



Salem

Community College

2016 SELF-STUDY

Endorsed by Board of Trustees

Date: January 21, 2016

Submitted for Re-accreditation
to the Commission on Higher Education
Middle States Association of Colleges and
Schools

April 2016





VISION STATEMENT

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

COLLEGE MISSION

Salem Community College provides affordable, quality higher education for College transfer and workforce development.

DIVERSITY STATEMENT

Salem Community College recognizes its responsibility and commitment to foster an environment of respect, understanding and tolerance among all individuals and groups, with sensitivity for those likely to experience disrespect, abuse and misunderstanding because of race, ethnicity, religion, gender, sexual orientation, age, economic status, or mental or physical challenges.



Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective October 19, 2012

Salem Community College

(Name of Institution)

is seeking (Check one):

- ☐ Initial Accreditation
☒ Reaffirmation of Accreditation through Self Study
☐ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

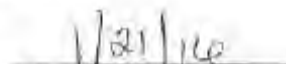
- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum (Check if applicable)


(Chief Executive Officer)


(Date) 1/21/16


(Chair, Board of Trustees or Directors)


(Date) 1/21/16

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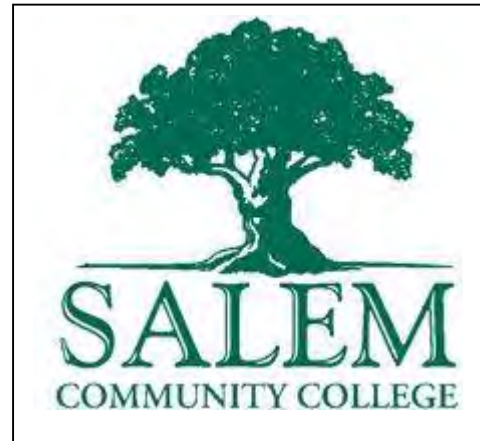
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Institutional Overview



Executive Summary

Introduction

Salem Community College (SCC) is an accredited, co-educational, public two-year institution of higher education. SCC was established by the Salem County Board of Chosen Freeholders in 1972. It is authorized by the New Jersey Office of the Secretary of Higher Education to grant associate degrees (Associate in Art, Associate in Fine Arts, Associate in Science, and Associate in Applied Science) and certificates – both credit certificates (30-36 credits) and career certificates (less than 30 credits) in over 40 liberal arts, practical nursing and technology programs of study. Many of these programs transfer to four-year colleges and universities. It is governed by a Board of Trustees comprised of the Executive Superintendent of Schools of Salem County, eight members appointed by the Salem County Board of Chosen Freeholders, two members appointed by the governor, and one alumni representative elected by the student body.

SCC is one of nineteen community Colleges in the state of New Jersey and is located in a small town in Salem County, which is in the southwestern corner of the state, bordering southeastern Pennsylvania and Delaware. The College is 10 miles from Wilmington, Delaware, 35 miles from Philadelphia, Pennsylvania and 71 miles from Atlantic City, New Jersey. Salem County is the oldest and least densely populated county in New Jersey and is the sixth poorest per capita. In the last five years Salem County has experienced a net loss in business and jobs with 25 businesses closing, and only 7 new businesses opening. In addition, the three largest employers in the County - - PSEG Nuclear, DuPont, and Mannington Mills - - have undergone tremendous change and are in the process of downsizing.

The College was first awarded accreditation by the Middle States Commission on Higher Education in 1979, and was reaffirmed in 1984, 1990, 1995, and 2005. Middle States accepted SCC's Periodic Review Report (PRR) in 2010, with a request for a follow-up report, which the College submitted, and which was approved by MSCHE with reaffirmation of accreditation.

Several leadership changes have taken place since the last Periodic Review Report (PRR). Dr. Peter Contini, the longest-serving President (1997-2011) retired. Joan M. Baillie was appointed Interim President following Dr. Contini's retirement and was then appointed President March 22, 2012. President Baillie stepped down due to health reasons in July 2015, and SCC welcomed Dr. Michael Gorman as its eighth President in August 2015. Dr. Gorman was selected after a national search and comes to the College with a strong commitment to both education and the Salem County community.

In early fall 2012, a College-wide process led to the adoption of a new Mission and Strategic Plan for Salem Community College. Improving fiscal stability, improving student success and improving the College image are the three institutional priorities of the Strategic Plan. Emphasis on *providing affordable, quality higher education for college transfer and workforce development* is the College mission.

Self-Study Process

The Middle States Self-Study process provided an opportunity for Salem Community College's many constituencies to explore, investigate, and analyze how the College meets its mission and goals. For the entire College community, the Self-Study offered an opportunity for reflection, regeneration, and improved communication. The objectives of the Self-Study were to:

- Construct a narrative that demonstrates the College's compliance with the accreditation standards of the Middle States Commission on Higher Education.
- Educate the College community about the significance of the strategic planning process and the degree to which institutional goals and evidence guide the planning process.
- Engage the College-wide process of self-evaluation that raises awareness among all members of the College community about Salem Community College's commitment to using assessment to improve student learning, institutional effectiveness, and the assessment and strategic planning processes themselves.
- Describe successes, strengths, and opportunities, as well as challenges in all that we do.

In May 2012 President Baillie appointed Chief Academic Officer Mark McCormick and Associate Professor of Biology Maura Cavanagh Dick to co-chair the self-study steering committee. These co-chairs, along with the Director of Institutional Research & Planning, Denise Dersch served as the core team. Shortly thereafter, the College formed a Steering Committee and all members were introduced to the entire College community at the January 2013 Opening Session. Members of the Steering Committee wrote a Self-Study design proposal, including research questions for each standard, which was submitted to MSCHE and approved in spring 2013 (a list of Steering Committee members can be found on page 118).

SCC's Self-Study is a comprehensive analysis organized around the MSCHE 14 standards of excellence. The standards were grouped together, creating five distinct Working Groups, each with 2-3 co-chairs. Efforts were made to ensure the Steering Committee and Working Group membership had participation from every Division and represented a broad cross-section of the College community. Participation included more than 30 members. The Steering Committee and working groups began meeting regularly in fall 2013. The groups posted minutes on the College intranet and updated the Board of Trustees and members of the College community on a regular basis. Additionally, the Steering Committee viewed student participation as an integral piece of the process. As such, A Student Forum directly related to the Self-Study was held in the spring of 2014. The forum provided an opportunity to introduce students to the Middle States accreditation process and provided an open forum for student input.

Throughout AY 2013-14, the members of the Steering Committee working groups made every effort to uncover and describe achievements related to the research questions and fundamental elements for each standard. Strengths, weaknesses, suggestions and recommendations were reviewed, discussed and considered. Draft reports for each of the standards evolved through a thorough collaborative effort with an initial draft being completed in summer 2014. In fall 2014, due to unforeseen circumstances and the resignation of Steering Committee co-chair, Mark McCormick, the College requested and was granted a one-year extension for the self-study visit. The new visit is scheduled for spring 2016.

In December 2014, with the absence of Mark McCormick, Maura Cavanagh Dick became Chair and along with Denise Dersch, worked with long-term SCC consultant, Lisa Krausz, to update the self-study

draft. Throughout the process, the Chair continued to consult with Steering Committee members and reviewed areas of the document as needed. In April 2015, Dr. Eric Pellegrino joined the core team as Co-Chair. In summer 2015, the core team and College President presented a final draft to the Board of Trustees and the College community for feedback.

The SCC College community believes this 2016 Self-Study meets the Middle States Standards. All members are ready and willing to continue to move forward and address the broad challenges the College faces. These challenges are indicated as recommendations and are found at the end of each Chapter and all recommendations are considered to be a guide for future accomplishments.

SCC's Self-Study is a comprehensive analysis based on the 14 Standards from the MSCHE *Characteristics of Excellence* and organized around five chapters – Mission and Resources, Leadership, Student Services, Academics, and Assessment.

Standards

Chapter One: Mission and Resources

Standard 1: Mission and Goals

SCC's current mission statement, developed in the fall of 2012, succinctly describes the College's focus on serving the community in two ways: offering affordable, quality postsecondary education and providing workforce development opportunities that meet the needs of local businesses and industry. This streamlined mission statement approved by the Board of Trustees at its January 2013 meeting reflects a commitment to strengthening the institution at its core. SCC recognized that while it was a vital part of the community it could no longer be all things to all people and needed to narrow its focus and place greater emphasis on its core mission of education. As a result, the College, through the strategic planning process, developed a set of institutional priorities (or goals) that fall under the single theme of "Strengthening the College." These priorities represent the most important issues facing the College over the next several years: (1) improving fiscal stability, (2) improving student success and (3) improving the College's image.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

SCC's strategic priorities have been used to drive decision-making and allocate resources. The College has used the planning process to help identify the most important priorities so that resources could be targeted. As a result, resources, while tight, have been sufficient to maintain quality programming focused on student success. Although the College's process for creating its annual budget has remained fundamentally the same, an awareness of the complete budget planning process is needed so that faculty and staff understand how resources are allocated in support of the College's strategic priorities.

Standard 3: Institutional Resources

Over the last few years, SCC has operated within a very tight budget with tuition and fees making up more than 50 percent of the total operating budget. With continued economic uncertainty and decline in enrollments, the administration was forced to cut expenses in order to maintain a functional, balanced budget. The College reduced staffing and became focused on mission-centric functions. SCC has been successful obtaining capital construction and renovation dollars, and has successfully expanded and improved the infrastructure, appearance, and safety of the campus. It has not, however, been as successful in attracting additional resources beyond funding for capital construction and renovations. Avenues to attract new resources must be explored.

Chapter 2 Leadership, Governance, Administration and Integrity

Standard 4: Leadership and Governance

SCC maintains a shared governance structure that has been in place for more than 10 years. This well-established structure includes the College Board of Trustees, President, and College Coordinating Committee. The Board of Trustees maintains overall responsibility for setting policy, ensuring the financial integrity of the College, and appointing and evaluating the President. The Board maintains sufficient autonomy and upholds an excellent relationship with the College community. The College Coordinating Committee represents various constituents on campus and is responsible for coordinating governance issues for faculty, staff and students. While the committee is effective, the involvement of students is perhaps the biggest challenge for the College.

Standard 5: Administration

Since the last Periodic Review Report, the College has experienced great transition at the executive level and administrative levels. Dr. Peter B. Contini, SCC's longest-serving President, retired, and on March 22, 2012 the Board appointed Joan M. Baillie as the seventh President. After announcing her decision to retire as of July 2015, the Board led by the Vice-Chair formed a search committee to identify SCC's next President. After a national search, the Board hired Dr. Michael Gorman began his duties on August 1, 2015. In December 2014, the Board also approved Dr. Eric Pellegrino as the new Vice President of Academic Affairs and Chief Academic Officer (CAO). Rounding out the current executive team is a Dean of Enrollment Management and an Interim Chief Financial Officer. These individuals are committed to the educational mission of SCC and have the qualifications, credentials, and or previous experience to carry out the responsibilities of their respective positions. With the transition in leadership, improved communication practices are needed in order to more widely and rapidly disseminate changes to SCC's organizational structure.

Standard 6: Integrity

SCC strives to create an environment supportive of academic growth and success, and where equal opportunity practices along with mutual respect for all individuals is valued. The College maintains appropriate policies for both students and staff that ensure academic freedom and rights, a code of ethics that values civility and honesty, and appropriate student conduct. All employees are made aware of policy changes through electronic Board Briefs e-mailed to all employees after each Board of Trustees meeting. SCC continues to use its website and portal to communicate timely and factual information to all College constituents. Additional communication regarding staffing decisions can be strengthened to create a more transparent process.

Chapter Three: Student Services

Standards 8 and 9: Admission/Retention & Student Support Services

As the only institution of higher education in an economically challenged county, SCC is keenly aware of its role to serve all students, regardless of their financial needs or academic preparation. SCC maintains one of the lowest tuition rates in the state. It offers developmental curriculum and support services and continues to seek new avenues to reach at-risk students. With more traditional-age students enrolling, the College has revamped its enrollment management plan to target dual credit and improve capture rates at the local high schools. Additionally, SCC has committed resources to implement strategies that show evidence of improved retention, of which a mandatory student orientation is suggested. To further assist students, SCC has invested in developing a career center and will continue to assess its effectiveness.

Chapter Four: Academics

Standard 10: Faculty

SCC has a committed full-time faculty who maintains high-quality academic courses, establishes and assesses learning outcomes and engages students in a variety of learning experiences. Faculty has a leading role in curriculum development, program review and outcomes assessment. Additionally, a vast majority participate in governance committees and College-sponsored professional development. They are, however, a small group supplemented by a larger part-time faculty. While the College offers part-time faculty the opportunity to become involved in College-related activities, greater recognition of their work and emphasis on supporting and sharing pedagogical best practices related to instruction is needed.

Standard 11: Educational Offerings

Since 2010, SCC has significantly revised several programs and has developed 20 new programs. Some of these new programs have been developed solely by SCC, while others are partnerships with other New Jersey institutions of higher learning. These partnerships are an effort to broaden the availability of unique “niche” programs to a wider audience in southern New Jersey. Furthermore, the College has discontinued a number of programs that were either under-enrolled or not significantly distinct from other closely related programs. The College maintains the same level of rigor for all courses regardless of delivery options. All curriculum issues are monitored by the College Curriculum Committee (CRC). Due to the limited number of full-time faculty, maintaining a consistent cycle of review of all program curricula is a challenge and a formal process to address this is recommended.

Standard 12: General Education

All general education requirements meet the state standards for transferability and are clearly spelled out in the College catalog. SCC ensures that students are offered a sufficient number of courses each semester to meet their general education requirements within their degree timeline. Each year the Outcomes Assessment Committee (OAC) assesses general education learning goals and continuously works with faculty to improve the way they analyze and use data to make meaningful changes. Over the last five years, the College has generated, analyzed and used an abundance of General Education assessment data with the goal of continuous improvement.

Standard 13: Related Educational Offerings

SCC continues to focus on students at-risk or underprepared for College-level coursework. This commitment is one of the College’s institutional priorities, “Improve Student Success.” A key focus of this priority is to better identify and remove the barriers for at-risk and underprepared students and to target programs and services to help them succeed. Because this is a mission-centered goal, the College has invested in both personnel and technology designed to support pre-collegiate students. The College has also improved the placement of students and continues to look for ways to shorten the time a student must spend in developmental course work. SCC is also committed to experiential learning and awards credit for demonstrated competence related to college academic programs in a variety of ways.

The College has room to grow in the area of Distance Learning, including on-line and hybrid courses. SCC currently offers both on-line and hybrid courses with growing enrollments. The College uses the Quality Matters rubric to assess and maintain the quality and rigor of all on-line courses and is very careful to assess student outcomes. The College will continue to explore Distance Learning opportunities while working to ensure quality and improved student success.

Chapter Five: Assessment

Standard 7: Institutional Assessment

Since the last decennial review, the College made a concerted effort to strengthen its commitment to institutional research and effectiveness and increase its capacity to work with data. As a result, the Office

of Institutional Research, Planning and Effectiveness (IRP&E) has become far more sophisticated and have grown from one part-time employee to four full-time employees. The College has also made dramatic technological improvements in its ability to collect, organize and retrieve data. Moreover, within the past five years, significant efforts have been made to standardize and improve the collection of data and to place the ability to retrieve detailed data reports at the fingertips of faculty and staff. Finally, in order to create a culture of assessment across campus, the College has placed high priority on professional development activities that support faculty understanding and participation in the assessment of student learning.

In addition to increasing its overall capacity to work with data, the College has put into place a sustainable Institutional Effectiveness Plan (IEP) that supports the vision and mission of the College by assessing the strategic plan, and administrative and student learning outcomes to ensure continual improvement. The development of more robust mechanisms for reporting and communicating outcomes results is key to the integrating the IEP throughout the College.

Standard 14: Assessment of Student Learning

SCC faculty has been actively engaged and committed to the assessment of student learning for the past 10 years. This commitment can be measured in part through institutional priorities related to assessment, including sending faculty and staff members to conferences and workshops on assessment, bringing in outside trainers, devoting common planning time to assessment work, and dedicating additional staff to support assessment functions, including the expansion of the Office of Institutional Research, Planning and Effectiveness (IRP&E). Most importantly, however, is the fact that full-time faculty members at SCC have embraced and championed the assessment of student learning. These efforts have led to changes in courses and programs and have helped to create a robust culture of assessment. Including adjunct faculty in the assessment process will help strengthen the overall assessment process.

Salem Community College entered this Self-Study period with much determination and purpose. As a small institution, we want to showcase how this institution delivers solid and purposeful educational opportunities for all students, and as the mission states, *provides affordable, quality higher education for College transfer and workforce development.*

Chapter ONE

Mission and Resources



Chapter One: Mission and Resources

Standard One: Mission and Goals

SCC's current mission statement, developed in fall 2012, succinctly describes the focus on serving the community in two ways: offering affordable, quality postsecondary education and providing workforce development opportunities that meet the needs of local businesses and industry.

“SCC provides affordable, quality higher education for college transfer and workforce development.”

The revised mission statement approved by the Board of Trustees at its January 2013 meeting streamlined previous versions and now reflects a commitment to strengthening the institution at its core.

The Mission Revision Process - SCC reviews its mission statement every three years as part of its three-year cycle of strategic planning. The most recent revision occurred as part of the 2013-2016 Strategic Plan¹ (Appendix 1). Leading the process was a nine-member strategic planning advisory committee representing faculty, staff, and administrators. With the help of an external facilitator, the committee was charged with revising the mission statement to accurately reflect the future of the College. Each member drafted a mission statement proposal and shared his or her ideas with the committee. Several themes emerged and members solicited feedback from their constituents. At the same time, the committee began its strategic planning process. Through this process, the committee recognized that while SCC was a vital part of the community, it could no longer be all things to all people and needed to narrow its focus. Internal pressure to stabilize fiscal operations and increase enrollment coupled with the external pressure to improve student success required greater emphasis on its core mission of education.

Following each meeting, the facilitator would summarize discussions and bring the revised statements back to the committee. This process happened several times until the final statement was agreed upon by the committee and recommended to the Board of Trustees for final approval. The Board accepted and ratified the revised statement at its January 24, 2013 meeting, and the new streamlined mission statement was introduced to the College community.

Dissemination of the Mission Statement - The College proudly promotes its mission both internally and externally through multiple mechanisms. The mission statement and Strategic Planning goals are posted throughout the College and mentioned regularly by the President and administrators at all major gatherings including the fall and spring semester Opening Sessions. They are available to the public and prospective students on the [SCC College Website](#) (Exhibit 1.1) under the “Visitors and Community” tab and in the [SCC Catalog-Handbook](#) (Exhibit 1.2) as well as all promotional materials. By and large, faculty and staff are well aware of the College's mission. Results collected from the most recent fall 2013 [Faculty and Staff Survey](#) (Exhibit 1.3) indicate that nearly 80% of faculty and staff are aware of the mission statement. Most responded they learned of the mission through the College website and at College meetings. Students, on the other hand, still express a lack of awareness of the College mission.

Institutional Priorities - To operationalize the mission statement, the College constructs a set of institutional priorities that are directly linked to the mission. These institutional priorities are generated during the strategic planning process.

¹ Note, the Strategic Planning Committee developed and the Board of Trustees approved a four-year Strategic Plan to span the calendar years from 2013 through 2016 so that the Strategic Plan would extend beyond the reporting period for this Self-Study.

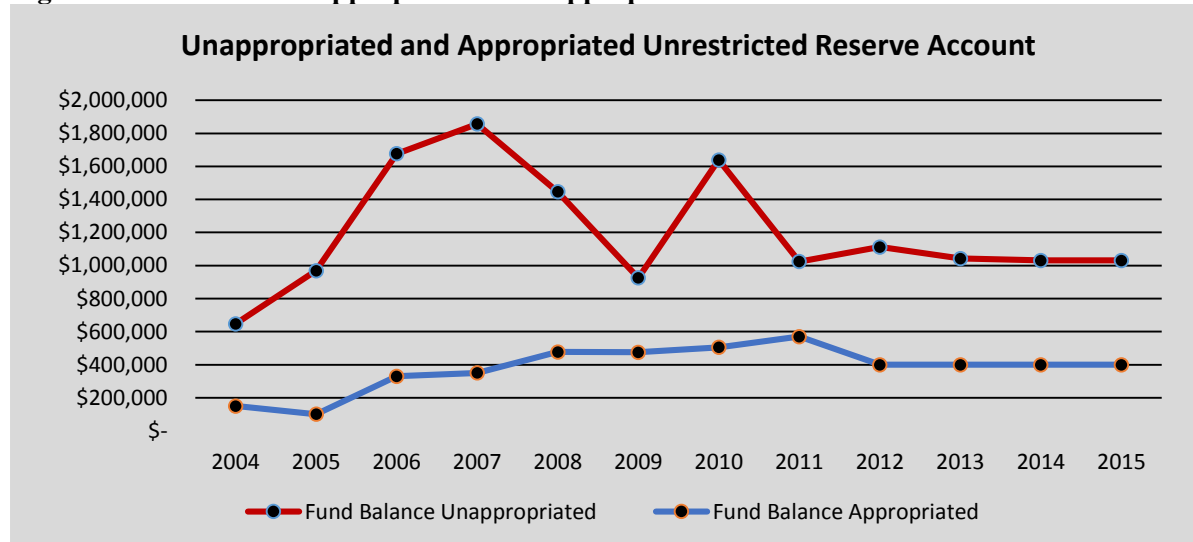
Since 2010, the College has developed and implemented two strategic plans: the [2010-2012 Strategic Plan](#) (Exhibit 1.4) and the current 2013-2016 Strategic Plan (Appendix 1). Both plans include a list of institutional priorities along with measurable tactical objectives that were developed with input from internal and external stakeholders.

Former President Peter B. Contini, SCC's longest-serving President (June 1997 to December 2011) oversaw the implementation of the [2010-2012 Strategic Plan](#) (Exhibit 1.4) and its seven institutional priorities. The plan and institutional priorities were developed over a period of sustained enrollment growth, available College reserves, and reoccurring grant resources. The [2010-2012 Strategic Plan –Final Progress Report](#) listing the seven institutional priorities and accomplishments is provided in Exhibit 1.5.

As the College began planning for its next strategic plan, the environment changed and SCC was forced to confront a smaller enrollment, a dwindling reserve and fewer available resources. In 2009, the Title III Grant ended and the College assumed the cost of grant-funded staff positions. By 2011, the College began to see a decline in enrollment. The convergence of these two events match the increase in use of the College's unrestricted reserves, which continued through the FY 2013 budget.

Figure 1.1 below shows the fluctuation of the unrestricted reserve account from 2004-2015. The unrestricted reserve account is segmented into two categories: appropriated and unappropriated. The appropriated funds are used to balance the fiscal budgets and the unappropriated funds are for emergency needs. As the graph illustrates, the unappropriated and appropriated fund trends reflect the volatile economic climate from 2007 through 2012. Over the past several years, the fiscal environment has stabilized and the college has not used the appropriate funds to balance the budget.

Figure 1.1 2004-2015 Unappropriated and Appropriated Unrestricted Reserve Account Summary



Source: Auditor's Report/See "Statement of Changes in Fund Balances" for each Fiscal Year/President's Office/CFO

As a result, the Strategic Planning committee was charged by President Baillie with identifying the most important issues facing the College. Committee members were provided with the results of the environmental scan and asked to review various research articles to inform their understanding of the issues. Collectively the group developed, discussed, and debated 12 major priorities.

To engage the entire College community in the strategic planning process, the facilitator circulated an electronic survey that asked College employees to rate how strategically important each issue identified

by the Committee was to the future of the College. In addition to this survey, the facilitator conducted a number of focus group sessions. These focus groups helped to elicit specific information, opinions, and perceptions about the College's strengths, weaknesses, and opportunities. For instance, attendees affirmed that the College was doing an exceptional job developing and nurturing partnerships with local K-12 school districts; whereas, another focus group commented that the College and all that it had to offer were like a well-kept secret in that many in the community did not know about the College's strengths. In total, the strategic planning process included nearly all full-time and part-time employees, members of the Board of Trustees and representatives of Salem County.

In the end, the College's 2013-2016 Strategic Plan (Appendix 1) focused on three major priorities. These three priorities fall under the single theme of "strengthening the College" which allowed for the necessary reallocation of resources. The three priorities are:

- (1) Improve fiscal stability
- (2) Improve student success
- (3) Improve the College's image

Mission and Priorities Drive Decision Making - The College's institutional priorities are directly linked to the mission and drive all academic, administrative, and budgeting decision-making. For each priority, the College identified a number of tactical objectives. As illustrated in Table 1.1, these tactical objectives relate to at least one of the four components of the College's mission.

Table 1.1: 2013-2016 Strategic Plan Priorities and Objectives

2013-2016 Strategic Plan Priorities and Associated Tactical Objectives	Affordability	Quality	Transferability	Workforce Development
Priority 1: Improve Fiscal Stability	X			
Expand alternative sources of revenue	X			
Increase enrollment	X			
Become a more efficient organization	X	X		
Priority 2: Improve Student Success		X	X	X
Increase student retention		X	X	
Offer a greater number of workforce development programs and academic certificates		X		X
Priority 3: Improve the College's Image		X	X	X
Enhance and advance SCC's message and reputation		X	X	
Build partnerships that enrich the position and image of SCC		X	X	X

Source: SCC Strategic Plan

Each division and department is responsible for developing specific measurable goals tied directly to the priorities in the Strategic Plan. SCC's office of Institutional Research, Planning & Effectiveness (IRP&E) monitors and documents the implementation of the priorities. At the end of each quarter, IRP&E compiles completed action statements from each area to show the progress made toward each tactical objective. In most cases, data is collected and measured against pre-intervention baselines. As a result, the assessment of the College's ability to meet each priority is transparent. The Office of IRP&E shares this information with the President and the Board of Trustees on a quarterly basis and with faculty

and staff biannually at Opening Session each fall and spring semester. Exhibit 1.6 provides more detail of the [2013-2016 Strategic Plan Progress Report](#) (as of December 31, 2014).

Assessing the College's Mission - The College uses multiple measures to ensure it is achieving each aspect of its mission to provide an “affordable, quality higher education for College transfer and workforce development.”

Affordability - The College provides an affordable education by keeping its tuition as low as possible. For the past four academic years, the College has not increased its tuition rate. As mentioned in Standard 8/9, SCC planned a new out-of-state tuition rate increase of \$25 which was implemented in AY16, while keeping in-state tuition flat. In comparison to the 19 community colleges in New Jersey, SCC ranks in the top third for most affordable average net price of attendance for first-time/full-time students. SCC maintains a transparent website so students can tabulate the total cost of any academic program offered by SCC by using the College Navigator found on the [SCC College Website](#) (Exhibit 1.1), under [Student Consumer Information](#) (Exhibit 1.7).

In addition to keeping costs low, the College initiated new programs designed to reduce the time in developmental education, increased dual enrollment at the high schools and reduced the number of credits in certain programs. To streamline the process of College transfer even further, SCC has also negotiated direct articulation agreements with a number of public and private four-year Colleges and universities across New Jersey, Pennsylvania, Delaware, and beyond. (Refer to Table 11.4 in Standard 11 for a full list of SCC's articulation agreements). All of these efforts help to reduce the time it takes a student to successfully complete a program of study, thereby reducing the cost of education and keeping it affordable.

The College also offers a number of academic programs in partnership with neighboring community Colleges in South Jersey, such as Culinary Arts with Burlington County College and Health Information Technology with Camden County College. Such partnerships expand opportunities for students in Salem County and allow students to take the first year of required courses at SCC, minimizing tuition and travel expenses. Students then transfer to the partner institution, and continue at the in-County tuition rate. See Exhibit 1.8 for more information on these [Partnerships with Other Colleges](#) programs, the job opportunities and average salaries.

Quality Higher Education - The College has in place a comprehensive Academic Program Review (APR) process that measures the quality of each program on a five-year cycle (see Table 11.5, Standard 11) and makes recommendations for improvement. The College also has an outcomes assessment process in place to provide more immediate feedback on student learning outcomes at the general education, program and course levels (See Standards 12 and 14 for in-depth discussion).

In addition, the College measures the quality of its programs by examining the pass rates on state and national credential exams, such as the NCLEX-PN exams taken by graduates of the Practical Nursing Certificate program and the NCLEX-RN exam taken by graduates of the Associate in Science program. SCC Nursing graduates have nearly met or exceeded national averages on these exams. For example, as of December 2015, first time pass rates for SCC graduates on the NCLEX-RN exam were 84.62% (National Average: 84.53%) and on the NCLEX-LPN exam were 100% (National Average: 81.89%) Complete data illustrating how SCC Nursing (RN and LPN) graduates compare with National averages for the last 5 years can be seen in Standard 14 (Figure 14.4). In addition, graduates of the Nuclear Energy Technology program who score at least 80% in all core courses are awarded a certification from the National Institute of Nuclear Power Operations (INPO). Seventy-nine percent of graduates have successfully obtained INPO certification. (See Table 14.2).

Another way SCC assesses its ability to achieve the “quality” component of the College mission, is by soliciting feedback from students, faculty and staff, and from the community at large. Results collected from the fall 2013 [Faculty and Staff Survey](#) (Exhibit 1.4) indicate that nearly 90% of faculty and staff members believe that SCC provides a quality education. In fall 2013, 275 educators, administrators, and support staff in the local high schools, responded to the [Salem County Educator Survey](#) (Exhibit 1.9) and indicated overwhelmingly (94%) that they would encourage their students to apply to SCC. Additionally, in the [2014-2015 Graduating Student Survey Results](#) (Exhibit 7.3), 93% of graduates strongly agreed or agreed that they were satisfied with the quality of teaching they received, and 87% strongly agreed or agreed that they received a quality education at SCC.

College Transfer and Workforce Development

Currently, SCC offers 25 academic programs specifically designed for students who wish to transfer to four-year colleges and universities in pursuit of a baccalaureate degree —7 Associate of Arts (A.A.) programs, 15 Associate of Science (A.S.) programs, and 3 Associate in Fine Arts (A.F.A.) programs. Each program conforms to the minimum requirement for total number of credits and General Education requirements per New Jersey Title 9A, Chapter 1-Licensure Rules (9A:1-2.1). This ensures all SCC graduates have satisfactorily demonstrated college-level proficiency in a common core of cognitive skills deemed appropriate for each specific academic credential. Refer to Standard 12 for a complete discussion of these General Education learning goals and objectives; the General Education credit requirements for each program are also listed in the [SCC Catalog-Handbook](#) (Exhibit 1.2).

SCC also continues to develop and strengthen its STEM (Science, Technology, Engineering and Mathematics) and Career and Technical Education (CTE) programs, which prepare students for gainful employment. Noting a demand from employers for additional graduates, in 2013 the College intentionally doubled the capacity of the Scientific Glass Technology program over a two-year period from 22 freshmen students per year to 44. This unique program draws students from across the nation, and graduates of this program are recruited for careers with universities and companies all over the world. Many graduates from the Scientific Glass Technology program report employment in the field within six months of graduation. Additionally, SCC has strengthened its partnership with PSEG Nuclear and continues to update its Nuclear Energy Technology (NET) program to ensure students are prepared for employment. More recently, SCC has partnered with PBF Energy Company LLC (formerly known as Valero Refinery) in Paulsboro, New Jersey and reinstituted a Process Operator Technology (PRT) program to prepare students for employment as process technicians in the petrochemical, chemical, pharmaceutical and food industries. SCC also works with these industry leaders to prepare students for internship opportunities. In the summer of 2014, four students from the College’s NET program were placed as paid operators with the Paulsboro refinery. In addition to the NET and PRT programs, SCC offers a comprehensive CTE program (19 programs) that spans multiple occupational fields Nursing, Pharmacy Technician, and Game Design and Development.

To further support the mission of workforce development, the College opened the [SCC Career Center](#) (Exhibit 1.10). The Center supports students in CTE programs through recruitment (especially non-traditional students), academic and career advisement, and the development and maintenance of internship placements. Created in 2014, the Center helps SCC work more effectively to expand business partnerships and ultimately meet the training needs of local businesses. Additionally, the Center assists SCC students in developing the skills necessary to achieve career success, from exploring occupations that relate to a major, writing professional resumes, interviewing, and many others.

Recommendations for Standard One

No recommendations

List of Appendices, Exhibits, Figures, and Tables

Appendix 1	2013-2016 Strategic Plan
Exhibit 1.1	SCC College Website
Exhibit 1.2	SCC Catalog-Handbook
Exhibit 1.3	Fall 2013 Faculty and Staff Survey
Exhibit 1.4	2010-2012 Strategic Plan
Exhibit 1.5	2010-2012 Strategic Plan Final Progress Report
Exhibit 1.6	2013-2016 Strategic Plan Progress Report (as of December 31, 2014)
Exhibit 1.7	Student Consumer Information
Exhibit 1.8	Partnerships with Other Colleges
Exhibit 1.9	Fall 2013 Salem County Educator Survey
Exhibit 1.10	SCC Career Center
Figure 1.1	2004-2015 Unrestricted Reserves Summary
Table 1.1	2013-2016 Strategic Plan Priorities and Objectives

Standard Two: Planning, Resource Allocation, and Institutional Renewal

Budget Planning Process – Policies - The development and approval of annual budgets for all community Colleges in New Jersey is regulated by N.J.S.A. 18A:64A-17. This statute requires each community college's board of trustees to prepare and deliver to the County Board of School Estimate an itemized statement of the amount of money estimated to be necessary for operation and capital outlay expenses for the ensuing year. A public hearing on each budget is supposed to be held annually with the Board of School Estimate between February 1 and February 15. The budget must be approved by at least three of the five members of the Board of School Estimate.

[SCC's Board of Trustees](#) (Exhibit 2.1) maintains budget policies that are in line with the state statutes. In January 2013, the Board of Trustees reviewed and re-adopted [Policy 4.1](#) (Exhibit 2.2) outlining the College's budget process. This process dictates that the College President and staff are responsible for developing a new budget for the upcoming fiscal year and submitting it to the Board of Trustees Finance Committee each January. The College President is then responsible for presenting the proposed budget for reading to the entire Board of Trustees by the February meeting. After the budget comes to a final vote by the Board of Trustees, the College President submits the approved budget to the Board of School Estimate in accordance with New Jersey state statute 18A:64A-17.

SCC Board of Trustees [Policy 4.1](#) (Exhibit 2.2) also charges the President with responsibility for budget management and authorizes the President to take whatever action is necessary during the fiscal year to keep expenditures and obligations within the budgeted income. The President and executive staff use the [Budget Balance Report](#) (Exhibit 2.3), to keep the Finance Committee updated on the financial status of the institution throughout the fiscal year. When changes are necessary, the President has the authority to manage and transfer funds within the approved budget and realized revenue; however, any changes that increase the overall approved budget require Board of Trustees approval prior to implementation.

Budget Planning Process - Practices - Within this framework of state regulation and Board policy, the College utilizes a comprehensive process for developing its annual budgets, which includes input from every department. The process begins with each department identifying specific goals to meet the priorities in the Strategic Plan and reviewing data related to these goals. Based on this, department heads then consider and document anticipated expenditures and submit an Account Budget Request form to the Chief Financial Officer (CFO) for review. The CFO considers the division budget requests in light of anticipated State and County allocations and revenue (enrollment projections). If budgetary cuts are needed, the executive staff has input at this stage. The College President finalizes the draft and presents it to the Board of Trustees' Finance Committee. The full Board of Trustees votes on a final budget and the vote is made public. The budget is then presented to the County Freeholders via the Board of School Estimate.

The College's planning and budgeting processes have remained fundamentally the same over the last five years. What has changed, however, are the resources available to the College. It is often the case where requested expenditures exceed projected revenue. As a result it is often difficult for staff to understand how decisions are made, particularly when revenue is tight and budget requests are denied. During the last two years the College has focused on funding priorities in the strategic plan and has not had discretionary resources to fulfill the other needs. This makes some staff feel they were not involved in the budget process. Results collected from the most recent Fall 2013 [Faculty and Staff Survey](#) (Exhibit 1.3), which surveyed all full-time and part-time faculty and staff, indicate that only 41% of faculty and staff either "Agree" or "Strongly Agree" that decision-makers at the College are responsive to their requests for resources. At the same time the majority of faculty and staff (83%) "Agree" with the statement, "SCC adequately allocates resources to meet its expressed mission and goals." Although the framework of SCC's budgeting process has been defined, as seen in Table 2.1, these contradictory survey responses

may indicate that SCC needs to do a better job involving and assigning direct accountability to stakeholders in the budget process.

Table 2.1: Results of Fall 2013 Faculty and Staff Survey -- Budget & Resource Allocation Questions

Questions	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Average Rating
	%	#	%	#	%	#	%	#	%	#		
SCC adequately allocates resources to meet its expressed mission and goals.	8%	6	33%	25	42%	32	13%	10	4%	3	76	3.28
Decision makers at the College are responsive to requests for resources.	5%	4	36%	27	37%	29	15%	11	5%	4	75	3.21
The College responds to changing needs for resources in your department or area.	9%	7	30%	23	46%	36	12%	9	4%	3	78	3.28
Questions	Yes		No		No Opinion							
	%	#	%	#	%	#						
Would you like to know and understand the planning and budgeting process at SCC?	66%	52	14%	11	20%	16						

Source: Faculty and Staff Survey Fall 2013 (IRP&E)

The College could also benefit from a multi-year budget process at both the institution and division levels. While the College maintains a formal annual financial planning and budgeting process aligned with the institution's mission and priorities, this process does not include multi-year projections for resource acquisition and allocation.

Overall, faculty and staff understand that the College budget is meeting the needs of the mission, however 66% of faculty and staff would like to know and understand the planning and budgeting process at SCC. Results such as these have caused the College to reassess the transparency of its budgeting process. The College will increase stakeholders' awareness of the complete budget planning process and consider input from all levels throughout the entire budget planning process.

Resource Allocation and Institutional Renewal - Table 2.2 below provides an example of how SCC's strategic priorities have been used to drive decision-making and allocate resources. For instance, during AY 2013-14, in an effort to improve student success, the College funded the redesign of all developmental math courses. Around the same time, SCC also hired seven new part-time Instructional Aides (three for English courses and four for math courses) to assist at-risk students in developmental and certain gateway courses. In that same academic year, the College hired a Director of Retention to further support the strategic priority of improving student success. See Exhibit 1.6 for a full report.

Table 2.2 Resource Allocation Related to 2013-2016 Strategic Plan

2013-2016 Strategic Priorities	Activities/Projects Funded
1. Increase fiscal stability	<ul style="list-style-type: none"> • Outsourcing, shared services and rentals (2013, 2014) • Increased capacity in Scientific Glass Technology program (2013) • Developed new Process Operator Technology program in response to industry needs (2014) • Expanded partnerships with local high schools, including increased Dual Credit offerings and new JumpStart program with Pennsville Memorial High School (2013, 2014) • Conducted an Investment Grade energy audit with projected annual savings (2014)
2. Improve student success	<ul style="list-style-type: none"> • Funded redesign of developmental math courses (2013) • Hired 4 Math and 3 English Instructional Aides (2013) • Hired Director of Retention (2014) • Reassessed placement criteria for college level classes (2014)
3. Improve College image	<ul style="list-style-type: none"> • Increased budget for marketing and hired social media and marketing firms (2013, 2104)

Source: AY13 and AY14 Strategic Planning Final Reports

As previously discussed, the College's Strategic Plan is continuously assessed and analyzed in light of changes in the external environment. Quarterly reports are shared with the Board of Trustees and the College community and discussed as part of regular executive staff meetings.

The Strategic Plan is one of three major planning components the College uses to inform the direction of the College and measure its success. These three components (Strategic Plan, Administrative Outcomes Assessment Plan and Student Learning Outcomes Assessment Plan), discussed in Standard 7, are developed with input from all stakeholders and have led to the implementation of a number of institutional improvements.

External Grant Funding - In the past, the College has been successful in obtaining external grants to fund initiatives linked to the strategic plan. These have included funds to support the development of new programs such as Nuclear Energy Technology and specific programs to attract high school students. With a smaller staff, however, the College has had less ability to focus on researching and applying for external grants. As a result, external grant funding has substantially decreased and should be reevaluated.

Recommendations

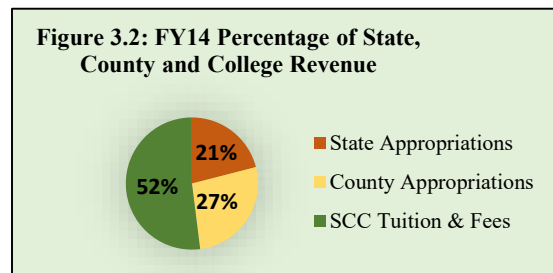
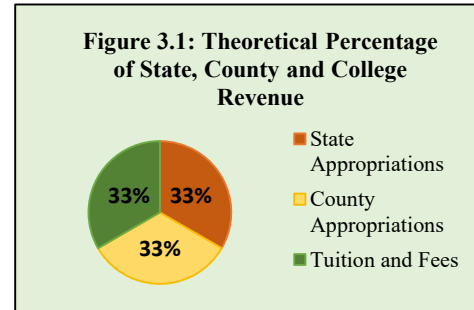
1. Increase stakeholders' awareness of the complete budget planning process and communicate more clearly with faculty and staff about how resources are allocated in support of the College's strategic priorities.
2. Enhance the formal financial planning and budgeting process by utilizing a zero-based budgeting process to frame a multi-year projected budget.
3. Renew the College's commitment to researching and applying for external grants.

List of Appendices, Exhibits, Figures, and Tables

Exhibit 2.1	SCC's Board of Trustees
Exhibit 2.2	Policy 4.1
Exhibit 2.3	Budget Balance Report
Exhibit 1.3	Fall 2013 Faculty and Staff Survey
Table 2.1	Results of Fall 2013 Faculty and Staff Survey -- Budget & Resource Allocation
Table 2.2	Resource Allocation Related to 2013-2016 Strategic Plan

Standard Three: Institutional Resources

Operating Revenue - SCC's operating revenue is based on a combination of *state*, *county* and *College support*. (Note that the College and the County operate on different fiscal years.) Theoretically, the nineteen county colleges in New Jersey are to receive one-third of their funding from the state and one-third from the County (see Figure 3.1). The remaining one-third of the funding would be raised by the College primarily through student tuition and fees. Historically, however, governmental allocations fall well short of the theoretical input, and the College is obligated to make up the shortfall.



Source: SCC Reporting services/Statement of Current Unrestricted Fund Revenues FY14 (June 30, 2014)
Audit unavailable at time of document writing

As Figure 3.2 indicates, in FY 2014, tuition and fees made up 52 percent of the total operating budget. As this chapter details, the College's reliance on tuition and fees, combined with a declining enrollment, has forced the administration to cut expenses in order to maintain a functional, balanced budget.

Capital Construction and Renovation Revenue - In addition to the College's operating budget, the primary source of revenue for capital construction and renovation is Chapter 12, a state revolving bond fund

that supports improvements to college facilities and infrastructure. Under the Chapter 12 provision, the county floats a bond and the state reimburses the county for 50 percent of the bond payment. Salem County did not approve eligible Chapter 12 funding during fiscal years 2010, 2012 and 2013. In 2014, the County agreed to approve bonding for \$1,500,000. However, they did so with the agreement that the College would pay all debt-service and bonding costs. The bond is being used for major improvements to the safety, security and physical appearance of SCC including: classroom renovations, roof replacements, parking upgrades, fire protection, elevator upgrade, card reader access system, and fiber optic upgrades. A complete list of improvements, allocations and costs can be found in Table 3.1 below.

Table 3.1 Capital Construction, Energy and Renovations (Includes Chapter 12, GO Bond, ESIP)

FY2011 \$6,980,000	Location	Total Cost	*FY2014 6,235,330	Location	Total Cost
Chapter 12			Chapter 12		
• ADA renovations including doors, hardware, elevators, building access	Contini Davidow Donaghay Tillis Salem Center	\$6,980,000	• Campus Security/Fire • Alarm/Card Reader Access system • Fiber Optic Upgrades	Contini Davidow Donaghay Tillis Donaghay	\$1,500,000
• Replace HVAC Equipment and Controls	Contini Donaghay		GO Bond		
• Parking upgrades	Davidow Lot C		• Instructional enhancements • STEM facilities renovations	Contini	\$4,200,000
• Electrical/emergency power (Donaghay, Contini)	Contini Donaghay		Energy Savings Improvement Plan (ESIP)		
			• Energy saving initiatives (new lighting, window tinting, Heat Pump (Salem Center only))	All buildings on campus and Salem Center and Glass Center	\$3,052,843
			Property Facility Improvement Reserve		
			• Parking lot upgrades		\$800,461
<i>All improvements and upgrades to be done during the 2014-15 academic year with completion deadline of August 2015</i>					
Total Outside Funding		\$6,980,000	Total Outside Funding		\$9,553,304

Source: Business Office (M. Dougherty, Accounts Manager)

In addition to Chapter 12, the State of New Jersey recently awarded SCC \$3 million through the General Operating (GO) Bond approved by voter referendum in November 2012. The College is required to provide a \$1 million match for this grant. While the County agreed to do the bonding, the debt-service and bonding fees will be paid by the College. The Bond will be used for instructional enhancements and facilities renovations in Contini Hall (the primary STEM building on campus) and other projects. See Table 3.2 for lists of improvements and estimated costs.

Table 3.2 GO Bond – Funded Projects and Schedule for Contini Building

Item	Description	Source of Funds			FY2014	FY2015
		Bond	SCC	Total Cost		
Instructional Enhancements	• Renovate classrooms and include state-of-the-art computer technology for Game Design & Development	\$585,000	\$266,150	\$851,150	X	
	• Develop a new science lab for physics and engineering courses				X	
	• Replace computers with Virtual Desktop Units				X	
STEM Facilities Renovations	• Renovate existing sidewalks for ADA access	\$2,415,000	\$933,850	\$3,348,850		X
	• Replace heat pump with high-efficiency model					X
	• Install a new fire suppression system					X
	• Replace roof					X
	• Install campus backup generator system and data protection systems					X
Totals		\$3,000,000	\$1,200,000	\$4,200,000		

Source: SCC CFO

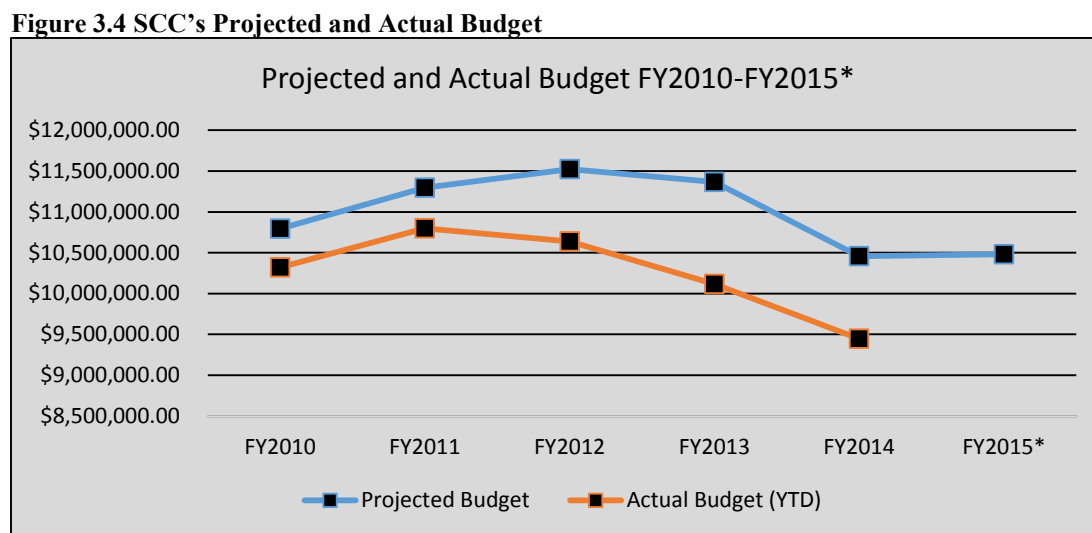
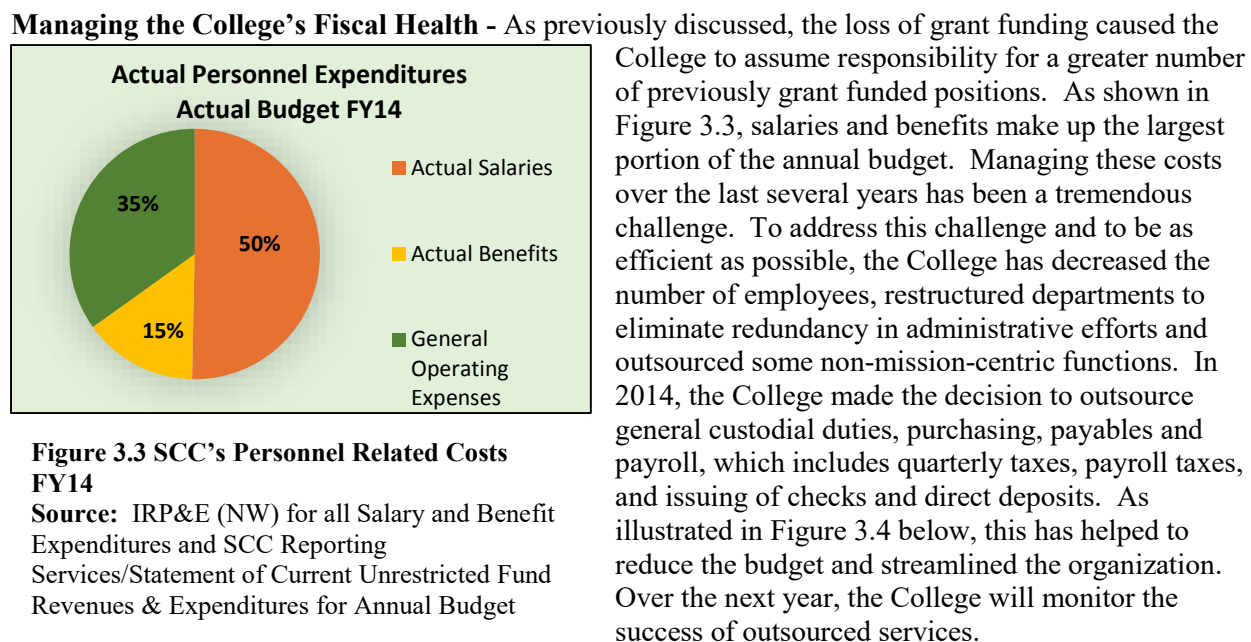
Institutional Controls and Monitoring - With a tight budget, the College must monitor its financial progress very carefully. It does so by maintaining a set of internal controls and an external audit. Internally, the College uses Great Plains, a real time, on-line budget system that helps the College track multiple budgets for multiple fiscal years and General Ledger Accounts. The College transitioned to the Great Plains system (a Microsoft product) in 2009. The system allows the College to report the actual budget by year, quarter or month. It maintains an audit trail of changes made to the budget. The new reporting system allows department heads to review results and make adjustments in a much timelier fashion. In addition to budget versus actual reports, the system produces a report of expenditures by object and a personnel and benefits report. The system also reduces time and effort spent on key accounting tasks. The system also makes it easier for the President and the Finance Committee of the Board of Trustees to receive Budget Balance Report (see Exhibit 2.3) to stay informed of financial progress.

Resource Allocation and Budgeting - As reported in Standard 2, the proposed budget is due to the Board of Trustees in time for its February meeting. The budget includes a set of revenues and expenditures assumptions endorsed by the SCC Board of Trustees' Finance Committee. The revenue side of the budget is based on conservative estimates, with an approximate current increase of about 1 percent for FY 2016. This conservative strategy is due in large part to a shrinking county tax base and downward trend in enrollment.

Finally, revenue projections must be conservative because even though the College begins the process in September, budget allocations cannot be finalized until June. Constant analysis occurs from January until the beginning of the College fiscal year on July 1. The goal of the analysis is to ensure that spending will

align with projections, thus allowing an adequate reserve at the end of the year. Note that the county's fiscal year begins January 1 and consequently, the College has to operate within two fiscal years. Having good internal controls helps the College monitor and track spending allowing for more accurate projections.

The expenditure side of the budget begins with mandatory funding increases related to employee salaries and benefits, the cost of energy and other contractual agreements. As described in Standard 2, department managers are asked to be very wise in their spending plans and all budgets are analyzed to be sure that quality programming can be provided in an efficient manner.



In addition to outsourcing, the College has converted several full-time positions to part-time positions. This was done to create more flexibility in coverage (with two part-time positions replacing one full-time position). See Standard 5 for a discussion about the number of full-time staff.

In an attempt to provide students with as many opportunities as possible, the College has partnered with other local community Colleges to provide students an increased number of program offerings. Exhibit 1.8 illustrates the wide variety of [Partnerships with Other Colleges](#) programs available. These no-cost partnerships, such as Culinary Arts AAS, Horticulture AAS, Respiratory Therapy AS and Paralegal Studies AS greatly expand opportunities for students. Based upon the success SCC has experienced with such innovative program partnerships, other community Colleges in New Jersey are beginning to reach out to neighboring community Colleges to engage in such cost-effective program sharing.

The College remains focused on maintaining the quality of its academic programs. Great care has been exercised to ensure that programs are supported and that programs deemed no longer viable are eliminated so that funds can be used for those that are needed. A more detailed explanation of programs that have been eliminated has been discussed in Standard 10.

As Figure 3.3 illustrates, 35 percent of the budget is operating expenses. These include energy costs. In 2010, a new state law allowed government agencies to make energy-related improvements to their facilities and pay for the cost using the value of energy savings that resulted from the improvements. Under Chapter 4 of the Laws of 2009, the *Energy Savings Improvement Program (ESIP)* provides all government agencies in New Jersey with a flexible tool to improve and reduce energy usage with minimal expenditures. SCC qualified for and received a \$50,000 grant from the New Jersey Board of Public Utilities (NJBP) to perform an energy audit on the main campus and all satellite locations.

In 2013, the SCC Board of Trustees selected and approved Schneider Electric, an energy service company, to perform the energy audit. Through their analysis, Schneider Electric estimates a savings of \$4.5 million over 20 years. These savings will fund the capital improvements laid out in the ESIP project. See schedule in Appendix 3.

External Funding - SCC's first strategic priority is to improve its fiscal stability. While the College has successfully reduced expenditures, attracting additional resources beyond funding for capital construction and renovation has been challenging. As seen in Table 3.3, SCC's largest competitive grant Community Based Job Training Grant ended in FY 2012 and has not been replaced by another large grant.

Table 3.3: Sources of Outside Funding (Does not include Capital)

Outside Funding Source	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Carl D. Perkins Grant (USDoe via NJDoE)	\$153,108	\$131,574	\$96,784	\$117,178	\$104,550	\$88,996
*Community Based Job Training Grant/CBJT (USDOL)	\$774,681	\$490,605	\$255,669			
College Access Challenge Grant (CACG) Dual Enrollment Grant (State of NJ)		\$20,000	\$20,000			
College Readiness Now Grant					\$11,578	
**Nuclear Regulatory Commission grant			\$10,994	\$22,707		
New Jersey Scholarship and Transformative Education in Prisons (NJ-STEP) ****						FA14 \$25,000 SP15 \$46,000
Total Outside Funding	\$927,789	\$1,025,626	\$383,447	\$139,885	\$116,128	\$159,996

Source: Grant Management Reports/SCC Accounting Office

*3 year grant allocation: \$1,720,884 - Total expenditures \$1,520,957.32 beginning February 2010 through February 2012

The College continues to utilize the Carl D. Perkins grant to support its Career and Technical Education (CTE) programs. Over the years, this grant has funded several advising and counseling positions, purchased thousands of dollars' worth of equipment and supplies, provided multiple professional development opportunities, and supported CTE education in many additional ways. In addition to Perkins, the College is participating in two new grants, the College Readiness Now Grant, a partnership with the New Jersey Council of County Colleges (NJCCC) and New Jersey's 19 community colleges and The New Jersey Scholarship and Transformative Education in Prisons Consortium (NJ-STEP), a partnership with Rutgers University.

Employee Standards - In response to the 2010 Periodic Review Report (PRR), the College has hired a new Director of Human Resources. This individual works on formalizing and documenting processes and procedures related to the hiring and evaluation of College employees.

SCC maintains a repository of comprehensive, updated job descriptions for all employees. These are used to advertise and select the appropriate individual for every position. In 2011 the College hired a consultant to provide a standardized job description format and to benchmark SCC full-time salaries against comparable positions in higher education in the greater Philadelphia-Wilmington area. As a result, some salary adjustments were made and new salary ranges were assigned to all job grade levels.

The College performs a thorough search and interview process to hire qualified candidates for open positions. Once candidates have been identified, they go through an initial interview with a group of individuals associated with and/or knowledgeable of that particular position. Recommended candidates then proceed to a second interview with members of the Executive Staff and the President. At the recommendation of the President, the Board of Trustees approves the successful candidate.

Although the College attempts to hire highly qualified individuals to fill a specific need, this is sometimes difficult due to the location of the institution and the budgetary limitations. The College continually loses some of its top candidates due to the fact that they do not want to move to the area or do not wish (or are not able to) accept the salary that is being offered.

The College monitors employee performance by utilizing a comprehensive employee evaluation process. All full-time non-faculty employees are evaluated using a newly developed performance rubric. Employees receive a preliminary evaluation and conference with their supervisor half way through the year. They then receive a final evaluation and year-end conference. All supervisors who oversee full-time staff received professional development training on the use of the rubrics. This new system has helped to standardize the evaluation of employee performance.

SCC also has a process in place to evaluate the performance of the full-time and adjunct faculty. This process is described in detail in Standard 7.

Allocation of Funds for Facilities and Technology

SCC ensures that its facilities and technology are appropriately allocated and aligned with its mission and goals through a process of planning and review. Every three to five years, master plans for facilities management and information technology are updated and brought to the Board of Trustees for approval. The [Facilities Master Plan](#) (Exhibit 3.1) was revised in 2011 by the College architects and subsequently approved by the Board of Trustees in 2013. This document contains recommendations for improvements to building heating and cooling systems, rooms, infrastructure, lighting, etc. The Plan also includes recommendations for outside areas such as sidewalks and parking lots.

The [3-Year Informational Technology Plan](#) (Exhibit 3.2) is updated by the Information Technology Department after consultation with the College's staff and faculty. Technology upgrades are made based

on department recommendations, the availability of applicable funds, and the overall impact to the mission and goals of the College. Because technology is funded by the operating budget, the Executive Staff, President and Board of Trustees are instrumental in determining how technology upgrades will be scheduled.

Recommendations

1. Enhance and strengthen the College's commitment to explore and attract new financial resources.

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Appendix 3	Energy Savings Improvement Program (ESIP)
Exhibit 3.1	Facilities Master Plan
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Left: College President, Board of Trustees and Students celebrating graduation

Chapter TWO

Leadership, Governance, Administration and Integrity



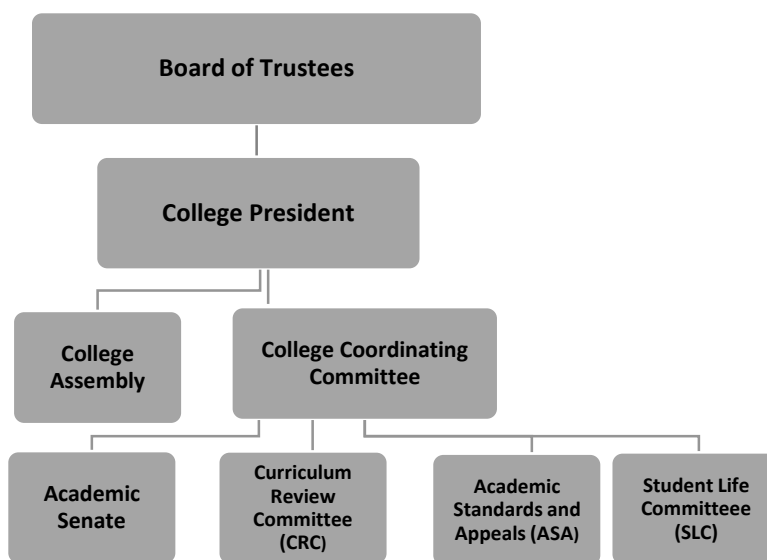
Chapter Two: Leadership & Integrity

Standard Four: Leadership and Governance

Governance - SCC maintains a shared governance structure that has been in place for more than 10 years. This collegially shared structure which includes the College Board of Trustees, President, faculty, staff and administrators, strives to include all constituents and creates an environment where diverse and multiple perspectives can be expressed and valued.

The Board of Trustees - As shown in Figure 4.1, the Board of Trustees is the overall governing body of SCC. The Board's role is determined by New Jersey State Statute (NJSA 18A:64A-12) and its responsibilities are clearly defined in the [Board of Trustees Bylaws](#) (Exhibit 4.1). The Board is ultimately responsible for the oversight of the College's management and the education of its students by its administrative officers and faculty. To do this the Board maintains responsibility for setting policy, ensuring the financial integrity of the College, and appointing and evaluating the President. The Board maintains sufficient autonomy to assure institutional integrity and to fulfill its responsibilities.

Figure 4.1: SCC Governance Structure



The Board of Trustees consists of twelve members plus the President of the College, who serves as an *ex officio* member. The President is not a voting member and does not lead the meetings. The Board of Trustees represents a dynamic group of individuals who live in Salem County and volunteer their time and expertise in support of the mission of the College. Membership on the Board is controlled by New Jersey law and consists of the Salem County Executive Superintendent of Schools, eight members appointed by the Salem County Board of Chosen Freeholders, two members appointed by the Governor, and one alumni representative (non-voting member) elected by the student body. Each member with the exception of the alumni serves a four-year term with the Chair and Vice Chair elected by the Board to serve a one-year term. The Chair minimizes any conflicts between the Board and the President in overseeing the operations of the College.

From 2010 to 2013, the Board had very little turnover. In fact most members on the board had served for more than 10 years with very consistent leadership. However, during the 2013-14 academic year 64% of the membership changed due, in large part, to retirements. The current [Board of Trustee Members](#) (Exhibit 4.2) represent a variety of industries and professions and have the appropriate credentials to fulfill their responsibilities.

The Board meets monthly with meeting dates posted on the College website as well as the College intranet. Agendas are sent to Board members at least one week in advance and are also posted on campus prior to all meetings. The College policies, procedures, and documents that come before the Board in public meetings, including minutes taken and approved at such meeting, are considered public records

governed by New Jersey Sunshine laws and are open to the public. Following meetings, board briefs are shared by e-mail with the College community. A hard copy of the minutes from all board meetings are maintained in the Library for review by the public.

The Board uses a sub-committee structure that includes a Facilities and Finance Committee, Personnel Committee and Policy Committee. The committees meet monthly, approximately one and a half weeks before the Board of Trustee meeting. The Chair of each subcommittee provides a full meeting report, and makes recommendations regarding issues that fall under their scope to the entire Board during the monthly meetings.

The Board of Trustees maintains an ongoing three-year cycle of self-assessment. The most recent assessments occurred as part of the Board's retreat held during the summers of 2008, 2011, and 2014. (See Exhibit 4.3 for [2014 SCC Board of Trustee Assessment Tool](#)). The assessment is a forum for discussion about the Board's roles and responsibilities and is used to strengthen communication and understanding among board members. The Board uses a tool based on recommendations from the Association of Community College Trustees Center for Effective Governance. It includes an assessment of the board organization, policy role, community relations, board CEO relations, institutional performance, and advocacy. One of the outcomes of this self-evaluation is to help establish the goals for the following year. During the 2011 session, the Board identified the need for a formal orientation process for new board members and a revised Conflict of Interest policy for the institution as a whole. Subsequently, the Board developed and implemented a formal orientation for new members based on best practices promulgated by the Middle States Commission on Higher Education and the Association of Community College Trustees (see Exhibit 4.4 for [SCC Board of Trustee Orientation Materials](#)). Additionally in the summer of 2014 the Board assessment showed a need for increased public advocacy of the College and fundraising by board members. Subsequently, a new Trustee assisted the College by advocating a partnership with PBF Refinery in Paulsboro, NJ, and supported the revitalized SCC's Process Technology program.

Board Policies - The Board maintains responsibility reviewing and, if needed, revising all policies on a regular rotating three year schedule. This includes the board's conflict of interest policy and code of ethics policy. All policies are available on the College intranet. Matters requiring the Board's approval include, but are not limited to:

- Changes in educational policy
- Evaluation of the President
- Authorization to grant degrees
- Changes to College philosophy, mission and strategic plans
- Changes in fiscal policies
- Budget and real estate transactions
- Approval in building construction plans

Beginning in January 2014, the Board began the next three-year review cycle. This thorough process will focus on all policy and be finalized in April 2016. Policy review outcomes are discussed at the Board meetings and presented to the College community by the College President.

College President - As illustrated in the governance chart, Figure 4.1, the College President, appointed by the Board, serves as the ultimate connection between the Board of Trustees and the rest of the College. As part of the governance structure, the President holds meetings with the College Assembly at least twice per academic year. These meetings are a forum for information sharing and allow the President to update the entire College community on the State of the College. The President also works with an executive team who is responsible for implementing Board Policy. However, procedures guiding the

execution of board policy are created by functional areas and are not widely disseminated. The President also meets bi-weekly with an administrative/executive committee, comprised of all directors from the various administrative functions. The committee is the President's vehicle for the sharing information and ideas, from the top down and bottom up. The President also receives ongoing reports and recommendations from the College Coordinating Committee. (Additional information about Presidential leadership and governance is discussed in Standard 5.)

College Coordinating Committee - The College Coordinating Committee is responsible for facilitating the upward and downward flow of information to the College community regarding the status and final disposition of governance issues. The College Coordinating Committee represents all constituencies on campus and is made up of the committee chairs representing the four governance committees and the Deans of Academic Affairs and Enrollment Management. This committee provides updates, reports and recommendations to the President. Selection of faculty and staff membership for governance committees is a shared process involving recommendations from Academic Senate and Administration. As detailed in Table 4.1, all committees include members from each division to ensure that entire College community is represented.

Table 4.1: Governance Committee Membership

Committee	Membership
College Coordinating Committee	Chairs of each committee; Vice President of Academic Affairs; Dean of Enrollment Management
Academic Senate	All Full-time faculty, full-time professional Staff; Director of Academic and Information Services, all Part-time faculty
Curriculum Review Committee (CRC)	Representatives from Full-time faculty; Academic Affairs, Professional Staff; Director of Academic Services, Institutional Research, Planning and Effectiveness staff, Students
Academic Standards and Appeals (ASA) Committee	Representatives from full-time faculty, Academic Affairs Professional Staff; Director of Nursing; Information Technology staff, Enrollment Management Staff, Students
Student Life Committee (SLC)	Representatives from Full and part-time student body; two full-time faculty members; Coordinator of Student Leadership; Enrollment Management staff; Information Technology staff

Source: Salem Community College Governance Structure and Bylaws

These committees have responsibilities for contributing to the governance of different College operations which include reviewing and developing curriculum, recommending procedures and activities, and the overall engagement of students. A detailed description of responsibilities and membership of each area of governance can be found in the [SCC Governance Structure and Bylaws](#) (Exhibit 4.5) which were updated and approved by the Board of Trustees in January 2013.

Through governance, these committees have contributed to institutional improvement and growth. Curriculum Review Committee (CRC) recommendations have contributed to improving the Academic Program Review process to ensure that all programs align with the College's current vision and mission. The Academic Senate, along with additional ad hoc committees, have made recommendations to the President including those that have resulted in the acquisition of a student email portal, the selection of a new learning management system, and the development and implementation of the current advising model.

Student Governance - As a two-year commuter institution with a 40 percent part time population, consistent participation by students in the governance process remains a challenge. The Student

Government Association (SGA) is supposed to be the official voice of the student body on campus but it has never functioned without periods of inactivity. The SGA was very active from 2010 through 2013 but as students graduated, student leadership waned. During this period the Coordinator of Student Leadership resigned and while others in Student Services filled the void, recruiting new students for leadership positions became a more difficult task. In addition, the College was facing declining enrollments and a number of students enrolled in niche programs were taking core program courses at sites away from the Carneys Point campus. This combination made recruiting new student leaders even harder.

Additionally, at present, the Student Life Committee (SLC) existed prior to 2010 and has been active within the governance structure. Moreover, currently it is the only active governance committee that maintains its required student membership.

SCC must make a more concerted effort to engage students in a process where they can contribute to the meaningful student engagement outside of the classroom. The SLC along with the Academic Senate are seeking new avenues for encouraging student participation in governance, such as the implementation of regularly scheduled Student Assembly meetings. The College held its first meeting in December 2014.

Communication - While a governance infrastructure exists, the College can do a better job putting it into practice on a more consistent basis. This type of continuous feedback loop reassures campus constituents that the system is working and actions are being taken on issues that come before the various governance units. With a smaller, streamlined faculty and staff, membership and engagement in governance is limited and overtaxed. Communication can therefore be impaired. This was the case with a gap in communication between the College Coordinating Committee and the President. The Committee had not forwarded the minutes with recommendations to the President, nor had the President assigned any specific charges to the Committee in over a year. With the goal of open and productive dialogue between all levels of governance, the College must ensure that the process is working.

Recommendations

1. Disseminate procedure manuals, to ensure that Board Policy is implemented deliberately and uniformly across all areas of the College.
2. Seek new avenues for encouraging, engaging, and maintaining student participation in the governance process at the College.
3. Develop a formal, ongoing feedback process to improve the coordination of institutional leadership and governance at SCC.

List of Appendices, Exhibits, Figures, and Tables

Exhibit 4.1	Board of Trustee Bylaws
Exhibit 4.2	Current Board of Trustee Members
Exhibit 4.3	SCC Board of Trustee Assessment Tool
Exhibit 4.4	SCC Board of Trustee Orientation Materials
Exhibit 4.5	SCC Governance Structure and Bylaws
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Table 4.1	SCC Governance Committee Membership

Standard Five: Administration

Presidential Leadership - Since the last Periodic Review Report, the College has seen the retirement of long-serving President Peter B. Contini and the transition to new leadership under President Joan M. Baillie. President Baillie was appointed SCC's seventh President on March 22, 2012, after serving as interim President since January 1, 2012. Under her leadership, the College developed the 2013-2016 Strategic Plan (Appendix 1) with three priorities – improve fiscal stability, improve student success and improve the image of the College.

President Baillie had been affiliated with SCC for more than 20 years, including Provost-Chief Academic Officer of the College. Before that, she was Dean of Academic Affairs, a faculty member and executive director of the SCC Foundation. She has 16 years of experience in business, including 11 years with DuPont as a national accounts manager. Active in the community, President Baillie chairs the Salem County Economic Development Council. She is a member of the Rotary of Penns Grove, and serves on the boards of the Salem County Chamber of Commerce, Salem County Vocational Technical School Educational Foundation, Stand Up for Salem, and Salem County Bridge, a nonprofit organization that promotes lifelong learning in Salem County.

In September 2014, President Baillie announced her intent to step down as President by June 30, 2015 later extended to July 30, 2015. After informing the College community, the Board of Trustees formed a search committee lead by the Board Vice-Chair. The committee included four current Board members, two members of the SCC Foundation, a representative from the Alumni Association and five College employees (Dean of Enrollment, Director of Institutional Advancement, Administrative Assistant to the President, Associate Professor and Director of Institutional Effectiveness). The [Presidential position](#) (Exhibit 5.1) was posted on the SCC website, the local newspaper and various professional journals including *Diverse Issues in Higher Education*, *Community College Week*, *Chronicle of Higher Education*, and *Hispanic Outlook in Higher Education* and *Women in Higher Education*. The College used the website to invite stakeholders to participate in the process and to keep them informed on the progress of the search. In February 2015, the Board appointed Dr. Michael Gorman as the eighth President of Salem Community College beginning August 1, 2015.

College Administrative Structure - The College's administrative structure, reflected in the current organizational chart (Appendix 2), consists of three main divisions, Academic Affairs, Collegiate Services, and Enrollment Management. Each division is led by a member of the President's executive team. The Core Team of executives includes the Vice President of Academic Affairs and Chief Academic Officer (CAO), the Chief Financial Officer (CFO) and the Dean of Enrollment Management. This Core Executive Team meets on a weekly basis and serves as a sounding board for the President by reviewing information about College, County, State and Federal activity and coordinating College activities and initiatives. The Core Executive Team members also regularly attend statewide monthly meetings of the New Jersey Council of County Colleges (NJCCC) and the appropriate affinity groups (e.g., Academic Affairs, Business Officers, Student Affairs affinity groups). The members of the President's Core Team have the qualifications, credentials, and/or previous experience to carry out the responsibilities of their respective positions. Each Core Executive Team member is responsible for his or her division and for reporting decisions back to staff.

In addition to the Core Executive Team, the President meets twice a month with an extended group of administrators, including staff from Academic Affairs, Enrollment Management, Institutional Research, Planning and Effectiveness (IRP&E), Campus Operations, Institutional Advancement, Retention, Human Resources, Public Safety, Institutional Effectiveness and Information Technology. Like the Core Executive Team, these administrators attend statewide monthly meetings and appropriate affinity groups. This administrative staff, along with the College Coordinating committee, and other ad hoc committees

support the President and Core Executive Team. This structure ensures the President Baillie has the opportunity to hear from all levels and can make executive decisions after consultation with the Core Executive Team.

Communication, Collaboration and Decision Making - SCC is relatively small and does not maintain a large administration or administrative staff. Therefore, the inclusion of committees and workgroups helps to ensure that all levels of the institution participate in planning, assessment and decision-making. Many of these committees began as part of the last decennial review and continue to influence and inform College decision-making.

- Finding and Reporting Effective Data (FRED) Committee is charged with standardizing assessment procedures, practices and reporting timeframes for the institution. The committee's goal is to improve the accuracy of data being reported so that data can be duplicated throughout campus using a common language. By sharing information and standardizing data sets, the College is in a better position to report its institutional profile and trends. The Director of Institutional Effectiveness chairs the committee with membership from Information Technology, Institutional Research, Enrollment Management, and Academic Affairs.
- Outcomes Assessment Committee (OAC) is a faculty-driven committee charged with developing a plan for student learning outcomes assessment at the General Education, program, and course levels. The Committee is instrumental in disseminating information about best practices in assessment and is also responsible for the coordination and delivery of professional development in the area of assessment. The OAC submits an annual report to the Chief Academic Officer and the President.
- American Disability Act (ADA) Committee is a College-wide committee led by the Dean of Enrollment Management. The committee, which includes the learning disabilities coordinator, representation from Human Resources, Public Safety and Information Technology, meets monthly to recognize and support the standards set forth in federal law. The committee ensures that all qualifying students, faculty and employees with disabilities are provided reasonable accommodations.

Ad hoc committees typically meet for a limited duration to address a particular need at the College. Once recommendations are accepted or not, the need for the continuation of that committee is assessed. For example, in 2011 when the College wanted to assess the advisement process, the Vice President of Academic Affairs appointed an *ad hoc* committee including staff from the Divisions of Student Affairs (now Enrollment Management) and Academic Affairs. The committee shared its recommendations with the President who then implemented the recommendations. In AY 2012/13, Academic Technology Users Group (ATUG), another *ad hoc* committee was instrumental in helping to identify and recommend to the President a new learning management system. The College ultimately purchased the system and began using it in AY 2013/14.

In addition to the committees, the Administration uses Opening Session each fall and spring semester to communicate “the state of the College” to the College. The President also communicates via monthly e-mailed updates (*From the Corner Office*) and ongoing SCC e-mail announcements. These mechanisms have helped to improve communication.

Effectiveness of Administrative Structure - As part of the College’s administrative restructuring, the Division of Student Affairs was reorganized into the Division of Enrollment Management to include all academic support functions, including tutoring and disability support. Student accounts were relocated to the Office of Finance.

In 2014, the Vice President of Academic Affairs resigned to take a position at a larger community College in the state and the Chief Financial Officer resigned. Collectively, these combinations of occurrences made it difficult to communicate and share information.

Qualified Administrative Staff - The College recruits, hires and promotes administrative staff (executive team, executive staff, professional staff, and administrative staff) focused on meeting the mission and goals of the College. The President, in consultation with the Core Executive Team, aligns all staffing decisions to directly carry out the core mission of the College. Specifically, the President and Core Executive Team assesses the staffing within each department, determines which areas are key to carry out the core mission of the College and which are not, and acts to outsource positions that do not directly impact the successful implementation of the mission. Currently, areas outsourced include custodial and cleaning services, purchasing, and payroll. As a result, the number of full-time employees has significantly decreased (See Table 5.1).

Table 5.1: 6-Year Trend of SCC Employees (Full-time (FT) and Part-time (PT))

SCC Staffing					
Academic Year	# FT Employees*	FT Employees as a % of Total	# PT Employees	PT Employees as a % of Total	Total # of Employees
2009-2010	102	47%	117	53%	219
2010-2011	105	41%	149	59%	254
2011-2012	100	45%	121	55%	221
2012-2013	89	40%	134	60%	223
2013-2014	67	33%	139	67%	206

Source: IPEDS – As of November 1st of each academic year

*Number of FT employees does not include positions “budgeted” but unfilled

In addition to outsourcing, in spring 2014, the College eliminated all athletic-related positions (See Standards 8&9 for further detail). With this elimination, the College re-allocated its resources to focus on the core mission of the College, and hired a Director of Retention in the spring of 2014.

Some at the College are concerned about the diminishing number of full-time employees, particularly the number of full-time faculty. Through retirements, resignations and non-renewal of non-tenured faculty members, the number of full-time faculty members has decreased from 27 in fall 2009 to 16 in spring 2015. Where necessary, new full-time faculty members have been added (Developmental English) or replaced (Nursing). While the smaller number of full-time faculty members has not had an effect on delivery of programs, it does mean that there are fewer full-time faculty to participate in governance committees and other activities. The College’s Governance Structure and Bylaws require 12 full-time faculty members to sit on the three Governance committees (not including the Academic Senate on which all full-time faculty members sit). The number of faculty required for each Governance committee may need to be reassessed to determine if the number can be reduced without diminishing input. Currently, there are 16 full-time faculty members, leaving only four full-time faculty members to be assigned to the additional College committees - ADA Committee, Diversity Committee, and the Outcomes Assessment Committee - which are also relevant to the mission of the College.

The Department of Human Resources, within the Division of Collegiate Services, oversees the coordination of hiring of full-time and part-time employees. In 2013, the College acquired a new Human Resource software platform, MyStaffingPro, to assist in the organization and coordination of all hiring. Prior to beginning a search, the President, with the recommendations from all divisions, recommends new positions and job descriptions to the Board of Trustees for approval. Upon approval by the Board, potential job opportunities are posted on the College website and in acceptable publications and venues. The Human Resource department assembles materials from job applicants and works with the division to

assemble an inclusive search committee. Each search follows strict confidentiality policies and equitable assessments for each candidate. At the completion of a search, and with the recommendation of the President, the Board of Trustees makes all decisions on hiring and takes all actions regarding the creation and dissolution of titles and positions as well as the employment, salary, promotion, and termination of all staff. As of 2015, the College transitioned to ADP Workforce Now to maintain all human resource records and functions as discussed above.

As the College has reorganized and streamlined its staffing, current employees may be reassigned to new positions or are directed to assume significant new responsibilities. Examples of reassignments have occurred in Academic Affairs, Collegiate Services, and Enrollment Management. These reassignments are based on the needs of the College and are driven by reorganization and as such they do not follow the same hiring process as mentioned above.

Through the Institutional Effectiveness Plan (IEP), a system of assessment, planning and action takes place. Regularly, each administrative division informally assesses the outcomes of its division and develops a plan for implementation. The assessment of the administrative divisions is documented in the [Administrative Outcomes/Key Indicators 2014 Annual Report](#) (Exhibit 5.2).

Professional Development

SCC strives to offer its staff professional development opportunities through internal face-to-face training, on-line training and training by external professional affiliations.

In AY2015, the Human Resource department implemented a premier web-based employment law service resource, which offers various compliance professional development courses. These courses help employees understand federal regulations such as *Family Educational Rights and Privacy Act (FERPA) Regulations*, *Anti-harassment*, *Sexual Assault*, *Bloodborne Pathogens* and *Ethics and Code of Conduct Regulations*. Courses are available to all full-time employees, which permit employees to complete the training at their convenience within a given timeframe. Once the participant completes the course, he or she receive a certificate of completion. Overall, staff rate the seminars as effective with average ratings of 4.10 on a 5-point scale (see Table 5.2).

Table 5.2: Web-based Professional Development Training Series

Courses	Attendees Invited	Attendees Completed	Average
Stop Harassment & Discrimination	37	37	4.19
Supervisor Anti-Harassment (Supervisor)	22	20	4.03
FERPA	63	54	4.19
Eliminate Campus Sexual Violence	61	51	4.09

Source: HR Department (CCD)

Administrative staff also participates in face-to-face leadership seminars offered through Human Resources. These seminars have included *Inspiring Positive Change*, *Leadership Style!* And *Feedback with Performance Evaluations*. Staff also participate in external professional development to gain knowledge regarding statewide initiatives and professional accreditation. Examples of such professional development include: *Transforming Developmental Education*, *Common Core Adoption and Alignment between K-12 and Community Colleges*, *Improving Student Success*, *Use of Common Learning Outcomes and Assessment Tools* and *Prior Learning Assessment of Adult Students*.

The College's [Administrative Staff Guidelines](#) (Exhibit 5.3), [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement](#) (Exhibit 5.4) articulates the College's agreement to fund professional advancement through continued education and graduate work. The College views professional development as an investment in the future working

knowledge and skills of its staff. A more in-depth analysis of Professional Development as it pertains to faculty can be found in Standard 10, Tables 10.2 and 10.3 illustrating participation of faculty and staff in professional development activities on and off campus.

Recommendations

1. Identify and implement improved communication practices to more widely and rapidly disseminate changes to organizational structure and position responsibilities.
2. Enhance the formalized orientation/mentoring process for new employees and improve employee retention efforts.

List of Appendices, Exhibits, Figures, and Tables

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Exhibit 5.1	Posting of Presidential Position
Exhibit 5.2	Administrative Outcomes/Key Indicators 2014 Annual Report
Exhibit 5.3	Administrative Staff Guidelines
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Table 5.1	6-Year Trend of SCC Employees (Full-time and Part-time)
Table 5.2	Web-based Professional Development Training Series

Standard Six: Integrity

SCC demonstrates compliance with the fundamental elements of integrity by fostering a culture in which respect, diversity, high ethical standards, and open and truthful communication are fundamental to all operations. While this chapter addresses the fundamental elements relative to this standard, evidence demonstrating integrity is documented throughout the report.

Culture of Respect and Diversity - The College's commitment to cultivating a culture of respect and diversity is documented in the College's Diversity Statement shown at right. Through this commitment, SCC strives to create an environment supportive of academic growth and success and where mutual respect for all individuals is valued.

As the figures (6.1, 6.2, and 6.3) to the right indicate, the ethnic diversity of SCC staff generally reflects the diversity of Salem County residents. The student population however, is more diverse. Table 6.1 illustrates the five-year trends of ethnicity for both students and staff. Note that collecting information on ethnicity has not been a systematic process and both employees and students have the option under federal regulations of not reporting their ethnicity. The College continues to make a concerted effort to recruit a diverse pool of qualified candidates for all open positions. Having a full-time Director of Human Resources provides an opportunity to ensure that the College recruits appropriately and attempts to draw from a diverse pool. Continued emphasis is important in order to maintain a faculty and staff that adequately reflects the student population.

SCC Diversity Statement

SCC is committed to providing equal educational opportunities. This commitment encompasses persons in legally protected classifications regarding race, color, national origin, gender, disability, age, marital status, religion, sexual orientation and veteran status.

Ethnicity All Staff Fall 2014

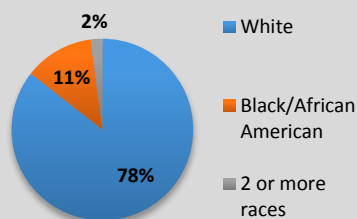


Figure 6.1: Ethnicity FT/PT Staff FA 2014
Source: ADP/NW

Hispanic (1%), Asian, American Indian and Native Pacific Islander 1%. Figure does not include Unknown (7%).

Ethnicity All Students Fall 2014

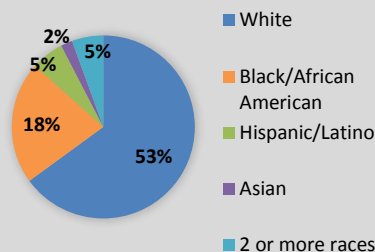


Figure 6.2: Ethnicity FT/PT Students FA 2014
Source: SCC Reporting Services

American Indian and Native Hawaiian & Other Pacific Hawaiian & Islander 0%. Figure does not include Unknown (18%).

Salem County Demographics

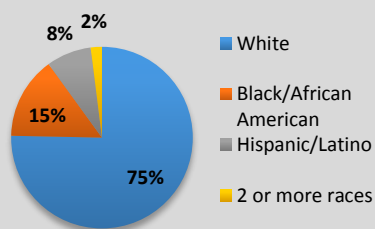


Figure 6.3: Salem County Demographics
Source: Population & Demographic facts derived from the July 1, 2014 US Census/Quick Facts.

Asian, American Indian, Native Hawaiian & Other Pacific <1%. Figure does not include Unknown.

All figures may not add up to 100% due to rounding.

Table 6.1: Ethnicity – 5 Year Trend – All Students and All Employees (Full-Time & Part-Time)

Ethnicity	AY2011		AY2012		AY2013		AY2014		*AY2015	
	Students	All Staff	Students	All Staff	Students	All Staff	Students	All Staff	Students	**All Staff
White	63%	52%	61%	74%	61%	74%	55%	78%	51%	78%
Black/African American	22%	11%	22%	11%	19%	9%	19%	10%	17%	11%
Hispanic	4%	2%	4%	2%	4%	6%	5%	3%	5%	<1%
American Indian	0%	0%	0%	1%	0%	0%	1%	0%	1%	0%
Asian	1%	0%	1%	0%	1%	0%	2%	2%	2%	<1%
Native Hawaiian & other Pacific Islander	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
2 or more races	0%	0%	0%	1%	0%	0%	5%	0%	4%	2%
**Unknown	10%	35%	13%	11%	15%	11%	14%	7%	21%	7%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: IPEDS as of November 1 of each academic year (student and employee data)

*AY2015 – SCC Student data collected from SCC Reporting Services FA14 and SCC Staff data collected from ADP FA14

** In accordance with government regulations, employees have the right not to disclose their ethnicity. This percentage includes “Total Unreported.” (May not add up to 100% due to rounding).

The College maintains both an Institutional Diversity and an American Disability Act (ADA) Committee. The Institutional Diversity Committee meets to raise awareness of diversity issues and celebrate diversity on campus. This Committee has been a driving force behind the implementation of the student and staff diversity surveys, conducted in 2010 and 2013. These surveys provided valuable insight into the perceptions of the College community on issues of diversity that can be used for planning and allocation of resources. Data from the Fall 2013 [Faculty and Staff Survey](#) (Exhibit 1.3) showed large improvements in the perception by faculty and staff that the College is a comfortable and secure place for people with physical and mental disabilities (from 73 percent in 2010 to 86 percent in 2013) and for people of all sexual orientations (from 77 percent in 2010 to 86 percent in 2013). The survey, however, indicates that SCC faculty and staff are looking for additional opportunities to understand the range of topics that cover diversity and to be better prepared to address potential issues and/or complaints. They would also like to be better informed about ways to address complaints based on issues of diversity. Data from this survey has been shared with the administration. In response, new web-based employment training addressing topics such as creating a supporting environment and understanding diversity and compliance issues were offered to employees beginning AY2015. The College will continue to look for opportunities to celebrate and support diversity.

The ADA Committee meets monthly to recognize and support the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, which are designed to eliminate discrimination against qualified individuals with disabilities. As seen in Exhibit 6.1, the College ensures access to all employees and students through [Board of Trustees Policy 1.19](#) (updated and approved February 20, 2014). SCC employs a full-time ADA (LDT/504)

Coordinator and pool of ADA accommodation support personnel who assist students with documented learning disabilities in meeting their identified accommodations, including note taking and reading assistance.

SCC continues to be committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities, as required by applicable laws. As a result of this commitment, during the 2014 academic year, push-button access doors were installed at the entrances to Donaghay Hall and Tillis Hall along with improvements in signage and markings for handicap parking spaces. On-line accessibility has also been reviewed and improved. Future projects include renovating bathrooms in Donaghay Hall for improved handicap accessibility, more ADA accessibility features for Contini Hall, and removal of islands in Davidow parking lot to allow easier access to other areas of campus.

Information Dissemination - The College strives to communicate timely and factual information to all College constituents. SCC provides printed and electronic materials to prospective students and families, current students, faculty and staff, and the public, that are honest and truthful. The Division of Enrollment Management and Institutional Advancement are responsible for official communications as well as materials used for recruitment and public relations. The Information Technology (IT) office bears responsibility for the College website, Self-Service Portal and email.

In 2009, the College migrated to PowerCampus, a different platform for providing data and information to students and staff. The new PowerCampus platform includes a Self-Service Portal that provides matriculated students with access to course information, registration, unofficial transcripts, and grades. The Self-Service Portal also allows faculty and staff to advise students and communicate grading information.

In 2011, SCC provided students with e-mail accounts for the first time. By creating official accounts, the College added a confidential and cost-effective way to identify and communicate with students. The College website and e-mail platforms are utilized as primary modes of communication with all stakeholders. On April 27, 2013, the College launched the new [SCC College Website](#) (Exhibit 1.1) which emphasizes a more organized layout, improving usability for different audiences: prospective students, current students, faculty/staff, visitors and the community. The website includes the current strategic plan, changes to mission and vision statements, any federally mandated information as well as information regarding Middle States accreditation. Information pertaining to institution-wide assessment, including graduation, retention certification and licensing pass rates, tuition and fees, financial aid, health and safety, student outcomes, and gainful employment are available on the [SCC College Website](#) (Exhibit 1.1) under [Student Consumer Information](#) (Exhibit 1.7) and on College Navigator. The College website also provides access to both the Self-Service Portal and [SCC Catalog-Handbook](#) (Exhibit 1.2). The website is maintained by the Office of Information Technology (IT).

Policies, Procedures, Guidelines, and Protocols for Students

SCC has a comprehensive set of policies, procedures and guidelines that address the rights and responsibilities of students. These policies, procedures, guidelines, and protocols as well as available services for students are communicated in the [SCC Catalog-Handbook](#) (Exhibit 1.2) which is updated annually and available on the College website. The [SCC Catalog-Handbook](#) (Exhibit 1.2) addresses academic requirements and policies, student evaluations, and code of conduct and discipline policies. The procedures for student complaints and conflict resolution are also listed in the [SCC Catalog-Handbook](#) (Exhibit 1.2). Students with grievances are directed to follow the steps outlined in the [SCC Catalog-Handbook](#) (Exhibit 1.2). Students are also made aware of the College's [Academic Honesty and Integrity Guidelines](#) (Exhibit 6.2) to ensure that all students follow fair and honest practices in and out of the classroom. More detail can be found in Standards 8 and 9.

The [SCC Catalog-Handbook](#) (Exhibit 1.2) provides students with detailed course information along with pre- and co-requisite information to assist them with timely and effective course selection. The Self-Service Portal gives students on-line access to their academic plan, course offerings and descriptions, progress in meeting degree completion and access to unofficial student transcripts.

Policies, Procedures, Guidelines and Protocols for Employees

The College Board of Trustees is responsible for creating and approving all policy. The policy manual is a fluid document with continuous updating. As an example in June 2014, the Personnel Committee of the Board of Trustees updated the [Employee Code of Ethics](#) (Exhibit 6.3) to align more closely with a best practices model Code of Ethics promulgated by the Association of Community College Trustees. This document was shared at the August 26, 2014 Opening Session and made available to the campus community in early Fall 2014.

Note that employees are made aware of such Board policies through the Board Briefs that are electronically mailed to all employees after each Board of Trustees meeting. Published Board of Trustees minutes are also housed in the College library. Additional information regarding Board Responsibilities and Policies can be found in Standard 4.

Once policies are approved, the administration, in consultation with the governance committees, develops procedures, guidelines and protocols. Information is made available to employees in the [Administrative Staff Guidelines](#) (Exhibit 5.3) and the negotiated [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement 2012-2016](#) (Exhibit 5.4) These documents are available in hard copy and published on the College intranet. Day-to-day procedures, guidelines, and protocols are also documented in individual procedure manuals maintained at the department level and the [Faculty Handbook](#) (Exhibit 6.4), maintained by the Division of Academic Affairs.

College compensation and benefits as well as employee grievances and appeals are negotiated as part of the collective bargaining agreement with the Faculty, Professional Staff and Support Staff. The most recent [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement 2012-2016](#) (Exhibit 5.4) was ratified and approved by the Board of Trustees in March 2014. This agreement marks the first time all three employee groups negotiated as a single unit and are included under one collective bargaining agreement. All three are now part of the SCC Faculty Association, although each maintains their respective set of guidelines.

Hiring Practices and Condition of Employment

Equal opportunity practices are integral to the hiring practices at SCC. The Department of Human Resources assists each division in carrying out fair, open, and impartial hiring practices in line with the College's Equal Opportunity and Affirmative Action statement. The College strives to cost-effectively target advertising for all open College positions in a way to attract a diverse applicant pool. All search committees are held to a high standard using fair practices such as common questions and interview rubrics.

The Board of Trustees, at the recommendation of the President, has ultimate responsibility for the creation and dissolution of titles and positions as well as the employment, salary, promotion, and termination of all staff. While these are often sensitive issues, more can be done to help the College understand the rationale for the decision. Greater transparency with regard to the effectiveness of human resource decisions is recommended.

As a condition of employment, all full-time employees complete professional development sessions in accordance with their appropriate contract. These professional development sessions encompass areas

related to federal and state regulations, sexual harassment, diversity, and those relevant to the carrying out the mission of the College. Each division has input as to the content of the professional development sessions at the departmental level and each employee is surveyed after each session as to the session's usefulness and to elicit suggestions for further sessions.

All full-time and part-time employees undergo a fair and impartial evaluation process according to their respective contract. During AY 2013, Human Resources assessed and updated the evaluation process for administrative, professional, and support staff. In response, the College adopted a new bi-annual formative evaluation tool. In spring 2015, the College began an assessment of the faculty evaluation and promotion process led by an ad hoc committee with members from the Academic Senate and Administration. The goal of the committee is to have a revised evaluation process in place for AY 2016. Additional description of the evaluation processes can be found in Standards 3 and 10.

Employee grievances are handled according to the protocol listed in the appropriate guidelines or collective agreement for each employee in conjunction with the Board of Trustees policies.

Academic Freedom/Intellectual Property/Privacy Rights - The College ensures academic freedom and rights through policies documented in the Board of Trustees Policy Manual 9.1 and the [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement 2012-2016](#) (Exhibit 5.4) *Section II, Article VIII* pages 13-14. Academic freedoms and rights are also outlined in the most recent [Employee Code of Ethics](#) (Exhibit 6.3) policy updated and approved by the Board on June 19, 2014. All policies are communicated to students, faculty staff and administration via Board Briefs. Policy manuals are available in the Presidents' office, Human Resource office, SCC Library, the Office of Institutional Research, Planning & Effectiveness, and electronically (Office365).

Recommendations

1. Strengthen communications with regard to human resource functions and decisions to create a more transparent and understood process.

List of Appendices, Exhibits, Figures, and Tables

Exhibit 6.1	SCC Board of Trustee Policy 1.19
Exhibit 6.2	Academic Honesty and Integrity Guidelines
Exhibit 6.3	Employee Code of Ethics
Exhibit 6.4	Faculty Handbook
Exhibit 1.1	SCC College Website
Exhibit 1.2	SCC Catalog-Handbook
Exhibit 1.3	Fall 2013 Faculty and Staff Survey
Exhibit 1.7	Student Consumer Information
Exhibit 5.3	Administrative Staff Guidelines
Exhibit 5.4	Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement 2012-2016
Table 6.1	Ethnicity 5-Year Trend All Students and All Employees (Full-time & Part-time)

Chapter THREE

Student Services



Chapter Three: Student Services

Standards Eight & Nine: Student Admissions & Retention and Student Support Services

Open Access Mission - Salem Community College is an open access institution whose mission is to provide affordable, quality higher education to all county residents regardless of their background. This open admissions policy means that potential students need only complete the SCC admissions application and provide a copy of a high school diploma or a GED certificate. Depending upon the students' high school GPA, students are required to take a placement test. If the students' high school GPA is 3.0 or higher, the student is placed in college-level courses and no additional placement test is required. High school transcripts, SAT/ACT scores, and letters of recommendation are not required for admission, although prospective students can opt to use SAT/ACT scores in lieu of the placement test. Prospective students can submit an application at any time and begin their post-secondary education at the next scheduled academic session. In 2014 the College eliminated the application fee, making the rolling application process both simple and affordable.

SCC does offer a number of limited-admission programs for which there are additional admissions requirements and a more involved application process. Such limited-admission programs are either subject to external accreditation and/or have limited capacity, such as Nuclear Energy Technology, Nursing, and Scientific Glass Technology. The additional admissions requirements for these limited-admission programs are clearly outlined in all marketing materials including the College website and [SCC Catalog-Handbook](#) (Exhibit 1.2).

In maintaining an open admissions policy, the College accepts responsibility for providing appropriate levels of education for all incoming students, including those who are not ready for college-level courses. For these students, the College offers developmental curriculum and support services designed to challenge and prepare them for success at the collegiate level.

Salem Community College is the only institution of higher education in Salem County, and serves a population with a wide variety of needs. The vast majority of SCC students are female; 62% compared to 38% male in fall 2014. Most SCC students (68%) reside in Salem County while 12% reside in other counties in New Jersey and 20% come from out of state (in fall 2014).

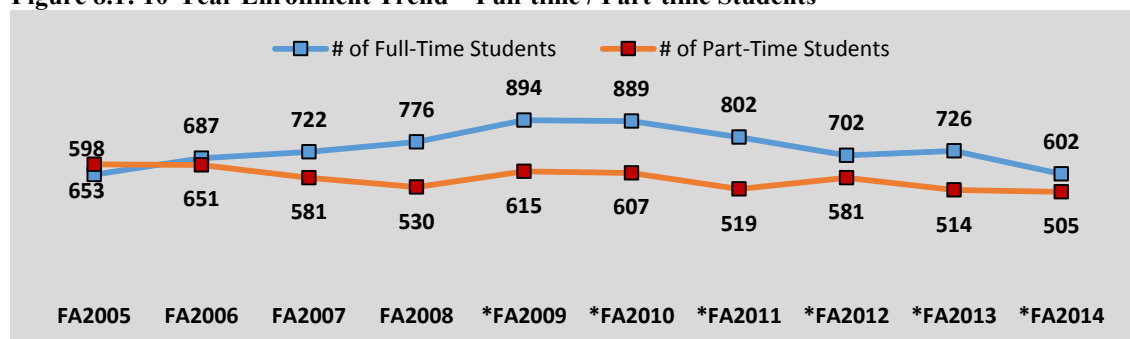
The semi-rural nature of Salem County with its limited public transportation system presents more of a challenge for SCC students than it might for students in a more urban environment, particularly since students must rely on their own transportation. As described in the overview, Salem County is the least densely populated county in New Jersey and the sixth poorest county per capita. Over 12% of Salem County residents are below the poverty level. Many students cannot afford to go out of county for an education and as such the County's percentage of adults with a bachelor's degree is significantly lower than the state average (20.4 percent compared to a state average of 35.8 percent). In addition, many students at SCC work full or part-time while they are attending school. Working continues to be one of the major reasons why students tend to withdraw or stop out for a period of time. As seen in Table 8.1, in 2014, 71 percent of graduating students reported that they were working while attending SCC.

Table 8.1: Employment Status of Graduating Students while attending SCC AY2014

Employment Status	Number of Students	Percentage
Full-time Employment	65	24%
Part-time Employment	119	44%
Self- Employment	9	3%
Unemployed Seeking	59	22%
Unemployed Not Seeking	13	7%
Total	271	100.0%

Source: Graduating Student Survey AY2014

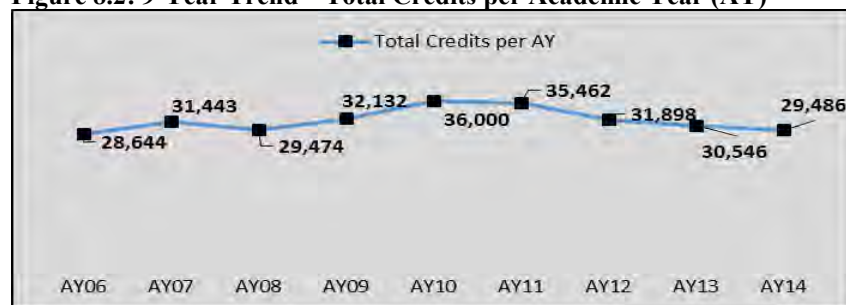
Enrollment - Since the last decennial review, the College has noticed a number of key demographic changes in the student population. From the early 1990s through AY2006, the majority of students were part-time (taking fewer than 12 credits per semester). Beginning in the fall 2006 semester, the number of full time students began outnumbering part-time students. Figure 8.1 (below) shows the full-time/part-time enrollment split for the past ten years. In addition, the average age has fallen. In 2013 the average age of an SCC student was 23. The coincidence of these two demographic factors indicates that more traditional-age students are attending and they are carrying a higher credit load.

Figure 8.1: 10-Year Enrollment Trend – Full-time / Part-time Students

Source: IPEDS/NJ Community Facts Book and Directory

*SCC Reporting Services

Figures 8.2 below shows the surge in the number of credit hours between 2009 and 2012, cresting at 36,000 credit hours in AY 2010. Note that the increase coincides with the economic downturn and the increase in the unemployment rates across the nation. As the economy began improving the number of credit hours decreased, returning to the pre-2009 level.

Figure 8.2: 9-Year Trend – Total Credits per Academic Year (AY)

Source: IRP&E, President's office

Enrollment Management - SCC's Division of Enrollment Management is responsible for marketing, recruitment, admissions, retention, advising, career services and disability services. Because SCC is a small institution with a number of very specialized "niche" programs, including Computer Graphic Art,

Game Design and Development, Glass Art, Nuclear Energy Technology, Nursing, Process Operator Technology, Scientific Glass Technology, and Sustainable Energy Technology, recruitment is a shared responsibility led by the Dean of Enrollment Management. The Director of Retention and Admissions, full-time recruiter, part-time recruiters, academic advisors, along with faculty, work with the Dean to recruit and retain students.

Beginning with the FY 2012 recruiting cycle, the College developed and began to implement its first [Recruitment Plan](#) (Exhibit 8.2). With the institutional priority of maintaining fiscal stability, the objective was to increase enrollment overall, with initiatives focusing on stabilizing the capture rate at in-county schools, increasing dual enrollment, and improving retention.

High School Capture Rate - SCC's capture rate decreased from 22 percent in 2010 to 18 percent in 2012. (See Table 8.2 below). Since 2012 the College was able to stabilize its capture rate, keeping it at 17-18 percent of all graduating students. As the table below indicates, while the overall capture rate stayed fairly stable, there was wide variances in the capture rate at each county high school. Two schools in particular had substantial decreases in the number of graduates who enrolled at SCC.

Table 8.2: High School Graduates and Capture Rates for Salem County

School District	June 2010 Graduates	2010 Capture Rate	June 2011 Graduates	2011 Capture Rate	June 2012 Graduates	2012 Capture Rate	June 2013 Graduates	2013 Capture Rate	June 2014 Graduates	*2014 Capture Rate
Penns Grove	153	33%	157	30%	113	19%	143	14%	124	15%
Pennsville	143	32%	176	31%	143	27%	147	34%	143	32%
Salem	122	21%	105	14%	110	26%	74	19%	76	26%
*SCVTS	46	28%	57	30%	66	30%	79	32%	85	26%
Woodstown	201	19%	209	16%	188	15%	219	16%	193	9%
Schalick	181	6%	141	3%	146	1%	174	6%	128	5%
Total In County	846	22%	845	20%	766	18%	836	18%	749	17%

Source: SCC Reporting Services *Data collected 9-29-2014

*Salem County Vocational Technical School (SCVTS)

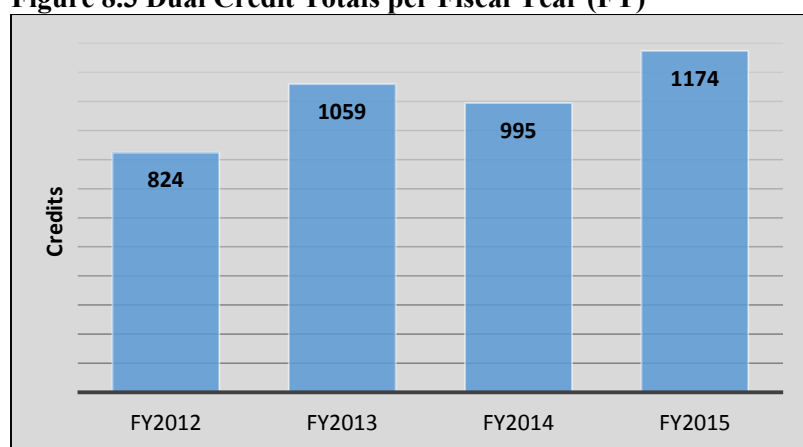
Between 2012 and 2014, SCC attempted to target those schools with the biggest decline by creating more individualized recruitment plans and site-specific registration days that promote SCC as the school of choice. The College conducted more targeted guidance visits, attended back-to-school nights, held information sessions and cafeteria visits, offered Accuplacer testing at the high school, and connected more with parents about dual credit opportunities. The College also implemented on-the-spot registration days. As Table 8.3 indicates in 2014, SCC has expanded on-site registration to include all six county high schools. The majority (95%) of students who attended the registration days registered and became SCC students.

Table 8.3: 3-year Trend in Registration Day Attendance from Salem County High Schools

Salem County High School	Yearly Attendance		
	2012	2013	2014
Penns Grove	-	-	18
Pennsville	-	-	14
Salem	18	16	12
Schalick	-	8	6
Salem County Vocational Technical School (SCVTS)	-	20	19

Source: Data from SCC Division of Enrollment Management

Dual Enrollment - In addition, since 2012, SCC has increased its communication with parents about dual enrollment programs, resulting in a 40 percent increase in the number of dual credits earned at Salem County high schools. See Figure 8.3 below.

Figure 8.3 Dual Credit Totals per Fiscal Year (FY)

Source: IRP&E, President's office

Improving Enrollment and Retention- As previously discussed, both enrollment and credit hours decreased from 2012 to 2014. During this time, the College began to examine various retention strategies including orientation, better use of the early alert system, and more intrusive advising. In each case, the College found that it could develop better procedures and tracking of activities. These improvements became part of a revised 2014 [Enrollment Management Plan](#) (Exhibit 8.1) and are addressed later in this chapter under Services to Support Retention and Student Success. In addition to the [Enrollment Management Plan](#), (Exhibit 8.1) the College created a specific [Recruitment Plan](#) (Exhibit 8.2) that more specifically addresses the challenges within recruitment and retention. Both plans include the following initiatives.

- *More Accurate Enrollment Projections.* With support from the Department of Institutional Research, Planning and Effectiveness (IRP&E), the Division of Enrollment Management is now able to more accurately and realistically project enrollment goals based on a predictive modeling formula. The formula develops realistic enrollment targets and takes into account demographic trends from previous semesters. For instance, SCC's high school capture rate goal for FY 2015 is 17.9%. This is based on an overall 4.9% increase in high school graduates for FY 2015 and an analysis of the five-year trends.
- *Expanded Out-of-County Recruitment.* The College expanded recruitment efforts for specialty "niche" programs that colleges in adjacent counties, including counties in Delaware, do not offer. To do this, SCC will participate in additional college fairs in these targeted areas, as well as build relationships with school counselors to facilitate additional high school visits.

- *Streamline current admissions communications.* Students sometimes get lost in the application and/or registration process and don't know where to look for help. As a result they fail to enroll. To prevent this, Enrollment Management is focusing on improving communications with students throughout the application and registration process. Enrollment Management is reaching out to students through fliers, phone calls, mailings, e-mails that communicate specific dates and steps within the process.
- *Implement better student follow-up.* The enrollment management team has implemented procedures to track and contact prospective students from summer Open Houses that have not yet enrolled as well as all non-returning students who may have stopped out for a period of time.
- *Eliminated the application fee.* In 2014, the College determined that the collection of the application fee was inconsistent and to follow suit with other community colleges in the area, the College eliminated the fee.

Transferability - Many students enter SCC with the ultimate goal of transferring to another 2-year college or a 4-year college or university. Since 2010, the College has increased its efforts to assist students with this transition. As stated in Standard 11, SCC participates in "NJ Transfer" (<http://www.njtransfer.org/>) a website that helps students transfer community college courses and programs within the state of New Jersey. The website along with the New Jersey State Transfer Agreement has made transfer more seamless for community college graduates who transfer to state colleges and universities in New Jersey.

To further assist students, SCC has expanded its college fair by attracting more colleges and universities. Consistently over the past three years, over 30 four-year institutions have participated in each College Fair. Additionally, the College has increased the number of students who attend each year.

To ensure that all credits transfer, SCC has concomitantly aligned its curriculum to specific programs at the 4-year colleges where our students most often transfer. As Table 8.4 below indicates, many of these colleges are out-of-state institutions. For example, Wilmington University, continues to be the most popular choice for SCC students. Note that transfer data in Table 8.4 includes graduates as well as students who transfer prior to completing their associate degree.

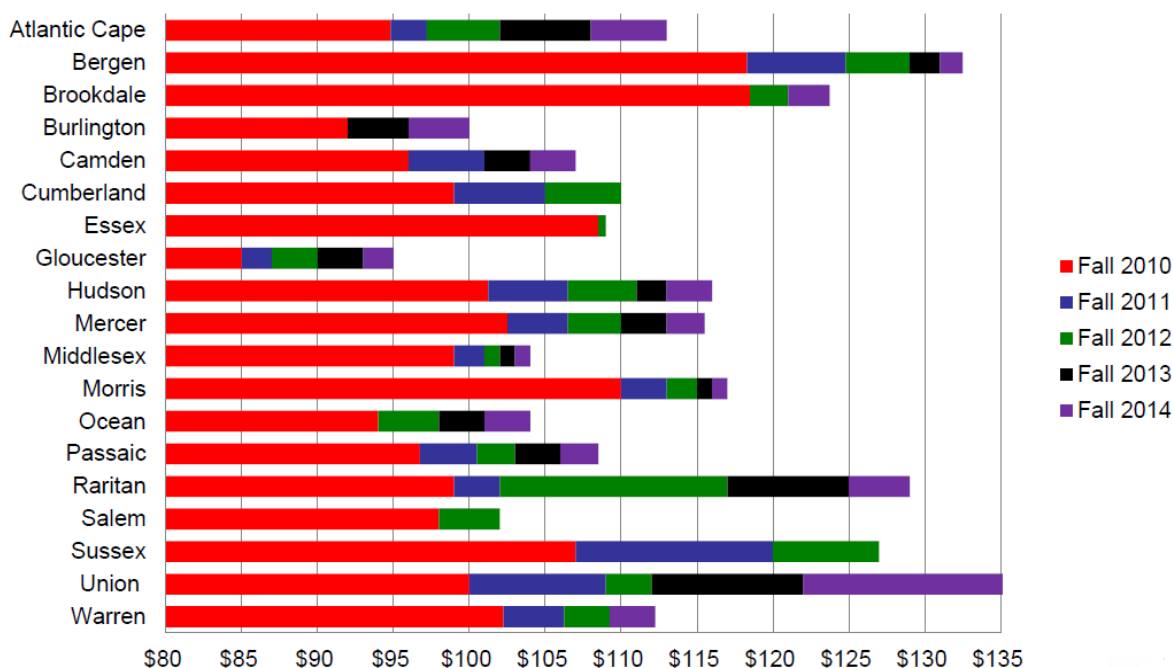
Table 8.4: 5 – Year Transfer Trend

AY 2009	AY 2010	AY 2011	AY 2012	AY 2013
Four - Year Institutions				
Wilmington (55)	Wilmington (64)	Wilmington (75)	Wilmington (92)	Wilmington (73)
Rowan (36)	Rowan (36)	Rowan (72)	Rowan (61)	Rowan (30)
U of Phoenix (20)	U of Phoenix (23)	U of Delaware (21)	Stockton (20)	U of Delaware (19)
Rutgers - NB (11)	U of Delaware (13)	Stockton (15)	U of Delaware (17)	Stockton (17)
Drexel (11)	Neumann (12)	Rutgers - NB (14)	Widener (11)	Rutgers - NB (9)
Two –Year Institutions				
Del. Tech .-Stanton (65)	Rowan College at Gloucester (47)	Rowan College at Gloucester (76)	Rowan College at Gloucester (72)	Rowan College at Gloucester (23)
Rowan College at Gloucester (31)	Del. Tech .-Stanton (34)	Del. Tech .-Stanton (55)	Del. Tech .-Stanton (31)	Del. Tech .-Stanton (21)
Camden C.C. (26)	Camden C.C. (32)	Cumberland C.C. (34)	Cumberland C.C. (28)	Cumberland C.C. (19)
Cumberland C.C. (21)	Cumberland C.C. (31)	Camden C.C. (26)	Camden C.C. (24)	Camden C.C. (14)
Del. Tech. – Terry (18)	Del. Tech. – Terry (23)	Del. Tech. – Terry (21)	Delaware County C.C. ,PA (9)	Delaware County C.C. ,PA (6)

Source: SCC Reporting Services / Transfer-Out – 5 Year Trend

Affordability - SCC's in-state tuition is among the lowest of the community colleges in the New Jersey (see Table 8.5). SCC is committed to stable tuition costs and has not increased in-state tuition for four consecutive years and only slightly increased fees for a select number of high expense courses. In 2015, the College plans to differentiate out-of-state tuition by increasing the out-of-state rate by \$25 per credit for AY16. This increase in out-of-state tuition was recommended during the College's last Periodic Review. Based on data from IPEDS (AY 2014), SCC's out-of-state tuition cost remains one of the lowest of the 19 community colleges in the state.

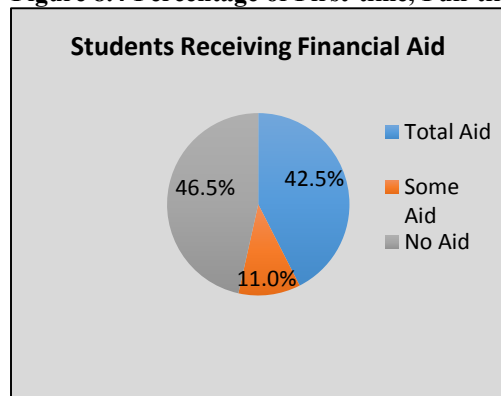
Table 8.5: 5-Year Comparison of New Jersey Community Colleges Tuition Rates



Source: NJCCC Fact Book/President's office

Financial Aid - As shown in Figure 8.4, approximately 53 percent of all full-time, first-time students receive financial aid; the majority 42.5 percent have their entire cost covered by financial aid.

Figure 8.4 Percentage of First-time, Full-time Students Receiving Financial Aid



Source: IRP&E, President's office

Accurate and up-to-date information regarding financial aid (grants, loans, and/or work study) as well as Salem Community College scholarships are made available online (<http://www.salemcc.edu/financial-aid/procedures#K>) and in the Financial Aid office. SCC's Office of Financial Aid provides personal financial aid counseling to new and returning students with the goal of helping students secure and maintain the optimum award package. The office is staffed by a director, assistant director, and support professional. The office holds financial aid workshops for students and their families and assists them in completing the Free Application for Federal Student Aid (FAFSA). Table 8.6 illustrates the commitment SCC has made to increase the number of students completing the required FAFSA.

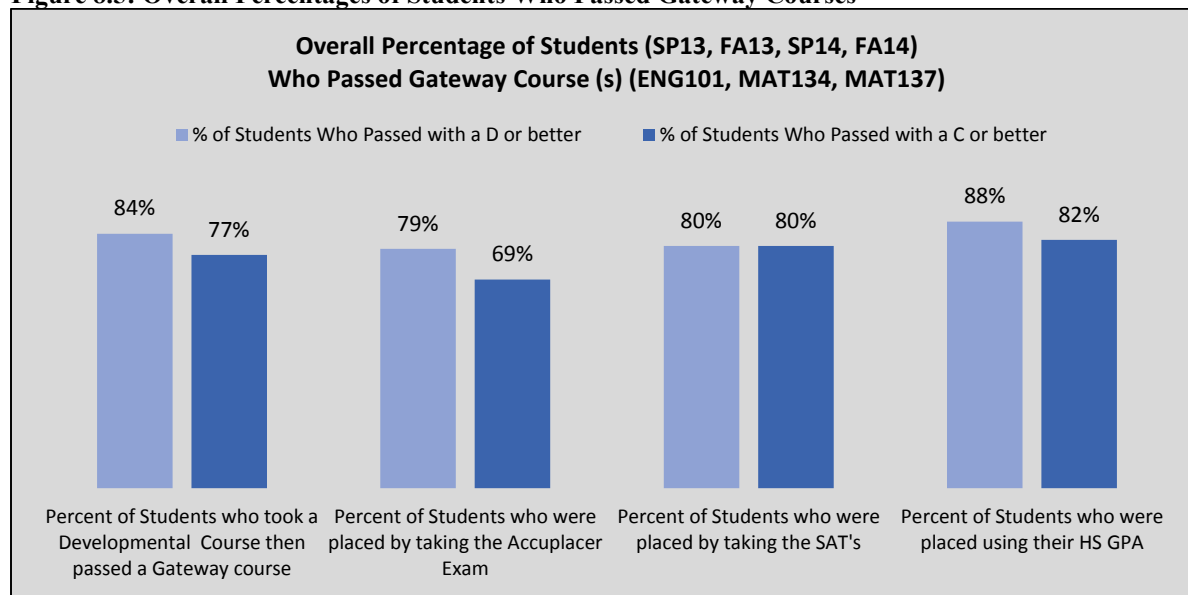
Table 8.6 Financial Aid Workshop Attendance and FAFSA Completion

Academic Year	Number of Workshops	Total Number Attended	Total Number of Students	FAFSAs Completed
2011-2012	3	10	10	10
2012-2013	3	13	11	11
2013-2014	6	49	33	27

Source: Financial Aid Office

Services to Support Retention and Student Success - SCC is committed to student success and strives to provide services that are reasonably necessary to enable each student to achieve the student's educational goals. In meeting this standard, SCC offers a variety of services to students upon admission and throughout their first year. Services aimed primarily at the entering student include accurate placement in courses, orientation, and first-time advisement. Throughout their first year, students benefit from having Instructional Aides in developmental and gateway courses in English and math, access to an Academic Support Center, Academic and Intrusive Advising, and for those eligible, the support system of the Educational Opportunity Fund (EOF).

Accurate Placement - Placement in college-level courses upon entrance is a key indicator of positive student retention and success. SCC has historically relied on the Accuplacer college placement test, to determine college-level readiness in English and math courses. Beginning in spring 2013, based on a research study from the Community College Research Center, the College implemented an initiative allowing students who are out of high school five years or less to use their overall high school GPA to determine college placement. Currently, students with a 3.0 overall GPA or higher in high school are able to enroll in regular college-level English (ENG 101 English Composition) and math courses (MAT 134 Contemporary Math or MAT 137 College Algebra). The Accuplacer placement test is still required for all other incoming students. Two-year aggregated data shows that students placed by this method do better than those placed by Accuplacer or SAT scores and better than those who took a developmental course. (See Figure 8.5).

Figure 8.5: Overall Percentages of Students Who Passed Gateway Courses

Source: M.Roy/Power Campus/Querry/Updated to include SP14 & FA14/2-19-2015
Rounded all percentages in figure

Orientation Program - Salem Community College strongly encourages all first-time enrolled students to attend a New Student Orientation. This orientation familiarizes first-time enrolled students to SCC and creates an environment encouraging student success. Over the past several years, SCC has held two orientation programs each year: fall (August) and spring (January). However, attendance is optional and turnout has been around 30 percent for the fall semester and small enough for the spring that the College chose to cancel (see Table 8.7).

Table 8.7: New Student Orientation Statistics

NSO	Number of First-time Enrolled Students*	Number of Students Attended
Fall 2012	377	95
Spring 2013	189	N/A
Fall 2013	371	119
Spring 2014	189	0 (cancelled)
Fall 2014	369	101

Source: *Data retrieved from PowerCAMPUS Reporting Services “Enrolled First-Time Students” report

After canceling the January 2014, orientation SCC decided instead to mail “New Student Packets” to all first-time enrolled students. The packets included the same topics that would be covered at an in-person New Student Orientation, but the format provided little opportunity for engagement. While the Director of Retention is in the process of re-developing a more engaging and effective orientation program, the institution should also consider making orientation mandatory. In addition, the College should use orientation as an opportunity to gather data that will help provide more information about student goals and expectations. Data could also be used to create a more meaningful, engaging orientation program that supports the strategic goal of increasing retention and student success.

Use of Instructional Aides in the Classroom - In Spring 2013, the College hired eight Instructional Aides to support nearly all sections of developmental English and math courses (ENG096, ENG098, MAT092, MAT093, and MAT095) as well as the gateway or first college-level (ENG101, MAT134, and MAT137) courses in English and mathematics. During the first year of implementation, Instructional Aides served primarily as an assisting figure in the classroom. Overall, students in SP 2013 had a 2.1 percentage point increase over SP 2012 and a 2.8 percentage point increase in overall student success for FA 2013 compared to FA 2012. After reviewing the successful outcome data, the division of Enrollment Management expanded the responsibilities of the Instructional Aides. Currently, Instructional Aides serve the original function in the classroom and also act as specialized tutors in the Academic Support Lab to support those students who require extra help. More detail can be found in Standard 13.

Academic Support/Tutoring - Part time tutors are available for most subjects in the Academic Support Lab located on the first floor of Tillis Hall. The College also maintains a part-time tutor dedicated to sciences (Anatomy and Physiology, Chemistry and Biology) in the Science labs. To supplement in-person tutoring, the College offers Smarthinking, a web-based on-demand tutoring system that provides 24 hour access to online tutoring in a wide variety of subjects. The online system helps the College supplement services for subjects that are more difficult to staff. These include physics, microeconomics, higher-level nursing and calculus. During the first year of the service, students used over 180 hours of online tutoring. Most of this time was for writing support, but a wide variety of other subjects were also supported. After a few years of implementation, the College determined that utilization and effectiveness were not what it had hoped and made a decision to focus its resources on expanding the Academic Support Lab. Beginning in spring 2014, the College hired additional part-time tutors and began increasing its presence on campus, increasing signage and using instructional aides to promote and encourage students to use the resources.

These efforts, among others, resulted in a 67.8% year/year increase in student usage of the Academic Support Lab (see Table 8.8). After reviewing such data along with the ACT's study, titled "*What Works in Student Retention? – Community College Report*," which ranked tutoring as the second highest in their survey asking what three practices make the greatest contribution to retention, the College physically expanded and technologically enhanced the lab.

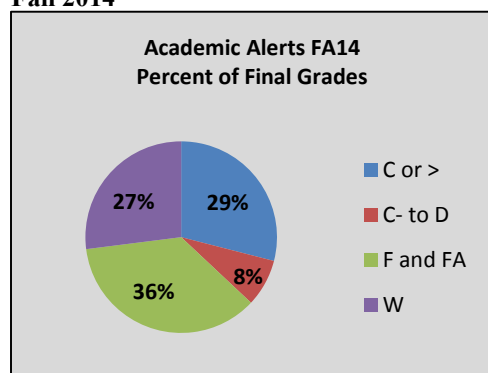
Table 8.8 Academic Support Lab (formerly Tutor Center) Visits

SEMESTER	STUDENT VISITS
Fall 2013	469
Spring 2014	316
Fall 2014	787
Spring 2015	1463

Source: Director of Admissions and Retention

Intrusive Advising - Prior to spring 2014, the College utilized an Academic Alert system that was paper-based and often resulted in little to no follow up with students. After reviewing retention research that documented the success of intrusive interventions, such as mid-semester Academic Alerts at the course level and with the goal of improving retention, the College revised its Academic Alert process. In spring 2014, Enrollment Management and Academic Affairs jointly implemented a new academic alert system and worked to encourage all instructors (full-time and part-time) to use the new system. In addition, the College hired an advisor whose responsibilities focused on providing personal follow-up with each student assigned an Academic Alert. Faculty members log onto to an [Academic Alert Form](#) (Exhibit 8.3) and identify areas of concern, i.e. excessive absenteeism, submission of late assignments, poor performance on tests or quizzes, etc. The form is automatically emailed to an academic advisor, the Director of Financial Aid, and the Dean of Enrollment Management. The advisor, mentioned above, contacts the student to notify him/her of academic issues, inform him/her of options for improving the course grade, refers the student to support services, and/or advises the student to withdraw from class. In addition, all instructors are encouraged to remind students of the procedures required for official withdrawal. This information helps ensure students are made aware of all options available for assistance and success before allowing them to withdraw.

Figure 8.6 Final Grade Percentages for Students Receiving an Academic Alert Fall 2014



Source: Enrollment Management
(A. Markley)/ IRP&E

After implementing the revised alert system for one semester, preliminary data shows 29 percent of students who were at risk for failure attained a grade of "C" or better, 8 percent attained a grade of "C"- to "D" and 27 percent withdrew (See figure 8.6). The College plans to continue the new academic alert system and will evaluate effectiveness in improving student retention and success.

Academic Advising - SCC recognizes that academic advising plays a vital role for students as they plan and move successfully through their academic career. As such, SCC encourages all students to take advantage of academic advising.

In 2010, the Vice President of Academic Affairs convened an ad hoc committee (referred to in Standard 5) comprised of Student Services staff and faculty members to investigate and recommend a new model

for academic advising at SCC. Data indicated that the current system was mostly focused on registration with no clear expectations for student responsibility in the process. In response, the committee developed and implemented a clear, consistent, and well-publicized advisement process, which involves both college advisors and faculty advisors. The advisement process is communicated on the College website and in the [SCC Catalog-Handbook](#) (Exhibit 1.2). Students also receive email updates before every new registration period.

All new students are assigned and required to meet with a college advisor who works with them on designing a plan to meet their educational goals and interests. Students have an opportunity to ask about different majors and curricula and are assisted with course selections. Students are also assigned logins and guided through PowerCAMPUS Self-Service (Student) Portal. Following the first full semester, students are assigned a full-time faculty member to serve as their advisor for the remainder of their program. The advisor, with few exceptions is someone who teaches in the student's designated area of concentration and is known as a faculty advisor. The current system encourages, but does not mandate, a student to meet with their faculty advisor at least once a semester to discuss career and transfer options, progress towards completion of degree requirements, and course selection for upcoming academic sessions. A student can meet with a college advisor or faculty advisor any time during the academic year. In some key populations of students, such as EOF, advising is mandatory. In the future, a more intrusive and mandatory form of advising is planned for students in developmental and gateway courses. This intrusive advisement for these groups was a final recommendation of the advising ad hoc committee and agreed upon by the Academic Senate in spring 2013.

College Advisement Center - The advisement center is staffed by two full time and several part-time college advisors. In addition several staff members in Enrollment Management devote part of their time each week serving as college advisors. Additional support for specialized populations comes from Educational Opportunity Fund (EOF) coordinators, and the LDT/504 coordinator. Together, these staff members serve as the backbone of the advising process.

SCC presents students with clear pathways to success and guides them in progressing through these pathways in a timely manner. However, many students have transportation, family and work obligations that can interfere with the first step of the pathway, scheduling a specific advising appointment time. Therefore, the College implemented a walk-in advising structure. Moving to a walk-in advising structure has provided students the flexibility to stop-in during a time that works best for them. It also allows new students taking the Accuplacer placement test to receive advising immediately after taking the test, instead of having to make an appointment for a future date.

Furthermore, administrators and staff members in the Divisions of Academic Affairs and Enrollment Management have collaborated to offer Academic Advising updates and professional development sessions for all full-time faculty and staff who act as advisors. Such updates include details about new and revised curricula and processes as well as role-plays of a variety of possible advising scenarios.

Assessments of the advising process have shown that the efforts mentioned above have resulted in quality improvements noted by current and graduating students. For the most recent, [2014-2015 Graduating Student Survey Results](#), (Exhibit 7.3) 97% of graduates (n=219) met with a faculty advisor and 75% of these students rated the quality of advising to be excellent to good (up from 68% in 2014). The survey also showed 75% of graduates (n=220) met with a non-faculty advisor (college advisor) and 60% of these students rated the quality of advising to be excellent to good (up from 52% in 2014). Additionally, as previously discussed in Standard seven, 77% of SCC students responded ([Survey of Entering Student Engagement](#) - SENSE 2012, Exhibit 7.1) strongly agree or agree to *an advisor helped me to select a course of study, program or major* and 86% of SCC students responded strongly agree or agree to *an advisor helped me to identify the courses I needed to take during my first semester/quarter*.

New Jersey Educational Opportunity Fund (EOF) - The EOF program at SCC, funded by the State of New Jersey, guarantees access to promising Salem County students from economic and educational disadvantaged backgrounds who demonstrate the commitment, motivation, and potential for success. The program provides eligible students with supplemental financial aid, career, academic and personal counseling to ensure they achieve their academic goals successfully, whether it is transferring to four-year institutions after graduation, or seeking immediate employment. Undergraduate eligibility is dependent on the following:

1. Must demonstrate an educationally and economically disadvantaged background
2. Must be a New Jersey resident 12 consecutive months prior to receiving the award
3. Must apply and be accepted to a participating New Jersey college or university
4. Must meet the academic criteria as set by the institution of choice
5. Must file a Free Application for Federal Student Aid (FAFSA)
6. Gross Income must fall within a given criterion

Disability Support Services/Learning Accommodations - In 2010, the College hired a full-time Disability Support Coordinator to support the newly formed Office of Disability Support Services. This office was charged with identifying and providing a wide range of support services and accommodations to promote the full integration of students with disabilities into the mainstream college environment. The office is also responsible for maintaining specially designed equipment to accommodate students with physical or learning disabilities. Such services are provided in accordance with the Americans with Disabilities Act (ADA) of 1990 and all subsequent amendments. These services span across all stakeholder groups, including students, parents, faculty, administration, staff, sending school districts, and community agencies. Students with disabilities are encouraged to contact the Disability Support Coordinator to request reasonable accommodations.

The Disability Support Coordinator develops and monitors 504 accommodation plans; advises and informs faculty and staff on disability issues and compliance; serves as a liaison to neighboring school districts for students and parents transitioning to SCC; serves as a support and advocate for students with disabilities; and chairs the ADA Committee at the College. The ADA Committee meets on a monthly basis, submits monthly minutes and annual reports, and is comprised of representatives from the College where disability accessibility and compliance are key to student success. The committee addresses issues and makes recommendations regarding accessibility, facility and resource needs in order to accommodate a wide range of students with disabilities.

The College's 2010 PRR included a recommendation to establish a system for identifying reasonable accommodations for students with disabilities and a formalized process for documenting disabilities and to conduct workshops on a regular basis to raise disability awareness. Each of these recommendations has been addressed and has been institutionalized. Additionally, in 2010, SCC underwent a New Jersey Department of Education (NJDOE) Civil Rights review. SCC has responded to all concerns from the review, most of which were minor in scope. The College continues to monitor compliance.

As part of its commitment to improve accommodations and reach full compliance, the College has implemented a number of improvements. Note that the ADA Committee reviews on an annual basis all planned facility improvements to ensure that all improvements comply with ADA.

Implemented Projects

- Push button access for doors in Donaghay and Tillis
- Improve signage and markings for handicap parking spaces

Pending projects to be completed in 2016/17:

- Renovation of bathrooms planned for Donaghay, which will include improved handicap access;
- Islands in parking lots will be removed for easier accessibility throughout the College;
- Implementing accessibility standards for SCC website and on-line courses.

The Office of Disability Support Services began surveying students with disabilities in order to ascertain the quality of services. The [Disability Support Services Survey](#) (Exhibit 8.4) consists of eleven indicators reported on a 1 to 5 Likert satisfaction scale. Overall, the respondents of the 2013 survey report very high satisfaction with accommodations and services received from the College with the average rating for the indicators ranging from 4.48 to 4.86.

Security of Student Records

Student records are maintained in the Student Affairs file room and in electronic format in PowerCampus. Once a student transfers or withdraws from SCC, their “physical” file moves to the non-current side of the file room and all old transcripts are located in SCC’s archives. All electronic information continues to be “stored” in PowerCampus indefinitely.

Family Educational Rights and Privacy Act (FERPA) information can be found on page 139 of the 2014-2015 [SCC Catalog-Handbook](#) (Exhibit 1.2). Students are informed of the law and complete the FERPA forms in Enrollment Management department. All forms/information are forwarded to the Manager of Academic Programs and uploaded onto PowerCampus.

Records of Student Grievances

SCC has a [Student Conflict Resolution Process](#) (Exhibit 8.5) in place for students to file a grievance (e.g. grading, classroom issue, tuition appeals, etc.) or have a concern or conflict about their program of study or course. For Academic appeals, the student must request a meeting with the instructor within four weeks of the event occurrence. For appeals pertaining to enrollment, the student must schedule an appointment to discuss and resolve the issue with the representative involved. All complaints brought forward after the designated timeframe will be dismissed. If the matter is not resolved, students must complete a [Student Conflict Resolution Form](#) (Exhibit 8.6). A full description of the procedure for student access can be found on the [SCC College Website](#) (Exhibit 1.1) (<http://www.salemcc.edu/student-life/conflict-resolutions>), and in the 2014-2015 [SCC Catalog-Handbook](#) (Exhibit 1.2) (pg. 52) (http://www.salemcc.edu/sites/default/files/flipbooks/scccatalog/SCC_Catalog_2014-15_7814.pdf).

If a [Student Conflict Resolution Form](#) (Exhibit 8.6) is completed, a determination is made on the method of action – address the issue individually or through a committee, which could include Disciplinary Committee, Tuition Appeals Committee or Affirmative Action Committee. Conclusions of all resolutions are delivered to the student via email, phone contact or formal letter. Since most student complaints are resolved at the first step of the process, little to no formal mechanism exists for maintaining forms and data for this process. The College is currently in the process of revising the above mentioned process and form and mandating students complete the form prior to the first step. It is recommended that the College develop and maintain a formal process for storing and tracking student grievance data.

Communicating Availability of Student Services

The College attempts to communicate with students in a variety of ways but increasingly in a paperless fashion using electronic media, Digital Signage, and social media. The College sends e-mail messages about events, news, and academic deadlines to students through free College-provided email accounts. The College also relies upon bulletin boards, closed-circuit television, e2Campus/SCCAAlert, marquee (on

Hollywood Avenue in front of the College) and social media including Facebook and Twitter. In fact, over the past few years, SCC has seen a tremendous growth in students using social media. From July 2013 to June 2014, followers of the College's Facebook page increased by 21 percent and Twitter followers by 49 percent. Furthermore, the level of student engagement on the sites has also increased, with students liking, commenting on, and sharing more posts.

Perhaps the most important mechanism for communicating with both students (prospective and current) and the external community is the college website, maintained by the Office of Information Technology Department. The website also houses the [SCC Catalog-Handbook](#) (Exhibit 1.2), a resource that can help answer questions about student services 24/7.

While the College attempts to communicate with students in various ways, if students are not attending orientation and are not aware of the support services available to them (for no additional charge), then they are not taking full advantage of all the College has to offer. As part of a retention plan the College must ensure that all students understand how to access support services. As such the College should enhance new student orientation and consider making it mandatory for all first-time students.

Career and Workforce Support

In AY 2014-15, as a way to showcase available internship and job openings, the College opened the [SCC Career Center](#) (Exhibit 1.10). The Center, which is staffed by a full-time director, provides career advising to prospective students and their parents about the benefits of SCC's career and technical programs and provides a space on campus where students can access career information, and internship and job opportunities and access career software such as Focus2. Students may also get assistance with writing a resume, practice interviewing for a job, and searching for a job. Job skills workshops and Job Fairs are also offered throughout the year. A variety of events related to workforce development are held in the Center, including specialized recruiting events for workforce programs and job fairs. Additionally, the College is collecting data on student internships, placements and business partnerships. Moving forward the College should be able to identify the support services that are most successful for students and the community.

Recommendations

1. Explore and implement alternatives for offering mandatory New Student Orientation, including online formats, for incoming new students.
2. Increase the percentage of Salem County high school students attending SCC.
3. Continue to assess the effectiveness of Career Services.
4. Develop and maintain a procedure for filing and tracking student grievances in a central location.

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Chapter Four Academics



Chapter Four: Academics

Standard Ten: Faculty

Faculty are central to carrying out the mission of the College and ensuring that the academic climate is one where students can be successful. As such, SCC strives to maintain a well-qualified core of student-success oriented faculty who develop and maintain high-quality academic programs and courses, establish and assess learning outcomes, and engage students in a variety of learning experiences. The faculty advises students in formal as well as informal settings, and contributes to the governance and overall well-being of the College through active participation and leadership in a variety of College committees and activities. Noteworthy is the commitment faculty have made to the student learning outcomes assessment process, which has resulted in improved student outcomes at the general education, program and course levels. The student learning outcomes assessment process is discussed in more detail in Standard 14.

Full-time Faculty - As previously discussed in Standard 3, the initial appointment of full-time faculty members at SCC is determined by Board-approved policies and procedures that are clearly articulated in the [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement](#) (Exhibit 5.4) Article IX and Article VIII, Paragraph 1.

Table 10.1 below provides the number of full time faculty over the last five years. As the table indicates SCC currently (spring 2015) employs 16 full-time faculty. Nearly all faculty, with the exception of two, are tenured and hold associate or assistant professor rank.

The table also shows that the number of full-time faculty has steadily declined from 27 in fall 2009 to 16 in spring 2015. The decline can be attributed to a number of factors including the retirement and resignation of several long-time faculty members and the non-renewal of several non-tenured faculty members due to the need to address declining student enrollments. In cases where faculty were not renewed, programs were either eliminated from the College's academic offerings, or adjunct instructors or administrators were assigned to replace the non-tenured faculty.

Table 10.1: Full-time Faculty: AY2010-2015 (Tenure, Promotions, Retirement and Non-Renewals)

Academic Year	Faculty (Fall)	Faculty	# FT Faculty Promotions		# FT Faculty	
	# Full-time*	# Tenured	# Awarded	# Denied	# Retired or Resigned	# Non-Renewals of Non-Tenured Faculty
2009-10	27	12	0	0	1	3
2010-11	25	13	0	0	0	2
2011-12	22	16	1	0	1	2
2012-13	22	17	2	0	2	1
2013-14	18	15	2	0	2	0
2014-15	17	15	1	1	1**	0

Source: IPEDS (as of November 1 of each academic year) and Office of Academic Affairs

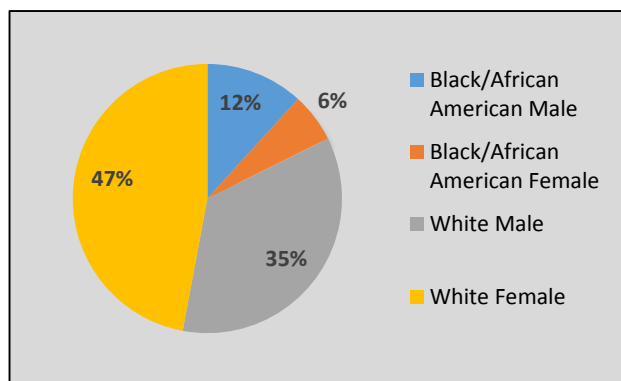
*Full-time Faculty numbers are based on fall data

**Faculty member resigned 12/2014

Of the current (spring 2015), full-time faculty members, 3 or 17.6% hold doctorate degrees, 12 or 76.5% have earned at least one master's degree, and one member (5.9%) holds specialized credentials appropriate to his technical area of teaching expertise.

SCC fosters a diverse and supportive academic environment. However, as illustrated in Figure 10.1, the level of racial/ethnic diversity found in the full-time faculty (17.6%) currently falls below the level of racial/ethnic diversity found in SCC's full-time student population (28.5%), whereas the gender distribution of the faculty more closely represents the student population. As new full-time faculty positions become available, SCC must make every effort, within Equal Opportunity and Affirmative Action guidelines, to expand its recruitment strategies and bridge the gap in full-time faculty diversity.

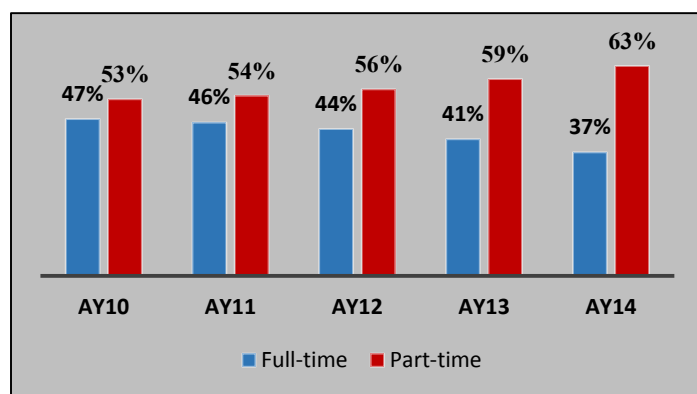
Figure 10.1: Fall 2014 Full-time Faculty by Race/Gender (combined tenured and non-tenured)



Source: N. Wettstein (Reporting Services) and IRP&E

Part-time Faculty - SCC also employs a considerable number of part-time, adjunct faculty members who teach additional sections of courses not covered by full-time faculty members, as well as courses that require a specialized credential or technical skill. Adjunct faculty holds a minimum of a master's degree in the area they are teaching. Rare exceptions to this are made if the adjunct is in the process of obtaining a graduate degree, or if the adjunct has extensive experience in a technical discipline. In addition to academic qualifications, new adjuncts are screened for prior teaching experience. Upon assignment, adjuncts are evaluated using the same observation instrument as full-time faculty, and follow the same departmental reporting structure. In the past, adjunct faculty were evaluated by the administrator responsible for the department. However, in recent years adjunct evaluations were conducted sporadically. To improve the evaluation process, the responsibilities for adjunct evaluations were shifted to the outcomes assessment coordinator. This has greatly improved the consistency and completion of adjunct evaluations for the spring 2015 semester resulted in 100 percent of adjuncts being evaluated.

Figure 10.2: 5-Year Trend of Percentages of Sections Taught by Full-time and Part-time Faculty



As Shown in Figure 10.2, in the AY 2013-14, 63% of courses were taught by part-time faculty and 37% were taught by full-time faculty members, often teaching above their contracted load. These percentages are in line with other area Colleges. As a first step to help integrate part-time faculty, the Academic Senate in fall 2014 voted to include adjunct faculty as voting members of the senate. With the increased reliance on part-time faculty over the past five years, the need for an initiative to include part-time faculty more fully in departmental and College related discussions on best practices in instruction is warranted.

Policies, Procedures, Guidelines and Protocols for Full-time Faculty - The basic standards and procedures for appointment, promotion, tenure, grievance, discipline and dismissal are documented in the [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement](#) (Exhibit 5.4) and comply with NJ state law for tenure policies and procedures. As mentioned earlier in this chapter, all but 2 of the full-time faculty have been awarded tenure and 5 have

been promoted during the past five years. The basic promotion processes are documented in the collective agreement; additional documentation related to the procedures faculty undertake for promotion and evaluation are supplied to faculty by the division of Academic Affairs. This process, which includes the faculty evaluation, class observation and promotion application and rubric is currently being assessed (AY2014-15) by an ad hoc committee with members from the Academic Senate and administration. The goal is to link each one of these tools so they inform one another and provide more meaningful feedback.

With a strong faculty association and clear grievance procedures, all faculty are aware of the steps necessary to file a grievance. In the past five years, only one faculty grievance has been filed and was resolved at the level of the Chief Academic Officer. Additionally the discipline and dismissal procedure is clearly outlined in the [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement](#) (Exhibit 5.4).

Maintaining Excellence in Teaching - A qualified faculty that meets standards of excellence in and out of the classroom is paramount to the success of any institution of learning. At the end of each instructional period, all full-time and part-time faculty are evaluated by students using the Students Questionnaire on Instruction (SQOI) survey. As mentioned in Standard 7, in fall 2014 all full-time faculty scored 3.0 (average) or higher, with 55% scoring 4.5 or above (exceptional). See Figure 7.14 for additional data. Beyond student evaluations, full-time faculty are also evaluated by their supervisors through a process of faculty self-evaluation, class observation, and formal evaluation. Each of the forms used for this evaluation process can be found in the appendices. Faculty are evaluated on such things as classroom teaching skills, service to the College, professional affiliations and presentations, conference attendance and service to the community. The process of annual self-evaluation encourages faculty to reflect and strive for excellence in all areas. As previously stated, an ad hoc committee is currently assessing this process.

The administration has encouraged excellence in teaching through high standards for promotion in rank outlined in the Faculty Association Collective Agreement. As illustrated earlier in Table 10.1, 5 full-time faculty members have been promoted in the past 5 years. Additionally, the administration has awarded an annual Academic Excellence Award and NISOD (National Institute for Staff and Institutional Development) Academic Excellence Award to full-time faculty members who demonstrate excellence in the classroom. However, over the past five years, these awards have not been issued on a consistent annual basis and no awards have been given to adjunct faculty. In order to encourage faculty excellence at all levels, it is suggested the College implement a plan to encourage faculty excellence at both the full-time and part-time levels.

Professional Development of Faculty - As Table 10.2 indicates, overall the majority of faculty participate in College-sponsored professional development and workshops. These activities provide faculty an opportunity to work with their peers to share and learn best practices.

Table 10.2: Full-time Faculty Professional Development Summary AY2010-2015*

Academic Year	# FT Faculty	% Attending In-Service		% Attending On-Site Professional Development		% Attending Off-Site Conferences or Workshops
		Fall	Spring	Fall	Spring	
2009-10	27	81%	96%	81%	96%	44%
2010-11	25	88%	No Record	88%	No Record	40%
2011-12	22	100%	77%	77%	77%	45%
2012-13	22	91%	91%	91%	86%	45%
2013-14	18	83%	78%	83%	78%	53%
2014-15	17	76%	88%	76%	88%	44%

Source: SCC Reporting Services *ONLY reported data up through March 2015

In addition, as presented in Table 10.3 below the College has made a firm commitment to funding faculty training and development. The [Salem Community College Board of Trustees and Salem Community College Faculty Association Collective Agreement](#) (Exhibit 5.4) documents the College allocates \$1000.00 per faculty per academic year for off-site professional development. Since 2010, the College has approved 96 percent of faculty requests for off-site professional development with 53% of full-time participating in off-site conferences/workshops in AY2013-14. Unfortunately, not all full-time faculty avail themselves of the funds available for professional development each year. As a small College, it is important for faculty members to maintain expertise in their academic areas and continue to seek new and innovative approaches for delivering content. A mechanism for encouraging attendance professional development opportunities with a goal of excellence is needed.

Additionally, the College supports and invests in faculty development by offering a modest reimbursement for graduate study courses. On average, approximately three faculty take advantage of this reimbursement each year.

Table 10.3: Off-Campus Professional Development Requests and Expenditures - Full-time Faculty

	AY2010		AY2011		AY2012		AY2013		AY2014	
# FT faculty members	27		25		22		22*		18**	
FT faculty who requested funds for off-site PD	12	44%	11	44%	10	45%	10	45%	11	61%
FT faculty members who were approved for PD (and % approved of requestors)	12	100%	10	91%	9	90%	10	100%	11	100%
FT faculty members who were denied PD request (and % denied of requestors)	0	0%	1	9%	1	10%	0	0%	0	0%
FT faculty members who did not submit PD request (and as % of total FT faculty)	15	55%	14	56%	12	55%	10	50%	7	39%
Total budget for PD for FT faculty members***	\$27,000.00		\$25,000.00		\$22,000.00		\$20,000.00		\$18,000.00	
Total \$ spent on PD for all FT faculty members	\$10,826.53		\$18,410.62		\$4,988.48		\$7,542.90		\$7052.74	
Average spent on PD per FT faculty who requested****	\$902.21		\$1,841.06		\$554.27		\$754.29		\$641.16	
Total reimbursed to FT faculty for graduate study (\$3,000 max/year/faculty member)			\$2,676.10		\$1,305.00		\$1,305.00		\$3,695.70	
PD for FT faculty funded by Grants										
Carl D. Perkins			\$1,135.00		\$3,133.00		\$4,067.00		\$0.00	
Community Based Jobs Training			\$3,893.00		0		0		0	
TOTAL funds expended on PD for FT faculty	\$10,826.53		\$26,114.72		\$9,426.48		\$12,914.90		\$10,748.44	

Source: IRP&E and Report Manager/Professional Development

NOTES:

*Two faculty members were on a year-long sabbatical

**One faculty member retired at the end of December and was not replaced

***Based on \$1000 per FT faculty member (I.2 in Faculty Association Collective Agreement)

****Total amount divided by # FT faculty members who requested at least 1 PD activity

Carl D. Perkins and CBJT included in Total spent on all FT faculty

Faculty Leadership in Curriculum – Faculty have a leading role in curriculum development, program review and outcomes assessment. Faculty in each department are responsible for reviewing new and revised course and program proposals originating in their department. Only those proposals approved by 50 percent or more of the department faculty are forwarded to the Curriculum Review Committee (CRC). This faculty-chaired committee then recommends approval or disapproval to the Vice President of Academic Affairs. African-American History and Printmaking are two examples of new courses

submitted by faculty that have been approved through this process. (See Standard 11 for a more detailed description of the CRC and review process.)

Faculty have a leading role in the Academic Program Review (APR) process. As discussed in Standards 7 and 11, every program at SCC undergoes a formal, standardized program review process. This year-long APR process is a collaborative effort lead by a faculty member in conjunction with an external consultant with in the curriculum. Upon conclusion of the APR process, recommendations for improvements are suggested and faculty in the department work to implement such recommendation.

Finally, faculty have been instrumental in leading the outcomes assessment process and have made substantial changes to the way SCC measures student success. Standards 7 and 14 provide a detailed description of the history of faculty leadership and the results of the student-learning outcomes process.

Academic Freedom - The College strongly supports the rights of instructors to exercise academic freedom as enunciated in the 1940 AAUP *Statement of Principles of Academic Freedom and Tenure*, which is memorialized in the Faculty Association Collective Agreement (VIII) and Board Policy 1.9.

Recommendations:

1. Explore and implement methods to improve the diversity profile of the faculty to more closely represent that of the students.
2. Encourage full-time faculty to identify and apply for off-site professional development opportunities that support their area of expertise.
3. Implement a program for sharing and supporting best practices related to instructional methods and practices for adjunct faculty.
4. Implement a plan to encourage faculty excellence for both full-time and part-time faculty

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Table 10.3	Off-Campus Professional Development Requests and Expenditures – Full-time Faculty

Standard Eleven: Educational Opportunities

In keeping with its institutional mission “to provide affordable, quality higher education for college transfer and workforce development,” SCC currently offers associate degrees (A.A., A.S., A.F.A., and A.A.S.) and certificates in over thirty-five academic and technical areas. While some of these programs (A.A., A.S., and A.F.A.) are designed specifically for students who wish to transfer to four-year colleges and universities in pursuit of a baccalaureate degree, others (A.A.S., Certificates, Career Certificates) are designed to provide technical skills and training for entry into specialized career fields. The College’s current (AY2014-15) array of program offerings includes the following:

- Associate of Arts (A.A.) – 8 programs
- Associate of Science (A.S.) – 13 programs
- Associate of Fine Arts (A.F.A.) – 3 programs
- Associate of Applied Science (A.A.S.) – 13 programs
- Certificates – 8 programs
- Career Certificates – 5 programs

Program Development and Change - To meet the changing needs of the College’s constituencies, SCC is vigilant in adapting existing programs, crafting new programs, and occasionally terminating programs that are no longer viable or cost-effective. Since 2010, SCC has significantly revised several programs (including Computer Graphic Art and Glass Art) and developed 20 new programs (through the end of AY2014). Some of these new programs have been developed solely by SCC, while others have resulted from increased collaborations and partnerships with other New Jersey institutions of higher learning in an effort to broaden the availability of unique “niche” programs to a wider audience of interested students in southern New Jersey. See Table 11.1 below.

Table 11.1 New SCC Degree Programs and Partnerships since 2010

New Program Name	Degree or Certificate Offered	Other information
Agribusiness	A.A.S.	Joint degree with Cumberland County College
Agriculture	A.A.S.	Joint degree with Cumberland County College
Allied Health	Certificate	
Business Administration	A.A.S.	
Culinary Arts	A.A.S.	Joint degree with Burlington County College
Game Design and Development	A.A.S.	
Health Information Technology	A.A.S.	Joint degree with Camden County College
Horticulture	A.A.S.	Joint degree with Cumberland County College
Justice Studies/Corrections	A.S.	Joint degree with Cumberland County College
Justice Studies/Homeland Security	A.S.	Joint degree with Cumberland County College
Occupational Therapy Assistant	A.S.	Joint degree with Rutgers University School of Health Professions
Paralegal Studies	A.S.	Joint degree with Cumberland County College
SET: Energy Auditor	Certificate of Achievement	
SET: Green Construction Technology	Certificate of Achievement	
SET: Photovoltaic Systems	Certificate of Achievement	
SET: Solar Energy Technology	Certificate of Achievement	
SET: Weatherization Technology	Certificate of Achievement	
Studio Art	A.F.A.	
Sustainable Energy Technology	Certificate	

Source: Academic Affairs

Additionally, since the 2010 PRR, the College has discontinued a number of programs that have not been cost efficient. These programs were either under-enrolled or not significantly distinct from other closely related programs and therefore too expensive to warrant independent program status. These include:

- Health and Exercise Science (discontinued in AY2013-2014)
- Emergency Management
- Forensic Science
- English Humanities (discontinued in AY2013-2014)
- Glass Applied Craft and Design (discontinued in AY2013-2014)
- Digital Media (merged into revised Computer Graphic Art degree program)
- Industrial Design
- Food Processing Technology
- Medical Transcription
- Web Page Design
- Case Management (discontinued in AY2013-2014)
- Graphic Arts and Web Design
- Sport Management (discontinued in AY2015-2016)

Institutional decisions regarding the development of new programs, the revision of existing programs, and the discontinuance of programs are both well-informed and data driven. The College continuously gathers valid, reliable information from a variety of sources in order to make program decisions that are not only congruent with its mission but also sustainable in the long-term. Data for such institutional decision-making is the result of the Academic Program Review (APR) process, the collection of current statistics and projections for job openings from federal and state departments of labor, and the assessment of enrollment and graduation trends.

All new programs must receive final approval from the New Jersey Presidents' Council (NJPC). When new programs are developed, the College follows the process outlined in the NJPC Academic Issues Committee (AIC) Manual (<http://njpc.org/documents/2014-15-aic-manual/view>). For example, when the College developed the A.S. in Game Design and Development, the Assistant Dean of Academic Affairs led a process focused on assessing the need for the program, defining program objectives, developing the curriculum, and verifying the College's ability to deliver the program. A consultant was then hired following the AIC selection criteria to thoroughly review the program. Finally, the College notified all New Jersey institutions of higher education to solicit their support or objection. At the end of this process, the SCC Board of Trustees and the NJPC approved the new program.

Despite the best planning, sometimes, new programs do not generate the anticipated enrollment or graduation outcomes and the College must look for other innovative approaches. An example is the A.A.S. in Sustainable Energy Technology (SET) launched in AY2010. While its cousin the Nuclear Energy Technology (NET) A.A.S. program took off in its first few years and produced graduates, SET had very few graduates. This had to do in large part with the fact that the NET program had a strong partner in PSEG Nuclear. PSEG Nuclear provided resources (including scholarships) and internships. Additionally, through a wave of retirements, the company offered full-time positions at the local nuclear power plant to graduates. The SET program, however, had partnered with an organization that was developing the former U.S. Department of Defense site in Oldmans Township into an EcoPark for sustainable energy start-up businesses. The timing of the recession affected the organization's funding, and the projected growth at the EcoPark never materialized. After reviewing the program, the College decided to revise the SET program into a career ladder with stacked industry credentials beginning with certifications in energy auditing and solar installation. This new approach has slowly attracted a reasonable base of students to the SET program. In 2013, to provide more job opportunities, for the declining PSEG job opportunities and to support the Paulsboro Refinery, the College added a new

Process Operator Technology option to the NET program. The combination of the options will strengthen enrollment and help meet the needs of local employers. The tables (11.2 and 11.3) below reflect these trends in the NET, SET and PRT programs.

Table 11.2: Enrollment and Graduates in Nuclear Energy Technology Programs (unduplicated count)

	AY10		AY11		AY12		AY13		AY14	
	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads
NET,AAS	94	0	98	0	72	0	68	0	64	0
NET-EMT, AAS	0	0	0	0	1	0	0	0	0	0
NET-NLO, AAS	0	4	0	27	1	31	1	19	0	14
PRT, AAS	0	0	0	0	0	0	0	0	15	0
NET/PRT – distinct total of students	94	4	98	27	73	31	68	19	77	14

Table 11.3: Enrollment and Graduates in Sustainable Energy Technology Programs (unduplicated count)

	AY10		AY11		AY12		AY13		AY14	
	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads	Enrolled	Grads
SET, AAS	26	0	30	6	24	3	18	3	15	4
SET, CERT-ENA	0	0	2	0	3	0	3	0	7	6
SET, CERT-GCT	0	0	0	0	0	0	1	0	7	7
SET, CERT-PHS	0	0	2	0	8	0	1	0	0	0
SET, CERT-SOL	0	0	0	0	2	0	0	0	8	7
SET, CERT-WET	0	0	0	0	0	0	0	0	4	4
SET, CERT	0	0	0	0	4	0	2	0	0	0
SET – distinct total of students	26	0	34	6	36	3	22	3	18	7

Source: SCC Reporting Services

General Education Components - All of SCC's programs meet the General education requirement set forth in NJAC Title 9A: 1-2.3. The statute ensures that graduates of all degree and certificate programs in the State of New Jersey have satisfactorily demonstrated college-level proficiency in a common core of cognitive skills deemed appropriate to each specific academic credential. The General Education credit requirements are illustrated on page 53 in the 2014-2015 [SCC Catalog-Handbook](#) (Exhibit 1.2). More information about general education assessment is provided in Standards 7, 12, and 14.

Transferring SCC Credits - Historically, transfer of credits between two-year public colleges and four-year public colleges in New Jersey has been anything but seamless, primarily due to resistance on the part of faculty at some senior institutions to accept transfer courses from the community college sector. In September 2007, New Jersey Assemblywoman Pamela Lampitt sponsored a bill, which then-Governor Jon Corzine signed into law to address this issue. The so-called Lampitt law mandates and guarantees, "full and seamless transfer of credits between the two- and four-year institutions in New Jersey." On September 22, 2008, the New Jersey Presidents' Council adopted the *State-wide Transfer Agreement*. Under this agreement, senior New Jersey institutions must accept 60 credits from a community college graduate.

To facilitate the transfer process, SCC participates in “NJ Transfer” (<http://www.njtransfer.org/>) a website that helps students understand how their community college courses will transfer to a degree program at four- year institutions in New Jersey. The goal is to provide both students and advisors with tools that will allow them to plan for a seamless transfer from the community college to a four-year college in New Jersey.

To provide as many opportunities to students as possible, SCC also pursues direct articulation agreements with four-year institutions outside of New Jersey. As an example, SCC has had a relationship with Wilmington University that has extended for over 35 years. Because of its proximity, Wilmington University has attracted many Salem students who want to complete their bachelor’s degree in Delaware. In May 2006, the two colleges signed a new dual admissions agreement and expanded articulations that now encompass 21 programs. Based upon that enhanced partnership, beginning in 2014 Wilmington University began offering courses on the SCC campus to support the attainment of the baccalaureate degree in Nursing. While these courses by themselves do not lead to degree completion, they make it easier for students to complete most of their requirements without having to leave the county. This partnership will provide a smooth transition for SCC Associate Degree in Nursing students and other Registered Nurses in the county to obtain a bachelor’s degree in Nursing. Table 11.4 provides a list of SCC’s current articulation agreements.

Table 11.4: Articulation Agreements with 4-year Institutions

College	State
Richard Stockton University	New Jersey
Rutgers University School of Health Related Professions	New Jersey
Thomas Edison State College	New Jersey
Wesley College	Delaware
Wilmington University	Delaware
Chestnut Hill College	Pennsylvania
Drexel University	Pennsylvania
Immaculata University	Pennsylvania
Excelsior College	New York and District of Columbia
Palmer College of Chiropractic	Iowa
Savannah College of Art and Design	Georgia
Kaplan University	Online
Strayer University	Online
In Progress	State
Delaware State University	Delaware
Arcadia University	Pennsylvania
Neumann University	Pennsylvania
University of the Arts	Pennsylvania

Source: SCC College Catalog and Office of Academic Affairs

Quality of Academic Programs:

Development of New Programs and Courses - Proposals for new programs and/or new courses are introduced by the administration or by a member of the faculty in response to a need identified by a targeted transfer institution, a business and or industry partner, or program advisory committee. All new and revised programs and courses follow a process set forth by the Curriculum Review Committee (CRC) and, as mentioned previously, by the state as outlined in the NJPC-AIC Manual (<http://njpc.org/documents/2014-15-aic-manual/view>) for the development and revision of programs.

Standardization of Course Syllabi - All SCC course syllabi follow a standard syllabi format that is periodically reviewed and updated by the CRC committee. Since the last Self-Study, CRC along with

faculty have made a concerted effort to review the format of all syllabi and revise where necessary. All sections of a course, including different instructional formats (traditional, online, hybrid, accelerated and independent study) use the same course syllabi agreed to by the full-time faculty and CRC. Additionally, syllabi are periodically reviewed for content and curricular changes by the faculty and by the CRC as part of the Academic Program Review (APR) process. While all course syllabi are scheduled to be periodically reviewed, those courses that are not taught by full-time faculty are reviewed less often. For examples, programs such as Glass Art, Nuclear Energy Technology, Game Design and Development, History, Physics/Engineering, and Process Operator Technology do not have full-time faculty members to lead the review of courses in these areas. Additionally, programs such as Biology/Chemistry, have individual courses (Microbiology) only taught by adjunct faculty. It is therefore recommended that a workable process to maintain the consistent review of these curricula and courses is developed and supported by administration.

Delivery of Academic Programs - SCC offers courses in three academic terms – fall, spring, and summer during which students may earn academic credits in a variety of instructional formats. These alternative formats offer students a degree of flexible scheduling that helps many students complete program requirements more timely and conveniently. Within these three academic terms, SCC offers additional option regarding course delivery, which further enhances a student's ability to choose a delivery format most suitable for their scheduling needs. These formats include:

- Traditional 15-week semester courses (fall and spring – summer varies)
- Accelerated course sessions offered in either ten- or seven-week formats during the fall and spring semesters
- Accelerated course sessions offered in either ten or five-week format during the summer sessions
- Online Courses taught entirely on the Internet
- Hybrid Courses combining face-to-face experiences with virtual Web-based elements
- Independent Study as an option when all of the criteria below are met:
 - In the opinion of administration and faculty, the course lends itself well to independent study
 - The course is not available in a given semester, and the student is ready to complete all other requirements for graduation
 - The student has at least a 3.0 GPA
 - A qualified instructor is available and willing to teach the course

SCC conforms to the “acceptable evidence” provisions found in NJAC 9A 1-1.2 regarding the rigor of credit-bearing courses delivered in multiple instructional formats. The College accomplishes this by requiring that the course syllabus, the course learning outcomes, and the outcomes assessment measures for all accelerated, online, hybrid, and independent study sections be the same as those found in the traditional semester version of the course. The College strives to maintain the same level of rigor across all instructional formats.

Assessment - By reviewing all new programs and courses, SCC's Curriculum Review Committee ensures that all of SCC's programs of study have clear student learning outcomes that meet the expectation for quality and rigor set forth in the College mission. In spring 2014, faculty set forth to re-examine all program goals and, where necessary, revised to reflect the achievement of higher level learning skills as guided by an updated and enhanced version of Benjamin Bloom's Taxonomy of Cognitive Learning. The majority of courses were reviewed, with those taught only by adjunct faculty reviewed either by administrators in Academic Affairs or not at all. Additionally, in 2014, SCC faculty were notified by the New Jersey Council of County Colleges (NJCCC) Academic Affairs Affinity Group that the state's

community college presidents had approved core student learning outcomes for nine out of the top ten highest enrolled General Education courses (see Appendix). As a result, the SCC faculty is currently working to integrate these learning outcomes into these courses.

Program learning outcomes are published and available to students and the community in the 2014-2015 [SCC Catalog-Handbook](#) (Exhibit 1.2) and on all promotional literature for each program. These same program learning outcomes are at the heart of the College's annual program-level outcomes assessment and the five-year Academic Program Review process (APR) processes. Refer to Standard 14 for further discussion on SCC's outcomes assessment process.

Academic Program Review - In fulfillment of its mission to provide “affordable, quality higher education for college transfer and workforce development,” SCC has made ongoing efforts to evaluate and maintain the integrity, effectiveness, and rigor of its academic offerings (see Table 11.5). To that end, the College has developed an extensive Academic Program Review (APR) process that ensures each degree and certificate program undergoes multi-dimensional scrutiny by faculty, an independent consultant, a community advisory board, the Curriculum Review Committee, and SCC executive staff every five years. See [Academic Program Review Guidelines](#) (Exhibit 11.1).

Table 11.5: Academic Program Review Schedule (by Department)

Academic Year	Program	Program	Program
	Allied Health, Science and Glass	Liberal Arts, Business, Technology and Visual Arts	Nursing
2010-2011			✓Nursing AS—LPN to RN, a/k/a ADN (A. Gioia)
2011-2012	✓Scientific Glass Technology AAS (D. Briening)	✓Computer Graphic Art AS, Digital Media AFA, and Web Page Design Cert (M. Rodgers) ✓Criminal Justice AA (R. Smith)	
2012-2013	✓Biology/Chemistry AS (M. Cavanagh Dick and G. Cronin)	✓Computer Science AS (D. Corrigan)	✓Practical Nursing Cert (K. Jones)
2013-2014		✓Business Administration AS & AAS, Administrative Assistant Cert, Sport Management AS (K. Mattison) ✓Education AA (M. Burbine)	
2014-2015	Program reviews scheduled for AY15 did not have Full-time faculty leadership and were therefore put on hold.		
2015-2016	<ul style="list-style-type: none"> ▪ Health Science AS ▪ Pharmacy Technician Cert 	<ul style="list-style-type: none"> ▪ Liberal Arts AA and Communications/Journalism AA 	
2016-2017	<ul style="list-style-type: none"> ▪ Scientific Glass Technology AAS 	<ul style="list-style-type: none"> ▪ Developmental English and Mathematics ▪ Social Science AA (all concentrations) 	
2017-2018	<ul style="list-style-type: none"> ▪ Biology/Chemistry AS ▪ Glass Art AFA 	<ul style="list-style-type: none"> ▪ Computer Graphic Art AFA ▪ Criminal Justice AA 	
2018-2019	<ul style="list-style-type: none"> ▪ Nuclear Energy Technology AAS ▪ Sustainable Energy Technology AAS/Cert 	<ul style="list-style-type: none"> ▪ Game Design and Development AS 	<ul style="list-style-type: none"> ▪ Practical Nursing Cert

Source: SCC Office of Academic Affairs

✓ = APR completed

The year-long APR process is a collaborative effort which brings together College faculty, an academic dean, an independent consultant, transfer college representatives, business and community representatives, and SCC's Institutional Research, Planning and Effectiveness (IRP&E) staff for the

purpose of generating and critically evaluating enrollment, retention, graduation, transfer, and employment data related to the program as well as the structure and currency of the curriculum itself. Also included in the APR process is an evaluation of faculty credentials, professional development, institutional facilities and services.

The results of the periodic review and evaluation of academic programs serve 5 critical purposes:

1. To ensure that on completion of an academic program, students have the knowledge, skills and competencies consistent with institutional and program-level goals.
2. To revise and modify, where appropriate, existing academic programs and courses to optimize quality and effectiveness.
3. To provide the President information on program quality and effectiveness in order for the President and Board of Trustees to carry out their statutory responsibilities.
4. To provide the Middle States Commission on Higher Education information on program quality and effectiveness in order for the Commission to carry out its responsibilities with respect to accreditation.
5. To provide, as appropriate, any specialized accrediting body information on program quality and effectiveness as needed to supplement and support regular program reaccreditation processes.

During AY 2013, the College completed three program reviews all of which led to recommendations for improvement or change. For instance, based on data and recommendations from the advisory board, the curriculum in the AS degree in Biology/Chemistry was strengthened to improve the transferability to a four-year institution. Similarly, the Certificate in Practical Nursing curriculum was strengthened to better align with current nursing practices and transferability to R.N. and B.S.N. programs. Occasionally as the result of the APR process, the College concludes a program is no longer viable due to enrollment and graduation trends. This was the case for the A.A. degree in Computer Science. See Table 14.9, Standard fourteen for SCC's number of APR recommendations completed. Subsequently, during AY 2014, the College successfully completed two program reviews. However, program reviews scheduled for AY 2015, did not have full-time faculty and were therefore put on hold. APR completions and schedule are shown in Table 11.5.

The APR process has evolved to become a key part of the assessment and improvement of academic programs offered by SCC over the last 10 years. The College is currently in the process of reviewing and strengthening the accountability of the assessment and improvement cycle, which is integral to the success of the APR process. In doing so, the outcomes and recommendations of each APR will be built into the program goals and measured for implementation and effectiveness.

Program Specific Accreditation - In addition to academic program review, SCC's Associate Degree in Nursing must also meet the accreditation standards of both the New Jersey Board of Nursing (NJBN) and the Accreditation Commission for Education in Nursing (ACEN). The Certificate in Licensed Practical Nursing is only subject to the New Jersey Board of Nursing. In fall 2014, the New Jersey Board of Nursing granted full accreditation to both the Associate Degree of Nursing (ADN) and the Certificate in Licensed Practical Nursing (LPN). At the same time, the Accreditation Commission for Education in Nursing (ACEN), informed Middle States that it placed SCC's ADN program on warning. In response, SCC submitted a supplemental report to MSCHE that clarified the reasons for ACEN's decision, provided the steps the College was taking to remediate the situation and addressed the implications of the institution's status to comply with the standards. On November 20, 2014, Middle States acted to accept the supplemental report. While SCC did not agree with everything in the ACEN accreditation report, it has worked hard to address all of the standards and ensure that students have quality programing. As such, SCC has implemented new curriculum, hired a full-time assistant director of nursing, and a part-time lab specialist/tutor to work with nursing students, and instituted a new learning/assessment module through the Assessment Technologies Institute.

Adequacy of Learning Resources - Learning resources, including the collection of texts, e-Book, periodicals, audio-visual items, streaming videos and other materials are more than adequate to support the College's educational programs. These resources, all of which are housed in the Michael S. Cetti Memorial Library in Donaghay Hall, include:

- Over 14,000 circulating books and DVDs;
- Over 37,000 downloadable e-Books;
- Over 19,000 streaming videos available through Films on Demand;
- 60+ online subscription databases and encyclopedias which offer access to general, art-related business, legal and nursing/allied health periodicals; and
- Online access to current collection through the LOGIN network, with online borrowing privileges at 24 libraries in Salem and Gloucester counties.
- Inter-library loans with JerseyCat: a statewide union catalog which offers loan services from NJ academic, public and school libraries;
- Access to online tutorials and in-person instruction on how to use the subscription databases.

The library also provides:

- 20-in-library loanable laptops with full network access (current SCC student ID required).
- Private study carrels, large group-study tables and comfortable reading areas.
- Classroom instruction on the use of library reference materials, which focuses on the use of academic peer-reviewed research materials.

Table 11.6 SCC Book Only 5-year Circulation Data

Year	SCC Book Circulation	ILL Books – via SIRSI
07/01/2009-06/30/2010	2870	265
07/01/2010-06/30/2011	2063	273
07/01/2011-06/30/2012	1706	321
07/01/2012-06/30/2013	508	101
07/01/2013-06/30/2014	860	59

Source: SCC Library

All information as of FA2014

As the College expands the availability of online resources, the demand for books has steadily decreased. Note that in AY 2012 to AY 2013, the SCC library experienced a 70% drop in book circulation. This was because HVAC building renovations in Donaghay Hall forced the College to temporarily relocate the library to a smaller space in Contini Hall. Students had access to computer subscription services and inter-library loan (ILL) services, but no access to SCC books. Note that while book circulation increased in 2013/14, it has not reached, nor do we expect it to reach pre-2012 levels.

Information Literacy - The General Education goal of Information Literacy is part of every program at the College and is annually assessed as General Education Goal Information Literacy as set forth in the NJCC General Education Goal Table discussed in more detail in Standard 12. Since 2007, this goal has been assessed at the General Education course-level in English courses using a combination of library-based assessments. Through these assessments, the English faculty along with the library staff have worked to improve information literacy within the curriculum by updating library and information literacy tutorials, information sheets, and orientation materials. These updates have yielded a more current and accessible curriculum but have not been assessed in the last two cycles. The College should develop assessment tools that can be used across the curriculum to measure students' information literacy.

Transferring credits from other institutions and Prior Learning Experience - A considerable number of students who matriculate at SCC have previously earned college-level credits at other institutions or, in some instances, the potential for college-level credits through military training, or some other significant

work or life experience that can be evaluated for academic credit. SCC has established and implemented policies, procedures, guidelines and protocols to ensure that students' previously completed academic, military, work, and life experiences are evaluated consistently and fairly.

The institution's policies, procedures, guidelines, and protocols regarding transfer credit are clearly spelled out and made available to students and the public through the [SCC Catalog-Handbook](#) (Exhibit 1.2) (2014-15 Catalog, pages 25-26). These policies, procedures, guidelines and protocols address all of the critical items regarding the awarding of college credit for successfully completed college-level learning experiences. Items include:

- Applicability of previous work to the student's selected course of study at SCC
- Accreditation status of the sending institution (if applicable)
- Minimum grades for awarding transfer credit
- Military transcripts /ACE recommendations for college credit
- Credit earned by CLEP and/or AP exams
- Time limits for transfer of certain academic credits
- Portfolio assessment of prior learning for college credit
- Limits on the total number of credits that can be awarded
- An appeals process regarding the denial of transfer credit

In general, transfer credit is awarded under the following broad conditions:

- the course is applicable to the student's selected program of study at SCC and is not specifically required to be taken at SCC;
- a grade of "C" or higher has been awarded for the course;
- the number of credits is the same (or higher) than the number of credits awarded for the similar course at SCC;
- the course has not exceeded the allowed time limit for transfer at SCC;
- the course content is essentially equivalent to a similar SCC course or to a course commonly offered by other colleges and universities during the first two years of study;
- the maximum number of transfer credits applicable to a degree or certificate at SCC has not been reached; and
- the prior-institution that awarded the credits is accredited to offer college-level credits.

Transfer credit activities and decisions are administered by the Manager of Academic Programs who is charged with the initial evaluation of transcripts from other institutions. When necessary, the Manager of Academic Programs will consult with the Director of Academic and Information Services and the office of Academic Affairs to determine whether the content and learning outcomes of a particular course correspond to SCC degree requirements. This may require soliciting additional information regarding the course from the transfer institution beyond what is found on an official transcript.

Recommendations

1. Enhance and support an institutional process to maintain the consistent review of program curriculum and courses taught solely by adjunct faculty.
2. Continue to promote, monitor and assess information literacy across each academic program.

List of Appendices, Exhibits, Figures, and Tables

Exhibit 1.2	SCC Catalog-Handbook
Exhibit 11.1	Academic Program Review Guidelines
Table 11.1	New SCC Degree Programs and Partnerships since 2010

Table 11.2	Enrollment and Graduates in Nuclear Technology Programs (unduplicated count)
Table 11.3	Enrollment and Graduates Sustainable Energy Technology Programs (unduplicated count)
Table 11.4	Articulation Agreements with 4-year Institutions
Table 11.5	Academic Program Review Schedule (by Department)
Table 11.6	SCC Book Only 5-Year Circulation Data

Standard Twelve: General Education

As required by New Jersey Administrative Code Title 9A, Salem Community College (SCC) includes General Education goals and objectives in its programs of study. This is to ensure that graduates develop a broad base of knowledge, communicate effectively, and think analytically, critically, and creatively. As such, students must successfully complete courses in both their major and the general education foundation. All General Education courses must fit one or more of the seven course categories designated for General Education. Course details are submitted to SCC's Curriculum Review Committee, and then sent to the New Jersey Council of County Colleges (NJCCC) for final approval. Once courses are approved, they appear in the [SCC Catalog-Handbook](#) (Exhibit 1.2) under the approved category. Table 12.1 identifies the number of credits required in each category by degree type as outlined in the revised NJCCC General Education Foundation Credit Distribution and Course Criteria. (<http://www.njccc.org/pubs/GenEdFoundation.pdf>)

Table 12.1 General Education Course/Credit Distribution for Degrees/Certificates

Course Categories	AA	AS	AAS/AFA	Certificate
Communication	9	6	6	3
Mathematics – Science - Technology Mathematics: 3-8 credits Science: 3- 8 credits Technological Competency: 0-4 credits	12	9	3	3
Social Science	6	3	3	
Humanities	9	3		
History	6			
Diversity	3			
Unassigned General Education Credit		6	8	
General Education Foundation Total	45	30	20	6

Source: SCC Catalog-Handbook

SCC ensures that students are offered a sufficient number of courses each semester to meet their General Education requirements within their degree timeline. As such, General Education offerings are not static. Periodically, the Outcomes Assessment Committee (OAC) assesses the suitability of General Education offerings and offers recommendations. In 2012, the OAC identified a lack of courses to fulfill the Diversity requirement. As a result, a faculty member redesigned a course titled “African American History.” This course was approved in 2013 and now satisfies both Historical and Diversity requirements in General Education.

In conjunction with the NJCCC General Education Foundation Credit Distribution and Course Criteria mentioned above, SCC has adopted and continues to use the General Education Learning Goals and objectives agreed upon by all 19 New Jersey community colleges (<http://www.njccc.org/wp-content/uploads/2013/10/General-Education-Foundation-Policy.pdf>). These broad learning goals, revised by the New Jersey Council of County Colleges in 2007 and again in 2011, reflect SCC's General Education philosophy and were used as a starting point to develop a faculty-driven process for outcomes assessment. In AY2007-08, faculty began developing assessment plans for each of the general education goals. They began by choosing an appropriate learning objective and selecting a highly enrolled course from the list of General Education courses. Lead faculty in each department developed assessment tools that all faculty teaching the designated courses would be required to use. These tools were also shared with adjuncts who were given instructions on how to implement the assessment tool during the Adjunct Opening Sessions in both January and August. Following the first full year in 2008, faculty began to analyze data and implement action plans to improve student learning. After two full cycles, another learning objective was chosen and the process repeated itself until all learning objectives were assessed.

Outcomes - SCC graduates have had varying levels of success achieving competencies in General Education. A 73% (or C) benchmark measures student success in most competencies. Over the past five years, SCC faculty have used various courses and assessment tools to measure General Education goals. Table 12.2 below shows the overall percentage of students reaching the 73% benchmark for each of the General Education goals.

Table 12.2: General Education Student Achievement: AY2010-AY2014

General Education Learning Goals	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	5 Yr. Avg. %
Written and Oral Communication	75%	93%	82%	81%	86%	75.2%
Quantitative Knowledge and Skills	69%	58%	55%	84%	87%	70.2%
Scientific Reasoning	84%	66%	80%	94%	86%	73.2%
Technological Competency	N/A	N/A	76%	78%	67%	73.6%
Society and Human Behavior	N/A	87%	80%	86%	90%	87.0%
Humanistic Perspective	87%	100%	87%	77%	93%	89.0%
Historical Perspective	94%	75%	74%	86%	90%	82.8%
Global and Cultural Awareness	88%	N/A	88%	86%	97%	89.0%
Ethical Reasoning and Action	90%	92%	87%	79%	86%	85.2%
Information Literacy	74%	91%	81%	N/A	N/A	82%

Source: SCC Reporting Services

*N/A denotes no data collected during that cycle or data unusable

Although the data in the table above shows the aggregate of all assessment data collected for each goal, a more thorough analysis of each goal by faculty takes place each year and across years to plan for areas of improvement. For example, *Written and Oral Communication* – Students will communicate effectively in both speech and writing – had three courses and four different assessment tools assigned to measure each of the learning objectives. The data for the assessment of this General Education goal is illustrated in table 12.3 below. Additional data for the other General Education goals can be found in the appendix.

Table 12.3: Percent of Students Meeting or Exceeding Benchmark Score of 73% - Written and Oral Communication – Annual Aggregate Data

General Education Goal: Written and Oral Communications							
Learning Objectives	Course	Assignment	AY10	AY11	AY12	AY13	AY14
a. Students will explain and evaluate what they read, hear, and see.	ENG 101	Persuasive Essay	73.5% (n=197)		86% (n=101)		
b. Students will state and evaluate the views and findings of others.		Analysis Essay			85% (n=163)	85% (n=203)	88.5% (n=72)
c. Students will logically and persuasively state and support orally and in writing their points of view or findings.	ENG 102	Research Paper	75% (n=144)		78% (n=147)		
d. Students will evaluate, revise and edit their communication.	ENG 202	Informative Presentation	77.5% (n=52)	93% (n=15)	79% (n=64)		
	Annual Average		75.3%	93%	82%	85%	88.5%

Source: RM/Data Collection

Analysis and Use of General Education Data - As discussed in further detail in Standard 14, SCC faculty has generated an abundance of General Education assessment data over the past five years. Each year results are collected, tabulated and returned to faculty in the aggregate (see attached Student Learning Outcomes Reports). Neither the student nor the faculty member is identified. Full-time faculty are responsible for reviewing data and devising action plans that address findings in their area. This

process is referred to as “continuing the loop” and is detailed in SCC’s Student Learning Outcomes Assessment (SLOA) Handbook (Appendix 5) *Phase V: Continuing the Loop - Using Assessment Data to Improve Teaching and Learning* for full report, see below for detail). Faculty use Opening Sessions and In-Service workshops at the beginning and middle of every semester to analyze data. In addition, faculty members use department and OAC meetings to discuss specific challenges and successes for each outcome. Faculty report out by submitting outcomes assessment action plan worksheets to Institutional Research, Planning & Effectiveness (IRP&E) where it is analyzed and shared on a broader institutional level.

The OAC continuously works with faculty to improve the way they analyze and use data to make meaningful changes. For instance, in the fall 2010, the committee developed and initiated a more reliable schedule for collecting and analyzing data. Prior to creating this schedule, the creation of assignments and rubrics, data analysis and closing the loop were done scattershot throughout the year. Most goals are now assessed on an annual or bi-annual basis (depending on the number of times the course is offered). Changes to assessment plans are made in the spring semester for the following year. Data is collected at the end of each semester, and ‘Continuing the loop’ reports completed during the fall professional development session. Additionally, the OAC uses in-service days to share challenges and best practices in ‘continuing the loop’ strategies. For example, in the fall 2011 Opening Session, faculty were given assignment details, a rubric, and assessment data from a fictitious university, and asked to think about the following questions: “What does the data show regarding student success?” “Should the faculty at fictitious university make changes to the assignment/rubric?” If so, “do the changes have budget implications?”

‘Continuing the Loop’ analysis data has become progressively better and is being used to inform both student learning and assessment. Since there are often a number of factors that lead to a student population reaching or exceeding the benchmark, faculty are analyzing data from different perspectives. A few examples are described below:

- Beginning in 2011, HIS 101 assessed General Education Learning Goal – Historical Perspective - “Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society,” using an Oral Presentation. After collecting data for a year, it was clear that the results were skewed far too high, and points of emphasis were not reflected properly on the rubric. After making some changes, the data showed a more realistic assessment of student achievement, as results were scattered more evenly.
- In March 2014, Mathematics faculty noticed an upward trend in the percent of students reaching the benchmark in assessments measuring the Quantitative Reasoning goal. Since this course had added instructional aides helping for 30 minutes, it was hard to determine the reason for 85% percent of students reaching the benchmark, and additional data collection was warranted.
- In November 2014, faculty analyzing data for the General Education goal – Scientific Reasoning – “applying the scientific method, students will analyze a problem and draw conclusions from data and evidence” reported 80% of students met the benchmark. After analyzing the data, faculty reported inconsistencies. As a result, faculty planned to better define the rubric and improved communication with adjunct in order to improve the consistency and accuracy of results.
- In November 2014, faculty analyzing data for the General Education goal – Written and Oral Communication, reviewed trend data for 2009-2014. As a result, faculty revised syllabi for ENG101, ENG102, and ENG202 by including focused measureable learning objectives in each

and updated the assessment tools used for ENG 101, ENG102 and ENG 202 to include clearer instructions and a more thorough rubric.

An example of the “Continuing the Loop: Assessment of General Education Student Learning Outcomes” form used for General Education Goals can be found on the following pages. A complete collection of all assessments and analysis are housed in Institutional Research, Planning and Effectiveness (IRP&E).

Continuing the Loop: Assessment of General Education Student Learning Outcomes

GEN. ED. Learning Goal: Written and Oral Communication

Report date: 11/5/2014

College Mission and Goals	Mission: Salem Community College provides affordable, quality higher education for college transfer and workforce development. Strategic Priority #2: To improve student success (<i>2013-2016 Strategic Plan-Appendix I</i>)				
Which SCC Learning Objective associated with the above checked GEN. ED. Learning Goal was assessed?	<ul style="list-style-type: none"> a. Students will explain and evaluate what they read, hear and see. b. Students will state and evaluate the views and findings of others c. Students will logically and persuasively state and support orally and in writing their points of view or findings d. Students will evaluate, revise, and edit their communication 				
Which course(s) was used to assess this GEN. ED. Learning Goal during this assessment cycle?	ENG101, ENG102, and ENG202				
Which Course Learning Outcome(s) was assessed to measure this GEN. ED.? (<i>from master syllabus; refer to assessment plan(s)</i>)	<p>ENG101: Course Performance Objective #3 The student will compose unified essays that contain thesis statements free from faulty/weak controlling ideas, topic sentences that support the thesis, and content providing relevant information.</p> <p>ENG102: Course Performance Objective #6 Students will demonstrate research techniques by writing a scholarly 1,500-word research paper that proves a thesis and present the paper in final draft form.</p> <p>ENG202: Course Performance Objective #11 The student will deliver at least two, five to seven minute extemporaneous speeches to the class.</p> <p><i>*Note, all of these syllabi were updated in FA14; therefore, these outcomes have been revised.</i></p>				
Assessment task(s) (<i>include description of assessment tools used and benchmark indicated in assessment plan(s)</i>)	<p>ENG101: Analysis essay—students read an assigned article and composed an essay that analyzed aspects of the assigned article.</p> <p>ENG102: Research paper</p> <p>ENG202: Informative presentation</p>				
Summary of data collected over past <u>X</u> assessment cycles	Term	Course	Assignment	Grades	>Benchmark
	Fall 09	ENG101	Persuasive Essay	114	70%
	Fall 09	ENG102	Research Paper	61	64%
	Fall 09	ENG202	Informative Presentation	20	80%
	Spring 10	ENG101	Persuasive Essay	83	77%
	Spring 10	ENG102	Research Paper	83	86%
	Spring 10	ENG202	Informative Presentation	32	75%
	Fall 10	ENG202	Informative Presentation	15	93%
	Spring 11		Not Assessed		
	Fall 11	ENG101	Persuasive Essay	101	86%
	Fall 11	ENG102	Research Paper	36	86%
	Fall 11	ENG202	Informative Presentation	17	71%

	Spring 12	ENG101	Analysis Essay	163	85%
	Spring 12	ENG102	Research Paper	111	70%
	Spring 12	ENG202	Informative Presentation	47	87%
	Fall 12	ENG101	Analysis Essay	98	86%
	Spring 13	ENG101	Analysis Essay	105	74%
	Fall 13	ENG101	Analysis Essay	data issues	
	Spring14	ENG101	Analysis Essay	55	89.00%
Data analysis (see “Questions to Consider;” highlight positives and identify areas for improvement)	<p>Consistently, a majority of students reach the benchmarks set for this Gen. Ed. Competency. The lowest percentage of students who reached the benchmark was 64% in FA09 (assessment tool = ENG102 research paper), and the highest percentage of students who reached the benchmark was 93% in FA10 (assessment tool = ENG202 informational presentation).</p> <p>In the past AY (2013-2014), the trend looks particularly positive. The ENG101 analysis essay assignment was revised in FA13 to include more clear instructions and a more thorough rubric. Since the implementation of these new assessment tools, the data reflects an upward trend: 74% to 89%.</p> <p>In FA14, the course used to measure this outcome was changed to ENG102. The assessment tools for ENG102 were also revised to include more clear instructions and a more thorough rubric. In FA14, 91% of students in ENG102 reached this benchmark; it will be interesting to see if the data for SP15 is as high.</p>				
Changes planned or made based on data analysis (see “Questions to Consider;” be as specific as possible in identifying actionable items ; please indicate if any of your recommendations have budgetary implications)	<p>In FA14, revisions were made to the ENG101, ENG102, and ENG202 syllabi based on recommendations from NJCCC. These revisions included the inclusion of several “standard” course-level outcomes recommended by NJCCC. The ENG102 syllabus was changed the most dramatically. The focus of the new ENG102 objectives revolves much more around students’ mastery of analytical thinking, research and argumentation; the focus on literary analysis has been removed from the ENG102 syllabus</p> <p>Beginning in FA14, ENG102 is being used to assess this Gen. Ed. Competency. This course should be used for several semesters to collect trend data.</p> <p>The assessment tools for ENG102 were updated in SP15 to include more clear instructions and a more thorough rubric. Students are now required to read an article about online college courses and then, “write a well-reasoned, scholarly essay in which [they] argue whether a quality education requires human “face-to-face” interaction, or whether college students today can learn just as well (or even better) in online classes.” This ENG102 assignment must be completed IN-CLASS as an “exit essay.” When offered in an online format, this assignment should be given in a <u>timed</u> online format.</p>				
Continuing the Loop (review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results)	<p>Data needs to be collected on ENG102 for several semesters before trend data can be analyzed.</p> <p>The assessment tools for ENG102 should also be “calibrated” to see if all instructors are consistent in their grading of students’ work.</p>				

Interconnection of General Education and Academic Program Goals - General Education goals are linked to academic program goals in a number of ways. First, each new program must pass through the Curriculum Review Committee (CRC), which verifies whether it meets General Education requirements. As part of this process, General Education criteria are listed on each course's master syllabus and verified by the CRC. Second, current programs undergo Academic Program Review (APR) every five years. A more detailed description of the APR process can be found in standard 11. Part of this process is to analyze how effectively the program is meeting General Education standards. Third, the course catalog outlines the General Education requirements for each program. The OAC developed a curriculum map, located in the ***Student Learning Outcomes Assessment (SLOA) Handbook*** (Appendix 5), which illustrates the link between General Education goals and program level goals. A more detailed discussion of this link can be found in Standard 14.

Recommendations:

No recommendations

List of Appendices, Exhibits, Figures, and Tables

Appendix 5	Student Learning Outcomes Assessment (SLOA) Handbook
Exhibit 1.3	SCC Catalog-Handbook
Table 12.1	General Education Course/Credit Distribution for Degrees/Certification
Table 12.2	General Education Student Achievement AY2010-AY2014
Table 12.3	Percent of Students Meeting or Exceeding Benchmark Score of 73% - Written and Oral Communication -- Annual Aggregate Data

Standard Thirteen: Related Educational Activities

Developmental Education (Basic Skills) - As an open access institution, SCC provides a wide range of educational services with an emphasis on students who are at-risk or who are otherwise found to be underprepared for college-level coursework. SCC is committed to working with these students and has made “Improve Student Success” one of its three major institutional priorities. A key focus of this priority is to better identify and remove the barriers for at-risk and underprepared students and to target programs and services to help them succeed. To do this, the College has implemented four recent initiatives – 1) more accurate placement of students; 2) compressed formats in developmental English; 3) implementation of instructional aides in developmental and first semester English and math courses; 4) redesigned developmental math courses that use technology. These initiatives have increased the success rate of students in developmental courses and the progression of students into credit-bearing courses.

More Accurate Placement - SCC has typically used a SAT score or the ACCUPLACER placement test to determine if developmental courses are needed to prepare students for college-level work. Beginning in spring 2013, SCC began placing students graduating high school within the last 5 years using their overall High School GPA. This course placement protocol was developed as a result of recommendations in Community College Research Center (CCRC) Working Paper No. 42, “Predicting Success in College: The Importance of Placement Tests and High School Transcripts” (Belfield, 2012). The research in this paper found that HS GPA was a better predictor of success in college-level courses than placement tests like Accuplacer. Figure 8.5 in Standard 8 shows two semesters of success data for students placed using HS GPA. Students placed directly into college-level courses using HS GPA have succeeded at a higher rate than students placed using Accuplacer.

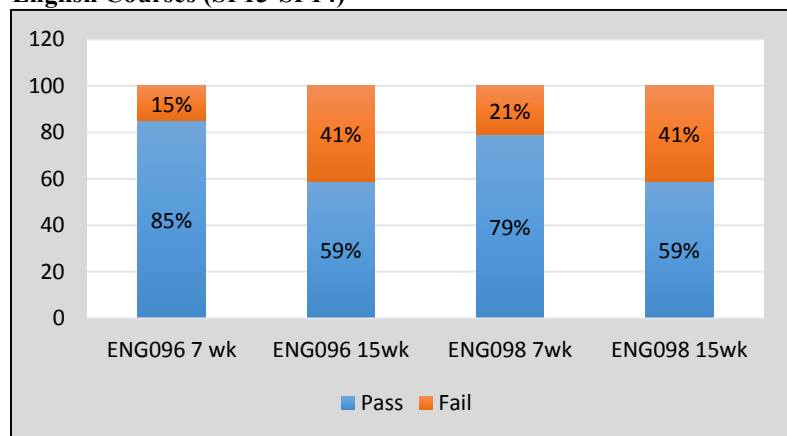
Using Compressed Formats for English Instruction - In spring 2013, SCC began piloting seven-week “compressed” developmental English courses (ENG096 and ENG098). These courses include the same number of contact hours over a shorter total time duration (meeting four days a week for two hours and forty-five minutes each session), making it possible for students to complete their 2 course sequence of developmental coursework in a single semester and thus accelerating their entry into college-level courses. The inspiration for this pilot came from a Community College Research Center (CCRC) working paper titled “Accelerating the academic achievement of students referred to developmental

education” (Edgecombe, 2011). In this paper, Dr. Edgecombe suggests that the longer instructional blocks in compressed-time courses offer several benefits to students in developmental courses, such as:

- Increased time for a wider variety of teaching/learning classroom activities
- Development of stronger student-instructor relationship
- Less time spent on review, and more time for in-depth engagement with material
- Potential for improved outcomes and retention

As illustrated in Figure 13.1, after 2

Figure 13.1: Pass/Fail Rate of 7 wk. vs. 15 wk. Developmental English Courses (SP13-SP14)

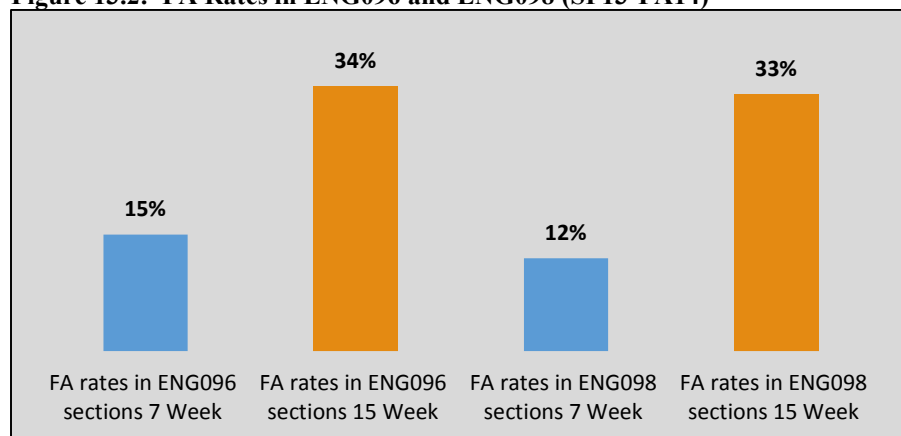


Source: J. Martin, Developmental English Faculty

years of implementing the compressed developmental English courses, outcomes data show dramatic improvements, i.e., pass rate, for students in these shorter-duration developmental English courses as

compared to students in the traditional 15-week courses. As seen in Figure 13.2, most notably is a sharp drop off (19 percentage points in ENG096; 21 percentage points in ENG098) in the amount of “FA” grades (failure due to insufficient attendance as specified in the *SCC Catalog-Handbook*) given in the compressed courses. This data supports the continuation of “compressed” developmental courses, and is shared with students during the advising process.

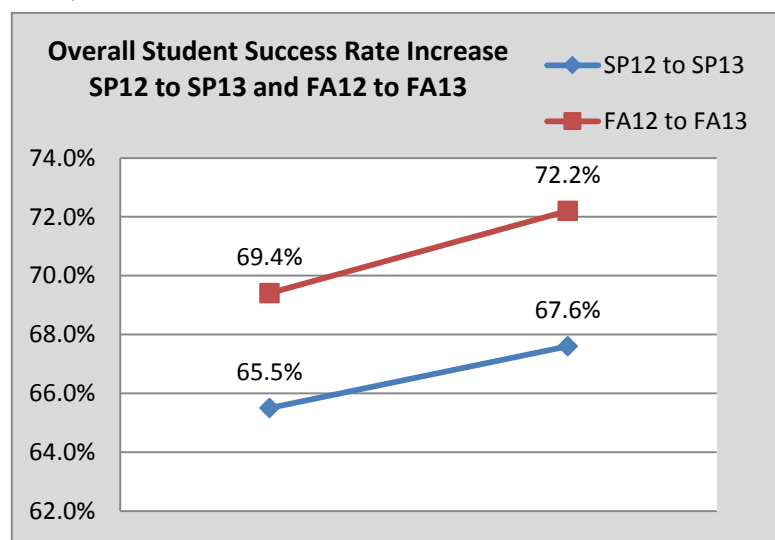
Figure 13.2: FA Rates in ENG096 and ENG098 (SP13-FA14)



Source: J. Martin, Developmental English Faculty

Instructional Aides to Support Student Success - In addition to offering compressed-time developmental courses, in Spring 2013, the College returned to a model of using Instructional Aides in developmental English and math courses that had previously been in place when the College was involved in a Title III grant from 2004-2009. A part-time Instructional Aide was assigned to every section of developmental English and math. Instructional Aides were responsible for taking attendance and observing student performance to help identify at-risk students. The Instructional Aides would then follow up personally with any student who was absent, late or struggling academically in the course to offer opportunities for tutoring outside of class. That practice was expanded in fall 2013 to nearly all sections of both developmental English and math courses, as well as gateway and first college-level courses in English and math. The overall success rates of students in courses with instructional aides have increased slightly (see Figure 13.3). However, with multiple variables being implemented at the developmental-course level, more data is required to analyze the effectiveness of using Instructional Aides.

Figure 13.3: Overall Student Success Rates without Instructional Aides (SP12 and FA12) and with Instructional Aides (SP13 and FA13)

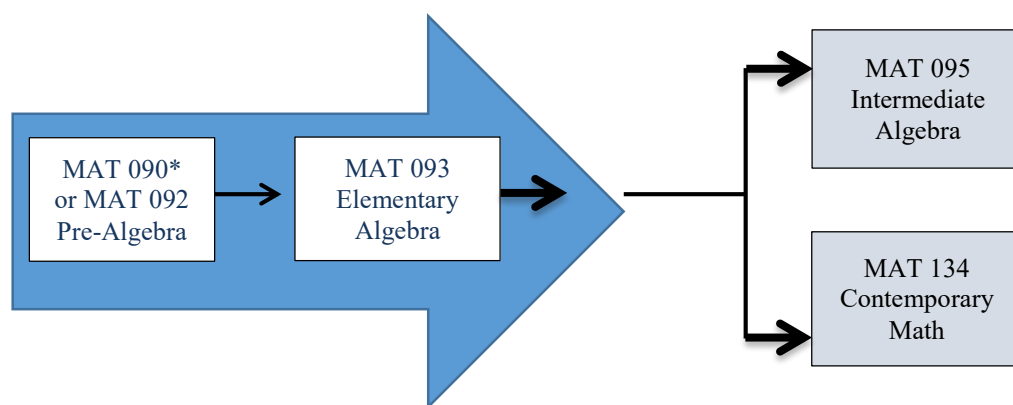


Source: SCC Reporting Services, IRP&E and Academic Affairs

Still, there is confidence that the presence of the instructional aides provides support to at-risk students. As a result, assignment of instructional aides continues, and success data will continue to be collected over a longer period of time to determine the effect.

Developmental Math Curriculum Redesign – Prior to fall 2011, all courses in the developmental math sequence were delivered in the traditional classroom format. The developmental math curriculum follows a standard sequence (see figure 13.4). Students are placed at the appropriate starting point in the sequence based on either the Accuplacer test or high school GPA. The sequence begins with MAT 090/092 Pre-Algebra as the lowest level course followed by MAT 093 Elementary Algebra. After successfully completing MAT 093, students can enroll in either a third developmental math course (MAT 095 Intermediate Algebra) if they intended to take College Algebra (MAT 137), or a college-level math course for Liberal Arts majors (MAT 134 Contemporary Math) if they did not.

Figure 13.4: Developmental Math Course Sequence



Source: Academic Affairs

* MAT 090 was revised and renumbered as MAT 092 in 2011

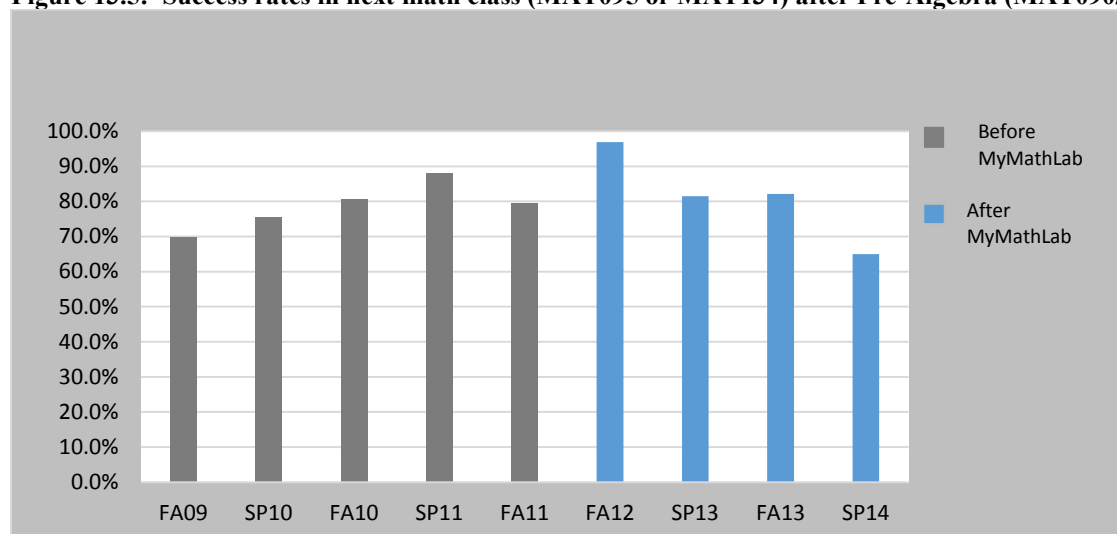
Starting in fall 2011, the College piloted changes in the delivery of content in MAT 092 Pre-Algebra to use instructional software (MyMathLab). The goal of this change was to improve student outcomes along the math sequence. Course content remained the same, but instructional software was used to present course topics through videos and guided exercises. Students completed problems online through the software and received immediate feedback and corrective guidance, if necessary. The instructor monitored student progress and assisted individually. After the pilot year, short introductory lectures by instructors were reintroduced to the courses as a result of student and instructor feedback. The full transition to the use of instructional software in both MAT 092 Pre-Algebra and MAT 093 Elementary Algebra was completed prior to the start of the fall 2012 semester.

As seen in figure 13.5, immediately after changing to use instructional software, student success rates in subsequent math courses improved. However, the initial increase in student success rates was not sustained over the following years. In fact, rates reverted to approximately the same level attained before the use of instructional software. The unfortunate conclusion was that there were no measurable increase in success rates as a result of using instructional software.

As a result of the data and student and instructor feedback, steps are being taken to phase out the use of instructional software in developmental math courses. It is anticipated that instructional software will be completely eliminated from developmental math courses at SCC in the spring 2016 semester. This will result in savings for both students and the College, allowing the College to redirect resources to

investigate other avenues for improving developmental math success rates such as the hiring a full time faculty member devoted to developmental math.

Figure 13.5: Success rates in next math class (MAT095 or MAT134) after Pre-Algebra (MAT090/092)



Source: Academic Affairs / IRP&E

Learning Disabilities/504 Program - As seen in Table 13.1, the number of identified students with disabilities with active 504 plans enrolled at SCC averaged 48 students per semester for the last two years. The retention rate (Table 13.2) for students with disabilities has remained fairly steady with an average 78 percent retention rate for the last two years. The persistence rate (Table 13.3) peaked at 70 percent in fall 2012 and fall 2013, and showed a slight decline to 60 percent in fall 2014. In addition, 10 students with disabilities graduated with degrees in the spring of 2013, more than doubling the previous high number of four from the last three years (Table 13.4).

Table 13.1: Enrollment for Students with Accommodations Plans

FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	FA14
25	23	44	36	36	38	53	49	51	44	48

Table 13.2: Retention Rate of Students with Disabilities (semester to semester)*

FA09 to SP10	SP10 to FA10	FA10 to SP11	SP11 to FA11	FA11 to SP12	SP12 to FA12	FA12 to SP13	SP13 to FA13	FA13 to SP14	SP14 to FA14
96%	72%	80%	56%	91%	75%	85%	76%	76%	74%

*Retention data does not distinguish between students who move, transfer before completing their program or drop out. Students who graduate, complete their program or transfer in a joint arrangements, however, are not carried forward.

Table 13.3: Persistence Rate of Students with Disabilities*

FA09 to FA10	FA10 to FA11	FA11 to FA12	FA12 to FA13	FA13 to FA14
Data not available	48%	70%	70%	60%

*Persistence data does not distinguish between students who move, transfer before completing their program or drop out. Students who graduate or are in dual partnerships, however, are excluded in the data from one academic year to the next. Tracks students who had one active 504 plan during academic year.

Table 13.4: Number of Graduating Students with Disabilities

FA09	SP/SU10	FA10	SP/SU11	FA11	SP/SU12	FA12	SP/SU13	FA13	SP14	FA14
0	3	0	4	1	3	0	10	0	4	5

Source: All Tables (13.1, 13.2, 13.3, 13.4) LDT/504 Coordinator

Maintaining the benchmark of near 50 students identified with disabilities appears to validate the ongoing and continuous efforts in the last several years to publicize and get the word out about the availability of disability support services. This effort involves putting a disability support statement in course syllabi, ongoing communication with child study teams in Salem county, increased awareness and referrals from faculty, academic advisors and Enrollment Management support staff, staffing of information tables during various student events to distribute literature, involvement in freshman and EOF orientation programs, and continued widespread exposure through printed materials, web page and signage throughout the campus.

To support these students, the College has intentionally constructed an academic support system that is based on student needs, has instructors who are invested in the students' academic success, connects with community resources, and ensures that accommodations that have the greatest positive impact on student performance are implemented. This support system provides students with disabilities a place where they have someone to listen and when needed, will advocate on their behalf. After seeing small decreases in retention and persistence rates in 2014, the College will assess which areas of the academic support system most fully support students with disabilities and allocate resources appropriately.

Workforce Development - SCC's mission includes meeting the needs for training for business and industry in Salem County, as well as meeting the needs for workforce development. SCC has worked closely with businesses in applying for customized training grants from the New Jersey Department of Labor and Workforce Development. Short-term customized training programs have been developed and offered for area employers in many subject areas, including personal computer applications, customer service, industrial process technology, instrumentation, management development, supervisory skills and interpersonal communication. However, many of these grants have dried up over the last few years and resources to cover the cost of training have not been replaced. In addition, as stated in the introduction, Salem County has a shrinking business base with many of the large companies downsizing. As a member of the Salem County Freeholder Advisory Board for Economic Development, the College continues to identify workforce opportunities and training needs. A more detailed description of these programs has been discussed in Standard 1.

SCC also works with the New Jersey Community College Consortium for Workforce and Economic Development (www.njworkforce.org) in providing training programs for businesses such as New Jersey Business & Industry Association (NJBIA), which hosts training in customer service, written and verbal communication, Microsoft Office, mathematics and measurements, and Spanish. This training is in greater demand in counties where the employer base is large. Salem County, by comparison, has one of the smallest employer bases in the state.

Beginning in 2011 SCC joined forces with Cumberland County College in offering shared workforce development opportunities. The Workforce Education (WE) collaboration included all non-credit programming, customized training, and workforce development initiatives. Cumberland County College agreed to host a new joint website for the WE collaboration and handled all registrations and payments. The Colleges shared revenues (after costs were deducted) as follows: registrations attributable to Cumberland County residents all to Cumberland County College; registrations attributable to Salem County residents to SCC; registrations attributable to residents of any other county or state to be shared equally between the two colleges.

As part of WE in 2012-2013, SCC partnered with the Cumberland-Salem Workforce Investment Board (WIB) to develop and offer non-credit industry training in Advanced Manufacturing for a consortium of small-to-medium-sized glass industry employers in south Jersey through a New Jersey Talent Network grant from the New Jersey Department of Labor and Workforce Development. Due to employment losses in the manufacturing industry, and especially during tough economic times, the local glass industry found

it difficult to attract and keep qualified entry-level employees. Representatives from SCC, Cumberland County College, and the WIB met with a roundtable of companies in the glass industry to identify the employment needs and develop a six-week curriculum based on the Certified Production Technician (CPT) program of the national Manufacturing Skills Standards Council.

WE, in collaboration with the WIB, offered the training at SCC's state-of-the-art Glass Education Center to three distinct cohorts who met eligibility requirements established by the Talent Network grant and the WIB. Training included preparation to take five of the CPT competency exams as well as soft skills such as resume writing, interviewing, job readiness and career counseling. At the conclusion of the training for each cohort, a job fair was held with representatives from glass manufacturers to match newly-minted CPTs with available positions. During AY2013, 18 students participated in the Advanced Manufacturing program. At the conclusion of the program, 10 were awarded the CPT designation and 10 were offered employment.

In collaboration with the WIB, SCC also ran various healthcare training programs in conjunction with the Salem County Vocational Technical School (VoTech) with New Jersey Talent Network Grant funds. Candidates were selected and tested in order to be eligible to enter the program. The WIB One Stop Center referred eligible candidates to both the College and VoTech for such non-credit training programs. These programs consisted of Certified Nurse Assistant, Phlebotomy Technician, Pharmacy Technician and Medical Assistant (Table 13.5).

Table 13.5: Data for Healthcare Industry (2012-2013)

Program	Number of Students	Number of Students who achieved state certification	Number of Students who were offered employment
Medical Assistant	6	6	5
Nursing Assistant	6	6	6
Pharmacy Technician	2	2	2
Phlebotomy	4	2	2
Total for all programs	18	16	15

Source: SCC Workforce Development

After completion of the courses, and a required externship, students in some programs were required to sit for a state certification exam. During the program, student career development activities were offered, including job readiness training, educational services, job-search skills, career counseling and goal-setting activities. A high percentage (89%) of students who participated in these programs passed the state certification exam, and nearly all (15 out of 16, or 94%) of those students who achieved state certification were employed in their chosen field within three months of completing the program. We should note that support services, such as Accuplacer testing, use of Canvas for online learning, and IT support for teaching/learning, are all available for instructors and students involved in all training programs.

SCC Energy Institute - SCC established the Energy Institute in 2011 to address the energy-training needs of government agencies, private businesses and the community in south Jersey. The SCC Energy Institute is an affiliated instructional partner with nationally recognized nonprofit organizations leading to job-related energy management certifications and examinations such as the Building Performance Institute (BPI) and the North American Board of Certified Energy Practitioners (NABCEP). The Energy Institute also uses a stackable credentials model, which enables students to enter and exit the career ladder as needed while completing non-credit training modules (that lead to industry certifications). Such modules can later be recognized for credit, within the Sustainable Energy Technology program and can be applied to a Certificate of Completion (15-18 credits), an academic Certificate (30 credits), an Associate degree, and eventually a bachelor's degree at several partner institutions of higher education in New Jersey, including the Richard Stockton University and Thomas Edison State College. Since the program

is designed to meet students' needs at all points along the career ladder (from non-credit modules through associate degree and beyond), students may "jump on" at any point. Likewise, they may "jump off" when they have reached their desired career goal.

ESL and GED Program - Through a Title II grant with a consortium of partners, SCC offers non-credit GED/ESL program at the College's Salem Center. The programs are funded through the WIB, and students are provided with college and career counseling and can take the College's placement test upon completion of the GED. Based on the history and transition of students entering a degree or certificate programs directly from ESL and GED programs, SCC has found that ESL and GED programs are not feeder programs into the College. Instead, these programs prepare students for immediate employment, and most of them enter the workforce directly upon completion.

The Title II grant specifies that each client must attain 12 hours of instruction to be counted towards the yearly goal. Table 13.6 below shows a five-year trend for the College's GED/ESL program.

Table 13.6: 5-Year Trend – GED/ESL Program (Participants with 12+ hours of instruction)

Fiscal Year	Participation Goal in the Grant	Actual No. of Participants
FY 2008 – 2009	142	155
FY 2009 – 2010	159	129
FY 2010 – 2011	108	175
FY 2011 – 2012	172	174
FY 2012 – 2013	185	175

Source: SCC Workforce Development

The number of eligible participants in the GED/ESL program has remained relatively steady over the past years, with the College exceeding its stated goal three years out of the last five. A GED is a positive step toward seeking employment. Therefore, many clients are required to attend due to State social services requirements.

Experiential Learning - SCC recognizes experiential learning and therefore awards credit for demonstrated competencies related to College academic programs in several ways. Students can earn credit for educational experiences earned in military, for military occupational specialty training and for courses sponsored by non-collegiate organizations (business, industry, professional organizations, etc.). Credits may be accepted as transfer, using the recommendations of the American Council on Education. Only those credits applicable to a student's program of study at SCC will be accepted for transfer.

SCC offers an Associate in Technical Studies through New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE), which is a statewide program that helps individuals apply their apprenticeship education from participating programs toward a college degree at any of the 19 community colleges in New Jersey. NJ PLACE is administered by the School of Management and Labor Relations at Rutgers, the State University of New Jersey, and funded through the State Employment and Training Commission and the New Jersey Department of Labor and Workforce Development.

SCC is currently working to expand experiential learning for students who have demonstrated competencies earned outside the classroom, military and/or apprenticeship programs. In summer 2014, the Assistant Dean of Academic Affairs attended a Prior Learning Assessment (PLA) Institute at Thomas Edison State College. The Assistant Dean is working with the Manager of Academic Programs to assist faculty in providing PLA for appropriate courses for students who want to earn credit for what they already know. PLA is a flexible, efficient way of earning college credits for college-level knowledge that has already been acquired through expertise outside the classroom. Students may have acquired this

knowledge though past work experience, independent reading and study, training programs or in-service courses, volunteer service, cultural or artistic pursuits, organizational memberships and a variety of other avenues.

Distance Learning - As an alternative to attending traditional, fully face-to-face, classroom-based courses, the College offers several online courses each semester. Because these courses are taught entirely on the Web, without set meeting times, students must be motivated, self-disciplined and have access to the Internet to be successful. Students enrolled in an online or hybrid course for the first time at SCC must complete an introductory module as part of the registration process for the course. As mentioned in Standards 11 and 14, the College maintains high standards in terms of consistency among face-to-face, online, and hybrid classes as documented in the common course syllabus. Additionally, the College maintains an assessment process, utilizing the Quality Matters rubric, to maintain the quality and the rigor of the course. Also of concern is the safeguarding of academic honesty in all online courses. Through solid course design and mandatory attendance of all students for one assessment, the College has preserved the integrity of the courses. In terms of human resource support for online learning, the College has maintained and supported the position of Instructional Technology Specialist (ITS) (formerly the Academic Technologist) to oversee the specialized facets of online learning. Under the direction of the ITS, the College, along with faculty, has improved its offerings of online courses, changed to a more up-to-date Learning Management System (LMS), developed orientation materials for students, and worked to ensure academic honesty in all online courses.

The majority of students who take online courses at SCC are female, full-time students, less than 26 years of age and are White/Caucasian. The most frequent major fields of study are health science, nursing, scientific glass, business administration and liberal arts with an upward trend in the number of students taking online courses over the past five years. Additionally, with the addition of the Weekend College in fall 2012 (with many hybrid courses each semester), the number of sections of both online and hybrid courses has increased (table 13.7) and more students are registering for online courses overall. For the past three years, the success rate in hybrid courses has surpassed the success rate in all courses. The success rate for online courses, however, is slightly less (2.3 percent in 2012-13) than the success rate for traditional courses. During academic year 2013-14, the student success rate of students in online classes decreased by 14 percent, due in large part to the resignation of the Academic Technology Specialist. The position was posted several times in an attempt to find a full time, qualified replacement. In January of 2015, a full time replacement was hired with the new title Instructional Technology Specialist.

Table 13.7: Statistics Related to Online and Hybrid Courses – AY2010-AY2014

Academic Year	Online course sections	Hybrid course sections	Average enrollment in online and hybrid courses	Total enrollment in online and hybrid courses	Student success rate in online courses	Student success rate in hybrid courses	Student success rate in <i>all</i> courses
2009-2010	28	0	15	435	52.6%	NA	72.8%
2010-2011	27	1	21	588	61.6%	72.2%	73.3%
2011-2012	30	6	19	690	66.7%	88.7%	73.6%
2012-2013	32	21	28	930	72.8%	83.2%	75.1%
2013-2014	41	24	17	1,107	58.9%	73.7%	70.5%

Source: IRP&E/Query

With more students registering for online courses, Distance Learning is an avenue where the College can seek enrollment growth and market the College to a larger audience. To this end and after reviewing the student success data mentioned above, the College allocated resources, and in January 2015, hired a new

ITS with the goal of strengthening distance education by improving student success, the quality and rigor of courses, and increasing the diversity and number of online course offerings. Additionally, following faculty contract negotiations in 2013, the College administration and faculty proposed evaluating the process for online course development and compensation.

Recommendations

1. Expand and improve the quality of the Distance Learning program at the College with the goal of increasing student success rates.

List of Appendices, Exhibits, Figures, and Tables

Figure 13.1	Pass/Fail Rate of 7wk. vs. 15wk. Developmental English Courses
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Chapter FIVE

Assessment



Chapter Five: Assessment

Standard Seven: Institutional Assessment

Since the last decennial review, the College strengthened its commitment to institutional research and effectiveness and increase its capacity to work with data. As a result, the Office of Institutional Research and Planning expanded to include Institutional Effectiveness and is now known as the Office of Institutional Research, Planning and Effectiveness (IRP&E). This office has become a far more sophisticated office and has grown from one part-time employee to four full-time employees. The College has also made dramatic technological improvements in its ability to collect, organize and retrieve data. Moreover, within the past five years, significant efforts have been made to standardize and improve the collection of data and to place the ability to retrieve detailed data reports at the fingertips of faculty and staff. Finally, in order to create a culture of assessment across campus, the College has placed high priority on professional development activities that support faculty understanding and participation in the assessment of student learning.

In addition to increasing its overall capacity to work with data, the College has put into place a sustainable Institutional Effectiveness Plan (IEP) that supports the vision and mission of the College by assessing the strategic plan, and administrative and student learning outcomes to ensure continual improvement.

Institutional Capacity for Assessment

The Office of Institutional Research, Planning and Effectiveness (IRP&E) - The IRP&E office provides assessment support to the entire College community. This office includes a Director of Institutional Research & Planning, a Director of Institutional Effectiveness, an Outcomes Assessment Coordinator, and an Institutional Analyst. In 2014, to support the College initiative to focus on data-driven decision making, the position of Director of Institutional Effectiveness was added. This director-level position was created to facilitate data-driven processes across all areas of the College. With the creation of this position, and the adoption of the Institutional Effectiveness Plan (IEP) as part of the campus culture, Salem Community College has become a sector leader in this area among community colleges in New Jersey. These four positions collaborate with every department to provide leadership, governance, and overall guidance to strengthen effectiveness and assessment for data-driven decisions. In addition to state and federal reporting efforts, the office is responsible for measuring key performance indicators, assessing strategic planning priorities, working with the faculty-led committee on student learning outcomes, and providing support for the Academic Program Review (APR) process. Using advanced analysis and reporting techniques, this office maintains, governs, coordinates, and shares data with all College stakeholders.

As an example, IRP&E developed over 100 standard on-demand reports using SQL Server Reporting Services, as well as hundreds of customized reports that provide on-demand access to outcomes data that helps the entire College to be data driven. The reports allow users to compare semester outcomes, track student success, and review operational efficiency. It is also a repository for course and program level outcomes data. See Appendix 4 for a complete list of standard reports available in Reporting Services.

Moreover, within the past five years, the IRP&E Office has instituted a committee to govern the standardization, improvement, and maintenance of data. That committee is the Finding and Reporting Effective Data (FRED) committee and all divisions/departments are represented as members. New data requests and report customizations are also prioritized and discussed during sessions.

Database Technology - In addition to an investment in personnel, the College has significantly boosted its data collection and analytics system to support both the instructional and administrative sides of the

institution. Since the last Periodic Review, the College implemented the following new database systems to improve the accuracy, retrieval, and utilization of data campus-wide.

PowerCampus (2009)

The College transitioned its student management system from CampusVue to PowerCampus. PowerCampus, an Ellucian product, allows faculty and administrators to analyze trends in grades, enrollment, retention, and graduation at the institution and program level – all in real time. Data is archived by semester and real-time data can be used to report against benchmark goals. The tools also allow for online registration (introduced in 2010) and enables admissions and retention staff to make data-driven decisions.

Dynamics GreatPlains (2009)

The College implemented Dynamics GreatPlains (a Microsoft product) in place of Budget Sense. Dynamics GreatPlains delivers financial management functionality. Modules include payables management, budgeting, cash flow management, general ledger, and receivables management.

PowerFAids (2009)

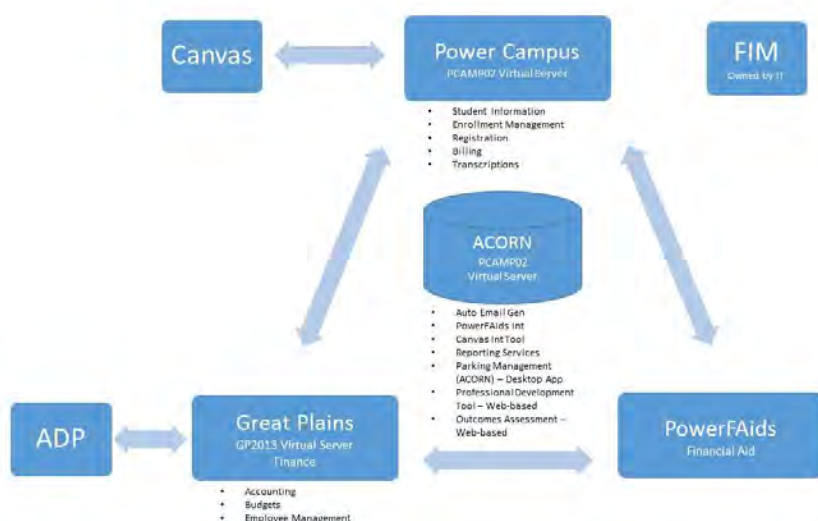
The College implemented PowerFAids (a College Board product) to support the financial aid office. The system streamlines the awarding, communicating, reporting and tracking of financial aid and centralizes all financial aid data.

ADP Workforce Now (2015)

The College implemented ADP Workforce Now to manage payroll and Human Resource processes. This system manages payroll off site and includes an extensive Human Resource suite that automates and streamlines several Human Resource functions for both administration and employees.

An overview of the 3 main database systems currently in place at the College is illustrated in Figure 7.1 below. These 3 database systems are linked by way of an in-house virtual server (ACORN) with reports generated by SQL Reporting Services.

Figure 7.1 SCC Data System Overview
Salem Community College System Overview



Source: Marc Roy, Director of Institutional Effectiveness

Professional Development - The College invests in a variety of professional development activities that develop and maintain a culture of assessment and improvement at every level of the institution. With the importance of accountability and providing students with a quality education, the College has primarily focused on and invested in internal and external professional development activities related to student learning outcomes assessment. While the external activities have provided assessment leaders with the knowledge and tools to develop and nurture a culture of student learning assessment on campus, the internal activities have served to institutionalize student learning assessment. Four times per academic year, the College uses professional development time to focus on such items as General Education and Academic Program level assessment plan development, data analysis and continual improvement discussions with faculty (See Table 14.1 for more detail). The internal activities provide ongoing opportunities for common planning and discussion time to ensure that student learning outcomes assessment is faculty-driven and focused on continual improvement.

Additionally, administrative staff has the opportunity to attend external conferences related to assessment, institutional effectiveness, and accreditation to coordinate assessment efforts within their respective divisions. However, little opportunity exists for internal professional development. As the Institutional Effectiveness Plan (IEP) has become the process of ensuring continual improvement at the College, it has become apparent that ongoing internal professional development, involving all levels of the administration and staff are needed in order to institutionalize the assessment process at the administrative division level.

The Institutional Effectiveness Plan - In 2010 SCC adopted and implemented a revised Institutional Effectiveness Plan (IEP) that integrates planning and assessment with the goal of continuous improvement in line with the College mission. The plan includes both direct and indirect measures of assessment which are mostly formative, providing the information and flexibility the College needs to make changes and inform planning. As shown in Figure 7.2. SCC's IEP is a workable set of processes that assesses three interconnected components: strategic plan outcomes, administrative outcomes and student learning outcomes. The IEP itself is a systematic, well-documented, data-driven "living" process which supports all areas of decision-making at the College.

For each component of the IEP, positive measureable goals are developed at the broad institutional level and at the division or department level. Assessment data is then collected, and results evaluated by the appropriate levels of the College in order to inform decisions that drive continuous improvement. The office of IRP&E is responsible for collecting, storing, evaluating, and disseminating the data for the IEP and the Strategic Plan. The Office reports IEP and Strategic Plan progress to the Board of Trustees and the College Community on a biannual basis (previously quarterly). An example of the most recent report is provided in Exhibit 1.6, [2013-2016 Strategic Plan Progress Report](#) (as of December 31, 2014).

Figure 7.2: SCC's Institutional Effectiveness Plan (IEP)



Assessment of Strategic Plan Outcomes - SCC's Strategic Plan articulates the College's vision, mission and institutional priorities. The major focus of the plan is to identify institutional priorities that have the greatest potential impact on the future and direction of the College. The priority statements represent the broad mission-related goals of the institution and provide focus for the operational plans and the allocation of resources.

During the last five years, the College has developed and implemented two strategic plans (2010-2012, and 2013-2016), as discussed in more detail in Standards 1 and 2. The College reports the progress of the Strategic Plan to the Board of Trustees on a biannual basis (previously quarterly). Reports are documented by Board agendas and meeting minutes. The College summarizes progress in a year-end report that is then shared with the College community at opening session. Exhibits 1.6 and 1.7 highlight successful outcomes of mission-related Strategic Plan goals over the past five years.

The College uses several different methods to assess the success of the strategic plan. First, the College uses a set of peer ranking and benchmarking metrics that are tied to state and national data. For instance, the College uses the Integrated Post-Secondary Education Data System (IPEDS) Data Feedback Report and Peer Ranking Analyses Tool to compare itself to a group of comparable institutions. The tool provides valuable peer comparisons on institutional characteristics, retention, graduation, and transfer rates, as well as human resources and finances. The College also uses other mandated measures including remediation rates and credit distributions required by the New Jersey Department of Higher Education. Much of this data is available annually in the New Jersey Community College Fact Book.

Other benchmarking tools include Federal and State completion goals such as the American Graduation Initiative (AGI) and the NJ Student Success model. Established in 2008, AGI requires that each community College increase completions by 4.9% each year until 2020. The NJ Student Success model evaluates first-time students after they have completed 150% of the time it would take to complete their degree or certificate. Both tools provide valuable comparisons of SCC to national and statewide benchmarks. Additionally, the College uses nationally benchmarked surveys such as the Community College Survey of Student Engagement (CCSSE), which assesses institutional practices and student behaviors that are correlated highly with student learning and retention.

Assessment of Administrative Outcomes - The Administrative Outcomes component of the IEP measures the progress SCC makes in achieving the goals of each administrative unit. This component of the institutional effectiveness plan includes the assessment of the day-to-day business of the College and evaluates and improves the range of programs and services offered by all units. The goals of each unit are closely tied to the priorities in the strategic plan and outcomes are benchmarked against national and state standards, as well as the standards in the Middle States Characteristics of Excellence.

To measure success, the College uses both a formal and ad hoc process of administrative unit assessment. As part of the formal process, each division/department reports on a set of indicators that are aligned to the strategic goals of the College. This assessment is scheduled to be completed at the end of each academic year. Although the framework for this process has evolved and is currently in place in the IEP, an institutional mechanism and accountability process is needed for reporting and communicating administrative outcomes results annually along with professional development for all divisions. While the College is making great progress, information about administrative outcomes is not formally communicated. The following are examples of the formal administrative assessment process.

- In AY13, both Enrollment Management and Academic Affairs set goals of increasing student retention and success at the course and institutional level in order to meet the strategic goal of improving student success. Baseline data was collected and initiatives to meet the goals were then implemented and assessed for their effectiveness. For example, the placement of Instructional Aides

(IAs) in developmental and gateway classes resulted in a 4.6% increase in student success in those courses. Additionally, accelerated Developmental English courses (7 weeks) began in 2013, and showed an increased rate of completion over traditional 15-week courses (See Figure 13.1 in Standard 13). As a result, the College has allocated additional resources to continue each of these initiatives in order to further improve student retention and success. These initiatives have been further discussed in Standards 8/9, and 13).

- In AY13, Enrollment Management set a goal of increasing credit enrollment by 2% per year. Initiatives to expand and improve the marketing plan, increase the College's social media presence, and expand dual credit partnerships helped the College come close to reaching its credit enrollment goals. Enrollment Management has assessed such data and made changes to each in 2014 in order to better meet enrollment goals.

In addition, the College may conduct an ad hoc review of an entire unit or division. This is often predicated by a change in personnel or available resources. The following are examples of ad hoc reviews of administrative units that led to changes in allocation of resources.

- In 2007, SCC hired an external consultant to evaluate the overall structure of the Administrative Services Division. From this process, the College developed [Administrative Staff Guidelines](#) (Exhibit 5.3) and benchmarked staff compensation. In 2009, based on recommendations from this review, the College added a new Human Resources (HR) department to the Administrative Services division. When the Manager of Human Resources resigned in 2011, the College experimented for six months with a shared services arrangement with Cumberland County College in which the Executive Director of Human Resources at Cumberland spent one day per week on the SCC campus but was available by e-mail and telephone the rest of the week. This trial partnership with Cumberland County College allowed SCC to evaluate the need for a full-time Human Resources position. Feedback from Cumberland's HR Director along with feedback from the SCC community was essential in determining the need for a full-time HR professional as well as the appropriate level of professional needed. The College hired a full-time Senior HR Generalist in 2013, and that individual was promoted to Director of Human Resources in 2014.
- In 2012, the College conducted a cost benefit analysis, which showed it was spending approximately \$500,000 dollars (of an \$11 million dollar budget) on athletics each year. The College examined the programs afforded to both male student-athletes and female student-athletes and determined that a number of programs could not adequately field a team for two consecutive years. As a result, the College decided to eliminate those teams in 2013. A subsequent study by the Director of Enrollment Management and the Chief Financial Officer continued to examine the financials and in 2014 recommended eliminating all athletic programs at SCC. The College determined that it could not field both men and women's teams at the level necessary to keep the athletic department cost effective.

Administrative outcomes are discussed in more detail in Standard 5.

Assessment of Student Learning Outcomes - Over the past ten years, the College has developed and implemented a systematic and sustainable, faculty-driven process of assessment that began as part of the 2005 Middle States Self-Study. Currently, the assessment process has progressed to a point that the development of assessment tools and collection of data has become institutionalized and sustained with strong faculty ownership. The overall outcomes assessment process is led by the Outcomes Assessment Committee (OAC) along with the full-time Outcomes Assessment Coordinator (hired in 2012). Faculty take part in the analysis and assessment stage of the process at Opening Sessions (at the beginning of each semester, fall and spring) and In-Service days. Additionally, the OAC and Outcomes Assessment

Coordinator facilitate communication with adjunct faculty about their role in the assessment process. As a result, adjunct compliance has improved dramatically over the past five years, as has the process. The OAC continuously assesses the usefulness of data. Following an assessment in 2012, the OAC chair updated and improved the “Continuing the Loop” form used by faculty to analyze and make changes based on data. Additionally, in fall 2013, faculty utilized a newly improved format of reviewing trend data that allows for a more meaningful analysis.

Institutionally, the College has dedicated a strong level of budgetary and human resources to the student learning assessment process. This dedication is apparent through ongoing professional development opportunities offered to faculty every year. The College dedicates time during Opening Session and In-Service days every semester to provide faculty workshops that directly link to specific action items and the phases in the assessment process. The workshops are often led by the OAC Chair and focus on such topics as identifying General Education competencies, curriculum mapping, developing assessment tools, analyzing and interpreting data, validating the content and quality of assignments and rubrics, and how to use assessment data to improve the teaching and learning process. OAC plans to provide faculty with additional training on analyzing and utilizing assessment data effectively.

The outcomes assessment process at SCC includes the assessment of General Education Outcomes, Program Outcomes and Course Level Outcomes. These assessment functions are discussed in greater detail in Standard 14.

General Education Outcomes: In 2008, the College adopted the General Education Learning Goals that were agreed upon by all 19 New Jersey community Colleges. Prior to this initiative and in preparation for full implementation of the new General Education goals, SCC faculty began assessing its entire core of General Education courses during the 2005-2006 academic year and mapped General Education requirements to every degree and certificate program. All new programs are reviewed by the College Curriculum Review Committee (CRC) to ensure that they meet the same standard and have clearly documented General Education goals. General education goals are reevaluated every five years as part of program review. As a result, every program offered by the College has clearly communicated and documented General Education outcomes. These outcomes can be found in the [SCC Catalog-Handbook](#) (Exhibit 1.2), as well as on course syllabi (available on the College website). Greater detail can be found in Standards 11 and 14.

Program Level-Assessment: Academic programs are measured by an annual assessment of program outcomes as well as a comprehensive five-year Academic Program Review (APR) process.

In order to assess the effectiveness of academic programs, faculty in each academic program with sufficient enrollment develop an annual plan to assess one or more program outcomes. Annually, these assessments are used to make adjustments in pedagogy, curriculum, and assessment techniques to maintain a continual cycle of improvement. These assessments are a key part of the APR process.

The Academic Program Review (APR) is designed to inform planning and resource allocation decisions while strengthening the content and delivery of curriculum. The goal is to ensure that all of SCC’s programs undergo multi-dimensional scrutiny by faculty, an independent consultant, a community advisory board, the Curriculum Review Committee, and SCC executive staff. See [Academic Program Review Guidelines](#) (Exhibit 11.1). All degree and certificate programs undergo an APR once every five years. Note that general education outcomes and annual course outcomes are used to inform the program review process. Results are used for the following purposes:

1. To revise and modify, where appropriate, existing academic programs and courses to optimize and enhance program quality and effectiveness.

2. To provide College administration with important information about continued viability of programs.
3. To provide prospective students and external agencies (such as the Office of the New Jersey Secretary of Higher Education and the Middle States Commission on Higher Education) information on program quality and effectiveness.

The effects of recent programs reviews have resulted in revising and strengthening the Nursing programs, combining two related graphic arts programs into one, and terminating the low-enrolled Computer Science program. Greater detail can be found in Standards 11 and 14.

Course-Level Assessment: The Curriculum Review Committee (CRC) has developed a standardized template for submission of all course syllabi that includes a course description, outline of course content, course performance objectives, and course learning outcomes, along with a statement regarding General Outcomes Assessment. Faculty assess learning outcomes at the course level on a regular basis and report outcomes in their annual self-evaluation and during the APR process.

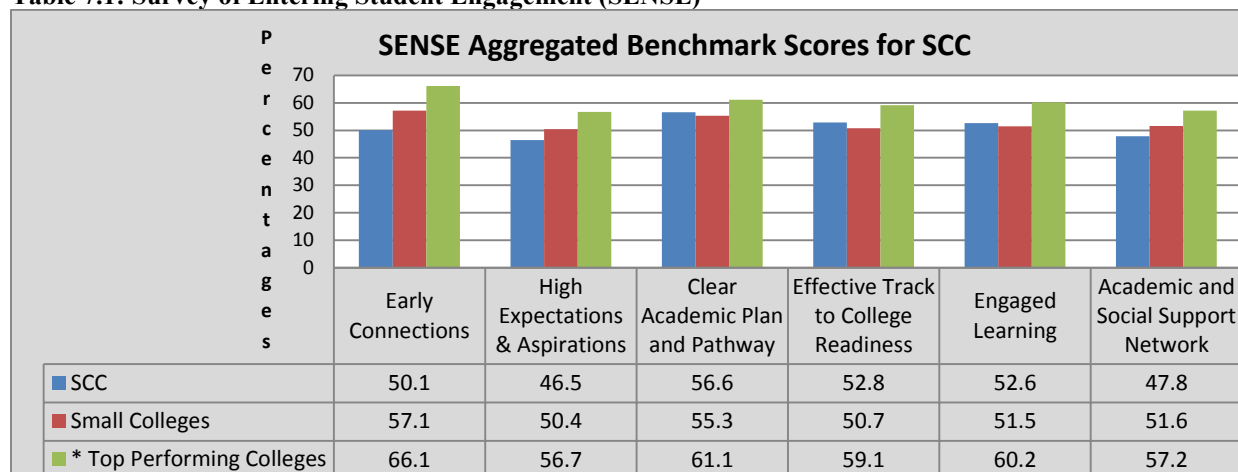
Indirect Measures of Institutional Effectiveness - The College uses a variety of instruments designed to measure both institutional effectiveness and student success. Student responses for each of these surveys are used to gauge how SCC's students feel about their success, how the College community encourages their success, the image that the College projects and students' perceptions of effective instruction. Results are then used for continuous improvement.

Survey of Entering Student Engagement (SENSE)

In fall 2012, SCC administered the [Survey of Entering Student Engagement](#) - SENSE-2012 (Exhibit 7.1) with 182 students submitting usable surveys. The majority of respondents were female. Overall 81% were between the ages of 18-24, and 79% were full-time students. This survey provided a clear picture of student behaviors in the earliest weeks of College. The survey asked six categories of questions that assessed institutional practices and student behaviors that are correlated highly with student learning and student retention. SENSE benchmark scores are computed by averaging the scores on survey items related to each category. Research shows that the more actively engaged students are with College faculty and staff, with other students and with the subject matter, the more likely they are to learn and to achieve their academic goals. The survey provides valuable information but does not address what students have learned.

SENSE data analyses included a three-year cohort (2010-2012) of participating Colleges. SCC was compared to a small-College cohort (<4,500 students and SCC was included in this cohort) and Top Performing Colleges which were those Colleges that scored in the top 10% of the cohort by benchmark (see Table 7.1).

Table 7.1: Survey of Entering Student Engagement (SENSE)



Source: 2012 SENSE Data collected from Center for Community College Student Engagement Report

When SENSE data is broken down into individual questions, four areas stand out as least and most favorable. The most and least favorable areas are shown in Table 7.2.

Table 7.2 SCC Individual question item results relative to the 2012 SENSE cohort

Most Favorable	Least Favorable
Advising	Instructors desire for students to succeed
Discussion of grades with instructors	Use of writing, math, other skill lab in class
Assistance from instructors related to class	Use of computer lab in class
Discussions with instructors related to class	Study skill improvements during class

Source: 2012 SENSE Data collected from Center for Community College Student Engagement Report

The 2012 data serves as baseline data for the College to use, along with additional data sources, in order to improve student engagement. SCC plans to participate in SENSE again in spring 2016.

SCC Graduating Student Survey

In the 2010-2011 academic year, the Office of Institutional Research and Planning developed the [SCC Graduating Student Survey](#) (Exhibit 7.2) and recommended that the survey be a requirement for all students applying for graduation. The survey is distributed via Survey Monkey approximately four months prior to graduation. Data collected includes graduates for August, December, and May for each academic year. In the [2014-2015 Graduating Student Survey Results](#) (Exhibit 7.3), 311 students responded to 43 questions.

Students were asked to select the reasons why they choose to attend SCC. The top reasons were:

- 55% of student respondents indicated *affordability*
- 54% of student respondents indicated *location*
- 23% of student respondents indicated *financial aid availability*

They were also asked to identify their goals while attending SCC. Most students were very specific with:

- 84% of student respondents indicated *earn a degree*
- 42% of student respondents indicated *transfer to a 4-year institution*

Table 7.3 shows an overview of survey results (comparing the results from the past four academic years). The results of the survey are shared with the College community at each Fall Opening Session and with the Board of Trustees in the summer (most recently at the June 14, 2014 at Board Retreat). The 2014 Graduating Student Survey (see Table 7.3) showed areas of improvement such as quality of registration, campus safety, and College image (would you recommend SCC to others?) which can be directly linked to College initiatives discussed elsewhere in this document.

Table 7.3: 2014 Graduating Student Survey Responses

Question Items	Percent of Students who Strongly Agree or Agree				AY2014-2015
	AY2010-2011	AY2011-2012	AY2012-2013	AY2013-2014	
Quality of Service/Registration	53%	67%	75%	76%	80%
Quality of Service/ Campus Safety and Security	73%	77%	82%	83%	77%
Did course/programs prepare you for transfer or employment?	89% indicated Yes	86% indicated Yes	91% indicated Yes	96% indicated Yes	95%
Satisfied with the Quality of Teaching	96%	91%	95%	95%	93%
Instructors are knowledgeable in their field of study	97%	99%	97%	97%	98%
SCC provided a high quality of education	95%	87%	88%	88%	87%
Would you recommend SCC to Others	88%	79%	87%	86%	86%

Source: SCC Graduating Student Survey

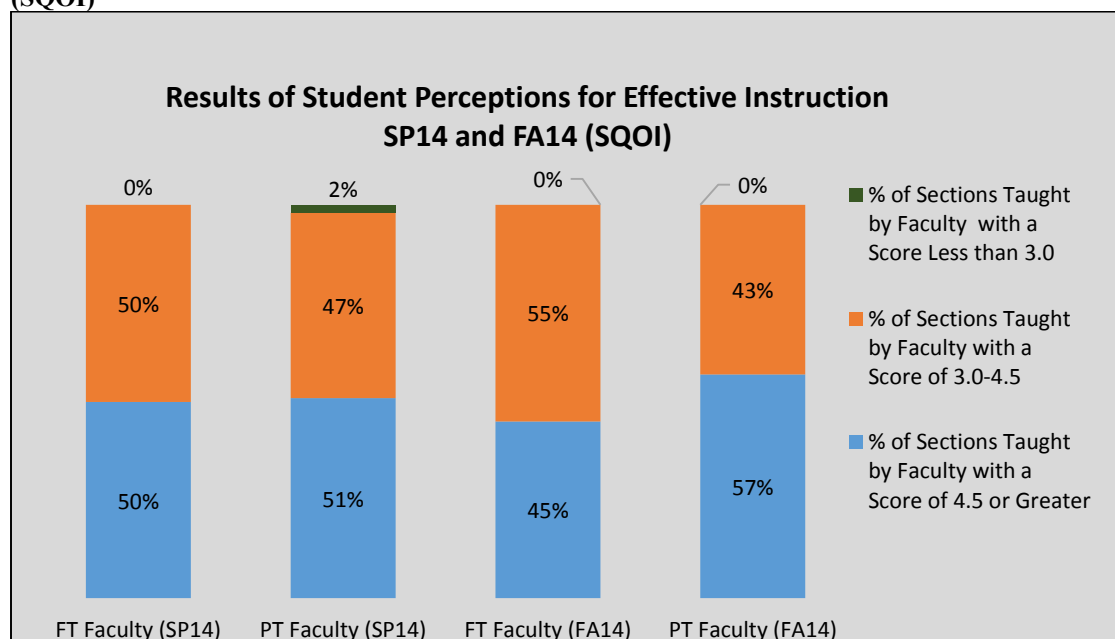
Student Questionnaire on Instruction (SQOI)

Each semester, in each course, students are given the opportunity to evaluate and comment on his/her instructor and instruction received during the semester. This is accomplished through the [Student Questionnaire on Instruction \(SQOI\)](#) (Exhibit 7.4) from College Survey Services, Inc. (CSS). The SQOI is a popular and proven evaluation instrument that embodies empirical research findings in the teaching evaluation area which assesses seven (7) constructs underling effective instruction.

- 1) Effective communication
- 2) Good organization of subject matter and course
- 3) Enthusiasm for the subject matter and teaching
- 4) Positive attitude toward students
- 5) Fairness in examinations and grading
- 6) Flexibility in approaches to teaching
- 7) Appropriate student learning outcomes

The 20 questions are based on a Likert scale (5=strongly agree, 4= agree, 3=somewhat agree, 2=disagree, 1=strongly disagree, N/A statement is not applicable to this course or instructor). Figure 7.3 below shows the very favorable results of students' perceptions of full-time and part-time faculty for effective instruction for spring 2014 and fall 2014 course selections. The complete results of the SQOI are shared with the Vice President of Academic Affairs for review and dissemination to faculty. Faculty review and analyze the results and make changes where needed. Faculty analyses of these results can be found in the annual faculty member's self-evaluation and at the program level in the five-year APR document.

Figure 7.3: Results of Students' Perception of Effective Instruction for SP14 and FA14 for FT/PT Faculty (SQOI)



Source: Query N. Wettstein/IRP&E

Note:

SP14 – Total of 200 sections on CSS Roster, if survey return rate for a specific section was less than 40% participation, the survey results were not included in the data collection and analysis (30 surveys not included).

FA14 – Total of 207 sections on CSS Roster, if survey return rate for a specific section was less than 40% participation, the survey results were not included in the data collection and analysis (36 surveys not included).

Board of Trustees Assessment - As mentioned in Standard 4, the Board of Trustees undergoes an ongoing three-year cycle of self-assessment. The most recent assessments occurred as part of the Board's retreat held during the summers of 2008, 2011, and 2014. (See Exhibit 4.3 [SCC Board of Trustee Assessment Tool](#)). The assessment is a forum for discussion about the Board's roles and responsibilities and is used to strengthen communication and understanding among board members. The Board uses a tool based on recommendations from the Association of Community College Trustees Center for Effective Governance. It includes an assessment of the board organization, policy role, community relations, board-CEO relations, institutional performance, and advocacy. One of the outcomes of this self-evaluation is to help establish the goals for the following year. During the 2011 session, the Board identified the need for a formal orientation process for new members and a revised conflict of interest policy for the institution as a whole. Subsequently, the Board developed and implemented a formal orientation for new members based on best practices promulgated by the Middle States Commission on Higher Education and the Association of Community College Trustees (see Document 4.3, Appendix for board orientation materials). The Board also instituted a revised conflict of interest policy. Additionally, the Board assessment showed in summer 2014, a need for increased public advocacy of the College and fundraising by Board members. Subsequently, one Trustee assisted the College in solidifying a partnership with Paulsboro Refinery, and, in doing so helped to revive the Process Technology program.

Recommendations

1. Enhance and formalize the administrative outcomes assessment process to include an annual report from each division/department that can be shared with all levels of the institution.
2. Because SCC is a small organization and relies on ad hoc committees and informal communication, the College community must communicate results in a more formal, timely and effective manner.

List of Appendices, Exhibits, Figures, and Tables

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Exhibit 1.2	SCC Catalog-Handbook
Exhibit 1.5	2010-2012 Strategic Plan – Final Progress Report
Exhibit 1.6	2013-2016 Strategic Plan Progress Report (as of December 31, 2014)
Exhibit 4.3	SCC Board of Trustee Assessment Tool
Exhibit 5.3	Administrative Staff Guidelines
Exhibit 7.1	Survey of Entering Student Engagement – SENSE 2012
Exhibit 7.2	SCC Graduating Student Survey (sample)
Exhibit 7.3	2014-2015 Graduating Student Survey Results
Exhibit 7.4	Student Questionnaire on Instruction (SQOI)
Exhibit 11.1	Academic Program Review Guidelines
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Standard Fourteen: Assessment of Student Learning

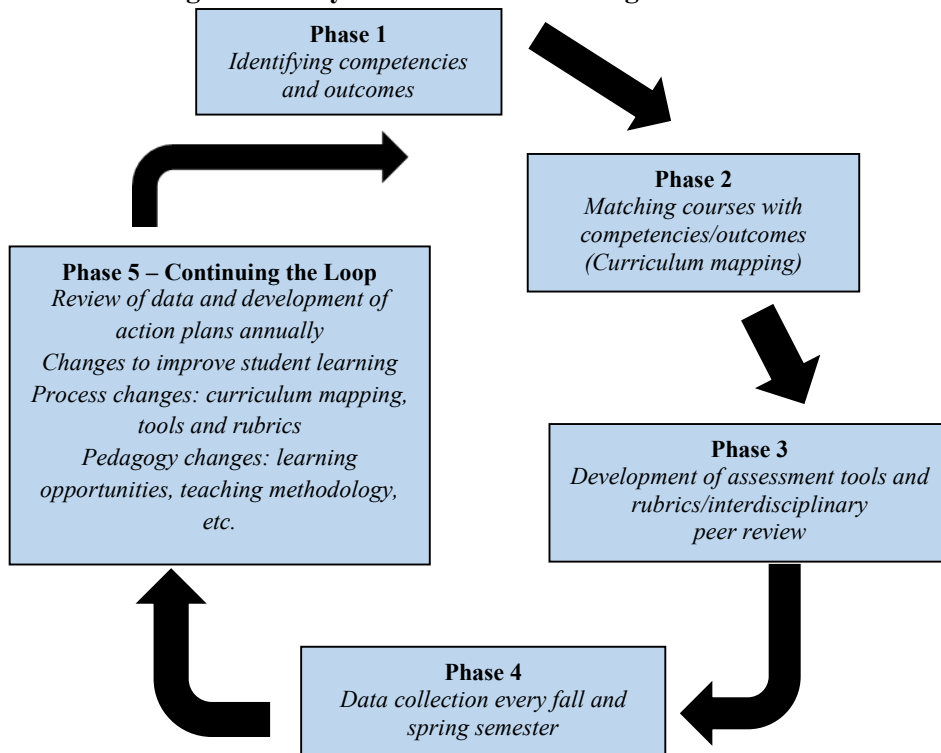
In the College's 2005 Self-Study Report to Middle States, the team noted that "the college has not had a formal written plan documenting its assessment activities." Since 2005, the College has made a strong commitment to assessment of student learning. This commitment can be measured in part through institutional priorities related to assessment, including sending faculty and staff members to conferences and workshops on assessment, bringing in outside trainers, devoting common planning time to assessment work, and dedicating additional staff to support assessment functions, including the expansion of the Office of Institutional Research, Planning and Effectiveness (IRP&E). Most importantly, however, is the fact that full-time faculty members have embraced and championed the assessment of student learning.

During the 2004-2005 academic year, the College established an ad hoc governance committee for assessment—the Outcomes Assessment Committee (OAC). In the following years, the OAC worked to establish a culture of assessment within the faculty and develop a comprehensive plan to assess outcomes at all levels of student learning. Chaired by a faculty member with wide representation from across the full-time faculty, the committee began by helping faculty identify the goals and objectives for the assessment of student learning at both the General Education and Program levels. Next the committee worked with faculty during internal workshops to

develop assessment measures and rubrics. Faculty collected, analyzed and used assessment data to develop plans for improvement. Figure 14.1 illustrates the student learning assessment cycle at SCC as a five-phase process that is the foundation of all student learning assessment. This figure, along with a schedule for task completion, is included in the Student Learning Outcomes Assessment (SLOA) Handbook (Appendix 5) given to all full-time and part-time faculty.

Faculty are fully aware that the final phase (phase 5) is not the end of the assessment process, but instead leads to a continuous cycle of data collection, analysis, and the refinement of assessment practices. This phase of the assessment process, previously referred to as "closing the loop" is now referred to and understood as "continuing the loop." (The transition of the title of this phase is apparent on various forms, workshop titles, etc. throughout the document.) The goal of this phase is to review the data and if necessary, develop an action plan. At times, results may show that efforts to increase student outcomes require additional resources. When this happens, faculty must clearly communicate the results to their department head so that they can be included in the budgeting process.

Figure 14.1 Cycle of Student Learning Assessment



Throughout each phase the OAC collects and reviews data to inform improvement in the assessment process. In order to maintain a process that is useful and relevant, OAC periodically reviews the tools used to assess General Education, and Program-level learning objectives. Results are shared with faculty during department meetings.

Beginning in AY2010-2011, the College moved from a modified Excel spreadsheet to a website and portal that now provided the major data input point for all instructors. From the portal, data could be analyzed and reports could be easily generated and shared. Note, however that during AY2014-15, a disruption to the portal resulted in limited access to the data repository. The College is currently in the process of acquiring a more comprehensive data collection and analysis system, TK20, which will provide the College with a standardized and proven platform for all areas of assessment. During the transition to TK20, the student learning outcome assessment plans, data, tools, and analysis reports are maintained in an electronic data base on Office 365.

In 2012, the College expanded the Office of IRP&E and hired a full-time Outcomes Assessment Coordinator to support faculty. As a result, the OAC Chair now has strong and reliable administrative support to work with adjunct faculty, collect data, and analyze and prepare reports.

Full-time faculty overwhelmingly agreed that they are knowledgeable about the student learning assessment process and support it fully. (See Exhibit 1.3 for Fall 2013 [Faculty and Staff Survey](#)). This robust commitment to assessment of student learning has resulted in a process of student learning assessment that is firmly embedded naturally into all academic processes—from the development and revision of programs and courses to the five-year Academic Program Review process.

Faculty Leadership and Involvement in Assessment - The ongoing success of the outcomes assessment process at SCC is attributable to a faculty that is actively engaged in the process of assessment. These processes provide both a formal and informal mechanism to communicate results and outcomes. The three major mechanisms of engagement are:

Outcomes Assessment Committee (OAC): For the last ten years, the OAC has provided strong leadership by ensuring that student learning outcomes assessment remains a faculty-driven process. The committee is chaired by a faculty member and meets monthly to discuss issues related to the assessment process, professional development opportunities, and best practices in assessment. The minutes from all OAC meetings along with the annual Student Learning Outcomes Assessment report prepared by the chair are posted on the College intranet.

Curriculum Review Committee (CRC): The CRC is charged with making academic program and course approval recommendations to the Vice President of Academic Affairs. In order to maintain the high standards of academic rigor, CRC meets monthly to ensure each academic program and course maintains specific and measureable program and course learning objectives. The OAC chair is a standing member of the CRC and helps to make certain that the assessment process is integrated in all programs and courses.

Professional Development: The College has set aside In-Service training sessions every fall and spring for faculty to work together to develop assessment tools and rubrics, develop assessment plans and analyze data. Table 14.1 below provides the most recent schedule of assessment workshops. Additional professional development activities and information can be found in the *Outcomes Assessment Committee Annual Report 2013-2014*. (Appendix 3).

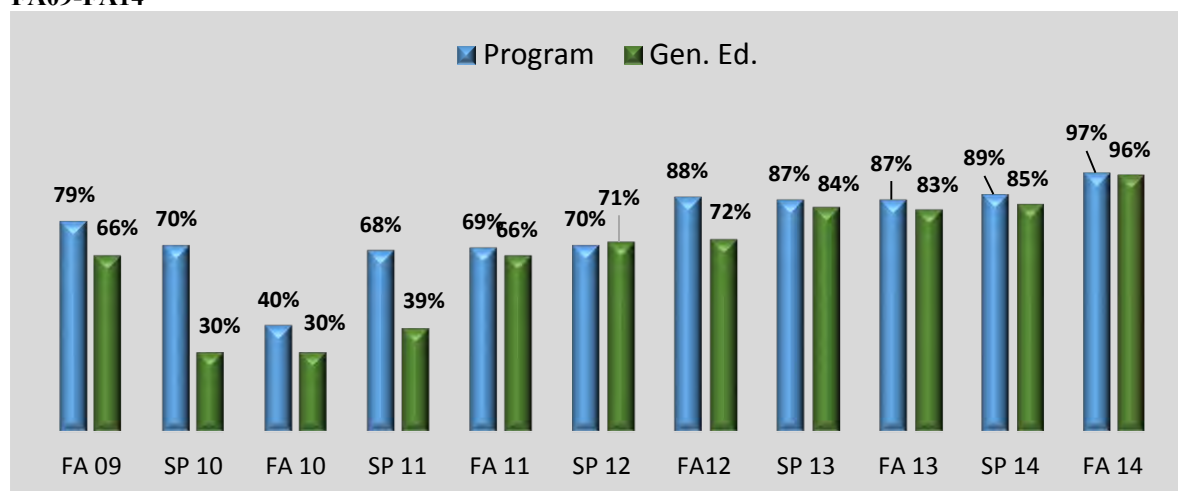
Table 14.1: Outcomes Assessment Workshop Schedule

Outcomes Assessment Workshop Schedule	
Fall 2012 (August) Opening Session	<ul style="list-style-type: none"> Analyze Assessment Data/Close the Loop – Program-Level Outcomes Update Program Assessment Plans
Fall 2012 (November) In-Service	<ul style="list-style-type: none"> Revised Program-Level Assessment Plans/Assignments/Rubrics Completed OA Workshop/Training
Spring 2013 (January) Opening Session	<ul style="list-style-type: none"> Analyze Assessment Data/Close the Loop – General Education Outcomes Update General Education Assessment Plans
Spring 2013 In-Service (March)	<ul style="list-style-type: none"> Revised Program/General Education-Level Assessment Plans/Assignments/Rubrics OA Workshop/Training
Fall 2013 (August) Opening Session	<ul style="list-style-type: none"> Analyze Assessment Data/Close the Loop – Program-Level Outcomes Update Program Assessment Plans
Fall 2013 (November) In-Service	<ul style="list-style-type: none"> Revised Program-Level Assessment Plans/Assignments/Rubrics Completed OA Workshop/Training
Spring 2014 (January) Opening Session	<ul style="list-style-type: none"> Analyze Assessment Data/Close the Loop – General Education Outcomes Update General Education Assessment Plans
Spring 2014 In-Service (March)	<ul style="list-style-type: none"> Revised Program/General Education-Level Assessment Plans/Assignments/Rubrics OA Workshop/Training
Fall 2014 (August) Opening Session	<ul style="list-style-type: none"> OA Workshop – Preparation of assessment plans for AY2015 Adjunct orientation – Student Learning Outcomes Assessment process review
Fall 2014 (November) In-Service	<ul style="list-style-type: none"> OA Workshop-General Education Data Analysis and “Continuing the Loop” discussions.
Spring 2015 (January) Opening Session	<ul style="list-style-type: none"> Presentation: “Assessing Student Learning: Rubrics 101” by Dr. Jodi Levine Laufgraben (open to all full-time faculty and adjunct faculty)
Spring 2015 (March) In-Service	<ul style="list-style-type: none"> Program Level data analysis/preparation of assessment plans for AY16

Source: Data from Outcomes Assessment Committee Chair

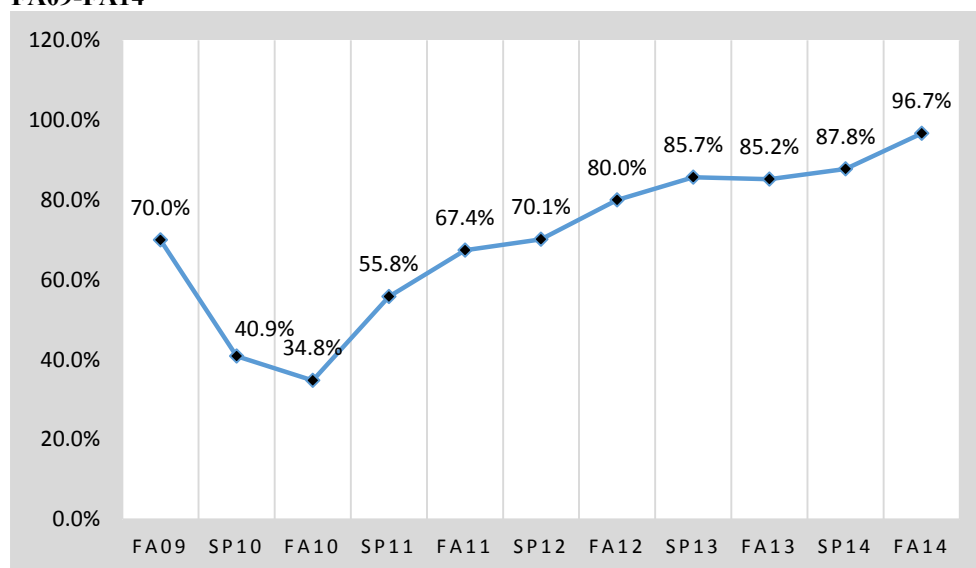
Involvement of Part-Time Faculty – Adjunct faculty participate in the outcomes assessment process in various ways. Through twice-yearly adjunct instructor orientation meetings, new and returning adjunct instructors learn about the assessment process, its importance, the adjunct’s role in the process, and are encouraged to submit timely reports. Adjuncts are also provided a Student Learning Outcomes Assessment (SLOA) Handbook (Appendix 5) along with the SLOA link found on the College website under the “faculty” tab to help them understand the outcomes assessment process at the College. In addition, all adjuncts are invited to professional development sessions and meetings with departmental faculty, and receive frequent communications from the Outcomes Assessment Coordinator. The combination of these efforts and the additional support of a full-time Outcomes Assessment coordinator have helped to improve adjunct participation in the outcomes assessment process and the collection of data. As Figures 14.2 and 14.3 below indicate, the collection of student learning outcomes assessment data has increased steadily since 2010. Note that the current data collection rate among full-time faculty is nearly 100%, while the collection rate among adjunct instructors is closer to 70%. OAC continues to explore ideas on how to make the data collection process as easy as possible for adjunct instructors with a goal of increasing the data collection rate from adjuncts by 10%. As the College relies more and more on adjunct faculty, additional attention is needed to include adjunct faculty in the assessment process not only to improve data collection, but also to improve the reliability and consistency of the data.

Figure 14.2: ALL FACULTY-- Student Learning Outcomes Assessment (SLOA) Data Collection Rate FA09-FA14



Source: SCC Reporting Services

Figure 14.3: ALL FACULTY --Combined Student Learning Outcome Assessment (SLOA) Collection Rate FA09-FA14

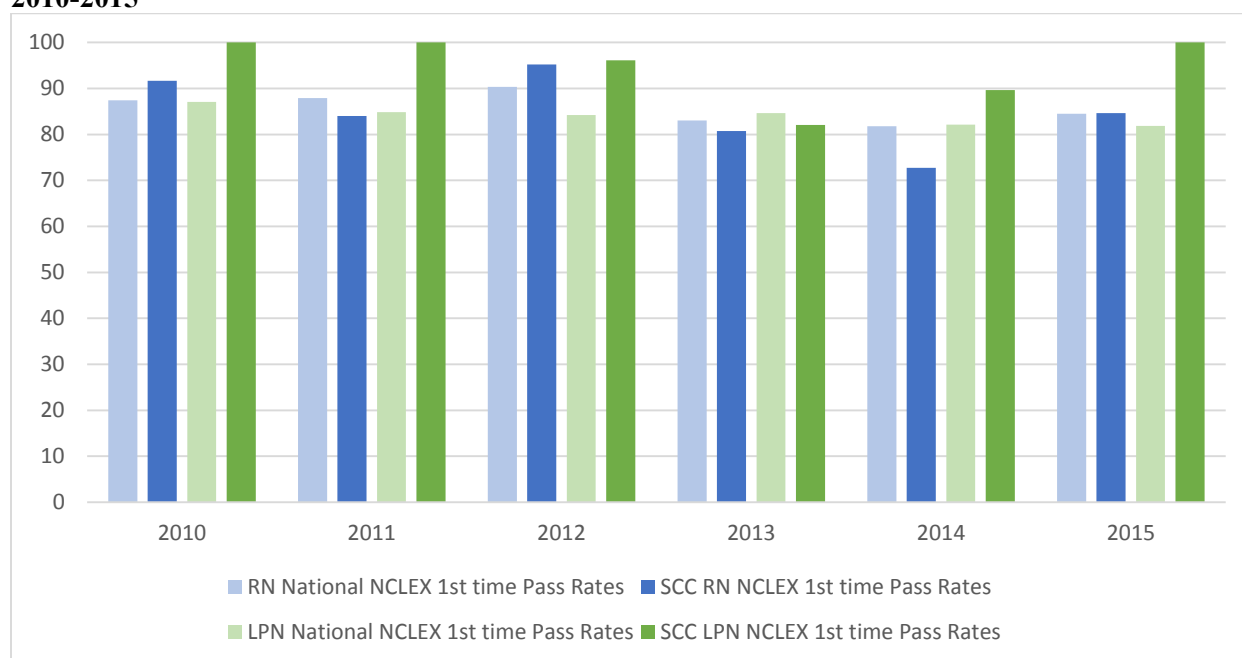


Source: SCC Reporting Services

The Levels of Student Learning Outcomes Assessment - As illustrated earlier by Figure 14.1, SCC utilizes a cycle for implementing outcomes assessment at all three levels of student learning on a continual basis: *General Education Level Assessment*, *Program Level Assessment*, and *Course Level Assessment*. For each level of assessment, a variety of internally developed tools are used to assess student learning including essays, exit exams, portfolios, capstone projects and presentations, fabrication projects, and research projects. Assessment plans, data and analysis (“continuing the loop”) reports are submitted by faculty and currently housed on a searchable electronic database on Office 365 maintained by Institutional Research, Planning and Effectiveness (IRP&E). Additional external assessment data, including the National Council Licensure Examination (NCLEX) scores for the Nursing program (See Figure 14.4) and industry scores and certifications for the Nuclear Energy Technology (NET) and Sustainable Energy Technology (SET) (See Table 14.2) programs are also maintained by IRP&E.

These data, when compared to national averages, are analyzed and changes made to the curricula to maintain quality. For example, in 2014, NCLEX-RN 1st time pass rates for SCC graduates decreased to 72.73% as compared to the national average of 81.78%. As a result, the Associate Degree in Nursing (A.D.N.) curriculum, which prepares graduates to sit for the NCLEX-RN exam, was revised and an interactive and comprehensive Assessment Technologies Institute (ATI) testing software program was added. This testing program offers pre-and post-assessments of student comprehension and mastery of basic principles in nursing. The percentage of questions from all major NCLEX® client need categories is similar to the percentage of questions on the NCLEX-RN®. After beginning use of this software program in AY15, 2015 NCLEX-RN 1st time pass rates for SCC graduates rose to 84.62% as compared to the national average of 84.53%. With the continued integration of this assessment software in the curriculum, it is expected that first time pass rates will continue to match or exceed national averages.

Figure 14.4: SCC Nursing Graduates NCLEX 1st Time Pass Rates vs. National 1st Time Pass Rates 2010-2015



Source: National Council of State Boards of Nursing

Table 14.2: Institute of Nuclear Power Operations (INPO) Certification

Academic Year	Percentage of NET graduates receiving INPO certificate
2009-10	4 of 4 graduates, or 100%
2010-11	22 of 27 graduates, or 81%
2011-12	22 of 30 graduates, or 73%
2012-13	10 of 19 graduates, or 53%
2013-14	11 of 14 graduates, or 79%
5-Year Cumulative Total	69 of 94 graduates or 73%

Source: Office of Academic Affairs (JS)

General Education Level Assessment – The ongoing assessment of General Education learning goals and outcomes ensures that all SCC graduates have satisfactorily demonstrated college-level proficiency in a common core of cognitive skills deemed appropriate for each specific academic credential. In 2007, SCC began the first cycle of student learning assessment with the assessment of the General Education goals approved by the New Jersey Council of County Colleges (NJCCC)

(<http://www.njccc.org/pubs/GenEdFoundation.pdf>). Specifically the College began by assessing SCC's General Education courses with the highest enrollment. Many of these are gateway courses, which students must successfully complete before moving into program-level courses. These courses were selected because they would yield the most data across programs and would ensure that all of the competencies would be covered and assessed within a program of study. In 2007, faculty began by developing assessment tools to measure each of the General Education goals in the selected courses. Data was then collected in these highly enrolled courses from 2008-2012. Note that most of these courses were taught by both adjunct and full time instructors. In 2012 the OAC selected a smaller number of highly enrolled courses to measure General Education outcomes. This allowed full-time faculty to devote more time to program-level assessment. As illustrated in Table 14.3, since the last PRR, the rate of General Education data submission increased from 49% to 97%.

The Outcomes Assessment Committee (OAC) is currently considering more efficient models for assessing the General Education competencies. In consideration is the assessment of each General Education competency across the entire curriculum in a 3 year rotating cycle, or the possibility of a General Education competency test for students who have completed greater than 45 credits.

Table 14.3: Data Submission for General Education

Academic Year	Number of General Education Course Sections	# of Sections Submitting Data	% of Data Submitted
2009-2010	127	62	49%
2010-2011	132	25	19%
2011-2012	134	92	69%
2012-2013	68	50	78%
2013-2014	77	64	83%
2014-2015	54	53	98%

Source: Data from IRP&E

Occasionally, due to lack of a full-time faculty member in a particular General Education competency, data was not collected. As addressed throughout this chapter, the successful integration of adjunct faculty into the assessment process is imperative. As a greater percentage of adjunct faculty become involved in the student learning outcomes assessment process, improved data collection and reliability should occur.

Chapter 12 provides the percentage of students reaching benchmark (set at 73% or a C) for General Education learning outcomes for the period 2009-2014. As shown in Table 12.2, for the majority of General Education competencies, at least 70% of students met the benchmark, with Quantitative Skills showing the most need for improvement. Refer to Chapter 12 for a complete discussion of these General Education learning goals and objectives, data analysis and “continuing the loop” examples.

Program-Level Assessment – The main focus of program-level assessment is to ensure that the scope and sequence of courses in a particular academic program contribute to student learning and attainment of program objectives. Each degree program includes a list of program-level outcomes that are embedded in at least one course within the program curriculum but most are covered in *at least* two courses. Most programs have three to five program level objectives, with the exception of Nursing, which has eight. To measure how well students are meeting the program outcomes, the OAC asked faculty to begin the cycle of program-level learning outcomes assessment by identifying and assessing one or two program-level objectives (as listed on the academic program pages in [SCC's Catalog-Handbook](#) – Exhibit 1.3) each year. Faculty members responsible for each program are required to assess and report outcomes for all programs with an enrollment of at least 15 students. Program objectives are assessed each year with the goal of all program-level objectives being assessed by the time each program is scheduled for its next

academic program review. See the Program Assessment Master Grid in the Appendix 6 for a complete list of the program-level goals that have been assessed since 2007.

In spring 2014, faculty used an updated and enhanced version of Benjamin Bloom’s Taxonomy of Cognitive Learning as a guide to re-examine and, where necessary, revise program-level outcomes to reflect the achievement of higher-level learning skills. For instance, faculty revised one of the outcomes in the Communications/Journalism program from “describe” to “analyze and evaluate” the variety of influences that mass media have on the individual, society and culture. Subsequently, faculty teaching courses in this program can tailor their course-level objectives to offer more opportunities meet the revised program-level goals. With the update to program objectives, in fall 2015 faculty revisited the curriculum maps for each program. These curriculum maps indicate which program goals are introduced, reinforced and mastered. A copy of the [curriculum mapping](#) tool used by faculty can be found in Exhibit 14.1.

SCC faculty use outcomes assessment data to improve student-learning outcomes, revise and develop curricula, and improve pedagogical strategies effectively and consistently. Using information collected over a number of semesters, faculty analyze data and identify trends. Examples of this analysis and planning for change include:

- When analyzing data for the Certificate of Practical Nursing program, faculty noticed a trend in the proportion of students having difficulty successfully meeting all of the benchmarks for learning in the fall semester curriculum. The data showed that HLH 170 Nursing Pharmacology had the largest percentage of students not meeting the benchmark. Subsequently, the Nursing faculty proposed to offer HLH 170 as stand-alone course in the summer. This shift in schedule apparently allowed for better performance by students as a greater percentage of students successfully met the benchmarks for learning outcomes in HLH 170 after the schedule change.
- Faculty in the Developmental English program utilized trend data to justify a change in the final assessment for ENG 096 English Reading/Writing Preparation I from a final exam to a writing assignment, resulting in a more valid assessment of a student's writing skills.
- Additional examples of the analysis generated from this activity are shown below (Table 14.4).

Table 14.4: Example of data analysis for BIO/CHEM program

Program: Biology Chemistry									
Date of Analysis		11/7/2013							
TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark	Analysis		Modifications and Planned Activities	
Spring 10	CHM102	14	Stanard Final Exam	26	81%	Chem scores show improvement. Students are repeatedly exposed to key elements, given more comprehensive questions and exposed to more open inquiry questions. Bio not repeated no trends shown.		The BIO 101 cumulative exam needs to be restructured to match the learning objectives of the course. AY14-15 assess 10 and 11. AY15-16 assess 12 and 13 via BIO101 Lab Report. Plan to assess BIO213.	
Fall 10	BIO101	13	Bio Lab Report - conclusions	32	81%				
			Bio Lab Report - Experimental Design	32	78%				
			Bio Lab Report - Formatting	32	100%				
			Bio Lab Report - Introduction	32	63%				
			Bio Lab Report - Methods & Materials	32	91%				
			Bio Lab Report -Results	32	84%				
			Bio Lab Report - Spell & Gram	32	97%				
	BIO101		Cummulative Test	35	0%				
Spring11	BIO102	14	Stanard Final Exam	34	68%				
	CHM102	14	Stanard Final Exam	23	83%				
Spring 12	CHM102	14	Stanard Final Exam	18	89%				
Fall 13	BIO101	14	Scientific Research Paper	22	82%				

An example of the “Continuing the Loop: Assessment of Program Level Student Learning Outcomes” form used for Program-level goals can be found below. A complete collection of all assessments and analyses are housed in IRP&E and electronically maintained on the electronic database in Office 365.

Continuing the Loop: Assessment of Program Level Student Learning Outcomes

Program: LIBERAL ARTS

Report date: March 10, 2015

College Mission and Goals	Mission: Salem Community College provides affordable, quality higher education for college transfer and workforce development. Strategic Priority #2: To improve student success (<i>2013-2016 Strategic Plan-Appendix 1</i>)
Program-Level Outcome (listed in College Catalog)	From 2014-2015 <i>College Catalog</i> : <ul style="list-style-type: none"> analyze major themes in liberal studies including social sciences, natural sciences and humanities; apply principles from the natural and social sciences and from the humanities to analyze their society and culture; and demonstrate an appreciation of cultural diversity.
Course(s) used for assessment	ENG202 <i>*Note: Although ENG202 exposes students to the opportunities to reach the above-listed outcomes, other courses—especially those in the humanities and social sciences—should be considered in future assessment plans for the Liberal Arts program.</i>
Course Learning Outcome(s) (from current master syllabus)	ENG202 Course Performance Objective #10: The student will analyze audiences, choose and research topics, organize speeches, and cite sources to support his/her speaking purposes. ENG202 Course Performance Objective #11: The student will deliver speeches in a variety of styles using effective verbal and nonverbal behaviors
Assessment task(s) (include description of assessment tools used and benchmark indicated in assessment plan(s))	FA12-SP14: Informative presentation: students researched, planned, and delivered 6-8 minute informative speeches on topics approved by the instructors. Students were encouraged to use visual aids. A rubric was used to score this presentation. <i>*Assignment was updated in FA14 to persuasive speech presentation with rubric (max score = 110 pts.)</i>
Summary of data collected over past <u>X</u> assessment cycles	FA12: 77 grades entered; 88% reached benchmark SP13: 67 grades entered; 84% reached benchmark FA13: 78 grades entered; 90% reached benchmark
Data analysis (see “Questions to Consider;” highlight positives and identify areas for improvement)	The data shows that students do very well on this assignment. The results are consistent from semester-to-semester. Since the data trend is very high (9 out of 10 students pass this assignment), it is possible that this assignment is too easy and/or graded too easily; thus, not an accurate measure of student learning.
Changes planned or made based on data analysis (see “Questions to Consider;” be as specific as possible in identifying actionable items ; please indicate if any of your	In FA2014, the assignment used to measure this program-level outcome was updated. Instead of an informative speech presentation, the new assignment requires students to research, plan, and deliver an 8-10 minute persuasive speech presentation on a controversial topic of their choice (approved by the instructor). Visual aids are encouraged. Unlike the earlier used informative

<i>recommendations have budgetary implications)</i>	<p>speech assignment, this persuasive speech assignment is required later in the semester, typically as a student's last presentation of the course.</p> <p>The grading tool (rubric) used to assess these presentations was also updated to assess more nuanced aspects of a quality presentation. For instance, the content and organization of a student's speech and his or her command of verbal and nonverbal communication skills are more closely assessed.</p> <p>The master syllabi for ENG202 was also updated in FA2014 to include course-level objectives recommended by NJCCC. The impact of this revision should be examined in the future.</p> <p>In future assessment plans, a different course should be considered to assess the SLO for the Liberal Arts program to better measure students' cultural awareness.</p>
Continuing the Loop (<i>review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results</i>)	Data for 2014-15 continues to be collected; it is hoped that the revisions made to the assessment tools (assignment and rubric) used in ENG202 yield more realistic data. Since the assessment tools have increased in rigor, it would be understandable to see a decrease in the percentage of students who reach the benchmark for the new assignment.

Course-Level Assessment – The main focus of course-level assessment is to ensure course activities and assessments lead to student achievement of course learning outcomes. Each course offered by the College follows a standardized template, developed by the Curriculum Review Committee (CRC) that includes a course description, outline of course content, course performance objectives, and measureable course-learning outcomes along with a statement regarding General Outcomes Assessment informing students that a College-wide outcomes assessment program has been instituted to enhance the quality and effectiveness of the curriculum and programs at Salem Community College (see standard syllabi template in appendix). All sections of all courses have the same course-performance objectives and the same measureable course-learning outcomes; however faculty may choose to use different modes of assessment. Faculty maintains data individually and reports outcomes as part of their annual self-evaluation. Additionally, assessment activities for all courses within a program are reported every five years as part of the Academic Program Review (APR) process.

Examples of the “Continuing the Loop: Assessment of Course Level Student Learning Outcomes” form used for Course level goals can be found below. A complete collection of all assessments and analyses are housed in IRP&E.

Continuing the Loop: Assessment of Course Level Student Learning Outcomes

Course: ENG098

Report date: March 2014

College Mission and Goals	Strategic Priority #2: To improve student success (2013-2016 Strategic Plan-Appendix I)
Which course(s) was assessed during this assessment cycle?	ENG098

Which Course Learning Objective(s) was assessed (from master syllabus; refer to assessment plan(s))	Course Performance Objective (Writing) #1: The student will utilize the writing process to plan and write unified, coherent, and appropriately developed paragraphs and essays.
Assessment task(s) (include description of assessment tools used and benchmark indicated in assessment plan(s))	Students are required to plan and write a five-paragraph exit essay during one class period. Prior to 2011-12, students were able to select their own topic for this assignment, and there was no standardized rubric for grading their work. In 2011-12, this assignment was completely revamped into a reading-based essay; students are now required to read an informational text and then plan and compose an essay in response to a prompt.
Summary of data collected over past <u>X</u> assessment cycles	<u>2009-10</u> : 110 essays were collected; 99% of the students reached the benchmark <u>2010-11</u> : 78 essays were collected; 88% reached benchmark <u>2011-12</u> : 110 essays were collected; 83.5% reached benchmark <u>2012-13</u> : 115 essays were collected; 78.5% reached benchmark <u>Fall 2013</u> : 42 essays were collected: 88% reached benchmark
Data analysis (see "Questions to Consider;" highlight positives and identify areas for improvement)	Clearly, the high percentage of students reaching the benchmark in 2009-10 and 2010-11 indicate that the assessment tool was not rigorous enough. In 2011-12 and 2012-13, the decrease in the percentage of students reaching the benchmark appears to reflect the increased difficulty of this assignment. After action items were implemented in fall 2013, faculty noticed an upward trend in the number of students reaching benchmark.
Changes planned or made based on data analysis (see "Questions to Consider;" be as specific as possible in identifying actionable items ; please indicate if any of your recommendations have budgetary implications)	In 2011-12, this assignment was completely revamped into a reading-based essay; students are now required to read an informational text and then plan and compose an essay in response to a prompt. Action items for 2013-14, faculty will provide students with additional practice reading and critically analyzing informational texts. Faculty will also require evidence of prewriting (outline/ graphic organizer) to be turned in with exit essay.
Continuing the Loop (review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results)	The implementation of the action items for AY 2013-14 seemed to have had a positive impact on student success. The percentage of students reaching the benchmark was raised from 78.5% in AY 2012-13 to 88% in Fall 2013. More data will continue to be collected in order to analyze the impact of these action items.

Continuing the Loop: Assessment of Course Level Student Learning Outcomes

Course: BIO 221

Report date: April 2015

College Mission and Goals	Strategic Priority #2: To improve student success (2013-2016 Strategic Plan)
Which course(s) was assessed during this assessment cycle?	BIO 221 (Anatomy & Physiology II)

Which Course Learning Objective(s) was assessed (from master syllabus; refer to assessment plan(s))	Course Performance Objective #3: Students will identify and describe the major gross and microscopic anatomical components of the cardiovascular system and explain their functional roles in transport and hemodynamics.
Assessment task(s) (include description of assessment tools used and benchmark indicated in assessment plan(s))	Exam #2 (75 Multiple Choice, True-False, Matching Questions and 3 Essay Questions)
Summary of data collected over past <u>X</u> assessment cycles	Exam Average and % reaching benchmark over past 2 Academic Cycles (2013-14, 2014-15) Fall 2013: 74.53% (n = 21); 53.5% reached benchmark Spring 2014: 75.22% (n = 22); 57.8% reached benchmark Fall 2014: 69.53% (n = 22); 51.1% reached benchmark Spring 2015: 78.9% (n=23); 66.2% reached benchmark
Data analysis (see "Questions to Consider;" highlight positives and identify areas for improvement)	Through an item analysis it was shown that students struggled with the higher level thinking questions related to cardiovascular physiology. This was extremely apparent during the Fall 2014 and resulted in low overall averages.
Changes planned or made based on data analysis (see "Questions to Consider;" be as specific as possible in identifying actionable items ; please indicate if any of your recommendations have budgetary implications)	Changes to teaching/learning opportunities: a detailed case study approach with data and analysis was added in spring 2015 allowing students more opportunities to encounter higher level analysis of cardiovascular physiology.
Continuing the Loop (review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results)	Preliminary data from Spring 2015 shows students overall average on Exam #2 improved with improvements in scores on those higher level thinking questions related to cardiovascular physiology. The case study approach will be continued and more data will be collected to look for trends.

Academic Program Review – In addition to the annual outcomes assessment process discussed, SCC assesses academic programs through the Academic Program Review (APR) process, which is discussed in more detail in Chapter 7 and 11. The goal of the APR process is to consistently and rigorously assess programs to provide robust data to drive program and improvement. This five-year rotating process incorporates all levels of assessment and concludes with a written report from the external consultant charged with evaluating the program (or cluster of related programs). The utilization and implementation of the recommendations from these reports provide evidence indicating that assessment is being used to develop and revise programs at the highest level. Note that some recommendations are resource intensive and may or may not be implemented during the next academic year. (See Table 14.5 below). It is recommended that the consistency and rigor of the entire APR process be evaluated to ensure the College is utilizing the highest standards of review in order to drive programmatic changes.

Table 14.5: Academic Program Review (APR) Recommendation Completion Data

Table FHS: Academic Program Review (APR) Recommendations Completion Data		
Programs Completing Academic Program Review (APR)		
Academic Year	Programs Reviewed	
2010 – 2011	Nursing AS	
2011 – 2012	Computer Graphic Arts AS/ Digital Media AFA, Criminal Justice AA, Scientific Glass Technology AAS	
2012 – 2013	Biology/Chemistry AS, Computer Science AA and Practical Nursing - Certificate	
2013 – 2014	Business Administration AS & AAS, Sport Management AS, Education AA, Administrative Assistant, Cert	
APR Recommendations Completed		
Program	Number completed	% Completed
Nursing	2 of 6	33%
Computer Graphic Art	3 of 3	100%
Criminal Justice	3 of 9	33%
Scientific Glass	5 of 5	100%
Biology/Chemistry	3 of 5	60%
Computer Science	Program discontinued due to low enrollment documented in APR	N/A
Practical Nursing	6 of 6	100%
Business Administration AS	1 of 2	50%
Business Administration AAS	4 of 4	100%
Sport Management	Program discontinued due to low enrollment documented in APR.	N/A
Administrative Asst.	0 of 6	0%
Education	1 of 7	14%

Source: IRP&E/Academic Affairs

Academic Program Review (APR) has led to the following changes:

Associate Degree in Nursing (ADN) program and the Certificate in Practical Nursing program:

- Both Nursing program curricula were revised, effective with the 2014-2015 academic year.
- The Nursing faculty reviewed a variety of diagnostic testing options and decided to adopt Assessment Technology Institute (ATI) assessments for both Nursing programs, effective with the 2014-2015 academic year
- Beginning fall 2014, Wilmington University began offering courses toward the completion of a BSN degree at SCC.

Computer Graphic Art program:

- AS in Computer Graphic Art was merged with the AFA in Digital Media to create the new AFA in Computer Graphic Art. This change aligned the curriculum with current industry needs and to improve the employability of graduates.
- CGA120 Desktop Publishing was re-coded and re-named to CGA122 Introduction to Electronic Publishing to reflect the current industry description.

Biology/Chemistry program:

- Curriculum was revised and updated to more closely align with four-year transfer institutions.

- BIO213 – Ecology was added to the Biology program to broaden the course offerings of the program.

Additional improvements that have been made to each of the programs undergoing the APR process are documented and maintained by the division of Academic Affairs.

Accommodations – SCC’s 504 Disability Coordinator oversees accommodation adaptations for assessment of students with 504 Disability plans. Students needing accommodations might have a test read out loud by either computer software or an assistant, may be given a take-home essay, or more time given for test-taking in class. The accommodation request is generally addressed between the faculty and the student and there is no evidence that faculty are not accommodating student requests. A 2013 eleven-question survey administered to students indicates that the cohort for Disability Services is generally satisfied regarding all aspects of the services they are receiving with a 4.48 to 4.86 score on a 5-point scale. The breakdown of all data, by question, is available in the [Disability Support Services Survey](#) and can be found in Exhibit 8.4.

Recommendations

1. Continue to improve adjunct participation in the assessment process.
2. Address the disruption in the assessment portal and ensure that all data is maintained and available for analysis.
3. Evaluate the Academic Program Review process for consistency and rigor in order to ensure the College is offering high quality programs.

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Middle States Self-Study Steering Committee 2012-2015

Maura Cavanagh Dick	Associate Professor of Biology	Chair (2012-present)
Mark McCormick*	Vice President of Academic Services and Chief Academic Officer	Co-Chair (2012-2014)
Eric Pellegrino	Vice President of Academic Affairs and Chief Academic Officer	Co-Chair (2015-present)
Denise Dersch	Director of Institutional Research and Planning	Data Archivist and IRP&E support
Maria Fantini	Executive Assistant to the President	Scheduler
<i>Co-Chairs of Working Groups:</i>		<i>Working Group:</i>
John Steiner	Associate Dean of Academic Affairs	<u>Mission and Resources</u>
Jennifer Martin	Assistant Professor of English	<i>Standard 1:</i> Mission and Goals
		<i>Standard 2:</i> Planning, Resource Allocation and Institutional Renewal
		<i>Standard 3:</i> Institutional Resources
Gerry Cronin	Associate Professor of Biology	<u>Leadership and Integrity</u>
Jennifer Pierce	Director of Academic and Information and Services	<i>Standard 4:</i> Leadership and Governance
		<i>Standard 5:</i> Administration
		<i>Standard 6:</i> Integrity
Kevin Catalfamo	Dean of Enrollment Management	<u>Student Services</u>
Karen Jones	Assistant Professor of Nursing	<i>Standard 8:</i> Student Admissions and Retention
Reggie Smith	Associate Professor of Criminal Justice	<i>Standard 9:</i> Student Support Services
Michael Burbine	Associate Professor of Education	<u>Academic Services</u>
Tim Hack**	Associate Professor of History	<i>Standard 10:</i> Faculty
Mary Ellen Hassler	Director of Workforce Development	<i>Standard 11:</i> Educational Offerings
		<i>Standard 12:</i> General Education
		<i>Standard 13:</i> Related Educational Activities
Ken Robell	Assistant Dean of Academic Affairs	<u>Assessment</u>
Mary Rodgers	Associate Professor of Visual Arts	<i>Standard 7:</i> Institutional Assessment
Ron Mendenhall	Outcomes Assessment Coordinator	<i>Standard 14:</i> Assessment of Student Learning

*Resigned from the College July 2014

** Resigned from the College January 2015

Glossary

Academic Freedom	is the belief that the freedom of inquiry by faculty members is essential to the mission of the academy as well as the principles of academia, and the scholars should have freedom to teach or communicate ideas or facts (including those that are inconvenient to external political groups or to authorities) without being targeted for repression, job loss, or imprisonment.
Academic Program Review (APR)	is a process to improve the quality of academic units individually and the institution as a whole. APR provide an opportunity for each academic unit to reflect, self-assess, and plan; this process generates in-depth communication between the unity and institution administration, therefore offering a vehicle to inform planning and decision-making. External experts are invited to review the APR and make recommendations.
Academic Senate Governance Committee	is charged with discussion a making recommendations on all issues and policies related to the academic mission of the College.
Academic Standards and Appeals Governance Committee	reviews and makes recommendations pertaining to academic probation, suspension, dismissal, academic awards, honors, scholarship, academic integrity, grading standards and policy.
Ad hoc	used to describe something that this been formed or used for a special and immediate purpose, without previous planning.
ADA (American Disabilities Act)	is a law that was enacted by the U.S. Congress in 1990 and is a wide-ranging civil rights law that prohibits discrimination based on disability (based on race, religion, sex, national origin, and other characteristics illegal.
Adjunct faculty:	teaching faculty who are hired once and then retained on an "on-call" basis to teach a load that is less than that of full-time faculty.
Agreement	the negotiated contract between Salem Community College and the faculty and identified support staff in which faculty load, responsibilities, salary and benefits are delineated.
Articulation Agreement	is a legal document produced when two or more academic institutions follow a process leading to a partnership to provide a formalized pathway for student transfer
Assessment	Refers to a wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisitions of students.
Board of Trustees	an appointed or elective board that supervises the affairs of a public or private organization.
Bylaws	is a rule made by a company or society to control the actions of its members.
Chapter 12	is state-operated aid available to NJ community colleges and must be used for capital improvements only.
College Assembly	is to provide a forum for information sharing. College Assembly meetings are held at least twice per academic year, usually at the beginning of each academic semester. The College President may call additional meetings of the Assembly as required. College Assembly meetings will be conducted

by the President or in his/her absence, the Chief Academic Officer. The President will determine how and to whom agenda items will be submitted.

Collaboration	the action of working with another person or group in order to achieve, produce or create something.
College Coordinating Committee (Governance)	facilitates the flow of issues through the governance process, refers issues to the appropriate governance or “ad hoc” committee, facilitates and upward and downward flow of information to the College community regarding the status and final disposition of issues and reviews (biannually) the SCC Governance Structure with recommendations to the President for appropriate modification as deemed necessary.
College Governance	is a shared and collegial responsibility that, to be effective, must take into account the individual and collective thinking, professional expertise, and diverse interests of the community it serves. The governance structure is designed to provide the mechanisms by which institutional planning, academic programming, and other related policy and procedure initiatives may be generated and discussed prior to the recommendation for implementation. SCC’s governance structure includes: the College Assembly, Academic Senate, Curriculum Review Committee (CRC), Academic Standards and Appeals, Student Life, and College Coordinating Committee.
College Transfer	is the anticipated movement students consider between education providers and the related institutional processes supporting those secondary and post-secondary learners who actually do move with completed coursework or training that may be applicable to a degree pathway and published requirements.
Communication	the imparting or exchanging of information or news.
Curriculum Review Committee (Governance)	Reviews and makes recommendations regarding new and/or revised academic programs, new and/or revised credit courses, oversees the Program Review process and procedures and documents CRC guidelines.
Demographics	studies of a population based on factors such as age, race, sex, economic status, level of education, income level and employment, among others.
Developmental Course	program of developmental course work for student who placement test results indicate a need for remediation in three test areas (math, English, reading).
Distance Learning	is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom.
Diversity	the inclusion of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, etc.

Dual enrollment	partnership with Salem County high schools, which allows high school student to earn Salem County College credits at their high school during the school day; prerequisites and placement requirements, textbooks, syllabi and course content are identifiable to courses taught on the College campus.
Effectiveness	producing the intended or expected result.
ESIP	acronym for Energy Savings Improvement Plan. Is a new State law which allows government agencies to make energy related improvements to their facilities and pay for costs using the value of energy savings that result from the improvements under Chapter 4 of the Laws of 2009. The program provides all government agencies in NJ with a flexible tool to improve and reduce energy usage with minimal expenditure of new financial resources.
Ethnicity	is a social group that shares a common and distinctive culture, religion, language, or the like.
Executive Summary	is a short section of a document that summarized a longer report ins such a way that readers can rapidly become acquainted with a large body of material without having to read it.
Ex-officio	is a member of a body (a board, committee, council, etc.) who is part of it by virtue of holding another office. The term is Latin, meaning literally "from the office", and the sense intended is "by right of office"; its use dates back to the Roman Republic.
Facilities Master Plan	is an ongoing process that results in the creation of an evolving document.
Faculty Evaluation Tool	a detailed document that provides for regular performance reviews of all probationary and non-probationary full-time and part-time faculty.
Goals	is a desired result that a system envisions, plans and commits to achieve.
Informational Technology Plan	is a fluid document, due to rapid changes, and is used to guide the institution in the area of technology
Integrity	the quality of being honest and having strong moral principles; moral uprightness
IRP&E	acronym for Institutional Research, Planning & Effectiveness office, which supports institutional effectiveness by providing information needed for assessment, accreditation, planning, policy analyses and decision-making.
LDT	Learning Disability Teacher
Leadership	is the action of leading a group of people or an organization.

Middle States Commission on Higher Education	recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions.
Mission Statement	a written declaration of an organization's core purpose and focus that normally remains unchanged over time.
PT - Part-time	a form of employment that carries fewer hours per week than a full-time position.
Periodic Review Report (PRR)	a detailed document due five years after the decennial Self-Study and reaffirmation of accreditation, is a retrospective, current, and prospective analysis of the institution and should demonstrate that the institution meets the standards by which the Commission reaffirms or denies accredited status.
Persistence	the ability of students to continue their post-secondary studies from one year to the next and ultimately to proceed to the completion of the program.
Professional Development	encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage.
Resource Allocation	the process of assigning and managing assists in a manner that supports an organization's strategic goals.
Retention	continued enrollment (or degree completion) within the same higher education institutional the fall semesters of a student's first and second year.
SCC	Salem Community College
Section 504	a federal law that protects students with disabilities from being discriminated against at an institution. It requires and institution to give students the same opportunities as students without disabilities.
Self-Study	an institutional process that produces a written report detailing alignment of the College to fourteen standards developed by the Middle States Commission on Higher Education. During the Self-Study, the institution carefully considers its educational programs and services, with particular attention to student learning and achievement, and it determines how well these programs and services accomplish the institution's goals, fulfill its mission, and meet the Commission's standards.
STEM	an acronym of science, technology, engineering, and mathematics.

Strategic Plan	an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.
Student Consumer Information	found on SCC Website and provides campus and institution-level consumer information in accordance with the Higher Education Opportunity Act (HEOA) and is required by the U.S Department of Education to disclose certain information by program, including occupations the program prepares students to enter; on-time graduation rate; total tuition fees, and costs for program; certain placement rates for program graduates; and median loan debt for program graduates.
Student Learning Outcomes	statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.
Student Life Governance Committee	committee that reviews and makes recommendations for College facilities and services directly related to student life on campus, student social and development activities, student code of behavior while on campus, improvements in course registration processes and procedures, graduation and convocation ceremonies, Student Accounts Office procedures affecting students, improvements in Library, tutoring and testing policies and procedures.
Student Services	the department or division of services and support for students at institution of higher education to enhance student growth and development.
Survey	a detailed study to gather data on attitudes, impressions, opinions, satisfaction level, etc.
Workforce Development	an American economic development approach that attempts to enhance a region's economic stability and prosperity by focusing on people rather than businesses. It is essentially a human resource strategy.

Exhibits

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Exhibit 1.2	SCC Catalog-Handbook (2014-2015)	16	Link to PDF/Printed copy
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Exhibit 1.4	2010-2012 Strategic Plan	17	Link to PDF/Printed copy
Exhibit 1.5	2010-2012 Strategic Plan-Final Progress Report	17	Link to PDF/Printed copy
Exhibit 1.6	2013-2016 Strategic Plan Progress Report	19	Link to PDF/Printed copy
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Appendices

Appendix 1: 2013-2016 Strategic Plan and Strategic Planning Process

Appendix 2: Current Organizational Chart

Appendix 3: Energy Savings Improvement Plan (ESIP) Project Schedule

Appendix 4: SCC Reporting Services List of Available ON-Demand Reports (137 Reports)

Appendix 5: Student Learning Outcomes Assessment (SLOA) Handbook

Appendix 6: Program Assessment Master Grid

**Salem Community College
Strategic Plan
2013-2016**

Strengthening the College



Strategic Plan was approved at the Board of Trustees meeting held on January 24, 2013 B

Mission Statement

Salem Community College provides affordable, quality higher education for college transfer and workforce development.

President's Message

Guided by the 2013-2016 Strategic Plan, Salem Community College is positioned well to deal with the current and future issues facing community colleges throughout New Jersey and across the nation.

The three institutional priorities – improve fiscal stability, improve student success and improve image – address these critical issues. After years of growth, New Jersey community colleges now must reverse the trend of stagnant enrollments and, as government funding shrinks, do more with less.

Therefore, aligning college offerings with job availability is critical to increasing enrollments and confirming the value of an associate degree education. In addition, community colleges must seek nontraditional resources to help students complete their degrees and certificates.

The College's mission of offering an affordable, quality education to prepare students for college transfer and workforce development is attainable if we meet our strategic goals.

In closing, I extend special thanks to the nearly 100 individuals who participated in the strategic planning process. The plan accurately reflects the input of College stakeholders and community leaders.

Joan M. Baillie
President

Strategic Planning Process

Assessing The Environment

Salem Community College entered this strategic planning process with a wealth of recent well-researched reports on the future of higher education. At the national level, *Reclaiming the American Dream; A Report from the 21st Century Commission on the Future of Community Colleges* helped us assess the national landscape. This report challenged us to imagine a new future for the College, to ensure the success of our students, our institution, and our nation.

At the state level the College used the relevant portions of the New Jersey Council of County College's *Big Ideas Project*. The Big Ideas is a collaborative statewide project that identifies the major priorities for New Jersey's community colleges with the goal of increasing efficiency and capacity. This project has also identified the most current and finest concepts to improve student success and provides a tremendous starting point for long term planning. Data from both national and statewide reports provided the College with a clear understanding of how changes in the external environment are impacting higher education. Together with local demographic data and institutional effectiveness benchmarks, the College was able to identify the trends, changes and underlying assumptions that informed and accelerated the planning process.

What We Learned

The percentage of American adults with postsecondary credentials is not keeping pace with other industrialized nations. Too many students leave college without earning a degree. As a result, college completion has become the number one agenda item for the nation's community colleges and a central component of the New Jersey Community College plan for higher education.

Data from the US Department of Education indicates fewer than four out of every ten community college students complete any type of degree or certificate after six years.

A large percentage of first time students continue to test into at least one level of developmental education. Yet there is current research that questions whether high stakes placement testing is a good predictor of college readiness. As the College looks for ways of increasing success, testing will have to become part of the conversation.

According to the National Student Clearinghouse, nationally, one third of all college students transfer at least once within five years. And the most prevalent transfer destination is a public two-year institution. Understanding student mobility and transfer will have a profound effect on the student success discussion.

Based on population counts and projections developed by the New Jersey Department of Labor and Workforce Development, the population of Salem County is projected to experience very slow population growth, increasing by just 1.5 percent through 2018. Much of this growth will be people age 65 and older.

The average per capital income of Salem County is much lower than the state average. This is due, in part to the growing number of retirees, slow job growth, and limited number of businesses that operate within the county.

Rapidly changing technology and access to information has altered how and where people learn. The increasing number of cyber-universities and distance learning programs present ongoing competition.

The cost of college attendance will continue to increase, impacting not only the level of participation in academic courses but in campus activities. Students are finding it harder to pay for college and are taking on increased amounts of debt. The nation's student loan debt now exceeds a trillion dollars.

State and local funding continue to make up a smaller percentage of operating expenses; forcing colleges to rely heavily on tuition, and fees. Colleges have little to cut and diversifying revenue will be an important step in sustainability.

Engaging Stakeholders

Salem Community College chose to use an issues-based planning model that addresses the most important issues facing the college over the next four years. Leading the charge was a nine member strategic planning advisory committee representing faculty, staff, and administrators. With the help of a facilitator, the Committee was charged with identifying and prioritizing the major issues facing the college over the next four years. To engage the rest of the college community the facilitator circulated an electronic survey that asked stakeholders to rate how strategically important each issue identified by the Committee was to the future of the College.

In addition to the survey, the facilitator held focus groups with external stakeholders from the community. The focus groups helped to elicit specific information, opinions and perceptions about SCC's strengths, weaknesses and opportunities.

In total, the strategic planning process engaged more than 88 members of the greater college community.

Our Challenge

Like many community colleges in the state, SCC is faced with an extraordinarily challenging fiscal environment. After a five-year trend of increasing enrollments, SCC is now facing a declining student base, greater competition from out-of-county institutions, uncertainty over job growth and reduced financial support. One of the most important priorities therefore, will be to ensure that the College has the resources it needs to carry out its core mission - *to provide affordable, quality higher education for college transfer and workforce development*.

SCC is deeply connected to the community and rooted in its "hometown". As the only higher educational institution in the county the College serves as an educational, economic, and cultural hub. Its reputation is that of a strong community partner. But internal pressure to stabilize fiscal operations and grow enrollment coupled with the external pressure to improve student success rates and graduate a greater number of students means the College must put greater emphasis on its core mission of education and student success.

SCC must be committed, first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that transfer or lead to employment. And it must do this by building a reputation based on exceptional programs. Many of these programs already exist. Enrollment in niche programs make up more than 46 percent of the College's total enrollment. These programs have impacted graduation rates and are responsible, in large part for the constantly higher percentage of students who attend full time. These quality programs are an example of SCC's strength. SCC must harness this strength and communicate its message and image as a quality provider of higher education.

Institutional Priorities

Salem Community College has identified three major institutional priorities. *Improve Fiscal Stability. Improve Student Success. Improve the College's Image.* Under each priority the Committee identified a number of tactical objectives that will help the College achieve the priority. While there are other objectives, these objectives were identified as having the most significant impact on each of the three priorities.

Priority 1 – Improve Fiscal Stability

1. Expand Alternative Sources of Revenue

Place more emphasis on searching for competitive grants that align to the College's goals

Increase advocacy and events to enhance college and capital resources

Explore opportunities for shared services to decrease operational expenses

2. Increase Enrollment

Promote niche programs throughout the U.S. and internationally (SET, NET, SGT).

Continue to develop and expand more quality online courses

Increase dual credit enrollment

3. Become a More Efficient Organization

Expand partnership opportunities with two- and four-year colleges on programs/functions

Evaluate programs and course offerings for cost effectiveness.

Continue to research opportunities to implement environmentally friendly initiatives that result in cost savings.

Priority 2 – Improve Student Success

1. Increase Student Retention

Research the retention rate issue and implement a rigorous support structure to assist struggling students in successfully completing course and program goals.

Move students through the developmental education curriculum in a timely and successful manner by providing aggressive support systems.

Re-evaluate academic requirements in terminal programs to meet the needs of the industry (certificates and AAS).

Use technology to enhance student support for both traditional and ~~on-line~~ online delivery.

2. Offer a greater number of workforce development programs and academic certificates

Create more career pathway opportunities that utilize the stacking of credits so that a student leaves with a credential or certificate.

Partner with local businesses to develop workforce programs and certificates

Priority 3 - Improve the College's Image

Enhance and advance SCC's Message and reputation.

Build partnerships that enrich the position and image of SCC.

2013-2016 Strategic Planning Committee Members

Joan Baillie, President
Mark McCormick
Joanne Damminger
John Pardini
Jerry Cronin
Barbara Nixon
Maurice Thomas
Kevin Catalfamo
Denise Dersch
Lisa DiChiara-Platt (Facilitator)

Board of Trustees

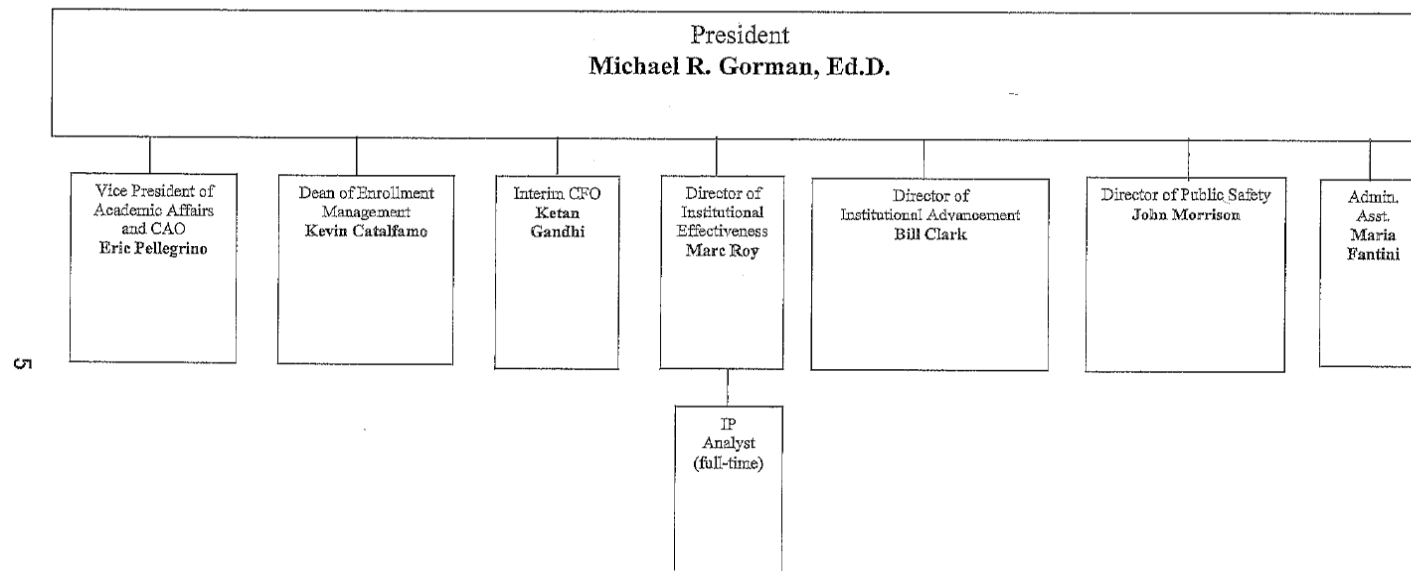
Dorothy D. Hall, Chair
Tina M. DiNicola, Esq., Vice Chair
John Ashcraft
Carol A. Burke-Doherty
Amante DeCastro, M.D.
Allen Gage
Thomas L. Mason
Harry E. Perry
Donald Pierce
Carrie Ruffin
Mary E. Blithe, Alumni Representative
David J. Klinke, Ph.D., Member Emeritus
Joan Baillie, Ex Officio Member
Maria Fantini, Secretary

Research and Reports Utilized to Guide the Planning Process

Reclaiming the American Dream; A Report from the 21st Century Commission on the Future of Community Colleges American Association of Community Colleges 2012
Transfer and Mobility: A National View of Pre-Degree Student Movement in Postsecondary Education 2012 The National Student Clearinghouse Research Center
Completing College: A National View of Student Attainment Rates 2012 The National Student Clearinghouse Research Center
Achieving the Dream/Jobs for the Future August 2012
Southern Regional Community Fact Book, Salem County Edition, New Jersey Department of Labor and Workforce Development, Division of Labor Market and Demographic Research, April 2011

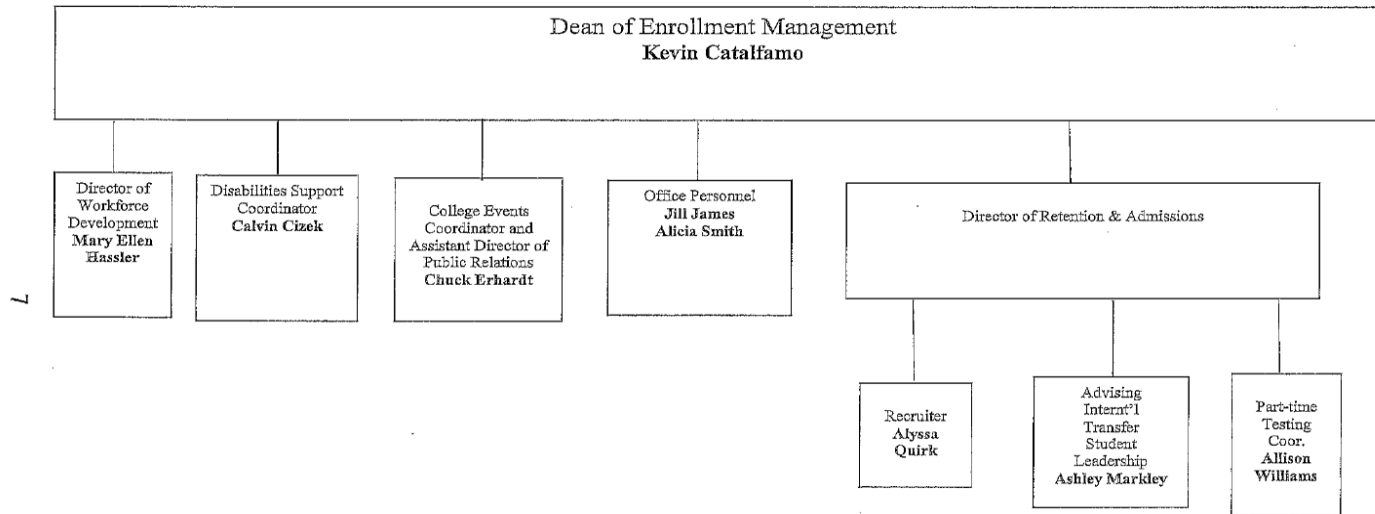
Appendix 2: Current Organizational Chart (2015-2016)

PRESIDENT'S OFFICE ORGANIZATIONAL CHART 2015-2016



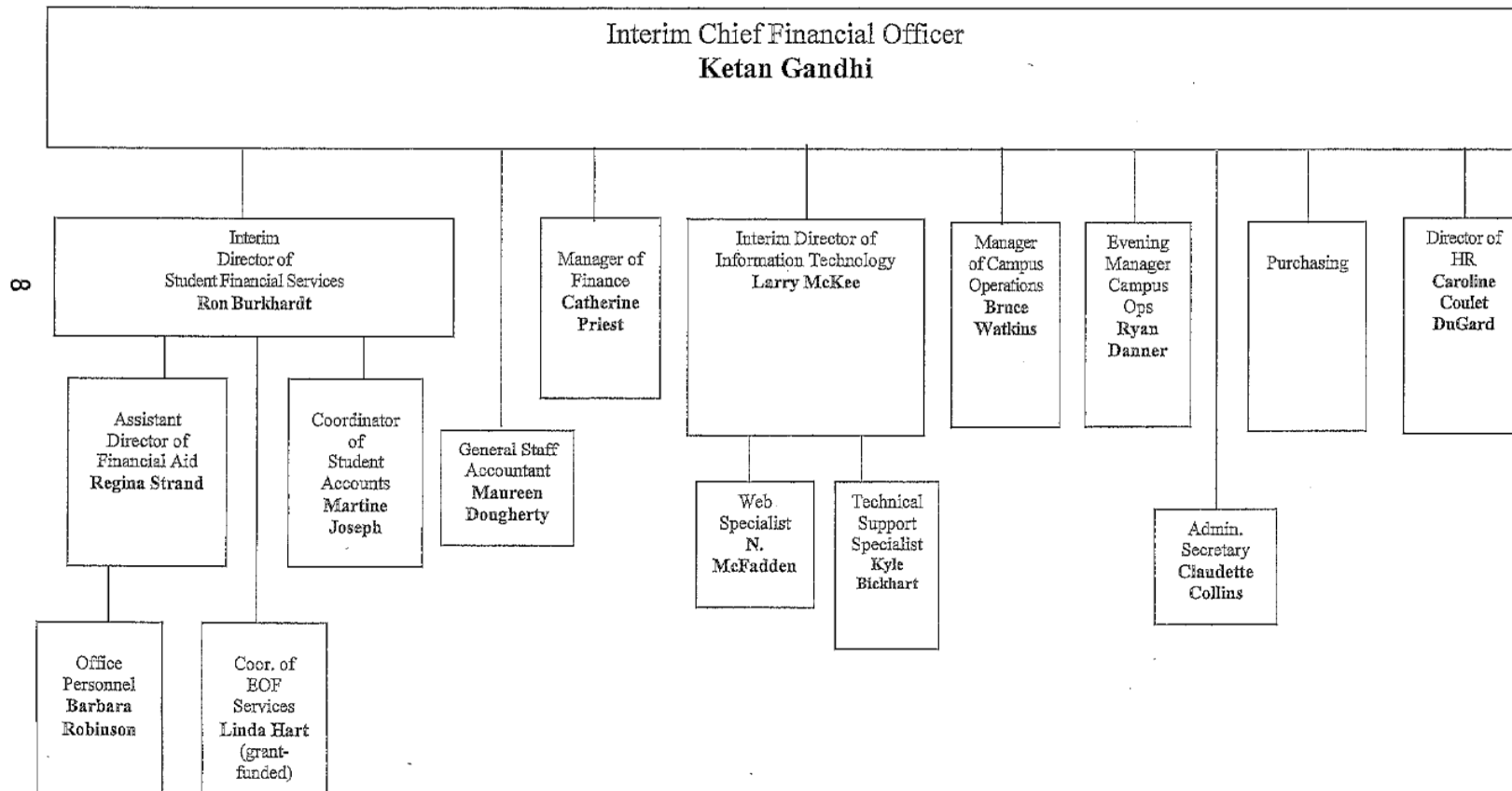
As of 8/18/15

ENROLLMENT AND MARKETING ORGANIZATIONAL CHART 2015-2016



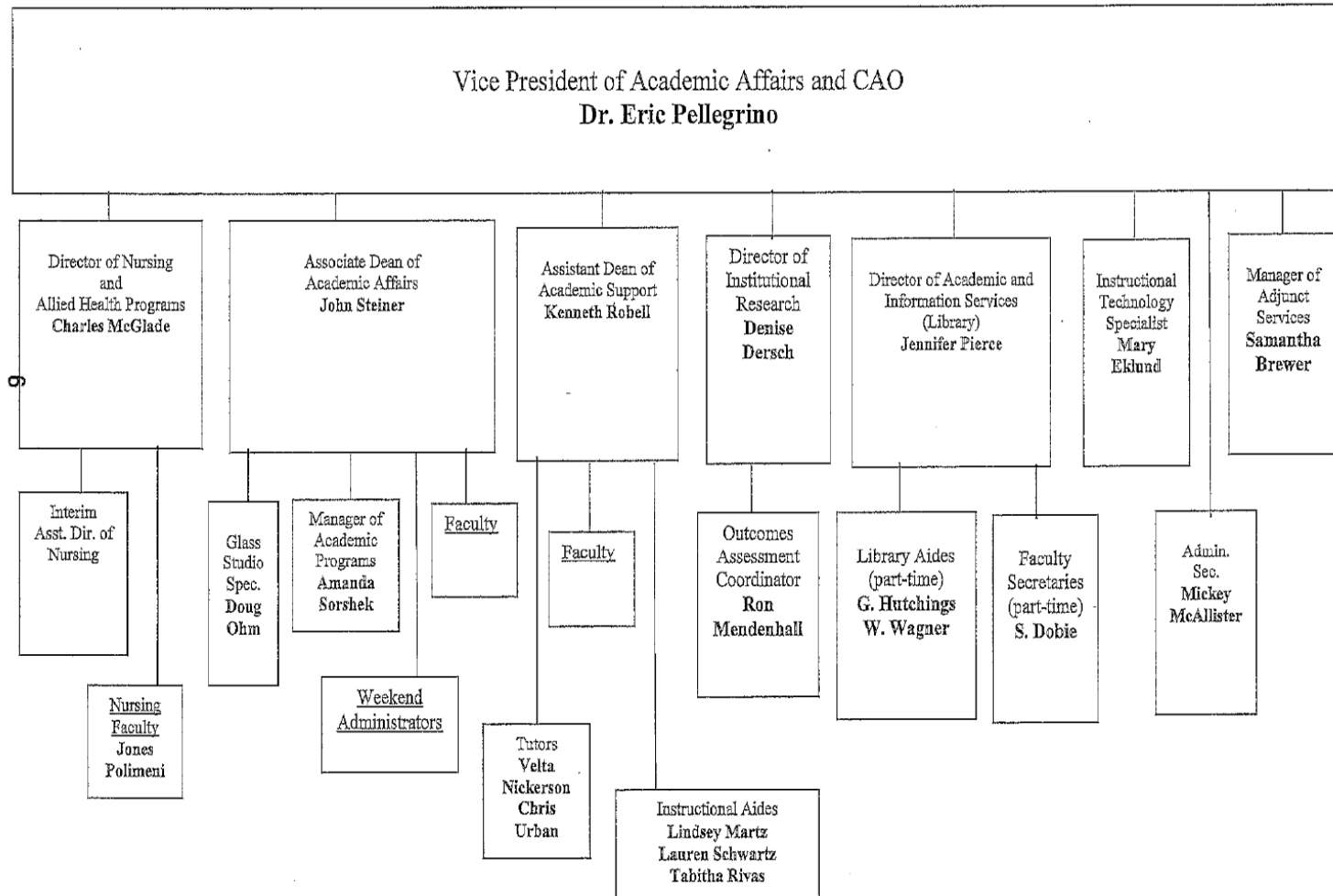
As of 8/18/15

COLLEGIATE SERVICES ORGANIZATIONAL CHART 2015-2016 (Proposed)



As of 5/4/15

ACADEMIC AFFAIRS ORGANIZATIONAL CHART 2015-2016



Appendix 3: Energy Savings Improvement Plan (ESIP) Schedule

Salem Community College - ESIP			
Energy Conservation Measures (ECMs), by Facility	Annual Savings	Hard Cost	Payback
Donaghay Hall			
Only BAS Retrocommissioning	\$ 7,062	\$ 39,380	5.6
Lighting System Upgrades	\$ 13,524	\$ 118,175	8.7
Envelope - Air Sealing	\$ 1,407	\$ 9,173	6.5
Envelope - Window Tinting	\$ 1,320	\$ 23,270	17.6
Plug Load Devices	\$ 1,720	\$ 3,356	2.0
Tillis and Contini Hall combined			
Mechanical Upgrades -Tillis	\$ 13,791	\$ 519,172	37.6
Mechanical Upgrades - Heat Exchanger At Davidow	\$ -	\$ 165,208	
Mechanical Upgrades - Tillis New Cooling for IT Room	\$ 2,430	\$ 63,269	26.0
Mechanical Upgrades - Contini	\$ 2,405	\$ 767,715	
Ductwork Replacements - Contini- <u>Sheetmetal</u>	\$ -	\$ 353,173	
NG Backup Generator	\$ -	\$ 139,620	
BAS Upgrades - Tillis	\$ 8,588	\$ 142,703	16.6
BAS Upgrades - Contini	\$ 14,483	\$ 165,339	11.4
Lighting System Upgrades	\$ 19,239	\$ 186,202	9.7
Plug Load Devices	\$ 2,189	\$ 5,867	2.7
Nursing Center			
No Mech - Only BAS	\$ 2,495	\$ 38,915	15.6
Lighting System Upgrades	\$ 2,100	\$ 17,985	8.6
Envelope - Air Sealing	\$ 1,530	\$ 6,371	4.2
Plug Load Devices	\$ 192	\$ 559	2.9
Davidow Hall			
BAS <u>Brainswap</u>	\$ 15,867	\$ 374,063	23.6
Lighting System Upgrades	\$ 8,124	\$ 130,365	16.0
Envelope - Air Sealing	\$ 1,532	\$ 16,679	10.9
Salem Center			
Mechanical Upgrades - HPs, ERV	\$ 9,008	\$ 183,850	20.4
BAS Upgrades	\$ 1,110	\$ 78,454	70.7
Lighting System Upgrades	\$ 6,664	\$ 51,404	7.7
Envelope - Air Sealing	\$ 302	\$ 1,573	5.2
Plug Load Devices	\$ 1,052	\$ 2,517	2.4
Glass Education Center			
Lighting Upgrades	\$ 5,054	\$ 41,677	8.2

Envelope - Window Tinting	\$ 164	\$ 2,025	12.4
Plug Load Devices	\$ 231	\$ 746	3.2
Site ECMs			
Site Lighting	\$ 6,363	\$ 61,585	9.7
Occupancy Based Control Integration - Scheduled software	\$ -	\$ 39,806	
Water Conservation Measures	\$ 12,383	\$ 61,839	5.0
Natural Gas Procurement	\$ 18,000	\$ 1	0.0
PC Virtualization(Ncomputing)	\$ 28,555	\$ 116,680	4.1
Add Alternate 23inch Monitors w/ Keyboards and Mice	\$ 891	\$ 46,920	52.7
PPA	\$ 34,643	\$ 1	0.0
Total	\$ 244,408	\$ 3,975,718	16.3

Appendix 4: SCC Reporting Services List of Available On-Demand Reports

Path	Name
/Academic Performance	Academic Performance
/Academic Performance/Academic Awards	Academic Awards
/Academic Performance/Academic Standing	Academic Standing
/Academic Performance/Association Grade Report	Association Grade Report
/Academic Performance/Course Attributes	Course Attributes
/Academic Performance/Course Grade Distribution	Course Grade Distribution
/Academic Performance/Graduation Detail	Graduation Detail
/Academic Performance/Graduation Discrepancies	Graduation Discrepancies
/Academic Performance/Graduation Trends	Graduation Trends
/Academic Performance/High School College Readiness	High School College Readiness
/Academic Performance/Missing Grade Summary	Missing Grade Summary
/Academic Performance/Potential Honors	Potential Honors
/Academic Performance/Student Record Discrepancies	Student Record Discrepancies
/Academic Performance/Students Failing to meet Minimum Grade	Students Failing to meet Minimum Grade
/Administrative	Administrative
/Administrative/Finances	Finances
/Administrative/Finances/Actual Annual Revenue	Actual Annual Revenue
/Administrative/Finances/Annual Term Revenue	Annual Term Revenue
/Administrative/Finances/Budget Balance Report	Budget Balance Report
/Administrative/Finances/Budget Comparison	Budget Comparison
/Administrative/Finances/Comparative Term Revenue	Comparative Term Revenue
/Administrative/Finances/Executive Budget Detail	Executive Budget Detail
/Administrative/Finances/Executive Budget Report	Executive Budget Report
/Administrative/Finances/Payroll Posting Accounts	Payroll Posting Accounts
/Administrative/Finances/Point in Time - Executive Budget Report	Point in Time - Executive Budget Report
/Administrative/Finances/Quarterly PO Report	Quarterly PO Report

/Administrative/Finances/Unrestricted Fund Revenues and Expenditures	Unrestricted Fund Revenues and Expenditures
/Administrative/Human Resources	Human Resources
/Administrative/Human Resources/Employee Benefits Detail	Employee Benefits Detail
/Administrative/Human Resources/Employee Contact List	Employee Contact List
/Administrative/Human Resources/NJ Quarterly Payroll	NJ Quarterly Payroll
/Administrative/Human Resources/Payroll Posting Accounts	Payroll Posting Accounts
/Administrative/Human Resources/Professional Development - Department Detail	Professional Development - Department Detail
/Administrative/Human Resources/Professional Development - Department Summary	Professional Development - Department Summary
/Advising	Advising
/Advising/Course Placement	Course Placement
/Advising/Student Advisor	Student Advisor
/Advising/Student Contact List by Term	Student Contact List by Term
/Advising/Student Record Notes	Student Record Notes
/Advising/Transfer Policy	Transfer Policy
/Enrollment Management	Enrollment Management
/Enrollment Management/Admissions	Admissions
/Enrollment Management/Admissions/Accuplacer Upload Results	Accuplacer Upload Results
/Enrollment Management/Admissions/Applicant Contact List	Applicant Contact List
/Enrollment Management/Admissions/Dual Credit - School Summary	Dual Credit - School Summary
/Enrollment Management/Admissions/Dual Credit - Student Detail	Dual Credit - Student Detail
/Enrollment Management/Admissions/Dual Credit Student Academic Record	Dual Credit Student Academic Record
/Enrollment Management/Admissions/Enrolled First-Time Students	Enrolled First-Time Students
/Enrollment Management/Admissions/High School College Readiness	High School College Readiness

/Enrollment Management/Admissions/High School Population	High School Population
/Enrollment Management/Admissions/Immunization Status	Immunization Status
/Enrollment Management/Admissions/Test Score Summary	Test Score Summary
/Enrollment Management/Enrollment Analysis	Enrollment Analysis
/Enrollment Management/Enrollment Analysis/Comparative Term Enrollment	Comparative Term Enrollment
/Enrollment Management/Enrollment Analysis/Consecutive Term Enrollment	Consecutive Term Enrollment
/Enrollment Management/Enrollment Analysis/Credit Hour Analysis	Credit Hour Analysis
/Enrollment Management/Enrollment Analysis/Enrollment by Program - 5 Year Trend	Enrollment by Program - 5 Year Trend
/Enrollment Management/Enrollment Analysis/Enrollment By Program - Selected Term	Enrollment By Program - Selected Term
/Enrollment Management/Enrollment Analysis/Point-In-Time Comparative Term Enrollment	Point-In-Time Comparative Term Enrollment
/Enrollment Management/Enrollment Analysis/Term Course Statistics	Term Course Statistics
/Enrollment Management/Enrollment Analysis/Transferred Course	Transferred Course
/Enrollment Management/Retention	Retention
/Enrollment Management/Retention/Cohort Retention Summary	Cohort Retention Summary
/Enrollment Management/Retention/FTFT Retention and Graduation Rates	FTFT Retention and Graduation Rates
/Enrollment Management/Retention/Institutional Retention-Attrition	Institutional Retention-Attrition
/Enrollment Management/Retention/Reported Enrollment Status	Reported Enrollment Status
/Enrollment Management/Retention/Student Advisor	Student Advisor
/Enrollment Management/Student Accounts	Student Accounts
/Enrollment Management/Student Accounts/Health Insurance Report	Health Insurance Report

/Enrollment Management/Student Accounts/Online Payment Analysis	Online Payment Analysis
/Enrollment Management/Student Accounts/Potential Chargebacks	Potential Chargebacks
/Enrollment Management/Student Accounts/Student Balance Report	Student Balance Report
/Enrollment Management/Student Accounts/Student Payments	Student Payments
/Enrollment Management/Student Accounts/Tuition Fee Exemptions	Tuition Fee Exemptions
/Enrollment Management/Student Accounts/Tuition Plan	Tuition Plan
/Enrollment Management/Student Populations	Student Populations
/Enrollment Management/Student Populations/Age vs Gender	Age vs Gender
/Enrollment Management/Student Populations/Documented Disabilities	Documented Disabilities
/Enrollment Management/Student Populations/Ethnicity vs County of Residence	Ethnicity vs County of Residence
/Enrollment Management/Student Populations/Ethnicity vs Gender	Ethnicity vs Gender
/Enrollment Management/Student Populations/Ethnicity vs State of Residence	Ethnicity vs State of Residence
/Enrollment Management/Student Populations/High School Graduation vs Gender	High School Graduation vs Gender
/Enrollment Management/Student Populations/High School Population	High School Population
/Enrollment Management/Student Populations/Student Associations Contact List	Student Associations Contact List
/Enrollment Management/Student Populations/Student Contact List by Term	Student Contact List by Term
/Enrollment Management/Student Records	Student Records
/Enrollment Management/Student Records/Matriculation Degree Mapping	Matriculation Degree Mapping
/Enrollment Management/Student Records/Student Record Discrepancies	Student Record Discrepancies
/Enrollment Management/Student Records/Student Record Notes	Student Record Notes

/Enrollment Management/Transition	Transition
/Enrollment Management/Transition/Potential Graduates	Potential Graduates
/Enrollment Management/Transition/Program Requirement Course Search	Program Requirement Course Search
/Enrollment Management/Transition/Student Credits by Term	Student Credits by Term
/Enrollment Management/Transition/Transferring Out - 5 Year Trends	Transferring Out - 5 Year Trends
/Financial Aid	Financial Aid
/Financial Aid/Applied Aid Results	Applied Aid Results
/Financial Aid/Book Voucher Data	Book Voucher Data
/Financial Aid/Gainful Employment Disclosure	Gainful Employment Disclosure
/Financial Aid/Net Price Calculator EFC Grid	Net Price Calculator EFC Grid
/Financial Aid/PowerCampus to PowerFAids Synchronization Failures	PowerCampus to PowerFAids Synchronization Failures
/Financial Aid/Scholarship Status	Scholarship Status
/Planning and Assessment	Planning and Assessment
/Planning and Assessment/Assignment Grade Distribution - Term	Assignment Grade Distribution - Term
/Planning and Assessment/Data Collection Summary - Term	Data Collection Summary - Term
/Planning and Assessment/Program Assessment Plan - Term	Program Assessment Plan - Term
/Planning and Assessment/Student Attainment of Learning Outcomes - Annual	Student Attainment of Learning Outcomes - Annual
/Registration	Registration
/Registration/Authorization to Register Students	Authorization to Register Students
/Registration/Course Placement	Course Placement
/Registration/Online Registration Analysis	Online Registration Analysis
/Registration/Registration Discrepancies	Registration Discrepancies
/Registration/Registration Modifications	Registration Modifications
/Registration/Registration Override	Registration Override
/Registration/Registration Self-Service	Registration Self-Service

/Scheduling	Scheduling
/Scheduling/Catalog Course Requisites	Catalog Course Requisites
/Scheduling/Course and Section Summary	Course and Section Summary
/Scheduling/Course Headcount	Course Headcount
/Scheduling/Credit Distribution - Catalog	Credit Distribution - Catalog
/Scheduling/Credit Distribution - Section	Credit Distribution - Section
/Scheduling/Faculty Contract	Faculty Contract
/Scheduling/Registration Override	Registration Override
/Scheduling/Room and Faculty Conflict	Room and Faculty Conflict
/Scheduling/Schedule - Course and Sections	Schedule - Course and Sections
/Scheduling/Schedule - Course Grid	Schedule - Course Grid
/Scheduling/Schedule - Faculty Contact	Schedule - Faculty Contact
/Scheduling/Schedule Builder	Schedule Builder
/Scheduling/Schedule Builder/Credit Distribution - Catalog	Credit Distribution - Catalog
/Scheduling/Schedule Builder/Credit Distribution - Section	Credit Distribution - Section
/Scheduling/Schedule Builder/Room and Faculty Conflict	Room and Faculty Conflict
/Scheduling/Schedule Builder/Schedule - Course and Sections	Schedule - Course and Sections
/Scheduling/Schedule Builder/Schedule - Course Grid	Schedule - Course Grid
/Scheduling/Schedule Builder/Section Capacity	Section Capacity
/Scheduling/Schedule Student Roster	Schedule Student Roster
/Scheduling/Section Capacity	Section Capacity
/Scheduling/Section Course Requisites	Section Course Requisites
/Scheduling/Transfer Policy	Transfer Policy

Salem Community College

Student Learning Outcomes Assessment Handbook

Prepared by the Outcomes Assessment Committee (OAC) in collaboration with the
Office of Institutional Planning, Research, and Effectiveness (IR&P)



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*This document was originally created by Amy Shew in 2005, and updated in 2010.
Jennifer Martin, OAC Chair, made the most recent updates in 2015.*

Overview

Student learning is at the core of Salem Community College's mission, and the purpose of Student Learning Outcomes Assessment (SLOA) is to support student learning. Woven into the Strategic Plan and tied to budgeting, SLOA provides a structure for determining how well an academic department is meeting its goals for supporting student learning, and gives specific guidance as to what changes or enhancements would improve performance in that area.

In addition, ongoing, systematic assessment is required for the College to strive for excellence as defined by the Middle States Commission on Higher Education Characteristics of Excellence. The standards reflect indicators of quality that are appropriate for institutions of higher education and are the basis for judging overall institutional effectiveness. This Handbook references the standard most relevant to the student learning assessment process, which is Standard V.

Middle States Commission on Higher Education

Standard V – Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Contact Information

Please contact any of the following individuals for assistance or clarification on SCC's assessment efforts:

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Guiding Principles for Student Learning Outcomes Assessment at SCC

1. Student learning outcomes assessment is a faculty-driven process.

- SLOA is the responsibility of all faculty.
- SLOA is a collaborative process among faculty and between faculty and administration.

2. The student learning outcomes assessment process includes systematic analysis of data used to improve student performance.

- SLOA data is analyzed and reflected upon by the faculty.
- Analysis of SLOA data identifies strengths and weaknesses in academic programs.
- Analysis of SLOA data results in the identification of ways to improve student success.

3. Student learning outcomes assessment is an ongoing, institutionalized process, which fosters a “culture of assessment.”

- Sufficient time and resources shall be devoted to the assessment process.
- Professional development opportunities shall be provided for all those involved in the SLOA process.
- Assessment findings shall be shared with the campus community.

These guiding principles are endorsed by the Outcomes Assessment Committee (OAC).

Outcomes Assessment Committee

Student learning outcomes assessment is an integral part of SCC's mission to provide excellent learning opportunities for students. With this in mind, outcomes assessment cannot be a meaningful part of student learning without the participation and ownership of faculty. Over the last decade, the College has made great strides in developing and implementing a college-wide assessment plan. The effort is led by the Outcomes Assessment Committee (OAC), which was formed in 2005. The OAC's membership includes faculty members, staff, and administrators who provide strong leadership by ensuring that student learning outcomes assessment remains a faculty-driven process.

OAC Agendas and Minutes

OAC meetings are held monthly. Agendas and minutes from OAC meetings are shared with the administration through the College Coordinating Committee. Agendas and minutes are also stored on the College's intranet and on file in the Institutional Research, Planning, and Effectiveness (IRP&E) office for easy reference.

OAC Annual Reports

At the end of each academic year, the OAC Chair prepares an Annual Report. The 2014 OAC Annual Report can be found in Appendix A, and the 2015 OAC Annual Report can be found in Appendix B.

OAC Goals

The OAC will continue to focus on the implementation of a comprehensive plan that incorporates general education, program, and course-level assessment. The Committee has identified the following priorities at the center of its mission:

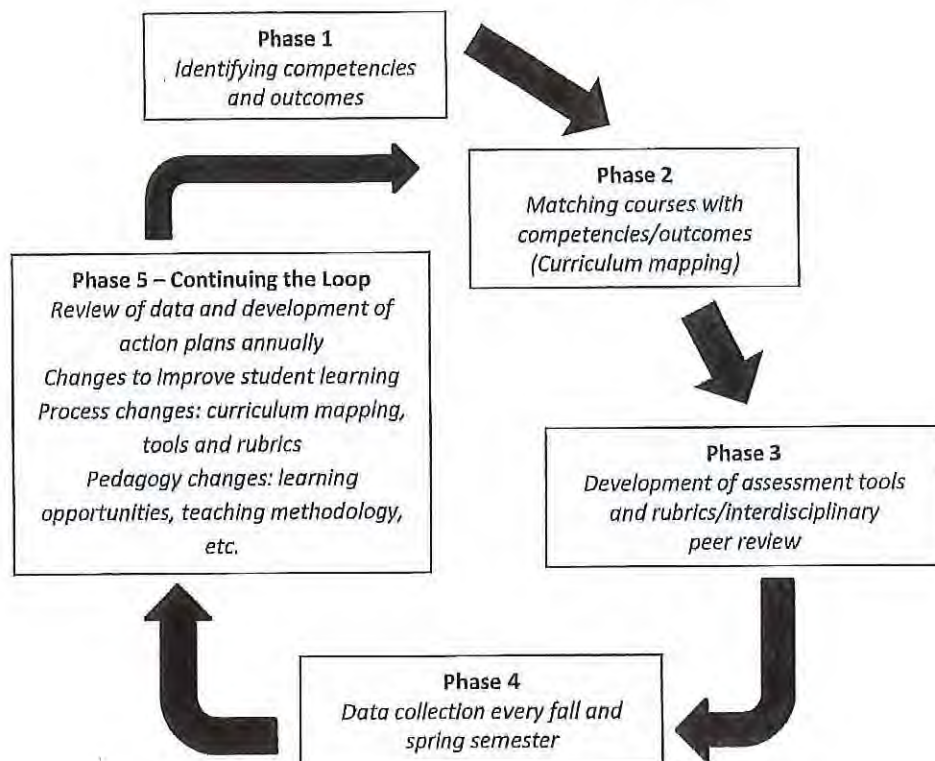
1. Continue to improve communication about outcomes assessment efforts to the entire college community.
2. Provide stimulating and meaningful professional development opportunities on assessment for full and part-time faculty members.
3. Validate the content and quality of assessment tools through faculty peer review.
4. Assess the overall process of student learning outcomes assessment.
5. Collaborate with IRP&E to explore new technologies for efficient data collection and analysis.

Student Learning Outcomes Assessment (SLOA) Process

SLOA Plan and Process

In 2005, SCC developed a framework for implementing student learning outcomes assessment. The following figure illustrates the process:

Figure 1: SCC's SLOA Plan and Process



Phase 1: Identifying Competencies/ Learning Outcomes – In AY2005-06, College faculty evaluated the entire core of General Education courses for every degree and certificate program to ensure they were aligned with the New Jersey General Education Foundation. Starting with the 2008 *Catalog*, the College documented that each program of study included the full range of General Education competencies. At this time, program faculty (who were not already involved in General Education assessment) made sure each academic degree program had relevant, measureable learning outcomes that clearly articulated what students should accomplish for degree completion.

Phase 2: Matching Courses with Competencies (Curriculum Mapping) - The next step in the plan was to select courses which support the learning outcomes to be measured for both General Education and program-level assessment. (See table of SCC Graduation Competencies by Academic Program in the Appendix C.) Faculty who teach these courses measure at least one learning outcome each year.

Student Learning Outcomes Assessment (SLOA) Process

Phase 3: Developing Faculty-Driven Assessment Tools and Learning Activities - Full-time faculty teaching assessed courses develop standard assignments with clear student learning outcomes related to the targeted outcome. All General Education and program learning goals are measured through embedded assignments, capstone projects, or program exit exams. Faculty use the same criteria within a corresponding rubric to grade the standard assignment. (See Appendix D for a copy of the Assessment Plan form faculty must complete each academic year to assess the nine General Education competencies and every program with >15 students.) A description of all assignments and corresponding rubrics used to assess assignments are catalogued and maintained by IRP&E.

Phase 4: Collecting Data from Instructors – After the tenth week of each semester, full and part-time faculty submit assessment data to the Outcomes Assessment Coordinator in IRP&E, who then compiles it and determines the percentages of students who reached the benchmarks. This aggregate data is then shared with the lead faculty of each program for analysis. (See Instructions for Data Submission on page 17.)

Phase 5: Continuing the Loop - Using Assessment Data to Improve Teaching and Learning - On an annual basis, results are tabulated and returned to the faculty member in the aggregate. Neither the student nor the faculty member is identified. Full-time faculty are responsible for reviewing data and devising action plans that address findings. Faculty use Opening Sessions and In-Service workshops at the beginning and middle of every semester to analyze data and share findings. In addition, faculty can use department and OAC meetings to discuss specific challenges and successes for each outcome. Faculty “report out” by submitting data analysis reports to IRP&E where they are analyzed and shared on a broader institutional level. Generally, General Education data is analyzed in the fall, and program-level data is analyzed in the spring. Course-level analysis can occur during the fall or spring. (See Appendix E for a copy of the course-level analysis report, Appendix F for a copy of the program-level data analysis report, Appendix G for a copy of the General Education data analysis report, and Appendix H for a list of questions faculty should consider when analyzing SLOA data.)

General Education Assessment

General Education assessment is conducted regularly to ensure that all SCC students graduate with general education skills that match the ten general education outcomes adopted by all New Jersey community colleges in 2007 and outlined in the *NJ General Education Foundation Document*.

All programs are required to address each of the General Education Outcomes. These requirements may be met through particular general education courses specified in the stated curricula or through selection of elective choices from an approved list. The chart below entitled *A General Education Foundation* describes the General Education course distribution. The chart reflects a greater emphasis on general education within the Associate of Arts (A.A.) and the Associate in Science (A.S.) transfer programs than within the more specialized Associate in Applied Science (A.A.S.), Associate in Fine Arts (A.F.A.), and Certificate programs.

**A General Education Foundation for
Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs
in New Jersey's Community Colleges**
(1997 Adoption, 2007 Reaffirmed, August 15, 2007 Revision)
APPROVED BY PRESIDENTS – 9/6/2011

General Education Goal(s) addressed								Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1								Communication (Written and Oral Com.)	9	6	6	3
	2	3	4					Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsnlg.) Technological Competency 0-4 cr.	12	9	3	3
				5				Social Science (Society and Human Behavior)	6	3	3	
					6			Humanities (Humanistic Perspective)	9	3		
						7		History (Historical Perspective)	6			
							8	Diversity courses (Global & Cult. Awns.)	3			
								Unassigned general education credit		6	8	
General education foundation total									45	30	20	6

The General Education Competencies are being measured in selected courses at SCC using faculty-developed assignments and rubrics. The courses used to measure each Competency are listed below. Typically, the courses used to measure each General Education Competency are rotated every two to three academic years. (See Appendix I for data collected on the nine General Education Competencies from 2009-2015.)

SCC Courses Corresponding with the ten NJCC General Education Learning Goals

NJCC Goal Categories (Course Category)	NJCC Gen. Ed Learning Goals Critical thinking is embedded	College-wide Learning Objectives	Salem Community College Courses
1 Written and Oral Communication (Communication)	Students will communicate effectively in both speech and writing.	a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support their points of view or findings. d. Students will evaluate, revise, and edit their communication.	ENG101 English Composition I ENG102 English Composition II ENG122 Business & Occupational Writing (for AAS programs only) ENG202 Intro to Speech Communication

2 Quantitative Knowledge and Skills (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ul style="list-style-type: none"> a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions. 	MAT134 Contemporary Mathematics MAT137 College Algebra MAT145 College Trigonometry MAT153 Pre-Calculus MAT201 Statistics MAT231 Calculus I MAT232 Calculus II MAT233 Calculus III
3 Scientific Knowledge And Reasoning (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society. 	BIO101 General Biology I BIO102 General Biology II BIO103 Environmental Science I BIO104 Environmental Science II BIO110 Human Biology BIO211 Principles of Microbiology BIO220 Human Biology & Physiology I BIO221 Human Biology & Physiology II CHM100 Basic Chemistry CHM101 College Chemistry I CHM102 College Chemistry II CHM130 Basic & Organic Chemistry CHM201 Organic Chemistry I CHM205 Organic Chemistry II PHY101 Physics I PHY102 Physics II PHY221 Calculus-Based Physics I PHY222 Calculus-Based Physics II PHY223 Calculus-Based Physics III
4 Technological Competency or Information Literacy (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information. 	CSC115 Computer Applications ENG101 English Composition I
5 Society and Human Behavior (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	<ul style="list-style-type: none"> a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility. 	ECO201 Macroeconomics ECO202 Microeconomics GEO101 World Regional Geography POL101 Intro to Political Science POL102 American Government PSY101 General Psychology PSY111 Human Growth & Development PSY201 Child & Adolescent Psychology SOC101 Intro to Sociology
6 Humanistic Perspective (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or gain competence in the use of a foreign language.	<ul style="list-style-type: none"> a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production 	ART101 Art Appreciation ASL101 Elementary American Sign Lang I ASL102 Elementary American Sign Lang II ENG211 Studies in the Short Story ENG221 American Literature I ENG222 American Literature II ETH200 Ethics in the Modern World FNA101 Art History I

		and comprehension of a foreign language. *In the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.	FNA102 Art History II HIS101 Western Civilization I HIS102 Western Civilization II HIS161 World History I HIS162 World History II HIS201 U.S. History I HIS202 U.S. History II HUM101 Intro to the Humanities ITL101 Intro to Italian MUS101 Music Appreciation PHL101 Intro to Philosophy PHL150 Intro to Ethics PHL222 Comparative Religions SPA101 Elementary Spanish I SPA102 Elementary Spanish II
7 Historical Perspective (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.	HIS101 Western Civilization I HIS102 Western Civilization II HIS161 World History I HIS162 World History II HIS201 U.S. History I HIS202 U.S. History II
8 Global and Cultural Awareness (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.	DIV101 Diversity & Multiculturalism in the U.S. Geo101 World Regional Geography PHL222 Comparative Religions SOC101 Intro to Sociology
<i>NJCCC Integrated General Education Goal</i> 9 Ethical Reasoning and Action	Students will understand ethical issues and situations.	a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.	SOC101 Intro to Sociology ENG102 English Composition II ETH200 Ethics in the Modern World PSY101 General Psychology PHL101 Intro to Philosophy BUS103 Principles of Management
<i>NJCCC Integrated General Education Goal</i> 10 Informational Literacy	Students will address an information need by locating, evaluating and effectively using information.	a. Students will identify and address an information need. b. Students will access information effectively and efficiently. c. Students will evaluate and think critically about information. d. Students will use information effectively for a specific purpose. e. Students will use information ethically and legally.	ENG102 English Composition II

This information is also listed in the 2015-2016 SCC Catalog-Handbook on p. 46.

Academic Program Assessment

Academic programs offered at Salem Community College are assessed in a variety of ways to ensure that students are meeting each program's learning objectives. Each program publishes student learning outcomes in the *SCC College Catalog-Handbook*. Typically, programs with more than 15 students enrolled assess at least one student learning outcome each academic year. Lead faculty for those programs design Assessment Plans and tools (e.g. assignments and rubrics) and share these documents with the Outcomes Assessment Coordinator, who then disseminates these plans and tools to all other full and part-time faculty teaching the assessed courses.

Programs assessed during AY2014-2015 include the following:

Program	Degree	Course(s) used for assessment
Biology Chemistry	A.S.	BIO 102
Business Administration	A.A.S.	ECO201
Business Administration	A.S.	ECO201
Communications/Journalism	A.A.	ENG202
Computer Graphic Art	A.A.	CGA110; CGA132
Criminal Justice	A.A.	CRJ112
Education	A.A.	EDU110
Developmental Education		ENG096; ENG098; MAT095
Health Science	A.S.	HSC168
Liberal Arts	A.A.	ENG202
Licensed Practical Nursing	Cert.	LPN101; LPN102
Nursing	A.A.S.	NUR230
Scientific Glass Technology	A.A.S.	SGT210; SGT211
Social Science Psychology	A.A.	PSY111
Social Science Sociology	A.A.	SOC101

(See Appendix J for data collected on program-level outcomes from 2009-2015.)

Course-Level Assessment

Course-level learning outcomes are interconnected with the general education learning goals and objectives and the learning outcomes of each academic program at the College. During the assessment process, faculty review how the learning outcomes at all three levels are integrated with one another. The interrelated nature of these levels of outcomes is represented in Figure 2 below.

Figure 2: Relationship of Outcomes



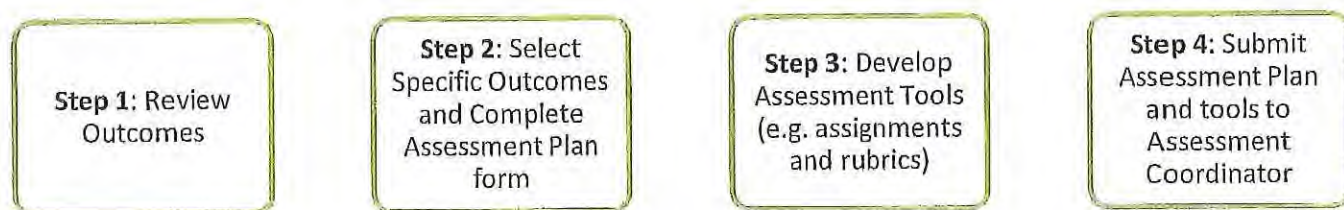
Course-level assessment is continuously occurring at SCC. All course-level student learning outcomes are documented in each course's **Master Syllabus**. All Master Syllabi are presented in a standardized, consistent format and include a list of measurable student learning outcomes. Those courses that are to be considered for General Education must include student learning outcomes that address the General Education Competency. Revisions to Master Syllabi must be approved by the Curriculum Review Committee (CRC).

Lead faculty for heavily populated courses (e.g. ENG101, and HIS101) are encouraged to create Assessment Plans to measure student outcomes listed on their Master Syllabi. The outcomes measured and the assessment tools used should be rotated after two or three assessment cycles. See Appendix K for a sample of a course-level SLOA plan for ENG101.

Developing an Annual Assessment Plan

Assessment plans are developed by full-time faculty with adjunct collaboration. Program and course-level assessment plans are developed annually; General Education assessment plans are typically developed biannually and used for two or three assessment cycles.

The four-step process for developing assessment plans is outlined below.



Step 1: Review Outcomes

Lead faculty review the key Student Learning Outcomes (SLOs) they want students to achieve upon completion of a course or program. The SLOs should accurately articulate the skills and abilities a student will obtain through his or her study

- Course-level outcomes are listed in each course's Master Syllabus.
- Program outcomes are listed in the *SCC College Catalog-Handbook* on each academic program sheet.
- General Education learning objectives are listed in the *SCC College Catalog-Handbook* and are also listed in this handbook on pages 8-10.

If necessary, course and program-level SLOs can be updated during this step, but revisions must be approved by the Curriculum Review Committee (CRC).

Step 2: Select Specific Outcomes/Complete Assessment Plan form

Lead faculty may focus on one or two outcomes per academic year. The **Assessment Plan form** (see Appendix D) is the primary means of communication about which outcomes are being assessed. On this form, lead faculty identify which key course, program, or General Education outcomes they will measure during a particular assessment cycle and provide information about how they will measure those outcomes. Once the Assessment Plan form is submitted to the Outcomes Assessment Coordinator, faculty should collect data only for the specific courses and assignments they identified in their Plan.

The Assessment Plan form can be updated each academic year. Lead faculty should be sure to measure all program outcomes within the five-year Academic Program Review time frame.

Step 3: Develop Assessment Tools

Lead faculty develop appropriate assignments and grading tools (e.g. rubrics) that clearly measure the outcomes identified in their Assessment Plans. These standardized assignments and rubrics are then used in all sections of the course being offered during that assessment cycle. Faculty can refer to the updated Bloom's Taxonomy and "Asking Thinking Questions" on the next two pages for ideas on how to create assessment tools to measure various levels of skills. Of course, faculty are encouraged to develop assessment tools that measure higher-order thinking and skills like analyzing, evaluating, and creating.

On their Assessment Plan forms, lead faculty identify the high score and benchmark for the assignment. For instance, if a fifteen question quiz is being used to measure a course-level objective, the lead faculty may set the benchmark as 11 out of 15 questions answered correctly ($11/15 = 73\%$). Often, the benchmark for student success is set at 73% (C) or higher.

Programs/departments often employ multiple measures—both **direct** and **indirect**—to assess if the desired outcome is being achieved. In many cases, the assessment tool used is a capstone learning experience. The assignment must be given after appropriate learning opportunities have been provided.



Direct Measures of Learning	Indirect Measures of Learning
<ul style="list-style-type: none">• Performance on tests, examinations, or quizzes• Rubric (criterion-based rating scale) scores• Capstone projects, exhibits, or performances• Pass rates or scores on licensure, certification, or subject-area tests• Research projects• Observations of field work, clinical experiences, or internship performance• Case study analysis• Class discussion participation• Grades based on explicit criteria related to clear learning objective	<ul style="list-style-type: none">• Surveys of student perceptions or self-report of activities• Course evaluations• Percent of class time spent on active learning activities vs. lecture• Number of student hours spent in Academic Support Lab• Focus group interviews with students, faculty members, or employers• Job placement data• Employer or alumni surveys

Step 4: Submit Assessment Plan and Tools to Assessment Coordinator

Assessment Plans, assignments, and grading tools should be emailed to the Assessment Coordinator by March 31st for the assessment cycle beginning the following fall semester. The Assessment Coordinator will then send copies of these documents to all other full and part-time faculty who are teaching sections of the courses being measured.

Questions about this procedure should be directed to the Chair of the Outcomes Assessment Committee and the Outcomes Assessment Coordinator.

Bloom's Taxonomy

 <p style="text-align: center;">New Version</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st Century work. The two graphics show the revised (left) and original (right) Taxonomies. Note the change from nouns to verbs associated with each level.</p> <p><i>Note that the top two levels are essentially exchanged from the traditional to the new version.</i></p>	 <p style="text-align: center;">Old Version</p>
Remembering: Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state	
Understanding: Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	
Applying: Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	
Analyzing: Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	
Evaluating: Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate	
Creating: Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write	

Source: http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm



Asking Thinking Questions

I can use the information:

to build new ideas

CREATING

What might be a solution to . . . ? Can you make a proposal that would . . . ? What theory can you come up with for . . . ? What might happen if . . . ? How many ways can you . . . ? How could you create/improve/develop . . . ?

to express and back up my opinion

EVALUATING

What would happen if . . . ? What is your opinion of . . . ? What shows you that . . . happened? How could . . . be improved? Using what you know how would you explain . . . ? What evidence would support your view? Do you agree with the outcomes . . . ?

by breaking it down to understand it better

ANALYZING

What is similar to/or different from . . . ? Is the information based on fact or opinion? What is the underlying theme/meaning? Who do you think . . . ? What conclusions can you draw? Can you explain what would happen when . . . ?

in a new way

APPLYING

How/why is . . . an example of . . . ? What can you use to show or explain . . . ? How is . . . an example of . . . ? Can you group/sort by features such as . . . ? Which factors would you change if . . . ? How would you solve . . . ?

to explain ideas

UNDERSTANDING

How would you compare/contrast? How would you summarize? Who do you think . . . ? What example could you give of . . . ? How would you say . . . tell in your own words? How would you explain . . . ? What might have happened next . . . ?

to remember facts

REMEMBERING

What is . . . ? Where is . . . ? How many . . . ? How would you explain . . . describe . . . show . . . ? What happened after . . . ? Can you identify/select/picture . . . ? Who spoke to . . . ? Who or what were . . . ? How did . . . happen? Can you outline . . . ?

Collection of Data

All faculty—full-time and part-time—are responsible for collecting and submitting SLOA data if they are teaching an assessed course.

The following steps should be taken to ensure that all instructors are utilizing and implementing the assignments in a standardized manner to maximize validity:

1. **Review the provided assignment and rubric.** If you require any clarification on the assignment or the rubric, please contact your supervisor or Jennifer Martin, OAC Chair, jmartin@saalemcc.edu.
2. **Administer the assignment after the 10th week of class.** Appropriate learning opportunities should be provided prior to the assignment.
3. **Use the predetermined rubric to score the assignment.** All students should be graded using the same grading scale.
4. **Save all student scores on the assignment(s) for every section you teach.**
5. **Submit the numerical scores for the assignment** (not letter grades) to the Office of Institutional Research and Planning (IRP&E) using one of the methods listed below:
 - Fill in your students' scores on an **Outcomes Assessment Assignment Score Sheet** (see next page) and send it through email or interoffice mail to Ron Mendenhall, Outcomes Assessment Coordinator. Please use one Score Sheet for each section you teach.
 - Alternatively, you can email your students' scores to Ron Mendenhall, rmendenhall@saalemcc.edu. (Please include the course name, number, and section in your email.)
**Please note, if a student is attending your course and received a "0" for the assignment, they should be included. Do not include students who are not attending ("FA").*
6. **All data must be submitted by the end of the 14th week of classes**, unless prior notification has been given to OAC/IRP&E.

A successful assessment plan depends on faculty participation. Faculty should contact the OAC Chair with questions or suggestions regarding the College's assessment process.

Jennifer Martin
Chair, Outcomes Assessment Committee, 2013-2016
jmartin@saalemcc.edu
(856) 351-2660

Outcomes Assessment -- Course Assignment Score Sheet

Course:

Section:

Assignment:

Term:

Complete the green fields

No student
names

No student ID #

Just numerical scores

<i>Student</i>	<i>Score</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

<i>Student</i>	<i>Score</i>
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
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Submitted By:

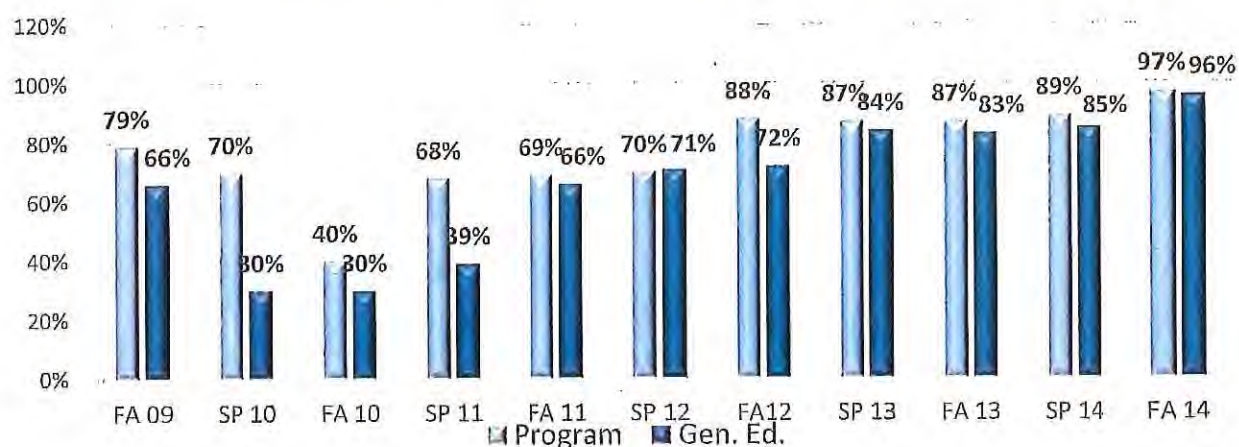
Program Name:

Date:

Collection of Data

Since the implementation of the SLOA plan and process in 2005, data collection rates have steadily risen. In fact, as of FA14, nearly 100% of full and part-time faculty members have submitted SLOA data from assignments used for General Education and program-level assessment.

Figure 3: Student Learning Outcome Assessment Data Collection Rate FA09-FA14



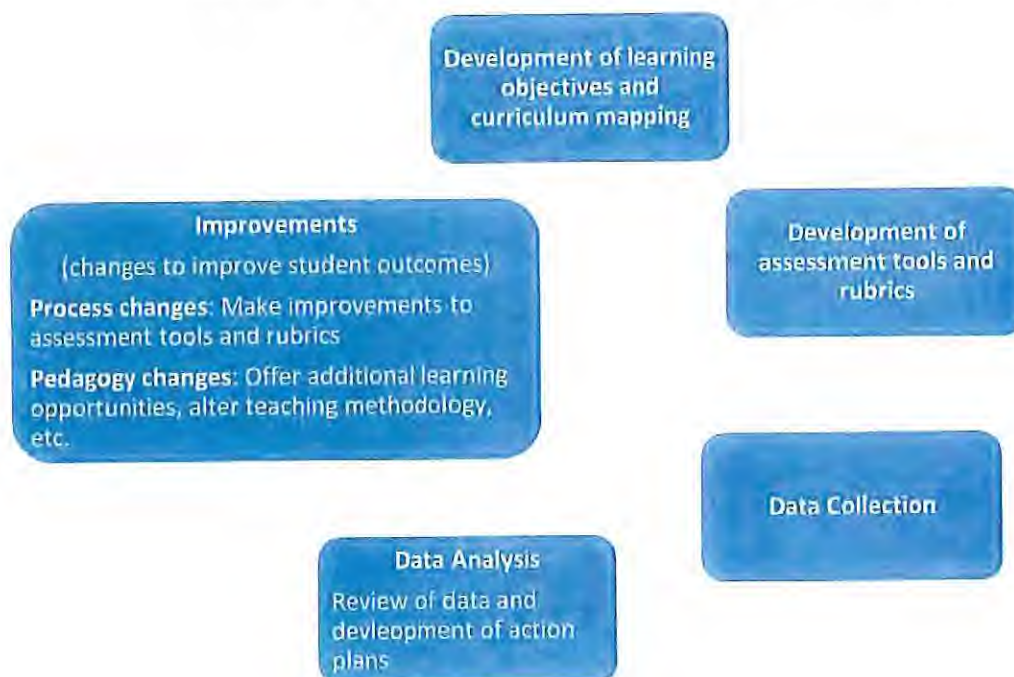
This high rate of data collection helps lead faculty to have a more accurate picture from which they can analyze trends, reflect on the data, and make meaningful changes to improve student outcomes.

Using Assessment Results

Using Assessment Results and “Continuing the Loop”

Student learning outcomes assessment at SCC is not a static process; its continuous nature and focus on improvement helps faculty to identify areas in which meaningful changes can be made. Figure 4 below illustrates how SLOA at SCC has become a systemic and sustainable process.

Figure 4: Using Assessment Results and “Continuing the Loop”



In AY2013-2014, the OAC updated the data analysis questionnaire to encourage more meaningful reflection on data. The new data analysis reports prompt faculty to identify trends (positive or negative) and to consider how results were impacted by student engagement, pedagogy and instruction, assessment tools, and other factors. (See Appendix E, F, and G for templates of course-level, program-level, and General Education data analysis reports.) , and Appendix H for a list of “Questions to Consider” when faculty are analyzing their data.)

The Assessment Calendar at SCC

Central to its mission of providing students an affordable, quality higher education for college transfer and workforce development, student learning outcomes assessment is an ongoing, year-round practice at SCC. The following calendar outlines when the major assessment activities generally occur.

Fall Semester	
Fall Opening Session	<ul style="list-style-type: none"> Lead faculty revise Assessment Plans (if needed); plans are disseminated to all instructors by OA Coordinator and implemented OA Coordinator and OAC Chair troubleshoot data collection omissions or errors from previous spring/summer semesters
Fall Adjunct Orientation	<ul style="list-style-type: none"> OAC Chair presents overview of SLOA to adjuncts; answers questions
Fall Professional Development Session	<ul style="list-style-type: none"> Lead faculty analyze General Education SLOA data from previous AY and complete analysis reports
End of fall semester	<ul style="list-style-type: none"> Faculty submit data to OA Coordinator
Spring Semester	
Spring Opening Session	<ul style="list-style-type: none"> Lead faculty revise Assessment Plans (if needed); plans are disseminated to all instructors by OA Coordinator and implemented Lead faculty analyze program and course-level SLOA data from previous AY and complete analysis reports OA Coordinator and OAC Chair troubleshoot data collection omissions or errors from previous fall semester
Spring Adjunct Orientation	<ul style="list-style-type: none"> OAC Chair presents overview of SLOA to adjuncts; answers questions
Spring Professional Development Session	<ul style="list-style-type: none"> Lead faculty develop Assessment Plans for following AY (<i>*Plans should be submitted to the OA Coordinator by March 30th; OA Coordinator shares plans with all instructors teaching assessed courses</i>)
End of spring semester	<ul style="list-style-type: none"> Faculty submit data to OA Coordinator
Summer Semester	
End of summer semester	<ul style="list-style-type: none"> Faculty submit data to OA Coordinator

Please see the Appendix for templates of the Assessment Plans and Analysis Reports the faculty complete.

- Appendix D: Assessment Plan form
- Appendix E: Course-level data analysis report form
- Appendix F: Academic Program data analysis report form
- Appendix G: General Education data analysis report form

Professional Development

The College dedicates time during Opening Session and In-Service days every semester to provide faculty workshops that directly link to specific action items and the phases in the assessment process. The workshops are led by the Chair of the OAC and focus on such topics as identifying general education competencies, curriculum mapping, developing assessment tools, analyzing and interpreting data, validating the content and quality of assignments and rubrics, and how to use assessment data to improve the teaching and learning process. All materials from these sessions are posted on the College intranet.

The following table includes a list of all Outcomes Assessment professional development opportunities provided since 2005.

Spring 2015	In-Service	Program-level data analysis/preparation of assessment plans for AY2015-2016
Spring 2015	Opening Session	Presentation: "Assessing Student Learning: Rubrics 101" by Dr. Jodi Levine Laufgraben (open to all full-time faculty and adjuncts)
Fall 2014	In-Service	General Education data analysis
Fall 2014	Opening Session	Preparation of assessment plans for AY2014-2015; adjunct orientation (SLOA overview)
Spring 2014	In-Service	Program-level data analysis
Spring 2014	Opening Session	Updates/revisions to assessment plans
Spring 2014	Opening Session	Adjunct Orientation – Outcomes Assessment Overview
Fall 2013	In-Service	Analyzing Multi-Year Program-Level and General Education Data
Fall 2013	Opening Session	Adjunct Orientation – Outcomes Assessment Overview
Fall 2013	Opening Session	Program Level Outcomes Assessment Plans
Spring 2013	In-Service	Annual Assessment Plans for FA13; data analysis
Spring 2013	Opening Session	Data submission for FA12; data analysis
Fall 2012	In-Service	Annual Assessment Plans for SP13; data analysis
Fall 2012	Opening Session	SP12 data submission; Adjunct Orientation– Outcomes Assessment Overview
Spring 2012	In-Service	Outcomes Assessment (not specific on agenda);
Spring 2012	Opening Session	Outcomes Assessment (not specific on agenda); adjunct orientation
Fall 2011	In-Service	Outcomes Assessment (not specific on agenda)
Fall 2011	Opening Session	Data analysis: "Closing the loop"
Spring 2011	In-Service	Outcomes Assessment (not specific on agenda)
Spring 2011	Opening Session	Outcomes Assessment (not specific on agenda); adjunct orientation
Fall 2010	In-Service	Outcomes Assessment (not specific on agenda);
Fall 2010	Opening Session	Outcomes Assessment (not specific on agenda); adjunct orientation
Spring 2010	In-Service	Outcomes Assessment – Program- Level Assessment
Spring 2010	In-Service	Adjunct Orientation - Outcomes Assessment

Fall 2009	In-Service	Program -Level Assessment
Fall 2009	Opening Session	Analyzing Data (Breakout Groups) / Review of Data Submission Process and Dates
Spring 2009	In-Service	General Education Capstone Assessment Presentation
Spring 2009	Opening Session	Assessing Rubrics / Review of Data Submission Process and Dates
Fall 2008	Adjunct Orientation Opening Session	Introduction: Assessment of Student Learning at SCC
Fall 2008	In-Service	Rubric Sharing and Discussion / Review of Data Submission Process and Dates
Fall 2008	Opening Session	Closing the Loop
Spring 2008	In-Service	How to Submit Assessment Data
Spring 2008	Opening Session	Presentation of Outcomes Assessment Database
Fall 2007	In-Service	Faculty Development of Assessment Tools
Fall 2007	Opening Session	General Education & Program Outcomes Assessment Plan
Fall 2006	In-Service	Outcomes Assessment with Dr. Suchanic
Fall 2006	In-Service	General Education, Outcomes Assessment Guidelines
Spring 2006	In-Service	Outcomes Assessment Workshop
Spring 2006	Opening Session	Outcomes Assessment Workshop
Fall 2005	In-Service	Best Practices for Classroom Assessment
Spring 2005	In-Service	Outcomes Assessment
Spring 2005	In-Service	Information Literacy
Spring 2005	Opening Session	Outcomes Assessment

See the *OAC Annual Reports* for 2014 and 2015 (Appendixes A and B) for a more detailed list of SLOA professional development activities that have occurred in the past two academic years.

Glossary

Assessment Plan: The documented plan a lead faculty member develops to measure students' success in reaching/demonstrating a particular course/program/General Education outcome. Assessment Plans are reviewed and updated annually, and then shared with the Outcomes Assessment Coordinator, who then disseminates the Plans to all other instructors. Assessment Plans should be implemented after sufficient opportunities for student learning have been provided (e.g. after the 10th week of the semester).

Assessment Tools: The assignments and grading tools used for collecting data to measure student learning outcomes. Assessment tools may include *direct measures of learning* such as exams, presentations, essays, and capstone projects, or *indirect measures of learning* such as course evaluations, student surveys, and focus group interviews.

Benchmark: The score that will determine success on an assessment tool. For example, "Students who answer 11 out of 15 questions (i.e. get 73% of the questions correct) will be considered as reaching the assignment's benchmark."

Continuing the Loop: The process of analyzing and reflecting on the data collected through the implementation of the Assessment Plan. Trends are carefully considered. Strengths and shortcomings are identified. Action items are created to improve curriculum and instruction. Closing the Loop activities should be documented on a Data Analysis Report.

Data: The scores collected from the implementation of the assessment tools.

Data Analysis Report: A form for documenting annual data analysis, reflection, and identification of action items. There are three slightly different Data Analysis Report templates: one for course-level analysis, one for program-level analysis, and one for General Education data analysis. All three of these templates are available on the Student Learning Outcomes Assessment section of the SCC website and through the College Intranet.

General Education Goals: In the *New Jersey General Education Foundation Document*, the New Jersey Council of Community Colleges (NJCCC), which is comprised of all 19 NJ community college presidents, outlined a broad range of intellectual processes and skills graduates should possess. The Document was last updated in 2011 to include eight Competencies (*written and oral communication, quantitative knowledge and skill, scientific knowledge and reasoning, technological competency, society and human behavior, humanistic perspective, historical perspective, and global and cultural awareness*) and two integrated Competencies (*ethical reasoning and action and information literacy*) that are identified as essential foundations to student learning. Every academic program must include opportunities for students to reach these General Education Goals.

Rubric: A detailed list of criteria used to evaluate an assignment such as an essay or presentation; each criterion is rated on a defined scale or checklist.

Student Learning Outcome (SLO): A statement of what a student is expected to be able to do after completion of a course or academic program. These statements often begin with action verbs like describe, analyze, or evaluate and should be measurable. For example, "Prepare and deliver a speech designed to persuade an audience to agree with a specific point-of-view."

Student Learning Outcome Assessment (SLOA): SLOA is a frequently used acronym for the process of measuring and analyzing student learning from courses and from entire academic programs.

Frequently Asked Questions

How will I know if a course I am teaching is being used for Student Learning Outcomes Assessment (SLOA)?

The Outcomes Assessment Coordinator will contact you prior to the start of the semester to let you know if the course you are teaching is being used for SLOA. If you are teaching an assessed course, then you will have to follow the assessment plan designed by the lead faculty member of that course. The assessment plan will include instructions, an assignment, and a grading tool, which will be provided to you by the Outcomes Assessment Coordinator. For instance, if you are teaching an English course that is being assessed, you will be provided with standard instructions for an essay or other assignment that everyone teaching that course will use. You will also be provided with a standard grading tool (e.g. a rubric) for grading your students' work.

How and when should I submit my students' scores?

You can submit your students' scores to the Outcomes Assessment Coordinator after you have administered and graded the assignment; this is usually after the tenth week of the semester. You do not need to include your students' names, just their scores. Do not include "zeros" for students who did not take/attempt the assignment.

Do I need to include scores of "zero" for students who did not attempt the assessment?

No. Only include scores for students who took/attempted the assignment.

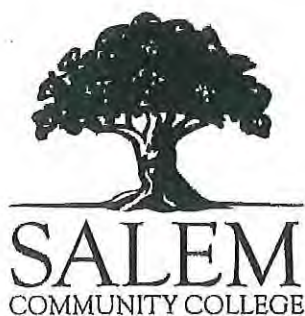
Does SLOA occur in the summer too?

Yes, beginning in the summer of 2014, SCC began collecting SLOA data for selected courses during the summer sessions too.

If I have additional questions about SLOA, who should I contact?

If you have questions about the assessment tools you are using (i.e. the assignment and/or rubric), then you should contact your dean or the lead faculty member who developed the tools. If you have questions about data collection or submission, then you should contact the Outcomes Assessment Coordinator, Ron Mendenhall (rmendenhall@saalemcc.edu; ext. 2926). If you have questions about the SLOA process in general, then you should contact the Chair of the Outcomes Assessment Committee, Jennifer Martin (jmartin@saalemcc.edu; ext. 2660).

Appendix A



To: DEAN JOHN STEINER

FROM: JENNIFER MARTIN, CHAIR OF OUTCOMES ASSESSMENT COMMITTEE

DATE: NOVEMBER 6, 2014

SUBJECT: **OUTCOMES ASSESSMENT COMMITTEE ANNUAL REPORT (2013-2014)**

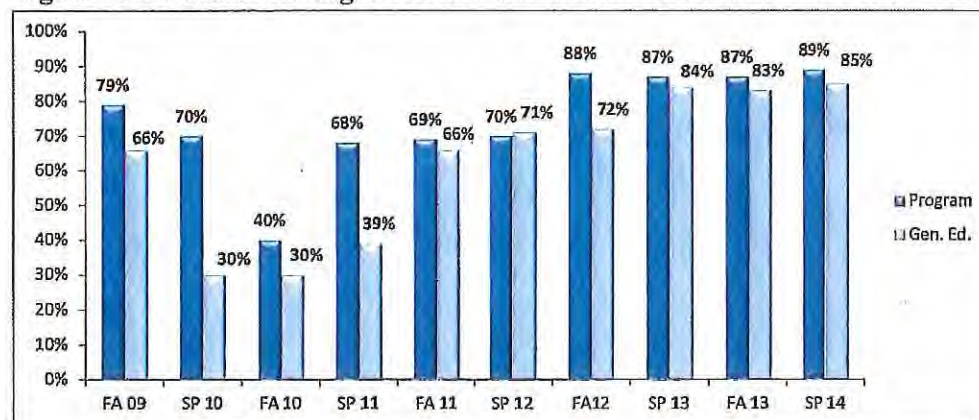
In my first year (2013-2014) as Chair of the Outcomes Assessment Committee (OAC), I assumed responsibility for a student learning outcomes assessment (SLOA) process that has been well implemented. With a lot of assistance from Ron Mendenhall, the OAC was able to ensure the ongoing usefulness of SLOA activities at the College during AY2013-2014.

The previous OAC Chair, Professor Hack, had identified four areas of focus for 2013-2014:

1. Continue to improve faculty engagement in the OA process

Over the past five years, SLOA has become part of the academic culture at SCC with faculty becoming increasingly aware of its usefulness in making meaningful changes. Currently, the data collection rate of both General Education and program-level outcomes hovers above 85%. In fall 2013, the collection rate from the full-time faculty was 100%, whereas the collection rate from the adjunct faculty was 63%. Then, in spring 2014, the collection rate from the full-time faculty fell slightly to 94% (16 out of 17 faculty submitted data), and adjunct participation rose to 82%, which was a 19% increase from the previous semester. The combined full-time and adjunct collection rates are illustrated in Figure 1.

Figure 1: Student Learning Outcomes Assessment Data Collection Rates FA09-SP14



2. Coordinate general education assessment into program assessment

A clear model was developed to illustrate the interconnectedness of general education, program, and course goals. (See Figure 2 below.) When possible, courses used to assess Gen. Eds. were also used for program-level assessment—this was especially the case with popular courses like BIO102, which was used to assess Gen. Ed. Competency 3 and also used in the assessment of the Biology-Chemistry A. S. program

Figure 2: Model of interrelatedness of learning goals and objectives at SCC



3. Identify and implement ways to show the SCC community the usefulness of assessment results

Faculty analyzed the data they collected and used it to make meaningful changes: Twenty-three data analysis surveys were completed by lead faculty in AY2013-2014. These “closing-the-loop” analysis forms documented faculty’s efforts to increase the percentage of students who reached the benchmarks indicated in their assessment plans.

The OAC did not discuss ways to laud faculty’s successes with SLOA. This will be a goal of the OAC in AY2014-2015. One way for this to be accomplished would be to increase the information about our SLOA efforts on the SCC website, and have this information made more visible to the public.

4. Develop and offer meaningful workshops for faculty

The OAC developed a schedule and organized six workshops for faculty during AY2013-2014.

Outcomes Assessment Schedule 2013-2014

Fall 2013 Opening Session	FT faculty updated Gen. Ed. and Program Assessment Plans
Fall 2013 Adjunct Dinner	OAC Chair presented overview of SLOA to adjuncts
Fall 2013 In-Service	FT faculty analyzed multi-year assessment data for programs and completed "closing the loop" analysis forms in which they reflected on multi-year trends.
Spring 2014 Opening Session	FT faculty updated Gen. Ed. and Program Assessment Plans
Spring 2014 Adjunct Dinner	OAC Chair presented an overview of SLOA to adjuncts
Spring 2014 In-Service	FT faculty analyzed most recently collected program-level data and completed "closing the loop" analysis forms.

Although I had hoped to invite an assessment expert to present to the faculty during one of the in-services, I was not able to accomplish this goal during this AY. Offering additional professional development opportunities for faculty will be a priority in AY2014-2015.

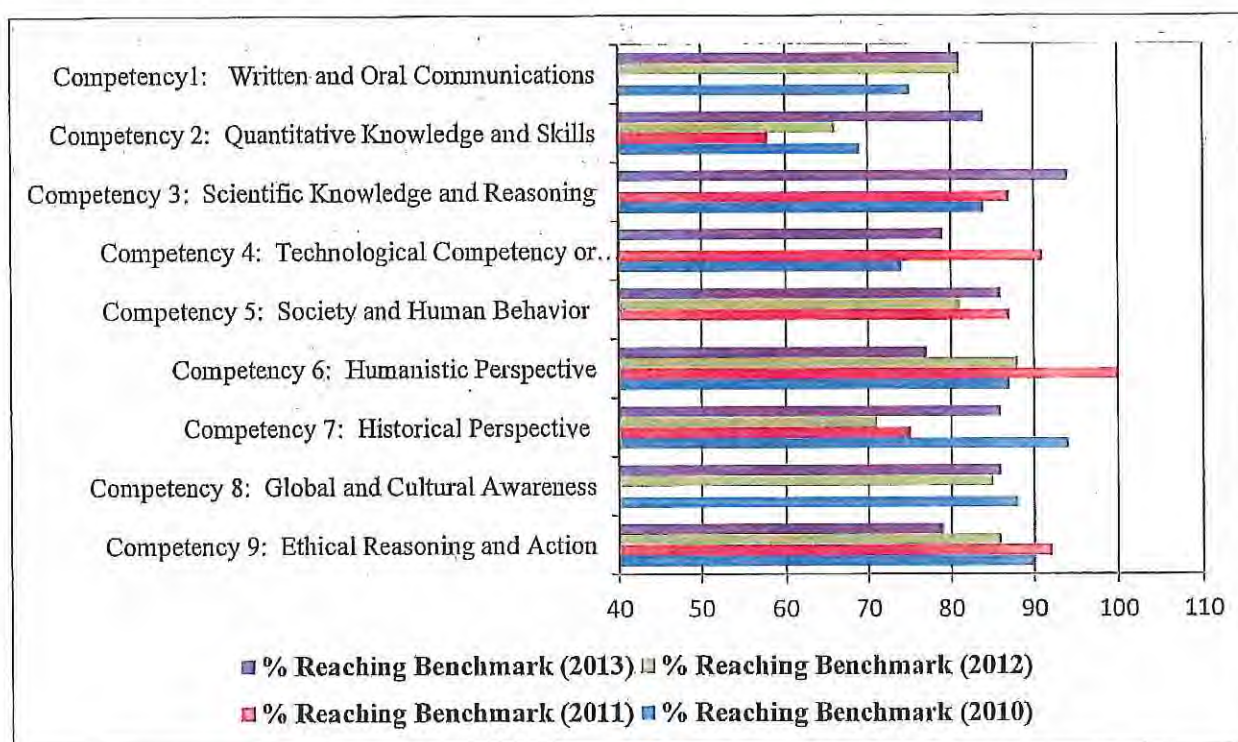
GENERAL EDUCATION, PROGRAM AND COURSE-LEVEL ASSESSMENT ACTIVITIES, 2013-2014

General Education Assessment

During AY2013-2014, the assessment of all nine General Education competencies continued. At each in-service, faculty were given the opportunity to submit and analyze their data as well as complete reflection forms.

Year	# of Gen. Ed. course sections	# of sections that submitted data	% of data submitted
2009-10	127	62	49%
2010-11	132	25	19%
2011-12	134	92	69%
2012-13	68	50	78%
2013-14	76	64	84%

Percentage of Students Who Reached General Education Benchmarks



Program-Level Assessment

During AY2013-2014, 15 programs were assessed. Five of these programs did not have lead faculty to lead the assessment process; these programs are commonly referred to as “orphan” programs.

Year	# of programs assessed	# of programs that submitted data
2009-10	9	9 (5 @100%, 4<100%)
2010-11	30	30 (11 @100%, 19<100%)
2011-12	33	33 (16 @100%, 17<100%)
2012-13	17	17 (10 @ 100%; 7<100%)
2013-14	23	23 (15 @ 100%, 8<100%)

Course-Level Assessment

In AY2013-2014, 11 General Education courses were assessed and 18 additional courses were assessed for program-level outcomes.

Year	# of courses offered	# of courses assessed	% of courses assessed
2009-10	233	56	24%
2010-11	247	96	39%
2011-12	251	98	39%
2012-13	251	43	17%
2013-14	224	51	23%

It should be noted that while course-level assessment is continuously occurring at SCC, this process still needs to be formalized and better documented. This will be an area of focus for AY2014-2015.

MISCELLANEOUS TASKS ACCOMPLISHED BY THE OAC IN 2013-2014

In addition to the assessment activities mentioned above, the OAC also accomplished the following:

- Updates were made to the *SCC Outcomes Assessment Handbook*, which had not been previously updated since 2010. This *Handbook* is likely a document that will be examined by the Middle States accreditation team during their 2015 site visit. Additional updates are still needed.
- The OASC Chair helped to write key sections of the College’s Self-Study that dealt with SLOA (i.e. Chapter 11 and 14) to be presented to the Middle States accreditation team.
- The OAC further streamlined the data analysis process by developing a reflection “closing-the-loop” form that was administered through Survey Monkey.

PLANNED OUTCOMES ASSESSMENT SCHEDULE FOR 2014-2015

Fall 2014 Opening Session	<ul style="list-style-type: none">• Update program and general education assessment plans for fall 2014• Trouble-shoot data collection omissions or errors from spring/summer 2014• Analyze program-level assessment data from fall 2013; complete analysis reports (<i>only need to be completed for programs that were not analyzed during spring 2014 In-Service</i>)
Fall 2014 In-Service	<ul style="list-style-type: none">• Update program and general education assessment plans for spring 2015 (if needed)• Analyze general education assessment data from AY2013-2014; complete analysis reports
Spring 2015 Opening Session	<ul style="list-style-type: none">• Trouble-shoot data collection omissions or errors from fall 2014• Analyze program-level assessment data from AY2013-2014; complete analysis reports
Spring 2015 In-Service	<ul style="list-style-type: none">• OA best practices workshop• Update program and general education assessment plans for fall 2015 (<i>*Note, this activity is being pushed up to the spring to allow more time for faculty (especially adjuncts) to become familiar with the assessment tools and plan to incorporate them into their fall 2015 course schedules</i>)
Fall 2015 Opening Session	<ul style="list-style-type: none">• Update program and general education assessment plans for fall 2015 (<i>only if plan was not submitted last spring</i>)• Trouble-shoot data collection omissions or errors from spring/summer 2015• Reflect on changes made in AY2014-2015; analyze post-intervention data for evidence of impact on SLO's (<i>*Note, this is a new step in process to encourage faculty to assess impact of changes</i>)

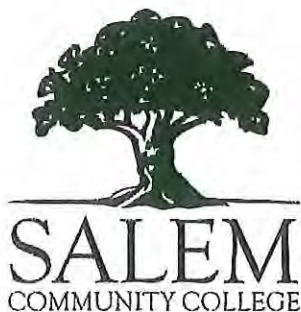
AREAS OF FOCUS FOR 2014-2015

1. Streamline assessment paperwork and organize assessment plans, assignments/tools, and analysis reports in an electronic, searchable database.
2. Identify and implement additional ways to laud SCC's SLOA efforts (namely, through increasing the SLOA information on the SCC website and through continuing to update the *SCC Outcomes Assessment Handbook*), so the SCC community and general public can more clearly see the usefulness of our SLOA efforts.
3. Formalize the course-level assessment process and better document interventions and post-intervention analysis.
4. Improve communication of SLOA activities to administration, especially when faculty indicate a need for resources to improve SLO's.

CONCLUSION

Student learning outcomes assessment is systemic and sustainable at SCC. The OAC, with the great assistance of Ron Mendenhall, the Outcomes Assessment Coordinator, managed a sizeable workload in AY2013-2014 and accomplished many tasks to streamline the SLOA process and provide faculty with evidence to warrant or confirm meaningful changes.

Appendix B



TO: ERIC PELLEGRINO, VICE PRESIDENT OF ACADEMIC AFFAIRS

FROM: JENNIFER MARTIN, CHAIR OF OUTCOMES ASSESSMENT COMMITTEE

DATE: JULY 20, 2015

SUBJECT: **OUTCOMES ASSESSMENT COMMITTEE ANNUAL REPORT (2014-2015)**

OVERVIEW

Student learning outcomes assessment is systemic and sustainable at SCC. The Outcomes Assessment Committee (OAC), with great assistance from Ron Mendenhall, the Outcomes Assessment Coordinator, accomplished many of the goals it prioritized for AY2014-2015, as is detailed in this report.

AREAS OF FOCUS FOR 2014-2015

- 1. Streamline assessment paperwork and organize assessment plans, assignments/tools, and analysis reports in an electronic, searchable database.**
 - In AY2014-2015, I (Jennifer Martin) updated the forms used for creating assessment plans and completing “closure” reports. These revised forms/reports include more space for detailed assessment planning and prompt more thorough analysis of assessment activities. I oriented the full-time faculty on how to use these revised forms during the spring 2015 professional development session. These revised forms have also been posted on the SLOA section of the website, in Public Folders, and on Office 365.
 - The OAC agreed that finding a solution to our disabled data collection portal is a top priority for AY2015-2016. Until then, we will have to continue with paper/email collection of data, and Ron Mendenhall will continue to compile and compute data by hand.
- 2. Identify and implement additional ways to laud SCC’s SLOA efforts (namely, through increasing the SLOA information on the SCC website and through continuing to update the *SCC Outcomes Assessment Handbook*), so the SCC community and general public can more clearly see the usefulness of our SLOA efforts.**
 - During AY2014-2015, the OAC made much progress toward this goal. The OAC worked with Noah McFadden to update the SLOA sections of the SCC website so

information about our assessment process could be more easily viewed by all stakeholders. To begin this process, OAC members viewed SLOA sections of other area colleges to gather ideas on what information was important to share on our own website. A list of suggested revisions and additions was shared with Noah, who then made the updates to the SCC website.

- I am currently working on final edits to the updated *OAC Handbook*; this document should be finalized this summer and will be shared with all of those involved in the assessment process during the Opening Session for AY2015-2016.

3. Formalize the course-level assessment process and better document interventions and post-intervention analysis.

- Some efforts to accomplish this goal were made this AY. I encouraged full-time faculty members to create course-level assessment plans (especially for heavily populated courses) during the spring professional development session. I also created a course-level assessment plan for ENG101, which is a heavily populated course that was not being used for Gen. Ed. or Program-level assessment in AY2014-2015.
- More encouragement to document course-level interventions and post-intervention analysis is needed in AY2015-2016. To begin this process, the OAC will encourage full-time faculty members to reevaluate the curriculum mapping of their programs to review how course-level objectives tie into program-level and Gen. Ed. learning objectives.

4. Improve communication of SLOA activities to administration, especially when faculty indicate a need for resources to improve SLO's.

- As OAC Chair, I began attending College Coordinating meetings to share information about the OAC's activities. Minutes of all OAC meetings were also shared with administrators and posted on Public Folders and Office365.

GENERAL EDUCATION, PROGRAM AND COURSE-LEVEL ASSESSMENT ACTIVITIES, 2014-2015

General Education Assessment

During AY2014-2015, the assessment of eight General Education competencies, plus two integrated competencies, continued. During the fall professional development session, faculty were given the opportunity to analyze multi-year General Education data and complete reflection reports. The chart below summarizes the General Education assessment activities conducted during the AY. Data from SP15 is still being collected.

General Education Learning Goals and Objectives	Course used for assessment in FA14 (# grades entered / % reaching benchmark)	Course used for assessment in SP15 (data still being collected)	"Continuing the Loop" report completed
1: Written & Oral Communication (Communication)	ENG102 (54/92%)	ENG102	Yes, Nov. 2014
2: Quantitative Knowledge & Skills (Mathematics)	MAT137 (38/97%) MAT231 (9/90%)	MAT137 MAT231	Yes, Nov. 2014
3: Scientific Knowledge & Reasoning (Science)	BIO101 (18/90%)	BIO102	Yes, Nov. 2014
4: Technological Competency (Technology)	CSC115 (85/71%)	CSC115	Yes, Nov. 2014
5: Society & Human Behavior (Social Science)	PSY111 (49/86%)	PSY111	No
6: Humanistic Perspective (Humanities)	PHL222 (12/100%)	PHL222	Yes, Nov. 2014
7: Historical Perspective (History)	HIS102 (19/95%)	HIS102	No
8: Cultural & Global Awareness (Diversity)	DIV101 (4/100%)	GEO101	Yes, Nov. 2014 GEO101
9: Ethical Reasoning & Action*	ETH200 (20/100%)	ETH200	Yes, Nov. 2014
10: Information Literacy*	ENG102 (54/92%)	ENG102	No

*Integrated Learning Goals

Program-Level Assessment

During AY2014-2015, 14 programs were assessed according to the directions outlined in faculty-created Assessment Plans. Lead faculty members for these programs then analyzed the data collected during FA14 and completing "continuing the loop" reflection reports during the SP15 professional development session. Additional data from SP15 is still being collected. The chart below summarizes the program-level assessment activities that occurred in AY2014-15.

Program (>15 students enrolled)	Course used for assessment in FA14 (# grades entered / % reaching benchmark)	Course used for assessment in SP15 (data still being collected)	"Continuing the Loop" report completed
Biology Chemistry A.S.	BIO101 (18/90%)	BIO102	No
Business Administration A.A.S.	ENG202 (75/97%)	ECO202	Yes, March 2015
Business Administration A.S.	ENG202 (75/97%)	ECO202	Yes, March 2015
Communications Journalism A.A.	ENG202 (75/97%)	ENG202	Yes, March 2015
Computer Graphic Art A.A.	CGA122 (10/90%) ART115 (9/100%)	CGA110/CGA132	No
Criminal Justice A.A.	CRJ103 (18/94%)		No

Education A.A. (two assignments)	EDU101 (22/95%) EDU101 (21/95%)	EDU110	No
Developmental Education	ENG096 (24/83%) ENG098 (25/96%) MAT095 (16/94%)	ENG096, ENG098 MAT095	Dev. Eng. Yes, March 2015; Dev. Math No
Health Science A.S.	HSC168 (40/88%)	HSC168	No
Liberal Arts A.A.	ENG202 (75/97%)	ENG202	Yes, March 2015
Nursing	NUR221 (23/100%)	NUR230	Yes, March 2015
Practical Nursing	LPN101 (39/100%)	LPN102	No
Scientific Glass Technology A.A.S.	SGT210 (20/95%)	SGT211	No
Social Science Psychology A.A.	PSY101 (64/95%)	PSY101	No

Course-Level Assessment

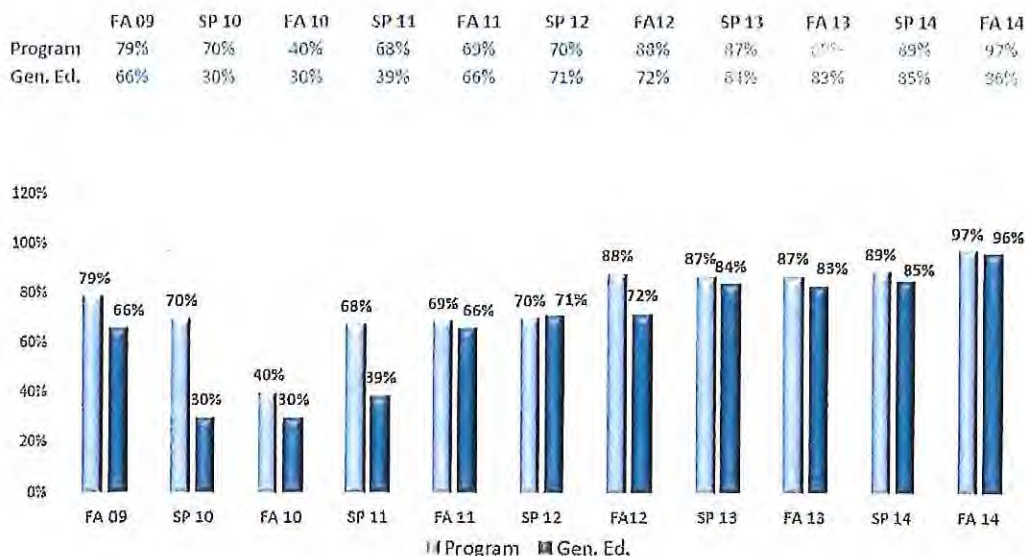
In AY2014-2015, 11 General Education courses were assessed and 20 additional courses were assessed for program-level outcomes. This translates to the assessment of roughly one-third of all course sections offered at the College.

Year	# of sections offered	# of sections assessed	% of sections assessed
2013-14	439	153	35%
2014-15	442	136	31%

DATA COLLECTION RATES

SLOA data collection rates have been steadily rising over the past five years. The current collection rate for both General Education and program-level SLOA data is an impressive 96.5%. In FA2014, the collection rate from the full-time faculty was 100%, whereas the collection rate from the adjunct faculty was 96%. SP15 data is still being collected; it is likely that after the final SP15 data is submitted at the FA15 Opening Session, that the collection rates will be equally high. The combined full-time and adjunct data collection rates are illustrated in Figure 1.

Figure 1: Student Learning Outcomes Assessment Data Collection Rates FA09-FA14



SLOA ACTIVITIES ACCOMPLISHED IN 2014-2015

Assessment is at the center of SCC's mission to offer a quality education for transfer and workforce development; therefore assessment activities occur year-round. The table below highlights some of the major SLOA activities accomplished in the last AY.

Fall 2014 Opening Session	<ul style="list-style-type: none"> • FT faculty updated Gen. Ed. and Program Assessment Plans and tools
Fall 2014 Adjunct Dinner	<ul style="list-style-type: none"> • OAC Chair presented overview of SLOA to adjuncts
Fall 2014 In-Service	<ul style="list-style-type: none"> • FT faculty analyzed multi-year assessment data for Gen. Eds. and completed "continuing the loop" analysis reports in which they reflected on multi-year trends.
End of Fall 2014 Semester	<ul style="list-style-type: none"> • FT and PT faculty submitted SLOA data
Spring 2015 Opening Session	<ul style="list-style-type: none"> • FT faculty updated Gen. Ed. and Program Assessment Plans and tools • FT and PT faculty attended professional development workshop "Assessing Student Learning: Rubrics 101" led by Dr. Jodi Levine Laufgraben from Temple University
Spring 2015 Adjunct Dinner	<ul style="list-style-type: none"> • OAC Chair presented an overview of SLOA to adjuncts
Spring 2015 In-Service	<ul style="list-style-type: none"> • FT faculty analyzed most recently collected program-level data and completed "continuing the loop" analysis reports.
End of Spring 2014 Semester	<ul style="list-style-type: none"> • FT updated Assessment Plans for 2015-2016 • FT and PT faculty submitted SLOA data

PLANNED OUTCOMES ASSESSMENT SCHEDULE FOR 2015-2016 *(to be completed by full-time faculty)*

Fall 2015 Opening Session	<ul style="list-style-type: none"> • Update course, program and general education assessment plans and tools for fall 2015 <i>(only for plans not submitted last spring)</i> • Trouble-shoot data collection omissions or errors from spring 2015 • Share updated <i>OAC Handbook</i> with faculty; review SLOA process and activities planned for AY2015-2016. • Reevaluate curriculum mapping
Fall 2015 In-Service	<ul style="list-style-type: none"> • Analyze general education assessment data from AY2014-2015; complete "continuing the loop" analysis reports
Spring 2016 Opening Session	<ul style="list-style-type: none"> • Continue reevaluation of curriculum mapping • Trouble-shoot data collection omissions or errors from fall 2015 • Analyze program-level assessment data from AY2014-2015; complete "continuing the loop" analysis reports
Spring 2016 In-Service	<ul style="list-style-type: none"> • Reflect on changes made in AY2014-2015; analyze post-intervention data for evidence of impact on SLO's <i>(*Note, this is a new step in process to encourage faculty to assess impact of changes)</i> • Update course, program and general education assessment plans and tools for fall 2016 <i>(Updated assessment plans are due by March 31, 2016)</i>

AREAS OF FOCUS FOR 2015-2016

The OAC has agreed to work on the following four priorities in AY2015-2016:

1. Either create or find a new electronic program for collecting SLOA data, plans, and closure reports. (At the time of this last OAC meeting, Eric P. and key personnel were evaluating the possibility of purchasing TK20 for college-wide assessment practices). The OAC will need to learn and then orient users on this new system.
2. Revisit curricular mapping for all Gen. Eds. and programs; do an "audit" of all Gen. Eds. and programs to ensure all outcomes are being measured.
3. Prepare for Middle States visit. Make sure all pertinent assessment information (including the revised *OAC Handbook*) is on Office 365. Orient all users of Office 365 on how to locate SLOA information.
4. Assess assessment practices at SCC. Survey all faculty about SLOA practices; collect and consider recommendations for improvement.

In closing, as I enter my third and final year as OAC Chair, I will continue to strive toward fostering the culture of assessment at here at the College. Thank you for reviewing this report. I welcome your feedback and recommendations.

Sincerely,

A handwritten signature in blue ink, appearing to read "J Martin", with a stylized flourish at the end.

Jennifer Martin

Chair, Outcomes Assessment Committee

Appendix C

OUTCOMES ASSESSMENT GRID

SCC Graduation Competencies By Program																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Program	Oral & Written Communication	Quantitative Reasoning	Scientific Reasoning & Technology	Technological Competency or Information Literacy	Society and Human Behavior (Social Science)	Aesthetic Perspective- Humanities	Historical Perspective	Diversity and Global Perspective	Ethical Dimension	Program Specific 1	Program Specific 2	Program Specific 3	Program Specific 4	Program Specific 5	Program Specific 6	Program Specific 7	Program Specific 8
Biology/Chemistry	ENG101 ENG202	MAT231	BIO101	ENG101	SOC101	ETH200	HIS102	SOC101	BIO200	BIO101	BIO101	BIO101 CHM101	BIO101 CHM101				
Biotechnology (AAS)	ENG101 ENG202	MAT231	BIO101	ENG101	SOC101	ETH200	N/A	N/A	BIO200	BIO101	BIO101	BIO101					
Biotechnology (AAS)	ENG101 ENG202	MAT137	BIO101	ENG101	SOC101	ETH200	N/A	N/A	BIO200	BIO101	BIO101	BIO101					
Business Administration - General	ENG101 ENG202	MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		N/A	N/A	SOC101								
Communications & Journalism	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	CGA101	SOC101	HUM101	HIS102	SOC101	SOC101	ENG242	ENG202	ENG232					
Computer Graphic Art	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	CGA101	SOC101	ART101	HIS102	SOC101	SOC101	ART101	ART115	CGA110 CGA132 CGA120	CGA140				
Computer Science	ENG101 ENG202	MAT231	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	PHL222 SOC101	PHL222 SOC101	CS217	CS217 CS125	CS217	CS217	CS251			
Criminal Justice	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	SOC101	SOC101	SOC203 SOC112	SOC203 SOC112	SOC203 SOC224					
Digital Media (AAS)	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201 MAT231	BIO101 BIO103 CHM101 PHY101	ENG101 CGA101	SOC101				SOC101								

Courses highlighted in blue do not have identified assignments and rubrics and are not currently being assessed.

OUTCOMES ASSESSMENT GRID

SCC Graduation Competencies By Program																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Program	Oral & Written Communication	Quantitative Reasoning	Scientific Reasoning & Technology	Technological Competency or Information Literacy	Society and Human Behavior (Social Science)	Aesthetic Perspective-Humanities	Historical Perspective	Diversity and Global Perspective	Ethical Dimension	Program Specific 1	Program Specific 2	Program Specific 3	Program Specific 4	Program Specific 5	Program Specific 6	Program Specific 7	Program Specific 8
Education	ENG101 ENG202	MAT137	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	ENG206	HIS202	SOC101	SOC101	ED110	ED101	PSY212	ED101	ED101			
Emergency Management	ENG101 ENG102 ENG202	MAT	BIO110 CHM130	ENG101	SOC101	ETH200 HIS101	HIS101 HIS102	SOC101	SOC101	ENG202	EME101	EME101	EME101	EME102 EME201 EME202			
English & Humanities	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	ART101	HIS102	SOC101	SOC101	ENG101 ENG102 ENG202 HUM101							
Food Processing Technology (AAS)	ENG101 ENG202	MAT137	CHM130 PHY101	ENG101	SOC101	HUM Elective	N/A	N/A	N/A								
Forensic Science	ENG101 ENG202	MAT137	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	HUM Elective	HIS201	HIS201	SOC101	BIO140 BIO141	SOC112						
Glass Art	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	FNA101	N/A	N/A	N/A								
Health & Exercise Science	ENG101 ENG202	MAT137	BIO221	ENG101	SOC101	ETH200	HIS102	SOC101	SOC101	HPE220 HPE221	HPE210	HPE220 HPE221					
Health Science	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO221	ENG101	SOC101	ETH200	HIS102	SOC101	SOC101	BIO220 BIO221	BIO220 BIO221 HLH168	HPE200 BIO221	BIO200				

Courses highlighted in blue do not have identified assignments and rubrics and are not currently being assessed.

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OUTCOMES ASSESSMENT GRID

SCC Graduation Competencies By Program

Program	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Oral & Written Communication	Quantitative Reasoning	Scientific Reasoning & Technology	Technological Competency or Information Literacy	Society and Human Behavior (Social Sciences)	Aesthetic Perspective-Humanities	Historical Perspective	Diversity and Global Perspective	Ethical Dimension	Program Specific 1	Program Specific 2	Program Specific 3	Program Specific 4	Program Specific 5	Program Specific 6	Program Specific 7	Program Specific 8
Industrial Design (AFA)	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201 MAT231		ENG101	SOC Elective		N/A	N/A	N/A								
Liberal Arts - General	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	HUM Elective	HIS102	SOC101	SOC101								
Mathematics	ENG101 ENG202	MAT231	PHY221	ENG101	SOC101	HUM Elective	HIS102	SOC101	SOC101	PHY222	MAT233	MAT232	MAT201				
Nuclear Energy Technology NET																	
Nursing	ENG101 ENG102	MAT201	BIO221	ENG101	SOC101	N/A	N/A	N/A	SOC101	NUR200 NUR201 NUR202 NUR203 NUR204	NUR201 NUR206	NUR201 NUR203	NUR200 NUR202 NUR204	NUR200 NUR201 NUR205		NUR206	NUR206
Physics Engineering	ENG101 ENG202	MAT231	PHY221	ENG101	SOC101	HUM Elective	HIS101	SOC101	SOC101	PHY221	MAT232	PHY223	TBD	TBD			
Scientific Glass Technology	ENG101 ENG122	MAT134 MAT137 MAT153 MAT201	CHM130	ENG101	SOC101	HUM Elective	N/A	N/A	SOC101	SGT114	SGT111	SGT115					
Social Science - Social & Community Service	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	SOC101	SOC101	SOC121	SOC121	SOC214	SOC121 SOC214 SOC222				
Social Science - General	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS101 HIS201	SOC101	SOC101	SOC101	SOC101	SOC101	All program courses				

Courses highlighted in blue do not have identified assignments and rubrics and are not currently being assessed.

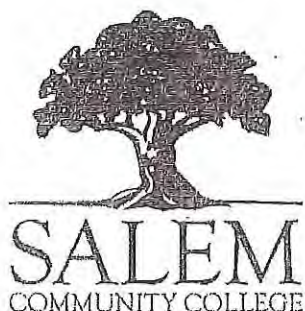
OUTCOMES ASSESSMENT GRID

SCC Graduation Competencies By Program																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Oral & Written Communication	Quantitative Reasoning	Scientific Reasoning & Technology	Technological Competency or Information Literacy	Society and Human Behavior (Social Science)	Aesthetic Perspective-Humanities	Historical Perspective	Diversity and Global Perspective	Ethical Dimension	Program Specific 1	Program Specific 2	Program Specific 3	Program Specific 4	Program Specific 5	Program Specific 6	Program Specific 7	Program Specific 8
Social Science - History & Poly Science	ENG101 ENG202	MAT134 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS101 HIS201	SOC101	SOC101	HIS101 HIS102 HIS201 HIS202	HIS101 HIS102 HIS201 HIS202	HIS101 HIS102 HIS201 HIS202	POL101 HIS102 POL102 POL221	POL102 HIS202 POL221	POL101 POL102 POL221	POL101 POL102 POL221	Program Specific 8
Social Science - Psychology	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	SOC101	SOC101	PSY101 PSY111	PSY101 PSY201						
Social Science - Sociology	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	SOC101	SOC101	SQC101 SOC102	SOC102	SOC101	SOC201				
Sport Management	ENG101 ENG202	MAT134 MAT137 MAT153 MAT201	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101		HIS102	SOC101	SOC101	HPE104	BUS102 ACC121	HPE145	HPE140 ENG232				
Sustainable Energy Technology	ENG101 ENG122	MAT137	CHM101 CHM102	ENG101	SOC101	N/A	N/A	N/A		SET101							
Technical Studies	ENG101 ENG122	MAT134	BIO101 BIO103 CHM101 PHY101	ENG101	SOC101	HUM Elective	N/A	N/A	SOC101								

Courses highlighted in blue do not have identified assignments and rubrics and are not currently being assessed.

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Appendix D



Student Learning Outcomes Assessment (SLOA) Course/Program/General Education

Assessment Plan

To be completed by MARCH 30th for following AY

Instructions: Complete questions 1-7 below and send an electronic copy of this form *AND* copies of your assessment tools (assignments, rubrics, etc.) to the Outcomes Assessment Coordinator (rmendenhall@salemcc.edu) by March 30th so it can be implemented in the next fall semester. The OA Coordinator will share copies of your assessment plan and tools with the other instructors who teach the course in which the assessment plan is to be implemented. If you need assistance or have any questions, please contact the OAC Chair (jmartin@salemcc.edu).

Assessment plan author(s): Click here to enter text.

Date: Click here to enter text.

1. **What is the date range of this assessment cycle?** (e.g., AY2015-2016)

Click here to enter text.

2. **Which course, program, or General Education competency is being assessed with this plan?** (See list of Gen. Ed. competencies below)

Click here to enter text.

- ☐ Competency #1: Written and Oral Communication
- ☐ Competency #2: Quantitative Knowledge and Skills
- ☐ Competency #3: Scientific Knowledge & Reasoning
- ☐ Competency #4: Technological Competency
- ☐ Competency #5: Society and Human Behavior

- ☐ Competency #6: Humanistic Perspective
- ☐ Competency #7: Historical Perspective
- ☐ Competency #8: Global and Cultural Awareness
- ☐ Competency #9: Ethical and Reasoning Action
- ☐ Competency #10: Information Literacy

3. **List the course, program, or General Education outcomes that will be assessed with this plan.** (Course learning objectives are listed in each course's master syllabus; program-level objectives are listed in the current *College Catalog*; the SCC Learning Objectives associated with each Gen. Ed. competency are also listed in the *College Catalog* on page 54.)

(e.g., Gen. Ed. competency #4(c): Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and databases.)

Click here to enter text.

4. **In what course will this objective be assessed?** (e.g., ENG102)

Click here to enter text.

5. **Provide a brief description of the assessment tools to be used.** (e.g., 15 question "scavenger hunt" quiz on library databases) ****Attach assignment and scoring rubric to this assessment plan****

Click here to enter text.

6. **At what point in the course should this assessment plan be implemented?** (e.g., after 10th week of semester)

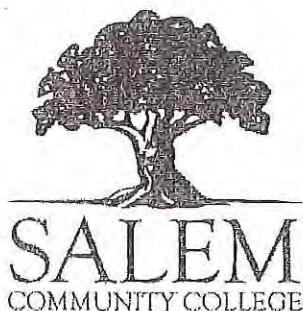
Click here to enter text.

7. **What benchmark will determine success for this assessment tool? Include the highest possible score.**

(e.g., 11/15 questions correct = 73%/100)

Click here to enter text.

Appendix E



Continuing the Loop: Assessment of Course Level Student Learning Outcomes

Course: _____

Report author(s): _____

Report date: _____

1. College Mission and Goals	Mission: Salem Community College provides affordable, quality higher education for college transfer and workforce development. Strategic Priority #2: To improve student success (<i>2013-2016 Strategic Plan</i>)
2. Course-level outcome(s) assessed (<i>from master syllabus; refer to assessment plan(s)</i>)	
3. Assessment task(s) (<i>include description of assessment tools used and benchmark indicated in assessment plan(s)</i>)	
4. Summary of data collected over past <u>X</u> assessment cycles	
5. Data analysis (<i>see "Questions to Consider;" highlight positives and identify areas for improvement</i>)	
6. Changes planned or made based on data analysis (<i>see "Questions to Consider;" be as specific as possible in identifying actionable items; please indicate if any of your recommendations have budgetary implications</i>)	
7. Continuing the Loop (<i>review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results</i>)	

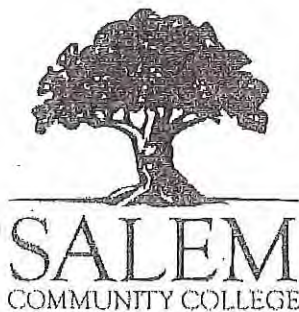
What professional development or resources could help you with future assessment activities?

- ☐ Resources about best assessment practices
- ☐ Samples of assignments, rubrics, assessment plans, and/or completed annual reports
- ☐ Workshops on assessment

- ☐ One-on-one assistance from OAC Chair or Assessment Coordinator
- ☐ None at this time
- ☐ Other (list below)

Additional notes/comments:

Appendix F



Continuing the Loop: Assessment of Program Level Student Learning Outcomes

Program: _____

Report author(s): _____

Report date: _____

1. College Mission and Goals	Mission: Salem Community College provides affordable, quality higher education for college transfer and workforce development. Strategic Priority #2: To improve student success (2013-2016 Strategic Plan)
2. Program-level outcome(s) assessed (<i>refer to assessment plan(s); program outcomes are listed in the College Catalog</i>)	
3. Course(s) used for assessment	
4. Course Learning Outcome(s) assessed (<i>from master syllabus; refer to assessment plan(s)</i>)	
5. Assessment task(s) (<i>include description of assessment tools used and benchmark indicated in assessment plan(s)</i>)	
6. Summary of data collected over past <u>X</u> assessment cycles	
7. Data analysis (<i>see "Questions to Consider;" highlight positives and identify areas for improvement</i>)	
8. Changes planned or made based on data analysis (<i>see "Questions to Consider;" be as specific as possible in identifying actionable items; please indicate if any of your recommendations have budgetary implications</i>)	

9. Continuing the Loop

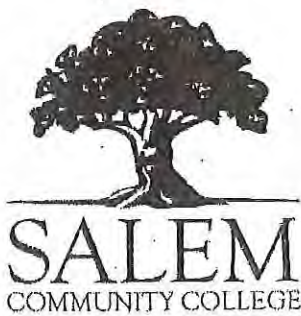
(review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results)

What professional development or resources could help you with future assessment activities? (Underline your choice)

- | | |
|---|---|
| <input type="checkbox"/> Resources about best assessment practices | <input type="checkbox"/> One-on-one assistance from OAC Chair or Assessment Coordinator |
| <input type="checkbox"/> Samples of assignments, rubrics, assessment plans, and/or completed annual reports | <input type="checkbox"/> None at this time |
| <input type="checkbox"/> Workshops on assessment | <input type="checkbox"/> Other (list below) |

Additional notes/comments:

Appendix G



Continuing the Loop: Assessment of General Education Student Learning Outcomes

Select which GEN. ED. was assessed:

- ☐ Competency #1: Written and Oral Communication
☐ Competency #2: Quantitative Knowledge and Skills
☐ Competency #3: Scientific Knowledge & Reasoning
☐ Competency #4: Technological Competency
☐ Competency #5: Society and Human Behavior

- ☐ Competency #6: Humanistic Perspective
☐ Competency #7: Historical Perspective
☐ Competency #8: Global and Cultural Awareness
☐ Competency #9: Ethical and Reasoning Action
☐ Competency #10: Information Literacy

Report author(s): _____

Report date: _____

1. College Mission and Goals	Mission: Salem Community College provides affordable, quality higher education for college transfer and workforce development. Strategic Priority #2: To improve student success (2013-2016 Strategic Plan)
2. Which SCC Learning Objective associated with the above checked GEN. ED. Learning Goal was assessed? (See list of SCC Learning Objectives for each Gen. Ed. Learning Goal on p. 54 of the College Catalog.)	
3. Which course(s) was used to assess this GEN. ED. Learning Goal during this assessment cycle?	
4. Which Course Learning Outcome(s) was assessed to measure this GEN. ED.? (from master syllabus; refer to assessment plan(s))	
5. Assessment task(s) (include description of assessment tools used and benchmark indicated in assessment plan(s))	
6. Summary of data collected over past <u>X</u> assessment cycles	
7. Data analysis (see "Questions to Consider;" highlight positives and identify areas for improvement)	

8. Changes planned or made based on data analysis (see "Questions to Consider," be as specific as possible in identifying actionable items; please indicate if any of your recommendations have budgetary implications)	
9. Continuing the Loop (review the actionable items submitted in previous annual reports; discuss what actions have been taken and their results)	

What professional development or resources could help you with future assessment activities?

- | | |
|---|---|
| <input type="checkbox"/> Resources about best assessment practices | <input type="checkbox"/> One-on-one assistance from OAC Chair or Assessment Coordinator |
| <input type="checkbox"/> Samples of assignments, rubrics, assessment plans, and/or completed annual reports | <input type="checkbox"/> None at this time |
| <input type="checkbox"/> Workshops on assessment | <input type="checkbox"/> Other (list below) |

Additional notes/comments:

Appendix H

Questions to Consider

Questions to consider when analyzing data:

- Are the results *too high*?
- Are the results *too low*?
- Are the results *erratic*?
- Are the results in the *Goldilocks zone*?
(What is an "acceptable" range for the results?)



Questions to consider if the results are too high, too low, or erratic:

Course-Level

1. *Do the program or course-level objectives need to be reworded?* Sometimes what we initially thought we wanted from our students no longer works.
2. *Do the assignment instructions need to be more clearly written?* Did students understand the assignment the way you understand it? A few words here or there can make a huge difference.
3. *Does the assignment need to be revised or updated?* For example, are there questions on an exam that the vast majority of students *always* get right or wrong?
4. *Do the grading tools need to be revised?* This is especially true when you graded a weak paper, but the rubric score was really high.
5. *Did you provide enough training of that skill before the students performed it?* A few low-stakes primers before the assessment may be in order.
6. *Do you need to offer students more opportunities for active learning?* Perhaps a shorter lecture and more hands-on activities are needed.
7. *Do you need to update the course textbook or other course materials?* Do newly published textbooks cover the material more thoroughly or completely?
8. *Is there enough time to review all of the material?* If not, do you need to consider cutting some course-level objectives to focus more closely on the key objectives?

Program-Level

9. *Are you assuming other courses are covering these skills too?* Perhaps you need to review the objectives in your program.
10. *Are you expecting students to demonstrate an introductory level of skills* (i.e. what would be expected in a 100-level course) *or a reinforced/mastery level of skills* (i.e. what would be expected in a 200-level course)? If unsure, perhaps it's time to revisit program mapping.
11. *Are courses being offered in a variety of formats* (online, hybrid, "compressed" semesters)? If so, is there a noticeable difference in results across these formats?
12. *Is there a noticeable difference in results between sections taught by full-time instructors and sections taught by adjuncts?* If so, do adjuncts need more training on using the assessment tools?

External

13. *Are courses being offered in ideal locations and at ideal times?*
14. *Are IT issues affecting course performance?*
15. *Are there adequate external resources for students?* Tutoring, library resources, etc.
16. *How will you communicate positive/negative results (i.e. good ideas and/or areas for improvement) and the impact of changes to the rest of the College community?*

Appendix I

Competency 1				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	ENG101	Persuasive Essay	114	70%
Fall 09	ENG102	Research Paper	61	64%
Fall 09	ENG202	Informative Presentation	20	80%
Spring 10	ENG101	Persuasive Essay	83	77%
Spring 10	ENG102	Research Paper	83	86%
Spring 10	ENG202	Informative Presentation	32	75%
Fall 10	ENG202	Informative Presentation	15	93%
Spring 11		Not Assessed		
Fall 11	ENG101	Persuasive Essay	101	86%
Fall 11	ENG102	Research Paper	36	86%
Fall 11	ENG202	Informative Presentation	17	71%
Spring 12	ENG101	Analysis Essay	163	85%
Spring 12	ENG102	Research Paper	111	70%
Spring 12	ENG202	Informative Presentation	47	87%
Fall 12	ENG101	Analysis Essay	98	86%
Spring 13	ENG101	Analysis Essay	105	74%
Fall 13	ENG101	Analysis Essay	data issues	
Spring14	ENG101	Analysis Essay	55	89.00%
SUM14	ENG101	Analysis Essay	17	88.00%
FALL14	ENG102	Final Exam		91.00%

Competency 2				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	MAT134	Research Paper	50	82%
Fall 09	MAT137	Scatter Plots and lin Regress	23	65%
Fall 09	MAT231	Final Test	18	56%
Fall 09	MAT231	Scatter Plots and lin Regress	18	72%
Spring 10	MAT134	Research Paper	35	89%
Fall 10	MAT134	Final Exam	30	53%
Fall 10	MAT134	Internet Research Project	24	63%
Fall 10	MAT134	Research Paper	14	57%
Fall 10	MAT137	Scatter Plots and lin Regress	20	85%
Fall 10	MAT231	Scatter Plots and lin Regress	10	90%
Spring 11	MAT137	Scatter Plots and lin Regress	57	88%
Fall 12	MAT134	Final Exam	50	56%
Fall 12	MAT 137	Scatter Plots and lin Regress	35	71%
Fall 12	MAT231	Final Test	7	57%
Fall 12	MAT231	Scatter Plots and lin Regress	5	100%
Spring 12	MAT134	Chapter 14 Exam	5	60%
Spring 12	MAT134	Final Test	58	47%
Spring 12	MAT137	Scatter Plots and lin Regress	21	81%
Spring 12	MAT231	Final Test	12	58%
Spring 12	MAT231	Scatter Plots and lin Regress	12	83%
Fall 12	MAT134	Chapter 14 Exam	69	77%
Spring 13	MAT134	Chapter 14 Exam	70	83%
Fall 13	MAT137	Scatter Plots and lin Regress	49	88%
Fall 13	MAT231	Scatter Plots and lin Regress	15	87%
Spring14	MAT137	Scatter Plots and lin Regress	13	85%
Spring14	MAT231	Scatter Plots and lin Regress	12	92%
SUM14	MAT137	Scatter Plots and lin Regress	5	80%
FALL14	MAT137	Scatter Plots and lin Regress		97%
FALL14	MAT231	Scatter Plots and lin Regress		90%

Competency 3				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	BIO101	Bio Lab Report	41	78%
Fall 09	BIO103	RP Pres	22	91%
Fall 09	BIO103	Written Report	24	79%
Fall 09	BIO221	Physiology Experiment/Design	35	89%
Fall 09	CHM101	Stoichimetry	33	97%
Fall 09	PYY101	Homework 1	40	68%
Fall 09	PYY101	Lab 1	39	87%
Fall 09	PYY101	Lab 2	41	68%
Fall 09	PYY101	Research	19	84%
Spring 10		Not Assessed		
Fall 10	BIO101	Bio Lab Report	32	78%
Fall 10	CHM101	Stoichimetry	46	91%
Fall 10	PYY101	Homework 1	40	85%
Fall 10	PYY101	Lab 1	49	47%
Fall 10	PYY101	Lab 2	89	82%
Fall 10	PYY101	Research	48	17%
Fall 10	PYY101	Reasearch Project	46	39%
Fall 10	PYY101	Team Presentation	39	54%
Fall 10	PYY101	Test 1	48	69%
Spring 11	BIO221	Physiology Experiment/Design	34	97%
Fall 11		Not Assessed		
Spring12	BIO221	Physiology Experiment/Design	46	80%
Fall 12	BIO101	Scientific Research Project	9	89%
Spring13	BIO102	Written Report	9	100%
Fall 13	BIO101	Reasearch Project	22	82.00%
Spring14	BIO102	Written Report	10	90.00%
Fall 14	BIO101	Reasearch Project		90%

Competency 4				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	CGA101	Internet Research Project	27	56%
Fall 09	ENG	Library Assignment	211	92%
Spring 10	CGA101	Internet Research Project	12	75%
Fall 10		Not Assessed		
Spring 11	ENG	Library Assignment	97	91%
Fall 11	CGA101	Research Critique	35	77%
Fall 11	ENG101	Library Assignment	152	0%
Spring 12	CGA101	Research Critique	13	85%
Spring 12	CSC115	Access Exam	133	76%
Spring 12	ENG 101	Library Assignment	108	0%
Fall 12	CSC115	Access Exam	77	71%
Spring13	CSC115	Access Exam	129	84%
Fall 13	CSC115	Access Exam	128	65%
Spring14	CSC115	Excel Exam	80	69%
SUM14	CSC115	Excel Exam	9	72%
FALL14	CSC115	Excel Exam		85%

Competency 5				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	SOC101	Social prejudice exercise	86	74%
Fall 09	SOC101	Social Ethics Exercise	54	80%
Spring 10	SOC101	Research Paper	16	94%
Spring 10	SOC101	Social prejudice exercise	48	75%
Spring 10	SOC101	World view through the media	42	98%
Fall 10	SOC101	Exam	64	88%
Fall 10	SOC101	Knowledge/principles of soc. sci.	16	84%
Fall 10	SOC101	Research paper	89	89%
Fall 10	SOC101	World view through the media	60	97%
Spring 11	SOC101	Exam	45	80%
Spring 11	SOC101	Knowledge/principles of soc. sci.	48	79%
Spring 11	SOC101	research paper	43	93%
Spring 11	SOC101	World view through the media	46	89%
Fall 11	SOC101	World view through the media	137	81%
Spring 12	PSY101	PowerPoint Oral Report	63	71%
Spring 12	PSY101	Exam	98	87%
Spring 12	PSY101	Principles of social science	102	71%
Spring 12	PSY101	Research paper	82	94%
Spring 12	PSY101	Social Responsibility Exercise	97	76%
Spring 12	PSY101	World view through the media	92	87%
Fall 12	PSY101	PowerPoint Oral Report	93	88%
Spring 13	HIS101	Oral Presentation	28	82%
Spring 13	PSY101	PowerPoint Oral Report	104	91%
Fall 13	PSY101	PowerPoint Oral Report	122	95%
Spring 14	PSY101	PowerPoint Oral Report	132	84%
SUM14	PSY101	PowerPoint Oral Report	8	100%
FALL14	PSY111	Oral Presentation	NO data	

	A	B	C	D	E
1	Competency 6				
2	Term	Course	Assignment	Grades	>Benchmark
3	Fall 09	ART101	Oral artist presentation	26	69%
4	Spring 10	ART101	Oral artist presentation	12	75%
5	Spring 10	ETH200	Bioethics presentation	20	100%
6	Spring 10	HUM101	Site visit critique	18	89%
7	Fall 10	ETH200	Bridalplasty Forum	16	100%
8	Spring 11	ART101	Oral artist presentation	12	100%
9	Fall 11	ART101	Oral artist presentation	16	75%
10	Fall 11	ETH200	Bioethics presentation	23	100%
11	Fall 11	HUM101	Site visit critique	20	90%
12	Spring 12	ART101	Artist Analysis Research Paper	38	84%
13	Spring 12	ART101	Oral artist presentation	33	76%
14	Spring 12	ETH200	Bioethics presentation	7	100%
15	Fall 12	ART101	Oral artist presentation	29	69%
16	Spring 13	ART101	Artist Analysis Research Paper	35	86%
17	Fall 13	ART101	Artist Analysis Research Paper	17	94%
18	Spring 14	ART101	Artist Analysis Research Paper	22	91%
19	FALL14	PHL222	Compar. Religions Proj.		100%

Competency 7				
Term	Course	ASSIGNMENT	Grades	>Benchmark
Fall 09	HIS101	Analytical Essay	94	87%
Fall 09	HIS201	Paper	21	100%
Spring 10		Not Assessed		
Fall 10	HIS101	Analytical Essay	112	52%
Fall 10	HIS102	Presentation	12	100%
Spring 11	HIS101	Analytical Essay	17	59%
Spring 11	HIS102	Presentation	91	70%
Spring 11	HIS202	Paper 1	33	100%
Fall 11	HIS101	Analytical Essay	100	70%
Fall 11	HIS102	Presentation	49	92%
Fall 11	HIS202	Paper	16	100%
Spring 12	HIS101	Analytical Essay	45	38%
Spring 12	HIS101	Oral Presentation	45	56%
Spring 12	HIS102	Presentation	95	66%
Spring 12	HIS202	Paper 1	20	80%
Fall 12	HIS101	Oral Presentation	87	89%
Spring 13	HIS101	Oral Presentation	38	82%
Fall 13	HIS101	Oral Presentation	104	85%
Spring 14	HIS101	Oral Presentation	35	94%
FALL14	HIS102	Final Exam Essay		100%

Competency 8				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	HIS201	Paper	21	100%
Fall 09	SOC101	Social prejudice exercise	86	74%
Spring 10	SOC101	World view through the media	42	98%
Spring 10	SOC101	Research Paper	16	94%
Spring 10	SOC101	Social prejudice exercise	48	75%
Fall 10	SOC101	Exam	64	88%
Spring 11	SOC101	Exam	45	80%
Fall 11	HIS201	Paper	16	100%
Fall 11	SOC101	Social prejudice exercise	132	71%
Spring 12	GEO101	Research Essay	19	95%
Spring 12	PHL222	Comparative Religiouss Spreadsheet	30	93%
Fall 12	Geo101	Research Essay	23	91%
Spring 13	Geo101	Research Essay	21	81%
Fall 13	Geo101	Research Essay	16	94%
Spring 14	Geo101	Research Essay	16	100%
FALL14	DIV101	PowerPoint Presentation		100%

Competency 9				
Term	Course	Assignment	Grades	>Benchmark
Fall 09	SOC101	Social Ethics Exercise	54	80%
Spring 10	SOC101	Research Paper	16	94%
Spring 10	SOC101	World view through the media	42	98%
Fall 10	ETH200	Bridalplasty	16	100%
Fall 10	SOC101	Exam	64	88%
Fall 10	SOC101	Knowledge/principles of soc. sci.	16	88%
Fall 10	SOC101	Research Paper	64	89%
Fall 10	SOC101	World view through the media	60	97%
Spring 11		Not Assessed		
Fall 11	ETH 200	Bioethics Presentation	23	100%
Fall 11	SOC101	Research Paper	118	84%
Spring 12	ETH200	Bioethics Presentation	7	100%
Spring 12	PHL222	Comparative Religiouss Spreadsheet	30	93%
Spring 12	PSY101	Exam	98	87%
Spring 12	PSY101	Principles of social science	102	71%
Spring 12	PSY101	Research paper	82	94%
Spring 12	PSY101	Social Responsibility Exercise	97	76%
Spring 12	PSY101	World view through the media	92	87%
Fall 12	BUS103	Ethical Dilemma Group Presentation	13	77%
Spring 13	BUS103	Ethical Dilemma Group Presentation	21	81%
Fall 13	BUS103	Ethical Dilemma Group Presentation	18	78%
Spring 14	BUS103	Ethical Dilemma Group Presentation	14	93%
FALL14	ETH200	Ethics Article and Response Paper		100%

Appendix J

Developmental Ed				
Term	Course	Assignment	Grades	Benchmark
Fall 09	ENG096	Department Exam	37	97%
Spring10		Department Exam	11	91%
Fall10		Department Exam	26	85%
Spring11		Department Exam	12	92%
Fall 11		Department Exam	23	87%
Spring12		Department Exam	16	94%
Fall12		Exit Paragraph	45	73%
Spring13		Exit Paragraph	12	100%
Fall13		Exit Paragraph	26	69%
Spring14		Exit Paragraph	9	44%
FALL14		Exit Paragraph		89%
Fall09	ENG098	Exit Essay	55	98%
Spring10		Deaprtment Essay	55	100%
Fall10		Deaprtment Essay	41	98%
Spring 11		Deaprtment Essay	37	78%
Fall11		Deaprtment Essay	64	91%
Spring12		Deaprtment Essay	46	76%
Fall12		Exit Essay	63	84%
Spring13		Exit Essay	52	73%
Fall13		Exit Essay	42	88%
Spring14		Exit Essay	14	64%
SUM14		Exit Essay	5	100%
FALL14		Exit Essay		95%
Fall09	MAT090	Final Exam	69	94%
Fall09	MAT093	Final Exam	97	62%
Spring 10	MAT093	Final Exam	43	47%
Fall10	MAT093	Final Exam	28	82%
Spring11	MAT093	Final Exam	80	58%
FALL11	MAT093	Final Exam	54	72%
Spring 12	MAT093	Final Exam	91	62%
Fall09	MAT095	Final Exam	44	73%
Spring10		Final Exam	18	44%
Fall10		Final Exam	15	13%
Spring 11		Final Exam	53	40%
Fall11		Final Exam	39	51%
Spring12		Final Exam	35	71%
Fall12		Final Exam	49	35%
Spring13		Final Exam	18	28%
Fall 13		Final Exam	40	85%
Spring14		Final Exam	7	100%

FALL14		Final Exam		88%
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Program: Biology Chemistry

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Spring 10	CHM102	14	Stanard Final Exam	26	81%
Fall 10	BIO101	13	Bio Lab Report - conclusions	32	81%
			Bio Lab Report - Experimental Design	32	78%
			Bio Lab Report - Formatting	32	100%
			Bio Lab Report - Introduction	32	63%
			Bio Lab Report - Methods & Materials	32	91%
			Bio Lab Report -Results	32	84%
			Bio Lab Report - Spell & Gram	32	97%
	BIO101		Cummulative Test	35	0%
Spring11	BIO102	14	Stanard Final Exam	34	68%
	CHM102	14	Stanard Final Exam	23	83%
Spring 12	CHM102	14	Stanard Final Exam	18	89%
Fall 14	BIO101		Reasearch Project		1005%

Program: Business Administration

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Fall 12	ACC121	12	Final Test/Exam	28	96%
Fall13	ACC121	12	Final Test/Exam	30	87%
Spring14	ENG202		Informative Presentation	75	95

Program: Computer Science

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Spring 10	CSC251	14	Test 2	6	83%
Fall	CSC217	10	Test 1 Part 1	14	57%
Fall 11	CSC217	10	Test 1 Part 1	9	67%

Program:Computer Graphic Art

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Srping 11	ART115	10	Final Design Project	8	88%
	CGA120	11	Yellow Pages Ad	8	88%
Fall 11	ART115	10	Final Design Project	21	90%
Spring 12	CGA102	11	Newsletter Project	10	100%
FALL14	ART115	10	Final Design Project		100%
	CGA122	11	Projesct		100%

Program: Criminal Justice

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Fall 10	CRJ103	10	Term Paper	25	76%
Fall 11	CRJ103	10	Term Paper	20	90%
Spring 12	CRJ112	10	Unit Test 2	29	72%

Program: Digital Media

TERM	COURSE	OUTCOME #	Assignment	Grades Entered	Achieved Benchmark
Spring 11	ART115	10	Final Design Project	8	88%
	CGA120	10	Yellow Pages Ad	8	88%
Fall 11	ART115	10	Final Design Project	21	90%

Appendix K



Student Learning Outcomes Assessment (SLOA)

Course/Program/General Education

Assessment Plan

To be completed by MARCH 30th for following AY

Instructions: Complete questions 1-7 below and send an electronic copy of this form *AND* copies of your assessment tools (assignments, rubrics, etc.) to the Outcomes Assessment Coordinator (rmendenhall@salemcc.edu) by March 30th so it can be implemented in the next fall semester. The OA Coordinator will share copies of your assessment plan and tools with the other instructors who teach the course in which the assessment plan is to be implemented. If you need assistance or have any questions, please contact the OAC Chair (jmartin@salemcc.edu).

Assessment plan author(s): Jennifer Martin

Date: March 16, 2015

1. **What is the date range of this assessment cycle?** (e.g., AY2015-2016)

AY2015-2016

2. **Which course, program, or General Education competency is being assessed with this plan?** (See list of Gen. Ed. competencies below)

Course: ENG101

- ☐ Competency #1: Written and Oral Communication
- ☐ Competency #2: Quantitative Knowledge and Skills
- ☐ Competency #3: Scientific Knowledge & Reasoning
- ☐ Competency #4: Technological Competency
- ☐ Competency #5: Society and Human Behavior

- ☐ Competency #6: Humanistic Perspective
- ☐ Competency #7: Historical Perspective
- ☐ Competency #8: Global and Cultural Awareness
- ☐ Competency #9: Ethical and Reasoning Action
- ☐ Competency #10: Information Literacy

3. **List the course, program, or General Education outcomes that will be assessed with this plan.** (Course learning objectives are listed in each course's master syllabus; program-level objectives are listed in the current College Catalog; the SCC Learning Objectives associated with each Gen. Ed. competency are also listed in the College Catalog on page 54.)

(e.g., Gen. Ed. competency #4(c): Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and databases.)

ENG101 Course Performance Objective #2: Apply the writing process: invent, draft, revise and edit using the conventions of academic writing to produce a minimum of five essays of at least 500 words and five-paragraphs each in final draft form. [From course syllabus revised FA14]

4. **In what course will this objective be assessed?** (e.g., ENG102)

ENG101

5. **Provide a brief description of the assessment tools to be used.** (e.g., 15 question "scavenger hunt" quiz on library databases) ****Attach assignment and scoring rubric to this assessment plan****

Critical analysis essay: Students will read and evaluate the merits of a controversial text (topic = decline in reading); then utilize the writing process of planning, drafting, revising, and editing to produce an essay that is at least five-paragraphs in length (no less than 500 words) in final draft form. [Assignment is attached]

6. **At what point in the course should this assessment plan be implemented?** (e.g. after 10th week of semester)
This assignment should be given at the end of the semester as an “exit essay” or “final exam.” Students are expected to complete this assignment in-class in one session. Online students should receive this assignment in a timed format (approximately 2 hours).
7. **What benchmark will determine success for this assessment tool? Include the highest possible score.**
(e.g., 11/15 questions correct = 73%/100)
Maximum score on rubric = 60 PTs; benchmark = $44/60 = 73\%$

ENGLISH 101 FINAL EXIT ESSAY: CRITICAL ANALYSIS

BACKGROUND INFORMATION

A **critical analysis** is an evaluation of another writer's work. In a critical analysis, you assess how effectively another writer has made his or her point by answering questions like, "Do the facts support the writer's claims? Is the writer fair and reasonable? Are there missing facts, interpretations, or viewpoints?" Critical analysis essays generally have an argumentative purpose—that is, your purpose is to argue the merits (or lack thereof) of the source article or essay.

ASSIGNMENT

The purpose of this assignment is to compose a critical analysis essay in which you evaluate the writer's claims in the attached article. Your essay (at least five paragraphs) should contain an accurate summary of the attached article, a thesis that presents a clear judgment about the article, and evidence from the article to support your thesis.

Since you will be frequently referring to the source article in your essay, it is crucial that your in-text citations are correct. All information that comes from the source article—whether it is summarized, paraphrased, or directly quoted—must include adequate introductions and explanations.

Please note: You may include only three short direct quotes in your essay, so choose material to quote that is especially meaningful. The majority of your essay should be in your own words.

THE WRITING PROCESS

Follow the steps in the writing process to write this essay:

1. **Make sure you understand the source article** by reading it carefully and critically *at least twice*. **Annotate** the article as you read.
2. Use a **prewriting technique** such as brainstorming, freewriting, mapping, or questioning to generate a list of possible points you would like to write about.
3. **Draft a thesis statement** that presents a clear judgment about the article.
4. **Create an outline of your essay** with at least three body paragraphs to support your thesis. A possible format for your outline is as follows:
 - I. Introductory paragraph
 - A. Capture your readers' attention
 - B. State your **thesis** (a single sentence that states your judgment of the article)
 - II. First body paragraph
 - A. **Summarize the article** you are analyzing—be sure to reference the article by title and author
 - III. Second, third, fourth body paragraphs, etc. (*include as many as needed*)
 - A. Support your thesis point by point. Start each body paragraph with a **topic sentence** that ties logically to your thesis statement
 - B. Support your topic sentences with examples, evidence, and reasoning (you may include summaries and quotations from the source article if appropriate)
 - IV. Concluding paragraph
 - A. Wrap up your essay by summarizing your thesis and main points
 - B. Recommend a course of action to your readers
5. **Write your first draft** based upon your outline. Don't worry about making it perfect—first drafts are supposed to be "rough."
6. Read over your rough draft. Think of ways that you can **revise your writing** to make it more clear and convincing. Consider whether you need to include any additional information to support your thesis.

7. After you have made your revisions, read your essay over several times to **proofread** for mistakes in grammar, word choice, spelling, capitalization, and punctuation.

AUDIENCE & TONE

You are writing for people who may not be familiar with this article and/or this topic, so you will want to provide a sufficient summary of the article and other important background information. You may also want to assume that your readers will have an opposite point-of-view to yours, so you will want to write to convince them to agree with your thesis. The tone of your essay should be professional and formal.

ESSAY FORMAT

Your essay must be MLA-formatted (consult class handouts and your textbook for more information on MLA style), and must include a works cited page with the citation for the source article. Your essay should also include a creative, attention-grabbing title. The final draft of your essay should include at least five well-developed paragraphs and be approximately three pages in length.

GRADING

Your essay will be evaluated on the criteria listed on the attached rubric.

Counterpoint: The Decline of Reading in the U.S. Damages our Intellectual Life

By: Otis Kramer and Geraldine Wagner

Points of View Reference Center database, 2014

"For the first time in modern history, less than half of the adult population now reads literature, and these trends reflect a larger decline in other sorts of reading. Anyone who loves literature or values the cultural, intellectual, and political importance of active and engaged literacy in American society will respond to this report with grave concern."

This statement, from the introduction to a 2004 report by the National Education Association, sums up the facts and sends a wake up call for the decline of reading.

Before the digital age, most people looked to fiction (literature) for entertainment and knowledge. That time seems to be passing with the introduction and spread of alternatives that now include videos downloadable over the Internet on demand, DVDs, computer games, and hand-held devices that can play music and videos, connect to the internet, make phone calls and exchange messages and photos.

In some cases, book categories are migrating online. Reference books--like encyclopedias--are a prime example. These have always been books that people use to look up facts, not to be read from start to finish. Fifty years ago, families bought an encyclopedia to help their children with schoolwork. Today parents pay for an Internet connection knowing that online encyclopedias will play a similar role.

In 2006, people between the ages of 15 and 24, voluntarily read only about seven minutes a day during the week and 10 minutes a day on weekends, but they watched TV about 2.5 hours a day. Among people from 35 to 44 years old, voluntary reading averaged only 12 minutes a day. The most avid readers are those 65 years and older, who averaged only about an hour a day.

The number of people reading books is about the same, around 100 million; however, the landmark 2004 study by the National Education Association reported sales figures from major publishers showing that book sales are basically flat. As the population increases, the number of people reading for pleasure remains about the same; thus, the percentage of readers is in decline, even though the actual number of Americans who read literature has remained about the same over the past two decades.

Americans are not just reading less, they are reading less well when they do read. Between 1992 and 2005, the percentage of 12th graders who read at the proficient level declined from 40% to 35%. Any decline in reading ability indicates a corresponding decline in overall academic accomplishment.

Therefore, on one level, the question, "is reading in decline?" is the wrong question. Clearly people continue to read just like they continue to talk, even when that means exchanging written messages over cell phones, or on Internet chat services. The issue is not whether people read less for leisure, but what the implications for society might be of these well-documented trends of reading for information rather than for leisure and stimulation of the imagination, and of reading less proficiently. What other changes in American culture and politics can be attributed to the long-past substitution of a television set for time spent with a good novel?

What perhaps is the difference between reading Shakespeare's play *Much Ado About Nothing* and watching the film version on a DVD playing on your laptop or iPod?

One key difference lies in the imagination. Think about the fictional characters in a novel or play. Do they resemble someone you know? How do their voices sound? What does the great English country house where the novel takes place, look like?

Pleasure readers must actively engage their minds in imagining these important details while reading a book. The words on the pages of every copy of a novel are identical, but the characters that inhabit the imagination of the reader are unique. Reading a book is emphatically not the same as watching a movie based on that book.

As the NEA reported: "The accelerating declines in literary reading among all demographic groups of American adults indicate an imminent cultural crisis.... (U)nless some effective solution is found literary culture, and literacy in general, will continue to worsen."

~~~~~

By Otis Kramer

Co-Author: Geraldine Wagner

Geraldine Wagner has an MS in Social Sciences from Syracuse University. She has taught university-level Sociology courses and is a Technical and Professional Writing Instructor.

## ENGLISH COMPOSITION I ESSAY RUBRIC

|                                                                 | <b>EXCELLENT (5 points)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>COMPETENT (3-4 points)</b>                                                                                                                                                                                                                                                                                     | <b>WEAK (1-2 points)</b>                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Directions and Length</b><br><br>_____/5                     | <ul style="list-style-type: none"> <li>Essay effectively responds to assignment instructions (prompt).</li> <li>Essay meets length requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Essay <i>mostly</i> responds to assignment prompt.</li> <li>Essay is <i>within one-half</i> page of length requirements.</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Essay does not completely respond to assignment prompt.</li> <li>Essay does not meet or exceeds length requirements by <i>more than one page</i>.</li> </ul>                                                                                                                               |
| <b>Title and Formatting</b><br><br>_____/5                      | <ul style="list-style-type: none"> <li>Title grabs attention of the reader and suggests content.</li> <li>Title is centered and correctly capitalized.</li> <li>Essay is double-spaced, with standard font size and margins.</li> <li>Paragraphs are tab indented.</li> <li>Heading with student's name, professor's name, course name, and date, is double-spaced in the upper left corner of the first page.</li> <li>A running header with the student's last name and page number appear in the upper right corner of every page.</li> </ul> | <ul style="list-style-type: none"> <li>Title is appropriate, but does little to grab readers' attention.</li> <li>Essay format is lacking one or two of the items in the Excellent column.</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Title does not grab the attention of the reader or title is missing.</li> <li>Essay is lacking three or more of the items in the Excellent column.</li> </ul>                                                                                                                              |
| <b>Introduction</b><br><br>_____/5                              | <ul style="list-style-type: none"> <li>Opening paragraph(s) creatively and effectively grabs readers' attention, provides sufficient background, and states an appropriate thesis.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Opening paragraph(s) somewhat grabs readers' attention, provides some relevant background information on the essay topic, and includes a thesis.</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Opening paragraph(s) does little to grab the attention of the reader and/or provide relevant background information.</li> <li>Opening paragraph(s) does not include a thesis.</li> </ul>                                                                                                   |
| <b>Thesis Statement</b><br><br>_____/5                          | <ul style="list-style-type: none"> <li>The writer's main point is clearly stated in the introduction in a significant thesis statement that is original, creative, and ambitious.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Thesis is somewhat clear, but may be too general or commonplace.</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Thesis is unclear, poorly written, or unidentifiable.</li> <li><b><i>No thesis receives "0" points.</i></b></li> </ul>                                                                                                                                                                     |
| <b>Body Paragraph Organization and Coherence</b><br><br>_____/5 | <ul style="list-style-type: none"> <li>Essay has <i>three or more</i> well-organized body paragraphs, each with a clearly stated topic sentence and supporting evidence that directly supports the thesis.</li> <li>Progression of ideas is clear and logical.</li> <li>Varied and effective transition words, phrases, and/or devices enhance unity and maintain coherence.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li><i>Most</i> body paragraphs begin with a clearly stated topic sentence.</li> <li>Progression is generally clear.</li> <li>Transitions are used, but may be weak and/or not varied.</li> <li>Body paragraphs may include <i>one or two</i> irrelevant sentences.</li> </ul> | <ul style="list-style-type: none"> <li><i>Two or more</i> paragraphs are missing clearly stated topic sentences.</li> <li>Little to no logic is apparent in the arrangement of the body paragraphs.</li> <li>Lack of transitions results in some incoherence among ideas.</li> <li>Essay includes irrelevant material.</li> </ul> |
| <b>Development of Ideas</b><br><br>_____/5                      | <ul style="list-style-type: none"> <li>Each paragraph has a <i>minimum of 8 sentences</i>.</li> <li>All body paragraphs are effectively developed with plenty of supporting details (both major and minor) to fully explain the topic sentence.</li> <li>The details are fully elaborated with explanations, examples, commentary, etc.</li> </ul>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li><i>Most</i> paragraphs include adequate supporting details.</li> <li>The details have some appropriate elaboration (may be uneven).</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Essay has fewer than the required number of paragraphs and/or sentences in each paragraph.</li> <li><i>Two or more</i> paragraphs are missing adequate supporting details (underdeveloped).</li> <li>Details are minimally elaborated or not elaborated at all.</li> </ul>                 |
| <b>Conclusion</b><br><br>_____/5                                | <ul style="list-style-type: none"> <li>Concluding paragraph provides interesting and satisfying ending that summarizes and supports the thesis/essay content.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Concluding paragraph provides an adequate ending that supports the thesis.</li> <li>Offers little summarization.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Concluding paragraph is too short and/or inadequately concludes the essay, leaving the reader dissatisfied.</li> </ul>                                                                                                                                                                     |

|                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Style and Tone</b><br><br>_____/5                                             | <ul style="list-style-type: none"> <li>Word choice is varied, specific, and collegiate.</li> <li>Tone is consistently formal and effective for writing purpose.</li> </ul>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Word choice is mostly collegiate but may be general and limited.</li> <li>Minor lapses in appropriateness of tone.</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Word choice is not varied, is elementary, and/or is overly general.</li> <li>Tone is too casual/ conversational.</li> </ul>                                                                                                                                                                                                                                        |
| <b>Sentence Structure and Variety</b><br><br>_____/5                             | <ul style="list-style-type: none"> <li>Writer demonstrates knowledge of proper sentence structure.</li> <li>Writer demonstrates good use of sentence variety (essay contains many complex and compound sentences).</li> <li>Sentence beginnings are varied.</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Some minor errors in sentence structure, but overall these errors do not distract from meaning.</li> <li>Some repetition in sentence type/beginnings</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>There are multiple errors in sentence structure and/or clarity.</li> <li>There is little to no variety in sentence types or beginnings.</li> <li>More editing is needed.</li> </ul>                                                                                                                                                                                |
| <b>Grammar and Mechanics</b><br><br>_____/5                                      | <ul style="list-style-type: none"> <li><i>Very few</i>, if any, errors are present.</li> <li>Writer demonstrates strong awareness of correct grammar and mechanics.</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>A presence of a <i>few</i> minor errors in grammar, mechanics, and spelling, but overall errors do not interfere with meaning.</li> <li>Writer is generally aware of correct grammar and mechanics; no pattern of errors is present.</li> </ul> | <ul style="list-style-type: none"> <li><i>Many</i> errors present.</li> <li>Writing demonstrates pattern of one or more types of errors. (<i>See list of error pattern below.</i>)</li> <li>Writer has limited awareness of correct grammar and mechanics.</li> <li>More editing is needed.</li> </ul>                                                                                                    |
| <b>Punctuation</b><br><br>_____/5                                                | <ul style="list-style-type: none"> <li>Punctuation is consistently used correctly and appropriately.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Punctuation is generally used correctly; errors rarely interfere with meaning.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Frequent errors in punctuation cause confusion.</li> <li>More editing is needed.</li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Academic Documentation (Works Cited and In-Text Citations)</b><br><br>_____/5 | <ul style="list-style-type: none"> <li>All sources cited in the essay are correctly listed on a Works Cited page in MLA format (alphabetical order, double-spaced, with hanging indents).</li> <li>All sources listed on the Works Cited page are correctly referenced within the essay.</li> <li>The number of sources cited meets the minimum requirement for the assignment.</li> <li>In-text citations include adequate introductions and explanations.</li> </ul> | <ul style="list-style-type: none"> <li><i>One less</i> than the required number of sources are cited within the essay.</li> <li>Contains some minor errors with the in-text citations and/or contains some minor errors on the Works Cited page.</li> </ul>                            | <ul style="list-style-type: none"> <li><i>Two or more less</i> than the required number of sources are cited within the essay.</li> <li>Major errors exist with in-text citations.</li> <li>Major errors are present on the Works Cited page.</li> <li><b>Note: Lack of in-text citations or lack of a Works Cited page may be treated as plagiarism and result in an essay grade of ZERO.</b></li> </ul> |

**ERROR PATTERNS (check all that apply)**

- |                                                              |                                                       |                                                   |
|--------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Sentence fragments                  | <input type="checkbox"/> Pronoun errors               | <input type="checkbox"/> Missing/misused commas   |
| <input type="checkbox"/> Run-on sentences/comma splices      | <input type="checkbox"/> Misplaced/dangling modifiers | <input type="checkbox"/> Other punctuation errors |
| <input type="checkbox"/> Subject-verb agreement errors       | <input type="checkbox"/> Word choice errors           | <input type="checkbox"/> Other:                   |
| <input type="checkbox"/> Inconsistent verb tense             | <input type="checkbox"/> Capitalization errors        |                                                   |
| <input type="checkbox"/> Inconsistent point-of-view (person) | <input type="checkbox"/> Spelling errors              |                                                   |

**COMMENTS:**

**ESSAY GRADE:** \_\_\_\_/60 = \_\_\_\_%

**GRADE CALCULATION:**

Divide the number of points earned by the maximum points (60) to determine the percentage. (e.g. 48/60 = 80%)

**TOTAL POINTS**

54-60

48-53

42-47

36-41

Under 36

**PERCENTAGE**

90%-100%

80%-88%

70%-78%

60%-68%

0-59%

**LETTER GRADE**

A (Excellent)

B (Satisfactory)

C (Needs Improvement)

D (Weak)

F (NOT PASSING)



## **Counterpoint: The Decline of Reading in the U.S. Damages our Intellectual Life**

**By: Otis Kramer and Geraldine Wagner**

**Points of View Reference Center database, 2014**

"For the first time in modern history, less than half of the adult population now reads literature, and these trends reflect a larger decline in other sorts of reading. Anyone who loves literature or values the cultural, intellectual, and political importance of active and engaged literacy in American society will respond to this report with grave concern."

This statement, from the introduction to a 2004 report by the National Education Association, sums up the facts and sends a wake up call for the decline of reading.

Before the digital age, most people looked to fiction (literature) for entertainment and knowledge. That time seems to be passing with the introduction and spread of alternatives that now include videos downloadable over the Internet on demand, DVDs, computer games, and hand-held devices that can play music and videos, connect to the internet, make phone calls and exchange messages and photos.

In some cases, book categories are migrating online. Reference books--like encyclopedias--are a prime example. These have always been books that people use to look up facts, not to be read from start to finish. Fifty years ago, families bought an encyclopedia to help their children with schoolwork. Today parents pay for an Internet connection knowing that online encyclopedias will play a similar role.

In 2006, people between the ages of 15 and 24, voluntarily read only about seven minutes a day during the week and 10 minutes a day on weekends, but they watched TV about 2.5 hours a day. Among people from 35 to 44 years old, voluntary reading averaged only 12 minutes a day. The most avid readers are those 65 years and older, who averaged only about an hour a day.

The number of people reading books is about the same, around 100 million; however, the landmark 2004 study by the National Education Association reported sales figures from major publishers showing that book sales are basically flat. As the population increases, the number of people reading for pleasure remains about the same; thus, the percentage of readers is in decline, even though the actual number of Americans who read literature has remained about the same over the past two decades.

Americans are not just reading less, they are reading less well when they do read. Between 1992 and 2005, the percentage of 12th graders who read at the proficient level declined from 40% to 35%. Any decline in reading ability indicates a corresponding decline in overall academic accomplishment.

Therefore, on one level, the question, "is reading in decline?" is the wrong question. Clearly people continue to read just like they continue to talk, even when that means exchanging written messages over cell phones, or on Internet chat services. The issue is not whether people read less for leisure, but what the implications for society might be of these well-documented trends of reading for information rather than for leisure and stimulation of the imagination, and of reading less proficiently.



What other changes in American culture and politics can be attributed to the long-past substitution of a television set for time spent with a good novel?

What perhaps is the difference between reading Shakespeare's play *Much Ado About Nothing* and watching the film version on a DVD playing on your laptop or iPod?

One key difference lies in the imagination. Think about the fictional characters in a novel or play. Do they resemble someone you know? How do their voices sound? What does the great English country house where the novel takes place, look like?

Pleasure readers must actively engage their minds in imagining these important details while reading a book. The words on the pages of every copy of a novel are identical, but the characters that inhabit the imagination of the reader are unique. Reading a book is emphatically not the same as watching a movie based on that book.

As the NEA reported: "The accelerating declines in literary reading among all demographic groups of American adults indicate an imminent cultural crisis.... (U)nless some effective solution is found literary culture, and literacy in general, will continue to worsen."

~~~~~

By Otis Kramer

Co-Author: Geraldine Wagner

Geraldine Wagner has an MS in Social Sciences from Syracuse University. She has taught university-level Sociology courses and is a Technical and Professional Writing Instructor.

ENGLISH 101 FINAL EXIT ESSAY: CRITICAL ANALYSIS

BACKGROUND INFORMATION

A **critical analysis** is an evaluation of another writer's work. In a critical analysis, you assess how effectively another writer has made his or her point by answering questions like, "Do the facts support the writer's claims? Is the writer fair and reasonable? Are there missing facts, interpretations, or viewpoints?" Critical analysis essays generally have an argumentative purpose—that is, your purpose is to argue the merits (or lack thereof) of the source article or essay.

ASSIGNMENT

The purpose of this assignment is to compose a critical analysis essay in which you evaluate the writer's claims in the attached article. Your essay (at least five paragraphs) should contain an accurate summary of the attached article, a thesis that presents a clear judgment about the article, and evidence from the article to support your thesis.

Since you will be frequently referring to the source article in your essay, it is crucial that your in-text citations are correct. All information that comes from the source article—whether it is summarized, paraphrased, or directly quoted—must include adequate introductions and explanations.

Please note: You may include only three short direct quotes in your essay, so choose material to quote that is especially meaningful. The majority of your essay should be in your own words.

THE WRITING PROCESS

Follow the steps in the writing process to write this essay:

1. **Make sure you understand the source article** by reading it carefully and critically *at least twice*. **Annotate** the article as you read.
2. Use a **prewriting technique** such as brainstorming, freewriting, mapping, or questioning to generate a list of possible points you would like to write about.
3. **Draft a thesis statement** that presents a clear judgment about the article.
4. **Create an outline of your essay** with at least three body paragraphs to support your thesis. A possible format for your outline is as follows:
 - I. Introductory paragraph
 - A. Capture your readers' attention
 - B. State your **thesis** (a single sentence that states your judgment of the article)
 - II. First body paragraph
 - A. **Summarize the article** you are analyzing—be sure to reference the article by title and author
 - III. Second, third, fourth body paragraphs, etc. (*include as many as needed*)
 - A. Support your thesis point by point. Start each body paragraph with a **topic sentence** that ties logically to your thesis statement
 - B. Support your topic sentences with examples, evidence, and reasoning (you may include summaries and quotations from the source article if appropriate)
 - IV. Concluding paragraph
 - A. Wrap up your essay by summarizing your thesis and main points
 - B. Recommend a course of action to your readers

5. **Write your first draft** based upon your outline. Don't worry about making it perfect—first drafts are supposed to be “rough.”
6. Read over your rough draft. Think of ways that you can **revise your writing** to make it more clear and convincing. Consider whether you need to include any additional information to support your thesis.
7. After you have made your revisions, read your essay over several times to **proofread** for mistakes in grammar, word choice, spelling, capitalization, and punctuation.

AUDIENCE & TONE

You are writing for people who may not be familiar with this article and/or this topic, so you will want to provide a sufficient summary of the article and other important background information. You may also want to assume that your readers will have an opposite point-of-view to yours, so you will want to write to convince them to agree with your thesis. The tone of your essay should be professional and formal.

ESSAY FORMAT

Your essay must be MLA-formatted (consult class handouts and your textbook for more information on MLA style), and must include a works cited page with the citation for the source article. Your essay should also include a creative, attention-grabbing title. The final draft of your essay should include at least five well-developed paragraphs and be approximately three pages in length.

GRADING

Your essay will be evaluated on the criteria listed on the attached rubric.

Previously Assessed Courses and Programs

145

Academic Calendar 2015-2016

7W1 Courses: Sept 8-Oct 26 *** 10W Courses: Oct 7-Dec 21 *** 7W2 Courses: Oct 28-Dec 21
July 1 Payment deadline for students who register on or before July 1

September 1 Opening Session for College employees
September 2 New Student Orientation
September 2 Adjunct Orientation Dinner
September 7 Labor Day - College closed
September 8 First day of 7W1 and 15W classes
September 8-15 Late registration 7W1 - late fee, add/drop classes
September 8-15 Late registration 15W - late fee, add/drop classes

October 7 Last day to withdraw from First Accelerated Session without academic penalty (7W1)
October 7 First day of 10W classes
October 7-9 Late registration - late fee, add/drop classes (10W)
October 12 Columbus Day - College closed
October 26 Last day of First Accelerated Session (7W1)
October 28 First day of Second Accelerated Session (7W2)
October 28-November 2 Late registration - late fee, add/drop classes (7W2)

November 9 First day of Registration for Spring
November 4 College In-Service Day - No classes
November 5-7 Fall Break - No classes **[7W Hybrid sections F1 and S1 WILL still meet]**
November 6 Last day to file a petition for December graduation
November 16 Last day to withdraw from 15W classes without academic penalty
November 18 Last day to withdraw from 10W classes without academic penalty
November 20 Last day to file a late petition for December graduation
November 25 Last day to withdraw from Second Accelerated Session without academic penalty (7W2)
November 26-28 Thanksgiving Holiday - College closed

December 1 Payment deadline for students who register on or before December 1
December 21 Last day of classes
December 23 Final grades must be posted
December 24-25 Holiday Break - College closed
December 31-January 1 New Year's Break - College closed

Fall Trimester [T10W] 2015 (Associate Degree in Nursing students) [tied to FA-15]

July 31 Payment Deadline for nursing students on the payment plan
September 8 First day of Fall Trimester (T10W) classes
September 8-9 Late registration Fall Trimester (T10W) – late fee, add/drop classes
October 12 Columbus Day – College closed
October 19 Last day to withdraw from Fall Trimester (T10W) without academic penalty
November 4 College In-Service Day – No classes
November 5-7 Fall Break – No classes **[7W Hybrid sections F1 and S1 will still meet]**
November 13 Last day of Fall Trimester (T10W) classes
November 17 Final grades must be posted

Winter Trimester [W10W] 2015-16 (Associate Degree in Nursing students) [tied to FA-15]

July 31 Payment Deadline for nursing students on the payment plan
November 16 First day of Winter Trimester (W10W) classes Part I
November 16-17 Late registration Winter Trimester (W10W) – late fee, add/drop classes
November 26-28 Thanksgiving Holiday – College closed
December 21 Last day of Winter Trimester (W10W) classes Part I

November 26-28 Thanksgiving Holiday – College closed
December 21 Last day of Winter Trimester (W10W) classes Part I
December 24-25 Holiday Break – College closed
December 31-January 1 New Year's Break – College closed
January 18 Martin Luther King Jr. Day – College closed
January 19 First day of Winter Trimester (W10W) classes Part II
January 25 Last day to withdraw from Winter Trimester (W10W) without academic penalty
February 15 President's Day – College closed
February 22 Last day of Winter Trimester (W10W) classes Part II
February 24 Final grades must be posted

Winter Session [4W] 2015-16 (Practical Nursing students) [tied to SP-16]

December 4 Payment Deadline for students who register on or before December 4
December 22 First day of Winter Session (4W) classes
December 22-23 Late registration Winter Session (4W) – late fee, add/drop classes
December 24-25 Holiday Break – College closed
December 31-January 1 New Year's Break – College closed
January 7 Last day to withdraw from Winter Session (4W) without academic penalty
January 15 Last day of Winter Session (4W) classes
January 20 Final grades must be posted

Spring 2016

7W1 Courses: Jan 19-Mar 5 *** 10W Courses: Feb 23-May 9 *** 7W2 Courses: Mar 18-May 9
January 12 Opening Session for College employees
January 13 Professional Development Day for faculty
January 13 Adjunct Orientation Dinner
January 18 Martin Luther King Jr. Day - College closed
January 19 First day of 7W1 and 15W classes
January 19-26 Late registration 7W1 - late fee, add/drop classes
January 19-26 Late registration 15W - late fee, add/drop classes
February 15 Presidents' Day - College closed
February 17 Last day to withdraw from First Accelerated Session without academic penalty (7W1)
February 19 Last day to file a petition for May graduation
February 23 First day of 10W classes
February 23-25 Late registration - late fee, add/drop classes (10W)
March 4 Last day to file a late petition for May graduation
March 5 Last day of First Accelerated Session (7W1)
March 7 College In-Service Day - No classes
March 8-12 Spring Break - No classes
March 18 First day of Second Accelerated Session (7W2)
March 18-21 Late registration - late fee, add/drop classes (7W2)
March 25-26 Spring Holiday – College closed
March 28 Last day to withdraw from 15W classes without academic penalty
April 1 Payment deadline for students who register on or before April 1
April 4 First day of Registration for Summer and Fall
April 12 Last day to withdraw from 10W classes without academic penalty
April 18 Last day to withdraw from Second Accelerated Session without academic penalty (7W2)
May 9 Last day of classes
May 11 Final grades must be posted
May 18 Commencement

Summer 2016

5W1 Courses: May 31-June 30 *** 10W Courses: May 31-Aug 8 *** 5W2 Courses: July 5-Aug 8
May 30 Memorial Day – College closed
May 31 First day of 5W1 and 10W classes
May 31-June 1 Late registration - late fee, add/drop classes (5W1 and 10W)

June 21 Last day to withdraw from 5W1 classes without academic penalty
June 30 Last day of 5W1 classes
June 30 Last day to file a petition for August graduation
July 4 Independence Day - College closed
July 5 First day of 5W2 classes
July 5-6 Late registration - late fee, add/drop classes (5W2)
July 12 Last day to withdraw from 10W classes without academic penalty
July 14 Last day to file a late petition for August graduation
July 26 Last day to withdraw from 5W2 classes without academic penalty
August 8 Last day of 5W2 and 10W classes
August 10 Final grades must be posted
jl/p rev. 11/6/2014

Campus Maps



Main Campus Map

CONTINI HALL

- Classrooms
- Computer Graphics Lab
- Game Design Lab
- Disability Support Services
- Science Labs
- Simon Fried Memorial Math Lab

DAVIDOW HALL

- Classrooms
- Cultural Events Office
- DuPont Field House
- Institutional Advancement
- Lecture Hall
- Lobby/Gallery
- SCC Foundation
- Sol & Jean Davidow Performing Arts Theatre

DONAGHAY HALL

- Adjunct Faculty Office
- Admissions
- Advising
- Bookstore
- Classrooms
- Café
- Enrollment Management
- Faculty Lounge
- Faculty Support
- Financial Aid
- Michael S. Cetti Memorial Library
- Student Accounts
- Student Union
- Wilmington University Office

NURSING CENTER

- Nursing Lab
- Nursing Student Resource Center

TILLIS HALL

- Academic Affairs
- Campus Operations
- Career and Workforce Development Center
- Collegiate Services
- Educational Opportunity Fund
- Human Resources
- Information Technology
- Institutional Research and Planning
- President
- Public Safety
- ID Cards
- Parking Permits
- Registrar
- Robotics Lab
- Testing Center
- Tutoring Center

VISITORS PARKING (located near Dr. David J. Klink Green)

- Not to be used by students or employees

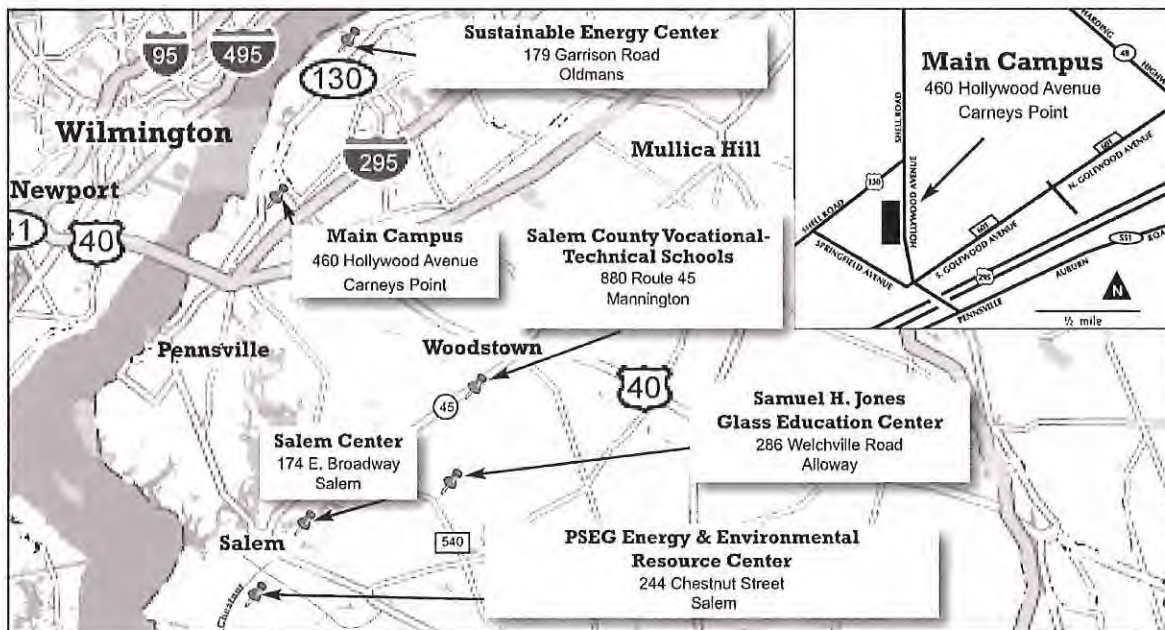
PARKING

- Lot A is available when Lots C and D are full.
- Lot behind Tillis Hall is for employees only.
- Vehicles left in fire lanes or on Hollywood Avenue are in violation of parking laws and subject to fines from the Cameys Point Township Police.
- All vehicles must be in an identified spot and display a current parking permit.

PARKING

- Limited to cars with official handicapped tags or dashboard placards (All buildings are wheelchair accessible.)

Locations of Instructional Sites



Directions to Main Campus, Carneys Point, N.J.

Just five minutes from Exit 1 of the New Jersey Turnpike and Exit 4 of Interstate 295, SCC enjoys the advantages of being located in a small suburban community while also being near Wilmington, Delaware; Philadelphia; and other metropolitan areas.

From the North:

A. From the New Jersey Turnpike (southbound):

Stay to the right approaching the Carneys Point toll plaza, and about two miles after the toll plaza, take Exit 1 (Penns Grove/Deepwater). Turn right at the traffic light onto Route 551 north. Travel one mile and turn left onto Hollywood Avenue (Route 618); travel approximately 1/4 mile. SCC is on the left.

B. From Interstate 295 (southbound):

Take Exit 4 (Penns Grove/Woodstown). Bear right toward Penns Grove. Turn left at the traffic light (Golfwood Avenue) and travel 1 1/2 miles. Turn right at the stop sign onto Hollywood Avenue (Route 618); travel approximately 1/4 mile. SCC is on the left.

From Salem and Points South:

Follow Route 49 west through Salem into Pennsville. Turn right onto Route 551 north (Hook Road) and travel approximately four miles. Follow directions for Route 551 north as the road merges onto Interstate 295. Take Exit 2 B-C and bear right at the fork on the exit ramp (Exit 2-B). Merge at the end of the ramp and turn left at the first light onto Route 551 north. Travel one mile and make a left onto Hollywood Avenue (Route 618); travel approximately 1/4 mile. SCC is on the left.

From Woodstown and Points East:

Take Route 40 west to Route 48. Veer right onto Route 48 and travel two miles. Turn left at the first crossroads (Route 551 south) and travel another 1 1/2 miles. Turn right onto Hollywood Avenue (Route 618); travel approximately 1/4 mile. SCC is on the left.

From the Delaware Memorial Bridge:

When exiting the bridge, stay to the right and take Exit 1B (Route 130 north). Follow Route 130 through Deepwater for 1 3/4 miles and turn right onto Springfield Avenue. Turn left when Springfield Avenue ends and take an immediate left onto Hollywood Avenue (Route 618); travel approximately 1/4 mile. SCC is on the left.

Directions to Other Instructional Sites



Salem Center

*Directions from Main Campus to Salem Center,
174 E. Broadway, Salem*

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right). Turn left at the traffic light. Proceed on Route 540 east for seven miles and merge onto Route 45 south at the Memorial Hospital of Salem County and travel another 1¼ miles. Proceed straight through the first traffic light in Salem City. Turn left into the driveway just past the Salem County Courthouse. The Salem Center (rear of building) is located on the right side of the parking lot.



PSEG Energy & Environmental Resource Center

*Directions from Main Campus to PSEG Energy &
Environmental Resource Center,
244 Chestnut Street, Salem*

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right) and turn left onto Route 140 East. Proceed over the N.J. Turnpike. Proceed straight at the next light as the road becomes Route 540 East. Travel seven miles. Merge onto Route 45 South at the Memorial Hospital of Salem County and travel approximately two miles into the Salem business district. Turn right at the second light (Broadway). Take the first left (Chestnut Street) and travel one mile to the Center.



Sustainable Energy Center

*Directions from Main Campus to Sustainable
Energy Center,
179 Garrison Road, Oldmans*

Take Hollywood Avenue to Route 130. Continue on Route 130 approximately three miles. Turn left onto Artillery Drive. Make first right onto Garrison Road. SCC's Sustainable Energy Center is located on the former Department of Defense (DOD) site.



Samuel H. Jones Glass Education Center

*Directions from Main Campus to Samuel H. Jones Glass Education Center,
286 Welchville Road, Alloway*

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right) and turn left onto Route 140 East. Proceed straight at the next light as the road becomes Route 540 East. Continue on Route 540 East seven miles. Before the Memorial Hospital of Salem County, turn left. After stopping at the T-intersection, turn left. Continue on Route 540 East/Route 45 North approximately one mile to the next sign that reads "Route 540 Alloway" (across from the Mannington Township School). Turn right and

continue on Route 540 East approximately three miles. The Glass Education Center will be on the left.

Salem County Vocational-Technical Schools

*Directions from Main Campus to Salem County Vocational-Technical Schools,
880 Route 45, Mannington*



Turn right out of the SCC parking lot onto Hollywood Avenue and follow to the stop sign at Route 551. Turn left at the traffic light near the Holiday Inn Express. Turn left at the next traffic light onto Route 40 East.

Follow signs for Atlantic City via Route 40 East. Continue on Route 40 approximately eight miles. Make a right on Route 45 South. Travel about two miles. SCVTS will be on the left.



[illegible]

[illegible]



460 Hollywood Avenue, Carneys Point, NJ 08069
Salemcc.edu * 856-299-2100

Appendix 6: Program Assessment Master Grid

Previously Assessed Courses and Programs																											
OUTCOME	BIOCHEM	BUSADM	CHMP	SCIC	COMP	GA	CRJ	JUST	DIGMED	ED	LASSART	HLTH	HLTSCI	LIBART	LPM	MATH	MEDCOD	NET	NURS	PHYS	SCIGLS	SPMGT	SSCOMM	SSSCO	SSPOL	SSPSTC	T
10	BUS103 S14	OSQ217 F10 OSQ217 F11	ART115 F10 ART115 S11 ART115 F11 ART115 F14	CRJ103 F10 CRJ103 S11 CRJ103 F11 CRJ103 S12 CRJ103 F14	ART115 F10 ART115 S11 ART115 F11 ART115 F14	OGA120 S12	ART115 F10 ART115 S11 ART115 F11 ART115 F14	OSQ217 F10 OSQ217 F11	EDU110 S1 EDU110 F1 EDU110 S11 EDU110 F11 EDU110 S14 EDU110 F15						HLH170 F10 HLH178 F10 HLH179 F10 HLH188 189,198,199 S11 HLH170,178,179 F11 HLH188	MAT233 F10 HSC102 S13			NUR206 S13 NUR206 S11 NUR206 S13 NUR230 S15	PHY221 F10	SGT114 S11 SGT114 S12 BUS102 F11 BUS102 S12 BUS102 F12	BUS102 S11 SOC121 F11 SOC121 F13	SOC121 F12 SOC101 S13 SOC101 S14	HIS102 S11 HIS102 F11 HIS102 S12	PYP101 S11 PSY101 F11 PSY101 F11 PSY101 S12 PSY101 S12 PSY211 S12		
11	BIO102 S15	ENG202 F13 ENG202 S14 ENG202 F14 ENG202 S15	OGA120 S12						EDU101 F0 9EDU101 S1 10EDU101 F10 EDU101 S11 EDU101 F11					ENG202 F12 ENG202 S13 ENG202 F13 ENG202 S14 ENG202 F14	HLH179 F10 HLH188,189,198,199 S11 HLH179 F11 HLH188 189,198,199			NUR201 F09 NUR201 F11 NUR221 F14	PHY101 F10 PHY221 F10	SGT210 F13 ACC121 F13	ACC121 F13	SOC101 F12 SOC101 S13	HIS101 F10 HIS101 S11	PSY101 S11 PSY101 S11 PSY101 F11 PSY101 F11 PSY101 S12 PSY101 S12 PSY211	SET101 F10		
12	ACC121 F12 ACC121 F13		CRJ103 F12 OGA122 F14 OGA110 S15 OGA110 S15	CRJ112 S14					PSY212 F10 PSY212 F11 PSY212 F12 PSY212 F13			HPE220 F11	BIO221 S12 HSC102 S13 HSC168 S13 HSC248 S13 HSC168 F13	HLH189 F13	MAT232 S11 MAT232 S12			NUR201 S10 NUR201 F1 NUR201 F1 NUR201 S12 NUR201 S12	PHY101 F10 PHY222 S11 PHY222 S12	SGT211 F12 SGT114 S13 SGT211 S14 SGT210 F14 SGT210 S15	ACC121 F12	SOC214 S11 SOC214 S12	SOC214 S12 HIS101 F10 HIS101 S11 HIS101 F11 HIS101 S12 HIS101 F12				
13	BIO101 F10 BUS103 S14 ENG202 F14	ECO201 S15		OSQ217 S10					EDU101 F10 EDU101 S11 EDU101 F11 EDU101 F13					HLH179 F12 HLH189 S13	MAT201 F10 MAT201 S11 MAT201 F11 MAT201 S12			NET131 S10 NET131 S11 NET131 S12	NUR204 S13 PHY101 F10 PHY222 S11 PHY222 S12								
14	CHM102 S10 BIO101 F10 BIO102 S11 CHM102 S11 CHM102 S11 2BIO102 S14 BIO101 S14	ECO201 S15		OSQ217 S10					EDU101 F10 EDU101 S11 EDU101 F11 EDU101 F13										NUR201 F0 NUR201 F10 NUR201 F13								
15																											
16	See sheet 2 for Dev. Ed. And sheets 3-12 for Gen Ed.																										
17	Programs listed separately														HLH188,189,198,199 S11 HLH188 189,198,199 S12				NUR203 F13								

Academic Calendar 2015-2016

7W1 Courses: Sept 8-Oct 26 *** 10W Courses: Oct 7-Dec 21 *** 7W2 Courses: Oct 28-Dec 21
July 1 Payment deadline for students who register on or before July 1

September 1 Opening Session for College employees
September 2 New Student Orientation
September 2 Adjunct Orientation Dinner
September 7 Labor Day - College closed
September 8 First day of 7W1 and 15W classes
September 8-15 Late registration 7W1 - late fee, add/drop classes
September 8-15 Late registration 15W - late fee, add/drop classes

October 7 Last day to withdraw from First Accelerated Session without academic penalty (7W1)
October 7 First day of 10W classes
October 7-9 Late registration - late fee, add/drop classes (10W)
October 12 Columbus Day - College closed
October 26 Last day of First Accelerated Session (7W1)
October 28 First day of Second Accelerated Session (7W2)
October 28-November 2 Late registration - late fee, add/drop classes (7W2)

November 9 First day of Registration for Spring
November 4 College In-Service Day - No classes
November 5-7 Fall Break - No classes **[7W Hybrid sections F1 and S1 WILL still meet]**
November 6 Last day to file a petition for December graduation
November 16 Last day to withdraw from 15W classes without academic penalty
November 18 Last day to withdraw from 10W classes without academic penalty
November 20 Last day to file a late petition for December graduation
November 25 Last day to withdraw from Second Accelerated Session without academic penalty (7W2)
November 26-28 Thanksgiving Holiday - College closed

December 1 Payment deadline for students who register on or before December 1
December 21 Last day of classes
December 23 Final grades must be posted
December 24-25 Holiday Break - College closed
December 31-January 1 New Year's Break - College closed

Fall Trimester [T10W] 2015 (Associate Degree in Nursing students) [tied to FA-15]

July 31 Payment Deadline for nursing students on the payment plan
September 8 First day of Fall Trimester (T10W) classes
September 8-9 Late registration Fall Trimester (T10W) – late fee, add/drop classes
October 12 Columbus Day – College closed
October 19 Last day to withdraw from Fall Trimester (T10W) without academic penalty
November 4 College In-Service Day – No classes
November 5-7 Fall Break – No classes **[7W Hybrid sections F1 and S1 will still meet]**
November 13 Last day of Fall Trimester (T10W) classes
November 17 Final grades must be posted

Winter Trimester [W10W] 2015-16 (Associate Degree in Nursing students) [tied to FA-15]

July 31 Payment Deadline for nursing students on the payment plan
November 16 First day of Winter Trimester (W10W) classes Part I
November 16-17 Late registration Winter Trimester (W10W) – late fee, add/drop classes
November 26-28 Thanksgiving Holiday – College closed
December 21 Last day of Winter Trimester (W10W) classes Part I

December 24-25 Holiday Break – College closed
December 31-January 1 New Year's Break – College closed
January 18 Martin Luther King Jr. Day – College closed
January 19 First day of Winter Trimester (W10W) classes Part II
January 25 Last day to withdraw from Winter Trimester (W10W) without academic penalty
February 15 President's Day – College closed
February 22 Last day of Winter Trimester (W10W) classes Part II
February 24 Final grades must be posted

Winter Session [4W] 2015-16 (Practical Nursing students) *[tied to SP-16]*

December 4 Payment Deadline for students who register on or before December 4
December 22 First day of Winter Session (4W) classes
December 22-23 Late registration Winter Session (4W) – late fee, add/drop classes
December 24-25 Holiday Break – College closed
December 31-January 1 New Year's Break – College closed
January 7 Last day to withdraw from Winter Session (4W) without academic penalty
January 15 Last day of Winter Session (4W) classes
January 20 Final grades must be posted

Spring 2016

7W1 Courses: Jan 19-Mar 5 *** 10W Courses: Feb 23-May 9 *** 7W2 Courses: Mar 18-May 9
January 12 Opening Session for College employees
January 13 Professional Development Day for faculty
January 13 Adjunct Orientation Dinner
January 18 Martin Luther King Jr. Day - College closed
January 19 First day of 7W1 and 15W classes
January 19-26 Late registration 7W1 - late fee, add/drop classes
January 19-26 Late registration 15W - late fee, add/drop classes
February 15 Presidents' Day - College closed
February 17 Last day to withdraw from First Accelerated Session without academic penalty (7W1)
February 19 Last day to file a petition for May graduation
February 23 First day of 10W classes
February 23-25 Late registration - late fee, add/drop classes (10W)
March 4 Last day to file a late petition for May graduation
March 5 Last day of First Accelerated Session (7W1)
March 7 College In-Service Day - No classes
March 8-12 Spring Break - No classes
March 18 First day of Second Accelerated Session (7W2)
March 18-21 Late registration - late fee, add/drop classes (7W2)
March 25-26 Spring Holiday – College closed
March 28 Last day to withdraw from 15W classes without academic penalty
April 1 Payment deadline for students who register on or before April 1
April 4 First day of Registration for Summer and Fall
April 12 Last day to withdraw from 10W classes without academic penalty
April 18 Last day to withdraw from Second Accelerated Session without academic penalty (7W2)
May 9 Last day of classes
May 11 Final grades must be posted
May 18 Commencement

Summer 2016

5W1 Courses: May 31-June 30 *** 10W Courses: May 31-Aug 8 *** 5W2 Courses: July 5-Aug 8
May 30 Memorial Day – College closed
May 31 First day of 5W1 and 10W classes
May 31-June 1 Late registration - late fee, add/drop classes (5W1 and 10W)
June 21 Last day to withdraw from 5W1 classes without academic penalty
June 30 Last day of 5W1 classes

June 30 Last day to file a petition for August graduation
July 4 Independence Day - College closed
July 5 First day of 5W2 classes
July 5-6 Late registration - late fee, add/drop classes (5W2)
July 12 Last day to withdraw from 10W classes without academic penalty
July 14 Last day to file a late petition for August graduation
July 26 Last day to withdraw from 5W2 classes without academic penalty
August 8 Last day of 5W2 and 10W classes
August 10 Final grades must be posted
jl/p rev. 11/6/2014

Campus Maps



Main Campus Map

CONTINI HALL

- Classrooms
- Computer Graphics Lab
- Game Design Lab
- Disability Support Services
- Science Labs
- Simon Fried Memorial Math Lab

DAVIDOW HALL

- Classrooms
- Cultural Events Office
- DuPont Field House
- Institutional Advancement
- Lecture Hall
- Lobby/Gallery
- SCC Foundation
- Sol & Jean Davidow Performing Arts Theatre

DONAGHAY HALL

- Adjunct Faculty Office
- Admissions
- Advising
- Bookstore
- Classrooms
- Café
- Enrollment Management
- Faculty Lounge
- Faculty Support
- Financial Aid
- Michael S. Cetti Memorial Library
- Student Accounts
- Student Union
- Wilmington University Office

NURSING CENTER

- Nursing Lab
- Nursing Student Resource Center

TILLIS HALL

- Academic Affairs
- Campus Operations
- Career and Workforce Development Center
- Collegiate Services
- Educational Opportunity Fund
- Human Resources
- Information Technology
- Institutional Research and Planning
- President
- Public Safety ID Cards
- Parking Permits
- Registrar
- Robotics Lab
- Testing Center
- Tutoring Center

VISITORS PARKING (located near Dr. David J. Klink Green)

- Not to be used by students or employees

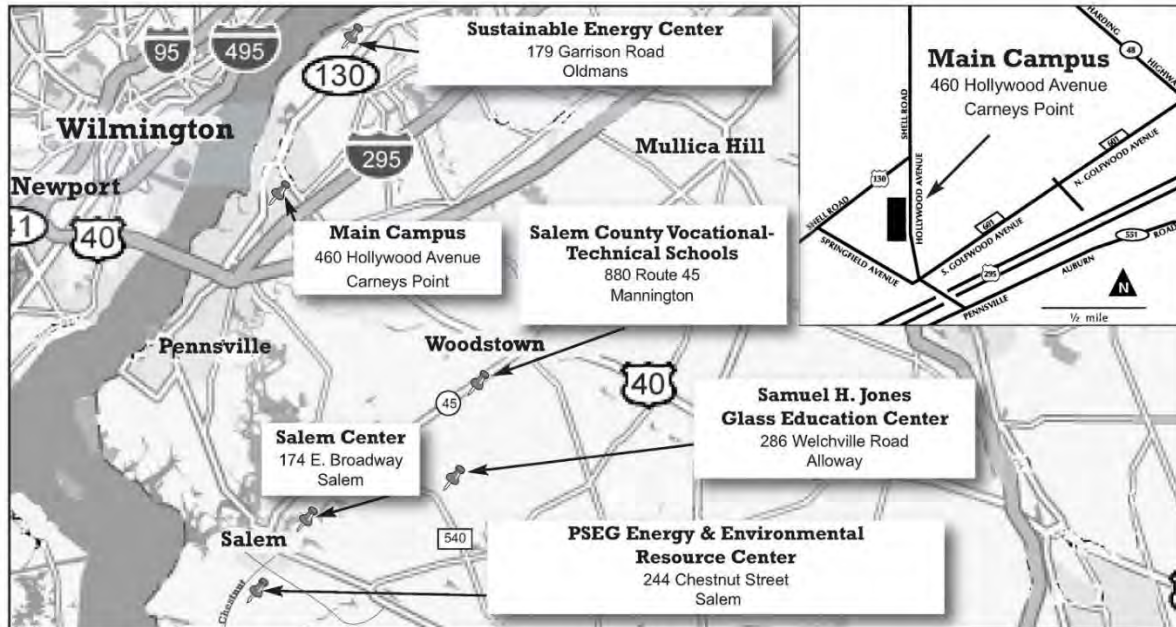
PARKING

- Lot A is available when Lots C and D are full.
- Lot behind Tillis Hall is for employees only.
- Vehicles left in fire lanes or on Hollywood Avenue are in violation of parking laws and subject to fines from the Cameys Point Township Police.
- All vehicles must be in an identified spot and display a current parking permit.

PARKING

- Limited to cars with official handicapped tags or dashboard placards (All buildings are wheelchair accessible.)

Locations of Instructional Sites



Directions to Main Campus, Carneys Point, N.J.

Just five minutes from Exit 1 of the New Jersey Turnpike and Exit 4 of Interstate 295, SCC enjoys the advantages of being located in a small suburban community while also being near Wilmington, Delaware; Philadelphia; and other metropolitan areas.

From the North:

A. From the New Jersey Turnpike (southbound):

Stay to the right approaching the Carneys Point toll plaza, and about two miles after the toll plaza, take Exit 1 (Penns Grove/Deepwater). Turn right at the traffic light onto Route 551 north. Travel one mile and turn left onto Hollywood Avenue (Route 618); travel approximately ¼ mile. SCC is on the left.

B. From Interstate 295 (southbound):

Take Exit 4 (Penns Grove/Woodstown). Bear right toward Penns Grove. Turn left at the traffic light (Golfwood Avenue) and travel 1½ miles. Turn right at the stop sign onto Hollywood Avenue (Route 618); travel approximately ¼ mile. SCC is on the left.

From Salem and Points South:

Follow Route 49 west through Salem into Pennsville. Turn right onto Route 551 north (Hook Road) and travel approximately four miles. Follow directions for Route 551 north as the road merges onto Interstate 295. Take Exit 2 B-C and bear right at the fork on the exit ramp (Exit 2-B). Merge at the end of the ramp and turn left at the first light onto Route 551 north. Travel one mile and make a left onto Hollywood Avenue (Route 618); travel approximately ¼ mile. SCC is on the left.

From Woodstown and Points East:

Take Route 40 west to Route 48. Veer right onto Route 48 and travel two miles. Turn left at the first crossroads (Route 551 south) and travel another 1½ miles. Turn right onto Hollywood Avenue (Route 618); travel approximately ¼ mile. SCC is on the left.

From the Delaware Memorial Bridge:

When exiting the bridge, stay to the right and take Exit 1B (Route 130 north). Follow Route 130 through Deepwater for 1¾ miles and turn right onto Springfield Avenue. Turn left when Springfield Avenue ends and take an immediate left onto Hollywood Avenue (Route 618); travel approximately ¼ mile. SCC is on the left.

Directions to Other Instructional Sites



Salem Center

Directions from Main Campus to Salem Center,

174 E. Broadway, Salem

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right). Turn left at the traffic light. Proceed on Route 540 east for seven miles and merge onto Route 45 south at the Memorial Hospital of Salem County and travel another 1¼ miles. Proceed straight through the first traffic light in Salem City. Turn left into the driveway just past the Salem County Courthouse. The Salem Center (rear of building) is located on the right side of the parking lot.



PSEG Energy & Environmental Resource Center



Directions from Main Campus to PSEG Energy &

Environmental Resource Center,

244 Chestnut Street, Salem

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right) and turn left onto Route 140 East. Proceed over the N.J. Turnpike. Proceed straight at the next light as the road becomes Route 540 East. Travel seven miles. Merge onto Route 45 South at the Memorial Hospital of Salem County and travel approximately two miles into the Salem business district. Turn right at the second light (Broadway). Take the first left (Chestnut Street) and travel one mile to the Center.



Sustainable Energy Center

Directions from Main Campus to Sustainable Energy Center,

179 Garrison Road, Oldmans

Take Hollywood Avenue to Route 130. Continue on Route 130 approximately three miles. Turn left onto Artillery Drive. Make first right onto Garrison Road. SCC's Sustainable Energy Center is located on the former Department of Defense (DOD) site.



Samuel H. Jones Glass Education Center

Directions from Main Campus to Samuel H. Jones Glass Education Center,

286 Welchville Road, Alloway

Take Hollywood Avenue to Route 551 and turn right. Follow Route 551 to the traffic light (Holiday Inn Express on right) and turn left onto Route 140 East. Proceed straight at the next light as the road becomes Route 540 East. Continue on Route 540 East seven miles. Before the Memorial Hospital of Salem County, turn left. After stopping at the T-intersection, turn left. Continue on Route 540 East/Route 45 North approximately one mile to the next sign that reads "Route 540 Alloway" (across from the Mannington Township School). Turn right and continue on Route 540 East approximately three miles. The Glass Education Center will be on the left.

Salem County Vocational-Technical Schools

Directions from Main Campus to Salem County Vocational-Technical Schools,

880 Route 45, Mannington



Turn right out of the SCC parking lot onto Hollywood Avenue and follow to the stop sign at Route 551. Turn left at the traffic light near the Holiday Inn Express. Turn left at the next traffic light onto Route 40 East.

Follow signs for Atlantic City via Route 40 East. Continue on Route 40 approximately eight miles. Make a right on Route 45 South. Travel about two miles. SCVTS will be on the left.



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460 Hollywood Avenue, Carneys Point, NJ 08069
Salemcc.edu * 856-299-2100