

## MEMORANDUM

Date: August 13, 2007  
To: Academic Program Review Council  
From: Matthew A. Klein, Dean, College of Arts and Sciences  
Subject: Spanish Education Minor Program Review

After review of the Spanish Education Minor Program Self-Study document, I provide the following observations:

1. The Spanish Education Minor Program provides a good background in Spanish language that prepares program graduates for work in Spanish language education and related fields. The program goals are clearly in line with the mission of Ferris State University. Many students comment that even though their primary occupation is not in Spanish language, their Spanish speaking ability was a benefit to them in their careers.
2. The program provides benefits to Ferris State University in several areas, including service-related responsibilities of the program faculty and training and preparation of our students. The programs have grown out of the original service function Spanish faculty served as part of the general education curriculum.
3. Students have found both academic and professional success through their Spanish studies.
4. Current facilities and equipment will need further review to see how current technology might enhance the program.
5. The self-study has identified some areas for curricular change. Connections between programmatic outcomes and coursework need to be emphasized. New directions for the program need to be explored in light of measurable and verifiable data.

In closing, the self-study appears to be an accurate representation of the current state of the Communication Area Programs, and the program faculty are prepared to work with Vice President for Academic Affairs to address the recommendations of the APRC.

August 18, 2007

To: Academic Program Review Committee

From: Genevieve West, Interim Head, Department of Languages and Literature

Subject: Spanish Minor Program Review

The Spanish minor provides an important opportunity for students earning majors in other programs to develop highly marketable skills--the ability to speak, write and read Spanish. With changing national demographics, having the ability to communicate in Spanish can be crucial to those in customer service, in retail environments, in health care, in law enforcement and in education. In fact, recent exit surveys indicate that employer demands for second language skills were a motivation for earning the Spanish Minor. Further, the courses that emphasize culture support Ferris State University's goal of promoting diversity, as they help prepare students for living in a diverse society. The program is growing and vital to FSU's mission to prepare students for the professional world and for future academic work.

The report calls for ambitious changes in facilities, faculty, and the curriculum. Changes in all three areas are limited by and dependent upon the availability of financial resources, and given the budget crisis faced by the state and the university, I think substantial increases in funding are unlikely in the foreseeable future. It may be possible, however, to make incremental changes that would address some of the concerns outlined in the report. For example, a language lab with all new equipment would require new space, new hardware/software, and training. Few would dispute that such labs are common on college campuses, and clearly the exit surveys indicate a need for increased use of listening and speaking skills. At this time, it may be necessary to incorporate new software into existing labs used by faculty in the department. Further, the data indicates that the demand for Spanish classes is growing, but I am not yet convinced of the need for two additional tenure-track faculty members. A new tenure-track faculty member is unlikely to be content teaching 100- and 200-level course for long periods of time. These are the courses currently being taught by adjunct faculty, while tenure-track faculty offer other (often upper-level) courses, and those upper-level classes do not always run, due to low enrollments. The result is that the number of sections taught by adjuncts can vary significantly. Rather than hiring permanent faculty, to provide stability, we could possibly provide a one- or two-year contract (9-month temporary lines) and create a better means of oversight for adjunct faculty. Finally, the proposed curriculum changes offer tantalizing possibilities that would help to prepare students for using Spanish in their professions, but this, too, will require additional resources for course development. Thus, implementation may take several years.

The Spanish Minor is vibrant and growing. Such growth is sometimes difficult. However, with careful use of resources, we can make changes to the program and better prepare students for their future endeavors.

SPANISH MINOR  
PROGRAM REVIEW PANEL REPORT  
2007

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# SPANISH MINOR PROGRAM REVIEW PANEL REPORT

July 17, 2007

## PROGRAM OVERVIEW

### GOAL STATEMENT

The establishment of short- and long-term goals are important to building an academic program that is at once grounded in the traditional offerings of a post-secondary education Spanish program, as well as being agile and responsive enough to those determinants of future life and career success for the students. There have been unique challenges facing the program, some answered, some still awaiting a considered response. The willingness of the full-time and part-time faculty members to recognize and answer these challenges will not only solidify the program's basic language and cultural offerings, but will aid in the creation of those courses and programs that are oriented to the myriad of career-oriented degrees across campus.

### ACADEMIC COGENCY

As faculty members we realize that there are factors, both inside and outside the college classroom, that have an almost daily impact on the manner in which we teach the Spanish language and the cultures associated with it. There are constant changes in available technology that can affect second language acquisition, from computer to wireless. There are innumerable differences of student opinion as to what constitutes a "college education" and the role that a Spanish class plays in it. There are questions regarding the academic preparation of students with respect to the possibilities for academic success at the university; this directly affects the curriculum and the classroom environment. The national battle over the status of illegal aliens and immigration policy creates opportunities for discussion and tension in class, reminding many students of friends and family who have lost jobs here in Michigan because of downsizing and plant closings associated with job outsourcing. We must not only be experts in the subject

matter and its teaching, but we are called upon to display expertise in the areas of technology utilization, educational psychology, state and global economics, and immigration policy to name a few. The technology changes, the attitudes and academic preparation of students, and the local and national debates on the impact of Hispanics in America require a faculty and a curriculum that is agile and responsive if the Spanish program is to stay relevant. Therefore, curriculum in the Spanish language classroom should be reviewed each academic year, if not each semester, in light of societal changes. The academic validity of a course or a program is directly correlated to the curriculum being taught, so any curriculum change involves an examination and reevaluation of academic rigor. As we look to the future and our need to be responsive to the ever-changing face of higher education, an assessment of ourselves and our program as presently constituted will give us the knowledge necessary to make those changes for tomorrow.

An academic program is the sum of its parts: the student, the faculty, the curriculum, and the university. An examination of each of these elements will yield information concerning the program of today and possibilities for the program of tomorrow.

## OUR STUDENTS

### ACADEMIC PREPARATION

Historically, the university has been willing to accept students whose academic preparation for university-level studies was sub-standard, witnessed by the abysmal SAT scores. Accordingly, course work inside and outside the classroom often suffered from the lack of academic rigor commonly associated with Spanish courses as faculty sought to teach college-level academics to students who were not “college material” by any traditional standard. There has been a concerted effort by the university to rectify this problem, i.e., allowing low SAT students to enroll at Ferris and it has met with good success. Granted, there are still students being accepted into the student body who require secondary education remediation – and any number of them find themselves in a Spanish language classes due to their major program’s foreign language/cultural awareness requirements – however the majority of the students now attending Spanish language/culture courses are well-prepared for a traditional course with rigorous academic requirements.

Most of the students on our class lists are technologically-savvy adolescents who unwittingly challenge our curriculum and its presentation. Today’s students walk around campus with devices that are able to access information from all over the world, even from outer space, and much of their personal, professional, and academic life revolves around its use. Whether or not they consciously realize it, the majority of this generation of students’ acquisition of information comes via this ever-evolving technology: cable/satellite television; traditional, satellite, and Internet radio; PC/Mac computers; some hand-held devices like cellphones, iPods, Blackberries and the like. . .their lives revolve around the use of these technologies. With respect to teaching the Spanish language and culture in this technology-rich environment in which we, the faculty,

must work, it is clear that we must be cognizant of the possibility (necessity?) of utilizing these technologies in our teaching. Given that the majority of our students are accustomed to receiving information daily from these sources, doesn't it make sense to utilize these same sources as much as possible in our teaching? The students' sense of familiarity and/or comfort in using these apparatus would be an argument to incorporate as their use in our curriculum as much as possible to counteract the "fear factor" of foreign language learning in the minds of a number of students. The daily use of books are a rarity in most students' lives, so textbooks figures to be a particular curse. . . .

## FACILITY ISSUES

### EVALUATION

Spanish language classes are assigned rooms in either Starr and/or Alumni buildings. Some of these rooms are designated “smart rooms,” meaning that they are equipped with a computer, Web access, DVD and/or CD-ROM drives, videocassette players and liquid crystal display projectors. In those classrooms not hard-wired the faculty has access to mobile media carts, either through department or media service reservations, that contain much the same equipment as the “smart rooms.” This equipment can access the Internet in any classroom now that Ferris is a “wireless” campus.

At the present time there is no language acquisition laboratory on campus. While there are computer labs that may be reserved for classroom use in the Starr, Science, and Alumni buildings, they cannot be considered effective language learning tools. These computer laboratories can be utilized in activities that speak to two of the four Spanish language skill areas: reading and writing proficiency, but are ineffective with respect to the more important skill areas: oral and listening proficiency. A fully equipped language lab such as the Sony LLC-9000 or the Tandberg Prisma System would allow students to participate in activities that address all four language skill areas.



## CURRICULUM ISSUES

### CURRENT CURRICULUM

Our generalist, service-oriented curriculum was established with an idea toward meeting the needs of students seeking an overview of the Spanish language and culture. We provide the basic and intermediate language courses in the first two years, as does the majority of the universities in the United States. If a student wished to continue studying the Spanish language and culture after completing the second-year of study, the curriculum offered a choice of five courses or six if the student was an Education major. The upper division courses consist of three culture and civilization-oriented curriculum, two advanced language courses, and a modern languages methodology course for future teachers of the Spanish language:

<i>SPAN 100</i>	<i>Spanish for Business and Travel</i>
<i>SPAN 101</i>	<i>Beginning Spanish 1</i>
<i>SPAN 102</i>	<i>Beginning Spanish 2</i>
<i>SPAN 121</i>	<i>Spanish for the Professions</i>
<i>SPAN 201</i>	<i>Intermediate Spanish 1</i>
<i>SPAN 202</i>	<i>Intermediate Spanish 2</i>
<i>SPAN 297</i>	<i>Special Studies in Spanish</i>
<i>SPAN 301</i>	<i>Advanced Spanish 1</i>
<i>SPAN 302</i>	<i>Advanced Spanish 2</i>
<i>SPAN 331</i>	<i>Contemporary Culture &amp; Society of Spain</i>
<i>SPAN 332</i>	<i>Contemporary Culture &amp; Society of Mexico</i>
<i>SPAN 333</i>	<i>Contemporary Culture &amp; Society of Hispanic America</i>
<i>SPAN 390</i>	<i>Linguistic Analysis of Spanish</i>
<i>SPAN 425</i>	<i>Spanish Language Pedagogy</i>
<i>SPAN 497</i>	<i>Special Studies in Spanish</i>

A review of Ferris State University's sister institutions' Spanish degree curriculum in the state of Michigan reveals that, while we are closely aligned with their degree programs, there are significant differences in our fellow institutions' degree requirement and non-degree requirement course offerings.

One example, neither Northern Michigan, Saginaw, Hillsdale, Grand Valley State offer three separate *Culture and Society* (read: *Civilization and Culture*) courses when dealing with Spain, Latin America, and Mexico. Each of these institutions follows the traditional course curriculum of the vast majority of institutions of higher learning, both level one and level two, of offering two civilization and culture courses in their minor and/or major degree requirements: one course of Peninsular civilization and culture (Spain) and one course of Latin American civilization and culture (Mexico, Central and South America, and the Caribbean). With the increased presence and exposure of Hispanics in the United States of America some programs are offering a *U.S. Latino/a Civilization and Culture* (GVSU) and *United States Hispanic*

*Civilization* (Saginaw) course. The minor/major degree requirements of other tier two Michigan institutions vary widely with respect to need to take a civilization and culture courses. Only one institution requires a civilization and culture course for the minor, while the others offer the courses as an option.

#### CURRICULAR CHANGE OPTIONS

At a minimum the program needs to change the titles and descriptions of its *Culture and Society* courses to bring them more in line with established norms within the state of Michigan. These courses should be titled

<i>SPAN 331</i>	<i>Civilization and Culture of Spain</i>
<i>SPAN 332</i>	<i>Civilization and Culture of Mexico</i>
<i>SPAN 333</i>	<i>Civilization and Culture of Hispanic America</i>

This will allow for easier transfer of credit when a student comes to Ferris State or leaves to study in Michigan or any other university in America. When courses are titled alike and their course descriptions are closely aligned with other institutions, then advisors will better be able to determine what courses are transferable and/or meet degree requirements.

Given current and future staffing possibilities, together with the need to modernize the curriculum/minor degree requirements, a careful deliberation as to whether the *SPAN 332 Civilization and Culture of Mexico* course needs to be revised or even removed from the curriculum, is warranted. Further changes in the course offerings should be made to modernize (read: better meet the needs of sister programs at Ferris State, such as Criminal Justice, International Business, Construction Management, etc.) like Grand Valley State University's program offerings in their minor degree:

<i>SPA 303</i>	<i>Professional Writing</i>
<i>SPA 304</i>	<i>Spanish for Health Professionals</i>
<i>SPA 305</i>	<i>Spanish for Law Enforcement</i>
<i>SPA 306</i>	<i>Spanish for Business</i>

These courses have a prerequisite of *SPAN 202 Intermediate Spanish* and our program would do well to examine the possibility of coordinating with other programs *vis a vis* offering advanced, profession-specific language/culture training following the basic courses. Given Ferris State's emphasis "in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education," a body of courses that elevates the resumes of Ferris graduates to the top of the hiring list is a real necessity.

The Spanish program's efforts should be redirected from a generalist philosophy to a career-enhancing philosophy. In the past, moving from the generalist program was not possible due to low enrollment numbers and unprepared student learners. However, today, the majority of Ferris applicants who are enrolling in professional programs at Ferris State, as well as those

seeking degrees in technology and humanities, have taken two or three years of Spanish in high school. So, after taking a Spanish language placement test, it's quite possible that many would be eligible for immediate enrollment in an upper division language/culture course dedicated to their degree choice. The program should have course offerings such as:

- SPAN\*\*\* Spanish for Construction Management
- SPAN\*\*\* Spanish for Engineers
- SPAN\*\*\* Spanish for Hospitality Management
- SPAN\*\*\* Spanish for Medical Personnel

and any others where there is a pressing need for graduates who will be coming into contact with those in the workplace who only speak Spanish or those Hispanics who have limited ability in the English language. The creation of these courses is not an insurmountable problem, the teaching of these courses is the problem inasmuch as it would exacerbate an already difficult staffing situation facing the Spanish program.

The academic rigor of the Spanish minor with respect to the number of credits required for a degree is in line with other like institutions. The difference between these institutions and Ferris State is that each of them offer a Bachelor of Arts – Spanish degree, in addition to a minor degree in Spanish. Each of the comparison institutions has more faculty on staff, thus allowing for more and varied course offerings. Ferris State's Spanish program has only a minor in Spanish to offer the students, a minor that was created from a generalist philosophy.

## FACULTY

### PRESENT ISSUES

At the present time, the courses offered are expected to be taught by three tenure-line faculty members. Contract sets course load at 3 course per semester. However, given the growth of enrollment at the SPAN 101-102 and SPAN 201-202 service courses, together with the increase in the number of students seeking the Spanish Minor degree and the correspondent adding of course sections, we have been obliged to seek out and to hire adjunct instructors.

While those under contract perform their instructional tasks adequately – being high school trained teachers – we did suffer an incident four years ago where, not only was the adjunct not teaching the material required, he was deliberately falsifying students' grades to avoid discovery of his treachery. There is little mechanism within the confines of the Contract that allow tenure-line faculty to coordinate and supervise adjunct faculty, therefore the quality of instruction in multi-sectioned courses is suspect regarding both content and depth. While there is no expectation that a re-occurrence of the regrettable episode of before repeats itself with the adjunct as currently set, there is no guarantee that these two instructors will be available to teach semester after semester *ad finitum* – indeed, at the end of Spring 2007 we were informed that one was not going to teach for us this Fall. Fortunately, he reconsidered for Fall.

### FUTURE ISSUES

Given that we are very isolated in terms of geography *vis a vis* the ability to find a qualified “warm body” to put into a SPAN 101 class at the last moment before a semester starts, we are facing the very real prospect of cancelling many courses, mostly at the SPAN 101 level. These are the feeder courses for those students seeking a Spanish minor degree, the first of a one-year foreign language requirement for graduation, or those seeking a Cultural Awareness credit. This is not most important staffing issue facing the program even if it could be a “minor-killer.”

If, as was alluded to in the Curriculum section, Ferris State is the career-oriented university, we in Spanish have much to offer in making students' careers more successful by offering these students career-specific training in the culture and language that they are going to encounter in Nursing, Construction Management, Professional Golf Management, Hospitality . . . wherever there is an interpersonal relationship needed with Spanish-speaking workers or patients. In order for the Program to develop and staff the necessary courses to train future managers of Spanish-speakers, there will have to be at least one tenure-track line staffed, preferably two.

The demand for Spanish course instruction in a variety of career areas is growing, just as the need to staff the basic level Spanish courses is moving forward at a speed we will be unable to slow with just adjuncts and the current level of faculty members.

## STUDENT PERCEPTIONS

As a general rule, given the comments of the students who participated in the survey, the Program is adequately meeting the needs of its participants. Some graduates use the language each day, while some not at all. Most students desired an improved skill in speaking the language. One student hit the proverbial nail on the head with the comment, "There is nothing similar to the immersion. I thought my Spanish was good but it wasn't. In an English-speaking country it is hard to re-wire one's brain to Spanish. *Mexico had a language lab, why doesn't Ferris?* (emphasis added)."

True language "learning," if not taking place on the native soil, takes place in both the classroom and in a laboratory setting dedicated to that language. The classroom is not an environment wherein the student is "immersed" in the language . . . one word of English destroys the "immersion." The classroom, the instructor, and the textbook can teach grammar, but the fluidity of tongue comes through an immersion experience. Many students cannot afford neither the time nor the expense of living/studying abroad to attain this skill; the language laboratory tapes/CDs that accompany today's textbooks serve as a method of introducing our students to the immersion experience. Ferris State University needs to invest in a comprehensive, computerized laboratory with a language-learning capability if it is to meet the now and future needs of students studying French, German, Spanish or any other modern language.

## STUDENT PERCEPTIONS

### FERIS STATE UNIVERSITY Spanish Minor: Graduate Survey Results

1) What year and semester did you graduate? (ex. Winter, 2004)

Semester and Year	No. of Respondents	Percentage of Whole
Spring 2006	3	25%
Spring 2005	2	17%
Spring 2004	2	17%
Spring 2003	1	8%
Spring 2001	2	17%
----- 2000	1	8%
Spring 1998	1	8%

2. What is your current situation? (Choose one)

**Employed, one job, full time (job title, brief description of job)**  
**(6 or 50%)**

- Foster care helper/provider; help kids with behavioral problems
- Carpenter
- Medical records supervisor/HIPAA privacy officer
- Project manager—equipment; HVACR project engineer
- Crime analyst (Denver Police); interpret crime statistics
- Medical technologist; I work in a hospital laboratory

**Working one or more jobs part time (title & description)**  
**(2 or 17%)**

- Substitute teacher; waitress; summer landscape work
- MSRP Preschool teacher aide; assist teacher and act as liaison between school & spanish-speaking families

**Attending graduate school (Academic area? Name of university?)**

**(1 or 8%)**

-Palmer Chiropractic College

**Attending grad. school & working (job title & academic area, university)**

**(3 or 25%)**

- International studies graduate assistantship; Oklahoma State University
- Benefit analyst (insurance/HR); Western Michigan University
- Registrar of community college; have masters in management, in university for masters in counseling

3. How long have you held your current position?

<b>Years Held</b>	<b>No. of Respondents</b>	<b>Percentage of Whole</b>
At least 5	0	0%
At least 4	2	17%
At least 3	0	0%
At least 2	4	33%
At least 1	2	17%
Less than 1	4	33%

4. What is your current annual pay?

<b>Years Held</b>	<b>No. of Respondents</b>	<b>Percentage of Whole</b>
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No answer	2	12%
\$50,000-59,999	1	8%
\$40,000-49,999	5	42%
\$30,000-39,999	0	0%
\$20,000-29,999	0	07%
\$20,000 or less	4	33%

5. What are your career plans, say 5-10 years from now?

- To be in a sales or management position
- Leadership/management in current industry and company
- Running my own chiropractic clinic/office
- Hopefully get a full-time teaching job
- Go back to school to get an Early Ed degree to become lead Pre-K teacher
- Work for an NGO or government in women's issues and development
- Working as a school psychologist
- Undecided
- Have own counseling business using animal assisted therapy
- Probably to be doing the same as I am
- Work DPD or federal government
- Same as now

6. Did you enter Ferris as a freshman?

**YES** – 9 (75%)

**NO** – 3 (25%)

7. Why did you decide to take a Spanish minor?

- Had studied Spanish for many years; wanted degree to accompany knowledge
- I realized how often Spanish is used in the U.S.
- I enjoy the language and I knew that it would help me land a job
- Always enjoyed Spanish and as a résumé builder
- Love the language, enjoy teaching it, thought it would be in demand

- Always enjoyed the language and it just made sense to me
- There was no Spanish major and I wanted to become fluent
- Spanish is the #1 increasing language in America and would benefit me in my field of study
- Help my career in law enforcement
- Love the language; future opportunities
- I really enjoy the language and felt it may open new opportunities for me
- I grew up in an area with a large Hispanic population

8. I use the skills I learned in the Spanish minor in my current position/studies(circle one)

Strongly disagree

Strongly agree

1      2      3                      4                      5

Rating No.	No. of Respondents	Percentage of Whole
1	4	33%
2	2	17%
3	4	33%
4	1	8%
5	1	8%

Please comment:

- Every day! Either verbally with children and families or written (translation of weekly newsletter)
- A few of the international studies students are native Spanish speakers so speak with them. My graduate assistantship is in the study abroad office so talk about my study abroad experience. Also, my program incorporates the Peace Corps and I was assigned to Guatemala, where I will utilize my Spanish skills daily.
- Teaching a child Spanish (very little)
- Not in LE anymore
- Live and work in non-diverse community
- A very rarely use Spanish in my everyday job
- I will soon have the opportunity to use Spanish in our "outreach clinic."
- Every now and then I am asked to translate.
- It doesn't matter what major/minor you have—there are no teaching jobs
- My job does not tie into the Spanish language at all.
- The hospital uses official translators.

9. Having the Spanish minor helped me attain my former / current position.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	2	17%
2	4	33%
3	2	17%
4	2	17%
5	2	17%

Please comment:

- Without Early Ed education, the language was my in.
- I don't know if it assisted me in attaining my current position, but it didn't hurt to have that background as my masters degree requires that I have 15 credits in a foreign language (program yes, graduate assistantship no)
- It helped me get hired as a cop.
- It is not used in my position
- Used in my first job as a staffing specialist (staffing agency), which lead to job as HR manager, which lead to current position
- Hasn't helped at all
- I believe it improved my marketability
- It was not a requirement for the position.





12. My Spanish course work at Ferris helped me develop an adequate level in my ability to speak Spanish.

STRONGLY DISAGREE

1

2

3

STRONGLY AGREE

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	1	8%
2	2	17%
3	2	17%
4	6	50%
5	1	8%

Please comment:

-See above comments ('There is nothing similar to the immersion. I thought my Spanish was good but it wasn't. In an English-speaking country it is hard to re-wire one's brain to Spanish. Mexico had a language lab, why doesn't Ferris?')

-Yes, but you lose parts of it when you don't use it frequently

-See above comments ('Actual experience outside of class [on the job and study abroad] were most helpful.)

-I was already a advanced Spanish speaker before Ferris.

-I believe I did not have the confidence to speak to others and feel I am to blame. More practice time w/ peers would have been helpful.

-It does take me a bit to stop thinking in English still however parents have told me how well I speak and how I learned it.

13. My Spanish course work at Ferris helped me develop an adequate level in my ability to write Spanish.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	2	17%
3	1	8%
4	8	67%
5	1	8%

Please comment:

-Professors don't push students, neither is the environment conducive to learn, read, and write Spanish at a high level.

-Yes, I believe I am able to write well because of my ability to read and recognize Spanish.

-Program needs to have more writing.

-Not only write it, but translate. \*The program should focus a bit more on idioms!





15. The Spanish minor program provided a bias-free learning environment.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	0	0%
3	1	0%
4	5	42%
5	6	50%

Please comment: (No comments)

16. The Spanish faculty were knowledgeable in their subject areas.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	0	0%
3	0	0%
4	5	42%

5	7	58%
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Please comment:

-Ana Davila-Howard is wonderful!

-My first two years or so were great. I didn't like the teaching methods of the professor for 300-level Spanish. It was basically a "teach yourself" mentality.

-Ref. Q. 14 ('Prof. Haladyna was a great culture teacher and I learned a lot')

17. The Spanish faculty were helpful in advising.

Strongly disagree  
1            2

3

Strongly agree  
4            5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	0	0%
3	2	17%
4	6	50%
5	4	33%

Please comment:(No comments)

18. The Spanish faculty were available outside of class.

Strongly disagree  
1            2

3

Strongly agree  
4            5

Rating No.	No. of Respondents*	Percentage of Whole
1	0	0%
2	0	0%
3	0	0%
4	4	33%
5	7	58%

\* One respondent did not mark an answer

Please comment:

- I did not make attempts.
- Many times – for extra help w/ class or providing extracurricular activities
- Both Ana Davila-Howard and Sr. Haladyna held numerous cultural events including; salsa and tango dance lessons, cooking demonstrations, Hispanic holiday celebrations, and other casual get-togethers.
- The only professor I had was Davila-Howard and she was extremely helpful all the time.
- Ana Davila was always available outside of class.
- Ana worked very hard to be available when her students needed her.
- Davila-Howard was, Puerta was not.

19. You were aware of opportunities to participate in extracurricular activities in Spanish (for example, Spanish conversation table, films in Spanish, concerts, etc.).

Strongly disagree		Strongly agree		
1	2	3	4	5
Rating No.	No. of Respondents		Percentage of Whole	
1	0		0%	
2	3		25%	
3	0		0%	
4	5		42%	
5	4		33%	

Please comment:

- There was a Spanish conversation table for one semester and then I never heard f it again. I never heard or saw advertisement of films or concerts.
- I watched films & went on study abroad.

-See number 18 ('Both Ana Davila-Howard and Sr. Haladyna held numerous cultural events including; salsa and tango dance lessons, cooking demonstrations, Hispanic holiday celebrations, and other casual get-togethers.')

-Films, lunch with international students, dinner @ Ana's house

20. If you had the chance to do it over again, you would select the same minor.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	0	17%
3	0	0%
4	1	8%
5	11	92%

Please comment:

--Spanish is the language that is increasing in numbers in the U.S.. With knowledge of Spanish, I become more marketable and likely to be hired in the globalized world.

--I love Spanish I just wish my job incorporated it more.

--Never have regretted it! Would like to have majored in it!

21. If you had the chance to do it over again, you would attend Ferris State University.

Strongly disagree

Strongly agree

1

2

3

4

5

Rating No.	No. of Respondents	Percentage of Whole
1	0	0%
2	2	17%

3	0	0%
4	6	50%
5	4	33%

Please comment:(No comments)



22. Please comment on what Spanish faculty do well or how they can improve the Spanish minor.

--It has been quite a while since I have been in the Spanish Minor program. Therefore, I answered the previous questions to the best of my ability. I feel that I established a strong foundation while in the program. Unfortunately, I have not practiced as much as I should have. Now is a time where I will have the opportunity to start using Spanish quite often and even though my skills are not well honed, I believe that I can easily build on the foundation which I established at Ferris.

--Push speaking more. Excellent reading/writing/listening assignments but need to push students to speak in Spanish in the classroom. I enjoyed having Ana Davila as a professor. She was very encouraging and a positive support person for myself & classmates in the Spanish Teaching minor.

--It was helpful that classes were held 4 days a week. It got me thinking in Spanish more frequently. *Me gustaron mis clases de españolas muchísimo. Asistí a muchos acontecimientos culturales hispanos. Gracias.* (Trans.: 'I liked my Spanish classes very much. I have attended many Hispanic cultural events. Thank you.')

--I feel that the Spanish courses were good but could use some improvement. I found through high school classes that writing "???" (illegible) & giving speeches in front of the class were very beneficial. I also found the using Pimsler Speak & Read Essential Spanish tape/CDs were a very good tool to learn Spanish. Overall, I would give the Spanish program a B+.

--Class participation, homework, the written and verbal exercises are all great. A directive approach is the most valuable to me and probably other students. Focus a bit on idioms, (the culture class I took was focused on healthcare and so I didn't really learn much from it. A general culture class would be best.) Possibly consider a major program.

--Ana was wonderful. It may be helpful to force students to speak it more in class once they have learned a basic level.

--Ana Davila-Howard created an excellent learning environment. Developing a play (actually two) is still a memorable experience today!

-- More forced Spanish speaking opportunities. Make some extracurricular activities required. Chances to make up extracurricular activities for those who work and can't attend.

--Steve Symmes was a great teacher and stayed to get my minor because he was my teacher. He was available anytime I needed him.

-- Dr. Steve Symmes is a great professor who takes the time to give students extra help, be available outside of the classroom, enjoy what he's doing, get the students involved and be involved in their lives, teach tango, and be available at any time day or night.

--Dr. Haladyna is very knowledgeable and interested in the culture and history of Mexico through slides, personal mementos, and stories he provides students with a little taste of Mexico. (Side note to Dr. Haladyna: 'Dr. Haladyna, I was invited to Guatemala as a Municipal Development Advisor. I leave in August 2007 [Peace

Corps.]')