .....	12
2. Third-semester retention status.....	13
3. Academic year 2019 degrees conferred.....	14
E. Faculty characteristics.....	17
1. Full-time faculty by race/ethnicity, gender, and tenure status.....	17
2. Percentage of course sections taught by full-time faculty.....	19
3. Ratio of full- to part- time faculty.....	19
F. Characteristics of the trustees .....	20
1. Race/ethnicity and gender.....	20
2. List of trustees with titles and affiliations .....	20
G. Profile of the institution.....	21
1. Degree and certificate programs.....	21
H. Major research and public service activities .....	22
1. Research and development expenditures .....	22
2. Publications and Presentations.....	22
3. Faculty and staff recognitions and awards .....	22

4. Collaborations with area schools .....	23
5. Public service activities .....	25
I. Major capital projects underway in fiscal year 2020 .....	29
II. Other Institutional Information .....	30
J. Awards Conferred .....	30
4. Awards conferred by academic year.....	30
5. Awards conferred by program .....	31
K. Enrollment trends.....	33
1. By fall credit hour totals.....	33
2. By fall student enrollment status .....	33
3. By program.....	34
L. Focus on STEM programs.....	36

## Mission, Vision, Diversity, and Values

### *Mission*

Your SCC is the education epicenter providing personalized, affordable, quality, and empowering education for transfer and workforce.

### *Vision Statement*

SCC is the leading, innovative, educational and convening resource committed to enhancing and assuring the prosperity of Salem County's residents, industry, and government.

### *Diversity Statement*

SCC recognizes its responsibility and commitment to foster an environment of respect, and understanding 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.

### *Values*

Excellence: Maintain a high standard of performance leading to the achievement of academic and professional goals.

Integrity: Behave ethically and trustworthy in all interactions at all levels.

Personalization: Understand that each person is an individual with unique trials, goals and aspirations.

Success: Commit to achieving the academic and professional goals that lead to personal growth and prosperity.

Equity: Foster a learning community which values the individual needs of all students in all cultures and lifestyles.

Innovation: Keep pace with global trends, academic technology, and higher education practice to prepare students for success in the work place.

Collaboration: Seek input from all sectors of the college, members of the community, and our academic peers.

## Institutional Goals

Salem Community College has identified four major institutional goals:

- Goal 1**      Increase educational attainment of degrees and credentials leading to secure careers for Salem County residents.
- Goal 2**      To be the College of Choice through a personalized experience for students, residents, staff, faculty, partners, industry, and government.
- Goal 3**      To be the educational, economic, cultural opportunity engine for Salem County.
- Goal 4**      Significantly improve success for ALL students in terms of accessibility, diversity, civility, and equity. All means all.

## I. Data by Category

### A. Accreditation status

#### 1. Institutional accreditation

Salem Community College (SCC) is licensed by the State of New Jersey and accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; (267) 284-5000. Initially accredited in 1979, SCC's accreditation was reaffirmed in 1984, 1990, 1995, 2005 and June 2016.

The next self-study evaluation will be conducted in 2024-2025.

The College is a member of the New Jersey Council of County Colleges, American Association of Community Colleges, and Association of Community College Trustees.

#### 2. Professional accreditation

The following academic programs are individually accredited:

<b><i>Program</i></b>	<b><i>Accrediting Agency</i></b>
Nursing (AAS)	Accreditation Commission for Education in Nursing, Inc. (ACEN) New Jersey Board of Nursing
Practical Nursing (Cert)	New Jersey Board of Nursing

**B. Number of students served**

**1. Number of undergraduate students by attendance status**

Of the 996 students enrolled in fall 2019 as of census, full-time students (enrolled in twelve or more credit hours) comprised the majority of the student body (60.2%).

**Fall 2019 Enrollment**

Attendance Status	Number	Percentage
Full-Time	600	60.2%
Part-Time	396	39.8%
Total	996	100.0%

*Required Table II.B.1*

*Source: IPEDS Fall Enrollment Survey*

**Enrollment By Attendance Status, Fall 2019**

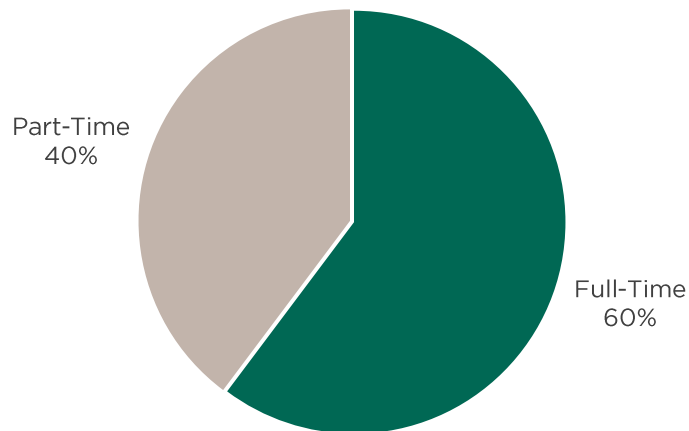


Figure 1



2. Number of non-credit students served

**Non-Credit Enrollment, FY 2019**

Non-Credit Type	Total Number of Registrations*	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs**
Open Enrollment	270	270	4,005	9
Customized Training	0	0	0	0

\* Includes all registrations in any course that started on July 1, 2018 through June 30, 2019.

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

Required Table II.B.3

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

**Non-Credit Clock Hours, FY 2019**

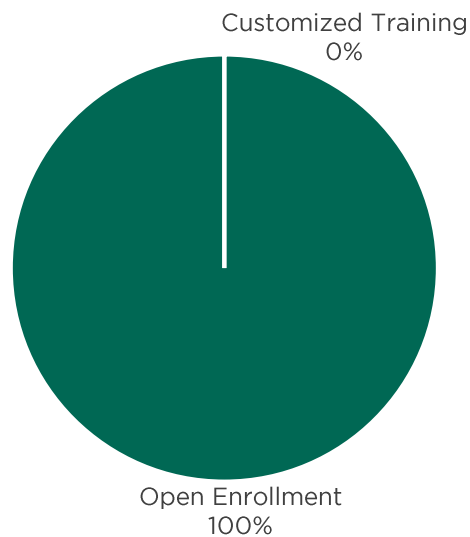


Figure 2

3. Unduplicated number of students for entire academic year

Enrollment for academic year 2019 totaled 1,567 students and 24,278 credit hours for a full-time equivalency of 809 students. This is the first year since 2010 that enrollment increased over the previous year.

Comparative Unduplicated FY Enrollment			
Fiscal Year	Distinct Student Count	Total Credits	FTE
2010	2,037	36,112	1,204
2011	1,970	35,466	1,182
2012	1,800	31,903	1,063
2013	1,760	30,424	1,014
2014	1,650	29,299	977
2015	1,574	26,660	889
2016	1,616	25,969	866
2017	1,635	25,045	835
2018	1,473	23,200	773
2019	1,567	24,278	809

Required Table II.B.4

Source: IPEDS 12-Month Enrollment Survey

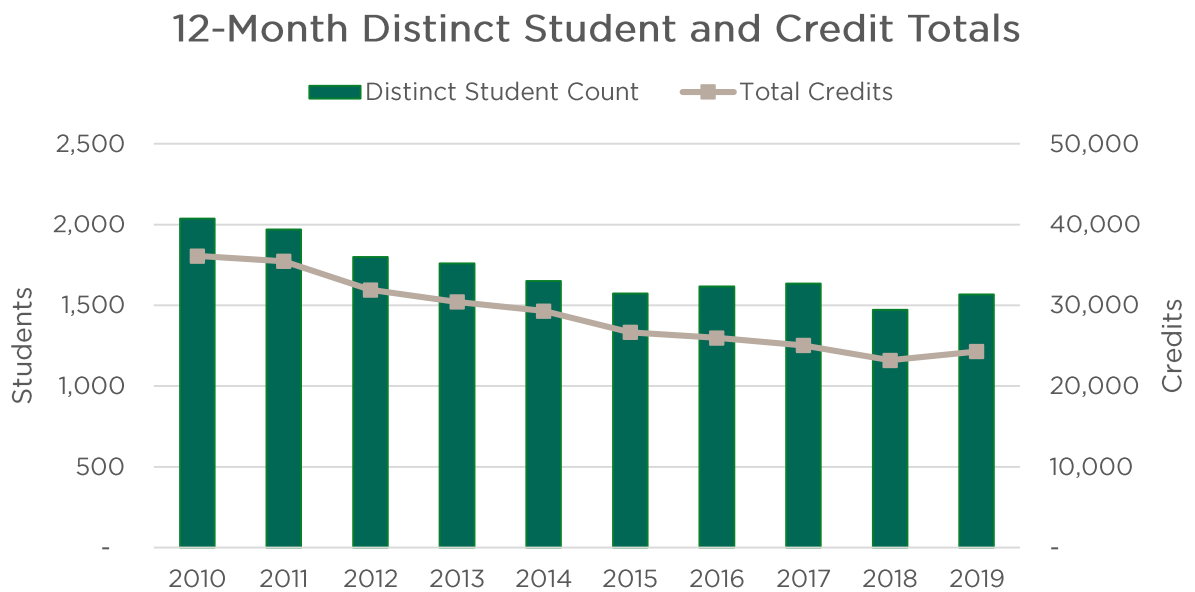


Figure 3

### C. Characteristics of undergraduate students

#### 1. Enrollment in remediation courses by subject area

In fall 2019, 8.1 percent of students enrolled in one or more remedial courses. Of the new first-time, full-time students, 12.7 percent enrolled in at least one remediation course in their first semester. Thirty-six percent of the students in remedial courses were first-time, full-time students.

#### Undergraduate Students Enrolled, Fall 2019

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
996	81	8.1%

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

#### First-time, Full-time (FTFT) students enrolled in remediation, Fall 2019

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Course
229	29	12.7%

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

The highest remediation enrollment area among first-time, full-time students was English (10.0 percent), followed by Computation (4.4 percent).

#### First-time, Full-time students (FTFT) enrolled in remediation by subject area, Fall 2019

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	10	4.4%
Algebra	5	2.2%
Reading	0	0.0%
Writing	0	0.0%
English	23	10.0%

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

2. Student characteristics

a. By race/ethnicity

**Undergraduate Enrollment by Race/Ethnicity, Fall 2019**

Attendance Status	White		Black		Hispanic		Asian*		American Ind.		Nonresident Alien		Race Unknown*		Total
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	
Full-time	336	56.0%	104	17.3%	48	8.0%	12	2.0%	5	0.8%	3	0.5%	92	15.3%	600
Part-time	171	43.2%	87	22.0%	48	12.1%	7	1.8%	2	0.5%	0	0.0%	81	20.5%	396
<b>Total</b>	<b>507</b>	<b>50.9%</b>	<b>191</b>	<b>19.2%</b>	<b>96</b>	<b>9.6%</b>	<b>19</b>	<b>1.9%</b>	<b>7</b>	<b>0.7%</b>	<b>3</b>	<b>0.3%</b>	<b>173</b>	<b>17.4%</b>	<b>996</b>

\* Note: Asian includes Pacific Islanders and Unknown includes Two or more races.

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

**Undergraduate Enrollment by Race/Ethnicity by Attendance Status, Fall 2019**

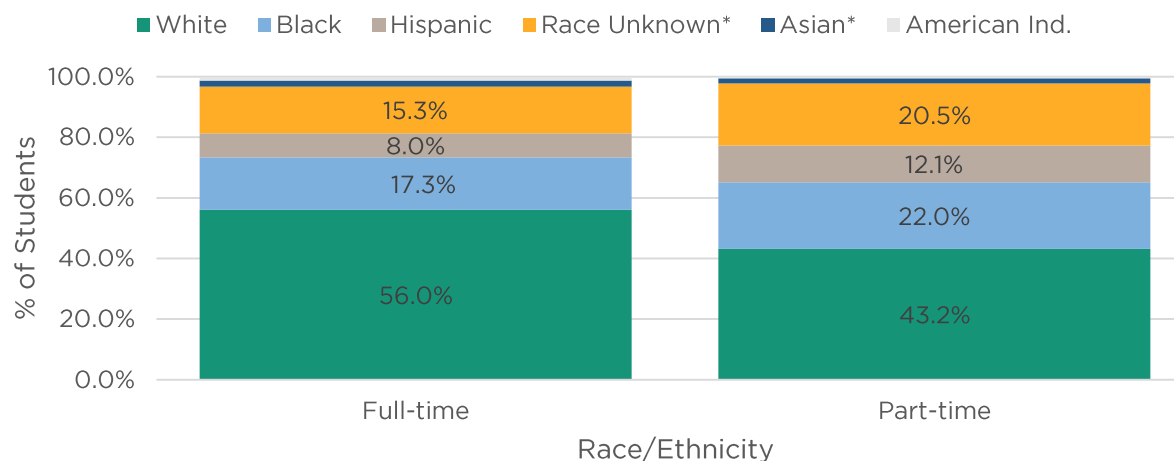


Figure 4

b. By gender

Two-thirds of the student body is female (66.9 percent). A higher proportion of male students (71.2 percent of total male student population) were enrolled full-time compared to female students (54.8 percent of total female student population).

**Undergraduate Enrollment by Gender, Fall 2019**

Attendance Status	Male		Female		All Students	
	Num	Pct	Num	Pct	Num	Pct
Full-Time	235	39.2%	365	60.8%	600	60.2%
Part-Time	95	24.0%	301	76.0%	396	39.8%
Total	330	33.1%	666	66.9%	996	100.0%

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

**Total Enrollment by Attendance Status and Gender, Fall 2019**

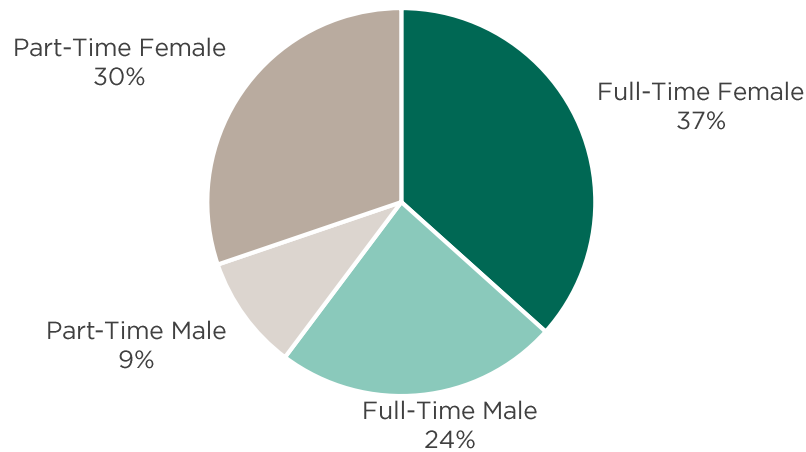


Figure 5

c. By age

Over two-thirds (68.6 percent) of SCC's student body is traditional college age (under 25 years of age). The proportion of traditional age students is higher among full-time students (77.2 percent) versus part-time students (55.6 percent). The average age of the SCC student is 24. Female students are, on average, older than male students (26 versus 22 years of age); part-time students are, on average, older than full-time students (27 versus 22 years of age).

**Undergraduate Enrollment by Age, Fall 2019**

Age	Full-Time			Part-Time			Total		
	Num	%	Cum. %	Num	%	Cum. %	Num	%	Cum. %
< 18	24	4.0%	4.0%	81	20.5%	20.5%	105	10.5%	10.5%
18-19	257	42.8%	46.8%	52	13.1%	33.6%	309	31.0%	41.6%
20-21	112	18.7%	65.5%	48	12.1%	45.7%	160	16.1%	57.6%
22-24	70	11.7%	77.2%	39	9.8%	55.6%	109	10.9%	68.6%
25-29	70	11.7%	88.8%	53	13.4%	68.9%	123	12.3%	80.9%
30-34	35	5.8%	94.7%	43	10.9%	79.8%	78	7.8%	88.8%
35-39	17	2.8%	97.5%	25	6.3%	86.1%	42	4.2%	93.0%
40-49	14	2.3%	99.8%	31	7.8%	93.9%	45	4.5%	97.5%
50-64	1	0.2%	100.0%	20	5.1%	99.0%	21	2.1%	99.6%
65+	0	0.0%	100.0%	3	0.8%	99.7%	3	0.3%	99.9%
Unknown	0	0.0%	100.0%	1	0.3%	100.0%	1	0.1%	100.0%
<b>Total</b>	<b>600</b>	<b>100%</b>		<b>396</b>	<b>100%</b>		<b>996</b>	<b>100%</b>	

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

**Enrollment by Age and Attendance Status, Fall 2019**

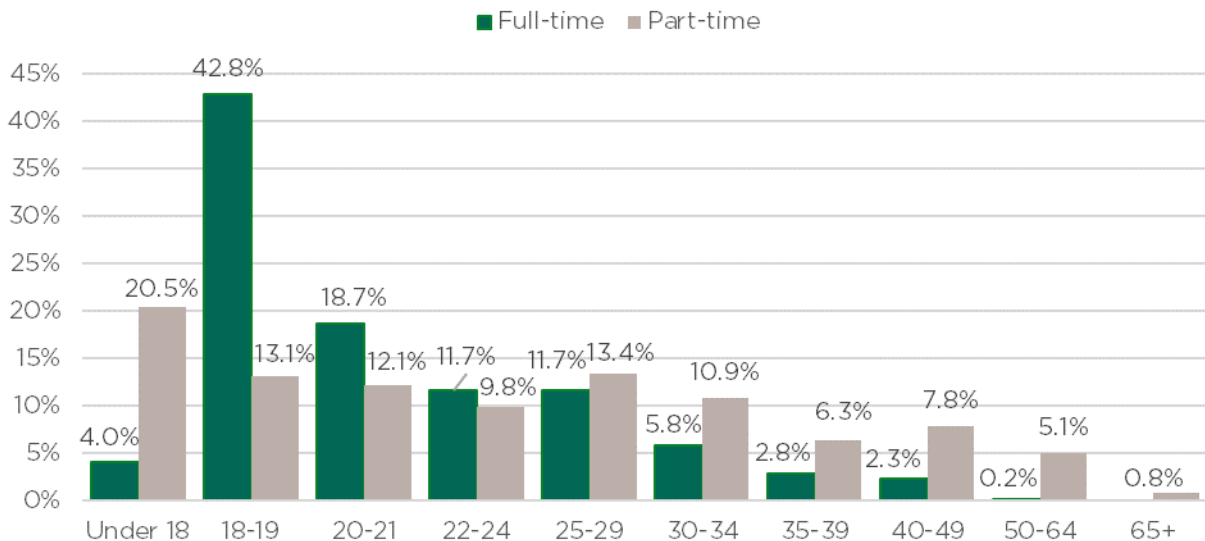


Figure 6

3. Numbers of students receiving financial assistance

Financial aid awards totaled \$3.3 million in academic year 2018-19, consisting of 77.2 percent federal aid programs, 11.7 percent state aid programs, and 11.1 percent Foundation and institutional aid programs. Fifty percent of the entire student body received federal, state, or institutional financial aid for an average aid award (not including loans) of \$4,844. Fifty-four percent of first-time, full-time students received federal, state, or institutional financial aid for an average award (not including loans) of \$6,059.

**Student Financial Aid from Federal, State & Institution-Funded Programs, AY 2018-19**

<b>Federal Programs</b>	<b>Recipients</b>	<b>Amount Awarded</b>	<b>Amount/Recipient</b>
Pell Grants	434	\$ 1,606,000.00	\$ 3,700.46
College Work Study	22	\$ 43,000.00	\$ 1,954.55
Perkins Loans	0	\$ -	-
SEOG	113	\$ 38,000.00	\$ 336.28
PLUS Loans	3	\$ 45,000.00	\$ 15,000.00
Stafford Loans (Subsidized)	118	\$ 363,000.00	\$ 3,076.27
Stafford Loans (Unsubsidized)	121	\$ 465,000.00	\$ 3,842.98
SMART & ACG or other	0	\$ -	-
<b>Total</b>		<b>\$ 2,560,000.00</b>	
<b>State Programs</b>			
Tuition Aid Grants (TAG)	143	\$ 237,000.00	\$ 1,657.34
Educational Opportunity Fund (EOF)	74	\$ 67,000.00	\$ 905.41
Outstanding Scholars (OSRP) or other	0	\$ -	-
Distinguished Scholars	0	\$ -	-
Urban Scholars	0	\$ -	-
NJ STARS	22	\$ 71,000.00	\$ 3,227.27
CCOG	13	\$ 13,000.00	\$ 1,000.00
NJCLASS Loans	0	\$ -	-
<b>Total</b>		<b>\$ 388,000.00</b>	
<b>Institutional Programs</b>			
Grants/Scholarships	157	\$ 369,000.00	\$ 2,350.32
Loans	0	\$ -	-
<b>Total</b>		<b>\$ 369,000.00</b>	

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

\*IPEDS Student Financial Aid Survey

4. Percentage of students who are New Jersey residents

The majority (84 percent) of all first-time SCC students are New Jersey residents. 70 percent of all first-time students reside in Salem County (Figure 7).

**Fall 2019 First-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
249	41	290	86%

*Note: Residence Unknown included with New Jersey Residents.*

*Required Table II.C.5*

*Source: IPEDS Fall Enrollment Survey, Part C*

**First-Time  
New Jersey Undergraduates  
By County Residence, Fall 2019**

County	Residents	Percentage
Atlantic	1	0.3%
Burlington	2	0.7%
Camden	8	2.8%
Cape May	1	0.3%
Cumberland	11	3.8%
Gloucester	15	5.2%
Mercer	1	0.3%
Morris	1	0.3%
Salem	203	70.0%
Out of State	46	15.9%
Unknown	1	0.3%
	290	100.0%

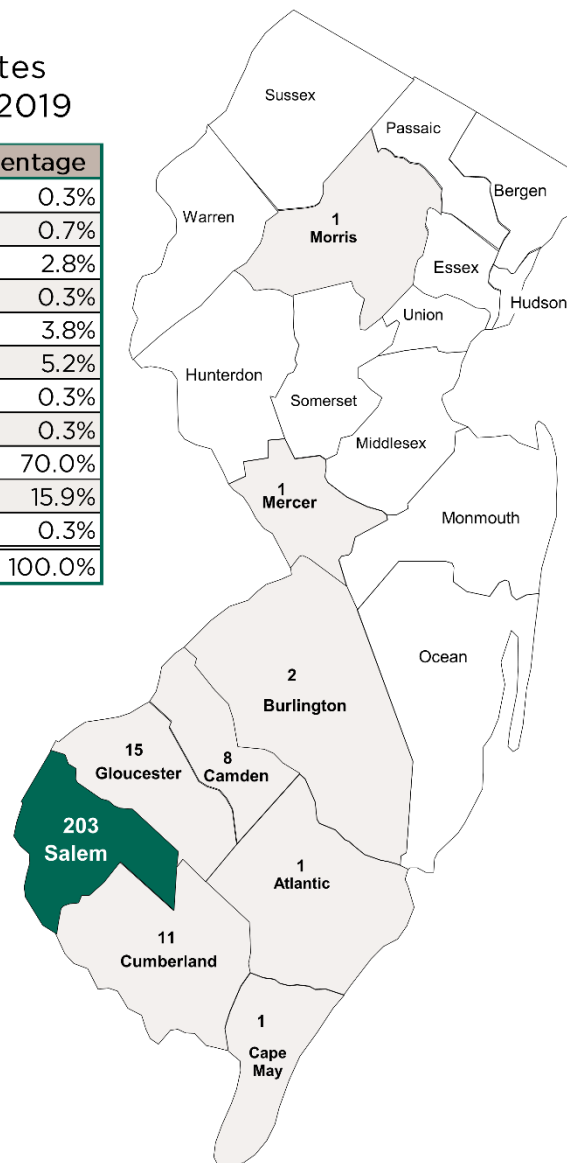


Figure 7



## First-Time, Undergraduates By State Residence, Fall 2019

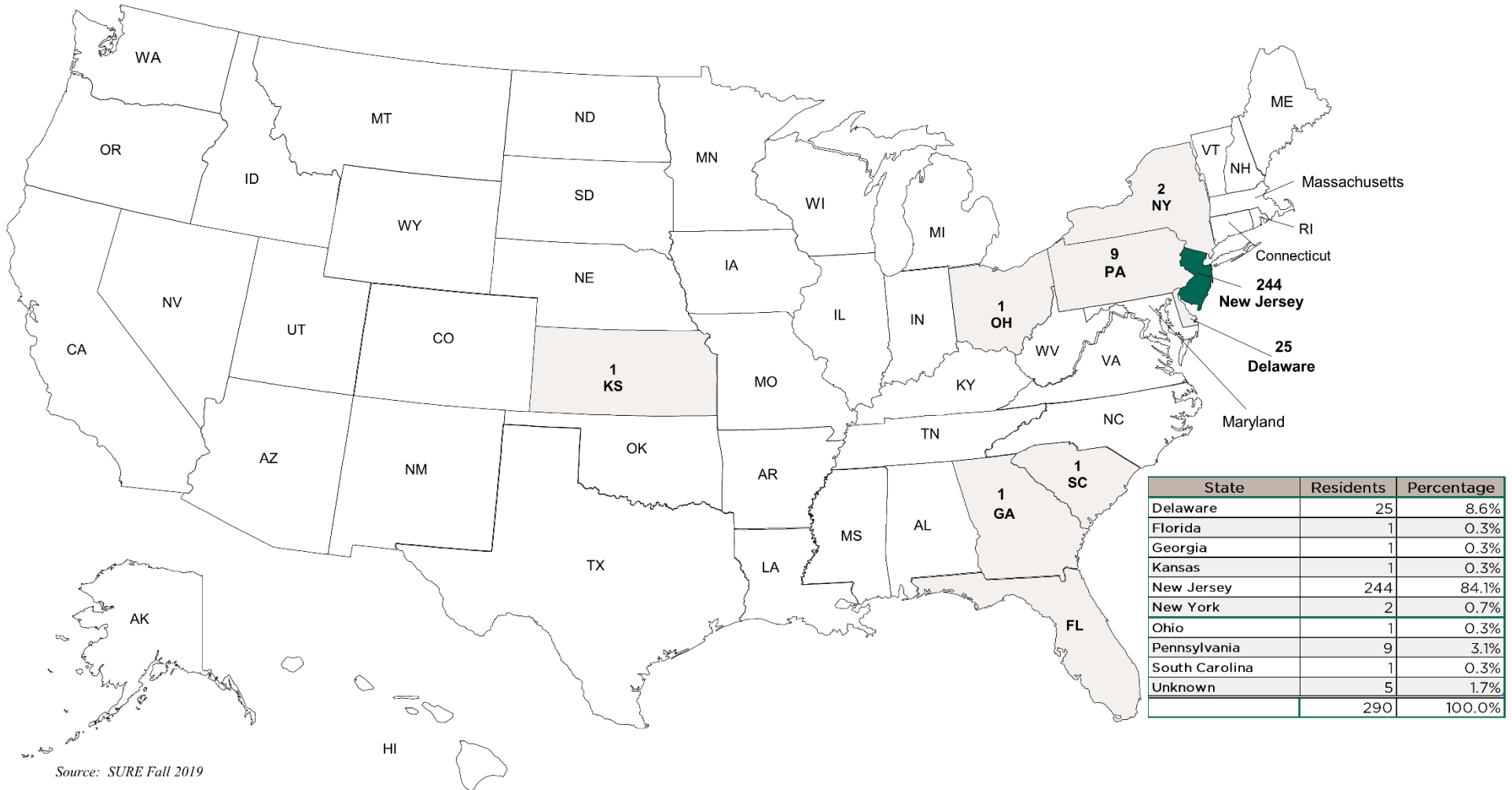


Figure 8

## D. Student Outcomes

### 1. Graduation rates

Graduation rates of first-time, full-time degree seeking students reflect the percentage of students that graduate, by completing a degree or certificate, within a specified time frame of first enrolling at SCC. Of the 189 students in the fall 2016 cohort, 36.5 percent graduated in two years. An additional 10.6 percent graduated the third year, for a total three-year graduation rate of 47.1 percent.

#### a. Two-year graduation rate

#### Two-Year Graduation Rate of Fall 2016 Full-time First-time Degree/Certificate Seeking Students

Cohort Term	Total Students	Student Completion	Percentage
Fall 2016	189	69	36.5%

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

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

#### Three-Year Graduation and Transfer Rates of Fall 2016 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

Ethnicity	Cohort Count	Graduated		Transferred**	
		Number	Percent	Number	Percent
White	98	52	53.1%	9	9.2%
Black	29	7	24.1%	5	17.2%
Hispanic	17	7	41.2%	4	23.5%
Asian	2	2	100.0%	0	0.0%
Alien	5	0	0.0%	1	0.0%
Other *	38	21	55.3%	5	13.2%
<b>Totals</b>	<b>189</b>	<b>89</b>	<b>47.1%</b>	<b>24</b>	<b>12.7%</b>

\* Other includes American Indians, Native Hawaiian & Pacific Islanders, Two or more races and Unknown.

\*\*Transferred category includes students who transferred prior to completing a degree at SCC.

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

2. Third-semester retention status
  - a. By attendance status

**Third Semester Retention of First-time Undergraduates by Attendance Status**

	First-Time, Part-Time			First-Time, Full-Time			All First-time Students		
	Total	Retained	Rate	Total	Retained	Rate	Total	Retained	Rate
Fall 2018 to Fall 2019	73	34	46.6%	158	106	67.1%	231	140	60.6%
Fall 2017 to Fall 2018	87	35	40.2%	157	104	66.2%	244	139	57.0%
Fall 2016 to Fall 2017	95	40	42.1%	166	105	63.3%	261	145	55.6%
Fall 2015 to Fall 2016	133	40	30.1%	219	157	71.7%	352	197	56.0%
Fall 2014 to Fall 2015	142	67	47.2%	208	136	65.4%	350	203	58.0%

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

**Fall-to-Fall Retention Rates of First-Time Students by Attendance Status, 2014-2019**

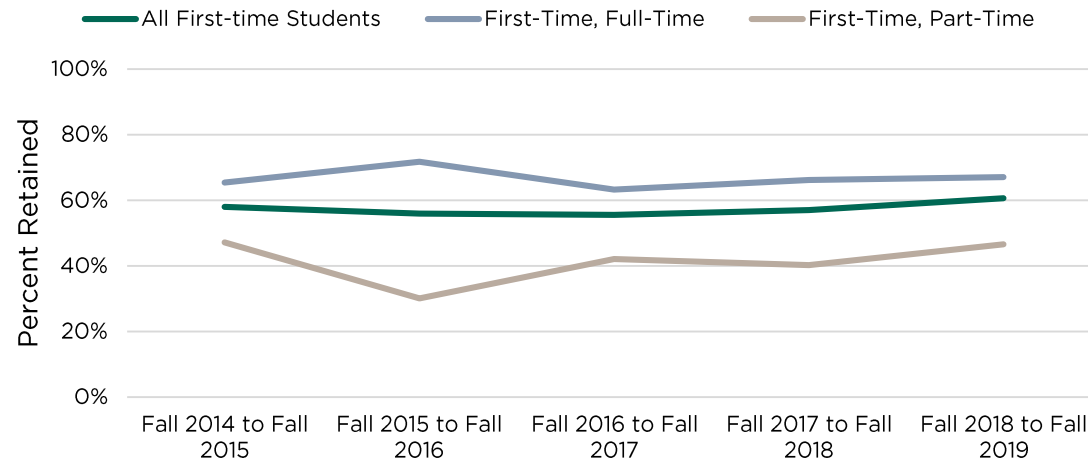


Figure 9

3. Academic year 2019 degrees conferred  
b. By race/ethnicity

**Degrees and Certificates Conferred by Race/Ethnicity, AY2019**

	Associates		Certificates		Total Awards	
	Number	Percent	Number	Percent	Number	Percent
White	123	64.7%	19	48.7%	142	62.0%
Black	14	7.4%	10	25.6%	24	10.5%
Hispanic	12	6.3%	1	2.6%	13	5.7%
Asian	4	2.1%	2	5.1%	6	2.6%
American Indian	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	1	2.6%	1	0.4%
Two or More Races	19	10.0%	3	7.7%	22	9.6%
Other	18	9.5%	3	7.7%	21	9.2%
<b>Total</b>	<b>190</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>229</b>	<b>100.0%</b>

Source: Salem Community College Institutional Research

**Degrees and Certificates Conferred by  
Race/Ethnicity, AY 2019**

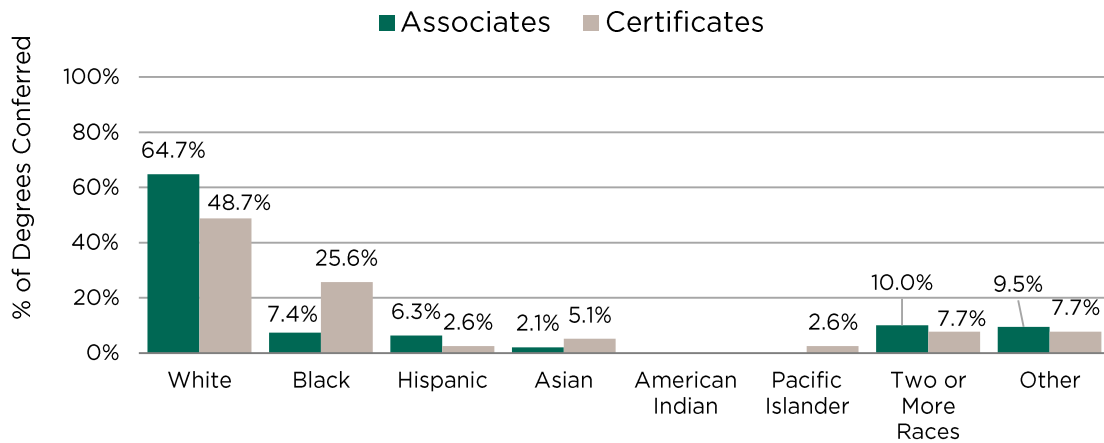


Figure 10

a. By gender

**Degrees and Certificates Conferred by Gender, AY2019**

Award	Male		Female		Unreported		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associates	76	40.0%	97	51.1%	17	8.9%	190	83.0%
Certificates	10	25.6%	25	64.1%	4	10.3%	39	17.0%
<b>Total</b>	<b>86</b>	<b>37.6%</b>	<b>122</b>	<b>53.3%</b>	<b>21</b>	<b>9.2%</b>	<b>229</b>	<b>100.0%</b>

Source: Salem Community College Institutional Research

**Completions by Award Type, AY 2019**

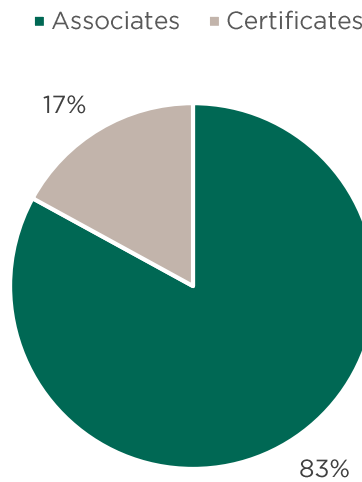


Figure 11

**Degrees and Certificates Conferred by Gender, AY 2019**

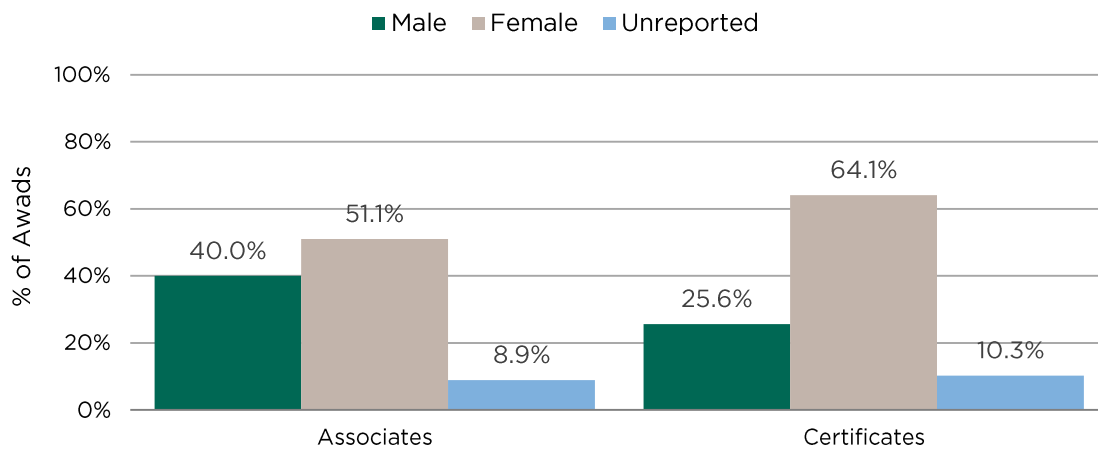


Figure 12

b. By CIP2000 Code Family

**Degrees and Certificates Conferred by CIP Code Family, AY 2019**

IPEDS CIP Code Family, CIP2010	Certificates	Associates	Total	% of Total
Health Professions	33	46	79	34.5%
Precision Production	0	39	39	17.0%
Visual and Performing Arts	0	22	22	9.6%
Liberal Arts and Sciences	0	21	21	9.2%
Business, Management, and Marketing	3	15	18	7.9%
Science Technologies/Technicians	0	10	10	4.4%
Psychology	0	9	9	3.9%
Biological and Biomedical Sciences	0	9	9	3.9%
Homeland Security and Law Enforcement	0	6	6	2.6%
Social Sciences	0	5	5	2.2%
Energy Management and Systems Technology	3	0	3	1.3%
Education	0	3	3	1.3%
Communication and Journalism	0	2	2	0.9%
Engineering Technologies	0	2	2	0.9%
Engineering	0	1	1	0.4%
<b>Totals:</b>	<b>39</b>	<b>190</b>	<b>229</b>	<b>100%</b>

Source: Salem Community College Institutional Research

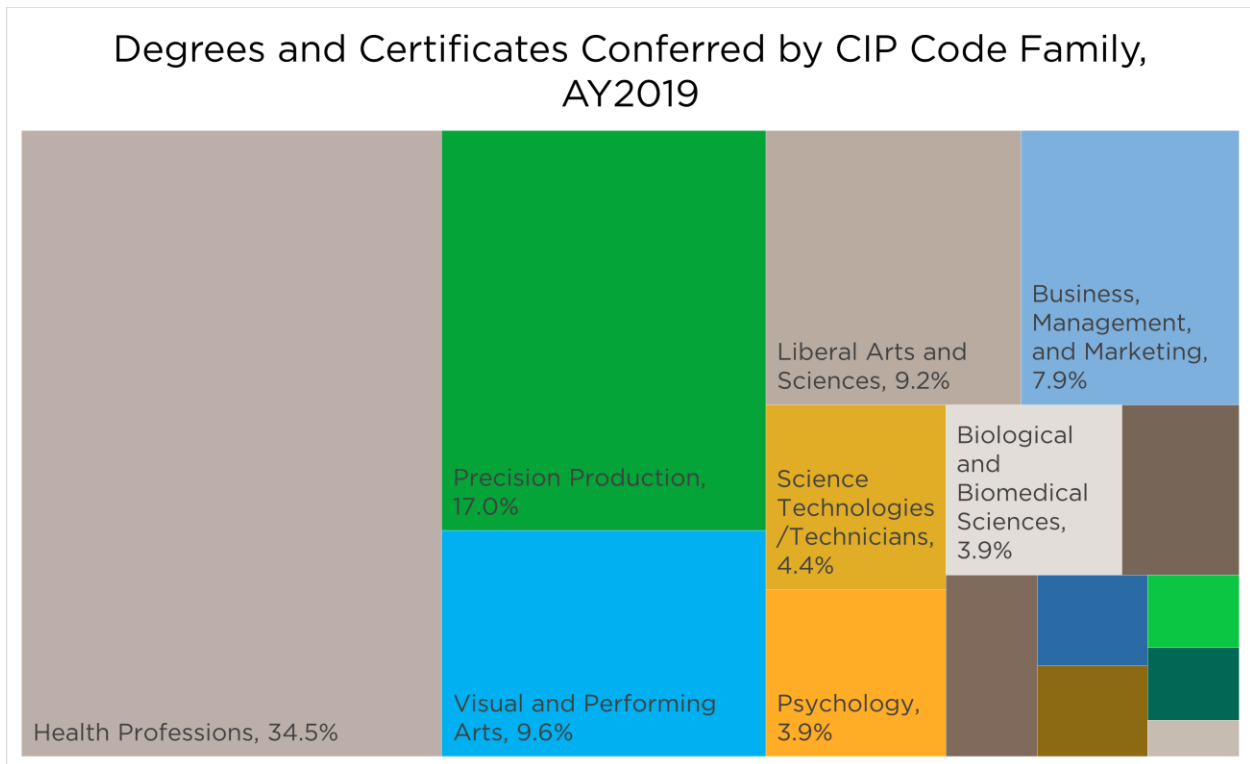


Figure 13

## E. Faculty characteristics

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

In fall 2019 there were 98 total faculty, composed of 16 full-time faculty (16 percent) and 82 adjunct faculty (84 percent).

#### a. Headcount

**Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2019**

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	2	2	0	0	0	0	0	0	0	0	0	0	0	4	2
Assistant Prof.	1	2	0	1	0	0	0	0	0	0	0	0	0	0	1	3
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Assistant Prof.	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>
<b>Total</b>																
Professors	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	2	3	2	0	0	0	0	0	0	0	0	0	0	0	4	3
Assistant Prof.	1	4	0	1	0	0	0	0	0	0	0	0	0	0	1	5
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>9</b>

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

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

b. Percentage

**Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2019 Percentage**

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
																Male
Tenured																
Professors	6.3%	---	---	---	---	---	---	---	---	---	---	---	---	---	6.3%	---
Associate Prof.	12.5%	12.5%	12.5%	---	---	---	---	---	---	---	---	---	---	---	25.0%	12.5%
Assistant Prof.	6.3%	12.5%	---	6.3%	---	---	---	---	---	---	---	---	---	---	6.3%	18.8%
All Others	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL	25.0%	25.0%	12.5%	6.3%	---	---	---	---	---	---	---	---	---	---	37.5%	31.3%
Without Tenure																
Professors	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Associate Prof.	---	6.3%	---	---	---	---	---	---	---	---	---	---	---	---	---	6.3%
Assistant Prof.	---	12.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	12.5%
All Others	6.3%	6.3%	---	---	---	---	---	---	---	---	---	---	---	---	6.3%	6.3%
TOTAL	6.3%	25.0%	---	---	---	---	---	---	---	---	---	---	---	---	6.3%	25.0%
Total																
Professors	6.3%	---	---	---	---	---	---	---	---	---	---	---	---	---	6.3%	---
Associate Prof.	12.5%	18.8%	12.5%	---	---	---	---	---	---	---	---	---	---	---	25.0%	18.8%
Assistant Prof.	6.3%	25.0%	---	6.3%	---	---	---	---	---	---	---	---	---	---	6.3%	31.3%
All Others	6.3%	6.3%	---	---	---	---	---	---	---	---	---	---	---	---	6.3%	6.3%
TOTAL	31.3%	50.0%	12.5%	6.3%	---	---	---	---	---	---	---	---	---	---	43.8%	56.3%

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

Source: IPEDS Human Resources Survey



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

SCC offered 219 classes in fall 2019, 41.1 percent being taught by full-time faculty, 60.3 percent by adjunct faculty, and 1.8 percent by other staff (typically full-time staff or administrators).

### Percentage of Course Sections Taught by Full-Time Faculty Fall 2015 to Fall 2019

	Total Sections	Full-Time Faculty	Part-Time Faculty	Others*
Fall 2019*	219	90 41.1%	132 60.3%	4 1.8%
Fall 2018	212	81 38.2%	128 60.4%	3 1.4%
Fall 2017	214	85 39.7%	123 57.5%	6 2.8%
Fall 2016	226	89 39.4%	130 57.5%	7 3.1%
Fall 2015	243	78 32.1%	165 67.9%	0 0.0%

Note: Others includes Full-time Administrators

Required Table II.E.2

"Source: Salem Community College Institutional Research

\*Beginning Fall 2019, numbers take into consideration sections taught by multiple faculty members. Percentages may add up to greater than 100%."

## 3. Ratio of full- to part- time faculty

### Ratio of Full- to Part-time Faculty Fall 2019

	Number	Percentage
Full-Time	16	16.3%
Part-Time	82	83.7%
Total	98	100.0%

Required Table II.E.3

Source: IPEDS Human Resources Survey

## F. Characteristics of the trustees

Salem Community College is sponsored by the citizens of Salem County through the Board of Chosen Freeholders and the state of New Jersey. The twelve-member governing board consists of eleven voting members and one member elected from the most recent graduating class. The College President serves as a non-voting, ex-officio member of the Board.

### 1. Race/ethnicity and gender

#### Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	1	1	1	---	---	---	6
Female	6	---	---	---	---	---	---	6
Total	9	1	1	1	---	---	---	12

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

### 2. List of trustees with titles and affiliations

#### Board of Trustees Members

Name	Title	Affiliation
John G. Ashcraft	President/Manager	Ashcraft Funeral Home
BJ Ayars	Offsite and Emergency Response Specialist	PSEG Nuclear
Ida Bowen	President/CEO (retired)	Deepwater Industries Federal Credit Union
Patrice Burdalski	Owner	State Farm Insurance
Amante N. DeCastro, M.D.	Physician	Self-employed
Maria B. Fantini	Administrative Assistant to the President and Board Secretary	Salem Community College
Michael R. Gorman, Ed.D.	President, Ex-Officio	Salem Community College
Dorothy D. Hall	Consultant	Self-employed
Scott R. Kramme, Esq.	Owner	Law Offices of Scott R. Kramme, LLC
Peggy Nicolosi	Executive Superintendent	NJ Dept. of Education
Ryan Padilla	Administrative Clerk	Cumberland County Dept. of Corrections
Jason Supernavage	Owner/President	Boston Rehabilitation Associates
Joanne Welch	Alumni Trustee	Salem Community College
Gregory T. Wright	Assistant Principal	Gloucester County Institute of Technology

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

### 3. URLs of webpages with information on trustees

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

## G. Profile of the institution

### 1. Degree and certificate programs

#### Degree and Certificate Programs

##### Associate of Arts Degrees

Communications/Journalism	Social Science - History/Political Science
Education	Social Science - Psychology
Liberal Arts <sup>†</sup>	Social Science - Sociology/Social Service
Mathematics	

##### Associate of Science Degrees

Biology/Chemistry	Criminal Justice - Cyber Security
Biology/Chemistry - Agricultural Science	Criminal Justice - Law Enforcement
Biology/Chemistry - Pre-Professional	Game Design and Development
Business Administration <sup>†</sup>	Health Science
Business Administration - Accounting	Occupational Therapy Assistant****
Business Administration - Supply Chain Mgt	Physics/Engineering
Computer Science	Sport Management

##### Associate of Applied Science in Technology Degrees

Business Administration	Nursing
Culinary Arts**	Scientific Glass Technology
Health Information Technology***	Technical Studies
Nuclear Energy Technology	Veterinary Technology***

##### Associate of Fine Arts

Computer Graphic Art	Studio Art
Glass Art	

##### Certificates

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

##### Career Certificates

Business Paraprofessional Management

<sup>†</sup>Also available as a distance learning option.

\*\*Joint degree in partnership with Rowan College at Burlington County

\*\*\*Joint degree in partnership with Camden County College

\*\*\*\*Joint degree offered with the School of Health Professions at Rutgers, The State University of New Jersey

Source: Salem Community College 2019-2020 Catalog

## H. Major research and public service activities

### 1. Research and development expenditures

Research and Development Expenditures, FY 2019	
	Dollar Amount (\$)
Federally Financed Academic R&D Expenditures	0
Institutionally Financed Academic R&D Expenditures	0
Total Academic R&D Expenditures	0

*Required Table II.H*

*Source: Salem Community College Institutional Research*

### 2. Publications and Presentations

Atkin, H & Lucente, J. (2020, Jan. 1). *A History of the World - Sort of*. The Delaware Contemporary, Wilmington, DE, United States.

Howard, M. (2020, Feb. 26). *Photography, Social Media, and Our Digital Culture* [Lecture]. Presidential Lecture Series, Salem Community College, Carneys Point, NJ, United States.

Melita, A. (2019, Oct. 30). *Salem County in the Revolution* [Lecture]. Presidential Lecture Series, Salem Community College, Carneys Point, NJ, United States.

Valentine, H. (2019, Oct. 18). *The History of Rock and Roll* [Lecture]. New Jersey Heritage, Salem County Culture and Heritage Commission, and the Salem Community College Bookmobile Library present the Living History Program, Salem Community College, Carney's Point, NJ, United States.

van Breukelen, Natalie A. & Santangelo, N. (2020). Aggression by convict cichlid pairs as a means to deter brood mixing in a natural setting, *Animal Behaviour*, 162 (April 2020), 105-113. <https://doi.org/10.1016/j.anbehav.2020.02.005>

### 3. Faculty and staff recognitions and awards

The 2019-20 recipients of the Academic Excellence Award were: **Catherine MacMillian, Andrea Bukay, Teresa Haney, and Lauren Schwartz.**

In March 2020, Associate Professor **Jennifer Martin** served as a peer evaluator on the Middle States Commission on Higher Education re-accreditation team that evaluated Garrett College in McHenry, MD.

Additionally, Martin remained engaged in the local community by serving on the board of the Literacy Volunteers of Salem and Cumberland Counties, which as part of the Gateway Community Action Partnership in Bridgeton, NJ provides free tutoring for adults in Cumberland and Salem counties who need help with reading, writing, or speaking English.

Associate Professor **Karen Mattison** joined the New Jersey Collegiate Business Administration Association (NJCBAA) leadership cabinet as the Member-at-Large for Two-Year Colleges. The NJCBAA supports and celebrates students and faculty from New Jersey in the business fields by providing professional development, facilitating the NJCBAA Honor Society, and rewarding exceptional business teaching and research.

Glass Art Instructor **Alexander Rosenberg** has received the 2020 Stephen Proctor Fellowship. Rosenberg will travel to Canberra, Australia at a yet to be determined time (due to the ongoing COVID-19 pandemic), to conduct a residency at the Australian National University School of Art and Design.

Glass Art Instructor **Daniel Cutrone's** recent body of work was featured in the group show "Silica Valley" at the Pittsburgh Glass Center (PGC), in Pittsburgh, PA, originally scheduled for March 6 through May 24. However, due to the temporary closure of the PGC the exhibition was extended, and became available virtually. Cutrone states of his recent work: "This body of work continues my inquiry between the natural world and the digitally fabricated world. The residue of my digital processes are employed as vocabulary to start a new conversation and a new experience."

The exhibition can be viewed online at:

<https://www.pittsburghglasscenter.org/news/pgcs-silica-valley-glass-art-exhibition-goes-virtual>

Director of Public Relations **William Clark** served as the master of ceremonies at the 85th annual meeting of the Deepwater Industries Federal Credit Union on January 31, 2020. Mr. Clark has served on the credit union's board of directors since 2016.

In October 2019, Salem Community College was selected by Southern New Jersey Development Council for their Distinguish Achievement Award in Art and Education. The organization recognized Salem Community College's new Samuel and Jean Jones Glass Education Center and the college's two programs focused in glass, **Scientific Glass Technology (AAS)** and **Glass Art (AFA)**.

#### 4. Collaborations with area schools

Salem Community College co-sponsored several major educational events for Salem County's K-12 sector in 2019-2020: the Duel on the Delaware Robotics Competition, the Salem County Vocational-Technical School (SCVTS) Academy Showcase, the Kids Inquiry Conference, Middle School Students' Leadership Conference, the FIRST Lego League Qualifier, Salem County 8th Grade Spelling Bee, 8th Grade Career Exploration Day with Penns Grove Middle School, the Salem County Chambers Works Science Fair, the Salem County High School and Middle School Academic League Finals, the Salem County Head Start in Harmony Festival, and the SCVTS Women in the Workplace Forum.

The 21<sup>st</sup> Annual Kids Inquiry Conference provided 900 Salem County elementary school students the opportunity to engage in hands-on science experiments run by

teams of Woodstown High School students, and present findings on science experiments and research conducted in school.

Salem Community College also hosted a two-week STEM summer camp for middle school and high school girls in partnership with South Jersey Robotics and continues to serve as the permanent home of the award-winning Team 316 (The Lunatecs) of South Jersey Robotics and the Robochicks – both affiliated with FIRST Robotics.

Salem Community College received the Office of the Secretary of Higher Education Year 4 NJ GEAR UP/College Bound grant, which enabled the college to collaborate with the Penns Grove-Carneys Point Regional School District. The grant enabled the college to provide services to 94 students in grades 7-12. Student participants typically have access to a full tutoring program during the academic year, along with a Summer Enrichment Program for students; college tours; cultural events; instruction for study skills, reading, and math; mentoring; and parent workshops. Because of the COVID-19 and subsequent quarantine mandates, many of the services were adapted for virtual delivery and access.

As a recipient of the College Readiness Now VI Grant (CRN VI), Salem Community College partnered with Penns Grove-Carneys Point Regional School District and Salem County Vocational Technical School District to provide Accelerated Learning Programs to local students. Students were enrolled in ENG101, as well as a companion support course during the spring 2020 semester. Students who successfully completed the course were able to earn college level credits while still in high school.

Salem Community College is part of the Cumberland/Salem Regional Consortium and offers a comprehensive Adult Basic Skills Program. The program provides a variety of resources to the community to assist students with skills needed to obtain a General Education Diploma (GED), job placement, career planning, immediate access to post-secondary training and college courses. During the 2019-2020 academic year, 27 students passed the TASC (Test Assessing Secondary Completion) and received their GED. The program has grown considerably within the last four years with over 80 diplomas issued to students. By the end of this academic year, the program enrollment exceeded its benchmark performance with 67 students enrolled. The program's success continues to grow, as it has expanded its business partnerships to multiple programs that serve at-risk youth in the Salem County area. Salem Community College's success is widely attributed to its highly qualified instructional staff who takes pride in each of their student's academic performance, achievement and future career goals. Annual graduation celebrations are held and attended by many to recognize each student's hard work, efforts and accomplishments. Salem Community College works closely with local high schools, businesses, Workforce Investment Boards, and members of the community to ensure educational success within its community.

As part of the Salem County Cultural and Heritage Commission Grant, Salem Community College collaborated with the Penns Grove-Carneys Point Regional School District to provide busing and admission for elementary school students and to attend a theatrical performance in the Davidow Theatre of "A More Perfect Union"

by the Pushcart Players, an award-winning professional touring theatre company from Verona, NJ.

5. Public service activities
  - a. Community service and outreach events

Salem Community College hosted two events to honor veterans, including the annual veterans' medal ceremony which was sponsored by the County of Salem Office of Veterans Affairs. The annual Veterans Recognition Dinner was held in conjunction with the Salem Community College Foundation.

The SCC ESports club collected non-perishable goodies to as part of their Snacks for Sailors project, which benefited servicemen-and-women aboard the USS Abraham Lincoln.

The College held the 3rd Annual "Best of Salem County" banquet, which was attended by 500 representatives from the county's large and small businesses, as well as nonprofits. Proceeds support the Salem County Chamber of Commerce scholarship benefitting Salem Community College students who are volunteers in their community. The College also hosted the Chamber's annual Candidates' Forum and the Chamber's Salem County Medical Cannabis Economic Impact Forum.

A new community outreach initiative was the Senior Circle of Friends, a collaboration with the Salem Community College Foundation and the Salem Medical Center. In 2019-2020, the Circle of Friends organized two "lunch-and-learn" programs at Salem Community College.

The SCC Glass Club hosted a bead making and fundraising event in October 2019 to benefit the not-for-profit organization Beads of Courage, which supports children as they courageously take on cancer treatments. Children are given beads for the treatments they receive and accumulate them on large strands that make visible their journey in combating their illness.

The students, faculty, staff, and special guests of the Samuel and Jean Jones Glass Education Center kept the College's 42 torches lit throughout the entire day to produce as many beads as possible for these amazing kids. By the end of the day, 645 beads were created!

The SCC Glass Club held a glass sale at the event and donated a portion of sales to Beads of Courage. Additionally, the club raised funds for the organization through a Facebook fundraiser, and had a direct donation station set up for the event in the glass center. In all, the club raised over \$800 for this incredible organization.

Between July 1, 2019 to August 31, 2019, all library visitors were able to enter their children in a drawing for tickets to LEGOLAND Philadelphia. Tickets were donated by LEGOLAND Philadelphia to the LOGIN consortium and each participating LOGIN library received four annual passes, to be awarded as one grand prize.



In honor of Constitution Day 2020, all Salem Community College students were able to enter a drawing for Veteran Noah Galloway's memoir, "Living with No Excuses". Noah had previously recorded a short intro to his book specifically for Salem Community College, which was used to draw attention to the contest.

On November 12, 2019 we held a Moment of Reflection in the Michael S. Cettei Library, in memory of beloved Professor Reginald Smith. Formal services were held in the theatre on November 18, 2019. Both events were open to the public and were attended by current staff and students, as well as numerous members of the community, former staff, and Salem Community College graduates.

Since 2017, Chuck Erhardt (Coordinator of Student Outreach and Communication), Laura Green (Advisor), Jill James (Registrar/Coordinator of Academic Programs), and Alicia Smith (Office Personnel, Enrollment Management) have volunteered with Meals on Wheels (MOW) of Salem County on behalf of Salem Community College. Once a month, the foursome delivers meals with a smile to residents in Pennsville. For many homebound residents, MOW team members are the only people they see on a particular day.

Public Safety Director **John Morrison** was deployed for 35 days to assist in the establishment of what was to be the largest COVID positive hospital in the country at the Javits Center in New York City. The scope of the deployment was expanded to include support for the hospital ship USNS Comfort and the Office of the Chief Medical Examiner for New York during Operation Gotham. Prior to that, Morrison was deployed to USMC Air Station Miramar in February 2020 to run medical operations for the repatriation of 232 American citizens from Wuhan, China. John has been deployed over 30 times since 1994 in support of federal medical responses as an Operations Section Chief for the US Department of Health and Human Services, Incident Management Team. The team manages the federal medical, veterinary, mortuary and public health response to disasters.

#### b. Cultural events

##### Glass Education Center

The new Samuel and Jean Jones Glass Education Center (GEC) opened in September of 2019 on Salem Community College's main campus in Carneys Point. The 20,000 square foot facility is home to the college's Glass Art (AFA) and Scientific Glass Technology (AAS) programs, as well as extracurricular workshops and events. The GEC hosted an official grand opening event on October 25, 2019. Included in the GEC is "The Glass Gallery" which is open to the public and houses exhibitions featuring student work created at the GEC, as well as work by professional artists. The Gorman Family has generously sponsored the gallery for the period of five years in memory of Jeri Gorman, SCC Class of '76.

The SCC Glass Club attended both the "Festival of Fine Craft" at Wheaton Arts Cultural Center and the "Meals on Wheels Giant Pumpkin Carve" this year. At each event, students conducted glass flameworking demonstrations for the public and answered questions about the process.



Through their fundraising efforts, the SCC Glass Club was able to take a three-day, two-night trip to Corning, NY. The trip included exclusive demonstrations, tours, and talks at the Corning Museum of Glass.

Glass workshops were held at the GEC throughout the year. Visitors to the GEC were able to register for single afternoon glass experiences. No prior experience was necessary and these workshops focused on a variety of glass processes. In a single session participants received instruction and were able to complete a specific project from beginning to end.

Additionally, in November 2019, the GEC hosted two two-day intensive workshops in which those enrolled received two full days of instruction with professional artists Alexander Rosenberg and Eric Goldschmidt. These workshops were geared to participants with some prior experience in glass who wished to expand their glassworking skills.

The GEC also hosted art students from Vineland High School and Newark's Visual and Performance Arts students for day long glass making experiences.

#### Author Visits

On February 10, 2020, author and illustrator Jason Brubaker did a Skype session with the CGA132-01 (Digital Illustration) students. Thanks to the generosity of the Salem Community College Foundation, every registered student received signed copies of both books in the *reMIND* series.

Spring 2020 CGA132-02 students had a separate session with Mr. Brubaker on February 13, 2020, and they also received signed books.

#### Art Exhibits

The Salem Community College Michael S. Cettei Memorial Library displays rotating student art exhibits, as well as faculty or guest art. Pieces selected for display are coordinated by Jenna Lucente, Assistant Professor in the Visual and Performing Arts department.

#### **Student Exhibits**

Fall 2019

Fall 2019

Endangered and Extinct Species  
"Alignment"

#### **Professional Artist Exhibits**

Fall 2018

Jon Hunt: 50 Miles of Thunder

#### Concerts

Salem County American Legion Band

Salem County Brass Society Holiday Concert

Salem Community College Oak Singers Holiday Concert

Music Around the County Jazz Festival

December 2019

December 2019

December 2019

January 2020

Head Start in Harmony

February 2020

## I. Major capital projects underway in fiscal year 2020

The single most significant capital project within Fiscal Year 2020 was the completion and occupancy of the Samuel and Jean Jones Glass Education Center, a new construction 20,000 square foot facility on the college's campus at Carneys Point, NJ. The project initiated in FY 2019 and was completed early in fiscal year 2020 with occupancy and classes at the facility in September 2019 (fiscal year 2020).

With the exception of a continuing (still in evaluation, bid, design process) project addressing the need for replacement primary HVAC system for the college's Davidow building that includes the college's theater and Athletics fieldhouse, remaining capital projects were of far lesser significance – well below \$100,000. The college allocated remaining NJ Chapter 12 approved funding not used as part of the new Glass Education Center or anticipated for addressing the Davidow HVAC replacement approximating \$200,000 that is expected to be utilized for the referenced lesser value capital projects during the ensuing fiscal year 2021.

## II. Other Institutional Information

### J. Awards Conferred

#### 4. Awards conferred by academic year

#### Awards Conferred by Academic Year

Academic Year	Certificates	AA	AS	AAS	AFA	Total
2011	33	88	45	43	7	216
2012	39	86	54	39	6	224
2013	55	60	82	43	10	250
2014	60	66	90	45	5	266
2015	37	67	67	57	6	234
2016	26	67	54	96	8	251
2017	36	51	49	89	23	248
2018	40	63	57	93	16	269
2019	39	39	41	92	18	229
2020	39	48	64	64	15	230

Source: Salem Community College Institutional Research

#### Awards Conferred by Academic Year

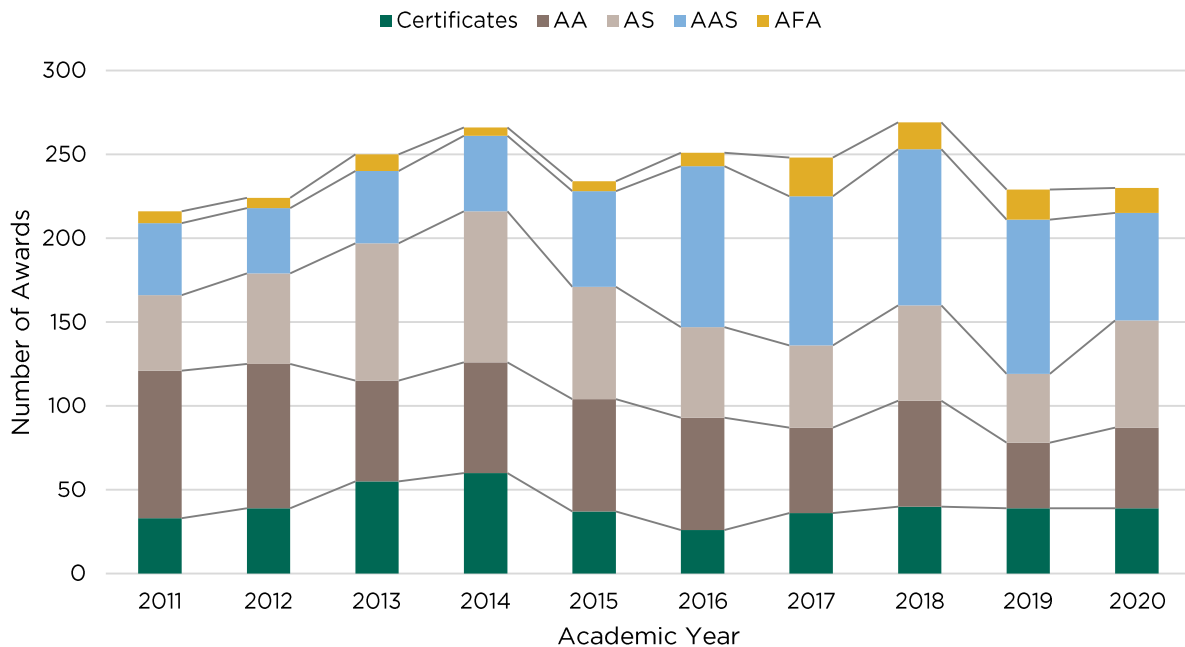


Figure 14

5. Awards conferred by program

**Awards Conferred by Program and Academic Year**

<b>Program</b>	<b>AY 2016</b>	<b>AY 2017</b>	<b>AY 2018</b>	<b>AY 2019</b>	<b>AY 2020</b>
<b>Award Totals</b>	<b>251</b>	<b>250</b>	<b>264</b>	<b>227</b>	<b>228</b>
<b>Associate Degree Total</b>	<b>226</b>	<b>214</b>	<b>224</b>	<b>188</b>	<b>191</b>
<b>Associate of Arts Total</b>	<b>68</b>	<b>51</b>	<b>61</b>	<b>39</b>	<b>47</b>
Communications Journalism	6	2	2	2	2
Criminal Justice*	7	8	4	0	0
Education	11	9	12	3	10
Liberal Arts	26	21	27	20	19
Mathematics	1	1	0	0	0
Physics Engineering*	0	0	2	0	0
Social Science - History/Political Science	1	0	0	4	2
Social Science - Psychology	7	4	13	9	7
Social Science - Sociology/Social Service	8	6	1	1	7
Sport Management*	1	0	0	0	0
<b>Associate of Science Total</b>	<b>54</b>	<b>50</b>	<b>55</b>	<b>40</b>	<b>65</b>
Biology/Chemistry	12	10	13	9	8
Biology/Chemistry - Agricultural Science	0	0	0	0	2
Biology/Chemistry - Pre-professional	0	0	0	0	2
Business Administration - Accounting	0	0	0	0	1
Business Administration General	8	12	5	4	13
Computer Science	0	0	0	0	1
Criminal Justice - Cyber Security	0	0	1	0	4
Criminal Justice - Law Enforcement	0	0	7	6	2
Game Design and Development	5	6	4	4	6
Health Science (Diagnostic Med Sonog)*	2	0	0	0	0
Health Science (Medical Radiography)*	2	1	1	0	0
Health Science	25	20	24	17	25
Occupational Therapy Assistant	0	1	0	0	0
Sport Management	0	0	0	0	1
<b>Associate of Applied Science Total</b>	<b>96</b>	<b>90</b>	<b>92</b>	<b>91</b>	<b>64</b>
Business Administration	11	7	5	11	8
Health Information Technology	0	0	1	0	0
Nuclear Energy Technology	22	19	8	10	5
Nursing	23	21	24	29	29
Process Operator Technology*	9	14	10	1	0
Scientific Glass Technology	30	29	43	39	21
Sustainable Energy: Green Technology*	1	0	1	1	0
Technical Studies	0	0	0	0	1
<b>Associate of Fine Arts Total</b>	<b>8</b>	<b>23</b>	<b>16</b>	<b>18</b>	<b>15</b>
Computer Graphic Art	6	8	5	7	5
Glass Art	2	11	11	9	6
Glass: Applied Craft & Design*	0	1	0	0	0

### Awards Conferred by Program and Academic Year

Program	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
Studio Art	0	3	0	2	4
<b>Certificate Total</b>	<b>25</b>	<b>36</b>	<b>40</b>	<b>39</b>	<b>37</b>
Administrative Assistant	6	7	5	3	3
Pharmacy Technician	1	2	4	4	2
Practical Nursing	18	27	31	29	32
SET: Academic Certificate	0	0	0	1	0
SET: Green Construction Technology*	0	0	0	1	0
SET: Solar Energy Technology*	0	0	0	1	0

*\*Denotes Inactive Program*

*Source: Salem Community College Institutional Research*

## K. Enrollment trends

### 1. By fall credit hour totals

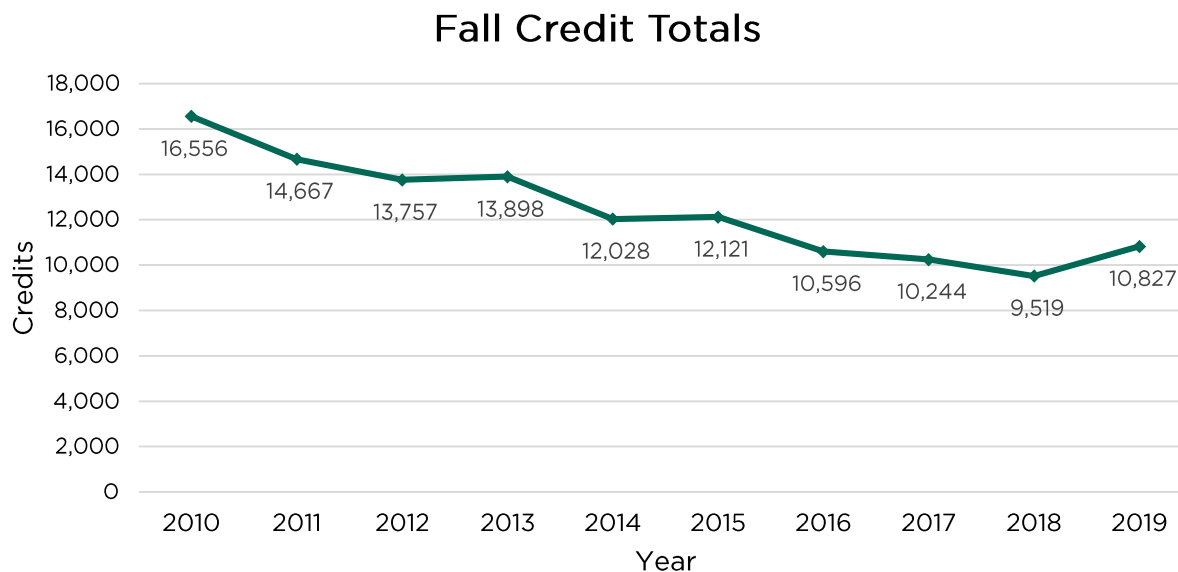


Figure 15

### 2. By fall student enrollment status

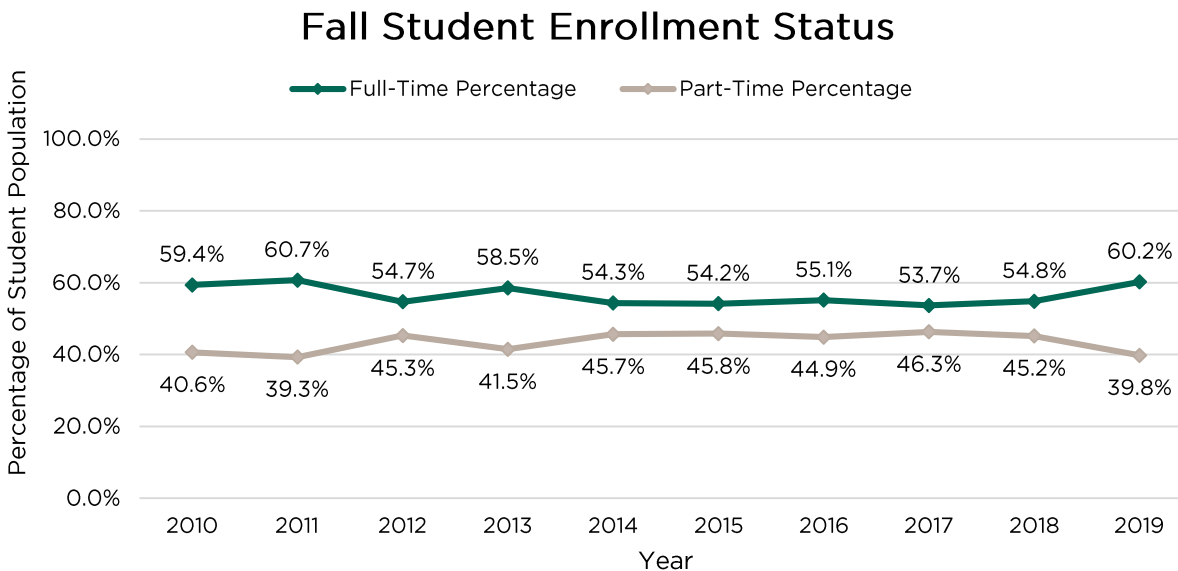


Figure 16

### 3. By program

#### Fall Enrollment Trends by Program

Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Program Totals</b>	<b>1040</b>	<b>906</b>	<b>905</b>	<b>891</b>	<b>1024</b>
<b>Associate Degree Program Total</b>	<b>961</b>	<b>806</b>	<b>797</b>	<b>780</b>	<b>870</b>
<b>Associate of Arts Total</b>	<b>325</b>	<b>199</b>	<b>195</b>	<b>178</b>	<b>226</b>
Communications Journalism	17	8	10	6	8
Computer Science*	1	0	0	0	7
Criminal Justice*	44	24	7	1	1
Education	44	33	28	19	45
Liberal Arts	161	88	90	90	89
Mathematics	2	1	0	3	4
Physics Engineering*	3	2	2	0	1
Social Science History Political Science	5	2	5	7	8
Social Science Psychology	27	26	39	38	41
Social Science - Social/Community Service*	1	1	0	0	0
Social Science - Sociology*	0	0	0	0	0
Social Science - Sociology/Social Service	20	14	14	14	22
<b>Associate of Science Total</b>	<b>333</b>	<b>318</b>	<b>317</b>	<b>334</b>	<b>387</b>
Biology/Chemistry	42	31	27	26	21
Biology/Chemistry - Agricultural Science	0	0	0	1	4
Biology/Chemistry - Pre-Professional	0	0	0	4	5
Business Administration - Supply Chain Management	0	0	0	1	8
Business Administration - Accounting	0	0	0	6	11
Business Administration General	41	34	21	29	43
Criminal Justice - Cyber Security	0	6	10	12	13
Criminal Justice - Law Enforcement	0	9	21	28	23
Criminal Justice Emergency Management	0	0	2	2	0
Forensic Science*	1	0	0	0	0
Game Design and Development	19	20	17	16	21
Health and Exercise Science*	0	0	0	0	0
Health Science	191	191	210	197	214
Health Science - ADN Prep*	0	0	0	0	0
Health Science - Diagnostic Med Sonography	9	8	0	1	0
Health Science - Medical Lab Tech	1	1	0	0	0
Health Science - Medical Radiography	8	7	4	0	0
Health Science - Nuclear Medicine	0	1	1	0	0
Health Science - Practical Nursing Prep*	9	1	0	0	0
Health Science - Surgical Technology	3	2	1	1	0
Justice Studies - Corrections	0	1	0	0	0
Justice Studies - Homeland Security	0	0	0	0	1
Occupational Therapy Assistant	5	5	2	2	3
Paralegal Studies	3	1	1	4	2
Physics/Engineering	0	0	0	4	10
Sport Management*	1	0	0	0	8



### Fall Enrollment Trends by Program

Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Associate of Applied Science Total</b>	<b>230</b>	<b>208</b>	<b>197</b>	<b>189</b>	<b>165</b>
Agribusiness	3	1	0	0	0
Agriculture	3	0	0	0	1
Business Administration	31	31	41	37	29
Culinary Arts	2	3	0	1	1
Health Information Tech	4	2	3	3	0
Horticulture*	1	0	0	0	0
Nuclear Energy Technology	42	28	21	18	13
Nursing	26	27	30	32	32
Process Operator Technology*	28	28	10	0	0
Respiratory Therapy*	5	2	0	0	0
Scientific Glass Technology	82	82	89	94	77
Sustainable Energy: Green Technology*	3	3	3	1	0
Technical Studies	0	1	0	2	1
Veterinary Technology	0	0	0	1	11
<b>Associate of Fine Arts Total</b>	<b>73</b>	<b>81</b>	<b>88</b>	<b>79</b>	<b>92</b>
Computer Graphic Art	23	28	28	22	28
Digital Media*	0	0	0	0	0
Glass Art	47	48	47	43	50
Glass: Applied Craft & Design*	0	0	0	0	0
Studio Art	3	5	13	14	14
<b>Certificate Total</b>	<b>52</b>	<b>43</b>	<b>49</b>	<b>63</b>	<b>67</b>
Administrative Assistant	2	3	4	9	9
Allied Health*	1	0	0	0	0
Business Paraprofessional Management	1	1	0	0	0
Medical Coding	3	1	1	1	2
Pharmacy Technician	11	6	7	7	9
Practical Nursing	32	32	37	46	47
Social Service*	2	0	0	0	0
<b>Undecided</b>	<b>27</b>	<b>57</b>	<b>59</b>	<b>48</b>	<b>87</b>

\* Denotes Inactive Program

Source: Salem Community College Institutional Research

## L. Focus on STEM programs

### Focus on STEM Programs

Academic Year	Percent of Enrolled Students in STEM Programs	Percent of Credits for Students in STEM Programs	Percent of Graduates in a STEM Program
2009	63.8%	62.8%	63.2%
2010	63.4%	62.0%	64.6%
2011	66.1%	66.1%	69.4%
2012	65.3%	66.0%	73.9%
2013	66.6%	67.4%	76.5%
2014	63.7%	66.7%	74.7%
2015	65.3%	69.1%	72.7%
2016	65.4%	71.2%	75.0%
2017	67.3%	73.2%	80.6%
2018	67.1%	69.3%	74.8%
2019	66.8%	67.2%	77.0%
2020	56.9%	57.2%	69.5%

\* Dual Credit and Robotics students are excluded from calculations

Source: Salem Community College Institutional Research

### Focus on STEM Programs

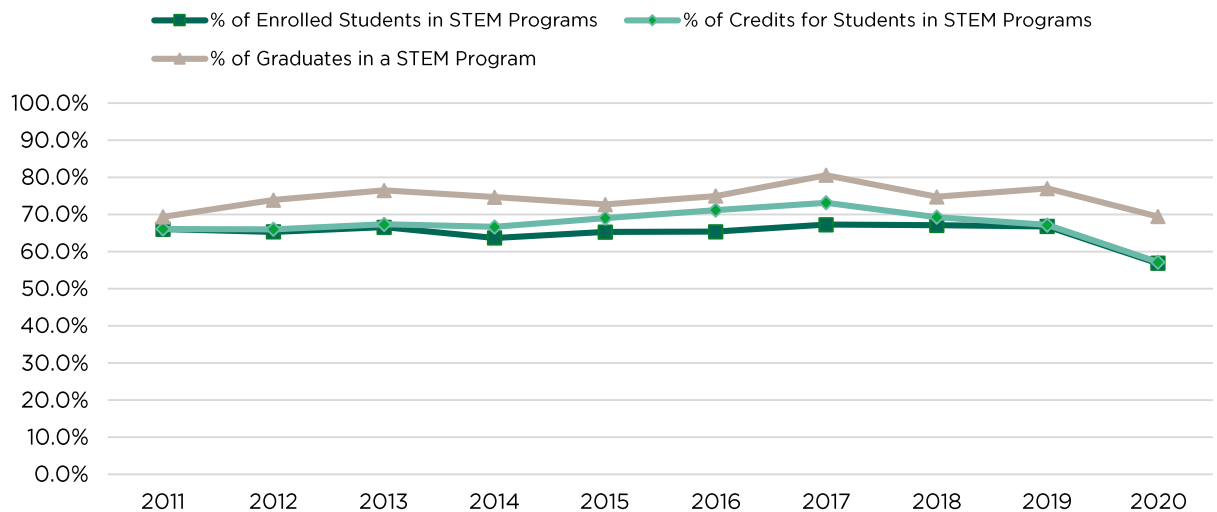


Figure 17