MEMO

TO: Kate Miller
    Provost/VPAA

FROM: Paula M. Lutz
       Dean, Arts and Sciences

RE: Program Review for Spanish M.A. degree—Dean’s recommendation

The department of Modern and Classical Languages has produced twenty-five M.A. degrees in Spanish in the past five years. Spanish is the largest undergraduate language degree, and the largest M.A. program in MCL. There are numerous Spanish programs in high schools across Wyoming, and Spanish is clearly the state’s ‘second language.’ The most recent University Plan 4 document indicated a goal of “preparing students for a global economy.” The U.S. Congress concurs with this goal, indicating that educating our citizens for a multicultural society is critical for our nation.

The Spanish section consists of four tenure-track faculty (including the last two hires). The quality of this M.A. program is high, with ~50% of the graduates entering prestigious Ph.D. programs this fall. [Kudos to the department for their hard work on assessment with Tier 2 status for the M.A. in the past year.]

During the first round of program reviews, the dean recommended discontinuing the M.A.’s in French and German and concentrating on a degree in World Languages focused on K-12 teachers in Wyoming. In the interim, MCL will begin offering courses for the Spanish M.A. in the summer so that K-12 teachers in Spanish may begin to take advantage of this option. Once created and approved, the World Languages M.A. would be in addition to the Spanish M.A. degree, and the dean continues to support this idea as part of our land-grant mission.

Considering the importance of this language to the state and the interesting plans for increasing graduate enrollment, the dean’s recommendation is to maintain the M.A. in Spanish.
Academic Program Review: Spanish MA
2nd Round Program Review
MA Program with 25 graduates in 5 year period

Four key elements should be addressed in each academic program review: (1) Program Demand, (2) Program Quality, (3) Mission Centrality, and (4) Cost.

1. Title of Program: Master of Arts: Spanish

2. Level: Graduate major

3. Department/College: Modern and Classical Languages, Arts & Sciences

4. Department Head: Joy Landeira, 766-4852, jlandeir@uwyo.edu

5. Program Productivity and Demand:

   a. Number of graduates over 5-yr period: 25

      2011-12: 5, (201210: 1; 201220: 3; 201230: 1)
      2012-13: 6 (201320: 1; 201330: 5)
      2013-14: 5 (201420: 4; 201430: 1)
      2014-15: 3 (201510: 1; 201520: 2)
      2015-16: 6 (201610: 2; 201620: 4)

      TOTAL: 25

      [Note: typically, there are 5 or 6 graduates per year. The lower number of 3 graduates in 2014-15 was during the period when the department chair who directed most graduate thesis died suddenly and was replaced by an outside interim chair. A new department head took over in Fall 2015 and 6 students completed their MA work in this Academic Year.]

   b. Enrollment in graduate major over 5-yr period: 61

      Declared graduate majors:

      2011-12: 13
      2012-13: 12
      2013-14: 15
      2014-15: 10
      2015-16: 11
Program Quality: Is the program of high quality?

a. **Program accreditation**: Part of previous UW HLC accreditation. Not accredited by other outside accrediting organization. First-time APR.

b. **Credentials of faculty**—All graduate classes taught by Research-Active Tenure Stream Faculty who have graduated from Research I institutions and have been hired in competitive national searches within the past five years (2011-2016):
   
   i. Include a list of all faculty by name, highest degree and discipline of highest degree.
      1. **Irene Checa-García, Irene.** Ph.D, Spanish Linguistics, University of Almería, Spain. Assistant Professor.
      2. **Concepció (Conxita) Domènech.** PhD. Spanish Literature, University of Colorado, Boulder. Assistant Professor.
      3. **Camilo Jaramillo, PhD.** Hispanic Languages and Literatures, University of California, Berkeley. Assistant Professor.
      4. **Joy Landeira, PhD.** Spanish Language and Latin American Literature, University of Colorado, Boulder, Full Professor and Department Head, also Executive Director of the Rocky Mountain Modern Language Association.
   
   ii. **Breakdown by gender**: 3 females, 1 male
       **Breakdown by ethnicity**: 3 Hispanic native speakers of Spanish; 1 self-identified Hispanic, non-native Spanish speaker.

iii. **Grants awarded to academic personnel: Past 5 years (2011-2016)**

**Checa-García—Grants Funded**

3. IUPLR Work group on Latino Speech Communities. Interuniversity Program for Latino Research and UT Center for Mexican Studies, 2015. $5000
4. Innovative Course Grant, Office of Summer Session and Winter Courses, University of Wyoming, 2014. $5000
5. Elbogen Center Grant for Blended Learning, 2013. $500

**Doménech—Grants Funded**

5. “Staging the Revolt of the Catalans: Early Modern Spanish Dialogues with Catalonia.” University of Wyoming Nominee for National Endowment of the Humanities Summer Stipend, University of Wyoming, Laramie (September 2015). $6,000
9. “Study Abroad Program in Barcelona/La Mancha, Spain.” Cheney Group Scholarship, University of Wyoming, Laramie (March 2015). $18,000
15. “American Association of Teachers of Spanish and Portuguese. Travel Grant.” Panama City, Panama (January 2014). $500
17. “Study Abroad Program in Barcelona, Spain.” Cheney Group Scholarship, University of Wyoming, Laramie (March 2013). $16,150
18. “Study Abroad Program in Barcelona, Spain.” President’s Travel Fund, University of Wyoming, Laramie (April 2012). $10,000
19. “Ventura Pons: The Unconventional Gaze of Catalan Cinema.” Institut Ramon Llull, Barcelona, Spain (April 2012). $4,000
21. “Establishing a Study Abroad Program in Barcelona, Spain.” International Travel Grant, University of Wyoming, Laramie (April 2012). $1,000
23. “Ventura Pons: The Unconventional Gaze of Catalan Cinema.” Advancing Curricula and Teaching Grant, University of Colorado Denver (June 2011). $3,500

Landeira—Grants funded
v. Publications/presentations by academic personnel: Past 5 years (2011-2016)

Checa-García—Articles:
4. “Complejidad gramatical y niveles de dificultad en lecturas de ELE adaptadas y originales” [Grammatical complexity and difficulty levels in L2 Spanish original and adapted readings], *RLA (Revista de Lingüística Teórica y Aplicada)* 51(2): 49-72. (2013).

Checa-García—Book Chapters

Checa-García—Book Reviews

Checa-García—Presentations
1. “Tense frequency and ‘transfer’ between English and Spanish Heritage Speakers”, 69th RMMLA Convention. (Santa Fe, October 2015).
2. “Monolinguals, bilinguals, and L2 learners comparisons as a means for insights into language and cognition: Two case studies”. Invited lecture at the 1st IUPLR (Inter-University Program for Latino Research) Meeting for the Latino/a Speech Communities Language and Cognition Research. (University of Texas at Austin, September 2015).
4. “Embodiment of action onset as a toddler’s communication tool”, invited to the panel on very young children interaction study, 4th ICCA (International Conference of Conversation Analysis) Invited Panelist. (University of California at Los Angeles, June 2014)
7. “Children embodiment of requests”, LISO (Language Interaction and Social Organization)
8. “Action Onset Embodiment as a Requesting Tool”, LANSI (Language and Social Interaction II Meeting), Columbia’s Teachers College, NYC. 2012.

Domènech—Books:

Domènech—Articles:

Domènch—Book Chapters:

Domènech—Book Reviews

Domènech—Presentations


**Jaramillo—Presentations**


**Landeira—Books**


**Landeira—Articles**

...


Landeira—Book Reviews


7. “Urioste-Azcorra, Carmen de, ed. La casa de enfrente seguido de dos capítulos de la novela Mientras allí se muere, de Ernestina de Champourcin.” Hispánia (December 2014).


Landeira—Presentations


vii. Other University level Honors and Awards

Checa-García:

Ellbogen Center Teaching Award 2015
Mortar Board Teaching Award 2016

Doménech:

Extraordinary Merit Award in Research, University of Wyoming, Laramie (2016)
Extraordinary Merit Award in Research, University of Wyoming, Laramie (2015)

Landeira:

Nu Alpha Kappa Outstanding Faculty Award. Latino Staff Appreciation Gala. (2012)
Center for Human Enrichment Outstanding Faculty and Staff of the Year, April 23, 2014.
Western Association of Graduate Schools/ International Testing Service Award for
program design and excellence, 2012.

**Jaramillo:**
Departmental Dissertational Fellowship. Department of Spanish and Portuguese, UC
2013-2014, Deans Normative Time Fellowship, UC Berkeley, 2013-14
Tinker Travel Grant, Center for Latin American Studies, UC Berkeley, Summer 2013

c. Program reputation
   ii. Include a brief description of any other indicators of program reputation such as
demand (e.g. waiting lists or over enrollment) for admission into program, employer
data/feedback, etc.

“Feeder Schools” and “Feeding the Schools.”

In this fiscal biennium, UW has had to face huge cutbacks in state funding, prompting rote
repetition of the often heard phrase, “UW can’t be all things to all people.” As the newly hired (in 2015)
Head of the Department of Modern and Classical Languages, and having attended Laramie public
schools from Kindergarten through my BA and MA here at UW before moving out-of-state to do the
PhD and build a career, I take exception to that sweeping statement because we don’t have to be “all
things to all people,” but I believe we do have to be all things to all of *Wyoming’s people*—particularly
its sons and daughters.

The Program Reputation of the Spanish BA and MA is built upon our recognition of our
obligation to Wyoming’s people, both as a recipient of students sent to us by “Feeder Schools” in all
corners of the state, and our obligation to “Feed the Schools” by sending back well-educated students
and well-prepared teachers to nurture the elementary, middle, and high schools of Wyoming and the
wider world.

“Feeder schools” nourish our programs by sending at least four types of students to us: (1) well-
prepared students who have already begun studying Spanish in Wyoming schools, often for six years
since the seventh grade, including AP (Advanced Placement) and sometimes dual credit language
coursework. School systems in Jackson and Casper have expanded Spanish preparation even further by
initiating “dual immersion” Spanish/English classrooms beginning in the elementary grades. These are
the students who then come here and earn credit by exam and place in our upper division courses, often
majoring or minoring in Spanish, and moving on to do graduate work with us or fulfill professional roles
where bilingual skills are required; (2) students who want to be prepared to live in a multilingual and
multicultural economic environment and realize that studying Spanish will prepare them for global
living and professional success in one or more of the twenty-one countries in the world where Spanish is
the native language; (3) transfer students from one of Wyoming’s seven community colleges, who have
already completed two years of Spanish study and wish to continue to major and minor here—we have
articulations and 2+2 agreements with LCCC and have begun working with Casper College, Western
Wyoming and Northern Wyoming Community Colleges on articulation agreements to receive these
students and facilitate their transition here; (4) and licensed Spanish teachers who want to return to UW
to do MA work to broaden their knowledge base in advanced language, literature and cultural studies.
Our program is the fortunate recipient of all of the talent of these “feeder schools” in Wyoming, and we owe it to them to provide a continued strong BA and MA in Spanish to ensure that their demands and needs are met. To complete this “food chain” metaphor, I emphasize that UW is also “Feeding the schools” in four ways: (1) Student teachers who do dual majors in Spanish and Education do their in-service practicums in Wyoming schools, assisting teachers as they intern to be teachers themselves—for example, this year I observed “Hope,” who was teaching in a Casper middle school, has graduated, and has begun her first job as Spanish teacher for Newcastle, WY high school; (2) our MA students “feed” our own program here at UW, since all of our state-funded graduate students serve at Teaching Assistants, teaching 3 classes per year, usually SPAN 1010 and 1020. During their time here as TAs, they each teach a total of 24 credit hours, with 25 students per class, meaning that each TA produces 600 Student Credit Hours (SCH) during the course of their MA program. (3) these same MA students also “feed” our own program here at UW, since they all take at least 30 graduate credit hours of coursework. The Graduate TAs teach our undergraduate classes and fill our graduate classes. There could be no more important link in the food chain that the graduate program. (4) Finally, our MA graduates are “Feeding the Schools” by returning to Wyoming communities to teach—one Spring 2015 grad is now teaching in Cheyenne high schools, one is adjuncting this year in our department, and a fall MA grad teaches in the Philadelphia school system.

An additional twist on “feeding the schools” that enhances our reputation nationwide is that a high proportion of our MA graduates are accepted into highly regarded doctoral programs. Of the six Master’s degrees granted in Academic Year 2015-16, three have begun doctoral studies this fall at highly prestigious schools—José Luis Ramón Ruiz at Purdue; Gina Oller Bosch at University of California, Davis, and Kelly Moore at Cornell. One representative testimonial letter from Kelly Moore is included in “MA Spanish Attachment A” to illustrate the impact that our program has had on a recent graduate, Kelly Moore.

Curriculum of major or specialization

i. Include a list of courses by prefix, number, title required in the major or specialization

All candidates for the MA in Spanish must complete 27 hours of graduate course-work beyond an acceptable undergraduate major, a thesis with at least 3 hours of thesis credit; and an oral presentation and examination of the thesis. Spanish does not offer a Plan B (Non-Thesis Degree).

The coursework for a Spanish MA may include:

LANG 4800 Graduate Research Methods
LANG 4800 Literary Theory
LANG 5990 Practicum in College Teaching
SPAN 4080. Fourth Year Spanish II. 3
SPAN 4095. Advanced Translation. 3
SPAN 4125. Spanish-Language Literatures of the Americas. 3
SPAN 4170. Contemporary Spanish Prose. 3.
SPAN 4200. Introduction to Research. 3 [WC<>COM3]
SPAN 4310. Introduction to Hispanic Linguistics. 3.
Presently, Spanish is offering all facets of the Spanish MA and producing an average of 5 graduates per academic year, a total of 25 graduates in the last five years, meeting the upper limit of the target for this second round of program review. Due to restricted funding by Graduate Council, we have dropped the requirement for a third language for students seeking the MA in Spanish, so that they don’t have to pay out-of-pocket to take beginning undergraduate language courses. Current funding allows 9 credits per semester for full time graduate students.

Our Spanish MA students are expected to turn in paperwork each semester as they progress towards completion of their degree as follows:  
Semester 1—Form Committee  
Semester 2—Turn in the Plan of Study and Thesis Proposal  
Semester 3—Public presentation of Prospectus  
Semester 4—Defend thesis and graduate. (Continued next page)
A typical Plan of Study for the Spanish MA is as follows:

<table>
<thead>
<tr>
<th>SPANISH—Semester 1</th>
<th>SPANISH—Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANG 5900 Pedagogy (3)</td>
<td>Research Methods (3)</td>
</tr>
<tr>
<td>Linguistics (3)</td>
<td>SP 4000/5000 Lit or Ling (3)</td>
</tr>
<tr>
<td>SP 4000/5000 lit/cult/theme (3)</td>
<td>SP 4000/5000 Lit or Ling (3)</td>
</tr>
</tbody>
</table>

Form Committee

<table>
<thead>
<tr>
<th>SPANISH—Semester 3</th>
<th>SPANISH—Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Theory (3)</td>
<td>Thesis/Paper (3)</td>
</tr>
<tr>
<td>SP 4000/5000 Lit or Ling (3)</td>
<td>Defend Thesis &amp; Graduate</td>
</tr>
<tr>
<td>SP 4000/5000 Cult/theme (3)</td>
<td></td>
</tr>
</tbody>
</table>

Prospectus

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**a. Quality of Assessment Plan/data**

**ii. Include a brief description of the program assessment plan and how the data are used to inform decisions related to program quality and student learning.**

Assessment: The Spanish MA has created assessments that raised us from Tier 3 to Tier 2 status as we entered the 2015-16 Academic Year. Additionally, we brought in an American Council of Teachers of Foreign Languages (ACTFL) certified trainer to help us develop new curriculum and understand the Oral Proficiency and other assessment measures of our discipline. This continuing focus on assessment is not only a way to measure our student’s development, but our instruction is *informed* by assessment, allowing us to innovate and change our course delivery in response to the student needs that are evident in our assessment measures.

In particular, the assessment evaluators encouraged us to focus on assessing *skills* such as oral and writing proficiency. We have implemented a base-line skills evaluation of Spanish Oral Proficiency based on the ACTFL OPI model, which we use to assess student skills as they enter and leave the program. Likewise, we have an English OPI assessment for the international students (many from Spain) to make sure that they are proficient enough in English to be able to handle their teaching and advising tasks with their students.

The most salient features of our Tier II assessment plan include:

1. Emphasizing learning outcomes related to gaining essential understanding of other cultures (Learning Goal II).
2. Developing appropriate research, analysis, and critical thinking skills appropriate to their field of study (Learning Outcome III).

These two learning outcomes are the most appropriate to assess at the graduate level, reflected in the thesis project itself and defense.
This plan assesses outcomes at the completion of the thesis and upon graduation in three steps: 1) the outside reader on the thesis completes an evaluation form, 2) each student completes an exit survey and 3) each student completes an exit interview with the department head.

In addition, the department began to require proposal hearings and public prospectus presentations in which graduate students present their initial thesis ideas to the faculty and their student colleagues. This provides an early touch point to assess student progress. Beginning in Fall 2015 all new students form a cohort, and they will complete a common pedagogy and methods course. This provides a clear way to supplement the direct assessments that were put in place across 2014-15. The quality of these 2015 assessment innovations department’s level from Tier 3 to Tier 2 in the MA program.

a. Strategic Plan

iii. Include a brief description of any plans for the program or specialization that appear in the college/department strategic plan (i.e., facilities upgrades, curriculum changes, on-line or off-campus delivery, enrichment learning opportunities, etc.)

Future curriculum innovations that will attract a new target audience of MA students who are self-funded. One of the reasons I was hired here is because I was the successful head of department and graduate director of a WAGS—“Western Association of Graduate Schools” Award for Innovative design in Graduate Programming for the program I developed and headed called MA in Foreign Language—Spanish Teaching Emphasis. In Summer 2017, the Spanish MA will begin offering courses in SUMMERS on the Wyoming Campus as well as opportunities for study abroad in Spain and South America. The target audience will be Middle and High School Spanish teachers who cannot study here during the academic year because they are teaching, but they embrace the idea of studying for a month to six weeks in the beautiful Laramie summers and traveling to Europe and South America. The program offers advanced language (linguistics, dialectology, phonetics), pedagogical skills, high level cultural knowledge, and academic literature study in Spanish. These offerings at the MA level will allow teachers to obtain credits required by the Wyoming Dept of Education for their continuing professional development, and will make the Spanish MA degree available to a wide range of Spanish teachers throughout the state. This enhancement of our Spanish MA degree offerings targets an audience and a need throughout Wyoming that will result in new MA students and graduates. In addition to being innovative curriculum that is desperately needed by Wyoming’s teachers and teachers in other states, this appeals to people who will pay their own way to attend Outreach summer classes on campus and our faculty-led study abroad programs. They will pay for these out of their own pocket, and we will not have to pay TA salaries to have students in this Summer Graduate program.

These innovative plans for a Summer MA Institute can be implemented quickly, beginning in Summer 2017. Professor Checa-García will be doing a combination online, on-campus, and faculty led internship in the very high demand and cutting-edge material of how to teach Heritage Spanish learners, with special emphasis on Linguistics skills, and Professor
Conxita Doménech will host a faculty-led study abroad to Peru to study Peruvian Culture and the Literary works of Nobel Award winning author, Mario Vargas Llosa. Our own Spanish Masters students as well as Masters-level teachers throughout Wyoming and the region have already expressed interest in signing up for these classes. This extremely innovative strategic new direction will benefit from our high degree of energy and expertise to make strides in building our MA in Spanish. In addition to our current, highly productive Academic Year program, we will add this Summer MA series that will attract a whole new target audience, and a whole new revenue stream. It will produce new revenues, new graduates, and enhance our established research-intensive reputation in Spanish for our department, college and university.

To sum up our current course delivery:

a. The Spanish MA is to continue “as is” during the Academic Year.

b. The Spanish MA curriculum will also be offered in Summers beginning in 2017 to a new target audience of teachers who will provide a new revenue stream.

Mission Centrality: Does the program advance the mission of UW including institutional strategy?

Describe how the program supports the mission, vision and strategic goals of UW

According to the UW’s strategic plan UP4, the first of three main goals is to “Prepare UW graduates to compete in a global economy.” A Master’s degree in Spanish with its triple focus on language proficiency, cultural understanding, and literary-based critical thinking completely fulfills UW’s mission to its students. UW’s mission states that “we strive to have our students compete in – and contribute to – a global society by embracing critical thinking, lifelong learning, and diverse cultural perspectives.” In addition, UW’s Goal 3 objective 5 demands that we “recognize the value of domestic and international diversity to UW and to the State of Wyoming.”

The Spanish MA supports the wider mission of the State of Wyoming to provide language education for its population, and as we implement our innovative summer MA program in Summer 2017 for Wyoming’s teachers, this support function will be even more obvious. From the stipulation of language education in the Merrill Act to the recent addition of K-12 language instruction as part of the State of Wyoming Education requirement, providing Spanish MA classes during the summer for Wyoming’s teachers will give language learners across the state access to advanced language, literature, cultural, and pedagogical studies.

According to the State of Wyoming Education statutes: “The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education.”

The importance of language learning is also being recognized by the US Congress, stating that “We write to request that the American Academy undertake a new study, proceeding from the excellent work presented in The Heart of the Matter, to examine the nation’s current capacity in languages, and how a greater attention to language training can
improve the education of a citizenry prepared to thrive in a multicultural society participating in a global economy and how such preparation influences international cooperation and diplomacy, trade and foreign investment, national security and the ability of all Americans to enjoy a rich and meaningful life. English is no longer sufficient as a lingua franca —neither at home or abroad. The percentage of the world’s population that speaks English as a first language is declining rapidly; if current demographic trends continue, only 5% will be native English speakers by 2050.”

When we talk about Spanish, we say that in Wyoming it is not a “foreign language,” it is the second language of Wyoming and we owe it to our growing Spanish-speaking population to serve all of Wyoming’s sons and daughters.

Cost (MCL data provided by Greg Brown):

a) Ratio of student credit hours per FTE (AY 2014/15): \[ 737.1 \]

b) Direct instructional expenditures (FY 2015): \[ $1,888,419 \]

i) Per student FTE: \[ $5,456 \]

ii) Per total degrees awarded: \[ $52,456 \]

iii) Non-personnel expenditures / total academic FTE: \[ $4,627 \]

c) Course enrollment (AY 2014/15): i) Classes falling under university minimums: \[ 18 \]; ii) Lower-division courses falling under university minimums: \[ 7 \]; e) Research expenditure per tenure-track FTE (FY 2015): \[ $0 \]

All Tenure-stream faculty in MCL, including Spanish MA, teach a 3/2 load of 15 credits per semester.
To whom it may concern:

The University of Wyoming’s Masters in Spanish changed the course of my life. Monday, August 22nd, was my first day as a PhD student in the Romance Studies program at Cornell University. I would not have been a competitive candidate for this program without the University of Wyoming Master’s degree in Spanish. Professors Joy Landeira, Conxita Domènech, and Irene Checa-García created a rigorous and challenging classroom environment and pushed their graduate students to be teachers, scholars, and contributing members of an academic community.

Graduate students in Spanish teach three 4 credit hour Spanish courses per academic year and they are responsible for their own classrooms. I treasure my teaching experience. The combination of flexibility and departmental support allowed me to develop confidence and skill as an instructor, not just as a teaching assistant. The required pedagogy course guided us through methodologies, lesson planning, and reflections on how to be a better teacher of Spanish. I will better serve my students as a professor because of this foundational experience at the University of Wyoming.

During my time at UW, the Spanish department hosted Don Quixote in the American West conference. Under the guidance of Dr. Domènech, three Spanish graduate students, including myself, presented at panels alongside the world’s premier experts in Cervantes. We were also aided in presenting at conferences in Spain and Colorado by Dr. Landeira and Dr. Domènech and encouraged to publish book reviews and papers. This personal mentorship resulted in many successful applications to PhD programs at Purdue University, University of Toronto, University of California-Davis, University of Minnesota, and Cornell. Each of us will go on to be ambassadors for the value of our education at the University of Wyoming and grateful for the doors it has opened for us. In turn, we graduate students offered ourselves as willing resources to the undergraduates whom we interacted with every morning. We show them the salutary effects of unlocking a new language. We show them that we did it, and we know they can, too.

Sincerely,

Kelly Moore
Academic Program Review: MCL - Spanish MA

Section 8 – Cost

a) Ratio of student credit hours per FTE (AY 2014/15): 737.1

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