



# Annual Institutional Profile Report

For Academic/Fiscal Year 2015-2016

SCCC Office of Institutional Research, Planning, Assessment, & Distance  
Learning  
September 2016

## Preface

I am pleased to submit the 2016 Annual Institutional Profile for Sussex County Community College (SCCC). This submission fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” The Office of the Secretary of Higher Education established the structure of the report and the Office of Finance and Research provided the student data. The Office of Institutional Research, Planning, Assessment, and Distance Learning at SCCC compiled the other report elements.

Nationally, community colleges are undergoing dramatic changes, and SCCC is no different in that regard. The College has recently launched a number of brand-new degree options starting in the Fall of 2016 including Music (Liberal Arts option), Hotel/Restaurant Management and Food/Beverage Management (Business Management options), and Cosmetology, Building Construction Technology, and Electronic Music (Technical Studies options). In addition, there are two new completely online programs in Business Administration (A.S.) and Liberal Arts (A.A.) that have now been approved for full online delivery. SCCC has also entered into a non-credit educational partnership with Warren County Community College, known as Skylands Professional Training, which allows both Sussex County and Warren County residents the opportunity to take part in various career trainings predominantly in the health/science/allied health areas.

Although SCCC continues to experience enrollment decreases due to demographic changes in the service area, College finances are stable. The College continues to provide the excellent academic preparation that our students need for transfer, career opportunities and personal enrichment. We continue to maintain our longstanding philosophy of high human-contact, which helps make every student feel like they matter.

Sussex County Community College is adapting to the changing landscape of higher education by finding effective educational solutions and by continually evaluating its goals and the needs of its students, the community it serves, and the state of New Jersey.

A handwritten signature in black ink, reading "Jon H. Connolly". The signature is written in a cursive style with a large, stylized initial "J".

Jon H. Connolly, President  
Sussex County Community College

**I. Table of Contents**

**II. Data by Category**

**A. Accreditation status:**

- 1. Institutional accreditation.....2
- 2. Professional accreditation.....2

**B. Number of students served:**

- 1. Number of undergraduate students by attendance status.....3
- 2. Number of graduate students by attendance status.....3
- 3. Number of non-credit students served.....3
- 4. Unduplicated number of students for entire academic year.....4

**C. Characteristics of undergraduate students:**

- 1. Mean math, reading, and writing SAT scores (n/a).....5
- 2. Enrollment in remediation courses by subject area.....6
- 3. Race/ethnicity, sex, and age (separately).....6
- 4. Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program [FY 2014-2015 data].....8
- 5. Percentage of first-time students who are New Jersey residents.....9

**D. Student outcomes:**

- 1. Graduation rates:
  - a. Four-, five- and six-year graduation rate by race/ethnicity (senior publics).....10
  - b. Two-year graduation rate (community colleges).....10
  - c. Three-year graduation and transfer rate by race/ethnicity (community colleges).....11
- 2. Third-semester retention rates:
  - a. By attendance status.....12

**E. Faculty characteristics:**

- 1. Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously).....13
- 2. Percentage of course sections taught by full-time faculty.....14
- 3. Ratio of full- to part-time faculty.....14

**F. Characteristics of the trustees or governors:**

- 1. Race/ethnicity and sex (simultaneously).....15
- 2. List of trustees/governors with titles and affiliations.....15
- 3. URL of webpage with information on trustees/governors.... .....16

**G. Profile of the institution:**

- 1. Degree and certificate programs.....17
- 2. Other (if desired).....18

**H. Major research and public service activities.....23**

**I. Major capital projects underway in fiscal year 2016.....26**

**III. Other Institutional Information (if desired)**

**II. Data by Category**

**II.A. Accreditation Status**

**II.A.1. Institutional Accreditation**

Sussex County Community College was licensed by the State of New Jersey in 1992. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The college was initially awarded accreditation in 1993. The college was visited again by the Middle States accreditation team five years later, in 1998. Following this visit the college was granted accreditation for the standard ten year period. Sussex County Community College was granted reaccreditation by the Middle States Commission on Higher Education again in 2008. SCCC submitted their Periodic Review Report (PRR) to the Commission in June 2013. The next evaluation visit will be in 2017-2018 for the College’s Self Study.

**II.A.2. Professional Accreditation**

The following programs are individually accredited:

| <b>Program</b>   | <b>Agency</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Medical Assistant</li> </ul>            | Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Medical Assisting Education Review Board (MAERB) |
| <ul style="list-style-type: none"> <li>• Emergency Medical Technician</li> </ul> | New Jersey Department of Health and Senior Services Office of EMS   |

**II.B. Number of Students Served**

**II.B.1. Number of Undergraduate Students by Attendance Status**

| <b>Total Fall Headcount Credit Enrollment by Status</b>   |                  |                  |
|---|------------------|------------------|
|   | <b>Fall 2014</b> | <b>Fall 2015</b> |
| <b>Full-Time</b>  | 1,616<br>(52.7%) | 1,505<br>(55.1%) |
| <b>Part-Time</b>  | 1,448<br>(47.3%) | 1,227<br>(44.9%) |
| <b>Total</b>  | <b>3,064</b>     | <b>2,732</b>     |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey.</i> |                  |                  |

**II.B.2. Number of Graduate Students by Attendance Status**

At Sussex County Community College there are no graduate students.

**II.B.3. Number of Non-Credit Students Served**

| <b>Total Non-credit Enrollment</b>   |                        |                            |                        |                            |
|--|------------------------|----------------------------|------------------------|----------------------------|
|  | <b>FY 2014</b>         |                            | <b>FY 2015</b>         |                            |
|  | <b>Open Enrollment</b> | <b>Customized Training</b> | <b>Open Enrollment</b> | <b>Customized Training</b> |
| <b>Total Number of Registrations<sup>1</sup></b>   | 1,188                  | 130                        | 956                    | 143                        |
| <b>Unduplicated Headcount</b>  | 1,188                  | -                          | 956                    | -                          |
| <b>Total Clock Hours<sup>2</sup></b>   | 74,445                 | 1,048                      | 87,998                 | 972                        |
| <b>Total FTEs<sup>3</sup></b>  | 165                    | 2                          | 196                    | 2                          |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training. <sup>1</sup>Includes all registrations in any course that started on July 1 through June 30. <sup>2</sup> 1 Clock Hour = 60 Minutes. <sup>3</sup>FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).</i> |                        |                            |                        |                            |

**II.B.4. Unduplicated Number of Students**

| <b>Unduplicated Enrollment</b>  |                |                |
|---|----------------|----------------|
|   | <b>FY 2014</b> | <b>FY 2015</b> |
| <b>Headcount Enrollment</b>   | 4,518          | 4,337          |
| <b>Credit Hours</b>   | 67,054         | 62,848         |
| <b>FTEs</b>   | 2,235          | 2,095          |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS 12-Month Enrollment Survey.</i> |                |                |

## II.C. Characteristics of Undergraduate Students

### II.C.1. Mean Math, Reading and Writing SAT Scores

This section is only required of senior public institutions, therefore is not applicable to Sussex County Community College.

### II.C.2. Student Enrollment in Remediation

At Sussex County Community College Accuplacer Online is used to determine remediation need. There are five subtests administered through Accuplacer Online: Reading Comprehension, WritePlacer, Sentence Skills, Arithmetic, and Elementary Algebra. All students are required to take the basic skills placement test unless: they qualify for exemption based on their SAT scores, transfer credits, an approved basic skills test taken at another college or university, or, they have already earned a college degree. Students taking SCCC courses approved for personal enrichment or meeting a special program standard or exception can also satisfy a waiver condition. In addition to the five Basic Skills sub-tests, students intending to take Pre-calculus and Calculus courses at SCCC are required to take an additional College Level Mathematics section of the Accuplacer test which is used to gauge readiness for these courses.

Students who achieve a score of 530 or more in the Mathematics section of the SAT are exempt from the math subtest of the placement test. Students who achieve a score of 540 or more in the Critical Reading section of the SAT are exempt from the reading comprehension subtest. Students may also be waived from the Accuplacer if they have taken the ACT and their cut-off scores are 23 for subject specific areas.

| <b>Remedial Course Enrollment</b>  |  |  |                                    |
|--|--|--|------------------------------------|
|  | <b>Total Fall Undergraduate Enrollment</b> | <b>Number of Students Enrolled in 1 or more Remedial Courses</b> | <b>Percent of Total Enrollment</b> |
| <b>Fall 2014</b>   | 3,064                                      | 672  | 21.9%                              |
| <b>Fall 2015</b>   | 2,732                                      | 539  | 19.7%                              |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from SURE Fall Enrollment file.</i> |  |  |                                    |

| <b>Remedial Course Enrollment of First-time, Full-time (FTFT) students</b>   |                                      |  |  |
|--|--------------------------------------|--|--|
|  | <b>Total Number of FTFT Students</b> | <b>Number of FTFT Enrolled in 1 or More Remedial Courses</b> | <b>Percent of FTFT Enrolled in 1 or More Remedial Course</b> |
| <b>Fall 2014</b>   | 508                                  | 247  | 48.6%  |
| <b>Fall 2015</b>   | 472                                  | 163  | 34.5%  |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from SURE Fall Enrollment file.</i> |                                      |  |  |

| <b>Remedial Course Enrollment of First-time, Full-time (FTFT) Students by Subject</b> |                  |                  |
|---|------------------|------------------|
|   | <b>Fall 2014</b> | <b>Fall 2015</b> |
| <b>Computation</b>  | 146<br>(28.7%)   | 62<br>(13.1%)    |
| <b>Algebra</b>  | 87<br>(17.1%)    | 72<br>(15.3%)    |
| <b>Reading</b>  | 0<br>(0.0%)      | 0<br>(0%)        |
| <b>Writing</b>  | 0<br>(0.0%)      | 0<br>(0%)        |
| <b>English</b>  | 84<br>(16.5%)    | 66<br>(14.0%)    |

*Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from SURE Fall Enrollment file.*

**II.C.3.a. Total Student Enrollment by Status and Race/Ethnicity**

| <b>Enrollment by Status and Race/Ethnicity, Fall 2015</b> |              |             |             |             |              |             |             |               |
|---|--------------|-------------|-------------|-------------|--------------|-------------|-------------|---------------|
|   | <b>W</b>     | <b>B</b>    | <b>H</b>    | <b>A/PI</b> | <b>AI/AN</b> | <b>NRA</b>  | <b>U</b>    | <b>Total</b>  |
| <b>Full-Time</b>  | 1,230        | 30          | 159         | 25          | 2            | 20          | 39          | 1,505         |
| <b>Percent Full-Time</b>                                  | 81.7%        | 2.0%        | 10.6%       | 1.7%        | 0.1%         | 1.3%        | 2.6%        | 100.0%        |
| <b>Part-Time</b>  | 1,061        | 21          | 97          | 20          | 1            | 3           | 24          | 1,227         |
| <b>Percent Part-Time</b>                                  | 86.5%        | 1.7%        | 7.9%        | 1.6%        | 0.1%         | 0.2%        | 2.0%        | 100.0%        |
| <b>Total</b>  | <b>2,291</b> | <b>51</b>   | <b>256</b>  | <b>45</b>   | <b>3</b>     | <b>23</b>   | <b>63</b>   | <b>2,732</b>  |
| <b>Percent of Total</b>                                   | <b>83.9%</b> | <b>1.9%</b> | <b>9.4%</b> | <b>1.6%</b> | <b>0.1%</b>  | <b>0.8%</b> | <b>2.3%</b> | <b>100.0%</b> |

Legend: W=White Non-Hispanic, B=Black, H=Hispanic, A/PI=Asian/Pacific Islander, AI/AN=American Indian/Alaskan Native, NRA=Non-Resident Alien, U=Unknown and includes 2 or more races.

*Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey.*



**II.C.3.b. Enrollment by Status and Sex**

| <b>Enrollment by Status and Sex, Fall 2014 and Fall 2015</b> |                                      |                                      |                                |                                      |                                      |                                |
|--|--------------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------------|--------------------------------|
|  | <b>Fall 2014</b>                     |                                      |                                | <b>Fall 2015</b>                     |                                      |                                |
|  | <b>Full-Time/<br/>% of Full-Time</b> | <b>Part-Time/<br/>% of Part-Time</b> | <b>Total</b>                   | <b>Full-Time/<br/>% of full-time</b> | <b>Part-Time/<br/>% of part-time</b> | <b>Total</b>                   |
| <b>Male</b>  | 845<br>(52.3%)                       | 606<br>(41.9%)                       | <b>1,451</b><br><b>(47.4%)</b> | 774<br>(51.4%)                       | 519<br>(42.3%)                       | <b>1,293</b><br><b>(47.3%)</b> |
| <b>Female</b>  | 771<br>(47.7%)                       | 842<br>(58.1%)                       | <b>1,613</b><br><b>(52.6%)</b> | 731<br>(48.6%)                       | 708<br>(57.7%)                       | <b>1,439</b><br><b>(52.7%)</b> |
| <b>Total</b>   | 1,616<br>(100%)                      | 1,448<br>(100%)                      | 3,064<br>(100%)                | 1,505<br>(100%)                      | 1,227<br>(100%)                      | 2,732<br>(100%)                |

*Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey.*

**II.C.3.c. Enrollment by Status and Age**

| <b>Enrollment by Status and Age, Fall 2015</b> |                  |                          |                  |                          |              |                      |
|--|------------------|--------------------------|------------------|--------------------------|--------------|----------------------|
| <b>Age Category</b>                            | <b>Full-Time</b> | <b>Percent Full-Time</b> | <b>Part-Time</b> | <b>Percent Part-Time</b> | <b>Total</b> | <b>Percent Total</b> |
| <b>&lt; 18</b>                                 | 6                | 0.4%                     | 84               | 6.8%                     | <b>90</b>    | <b>3.3%</b>          |
| <b>18-19</b>                                   | 707              | 47.0%                    | 185              | 15.1%                    | <b>892</b>   | <b>32.7%</b>         |
| <b>20-21</b>                                   | 474              | 31.5%                    | 258              | 21.0%                    | <b>732</b>   | <b>26.8%</b>         |
| <b>22-24</b>                                   | 146              | 9.7%                     | 263              | 21.4%                    | <b>409</b>   | <b>15.0%</b>         |
| <b>25-29</b>                                   | 77               | 5.1%                     | 163              | 13.3%                    | <b>240</b>   | <b>8.8%</b>          |
| <b>30-34</b>                                   | 32               | 2.1%                     | 73               | 5.9%                     | <b>105</b>   | <b>3.8%</b>          |
| <b>35-39</b>                                   | 14               | 0.9%                     | 38               | 3.1%                     | <b>52</b>    | <b>1.9%</b>          |
| <b>40-49</b>                                   | 16               | 1.1%                     | 81               | 6.6%                     | <b>97</b>    | <b>3.6%</b>          |
| <b>50-64</b>                                   | 10               | 0.7%                     | 53               | 4.3%                     | <b>63</b>    | <b>2.3%</b>          |
| <b>&gt; 65</b>                                 | 1                | 0.1%                     | 12               | 1.0%                     | <b>13</b>    | <b>0.5%</b>          |
| <b>Unknown</b>                                 | 22               | 1.5%                     | 17               | 1.4%                     | <b>39</b>    | <b>1.4%</b>          |
| <b>Total</b>                                   | 1,505            | 100%                     | 1,227            | 100%                     | <b>2,732</b> | <b>100%</b>          |

*Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey.*

**II.C.4. Financial Aid from State, Federal, and Institution-Funded Programs**

| <b>Financial Aid from State, Federal, and Institution-Funded Programs, FY 2014-2015</b>  |                   |                |                     |
|--|-------------------|----------------|---------------------|
| <b>STATE PROGRAMS</b>  |                   |                |                     |
|  | <b>Recipients</b> | <b>Dollars</b> | <b>\$/Recipient</b> |
| <b>Tuition Aid Grants (TAG)</b>  | 377               | \$716,000      | \$1,899.20          |
| <b>Educational Opportunity Fund (EOF)</b>  | 0                 | 0              | -                   |
| <b>Outstanding Scholars (OSRP)</b>   | 26                | \$33,000       | \$1,269.23          |
| <b>Distinguished Scholars</b>  | 0                 | 0              | -                   |
| <b>Urban Scholars</b>  | 0                 | 0              | -                   |
| <b>NJ STARS</b>  | 53                | \$153,000      | \$2,886.79          |
| <b>NJCLASS Loans</b>   | 2                 | \$21,000       | \$10,500.00         |
| <b>FEDERAL PROGRAMS</b>  |                   |                |                     |
|  | <b>Recipients</b> | <b>Dollars</b> | <b>\$/Recipient</b> |
| <b>Pell Grants</b>   | 1,214             | \$3,933,000    | \$3,239.70          |
| <b>College Work Study</b>  | 44                | \$56,000       | \$1,272.73          |
| <b>Perkins Loans</b>   | 0                 | 0              | -                   |
| <b>SEOG</b>  | 147               | \$49,000       | \$333.33            |
| <b>PLUS Loans</b>  | 12                | \$64,000       | \$5,333.33          |
| <b>Stafford Loans (Subsidized)</b>   | 457               | \$1,259,000    | \$2,754.92          |
| <b>Stafford Loans (Unsubsidized)</b>   | 500               | \$1,457,000    | \$2,914.00          |
| <b>SMART &amp; ACG or other</b>  | 85                | \$135,000      | \$1,588.24          |
| <b>INSTITUTIONAL PROGRAMS</b>  |                   |                |                     |
|  | <b>Recipients</b> | <b>Dollars</b> | <b>\$/Recipient</b> |
| <b>Grants/Scholarships</b>   | 281               | \$276,000      | \$982.21            |
| <b>Loans</b>   | 0                 | 0              | -                   |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from NJIPEDS Form #41 Student Financial Aid Report.</i> |                   |                |                     |

**II.C.5. First-Time Undergraduate Enrollment by State of Residence**

| <b>First-Time Undergraduate Enrollment by State of Residence</b>   |                  |                  |
|--|------------------|------------------|
|  | <b>Fall 2014</b> | <b>Fall 2015</b> |
| <b>First-Time State Residents</b>  | 788<br>(90.57%)  | 552<br>(88.6%)   |
| <b>First-time Non-state Residents</b>  | 82<br>(9.43%)    | 71<br>(11.4%)    |
| <b>Total First-Time Students</b>   | 870<br>(100%)    | 623<br>(100%)    |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from SURE Fall Enrollment Survey.</i> |                  |                  |

## II.D. Student Outcomes

### II.D.1.a. Four-, Five-, and Six-Year Graduation Rate by Race/Ethnicity

N/A. This section is only required of senior public institutions, therefore is not applicable to Sussex County Community College.

### II.D.1.b. Two-Year Graduation Rate of First-Time, Full-Time (FTFT), Degree/Certificate-Seeking Students

| <b>Two-Year Graduation Rate of Fall 2011 FTFT Degree/Certificate-Seeking Students</b>   |              |
|---|--------------|
| <b>Fall 2011 FTFT Cohort</b>  | 638          |
| <b>Number Graduated After 2 Years</b>   | 174          |
| <b>Percent Graduated After 2 Years</b>  | <b>27.2%</b> |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Graduation Rate Survey.</i> |              |

| <b>Two-Year Graduation Rate of Fall 2012 FTFT Degree/Certificate-Seeking Students</b>   |              |
|---|--------------|
| <b>Fall 2012 FTFT Cohort</b>  | 558          |
| <b>Number Graduated After 2 Years</b>   | 167          |
| <b>Percent Graduated After 2 Years</b>  | <b>29.9%</b> |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Graduation Rate Survey.</i> |              |

### II.D.1.c. Three Year Graduation and Transfer Rates of First-Time, Full-Time (FTFT), Degree/Certificate-Seeking Students by Race/Ethnicity

| <b>Three Year Graduation and Transfer Rates of Fall 2011 FTFT Degree/Certificate-Seeking Students by Race/Ethnicity</b>   |          |          |          |             |            |           |              |
|---|----------|----------|----------|-------------|------------|-----------|--------------|
|   | <b>W</b> | <b>B</b> | <b>H</b> | <b>A/PI</b> | <b>NRA</b> | <b>O*</b> | <b>Total</b> |
| <b>Fall 2011 FTFT Cohort</b>  | 566      | 22       | 35       | 9           | 2          | 4         | <b>638</b>   |
| <b>Number Graduated After 3 Years</b>   | 129      | 1        | 3        | 5           | 0          | 2         | <b>140</b>   |
| <b>Percent Graduated After 3 Years</b>  | 22.8%    | 4.5%     | 8.6%     | 55.6%       | 0%         | 50%       | <b>21.9%</b> |
| <b>Number Transferred</b>   | 117      | 6        | 14       | 3           | 0          | 1         | <b>141</b>   |
| <b>Percent Transferred</b>  | 20.7%    | 27.3%    | 40%      | 33.3%       | 0%         | 25%       | <b>22.1%</b> |
| Legend: W=White Non-Hispanic, B=Black, H=Hispanic, A/PI=Asian/Pacific Islander, AI/AN=American Indian/Alaskan Native, NRA=Non-Resident Alien. *Other includes American Indian and Unknown Race. |          |          |          |             |            |           |              |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Graduation Rate Survey.</i>   |          |          |          |             |            |           |              |

| <b>Three Year Graduation and Transfer Rates of Fall 2012 FTFT Degree/Certificate-Seeking Students by Race/Ethnicity</b>   |          |          |          |             |            |           |              |
|---|----------|----------|----------|-------------|------------|-----------|--------------|
|   | <b>W</b> | <b>B</b> | <b>H</b> | <b>A/PI</b> | <b>NRA</b> | <b>O*</b> | <b>Total</b> |
| <b>Fall 2012 FTFT Cohort</b>  | 464      | 16       | 55       | 3           | 3          | 17        | <b>558</b>   |
| <b>Number Graduated After 3 Years</b>   | 148      | 5        | 11       | 2           | 0          | 1         | <b>167</b>   |
| <b>Percent Graduated After 3 Years</b>  | 31.9%    | 31.3%    | 20.0%    | 66.7%       | 0.0%       | 5.9%      | <b>29.9%</b> |
| <b>Number Transferred</b>   | 88       | 1        | 3        | 0           | 0          | 0         | <b>92</b>    |
| <b>Percent Transferred</b>  | 19.0%    | 6.3%     | 5.5%     | 0.0%        | 0.0%       | 0.0%      | <b>16.5%</b> |
| Legend: W=White Non-Hispanic, B=Black, H=Hispanic, A/PI=Asian/Pacific Islander, AI/AN=American Indian/Alaskan Native, NRA=Non-Resident Alien. *Other includes American Indian and Unknown Race. |          |          |          |             |            |           |              |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Graduation Rate Survey.</i>   |          |          |          |             |            |           |              |

**II.D.2. Third Semester Retention of First-Time Undergraduates**

| <b>Third Semester Retention of First-Time Undergraduates, Fall 2013-Fall 2014</b>   |  |                              |                       |
|---|--|------------------------------|-----------------------|
| <b>Attendance Status</b>  | <b>Fall 2013 First-Time Undergraduates</b> | <b>Retained in Fall 2014</b> | <b>Retention Rate</b> |
| <b>Full-Time</b>  | 533  | 374                          | <b>70.2%</b>          |
| <b>Part-Time</b>  | 157  | 80                           | <b>51.0%</b>          |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey, Part E.</i> |  |                              |                       |

| <b>Third Semester Retention of First-Time Undergraduates, Fall 2014-Fall 2015</b>   |  |                              |                       |
|---|--|------------------------------|-----------------------|
| <b>Attendance Status</b>  | <b>Fall 2014 First-Time Undergraduates</b> | <b>Retained in Fall 2015</b> | <b>Retention Rate</b> |
| <b>Full-Time</b>  | 508  | 330                          | <b>65.0%</b>          |
| <b>Part-Time</b>  | 141  | 70                           | <b>49.6%</b>          |
| <i>Data provided by the NJ Commission on Higher Education Office of Research and Policy Analysis from IPEDS Fall Enrollment Survey, Part E.</i> |  |                              |                       |

**II.E. Faculty Characteristics**

**II.E.1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank**

| <b>Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2015</b>   |          |           |          |          |             |              |            |          |              |
|--|----------|-----------|----------|----------|-------------|--------------|------------|----------|--------------|
| <b>Tenured</b>   |          | <b>W</b>  | <b>B</b> | <b>H</b> | <b>A/PI</b> | <b>AI/AN</b> | <b>NRA</b> | <b>U</b> | <b>Total</b> |
| <b>Professors</b>  | <b>M</b> | 2         | 0        | 0        | 0           | 0            | 0          | 0        | 2            |
|  | <b>F</b> | 6         | 0        | 1        | 0           | 0            | 0          | 0        | 7            |
| <b>Associate Professors</b>  | <b>M</b> | 3         | 0        | 0        | 0           | 0            | 0          | 0        | 3            |
|  | <b>F</b> | 4         | 0        | 0        | 0           | 0            | 0          | 0        | 4            |
| <b>Assistant Professors</b>  | <b>M</b> | 6         | 0        | 0        | 0           | 0            | 0          | 0        | 6            |
|  | <b>F</b> | 12        | 0        | 0        | 0           | 0            | 0          | 0        | 12           |
| <b>All Others</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
| <b>Total</b>   | <b>M</b> | <b>11</b> | <b>0</b> | <b>0</b> | <b>0</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>11</b>    |
|  | <b>F</b> | <b>22</b> | <b>0</b> | <b>1</b> | <b>0</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>23</b>    |
| <b><u>Without Tenure</u></b>   |          |           |          |          |             |              |            |          |              |
| <b>Professors</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
| <b>Associate Professors</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
| <b>Assistant Professors</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
| <b>All Others</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 1           | 0            | 0          | 0        | 1            |
| <b>Total</b>   | <b>M</b> | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>0</b>     |
|  | <b>F</b> | <b>0</b>  | <b>0</b> | <b>0</b> | <b>1</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>1</b>     |
| <b><u>Total</u></b>  |          |           |          |          |             |              |            |          |              |
| <b>Professors</b>  | <b>M</b> | 2         | 0        | 0        | 0           | 0            | 0          | 0        | 2            |
|  | <b>F</b> | 6         | 0        | 1        | 0           | 0            | 0          | 0        | 7            |
| <b>Associate Professors</b>  | <b>M</b> | 3         | 0        | 0        | 0           | 0            | 0          | 0        | 3            |
|  | <b>F</b> | 4         | 0        | 0        | 0           | 0            | 0          | 0        | 4            |
| <b>Assistant Professors</b>  | <b>M</b> | 6         | 0        | 0        | 0           | 0            | 0          | 0        | 6            |
|  | <b>F</b> | 12        | 0        | 0        | 0           | 0            | 0          | 0        | 12           |
| <b>All Others</b>  | <b>M</b> | 0         | 0        | 0        | 0           | 0            | 0          | 0        | 0            |
|  | <b>F</b> | 0         | 0        | 0        | 1           | 0            | 0          | 0        | 1            |
| <b>Total</b>   | <b>M</b> | <b>11</b> | <b>0</b> | <b>0</b> | <b>0</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>11</b>    |
|  | <b>F</b> | <b>22</b> | <b>0</b> | <b>1</b> | <b>1</b>    | <b>0</b>     | <b>0</b>   | <b>0</b> | <b>24</b>    |
| Legend: W=White Non-Hispanic, B=Black, H=Hispanic, A/PI=Asian/Pacific Islander, AI/AN=American Indian/Alaskan Native, NRA=Non-Resident Alien, U=Unknown, 2 or more races.<br>Data source: IPEDS Human Resources Survey |          |           |          |          |             |              |            |          |              |

**II.E.2. Percentage of Course Sections Taught by Full-Time Faculty**

| <b>Percentage of Course Sections Taught by Full-Time Faculty, Fall 2014 and Fall 2015</b> |  |                  |
|---|--|------------------|
|   | <b>Total Number of Course Sections**</b> |                  |
|   | <b>Fall 2014</b>                         | <b>Fall 2015</b> |
| <b>Taught by Full-time Faculty</b>  | 233<br>(42.91%)                          | 221<br>(40.93%)  |
| <b>Taught by Part-time Faculty</b>  | 310<br>(57.09%)                          | 319<br>(59.07%)  |
| <b>Taught by Others*</b>  | 0<br>(0.0%)                              | 0<br>(0.0%)      |
| <b>Total</b>  | 543<br>(100.0%)                          | 540<br>(100.0%)  |

*Data Source: Sussex County Community College. \*Others include Full-time Administrators and Teaching Assistants. \*\*Concurrent, Open Labs, & Independent Study Not Included.*

**II.E.3. Ratio of Full-Time to Part-Time Faculty**

| <b>Ratio of Full-Time to Part-Time Faculty, Fall 2014 and Fall 2015</b> |                  |                  |
|---|------------------|------------------|
|   | <b>Fall 2014</b> | <b>Fall 2015</b> |
| <b>Full-Time Faculty</b>  | 40<br>(19.3%)    | 35<br>(17.6%)    |
| <b>Part-Time Faculty</b>  | 167<br>(80.7%)   | 164<br>(82.4%)   |
| <b>Total</b>  | 207<br>(100%)    | 199<br>(100%)    |

*Data Source: IPEDS Human Resources Survey*



## II.F. Governing Board Characteristics

### II.F.1. Characteristics of the Board of Trustees by Race/Ethnicity and Sex

| Characteristics of the SCCC Board of Trustees by Race/Ethnicity and Sex   |           |   |   |      |       |     |   |           |
|---|-----------|---|---|------|-------|-----|---|-----------|
|   | W         | B | H | A/PI | AI/AN | NRA | U | Total     |
| <b>Male</b>   | 6         | 0 | 0 | 0    | 0     | 0   | 0 | <b>6</b>  |
| <b>Female</b>   | 5         | 0 | 0 | 0    | 0     | 0   | 0 | <b>5</b>  |
| <b>Total</b>  | <b>11</b> | 0 | 0 | 0    | 0     | 0   | 0 | <b>11</b> |
| <i>Legend: W=White Non-Hispanic, B=Black, H=Hispanic, A/PI=Asian/Pacific Islander, AI/AN=American Indian/Alaskan Native, NRA=Non-Resident Alien, U=Unknown.</i> |           |   |   |      |       |     |   |           |
| <i>Data Source: Sussex County Community College</i>   |           |   |   |      |       |     |   |           |

### II.F.2. Characteristics of the Board of Trustees by Title and Affiliation

| Members of the SCCC Board of Trustees, 2015         |  |   |
|---|--|---|
| Name  | Title  | Affiliation                             |
| Lorraine C. Parker                                  | Retired Judge                                      |   |
| Jerry A. Scanlan                                    | Director   | Alcatel-Lucent Services Solutions Group |
| Kathleen McNamara                                   | Attorney   | Dolan & Dolan                           |
| Dr. Bernard J. Andrews                              | Retired Educator                                   |   |
| John Eskilson                                       | Retired County Administrator                       |   |
| Maryanne Fox  | Retired Healthcare Director                        |   |
| Rachel A. Geraci                                    | Commercial Lines New Business Development Producer | Tri State Insurance                     |
| Dr. Rosalie Lamonte                                 | Executive County Superintendent                    | Sussex, Warren and Morris Counties      |
| Edward J. Leppert                                   | CPA  | Leppert Group                           |
| Dr. Tyler Morgus                                    | Strategic Marketing Manager                        | Thor Labs                               |
| Michael J. Spekhardt, Sr.                           | I.T. Software Compliance Manager                   | United Parcel Service                   |
| Dr. Jon Connolly                                    | President  | Sussex County Community College         |
| <i>Data Source: Sussex County Community College</i> |  |   |

### **II.F.3. URL with SCCC Board of Trustees Information**

Additional information can be found online at: <http://sussex.edu/aboutus/boardoftrustees/>

## II.G. Profile of the Institution

### II.G.1. Degree and Certificate Programs

| <b>Degree and Certificate Programs Offered, Fall 2016</b> |  |
|---|--|
| <b>Type of Degree</b>                                     | <b>Program (CIP Code)</b>  |
| <b>Associate in Arts (AA)</b>                             | <b>Liberal Arts (240101)</b> <ul style="list-style-type: none"> <li>○ Anthropology Option</li> <li>○ Communication/Broadcasting Option</li> <li>○ Communication/Film Studies Option</li> <li>○ Communication/Journalism Option</li> <li>○ Elementary/Secondary Education Option</li> <li>○ English Option</li> <li>○ History Option</li> <li>○ Music Option</li> <li>○ Political Science Option</li> <li>○ Pre-Law Option</li> <li>○ Psychology Option</li> <li>○ Sociology Option</li> <li>○ Theater Arts Option</li> </ul>   |
| <b>Associate of Fine Arts (AFA)</b>                       | <b>Studio Arts (500702)</b> <ul style="list-style-type: none"> <li>○ Photography Option</li> </ul>   |
| <b>Associate in Science (AS)</b>                          | <b>Accounting (520301)</b><br><b>Business Administration (520201)</b><br><b>Criminal Justice (430199)</b><br><b>Environmental Studies (030103)</b><br><b>Horticultural Science (011101)</b><br><b>Human Services (440701)</b><br><b>Science/Mathematics (300101)</b> <ul style="list-style-type: none"> <li>○ Biology Option</li> <li>○ Chemistry Option</li> <li>○ Computer Science Option</li> <li>○ Engineering Science Option</li> <li>○ Geology Option</li> <li>○ Information Systems Option</li> <li>○ Mathematics Option</li> <li>○ Pre-Medical/Dental Option</li> <li>○ Pre-Nutrition/Dietetic Option</li> </ul> |
| <b>Associate in Applied Science (AAS)</b>                 | <b>Agricultural Business (010101)</b><br><b>Automotive Service Technology (150803)</b><br><b>Business Management (520201)</b> <ul style="list-style-type: none"> <li>○ Food/Beverage Management Option</li> <li>○ Hotel/Restaurant Management Option</li> </ul> <b>Child Development Specialist (131209)</b><br><b>Computer Information Systems (110101)</b><br><b>Criminal Justice Studies (430199)</b><br><b>Fire Science Technology (430299)</b>  |

|   |   |
|---|---|
|   | <p><b>Graphic Design (500409)</b></p> <ul style="list-style-type: none"> <li>○ 3D Computer Arts Option</li> <li>○ Illustration Option</li> <li>○ Social Media Marketing Option</li> </ul> <p><b>Health Science (510000)</b></p> <p><b>New Media Communications (110801)</b></p> <p><b>Nurse Education Program</b> (None – Partnership with Passaic County Community College)</p> <p><b>Paralegal Studies (220302)</b></p> <p><b>Technical Studies (159999)</b></p> <ul style="list-style-type: none"> <li>○ Building Construction Technology Option</li> <li>○ Cosmetology Option</li> <li>○ Electronic Music Option</li> </ul> |
| <p><b>Professional Certificates</b></p> | <p><b>Automotive Service Technology (150803)</b></p> <p><b>Child Development Specialist (190709)</b></p> <p><b>Computer Information Systems (110101)</b></p> <p><b>Computerized Accounting (520399)</b></p> <p><b>Elder Law Specialist (220302)</b></p> <p><b>Fire Science Technology (430299)</b></p> <p><b>Paralegal (220302)</b></p> <p><b>Web Design (500409)</b></p> <p><b>Web Publishing (091001)</b></p>   |

**II.G.2. Other Programs**

**Access Programs**

- ABE/HSE Study Programs
- Academic Support Services
- Disabilities Assistance Program (DAP)
- English Speakers of Other Languages (ESOL)
- Developmental Studies Courses

**Certificates of Achievement**

- Bookkeeping
- Computer Aided Design/Drawing Software
- Digital Art and Illustration
- Graphic and Digital Design
- Independent Film
- Interactive Design Skills
- Multimedia Artist
- Photography
- Professional Public Leadership
- Social Media

- Music Fundamentals
- Technical Support
- Wordpress Theme and Design

**Health Science Training Certificates**

- Emergency Medical Technician
- Medical Assistant

**Career Trainings (Skylands Professional Training)**

- Dialysis Technician
- EKG Technician
- Fiber Optics Training
- Leadership Development
- Personal Trainer
- Pharmacy Technician
- Physical Therapy Aide
- Pilates Instructor
- Veterinary Assistant

### **Academic Initiatives**

The New Jersey legislature passed the Lampitt Bill in September 2007, referred to as the NJ Transfer Law or Agreement. The law provides for the transfer of 60-64 credits for AA and AS degree graduates from NJ public community colleges to NJ public four-year colleges. Staying with the same major is best, and transfer admission is not guaranteed.

In addition, SCCC has established articulation agreements with both private and public four-year colleges for specific programs of study. This list of articulation agreements is also available online at <http://sussex.edu/academics/transferagreements/>

| <b>4-Year College</b>  | <b>SCCC Program</b>  |
|--|--|
| Berkeley College (for-profit)<br>Dover, NJ                               | Accounting, Business Administration, Criminal Justice, Pre-Law   |
| Centenary College (private)<br>Hackettstown, NJ                          | Human Services   |
| East Stroudsburg University (public)<br>East Stroudsburg, PA             | Human Services, History, Pre-Law, Psychology, Accounting, Business Administration  |
| Fairleigh Dickinson University (private)<br>Madison, NJ                  | 3D Computer Arts, Social Media Marketing   |
| Felician College (private)<br>Lodi, NJ                                   | Business Administration, Criminal Justice, Education   |
| John Jay College of Criminal Justice (public)<br>New York City, New York | Criminal Justice   |
| Marywood University (private)<br>Scranton, PA                            | Graphic Design   |
| Montclair State University (public)<br>Montclair, NJ                     | Biology, Chemistry, Geology  |
| New Jersey Institute of Technology (public)<br>Newark, NJ                | Computer Science, Information Systems  |
| Ramapo College (public)<br>Mahwah, NJ                                    | Human Services   |
| Rutgers University (public)<br>Newark, NJ                                | Human Services   |
| SUNY-Canton (public)<br>Canton, NY                                       | Criminal Justice   |
| SUNY-Cobleskill (public)<br>Cobleskill, NY                               | Agricultural Business, Horticultural Science   |
| William Paterson University (public)<br>Wayne, NJ                        | Business Administration, Education, Criminal Justice, Biology, Pre-Medical/Dental, Pre-Nutrition/Dietetic, Chemistry, Computer Science, Information Systems, Mathematics, Geology, Environmental Studies |

## **Profile of Continuing Education at SCCC**

In an effort to strengthen economic and workforce development in the Northwest New Jersey region, SCCC and Warren County Community College (WCCC) signed a non-credit partnership agreement that offers residents an opportunity to take advantage of a myriad of choices for certification programs and non-credit courses. Offerings are predominantly in the health/science/allied health areas.

The partnership, known as Skylands Professional Training, also offers training for employees of NJ-based businesses and organizations, including small business owner-operators. This grant-funded training opportunity is made possible by a partnership among the New Jersey Business and Industry Association (NJBIA), NJ's community colleges, and the NJ Department of Labor and Workforce Development.

SCCC also offers a motorcycle safety course in partnership with Rider Education of New Jersey.

The Learning at College Experience (LACE) Program at SCCC works to keep developmentally disabled adults in an educational and social setting. The program, led by a certified Special Education teacher, allows students to work in a classroom setting with instructors and assistants who have experience in the special education field. The program itself specifically focuses on maintaining and/or increasing both social and academic skills, specific to the following areas: life skills, social skills, language arts literacy, mathematics, social studies, health, and independent living skills.

### **Senior Life Center**

The Senior Life Center is a collaboration between the Senior Services Division of Sussex County and SCCC. The Center's offerings are designed for individuals over 50 who are looking for intellectual stimulation, an opportunity to expand their horizons, and who want to be part of a life-long learning community that is full of insight, cultural diversity, and wisdom. Previous offerings have covered topics such as basic computer/technology skills, nutrition, and basic estate planning.

### **Public Safety Training Academy**

The Public Safety Training Academy (PSTA) is located approximately five miles from the SCCC main campus, at the Sussex County Homestead Complex on Morris Turnpike in Frankford Township (directly across from the Sussex County Library - Main Branch). The PSTA offers relevant, quality training and educational programs to local fire departments, the law enforcement community, emergency medical personnel, government employees and the general public in all aspects of public safety.

The facility is accredited by the Division of Fire Safety to deliver state fire service courses, and is also licensed for live burns and various simulations by the Division. The PSTA trains over 1,000 people annually in courses such as Firefighter 1, Firefighter 2, Firefighter 3, Strategies &

Tactics, Incident Management, Fire Officer Training, Fire Extinguisher Training, Emergencies in Health Care Facilities Training, Vehicle Extrication, and Emergency Medical Technician Training, as well as other state and federally approved courses. It is also the county hub for police training at the facility's firing range. The Academy is equipped with full service fire vehicles, a burn building, smoke tower and various other training buildings and simulators.



## **II.H. 1. Major Research and Public Service Activities**

### **Major Research Activities**

Sussex County Community College does not currently participate in any major research activities.

### **Public Service Activities**

Public service activities take a variety of forms at Sussex County Community College. In addition to a variety of programs and events that serve the needs of the surrounding community, the faculty, staff and students at SCCC are actively involved in volunteerism throughout Sussex County, NJ and Pike County, PA.

### **Supporting Local Businesses**

Sussex County Community College is the host to many initiatives designed to provide resources and enhance the county's economy. From computer training to personal finance, SCCC offers a broad range of workshops, seminars and career training programs for area residents and businesses. The Continuing Education and Workforce Development Division also offers customized training for area businesses. Additionally, the College is an active partner in the New Jersey Community College Consortium for Workforce and Economic Development. This consortium provides one-point access to all of the vast resources of the state's 19 community colleges, including over 1,700 programs taught by highly qualified faculty with business and industry experience.

### **Community Enrichment**

SCCC has a long tradition of offering diverse cultural programming to the community and dozens of enrichment activities for students and the public. The Performing Arts Center offers arts and entertainment for SCCC students and the community. SCCC presents a diverse showcase of dance, comedy, opera, contemporary and classical music, international and supernatural shows and student performances. The Campus Life Office and Veterans Services involve the community with scheduled events and trips. The Sussex County Department of Human Services, Division of Senior Services has partnered with the College to host an ongoing lecture and event series on campus in Newton.

*Thursdays on the Green*, a free concert series hosted on the SCCC campus has been a summer tradition for hundreds of residents of Sussex County. In addition to fabulous music, guests enjoy a family festival with vendors, artisans, giveaways and more. The concert series takes place for 4-7 weeks every summer under the Pavilion and on the Connor Green.

In addition to being the cultural hub for the County, the SCCC campus has become the center for dozens of community activities. The United Way, Sussex County Arts and Heritage Council, Sussex County Historical Society and dozens of other local charities use the campus green and College facilities for various fundraisers and activities. The Caring awards are presented to high

school and middle school students on campus each year. Area law enforcement and emergency service volunteers are honored at an annual gathering on campus. The College hosts two blood drives on campus each year. A fitness and walking trail was opened on campus and is widely used by community members. Each year the Student Government Association organizes an annual community Haunted Hay Ride at the end of October. This event is attended by hundreds of area school children. The SGA, assisted by other clubs on campus, also raises funds for charitable organizations, donates gifts to senior citizens during the holidays and holds various food and clothing drives.

The Art Gallery, as well as the atrium of the Performing Arts Center, allows many local artists and students the opportunity to present their various artworks in all types of mediums. A reception to meet the artist and discuss the art is followed by a month-long exhibit.

Sussex County Community College is the home for the Betty June Silconas Poetry Center that provides poetry readings, poetry workshops and open readings for area poets. The campus also hosts the Teen Arts Festival, which gives local students a platform to display their immense creative talent in a variety of arenas and mediums.

### **Philanthropy**

Sussex County Community College students, staff and faculty support dozens of charitable events throughout the year. The College is an active participant in the Sussex County United Way annual campaign, Rockin' Fest to support student veterans, Play for Pink for breast cancer awareness, Rotaract (a student-led Rotarian organization), Habitat for Humanity projects and many other fundraising drives. Student Clubs and SCCC athletic teams champion specific causes throughout the year including Project Self Sufficiency, DASI, various drives (holiday food, clothing, and toys) and more.

SCCC has a 501(c)3 Foundation that raises funds and support for College initiatives. The Foundation also supports worthy, community-wide projects and events by participating and/or funding.

Each month the college reports community service activities to the Board of Trustees. This report details monthly volunteer service of the SCCC faculty and staff. Over 70% of SCCC employees participate regularly in some form of community service. Service areas represented include local community organizations, faith-based causes, health and wellness issues, social services, arts, culture, and education.

### **Volunteerism in the Classroom**

SCCC continues to partner with United Way of Sussex County to mobilize volunteers on campus and throughout the community. Service Learning is a teaching and learning strategy that integrates community service with instruction and reflection.

### **Improving employment skills in the community**

In the summer of 2012, the NJ State Department of Labor approached community colleges requesting support with training for local residents who were transitioning from state to federal unemployment benefits. SCCC responded to this request and has trained hundreds of area residents on resume writing, job search skills and local resources available to support unemployed individuals. The College has also held Job Fairs that were open to the community with local businesses and four-year colleges in attendance.

Project Self Sufficiency of Newton and SCCC have partnered to offer adult learners the opportunity to gain valuable information and assistance on going to college. Campus 2 Campus is a program that gives adults the skills they need to enter into college.

### **Veteran Support**

SCCC has a Veteran Affairs Office and a full-time Director to help support the College's student veterans as they transition from active duty to civilian and student life. The Office has developed a program with the U.S. Department of Veteran Affairs for regular visits to campus to help serve all of the veterans in the county.

**II.I. Major Capital Projects**

**R&D EXPENDITURES : YEAR 2015**

**Sussex**

|  | Amount (\$) |
|--|-------------|
| Federally Financed Academic R&D Expenditures       | \$3,200,000 |
| Institutionally Financed Academic R&D Expenditures | \$0         |
| Total Academic R&D Expenditures                    | \$3,200,000 |

*Source: Sussex County Community College, Finance Department*