

2018-2019 Degrees Awarded

	Total	Female	Male	Minorities	African Amer.
CTLE BS	17	13	4	0	0
CCLD BS	41	17	24	15	13
MS	11	8	3	2	2
Total	69	38	31	17	15

2018-2019 Enrollment (majors)

	Total	Female	Male	Minority	African Amer.
CTLE BS	85	59	26	4	4
CCLD BS	143	69	74	49	41
MS	21	14	7	5	3
Total**	249	142	107	58	48

2018-2019 Attempted/Earned Student Credit Hours

	Total*	Fall	Spring	Summer*
Attempted Inst. SCH	4,385	2,345	1,929	111
Earned Inst. SCH	4,112	2,208	1,811	N/A
% Earned Inst. SCH	93.8%	94.2%	93.9%	N/A
Attempted Dept. SCH	3,688	1,804	1,701	183
Earned Dept. SCH	3,329	1,704	1,625	N/A

Inst. SCH includes all student credit hours associated with instructors budgeted in the department, regardless of where the course is listed. Dept. SCH include all student credit hours associated with courses listed in the department and AED, regardless of who teaches the course. Winter CLD 403 included in Summer.

2018-2019 Direct Awards/Faculty Ratio

	Total FT Faculty	FTE Research Fac.
	15	3.6
Total	\$424,472	\$424,472
Average	\$28,298.13	\$117,908.89

2018-2019 Fiscal Year Grants

Direct Awards	\$424,472
Federal Competitive	\$0
% Federal Competitive	0%
Collaborative	\$1,448,399

Research Faculty w/Formula Funded Projects as of 6/19

25% or higher Research DOE	5
Active Project	5
Percentage	100%

Degrees Awarded Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CTLE BS	13	6	10	17	17
CCLD BS	56	49	38	34	41
MS	10	13	17	14	11
Total	79	68	65	65	69

Enrollment (majors) Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CTLE BS	49	57	82	76	85
CCLD BS	126	112	124	133	143
MS	37	39	33	29	21
Total	212	208	239	238	249

**Some master's and all doctoral students are enrolled in the Dept. of Sociology and are not reported here.

Direct Awards Five-Year Trend

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
\$385,004	\$53,000	\$884,102	\$351,521	\$424,472

Grant Expenditures Five-Year Trend

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
\$305,798	\$252,763	\$305,720	\$887,883	\$863,670

Fiscal Year State Fund Balance Percentage Five-Year Trend

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.17%	0.82%	3.97%	-0.18%	4.84%

2018 Calendar Year Publications

Books and Chapters	1
Journal Articles	9

2018 Calendar Year Patents

2018 Calendar Year Patents	0
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KERS Faculty Contacts Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
African Am.	149	481	157	323	474
Asian Am.	0	6	144	41	81
Hispanic	3	89	49	95	150
Native Am.	3	2	8	1	5
Other	0	242	17	0	10
Total Contacts	2,765	4,474	2,466	4,420	4,909

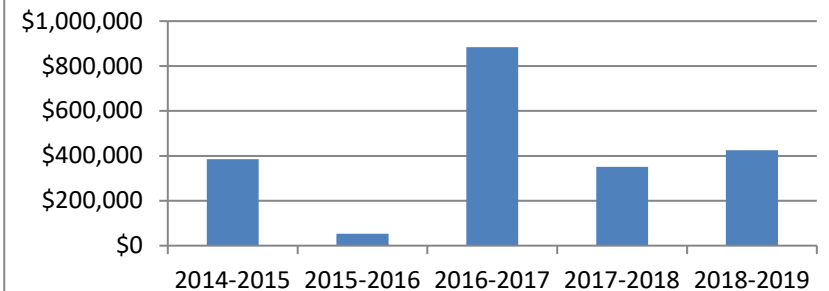
KERS Number of Faculty Success Stories Five-Year Trend

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	6	9	8	8	8

2018-2019 Numbered Fact Sheets/Faculty Ratio

	Total FT Faculty	FTE Ext. Faculty
	15	3.19
Total Fact Sheets	0	0
Average	0.00	0.00

Direct Awards Five-Year Trend



Community and Leadership Development Faculty Snapshot 2019

All CLD Faculty by Title Series		
Title Series	Faculty	Percent
Regular	8	35%
Adjunct	3	13%
Extension	6	26%
Part-time	3	13%
Lecturer	2	9%
Post-retirement	1	4%
Total	23	100%

Full-Time Faculty by Rank		
Rank	Faculty	Percent
Professor	4	25%
Associate	7	44%
Assistant	3	19%
Senior Lecturer	1	6%
Lecturer	1	6%
Total	16	94%

All CLD Faculty by Full-Time/Part-Time Status		
FT/PT Status	Faculty	Percent
Full-time	16	70%
Part-time	7	30%

Full-Time Faculty by Assignment Period		
Assignment Period	Faculty	Percent
12 month	12	75%
9 month	4	25%

Full-Time Faculty Credentials		
Credentials	Faculty	Percent
Ph.D.	16	100%

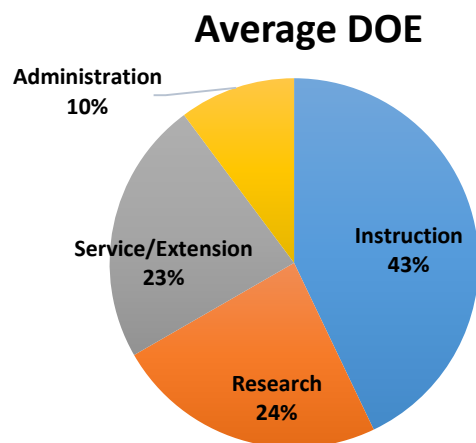
Full-Time Faculty by Tenure Status		
Tenure Status	Faculty	Percent
Tenured	10	63%
Tenure Track	4	25%
Not Eligible	2	13%

Full-Time Faculty by Race		
Race	Faculty	Percent
African American	2	13%
Asian	1	6%
White	13	81%

Full-Time Faculty by Gender		
Gender	Faculty	Percent
Female	10	63%
Male	6	38%

Full-Time Faculty by Age		
Age	Faculty	Percent
30-39	2	13%
40-49	8	50%
50-59	3	19%
> 65	3	19%

Full-Time Faculty by Years of Service		
Years	Faculty	Percent
< 4	3	19%
4-6	2	13%
7-9	2	13%
10-12	3	19%
13-15	1	6%
16-18	1	6%
22-24	1	6%
28-30	3	19%



Percentages are rounded to the nearest whole number.