

**Filipino 202 Student Exit Survey Results**  
**Fall 2009, Spring 2010**

This report contains data from the Filipino 202 student exit survey administered in fall 2009 and spring 2010. A total of 51 students were invited to respond; 39 students completed the survey (response rate=76%).

	Invited	Responded	%
Fall 2009	17	11	65%
Spring 2010	34	28	82%
Total	51	39	76%

**1. Class standing**

Student status	% (n)
Freshman	3%(1)
Sophomore	23%(9)
Junior	33%(13)
Senior	38%(15)
Graduate	3%(1)

**2. Majors and minors**

Majors	n
Accounting	2
Architecture	3
Art	1
Asian Studies	1
Biology	4
Biology, Filipino	1
Biology, Psychology	1
Business	6
Chemistry	1
Communication	2
Creative Media	1
Education	2
Family Resources	2
Human Resources, Finance	1
Mathematics	1
Microbiology	1
Nursing	2
Psychology	5
Sociology	1
None	1
Minors	n
Filipino	3
Speech	2

**3. Are you pursuing a certificate in one of the languages?**

12 out of 39 students (31%) indicated that they are pursuing a certificate in Filipino.

**4. Did you grow up in a family where language(s) other than English was/were spoken regularly?**

Student response	% (n)
Yes	82%(32)
No	18%(7)

**4.1. Which language?**

Language(s) spoken	n
Tagalog, Ilocano	11
Filipino	5
Tagalog	5
Ilokano	5
Kapampangan	2
Filipino/Cebuano	1
Filipino, Ilokano, Bikolano	1
Ilokano, Pangasinanan	1
Visayan	1

**4.2. Who in your family spoke the language(s)?**

Family members	n
Everyone	10
Parents	6
Parents, relatives	3
Parents, grandparents, aunts, uncles	3
Parents, grandparents, aunts, uncles, cousins	1
Parents, grandmother, cousins	1
Parents, aunts, uncles, cousins	1
Parents, aunt	1
Parents, brother	1
Parents, sister	1
Mother, grandparents	1
Mother, grandmother	1
mga magulang ko.	1

**5. Placement**

Student placement	<i>n</i>
Took 101, 102, and 201	23
Took 102 and 201	5
Took 201	2
Placed in 202	6
Other	3

**Other:**

- Took 101
- i was placed in 301, but need credits now so i took 202
- Took 101, 102, 201 at LCC

**6. Did you study this language at other educational institutions?**

Student response	<i>n</i>
Yes	10
No	29

**6.1. At which type of institution did you study?**

Institution type	<i>n</i>
Elementary school	4
High school	5
Community College	5

**6.2. Approximately how long did you study the language before studying it at UHM?**

Length of time	<i>n</i>
10 years	1
9 years	1
2 years	3
2 semesters	1
1 semester	1
5 months	1

**7. How did you first learn about the course offerings in this language at UHM?**

	<i>n</i>
UHM academic catalog	24
Friend	18
Academic advisor at UHM	10
Department Website	3
Freshman orientation	2
Poster	1
Other	3

**Other:**

- Parents
- Personal interest a language from the philippines

**8. Why did you choose to study Filipino at UHM?**

Reasons	<i>n</i>
My major requires completion of the foreign language requirement.	26
I am interested in the target language and culture.	24
This is/was the language spoken at home.	20
The strength of the program's reputation.	9
I want to earn back credits in this language.	6
It will help me achieve my academic and/or career goals.	4
I received funding to study the language at UHM.	3
I studied the language elsewhere.	2
Other.	2

**Other:**

- The language was mainly spoken by my grandmother and I wanted to learn so I could converse with her. Since my mother can only understand the language, I decided to take this course.
- This is the language my cousins normally speak in the Philippines.

**9. After completing the 202-level course, do you plan to continue studying Filipino?**

Student response	%(n)
Yes	31%(12)
No	33%(13)
I don't know	36%(14)

**Comments (N=10):**

**[Yes]**

- Prospective minor or double major with BA in Biology.
- At my undergraduate institution, my university did not offer Filipino so I was able to receive credit for language by taking Filipino at a near-by community college.
- Language is a link to the people. It doesn't always have to be spoken, but the ones that do provide cultural cues for dealing with real world situations which may be specific to ethnic experiences.
- I will not be continuing to take any more FIL courses at UH-Manoa, but I will try to continue to use the language in communicating with friends and family in the Philippines.

**[No]**

- because i'm graduating
- The Filipino courses for 300 level are difficult to fit into my schedule. Also, the course has gotten progressively difficult, and I don't think I would do well past Filipino 202.
- I'm a native speaker of filipino and my major is only require the 202 level.
- I just need the credit to graduate.

**[I don't know]**

- I'm not sure because my major doesn't require any further studying of a foreign language. But I may consider it in the future.
- Everyone says money isn't an issue, sure, but that isn't the only thing that can hold a person back. Graduating I a bigger priority for me than learning more about my heratige at this point in time

**10. Overall satisfaction with the program and institutional support**

Program & institutional support	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure, program office)	39	4.10	0.94	0%(0)	5%(2)	23%(9)	28%(11)	44%(17)	0%(0)
2. Academic standards and expectations	39	4.46	0.72	0%(0)	3%(1)	5%(2)	36%(14)	56%(22)	0%(0)
3. Relevance of program to your academic/professional/personal goals	39	4.23	0.84	0%(0)	3%(1)	18%(7)	33%(13)	46%(18)	0%(0)
4. Extra-curricular events (e.g., cultural events)	39	4.36	0.96	3%(1)	5%(2)	3%(1)	33%(13)	56%(22)	0%(0)
5. Classroom facilities	39	4.38	0.88	3%(1)	3%(1)	3%(1)	38%(15)	54%(21)	0%(0)
6. Language lab and computer facilities	39	3.80	0.99	3%(1)	3%(1)	31%(12)	28%(11)	26%(10)	10%(4)
7. Faculty advising, placement	39	4.13	0.88	0%(0)	5%(2)	15%(6)	38%(15)	38%(15)	3%(1)

**Comments (N=3)**

- The Filipino program would definitely benefit with increased funding, which would be passed down to students as increased instructional support, technological improvements, etc.
- The required extra-curricular activities may be a bit much, especially for working students.

- The faculty is available at all times and great knowledge of the subject. The extra curricular activities is a great way to introduce the cultural aspect to the students. Though we did not use any lab.

### **11. Satisfaction with courses in the program**

<b>Satisfaction with courses</b>	<b><i>N</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Very dissatisfied 1</b>	<b>Somewhat dissatisfied 2</b>	<b>Neutral 3</b>	<b>Somewhat satisfied 4</b>	<b>Very satisfied 5</b>
1. Class size	39	4.36	0.93	0%(0)	10%(4)	0%(0)	33%(13)	<b>56%(22)</b>
2. Overall quality of instruction	39	4.46	0.82	0%(0)	5%(2)	5%(2)	28%(11)	<b>62%(24)</b>
3. Course requirements	39	4.21	0.86	3%(1)	0%(0)	13%(5)	<b>44%(17)</b>	41%(16)
4. Course sequencing	39	4.31	0.80	0%(0)	3%(1)	13%(5)	36%(14)	<b>49%(19)</b>
5. Course availability	39	3.67	1.36	10%(4)	13%(5)	13%(5)	28%(11)	<b>36%(14)</b>
6. Course materials (including online materials)	39	4.03	0.93	0%(0)	5%(2)	26%(10)	31%(12)	<b>38%(15)</b>
7. Class activities/student interaction	39	4.49	0.79	0%(0)	3%(1)	10%(4)	23%(9)	<b>64%(25)</b>

#### **Comments (*N*=5):**

- The Filipino and Indo-Pacific Languages program NEEDS more classes and sections because of their high demand. An additional lecturer/professor/etc. may be helpful because there seems to be a main lecturer that does almost all the classes. Another lecturer would help since more sections of a certain class may be available if not more different classes.
- Due to budget cuts, I understand that the availability of this course became even more limited. At first I could not get into a class that fit my busy schedule. However, thanks to the Katipunan president, and the petition signed by many students, another section was opened up at the last minute that fit my schedule. It would be easier and less stressful if more funding went to this program which would allow more classes to be available.
- It was a struggle with all the budget cuts to get into this Filipino 202 class, I think there should be a minimum of 2 classes or so to catch students who place, and students moving through the class sets
- Very satisfied with ease of the subject. As a native speaker, I was placed in 202. Though I was more fluent in speaking, the class help me to be more fluent in writing the language as well.
- The lab requirement of club participation helped me become more eager to learn the language.

12. Student learning outcomes

Student learning outcomes	N	M	SD	Not at all	With great difficulty	With some difficulty	Easily
				1	2	3	4
1. understand conversations about everyday experiences (e.g., school, work, interests, preferences).	39	3.46	0.64	0%(0)	8%(3)	38%(15)	54%(21)
2. understand factual content of paragraph-length oral/aural descriptions/narratives on familiar topics (e.g., recorded telephone instructions, announcements in public areas).	39	3.26	0.68	0%(0)	13%(5)	49%(19)	38%(15)
3. perform variety "real-life" tasks in common social and transactional situations (e.g., shopping, making hotel reservations).	39	3.33	0.66	0%(0)	10%(4)	46%(18)	44%(17)
4. sustain conversations/interviews about self, family, experiences, interests, and preferences.	39	3.36	0.67	0%(0)	10%(4)	44%(17)	46%(18)
5. understand fully paragraph-length texts dealing with personal and social needs such as personal letters, messages, memos, and news paper articles.	39	3.36	0.63	0%(0)	8%(3)	49%(19)	44%(17)
6. get main ideas from authentic everyday practical materials written in the target language (e.g., menus, ads for products).	39	3.46	0.68	0%(0)	10%(4)	33%(13)	56%(22)
7. meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, and journals.	39	3.13	0.77	3%(1)	15%(6)	49%(19)	33%(13)
8. demonstrate understanding of history and traditions celebrated in the target culture.	39	3.41	0.64	0%(0)	8%(3)	44%(17)	49%(19)

Comments (N= 5):

- bec. tagalog is my native language
- "With some difficulty" seems a bit too extreme to fully demonstrate what I mean to say, however those portions are my weakest. In any foreign language I learn, the verbal is the hardest. This class has definitely helped me to improve my listening and verbal skills but they still do not come as easily as English.
- I think its all a matter of exposure, having 2 classes a week was ok, but we weren't as exposed to the languages for long enough to think completely in the tagalong
- I did not take 201 and 202 consecutively, therefore I forgot a lot of material since I did not use the language too much during the break.
- I'm native speaker and everything comes second nature to me the only small challenge is the technical grammar aspect.

13. Will the language competence and cultural knowledge acquired in the two-year program help you achieve your personal, academic, and career goals?

Goals	N	M	SD	Definitely not	Maybe not	Neutral	Maybe yes	Definitely yes
				1	2	3	4	5
Personal goal	39	4.26	1.04	5%(2)	0%(0)	13%(5)	28%(11)	54%(21)
Academic goal	39	3.97	1.09	5%(2)	3%(1)	21%(8)	33%(13)	38%(15)
Career goal	39	3.95	1.05	5%(2)	3%(1)	18%(7)	41%(16)	33%(13)

Comments (N=2)

- I'm not sure where in my career where knowing tagalog would help, but personally taking these classes has affirmed my pride as a filipino even if I'm not as fluent as others
- there are times my proffession require to communicate teammembers from abroad in order complete the task or projects.

14. Strength of the program (N=31)

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- Great events that expose language use such as picnics, song performances, drama fest, and watching movies in the target language.
- course content
- The small classes and the extra 1 credit for the club allows us to put what we are learning in class and use it in activities that are fun and at the same time strengthen our knowledge of the language.
- Fun
- Writing the language
- Good teachers
- Teachers that fluently speak and understand the language. Teachers are sincerely interested the progress of their students. Teachers present the material in an easy to understand manner. Lots of opportunities to experience the culture from which this language comes from. These activities are very entertaining and interesting. Interaction between the different course levels (101, 102, 201...etc) definitely helps a beginner become inspired to learn more. So many strengths...I definitely do not want to see this program get shut down or limited even more.
- professors, teaching methods, integration of language into everyday life
- The Club.
- The special events and activities.
- Activities
- definitely the teachers and the katipunan club. The club really enables the students to develop a further sense of pride in the Filipino culture while learning the language at the same time.
- Really good teachers.
- Instructor [identity removed] - great with the students (though at times, they may have been rowdy) - always prepared and aware of students needs.
- The bonds that the students create with their fellow classmates, and teachers.
- Drama fest, Songfest, and the pikniks, giving us the ability to compete and socialize with other students. Also joining a group, like piknik committee, drama fest/songfest committee is really a hidden opportunity. We voice our opinions, make decisions, and we head the event basically, a very good thing to have on your resume.
- activities outside the classroom
- The bond that the extra-curricular activities create.
- Providing hands on learning through its language program and student organization. The instructors care deeply for its students and mold their lessons to help fit the needs of their students.
- The strengths are the faculties knowledge of the subject and the materials provided in class. The extra curricular also help in me develop intrapersonal skills with the use of the language.
- The katipunan club associated with the class. It helps in the way it requires students to use the language outside of classes.
- Club participation
- Great Instructors.
- The size of the program gives great opportunity to meet new people of the same background.
- extra curricular activities instructors are very helpful
- There was a lot of class interaction. The class was very active and not boring.
- The katipunan club and the cultural activities
- The instructors are interactive with their students and they try to make the classes interesting while still teaching.
- The relationship and support from the faculty/staff members. Also the student involvement with the related student organization Katipunan.
- I watch TFC so I could understand Filipino.
- Having Drama and Songfest.

### **15. Recommendations for program improvement (N = 25)**

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- It is great to have activities in the requirements; however, there are times when it seems like there are too much that is expected.
- None
- More lecturers, classes, sections, etc.
- Maybe 1 credit for the club is too little.
- NONE
- More credit since you devote a lot of time for the program and it only gives you 4 credits
- Make the class more available. More sections. Perhaps some morning classes.
- interaction with other culture groups/ethnicities within university, as well as national and international interaction
- N/a
- Homeworks
- none =)
- I wish there had been an option to take a 3-credit Filipino course that did not involve Katipunan (versus the 4 credit course which requires participation in Katipunan Club.)
- Orientation for students coming into the Language Program (ready them for a university level classroom setting). Teachers/Instructors should not have to turn the lights off in class to get students to settle down.
- Oral credit, perhaps.
- Maybe more tools to give students more exposure to the language?
- Gaining exposure to the student body and extending its student organization membership to those who are not in the academic program. Increase class availability and schedule classes at flexible times.
- more career related topics such as global approach in business, Especially that fits the students Major.
- none.
- Less homework
- More in-class discussions
- a little bit of history of the philippines and important figures could be added in the content
- The professors need to be on the same page when transitioning between courses. In my progression from 101 to 202, some teachers made their own worksheets while some used the book. It was a hard transition every time. There needs to be more streamlining of the program.
- None
- Teach more about Filipino cultures.
- Social with the other class

### 16. Would you recommend the program to other students?

<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
39	4.72	0.56	0%(0)	0%(0)	5%(2)	18%(7)	77%(30)

#### Comment (*N*=6):

- I already have recommended this program to an incoming freshman for fall.
- You will learn more about the language and culture through events such as Songfest and Dramafest. You can easily make friends in class and actually get pretty close with them.
- I would recommend this program to other students as the teachers are very helpful, nice, and supportive. Also I would recommend this program to other filipinos as, regardless of your language region, you still gain pride in your language
- Definitely recommend to other students especially if they are interested in the cultural aspect of the language.
- As a graduate student, some of the requirements for the grade through Katipunan activities were a little hard to follow. For undergraduates, the use of the Katipunan Club would/is very effective in getting students motivated and inspired to learn/take Filipino, but as a graduate student it seemed a little silly or too much.

**Ilokano 202 Student Exit Survey Results,  
Spring 2009, Spring 2010**

This report contains response data from the Ilokano 202 student exit survey administered in spring 2009 and spring 2010. A total of 40 students were invited to respond; 23 students completed the survey (response rate=58%).

	Invited	Responded	%
Spring 2009	21	5	24%
Spring 2010	19	18	95%
Total	40	23	58%

**1. Class standing**

Student status	% (n)
Freshman	0%(0)
Sophomore	26%(6)
Junior	39%(9)
Senior	30%(7)
Graduate	4%(1)

**2. Majors and minors**

Majors	n
Accounting	1
Architecture	1
Biology	2
Business	1
Economics	1
Elementary and Early Education	1
English	2
Fine Arts	1
ICS	1
ITM/MIS	1
Management	1
Philippine Language and Literature - Ilokano	1
Pre-Electrical Engineering	1
Pre-Nursing	1
Psychology	1
Sociology	1
Speech	1
Teaching English as Second Language	1
Travel Industry Management	1
Undeclared	2
<b>Minors</b>	<b>n</b>
Ilokano	3
Mathematics	1

**3. Are you pursuing a certificate in one of the languages?**

- Five out of 23 students (22%) indicated that they are pursuing a certificate in Ilokano.
- One student (4%) indicated that he/she is pursuing a certificate in Filipino.

**4. Did you grow up in a family where language(s) other than English was/were spoken regularly?**

Student response	% (n)
Yes	96%(22)
No	4%(1)

**4.1. Which language?**

Language	n
Ilokano	14
Ilokano, Tagalog	6
Ilokano, Tagalog, Visayan	1
Ilokano, Filipino, Visayan	1

**4.2. Who in your family spoke the language?**

Family members	n
Everyone	5
Parents	2
Parents, Siblings	3
Parents, Grandparents	4
Parents, Grandparents, Aunts, Uncles	3
Parents, Grandparents, Aunts, Uncles, Cousins	1
Parents, Grandmother, Other Relatives	1
Mother, Grandparents, Aunts, Uncles	1
Grandmother	1

**5. Placement**

Student placement	%(n)
Took 101, 102, and 201	52%(12)
Took 102 and 201	17%(4)
Took 201	22%(5)
Placed in 202	9%(2)



**6. Did you study this language at other educational institutions?**

Student response	<i>n</i>
Yes	9%(2)
No	91%(21)

**6.1. At which type of institution did you study?**

Institution type	<i>n</i>
High school	2

**6.2. Approximately how long did you study the language before studying it at UHM?**

Length of time	<i>n</i>
1 year	1
Unknown	1

**7. How did you first learn about the course offerings in this language at UHM?**

	<i>n</i>
UHM academic catalog	13
Friend	9
Academic advisor at UHM	2
Poster	1
High school teacher/advisor	1
Other	2

**Other:**

- Family
- Cousin

**8. Why did you choose to study Ilokano at UHM?**

Reasons	<i>n</i>
This is/was the language spoken at home.	19
I am interested in the target language and culture.	15
My major requires completion of the foreign language requirement.	11
It will help me achieve my academic and/or career goals.	4
The strength of the program's reputation.	2
I studied the language elsewhere.	2
I want to earn back credits in this language.	2
Other.	2

**Other:**

- Communicating well with my relatives that spoke little English and are fluent in Ilokano.
- I enjoy learning about my culture because being born here in America it's really Americanized. So being in Ilokano really helped open my eyes to the ways of my people, and appreciate everything about being Ilokano.
- to communicate with my grandmother

**9. After completing the 202-level course, do you plan to continue studying Ilokano?**

Student response	%( <i>n</i> )
Yes	57%(13)
No	0%(0)
I don't know	43%(10)

**Comments (N=8):**

**[Yes]**

- I plan to minor in Ilokano.
- Though I do not need to go further in Ilokano, I do plan on taking Ilokano 301 next semester so as to not overwhelm my schedule with my major (Economics) classes and at the same time it will fill up my credit hours as I need to maintain full-time status.
- I'm an Ilokano major.
- The teachers and Ilokano courses opened made me more conscious of my ethnic background.
- Yes I'll be continuing the Ilokano language because I am short for DS requirements so I decided to minor in this language.

**[I don't know]**

- I am interested in studying further into the language, but not any time soon. I need to focus on my major first.
- I'm not sure the class will fit into my class schedule.
- The main reason for taking Ilokano is to fulfill the language requirement for graduation. I'm undecided on continuing because although it is a very interesting class, it may not fit into my schedule next semester.

**10. Overall satisfaction with the program and institutional support**

## APPENDIX C.2: HAWAIIAN AND SECOND LANGUAGE EXIT SURVEY - ILOKANO 2009-10

Program & institutional support	<i>N</i>	<i>M</i>	<i>SD</i>	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure, program office)	23	4.57	0.68	0%(0)	0%(0)	9%(2)	22%(5)	61%(14)	9%(2)
2. Academic standards and expectations	23	4.91	0.43	0%(0)	0%(0)	4%(1)	0%(0)	91%(21)	4%(1)
3. Relevance of program to your academic/professional/personal goals	23	4.74	0.54	0%(0)	0%(0)	4%(1)	17%(4)	78%(18)	0%(0)
4. Extra-curricular events (e.g., cultural events)	23	4.83	0.49	0%(0)	0%(0)	4%(1)	9%(2)	87%(20)	0%(0)
5. Classroom facilities	23	4.61	0.66	0%(0)	0%(0)	9%(2)	22%(5)	70%(16)	0%(0)
6. Language lab and computer facilities	23	4.58	0.69	0%(0)	0%(0)	9%(2)	17%(4)	57%(13)	17%(4)
7. Faculty advising, placement	23	4.67	0.97	4%(1)	0%(0)	0%(0)	9%(2)	65%(15)	22%(5)

### Comments (*N*=4)

- Great Program, Great lab, I have even recommended our friends to take it.
- I didn't attempt to take a placement test so I wouldn't know how to rate that service.
- I like the Ilocano program very much because it was very entertaining and educational and it improved my language skills very much.
- I rated very dissatisfied for Placement and here's why. As a sophomore in college I was undecided as to what to major in. As a last resort one of the classes I registered for was Ilokano101 just to fill my schedule. I basically sailed through this course with ease since I already know the basics as my family do speak the language all the time at home. After that semester, for an entire year I took no language classes because within this year I decided to pursue Engineering, a major that requires no language. Then unfortunately after that one year span I found that Engineering was not going to work for me. I pursued another major, Economics, which meant it requires me to have two years of a language. Within two semesters of pursuing Economics I did not bother with a language. I was aware of a placement exam I could take and perhaps with my Ilokano background I can probably place in Ilokano201 or even Ilokano202, thus would only require two semesters or even just one to complete my language requirement. I went to talk to an advisor to see about the placement exam, only to find out that since I have already taken Ilokano101 it then disqualifies me to take the exam. This meant that to satisfy my language requirement I had to go through the entire Ilokano sequence, which the beginning lessons I could already speak it in my sleep.

### 11. Satisfaction with courses in the program

Satisfaction with courses	<i>N</i>	<i>M</i>	<i>SD</i>	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Class size	23	4.70	0.47	0%(0)	0%(0)	0%(0)	30%(7)	70%(16)
2. Overall quality of instruction	23	4.87	0.34	0%(0)	0%(0)	0%(0)	13%(3)	87%(20)
3. Course requirements	23	4.83	0.58	0%(0)	0%(0)	9%(2)	0%(0)	91%(21)
4. Course sequencing	23	4.87	0.46	0%(0)	0%(0)	4%(1)	4%(1)	91%(21)
5. Course availability	23	4.74	0.54	0%(0)	0%(0)	4%(1)	17%(4)	78%(18)
6. Course materials (including online materials)	23	4.83	0.49	0%(0)	0%(0)	4%(1)	9%(2)	87%(20)
7. Class activities/student interaction	23	4.91	0.29	0%(0)	0%(0)	0%(0)	9%(2)	91%(21)

### Comments (*N*=5):

- Again, Great teachers, great courses, you really learn a lot!
- Although my current class of 20 is small, I've had even smaller language classes which really allowed for individual attention and interactions between students and the teacher.
- Availability conflicted with class schedules due to odd timing; a lot of students in our class's schedules conflicted so we had to work it out with the teacher
- The activities were very fun and the class size was much bigger but made the class more interesting.
- very good class, and excellent professor that is well educated and very caring towards his students, both educational and personally.

## 12. Student learning outcomes

Student learning outcomes	<i>N</i>	<i>M</i>	<i>SD</i>	Not at all 1	With great difficulty 2	With some difficulty 3	Easily 4
1. understand conversations about everyday experiences (e.g., school, work, interests, preferences).	22	3.77	0.43	0%(0)	0%(0)	23%(5)	77%(17)
2. understand factual content of paragraph-length oral/aural descriptions/narratives on familiar topics (e.g., recorded telephone instructions, announcements in public areas).	22	3.55	0.51	0%(0)	0%(0)	45%(10)	55%(12)
3. perform variety "real-life" tasks in common social and transactional situations (e.g., shopping, making hotel reservations).	22	3.50	0.60	0%(0)	5%(1)	41%(9)	55%(12)
4. sustain conversations/interviews about self, family, experiences, interests, and preferences.	22	3.55	0.60	0%(0)	5%(1)	36%(8)	59%(13)
5. understand fully paragraph-length texts dealing with personal and social needs such as personal letters, messages, memos, and news paper articles.	22	3.55	0.60	0%(0)	5%(1)	36%(8)	59%(13)
6. get main ideas from authentic everyday practical materials written in the target language (e.g., menus, ads for products).	22	3.59	0.59	0%(0)	5%(1)	32%(7)	64%(14)
7. meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, and journals.	22	3.45	0.67	0%(0)	9%(2)	36%(8)	55%(12)
8. demonstrate understanding of history and traditions celebrated in the target culture.	22	3.59	0.50	0%(0)	0%(0)	41%(9)	59%(13)

### Comments (*N*= 4):

- I understand the language audibly, but I have more difficulty speaking the language fluently
- Lessons from the class book pertained more to cultural knowledge rather than tasks such as making hotel reservations, for example.
- There is a lot of writing in this class, the stories we read discuss Ilokano culture and we even have sessions where we have to act, teach each other things, or "talk story" in the Ilokano language. We have lots of application, from reading, writing, speaking, singing, translating and interpreting. and so much more.
- very well taught course, i am able to perform all of the above.

**13. Will the language competence and cultural knowledge acquired in the two-year program help you achieve your personal, academic, and career goals?**

Goals	<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
Personal goal	22	4.73	0.55	0%(0)	0%(0)	5%(1)	18%(4)	77%(17)
Academic goal	22	4.73	0.55	0%(0)	0%(0)	5%(1)	18%(4)	77%(17)
Career goal	22	4.32	0.89	0%(0)	5%(1)	14%(3)	27%(6)	55%(12)

**Comments (*N*=5)**

- I am Ilokano and I only could understand it, the Ilokano Program at UH made me comfortable to speak in Ilokano!
- I would like to use the Ilokano language to help convince especially the elderly ilokano generation the importance of dental care and maintenance and how it relates to their overall health.
- May be deciding to minor or obtain a certificate the in the language.
- On a personal level I will be able to converse better with my Ilocano relatives, but I don't think I'll be utilizing the language very much for my major.
- The language program I am in not has improved my language skill very much so that's a plus.

**14. Strength of the program (*N*=18)**

- Speaking as much as you can in Ilokano. Drama Fest/Piknik. Timpuyog gatherings. Banquet.
- excellent instructors
- Being required to be more social and outgoing and being put in situations where you can learn the language more thoroughly.
- Instructors are always available. Program is open to students who are not of Filipino decent. Timpuyog picnic is a great way to meet new people, hang out with old friends, and learn more about the culture.
- All my classmates were filipino and were exposed to the language to some degree at home. This made learning the language familiar and fun.
- The small classroom sizes because it becomes more of a one on one session between the teacher and students, as well as the students themselves.
- the small class sizes, which allows the professor to work directly with the students.
- Professors
- The strengths of the Ilocano program are the interactions in the classroom as well as the dramafests. They force students to converse in the language which enforces both sides of a conversation.
- Great Program, Easily gets everyone involved
- The way [identity removed] teaches is excellent. I learned more from him about the culture and language than the other teachers.
- Understanding the language
- Small classes for greater individual attention and interaction between teacher and student, as well as students amongst themselves. Placements are available to obtain back credits. There are clubs and organizations associated to the language program that host cultural events and activities.
- -Teachers who get to know the students on a personal level -Cultural notes, strict grammar rules - Timpuyog participation -Active language learning
- All the teachers are very kind, caring for their students. They have good activities that everyone can participate in.
- Because i am of filipino culture, I was able to learn about it more in depth and realized what my family went through. I'm able to communicate more effectively and understand where they're coming from.
- Professional faculty, real-life tasks, fair.

## APPENDIX C.2: HAWAIIAN AND SECOND LANGUAGE EXIT SURVEY - ILOKANO 2009-10

- The instructors provide a good learning environment and they have successfully taught the classes well. The program provided great cultural activities and events which helped further my knowledge and understanding of the culture.

### 15. Recommendations for program improvement ( $N = 14$ )

- more timpuyog events
- n/a
- None
- There should be more roleplay or even just oral exercises. Book work and paper work becomes very boring!
- There should definitely be more times offered.
- N/A. Program is fine as is. just keep the same professors.
- Can't think of any.
- The textbook is a good source of help, but can be somewhat confusing at times.
- Certain classes are only taught in certain semesters, this mean that sometimes students may have to wait a year to take a 101 or 201 class.
- More Filipino Community activities
- -More teachers. It's sometimes hard to major/minor in this language because there are so few available classes to take. Also, some courses are only offered in the fall, some only offered in the spring, and none offered in the summer.
- Time of classes (it's too early or too late in the day), it would be good if it was during the times that everyone can take it.
- More media exposure because many people I meet did not know this Ilokano course existed.
- Include more lessons about the Ilocano cultural background in addition to the language

### 16. Would you recommend the program to other students?

<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
21	4.81	0.68	0%(0)	5%(1)	0%(0)	5%(1)	90%(19)

#### Comment ( $N=6$ ):

- good course, good professors, good fun, and good learning outcome!
- I was recommended to take Ilokano, I can see myself recommending it again. The teachers are excellent, you learn a lot about the language, the culture and the people.
- I would not recommend this language to students who have never heard the language before. Like I said, most if not all of the students have families who speak Ilokano at home and thus make learning the language not very difficult for them. So if majority of the class have some background to the language then naturally the student who has never had any exposure to the language will fall behind drastically.
- Ilokano is spoken by about 90 percent of the Filipino population in the state of Hawaii.
- It's definitely enhanced my college learning experience. Learning a language simply by the book is not as effective as active learning like with the Ilokano Language Program. This is not only a language program, but a program that helped me discover my cultural heritage and history.
- Yes I'd recommend this program to everyone. Yes it may be hard in the beginning but the outcome in the end is great.

**Filipino 202 Student Exit Survey Results, Spring 2011**

This report contains data from the Filipino 202 student exit survey administered in spring 2011. A total of 52 students were enrolled in the course; 34 students completed the survey (response rate = 65%).

**1. Class standing**

Student status	% (n)
Freshman	0% (0)
Sophomore	6% (2)
Junior	59% (20)
Senior	32% (11)
Graduate	3% (1)

**2. Majors and minors**

Major(s)	n
American Studies and Political Studies	1
Anthropology	1
Architecture	1
Art	1
Biology	2
Biology and Family Resources	1
Business	1
Communications	1
Communications and Speech	1
Dental Hygiene	3
Economics	1
English and Pre-Optometry	1
History	1
Information Computer Sciences	2
Kinesiology and Rehabilitation Science	1
Marine Biology	1
Marketing	1
Medical Technology	1
Microbiology	1
Nursing	1
Political Science	1
Political Science and Fire Science	1
Psychology	4
Secondary Education	1
Sociology	1
Zoology	1
Undeclared	1

Minors	n
Art	1
Ethnic Studies	1
Filipino	2
Music	1
Psychology	1
Sociology	1

**3. Are you pursuing a certificate in Filipino?**

5 out of 34 students (15%) indicated that they are pursuing a certificate in Filipino.

**4. Did you grow up in a family where language(s) other than English was/were spoken regularly? (N=33)**

- Yes: 91% (30)
- No: 9% (3)

**4.1. Which language?**

Language(s) spoken	n
Tagalog and Ilokano	10
Filipino	6
Tagalog	5
Ilokano	4
Tagalog and Pangasinan	2
Filipino and Ilokano	1
Japanese	1
Spanish	1

**4.2. Who in your family spoke the language(s)?**

Family members	n
Parents	9
Parents and Grandparents	6
Everybody	6
Parents, Grandparents, Aunts, and Uncles	2
Parents and Siblings	2
Parents, Siblings and Relatives	2
Immediate Family	2
Parents, Aunts, and Uncles	1

### 5. Placement

Student placement	<i>n</i>
Took 101, 102, and 201	21
Took 102 and 201	2
Took 201	8
No (I was placed in 202)	3

### 6. Did you study this language at other educational institutions?

- Yes: 15% (5)
- No: 85% (29)

#### 6.1. At which type of institution did you study?

Institution type	<i>n</i>
Community College	4
Elementary school	1

#### 6.2. Approximately how long did you study the language before studying it at UHM?

Length of time	<i>n</i>
2 years	1
1 year	3

### 7. How did you first learn about the course offerings in this language at UHM? (Multiple responses possible)

	<i>n</i>
UHM academic catalog	23
Friend	11
Department Website	5
Academic advisor at UHM	3
High school teacher/advisor	1
Freshman orientation	1
Other	1

#### Other (N=1):

- family member who took this language class

### 8. Why did you choose to study Filipino at UHM? (Multiple responses possible)

Reasons	<i>n</i>
This is/was the language spoken at home.	19
I am interested in the target language and culture.	19
My major requires completion of the foreign language requirement.	17
The strength of the program's reputation.	8
I want to earn back credits in this language.	7
It will help me achieve my academic and/or career goals.	4
I received funding to study the language at UHM.	1
Other.	1

#### Other (N=1):

- Cultural/Political Education of the Language and Country

### 9. After completing the 202-level course, do you plan to continue studying Filipino?

- Yes: 26% (9)
- No: 24% (8)
- I don't know: 50% (17)

#### Comments (N=7):

##### [Yes]

- I want to minor in FIL.....

##### [No]

- Graduating senior.
- I'm graduating this semester.
- I just needed it for my 2 year language requirements.

##### [I don't know]

- I would continue, even consider having Filipino as my minor, but it does not fit into my four year plan. I am getting a concurrent degree and the requirements for the different schools brings me at a maximum amount of credits for my last two semesters--preventing me from adding any more classes.
- my plans on taking more filipino classes are unpredictable, i have a very high interest in taking more filipino courses however i also have an academic plan to accomplish.
- I have found it difficult for me to retain what I remember, but at the same time being able to speak even a little bit to my family members back in the Philippines has proven to be a rewarding experience.

**10. Overall satisfaction with the program and institutional support**

Program & institutional support	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure, program office)	34	4.44	0.91	3% (1)	0% (0)	12% (4)	21% (7)	65% (22)	0% (0)
2. Academic standards and expectations	34	4.50	0.95	3% (1)	3% (1)	6% (2)	18% (6)	71% (24)	0% (0)
3. Relevance of program to your academic/professional/personal goals	34	4.26	1.04	6% (2)	0% (0)	9% (3)	32% (11)	53% (18)	0% (0)
4. Extra-curricular events (e.g., cultural events)	34	4.44	1.03	6% (2)	0% (0)	6% (2)	21% (7)	68% (23)	0% (0)
5. Classroom facilities	34	4.29	1.04	6% (2)	0% (0)	9% (3)	29% (10)	56% (19)	0% (0)
6. Language lab and computer facilities	34	4.00	1.17	6% (2)	0% (0)	24% (8)	15% (5)	41% (14)	15% (5)
7. Faculty advising, placement	34	4.30	0.97	3% (1)	0% (0)	18% (6)	21% (7)	56% (19)	3% (1)

**Comments (N=1)**

- Dramafest is too much!

**11. Satisfaction with courses in the program**

Satisfaction with courses	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Class size	34	4.53	0.85	3% (1)	0% (0)	6% (2)	24% (8)	68% (23)
2. Overall quality of instruction	34	4.62	0.87	3% (1)	3% (1)	0% (0)	18% (6)	76% (26)
3. Course requirements	34	4.47	0.95	3% (1)	3% (1)	6% (2)	21% (7)	68% (23)
4. Course sequencing	34	4.44	1.03	3% (1)	6% (2)	6% (2)	15% (5)	71% (24)
5. Course availability	34	4.06	1.24	6% (2)	9% (3)	12% (4)	21% (7)	53% (18)
6. Course materials (including online materials)	34	4.53	0.81	3% (1)	0% (0)	3% (1)	29% (10)	65% (22)
7. Class activities/student interaction	34	4.68	0.76	3% (1)	0% (0)	0% (0)	21% (7)	76% (26)

**12. Student learning outcomes**

Student learning outcomes	N	M	SD	Not at all 1	With great difficulty 2	With some difficulty 3	Easily 4
1. understand conversations about everyday experiences (e.g., school, work, interests, preferences).	34	3.62	0.54	0% (0)	3% (1)	32% (11)	65% (22)
2. understand factual content of paragraph-length oral/aural descriptions/narratives on familiar topics (e.g., recorded telephone instructions, announcements in public areas).	34	3.47	0.55	0% (0)	3% (1)	47% (16)	50% (17)
3. perform variety "real-life" tasks in common social and transactional situations (e.g., shopping, making hotel reservations).	34	3.32	0.67	0% (0)	12% (4)	44% (15)	44% (15)
4. sustain conversations/interviews about self, family, experiences, interests, and preferences.	34	3.32	0.67	0% (0)	12% (4)	44% (15)	44% (15)
5. understand fully paragraph-length texts dealing with personal and social needs such as personal letters, messages, memos, and news paper articles.	34	3.29	0.71	0% (0)	15% (5)	41% (14)	44% (15)
6. get main ideas from authentic everyday practical materials written in the target language (e.g., menus, ads for products).	34	3.56	0.65	0% (0)	9% (3)	26% (9)	65% (22)
7. meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, and journals.	34	3.29	0.75	0% (0)	18% (6)	35% (12)	47% (16)
8. demonstrate understanding of history and traditions celebrated in the target culture.	34	3.53	0.61	0% (0)	6% (2)	35% (12)	59% (20)



**Comments (N= 2):**

- I can understand conversations in Filipino if spoken at a slower rate so I can comprehend what words the person is saying, I can express what I want to say, it just takes time for me to think of the sentence I want to say being translated from English to Filipino.- as well as having to write out the sentence I wish to write to Filipino.
- Reading/writing is easier than listening and speaking.

**13. Will the language competence and cultural knowledge acquired in the two-year program help you achieve your personal, academic, and career goals?**

Goals	N	M	SD	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
Personal goal	34	4.21	1.11	6% (2)	0% (0)	18% (6)	21% (7)	56% (19)
Academic goal	34	4.12	0.96	3% (1)	3% (1)	15% (5)	38% (13)	41% (14)
Career goal	34	3.65	1.08	6% (2)	6% (2)	29% (10)	35% (12)	24% (8)

**Comments (N=1)**

- Many people in Tagalog speaking areas know English, and Tagalog isn't really used in the life sciences.

**14. Strength of the program (N=32)**

- The good student:faculty ratio, the qualifications of the teachers/professors, and especially the class bonding throughout the year
- The class sizes and the Katipunan Club greatly benefit the program. It gives the students a chance to bond so that they are comfortable participating in class. I think the program also has great teachers that are very approachable.
- The instructors are definitely the strength of the program. I couldn't have gotten through the courses without Tita Betchie. Their understanding, patience, teaching techniques and knowledge of the language and culture greatly help a student's success in comprehending the language and continuing to have progressive growth with the language, written and spoken aspects.
- The students
- There were a lot of events that happened which helped us students to interact and get to know more of each other.
- How the unity of the program was and how the language was thought to us was beneficial
- The Filipino program is more than just a program, I feel that I have created a Fil(ipino) family with my peers. Program creates bonds, and the activities (in class and out) make the learning experience enjoyable!
- Faculty
- The strengths of the program are: good audio materials, nice community, and fun to learn. There is a drama fest using the language of Filipino, specifically Tagalog, which made it fun.
- Great Faculty!
- Tita Betchie and other teachers like her who care about the academic part of the course and doesn't waste too much time on extra-curricular activities.
- teamwork, organization, helpfulness, informative
- Strong relations between students and teachers--we've formed a kind of family
- The strength of the program was all because of all the Tita's that were involved in helping us to learn the language. Also Katipunan was a major strength in the program.
- there is a great devotion within the program faculty and the bonding between students and professors. There were also many outside events and extracurricular activities that the program had offered, which had sparked greater interest and better learning of the language
- The program brings awareness to the students who know little or experiences with their culture.

- The interaction between students and teachers not only in that certain class but all the Filipino classes.
- Fun environment, native speakers
- the activities were very interactive and a good way to socialize with fellow students.
- One of the Filipino program's strengths is the faculty. I've had two different instructors in the four semesters of Filipino language that I've taken and they have both been very knowledgeable and passionate about the subject. You can tell that they take pride in the teaching of the Filipino culture and they really do care if you are learning and doing well.
- The professors are definitely the best in the country in teaching Filipino. Katipunan activities are great inclusions to the course work.
- Extracurricular activities and Programs, and quality teachers.
- Extra curricular activities and the teachers.
- easy to not fail
- a strength of the program is the katipunan club. I believe it helps further the class with culture.
- The instructors are patient and always willing to help their students. The class is very interactive and it helps us learn in a fun way. The outside activities that we do help create bonds and it makes everyone more comfortable with each other.
- It isn't only about the language; it is also about the cultural aspect that comes with the language. The learning units in the class were based off parts of the Filipino culture to make the vocabulary and grammar more applicable to daily life.
- It's ability to welcome new members to the group. I thoroughly enjoyed the extra-curricular activities with the class, even though I was placed in 202. I think that immersion in the language definitely helps with proficiency and retention, and this program excels at that.
- The program allows many, including non-Filipinos, to experience and embrace the Filipino culture. The instructors are easily approachable and are very understanding.
- The 2-year program is very people-oriented and the faculty is amazing. Being in the Filipino program for 3 semesters, I am proud to say I've learned a lot and I still have the knowledge I've gained and will never lose it.
- Camaraderie Few Teachers Cultural awareness
- Great instructors

**15. Recommendations for program improvement (N = 18)**

- I just feel there was so much content to take in each semester, and each time we moved to a next area of learning, the former areas easily get swiped out. But, for the most part I still appreciated the full extent of content and teachings because it allows us to understand and grasp the structure of the language and wide range of grammar and conjunctions.
- Standardized course material
- Dump Dramafest for something else. Maybe traditional Filipino dancing?
- Other programs besides dramafest and songfest, perhaps a dancefest within the culture.
- Stick closer to syllabus or make syllabus more informative
- Recommendation wise, activities should be more organize.
- A recommendation that I would make for the Filipino program is not to make extracurricular club that accompanies it mandatory. It is a great club to be a part of and very beneficial to the learning of the Filipino language, but I have noticed that the amount of out of class time needed to adequately participate in the club presents a challenge for students who are working or have other obligations. I think that it would be an improvement if a 3 credit option without the required club work was available.
- More oral activities. More emphasis on speaking.
- Better online audio homework.
- More online homework
- aim towards non fluent speakers
- more videos to watch so that we get exposed to more tagalog in "action"

## APPENDIX C.3: HAWAIIAN AND SECOND LANGUAGE EXIT SURVEY- FILIPINO 2011

- Schedule outside activities during class sessions because others may not be available at those other times.
  - More flexibility with the co-curricular Katipunan club for those who are in ROTC/Military might be something to consider, as that seems to be a problem that arises every semester.
  - For the program, my only concern is that the time in between Dramafest and Finals is not sufficient enough to provide a meaningful representation of the said Dramafest requirements. I also feel like there should be more fundraising for events so that in the end, at the banquet, it will not feel as if it was rushed or not given importance.
  - I recommend that the Katipunan officers themselves be a little more prompt in their notifications of meetings for the members as well as being more diligent and organized with the planning of the events. I also recommend that there be less required "extra curricular" activities needed for the course, as time is valuable to a college student. I also recommend that the program receive more funding for all the events they hold. Out of class cultural experiences are very instrumental in learning the language and the culture itself.
  - Less emphasis on lab activities A less harsher grading system Too many standards in the program Ability to separate personal affairs from classroom curriculum
  - Less expectation for the one credit lab class.
- (Note: 5 students wrote "none" or "N/A" in this section.)

### 16. Would you recommend the program to other students?

<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
34	4.82	0.38	0% (0)	0% (0)	0% (0)	18% (6)	82% (28)

#### Comment (*N*=8):

- You meet great people!
- Great way to learn the Filipino language and culture, especially for American-born Filipino's
- I really enjoyed my time in the Filipino program. I've formed a lot of close friendships with all the other students in my class, and Tita Betchie is the best teacher ever.
- this program will open up a total different culture to any students and a full grasp of the traditions and practices
- Students with filipino speaking parents have a great advantages.
- I think that Imelda Gasmen really knows her materials and she is the epitome of a hard-working teacher. She never gives up and is always patient with her students. Her presence just exudes friendliness in a way that if one were unsure of a material, she is just an email away. She is very conscientious and I love her for it!
- Imelda Gasmen is an excellent teacher. She has an exceptional understanding of the language and encourages her students to love the Filipino language and culture.
- To complete Language course and to build strong relationships with their roots

## Ilokano 202 Student Exit Survey Results, Spring 2011

This report contains response data from the Ilokano 202 student exit survey administered in spring 2011. A total of 24 students were enrolled in the course; 14 students completed the survey (response rate=58%).

### 1. Class standing

Student status	% (n)
Freshman	7% (1)
Sophomore	21% (3)
Junior	29% (4)
Senior	29% (4)
Graduate	14% (2)

### 2. Majors and minors

Majors	n
Art Studio	1
Biology	4
Economics	1
Microbiology	1
Nursing	1
Religion	2
None/undeclared/unknown	4
<hr/>	
Minors	n
Ilokano	3

### 3. Are you pursuing a certificate in one of the languages?

- Five out of 14 students (36%) indicated that they are pursuing a certificate in Ilokano.
- One student (7%) indicated that he/she is pursuing a certificate in Filipino.

### 4. Did you grow up in a family where language(s) other than English was/were spoken regularly?

Student response	% (n)
Yes	93% (13)
No	7% (1)

#### 4.1. Which language?

Language	n
Ilokano	13

#### 4.2. Who in your family spoke the language?

Family members	n
Parents	4
Parents and grandparents	3
Everyone	3
Mother, aunts, uncles, and brother	1

### 5. Placement

Student placement	% (n)
Took 101, 102, and 201	29% (4)
Took 102 and 201	7% (1)
Took 201	43% (6)
Placed in 202	21% (3)

### 6. Did you study this language at other educational institutions?

Student response	% (n)
Yes	0% (0)
No	100% (14)

**7. How did you first learn about the course offerings in this language at UHM? (Multiple responses possible)**

	<i>n</i>
Friend	7
Academic advisor at UHM	6
UHM academic catalog	5

**8. Why did you choose to study Ilokano at UHM? (Multiple responses possible)**

Reasons	<i>n</i>
This is/was the language spoken at home.	11
I am interested in the target language and culture.	9
I want to earn back credits in this language.	8
My major requires completion of the foreign language requirement.	6
The strength of the program's reputation.	4
It will help me achieve my academic and/or career goals.	4
Other.	2

**Other (N = 2):**

- my parents speak the language
- To strengthen my speaking and writing skills in my culture

**9. After completing the 202-level course, do you plan to continue studying Ilokano?**

Student response	%( <i>n</i> )
Yes	71% (10)
No	14% (2)
I don't know	14% (2)

**Comments (N = 3):**

- [Yes] I will probably audit the course, as I will have the required credit for my major; however, because I am interested in Ilokano and need it to further my academic goals, I want to learn beyond 202.
- [Yes] After just completing 201-level Ilokano Course, I have gotten in touch with the culture so much that I wanted to learn more about the culture and improve on my Ilokano Oral and grammatical skills.
- [No] If I had known of the ILO program earlier, prior to choosing my major, I would have definitely minored in it.

# APPENDIX C.4: HAWAIIAN AND SECOND LANGUAGE EXIT SURVEY - ILOKANO 2011

## 10. Overall satisfaction with the program and institutional support

Program & institutional support	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure, program office)	14	4.57	0.62	0% (0)	0% (0)	7% (1)	29% (4)	64% (9)	0% (0)
2. Academic standards and expectations	14	4.50	0.82	0% (0)	7% (1)	0% (0)	29% (4)	64% (9)	0% (0)
3. Relevance of program to your academic/professional/personal goals	14	4.86	0.52	0% (0)	0% (0)	7% (1)	0% (0)	93% (13)	0% (0)
4. Extra-curricular events (e.g., cultural events)	14	4.79	0.56	0% (0)	0% (0)	7% (1)	7% (1)	86% (12)	0% (0)
5. Classroom facilities	14	4.57	0.62	0% (0)	0% (0)	7% (1)	29% (4)	64% (9)	0% (0)
6. Language lab and computer facilities	14	4.62	0.62	0% (0)	0% (0)	7% (1)	21% (3)	64% (9)	7% (1)
7. Faculty advising, placement	14	4.79	0.56	0% (0)	0% (0)	7% (1)	7% (1)	86% (12)	0% (0)

## 11. Satisfaction with courses in the program

Satisfaction with courses	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Class size	14	4.93	0.26	0% (0)	0% (0)	0% (0)	7% (1)	93% (13)
2. Overall quality of instruction	14	4.43	0.82	0% (0)	7% (1)	0% (0)	36% (5)	57% (8)
3. Course requirements	14	4.79	0.56	0% (0)	0% (0)	7% (1)	7% (1)	86% (12)
4. Course sequencing	14	4.79	0.56	0% (0)	0% (0)	7% (1)	7% (1)	86% (12)
5. Course availability	14	4.29	1.03	0% (0)	14% (2)	0% (0)	29% (4)	57% (8)
6. Course materials (including online materials)	14	4.64	0.61	0% (0)	0% (0)	7% (1)	21% (3)	71% (10)
7. Class activities/student interaction	14	4.57	0.62	0% (0)	0% (0)	7% (1)	29% (4)	64% (9)

## 12. Student learning outcomes

Student learning outcomes	N	M	SD	Not at all 1	With great difficulty 2	With some difficulty 3	Easily 4
1. understand conversations about everyday experiences (e.g., school, work, interests, preferences).	14	3.57	0.49	0% (0)	0% (0)	43% (6)	57% (8)
2. understand factual content of paragraph-length oral/aural descriptions/narratives on familiar topics (e.g., recorded telephone instructions, announcements in public areas).	14	3.50	0.50	0% (0)	0% (0)	50% (7)	50% (7)
3. perform variety "real-life" tasks in common social and transactional situations (e.g., shopping, making hotel reservations).	14	3.43	0.62	0% (0)	7% (1)	43% (6)	50% (7)
4. sustain conversations/interviews about self, family, experiences, interests, and preferences.	14	3.43	0.62	0% (0)	7% (1)	43% (6)	50% (7)
5. understand fully paragraph-length texts dealing with personal and social needs such as personal letters, messages, memos, and news paper articles.	14	3.79	0.41	0% (0)	0% (0)	21% (3)	79% (11)
6. get main ideas from authentic everyday practical materials written in the target language (e.g., menus, ads for products).	14	3.71	0.45	0% (0)	0% (0)	29% (4)	71% (10)
7. meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, and journals.	14	3.29	0.80	7% (1)	0% (0)	50% (7)	43% (6)
8. demonstrate understanding of history and traditions celebrated in the target culture.	13	3.62	0.49	0% (0)	0% (0)	38% (5)	62% (8)

**13. Will the language competence and cultural knowledge acquired in the two-year program help you achieve your personal, academic, and career goals?**

Goals	<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
Personal goal	14	4.50	1.12	7% (1)	0% (0)	7% (1)	7% (1)	79% (11)
Academic goal	14	4.86	0.52	0% (0)	0% (0)	7% (1)	0% (0)	93% (13)
Career goal	14	4.64	0.61	0% (0)	0% (0)	7% (1)	21% (3)	71% (10)

**14. Strength of the program (*N* = 12)**

- The program is very involved with activities that allows students to appreciate their culture more
- Outside cultural activities, outside speakers, field trips to historical Philippines art gallery, various help from professors and students, and lectures that make 2nd generation students understand Ilokano behavior.
- I really enjoyed how events were held to give us the opportunity to practice the language as well as socialize with other students of all levels. Also, professors are always readily available to help.
- Understanding.
- The cultural aspect, that is embedded in the language is very strong in the Ilokano program.
- Flexibility and creativity when it comes to learning the material. It is a culture course along with the language as well.
- the amount of cultures and language taught
- One of the strength of the program is the Dramafest because it incorporates the cultural and language into it.
- The faculty are always willing to help out students. They are always available and friendly. The program also has students that are active in the program's organization.
- I really like the activities they put on for us to practice the language and also socialize with other students in the program. The faculty really cares about our education.
- The strengths of the program are: 1) the program, utilizes the course materials and are adding in online material as well, such as, video, WAU (Web Audio Utility) 2) great lecturers 3) help students build their vocabulary and learn new things about the culture
- The strengths of the program are: 1) very lively- everyday there is always something new to learn about the culture, 2) Grading and requirements are met, such as, Examinations (Written & Oral), Drama and Song festival, and etc. 3) Great instructors

**15. Recommendations for program improvement (*N* = 10)**

- None. Professors are doing a great job.
- N/A
- Use a textbook that's easy to understand. Also do not just assume people have knowledge of vocabulary. You should provide vocabulary lists that are expected to be known instead of just assuming people can understand. This class isn't one you can take if you don't already know the language. Also you can not just assume people will have someone to help them at home with work if they have a hard time with the homework. I do not feel that anyone would learn very much of the language. You either will already know the language, or you will struggle because you do not.
- More practice of vocabularies and grammars needed, as this will help student write Ilokano.
- Change book formatting so it is easier to keep open.
- None
- N/A

- None
- Some suggestions I have in mind are: 1) getting native speakers from the Philippines that speak Ilokano and can present the culture and other related things about the culture 2) a proposal of having an online version of the book and audio pronunciations. There are times when students need help on the material but as we all know, every student has other classes and the lecturer also has other school-related things to attend. So it would be great if the program has an online audio pronunciation book that students can purchase and use at anytime.
- One recommendation to improve the program is to have guest speakers that have something to share about the culture, and more "TIMPUYOG" (togetherness).

**16. Would you recommend the program to other students?**

<i>N</i>	<i>M</i>	<i>SD</i>	<b>Definitely not 1</b>	<b>Maybe not 2</b>	<b>Neutral 3</b>	<b>Maybe yes 4</b>	<b>Definitely yes 5</b>
14	4.71	1.03	7% (1)	0% (0)	0% (0)	0% (0)	93% (13)



**Filipino BA Student Exit Survey  
Results, Spring 2009—Spring 2010**

This report contains response data from the Filipino BA exit survey for students graduating in Spring of 2009 and 2010. A total of 3 students responded to the survey (3 graduates were invited to respond; response rate=100%). 1 student graduated in spring 2009; 2 students graduated in spring 2010.

	Invited	Responded	%	Graduated <sup>a</sup>
Spring 2009	1	1	100	1
Spring 2010	2	2	100	2
Total	3	3	100	3

<sup>a</sup> Response rates are calculated by dividing the number of respondents (*Responded*) by the number of invitees (*Invited*—students who petitioned to graduate for the indicated semester). For various reasons the number of invitees does not always correspond to the number of actual graduates.

**1. Student background information, questions 1-2 (N=3)**

	N	2004		2005		2006		2007		2008	
		Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Q.1. When did you first enroll at UHM?	3			1	1	1					
Q.2. When did you declare a B.A. in Filipino as your major?	2 <sup>a</sup>							1		1	

<sup>a</sup> One respondent indicated "2007" but not the specific semester

**2. Student background information, questions 3-6 (N=3)**

Question 3-5	N	Yes	No
Q.3. Are you a double major?	3	0	3
Q.4. Did you have a practicum while you were completing your degree in Filipino?	3	0	3
Q.5. Did you study in the Philippines during your study at UHM?	3	1	2

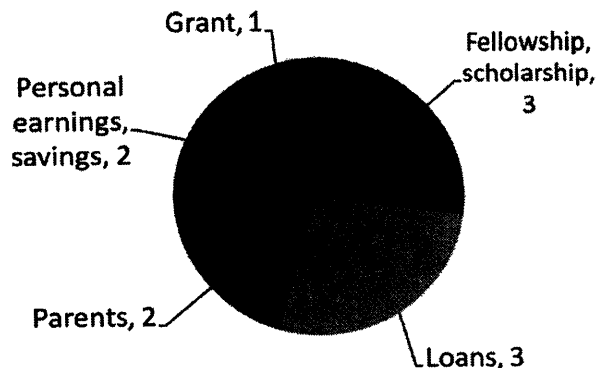
-De La Salle University/Cavite, 3 months

Question 6-A	N
Family members who speak Filipino.	3

-Respondent 1: Mother, Father, Sibling(s), Maternal grandparent(s), Paternal grandparent(s), Sister in law  
 -Respondent 2: Mother, Father, Maternal grandparent(s), Paternal grandparent(s)  
 -Respondent 3: Mother, Father, Maternal grandparent(s), Paternal grandparent(s), aunties, uncles, & cousins

Question 6-B	n	Respondent	Mother	Father	Sibling(s)	Maternal grandparent(s)	Paternal grandparent(s)
Family members who speak another Philippine language.	2	1	Cebuano	Cebuano	Cebuano	Chavacano	Cebuano
		2	Ilokano	Waray-Waray		Ilokano	Waray-Waray

**3. Financial support (N=3)**



Teaching/research assistantship,  $n=0$ ; Other,  $n=0$

**4. Plans after graduation (N=3)**

- Find a full-time job to pay off student loans.
- Get a job.
- Hopefully find a job that is related to my major.

**5. Long-term personal and/or career goals ( $n=2$ )**

- Become a professor.
- I'm uncertain as of right now.

**6. Overall satisfaction with the program**

Program & institutional support	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure)	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)	0%(0)
2. Academic standards and expectations	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)	0%(0)
3. Relevance of program to academic/professional goals	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)	0%(0)
4. Appropriateness of degree requirements	3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)	0%(0)
5. Faculty mentoring and advising	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)	0%(0)
6. Extra-curricular activities (e.g., cultural activities)	3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)	0%(0)
7. Student morale	3	3.67	1.53	0%(0)	33%(1)	0%(0)	33%(1)	33%(1)	0%(0)
8. International study tour/s and immersion activities	3	4.00	1.00	0%(0)	0%(0)	33%(1)	33%(1)	33%(1)	0%(0)
9. Professional training opportunities	3	3.33	2.08	33%(1)	0%(0)	0%(0)	33%(1)	33%(1)	0%(0)
10. Faculty's ability to keep pace with the field	3	3.67	1.53	0%(0)	33%(1)	0%(0)	33%(1)	33%(1)	0%(0)

**Comments: ( $n=1$ )**

- Not enough training/workshops/preparation for jobs for Filipino majors.

### 7. Satisfaction with the courses in the program

Satisfaction with courses	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Overall quality of instruction	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)
2. Variety of courses	3	4.67	0.58	0%(0)	0%(0)	0%(0)	33%(1)	67%(2)
3. Course sequencing	3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)
4. Course availability	3	3.33	0.58	0%(0)	0%(0)	67%(2)	33%(1)	0%(0)
5. Frequency of course offerings	3	3.67	0.58	0%(0)	0%(0)	33%(1)	67%(2)	0%(0)
6. Class size	3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)

**Comments: (n=1)**

- I hope that there will be more classes relating to the Phil. language and culture being offered so students in the future will have a better understanding. Also, there were some instances when I wanted to take a specific course but it was suddenly discontinued due to the fact that there weren't any sufficient amount of students that registered.

### 8. Satisfaction with institutional resources

Satisfaction with institutional resources	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Classroom facilities	3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)	0%(0)
2. Lab facilities	3	4.50	0.71	0%(0)	0%(0)	0%(0)	33%(1)	33%(1)	33%(1)
3. Library resources	3	3.33	1.53	0%(0)	33%(1)	33%(1)	0%(0)	33%(1)	0%(0)
4. Funding opportunities (e.g., scholarships, grants, study abroad)	3	3.33	2.08	33%(1)	0%(0)	0%(0)	33%(1)	33%(1)	0%(0)

**Comments: (N=0)**

### 9. Learning outcomes

Student learning outcomes	N	M	SD	Not at all 1	With great difficulty 2	With some difficulty 3	Easily 4
1. Engage in oral communication in Filipino in various communicative contexts.	3	4.00	0.00	0%(0)	0%(0)	0%(0)	100%(3)
2. Read and comprehend texts written in Filipino from a variety of genres and contexts (e.g., newspapers, novels).	3	4.00	0.00	0%(0)	0%(0)	0%(0)	100%(3)
3. Engage in writing in Filipino in various contexts and for various audiences.	3	4.00	0.00	0%(0)	0%(0)	0%(0)	100%(3)
4. Demonstrate a familiarity with the current events, traditional and pop culture, and social structures of the society/societies in which Filipino is spoken.	3	4.00	0.00	0%(0)	0%(0)	0%(0)	100%(3)
5. Analyze, evaluate and critique texts written in Filipino from a variety of genres and contexts.	3	3.67	0.58	0%(0)	0%(0)	33%(1)	67%(2)
6. Conduct research on Filipino language and/or culture using knowledge and skills learned in the program.	3	3.67	0.58	0%(0)	0%(0)	33%(1)	67%(2)

Comments: (N=0)

10. Filipino proficiency tests (n=2)

Test #1	Year	Result	Test #2	Year	Result
Filipino placement test	2005	Placed in Filipino 102			
Filipino placement test	2007	Can take Fil 102	AFAP Proficiency Test	2009	n/a

12. Strengths of the program (N=3)

- The professors in the field really knows their stuff.
- -encouraging teachers -hands on activities with the language -study of history, literature, culture of the Philippines
- The professors/lecturers because they make it fun for the students to learn more about their language and culture. Also, students are able to establish a close relationship with their professors helping them in every way they can.

13. Recommendations for improvements (N=3)

- Have classes open all year instead of only having the class open every other semester.
- -need community internships/career opportunities or preparation for Filipino majors because I have trouble finding a job after I graduate in two weeks!!!!
- I recommend that more courses be offered so students have more variety of what to learn about the Phil. language and culture

14. "Did this program increase your job prospects?"

N	M	SD	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
3	3	1.73	33%(1)	0%(0)	0%(0)	67%(2)	0%(0)

Comments: (n=1)

- First, when I decided to make Phil. Lang. as my major I was kind of hesitant in finding jobs that would be related to my major. However, I believe it is all up to the student if they want to become successful in their major. Right now, I applied for Hawaiian Airlines as an interpreter for the Hawaii-Manila flights, and I'm hoping I hear word from them soon.

15. "Would you recommend the program to other students?"

N	M	SD	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
3	4.33	0.58	0%(0)	0%(0)	0%(0)	67%(2)	33%(1)

**Ilokano BA Student Exit Survey  
Results, Spring 2009—Spring 2010**

This report contains response data from the Ilokano BA exit survey for students graduating in Spring of 2009 and 2010. A total of 4 students responded to the survey (4 graduates were invited to respond; response rate=100%). 3 students graduated in spring 2009; 1 student graduated in spring 2010.

	Invited	Responded	%	Graduated <sup>a</sup>
Spring 2009	3	3	100	3
Spring 2010	1	1	100	1
Total	4	4	100	4

<sup>a</sup> Response rates are calculated by dividing the number of respondents (*Responded*) by the number of invitees (*Invited*—students who petitioned to graduate for the indicated semester). For various reasons the number of invitees does not always correspond to the number of actual graduates.

**1. Student background information, questions 1-2 (N=4).**

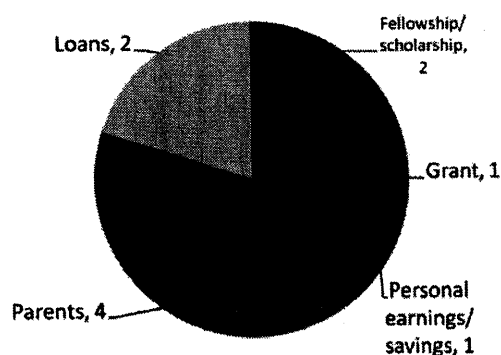
	N	2004		2006		2008	
		Sum	Fall	Spr	Fall	Spr	Fall
Q.1. When did you first enroll at UHM?	4	1	2		1		
Q.2. When did you declare a B.A. in Ilokano as your major?	4					2	2

**2. Student background information, questions 3-7 (N=4).**

Question 3-5		N	Yes	No	
Q.3. Are you a double major?		4	2	2	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Political science</li> </ul>
Q.4. Did you have a practicum while you were completing your degree in Ilokano?		4	0	4	
Q.5. Did you participate in community outreach programs or activities while you were completing your degree in Ilokano?		4	4	0	
Question 6		N	Yes	No	"If "yes," please explain what type of practicum it was."
Q.6. Did you have programmed exposure to the native speakers of Ilokano of Hawai'i?		4	4	0	<p>-We have had lots of exposure to native Ilokano speakers in a lot of the community events that we do. Such events included Domestic Violence Awareness with GUMIL (An Ilokano writers Association here in Hawaii).</p> <p>- In my Ilokano 202 class we participated in Project Shine which reached out to immigrants who sought out naturalization. Here we interacted with Ilokanos, as we tried to interpret and prepare them for the test.</p>

Question 7	N
Q.7. Please tell us if your parents, grandparents, or anyone else in your immediate/extended family is a native speaker of Ilokano.	4 All respondents indicated that their mother, father, maternal grandparent(s) and paternal grandparent(s) were native speakers of Ilokano

### 3. Financial support (N=4).



Teaching/research assistantship,  $n=0$ ; Other,  $n=0$

### 4. Plans after graduation (N=4).

- Doctorates of Psychology with a concentration on Child and Family Practice.
- I may want to pursue a part time job in teaching Ilokano. I have also received a possible job offer at Punahou School as a Human Resources Translator. I would also like to pursue a Masters in the Graduate Nursing Program at UHM.
- Go back to school.
- Graduate School or Law School.

### 5. Long-term personal and/or career goals (N=4).

- Set up my own practice.
- I would like to eventually become an MSN. Possibly a part time Ilokano teacher.
- Continue my education to its fullest by receiving a PhD in something related to the Philippines.
- Not too sure yet.

### 6. Overall satisfaction with the program.

Program & institutional support	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure)	4	4.50	0.58	0%(0)	0%(0)	0%(0)	50%(2)	50%(2)	0%(0)
2. Academic standards and expectations	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)	0%(0)
3. Relevance of program to academic/professional goals	4	4.75	0.50	0%(0)	0%(0)	0%(0)	25%(1)	75%(3)	0%(0)
4. Appropriateness of degree requirements	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)	0%(0)
5. Faculty academic advising	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
6. Faculty mentoring such as in	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)

## APPENDIX C.6: BA EXIT SURVEY- ILOKANO 2009-10

research and other related activities

7. Faculty mentoring in extra-curricular activities	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
8. Availability of faculty for consultation	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
9. Professional training opportunities	4	4.50	1.00	0%(0)	0%(0)	25%(1)	0%(0)	75%(3)	0%(0)
10. Faculty's ability to keep pace with the developments in Ilokano studies	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
11. Research on specific Ilokano issues and concerns	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
12. Extra-curricular activities	4	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	75%(3)	25%(1)
13. Overall satisfaction with the Ilokano program	4	4.75	0.50	0%(0)	0%(0)	0%(0)	25%(1)	75%(3)	0%(0)

### Comments: (n=2)

- All but one of the instructors in the program were very well-mannered, fair, and understanding towards the students and their opinions and thoughts.
- The Ilokano Program was a great way for me to get in touch with my Ilokano identity. All of the subject matter helped me to become more aware and connected to the Ilokano language, culture, and people. The advisers were all easily approachable and helpful whenever I needed them.

### 7. Satisfaction with the courses in the program

Satisfaction with courses	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Overall quality of instruction	1	4.75	0.50	0%(0)	0%(0)	0%(0)	25%(1)	75%(3)
2. Variety of courses	1	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)
3. Course sequencing	1	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)
4. Course availability	1	4.75	0.50	0%(0)	0%(0)	0%(0)	25%(1)	75%(3)
5. Frequency of course offerings	1	4.75	0.50	0%(0)	0%(0)	0%(0)	25%(1)	75%(3)
6. Class size	1	5.00	0.00	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)

### Comments: (n=2)

- All but one of the instructors in the program taught issues and matters that were of relevance to the course and did not stray from the course goals and objectives stated in the syllabus.
- There was a large variety of Ilokano classes to be taken. They allowed for different aspects of looking at the Ilokano culture. There were modern classes geared towards Philippine pop culture as well as classes which looked back at indigenous Ilokano culture.

### 8. Satisfaction with institutional resources

Satisfaction with institutional resources	N	M	SD	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Classroom facilities	4	4.00	0.00	0%(0)	0%(0)	0%(0)	75%(3)	0%(0)	25%(1)
2. Lab facilities	4	4.50	0.71	0%(0)	0%(0)	0%(0)	25%(1)	25%(1)	50%(2)
3. Library resources	4	3.75	0.96	0%(0)	0%(0)	50%(2)	25%(1)	25%(1)	0%(0)
4. Funding opportunities for program activities, drama and video festival, music festival, student publication, attendance in conferences and workshops,	4	3.25	0.96	0%(0)	25%(1)	25%(1)	50%(2)	0%(0)	0%(0)

attendance in community activities

**Comments: (n=1)**

- Some classrooms are lacking in Audio Visual equipment. Funding for dramafest and picnic were a stretch at times. The Ilokano Timpuyog Organization had to do a lot of fundraising to help offset some of the costs for the things needed.

**9. Learning outcomes**

Student learning outcomes	<i>N</i>	<i>M</i>	<i>SD</i>	Not at all 1	With great difficulty 2	With some difficulty 3	Easily 4
1. Read and comprehend texts written in Ilokano from a variety of genres and contexts (e.g., newspapers, novels).	4	3.25	0.50	0%(0)	0%(0)	75%(3)	25%(1)
2. Analyze, evaluate and critique texts written in Ilokano from a variety of genres and contexts.	4	3.00	0.00	0%(0)	0%(0)	100%(4)	0%(0)
3. Engage in oral communication in Ilokano in various communicative contexts.	4	3.75	0.50	0%(0)	0%(0)	25%(1)	75%(3)
4. Engage in writing in Ilokano in various contexts and for various audiences.	4	3.25	0.50	0%(0)	0%(0)	75%(3)	25%(1)
5. Conduct research on Ilokano language and/or culture using knowledge and skills learned in the program.	4	3.25	0.50	0%(0)	0%(0)	75%(3)	25%(1)
6. Demonstrate a familiarity with the current events, traditional and pop culture, and social structures of the society/societies in which Ilokano is spoken.	4	3.50	0.58	0%(0)	0%(0)	50%(2)	50%(2)

**Comments: (n=1)**

- I am not completely fluent in the language so some things would be a little difficult to comprehend especially if the words used are deep and not commonly used.

**10. State interpretation certification in Ilokano; teaching licensure in Ilokano (N=4).**

Question	<i>N</i>	Yes	No
Q.2. Were you encouraged to take the state interpretation certification in Ilokano?	4	4	0
Q.3. Were you encouraged to complete your coursework for the Department of Education teaching licensure in Ilokano?	4	1	3

**12. Strengths of the program (N=4).**

- The two instructors and program coordinator of the program were very understanding towards the students and their needs. They were approachable and listened to the students' concerns. The subjects taught were interesting. They made learning fun and easy. The activities that we did for the program were engaging, educational, and exciting.
- The course content was always up to date and interesting. The advisers were all very nice and approachable when help was needed. The program helps to establish pride in the language and culture.
- The faculty is always there for your help and will always be support for you in time of need.



- The professors are knowledgeable about the subject, they teach appropriate courses, and they are available and show great consideration to their students. Even though there is a large amount of students starting to enter the program, the professors show a personal interest and connection with each student which I think will help the program expand. The professors help students recognize their culture and develop a sense of pride which eventually captivates the students and encourage others to participate in the studies of Ilokano.

**13. Recommendations for improvements (n=3).**

- Teachers (specifically one) should not shut their students off completely without explanation. *[Identifying information removed]* should not have also made rash decisions and make unnecessary harsh comments towards some of the students.
- n/a
- MORE TEACHERS!!!

**14. "Did this program increase your job prospects?"**

<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
4	4.25	0.96	0%(0)	0%(0)	25%(1)	25%(1)	50%(2)

**Comments: (n=1)**

- I believe it would be a great asset towards a future in the nursing field.

**15. "Would you recommend the program to other students?"**

<i>N</i>	<i>M</i>	<i>SD</i>	Definitely not 1	Maybe not 2	Neutral 3	Maybe yes 4	Definitely yes 5
4	5.00	0	0%(0)	0%(0)	0%(0)	0%(0)	100%(4)

**Comments: (n=1)**

- It instills pride and understanding in your own heritage. You gain awareness as to why you and your parents are the way you are. The advisers are constantly pushing you to try more and to strive for excellence. They want you to succeed and try their best to make sure that you do.

**Filipino BA Student Exit Survey Results**  
**Summer/Fall 2010 to Spring 2011**

This report contains response data from the Filipino BA exit survey for students graduating during the period from summer/fall of 2010 to spring 2011. A total of 6 students were invited to respond; 4 students completed the survey (response rate=67%). For each item below, 4 students responded ( $n=4$ ) unless stated otherwise.

	Invited	Responded	%	Graduated <sup>a</sup>
Fall/Sum 2010	4	3	75%	4
Spring 2011	2	1	50%	3
Total	6	4	67%	7

<sup>a</sup> Response rates are calculated by dividing the number of respondents (*Responded*) by the number of invitees (*Invited*—students who petitioned to graduate for the indicated semester). For various reasons the number of invitees does not always correspond to the number of actual graduates.

**1. “When did you first enroll at UHM?”**

Semester	Students
Fall 2005	1
Fall 2006	2
Fall 2007	1

**2. “When did you declare a B.A. in Filipino as your major?”**

Semester	Students
Summer 2008	1
Spring 2008	2
Fall 2008	1

**3. “Are/Were you a double-major?”**

Response	Students
Yes	1
No	3

Double majors mentioned ( $n=1$ ):

- Family Resource

**4. “Did you do an internship during your study at UHM?”**

Response	Students
Yes	1
No	3

If yes, where? ( $n=1$ )

- Kaiser Permanente Child Life Services

**5. “Did you study in the Philippines during your study at UHM?”**

Response	Students
Yes	2
No	2

**Locations and length of time (n=2)**

- De La Salle: Das Marinas – 8 Weeks
- Cavite/Manila (La Salle University) – 2 months

**6. Speakers of Filipino among members of the immediate family. (n=4)**

- Mother, Sibling(s), Maternal grandparent(s)
- Mother, Father, Maternal grandparent(s), Paternal grandparent(s)
- Mother, Sibling(s), Maternal grandparent(s)
- Mother, Father, Sibling(s), Maternal grandparent(s), Paternal grandparent(s)

**7. Speakers of other Philippine language among members of the immediate family. (n=4)**

- Kapampangan: Mother & maternal grandparents
- Ilokano: Mother, father, siblings, all grandparents
- Kapampangan: Mother, siblings, & maternal grandparents; Visayan: Paternal grandfather
- Cebuano: Maternal grandparents

**8. “How did you financially support your college education?” (Multiple responses allowed.)**

Funding source	Students
Personal earnings/savings	3
Loans	3
Fellowship/scholarship	2
Grant	1
Parents	1
Teaching/research assistantship	0
Other	0

**9. “What are your immediate plans after graduation?” (n=4)**

- Go to graduate school, get a certification in Philippine Studies and apply to the Public Health graduate program.
- Find a temporary job and apply to graduate school.
- Work full time as grocery manager to gain experience while studying for GRE's and decide on what I want to get my Master's in.
- Continue career with Safeway. Work up towards management to gain experience. Study for GRE. Figure out what to get my Master's in; leaning towards international management.

**10. “What are your long-term personal and/or career goals?” (n=4)**

- Work for the federal government as a Foreign Service officer or apply to medical school.

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- Social Worker or Child Life Specialist
- Find a steady career OUTSIDE of Safeway, hopefully with the government. Pay off my student loans by age 35. Get married & have 2 children.
- Establish career with government. Pay back all student loans by age 35. Get married. Have children.

### 11. Overall satisfaction with the program (n=3)

Aspect of the program	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Availability of program information (website, brochure)	0	0	0	1		0
2. Academic standards and expectations	0	0	0		1	0
3. Relevance of program to academic/professional goals	0	0	0		1	0
4. Appropriateness of degree requirements	0	0	0	1		0
5. Faculty mentoring and advising	0	0	0	1		0
6. Extra-curricular activities (e.g., cultural activities)	0	0	0	1		0
7. Student morale	0	0	0		1	0
8. International study tour/s and immersion activities	0	0	0	1	1	1
9. Professional training opportunities	0	0	1	1	1	0
10. Faculty's ability to keep pace with the field	0	0	0		1	0

### Comments: (n=1)

- More guest speakers who were outside of the education field might have been more inspiring (government, politics, entertainment) rather than always focusing on the struggles.

### 12. Satisfaction with the courses in the program. (n=3)

Aspect of curriculum/courses	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Overall quality of instruction	0	0	0		1	0
2. Variety of courses	0	0	0	1		0
3. Course sequencing	0	0	0	1		0
4. Course availability	0	0				0
5. Frequency of course offerings	0	0				0

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6. Class size	0	0	0	0		0
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**Comments:** (no comments were made)

### 13. Satisfaction with the institutional resources. (n=3)

Satisfaction with institutional resources	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Classroom facilities	0	0	0		1	0
2. Lab facilities	0	0	0	1		0
3. Library resources	0	0	0			
4. Funding opportunities (e.g., scholarships, grants, study abroad)	0	0	0		1	0

**Comments:** (no comments were made)

### 14. Self-assessment of learning outcomes. (n=3)

Learning outcome	Not at all 1	2	Adequately 3	4	Very well 5
1. Able to perform as a functional, literate user of Filipino language.	0	0	0		0
2. Have an in-depth understanding of Philippine culture and society.	0	0	0		1
3. Familiar with the canon of Philippine literature focusing on its various themes, genres, historical and cultural contexts.	0	0	0		1
4. Proficient in the Filipino language required for Filipino language teaching, translation, social work or community service in Filipino communities, international business and customer relations, government work requiring knowledge of a foreign language.	0	0	0		1
5. Ready for advanced studies and research in various fields with particular focus on Philippine languages, cultures and contemporary society and history.	0	0	0	1	

**Comments:** (no comments were made)

### 15. "Did you take any proficiency tests in Filipino?"

(no responses)

### 16. "What are the strengths of the program?" (n=3)

- The size of the student body and the requirement to have students participate. The fact that some teachers understand that not all students have a background in Filipino and they accommodate to that student as well as challenging those who do have a background.
- The classes are all great. There are adequate classes to support all the major requirements without the problems of the classes getting filled up really quickly. Gives students the opportunity to participate in study abroad programs.

- The program offered a variety of courses that supplemented a lot of my expectations for this program.

**17. “Did the program increase your job prospects? (n=3)**

Response	Students
Definitely not	0
Maybe not	0
Neutral	1
Maybe yes	0
Definitely yes	2

**Comments:** (no comments were made)

**18. Would you recommend the program to other students? (n=3)**

Response	Students
Definitely not	0
Maybe not	0
Neutral	0
Maybe yes	1
Definitely yes	2

**Comments:** (no comments were made)

**Ilokano BA Student Exit Survey Results,  
Fall 2010 – Fall 2011**

This report contains response data from the Ilokano BA exit survey for students graduating in Fall 2010, Spring 2011 and Fall 2011. A total of 5 students responded to the survey (5 graduates were invited to respond; response rate = 100%).

	Invited	Responded	%	Graduated <sup>a</sup>
Fall 2010	1	1	100	2
Spring 2011	2	2	100	2
Fall 2011	2	2	100	
Total	5	5	100	

<sup>a</sup> Response rates are calculated by dividing the number of respondents (*Responded*) by the number of invitees (*Invited*—students who petitioned to graduate for the indicated semester). For various reasons the number of invitees does not always correspond to the number of actual graduates.

**1. Student background information, questions 1-2.**

		2006		2007		2008		2009		2010		2011	
	N	Sum	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Q.1. When did you first enroll at UHM?	5	1	2			1		1					
Q.2. When did you declare a B.A. in Ilokano as your major?	5			1				1		1	1		1

**2. Student background information, questions 3-7.**

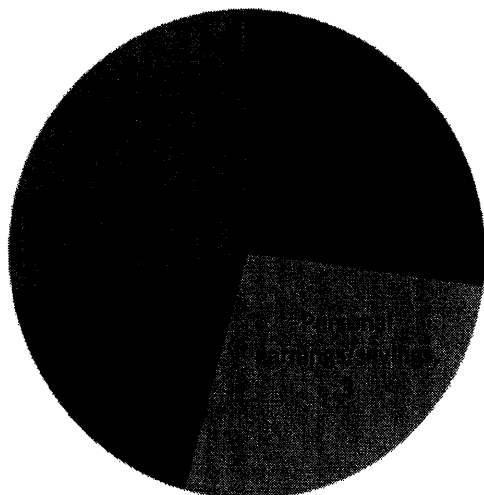
Question 3-6	N	Yes	No	
Q.3. Are you a double major?	5	1	4	• Psychology
Q.4. Did you have a practicum while you were completing your degree in Ilokano?	5	4	1	<ul style="list-style-type: none"> <li>• practicum with OLA, translating documents into Ilokano.</li> <li>• completed 25 hours of practicum at Ola with Dr. Jun. Translated brochures regarding medical.</li> <li>• I believe I had an oral practicum a couple times.</li> <li>• Translating brochures</li> </ul>
Q.5. Did you participate in community outreach programs or activities while you were completing your degree in Ilokano?	5	4	1	
Q.6. Did you have programmed exposure to the native speakers of Ilokano of Hawai'i?	5	4	1	<ul style="list-style-type: none"> <li>• GUMIL is a sponsor of the Ilokano Scholarship, they performed at Dramafest.</li> <li>• We have spoken on radio stations and Olelo shows with Manong Arielo where we used our Ilokano proficiency. We have also interviewed native speakers on research topics for our Ilokano papers. I believe with the Ilokano program we have been programmed exposed to the native speakers of Hawaii through both the Timpuyog organization and Ilokano program.</li> <li>• Attended Timpuyog picnic, banquet, dramafest. Taught at Farington higschool.</li> <li>• They have songfest every fall with a banquet every spring. Also did some volunteer with Ilokanos</li> </ul>
Question 7	N			

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Q.7. Please tell us if your parents, grandparents, or anyone else in your immediate/extended family is a native speaker of Ilokano.	5	<ul style="list-style-type: none"> <li>• Mother, Father, Maternal grandparent(s), Paternal grandparent(s) (n=2)</li> <li>• Mother, Father (n=2)</li> <li>• Mother, Maternal grandparent(s), Paternal grandparent(s), Aunties, Uncles (n=1)</li> </ul>
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**3. Financial support (N = 5).**



Teaching/research assistantship, n = 0; Other, n= 0

**4. Plans after graduation (N = 5).**

- Work and apply for grad school.
- I plan to teach Ilokano at Farrington High School for a year or two then go back to school for my Masters in Education.
- Take trainings so that i can take my license as an Ilokano translator. Apply at the DOE, look for any jobs available that has something to do with my degree. At the same time, still work with my job as a para professional.
- Apply for a managing possition at my current job and hopefully work with domestic violence people
- I am not sure as of yet. I am hoping to find a job that is related to my degree

**5. Long-term personal and/or career goals (N = 5)**

- I want to either pursue a degree in Social Work or maybe practice Law.
- My long term goals are to uplift and educate the Ilokano community. I want to become a teacher and promoter of the Ilokano program here on Oahu and someday in the Mainland.
- My goal right now is take a break from school at least one semester. Look for a job, earn as much as i can, then go back to school. Long term goal is get my under grad degree, get my poster home, work and get married.
- Possibly go back to school to get my masters in nursing.
- Working in the medical field or immigration

**6. Overall satisfaction with the program (N = 5)**

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Aspect of the program	Very	Somewhat	Neutral	Somewhat	Very	N/A
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# APPENDIX C.8: BA EXIT SURVEY- ILOKANO 2010-2011

	dissatisfied 1	dissatisfied 2	3	satisfied 4	satisfied 5	
1. Availability of program information (website, brochure)	0	0	0	2		0
2. Academic standards and expectations	0	0	0		2	0
3. Relevance of program to academic/professional goals	0	0	1	1		0
4. Appropriateness of degree requirements	0	0	0	1		0
5. Faculty academic advising	0	0	0	1		0
6. Faculty mentoring such as in research and other related activities	0	0	0	1		0
7. Faculty mentoring in extra-curricular activities	0	0	0	0		0
8. Availability of faculty for consultation	0	0	0	0		0
9. Professional training opportunities	0	1	1	0		0
10. Faculty's ability to keep pace with the developments in Ilokano studies	0	0	0	1		0
11. Research on specific Ilokano issues and concerns	0	0	0	1		0
12. Extra-curricular activities	0	0	0	1		0
13. Overall satisfaction with the Ilokano program	0	0	0	2		0

## Comments: (N = 3)

- Advisors as well as faculty were always there for me when I needed help academically and personally. They have guided me in the right direction when I had any concerns in terms of academics.
- The staff cares about their students. They make sure that all your concerns are taken care. They always try their best to help their students no matter what the situation is. You never feel as an outsider. They are very approachable.
- The Ilokano Program allowed me to get personal with the faculty and advisors as well as fellow students. I have made wonderful friends through this program and hope to keep personal ties with them as well as the faculty. This program also allowed me to get in tune with the community.

## APPENDIX C.8: BA EXIT SURVEY- ILOKANO 2010-2011

### 7. Satisfaction with the courses in the program (N = 5)

Aspect of curriculum/courses	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5
1. Overall quality of instruction	0	0	0		2
2. Variety of courses	0	1	0		
3. Course sequencing	0	1	0	1	
4. Course availability	0	0		1	
5. Frequency of course offerings	0	1	0	1	
6. Class size	0	0	0	1	

#### Comments: (N = 4)

- Need more instructors of Ilokano. Although good at times, I had the same professors for all Ilokano classes and it gets redundant. Also affected scheduling with my other major because classes are only offered certain semesters at certain times.
- I believe that there should be more choices in this program. Some classes that you would want to take in the Fall are only available in the Spring. And then there are some classes that are not offered because of budget cuts. There were some classes I wanted to enroll in but they either were not available or they were time conflicts with other courses. Courses provided in this program should not have a time conflict with other classes in this program.
- There was a time two of my classes got canceled. I just wish that cancellation of classes don't happen again.
- The program is small so the classes are small as well which helps with the students and faculty get on a personal level. Most of the courses are offered in the fall and spring semesters which is great but for those classes only offered during certain semesters, it's somewhat difficult if you are considering graduating that semester and you need that certain class. However, the faculty and advisors of this program cater to your needs in order for you to graduate when desired. This is what makes this program different, at least for me.

### 8. Satisfaction with the institutional resources (N = 5)

Satisfaction with institutional resources	Very dissatisfied 1	Somewhat dissatisfied 2	Neutral 3	Somewhat satisfied 4	Very satisfied 5	N/A
1. Classroom facilities	0	0	1	1		0
2. Lab facilities	0	0	1	1		0
3. Library resources	0	0	0	2		0
4. Funding opportunities for program activities, drama and video festival, music festival, student publication, attendance in conferences and workshops, attendance in community activities	0	0	0	1		0

**Comments: (N = 3)**

- sometimes the classrooms did not have access to a projector or computer which stopped us from being able to learn and present fully. We as students would want access to classrooms with projectors and computers to go online, learn, listen, show Ilokano material.
- In one of my classes, the classroom was too small. But i think things are taken care now.
- I am very satisfied with the facilities and resources we are allowed considering our small program.

**9. Self-assessment of learning outcomes (N = 5)**

Leaning outcome	Not at all 1	2	Adequately 3	4	Very well 5
1. A high level of proficiency in Ilokano.	0	1	0	1	
2. A deep understanding of Philippine culture and society.	0	0	0	1	
3. Ilokano language proficiency required for careers in all areas of interpreting and translation, social and government service fields, customer relations, business, language teaching, and research.	0	1	0	0	
4. Linguistic skills in Ilokano for advanced studies and academic research.	0	1	0	0	
5. Analytical and critical thinking skills.	0	0	0	0	

**Comments: (N = 4)**

- I am not a native speaker, and I don't have regular access to Ilokano speaking people. It was very hard for me in taking the higher-level courses, but I loved it so much I couldn't quit. I am by no means fluent, but I am much better now than when I first started.
- The reason I have checked Very Well because this is what this program pushes for. If I was not in this program these things would not have an importance to me at all. I have become a researcher, critical thinker for the Ilokano community and Philippine culture.
- The professors made sure that we understand what we are learning. Teachers were firm and made sure we are educated and made our money worth taking Ilokano classes.
- Professor Aurelio Agcaoili as well as the rest of the faculty have great resouces that we are able to use if needed. I have learned so much from this program.

**10. State interpretation certification in Ilokano; teaching licensure in Ilokano**

Question	N	Yes	No
Were you encouraged to take the state interpretation certification in Ilokano?	5	5	0
Were you encouraged to complete your coursework for the Department of Education teaching licensure in Ilokano?	5	4	1

**11. Strengths of the program (N = 5).**

- Small classes and getting to know the professors on a personal level.
- Great Professors and Advisors to teach program.
- The strengths of the program is teachers and students were tight together. Teachers are always willing to help. They made sure that theirs students are not neglected. Students helped each other. There was friendship in the program, between students and teachers.
- The personality of the program and the friends you can gain. Also, the faculty/advisors make the program what it is today.
- The faculty were more than welcome to help students in every way. Availability of class is remarkable.

**12. Recommendations for improvements (N = 5).**

- Add more types of classes and expand the program so that more are able to take classes.
- More resources such as online reading materials instead of printed course readers to save trees, a heavy bag, and money.
- Have more classes available.
- Maybe get more in tune with the community.
- The program need to push more time for practicum

**13. "Did this program increase your job prospects?" (N = 5)**

Response	Students
Definitely not	0
Maybe not	0
Neutral	2
Maybe yes	1
Definitely yes	2

**Comments: (N = 4)**

- This is a hard major to go into unless you want to teach Ilokano or be an interpreter. Not really much you can do with it, unless you stay in Hawaii and serve the Filipino community somehow.
- This program has enabled me to brainstorm what I want to do in life in terms of jobs. I can be an interpreter/teacher. But most of all I want to help open up my own Ilokano program at another school or college with the help of others to promote the Ilokano language and culture.
- Yes. I would like to teach high school because I would like to to let the students know that the there is such thing as Ilokano language that can be taken at UH and of course encourage the students to consider college in their life.
- It's somewhat of a struggle to dictate what job you want and can get with an Ilokano degree but if you take off that first layer of obvious jobs like a teacher or a translator or interpreter, there are more jobs out there for us.

14. "Would you recommend the program to other students?" (N = 5)

Response	Students
Definitely not	0
Maybe not	0
Neutral	0
Maybe yes	1
Definitely yes	4

**Comments:** (N = 4)

- Need to have motivation because this is definitely not an easy program.
- I would definitely promote this program to other students because they need to know that there is an Ilokano language program here in Hawaii and the only program in the United States. When people register for class at UHM they see the course title Filipino and automatically think it deals with all languages in the PI and not only Tagalog. I have interview many students of both the Tagalog and Ilokano Program who were confused with this course labeling and thought it to be not only Tagalog but other languages. When students see this course title Filipino, they are tricked (in my opinion) and not look further at other course titles and consequently not being able to find Ilokano when they are registering. Like one of my interviewees stated, "I never even know there was an Ilokano program. I only saw Filipino and stopped there." This interviewee heard about the Ilokano Program thru the word of mouth. And I will do the same to promote this program until UHM changes the course title from "Filipino" to "Tagalog" like how it was back then.
- Taking the program will educate you. It will help you understand how important cultures, history, language and ethics. You discover things, be educated and you will appreciate many things in life.
- This program is a part of who I am today. And hopefully the next generation realize their Ilokanoness needs to be found and heard.