August 10, 2012

REVIEW OF PROVISIONAL ACADEMIC PROGRAM
TO ESTABLISHED STATUS

BACHELOR OF ARTS IN PHILIPPINE LANGUAGE AND LITERATURE

Department of Indo-Pacific Languages and Literatures
College of Languages Linguistics and Literature
University of Hawai’i at Mānoa
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Introduction
Philippine history is closely linked with the United States. The Philippine archipelago was an American colony from 1898-1946. The cooperation between the Philippines and the United States has continued through World War II and into independence into the current global economy. In part, because of this close association, Filipinos comprise a significant minority in the United States.

In the United States, there are more than four million Filipinos, and more are coming every year. This growing group is having a large impact on American domestic concerns. This fact requires educating Americans about the Philippines in general, and more specifically, providing our nation’s schools and community organizations with materials that help the Filipino-American participate more easily and widely in the life of our nation.

According to the most recent United States Census, Filipino (formerly called Tagalog) is the second most commonly spoken Asian language in the United States, the sixth non-English language spoken in America, and the first non-English language spoken in Hawai‘i. Filipino is the lingua franca of Filipinos throughout the world. Most Southeast Asian scholars use Filipino as the tool for research in the Philippines. It is the language of major works in literature and that of Philippine films and songs. The Ilokano language has the third largest number of native speakers in the Philippines. It is the main lingua franca in many parts of Northern Luzon, and is used interchangeably with Filipino in some parts of Central Luzon and Southern Luzon. Ilokano is the native and heritage language of the majority of Filipinos in the United States, as well as those who have migrated to different parts of the world. While Filipino is the universal lingua franca of Filipinos in Hawai‘i, approximately 85% of Hawaiian Filipinos speak Ilokano natively and the majority of local Filipinos have Ilokano as their heritage language. Clearly, Filipino and Ilokano are the languages most used to serve the Filipino population in Hawai‘i.

The University of Hawai‘i has the largest number of Ilokano, Filipino, and Philippine literature courses anywhere in the United States. The UHM Filipino and Ilokano language and literature faculty lead the nation in the production of materials in the teaching of these languages. Senior faculty of these programs have written major textbooks, grammars, video lessons, and dictionaries, which are used by most Ilokano and Filipino language programs in the United States.

The Bachelor of Arts in Philippine Language and Literature Program is an integral component of the Filipino and Ilokano sections of the Department of Indo-Pacific Languages and Literatures (IPLL). The fields of study in IPLL include most of the national languages of the Pacific and Southeast Asia as well as the Southeast and Middle East languages of Arabic, Sanskrit, Hindu and Urdu. The language programs of IPLL provide students with an opportunity without parallel elsewhere in the country to acquire an in-depth knowledge of the languages and cultures of a part of the world that encompasses more than 25 percent of the Earth’s population and has an unusual diversity of peoples. The B.A. in Philippine Language and Literature with a concentration in
Ilokano or Filipino was established in 2002 and is the only degree program in IPLL. Its overarching goal is to provide students with comprehensive knowledge of Philippine languages, literatures, and cultures. The B.A. offers students an academic degree program with practical career applications while at the same time serving the significant Filipino population in Hawai‘i.

The Philippine Language and Literature B.A. is strengthened by the large amount of support available at the University and the community. The University has the largest number of faculty, staff, and researchers specializing in Philippine Studies of any institution outside of the Philippines. The UHM Department of Linguistics is well known for its expertise in Austronesian languages, and provides additional support to students and faculty who are interested in doing research in Philippine linguistics. The Center for Philippine Studies provides valuable support in other areas of study. Our libraries on campus have an extensive collection of Philippine materials, and the local Filipino broadcast and print media use both Filipino and Ilokano to entertain and disseminate information to the Filipino community.

Among all the Philippine programs in America, the University of Hawai‘i is the only one that has the courses, the expertise, and the resources to offer a viable B.A. program in Philippine languages and literatures with a concentration in both Filipino and Ilokano. In fact, it is the only American University with language programs in both Filipino and Ilokano (the Filipino program was established in 1971; the Ilokano program in 1972). The existence of this degree program has enhanced the Center for Philippine Studies, the only center of its kind in the United States. The report that follows provides support for changing the provisional status of the Philippine Language and Literature B.A to a permanent one.

(1) Is the program organized to meet its objectives? Discussion of curriculum, requirements, admissions, advising and counseling and other aspects of the program with reference to its objectives.

The Philippine Language and Literature B.A. Program is organized to sufficiently meet the mission and objectives of the University of Hawai‘i at Mānoa and the Department of Indo-Pacific Languages and Literatures. The Program Objectives of the Philippine Language and Literature B.A. are as follows:

Preparation for a Career in Community Service. A Bachelor of Arts in Philippine Language and Literature with an Ilokano or Filipino concentration complements already existing degree programs in education, social work, public health, nursing, psychology, geography, and law. Career opportunities for recipients of the degree include translators, interpreters, linguists, language teachers, speech and language therapists, business (sales customer relations, marketing, and management) missionary work, immigration, Peace Corps, and military intelligence.

Service to Students of Filipino Ancestry. About 75% of the students in the two Philippine language and literature concentrations are second and third generation
Filipinos. So in addition to serving the wider university community, this B.A. program provides this particular group with the opportunity for a better understanding of Philippine culture as well as a functional proficiency in the languages. Professionals trained in these two languages, both heritage and non-heritage students, fulfill a need in the local community where almost a quarter of the State’s population is of Filipino ancestry.

**Increased Language Competency.** Students completing the B.A. Program have both oral and written competence in Filipino and Ilokano as well as cultural content sufficient for use in professional careers, graduate work or research, and fieldwork.

**Preparation for Graduate Study.** The Philippine B.A. program prepares undergraduates for the existing M.A. program in Asian Studies. The Philippine B.A. graduates have gone on to a variety of other fields of study, including: Law, Social Work, Ethnic Studies, American Studies, Creative Media, Education, Management, and Public Health.

The curriculum leading to the Philippine Language and Literature B.A offers two language concentrations that students may opt to follow, the Filipino Language Concentration and the Ilokano Language Concentration. Language proficiency, cultural learning, and cultural sensitivity are vital to the development of careers in community service, as well as for advanced research and graduate studies in the humanities and social sciences. The B.A. degree program requires 12-15 credits of upper division language skills courses that lead to advanced proficiency and enable students to be adept at oral and written communications in a variety of social functions. The language skills courses are combined with 9-12 credits of required courses on culture, literature, ethnic studies, history, Asian studies, and the arts. Students are also required to complete 12 credits of upper division electives. The B.A. curriculum highlights the value of diverse cultures in multilingual settings and is designed to ensure that students develop and demonstrate the capacity for critical thinking and acquire advanced research skills. Please refer to **Appendix A** for the Filipino Concentration Curriculum Map and Degree Check-List and **Appendix B** for the Ilokano Concentration Curriculum Map and Degree Check-List.

The Student Learning Outcomes for the Philippine Language and Literature B.A. are as follows:

1. Engage in oral communication in Filipino or Ilokano in various communicative contexts.
2. Read and comprehend texts written in Filipino or Ilokano from a variety of genres and contexts (e.g., academic writing, newspapers, novels).
3. Engage in writing in Filipino or Ilokano in various contexts and for various audiences.
4. Demonstrate a familiarity with the current events, traditional and modern culture, and social structures of the society/societies in which Filipino or Ilokano is spoken.
5. Analyze, evaluate, and critique texts written in Filipino or Ilokano from
a variety of genres and contexts.
6. Conduct research on Filipino or Ilokano languages and/or culture using knowledge and skills learned in the program.

The Philippine B.A. program has an open admission policy. Students are admitted into the Filipino program in their first year if they indicate this as their major upon application for admission into UH Mānoa. These students are then included in the list of advisees and their progress is constantly monitored. However, most of the students do not choose to major at admission but rather are recruited from the two-year lower-division language program (Fil/Ilo 101, 102, 201, 202). The academic advisers for the B.A. implement a room-to-room informational campaign in these classes to explain the requirements for the Major, Minor and Certificate Programs and to discuss the utility of these curricula in possible career choices. The Filipino and Ilokano placement exams have also proven to be effective recruitment venues. After placement exams, academic advisers may encourage students to consider a major or minor in Filipino or Ilokano or to pursue certificates.

Students who are already majoring in other academic programs are encouraged to double major. These students gain the advantage of training in two areas of specialization, giving them an edge in the job market. Double majors since 2002 have included the fields of Political Science (3), Philosophy (1), Psychology (1), Biology (3), Nursing (1), Engineering (1), Family Resources (1), Computer Science (1), and Creative Media (1).

There is no minimum number of credits required for students to declare a major or minor in Filipino or Ilokano but students are encouraged to join the program in their first or second year so they may be properly advised in order to graduate within 4 years for a single degree or within 5 years for a double degree. There is no grade requirement for admission into the program; however a minimum GPA of 2.0 is required for graduation. And a minimum 3.0 GPA is required for students to qualify for scholarships that the Filipino and Ilokano Programs have established at the University of Hawai‘i Foundation through local and national support.

Once students declare themselves as majors or minors, academic advisers ensure that they take the appropriate courses and monitor their progress. Academic advising is mandatory. This is done through face-to-face meetings with advisers, as well as online consultations through email or the Facebook academic advising “hotline.” Advisers also help students receive course approval overrides. One other vital function of academic advisers is to provide letters of recommendation for scholarships, fellowships, and job applications.

In addition to the B.A. degree, the Filipino and Ilokano Language and Literature Programs also offer a Minor Program, a Language Certificate Program, and 100- and 200-level language courses that satisfy the UHM Hawaiian and Second Language Requirement. These programs are designed to meet the varied language needs of students in their chosen professional career paths and provide students with a program of studies through which the program faculty:
1. Train students to become functional, literate users of the Filipino and Ilokano languages.
2. Develop in students an in-depth understanding of Philippine culture and society.
3. Familiarize students with the canon of Philippine literature focusing on its various themes, genres, historical and cultural contexts.
4. Prepare students for careers requiring Filipino and Ilokano language proficiency, such as language teaching, translation, social work or community service in Filipino communities, international business and customer relations, and government work requiring knowledge of a foreign language.
5. Prepare students for advanced studies and research in various fields with particular focus on Philippine languages, cultures, and contemporary society and history.

(2) Is the program meeting its learning objectives for students. An assessment of the quality of student learning as indicated by systematic analysis of student performance with reference to standard expectations, surveys of student satisfaction with instructional aspects of the program, etc.

The Philippine Language and Literature B.A. Program is meeting its learning objectives for students as specified in the Program’s Student Learning Outcomes. The B.A. curriculum, course offerings, syllabi, teaching materials, methodology, and assessment tools are designed around these Program SLOs. The quality of student learning is assessed through frequent tests, final exams, and through exit surveys that were developed by a college-wide college assessment team in 2009 for both the B.A. and the two-year Hawaiian and Second Language Requirement. In order to enhance the utility of the surveys, they include program-specific questions generated using faculty input. The data are analyzed quantitatively and qualitatively for each academic program and distributed to individual departments/sections. The Philippine Filipino and Ilokano program coordinators share the results with relevant personnel and faculty and use them to make program decisions. For the Filipino and Ilokano 202 Student Exit Survey (HSLR) the return rate exceeded 80%. For the B.A. Filipino and Ilokano Student Exit Survey the return rate was 100%.

The survey responses indicate a high level of satisfaction with the courses, the program, and the institutional support that they received. The results indicate that the strength of the B.A. Program lies in the faculty expertise and in the curriculum, which includes mandated participation in cultural activities, Drama Fests, and in the two student organizations, Katipunan (Filipino) and Timek (Ilokano). Through the cultural activities, students not only have the opportunity for practical applications of acquired language skills language but they are also immersed in the cultural heritage of the local Filipino community.

For the first and second year courses, a summary of the results for the 202 Exit Survey Spring 2011 and Spring 2010 is indicated in Table 1 and Table 2 below (Overall Satisfaction with the Program). Full assessment data can be found in Appendices C1-C8). Data for the Filipino and Ilokano surveys are summarized together.
Table 1: Overall Satisfaction with the Program

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Very-Somewhat Satisfied, in % Spring 2011</th>
<th>Very-Somewhat Satisfied, in % Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Availability of program information (website, brochure, program office)</td>
<td>86/93</td>
<td>72/83</td>
</tr>
<tr>
<td>2. Academic standards and expectations</td>
<td>86/93</td>
<td>92/91</td>
</tr>
<tr>
<td>3. Relevance of program to your academic/professional/personal goals</td>
<td>85/93</td>
<td>79/95</td>
</tr>
<tr>
<td>4. Extra-curricular events (e.g. cultural events)</td>
<td>89/93</td>
<td>92/96</td>
</tr>
<tr>
<td>5. Classroom facilities</td>
<td>85/93</td>
<td>92/92</td>
</tr>
<tr>
<td>6. Language lab and computer facilities</td>
<td>56/85</td>
<td>54/64</td>
</tr>
<tr>
<td>7. Faculty advising, placement</td>
<td>77/93</td>
<td>76/74</td>
</tr>
</tbody>
</table>

Table 2: Satisfaction with the courses in the program

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Very-Somewhat Satisfied, in % Spring 2011</th>
<th>Very-Somewhat Satisfied, in % Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class size</td>
<td>86/100</td>
<td>89/100</td>
</tr>
<tr>
<td>2. Overall quality of instruction</td>
<td>89/93</td>
<td>90/100</td>
</tr>
<tr>
<td>3. Course requirements</td>
<td>85/93</td>
<td>85/91</td>
</tr>
<tr>
<td>4. Course sequencing</td>
<td>89/93</td>
<td>85/95</td>
</tr>
<tr>
<td>5. Course availability</td>
<td>85/86</td>
<td>64/95</td>
</tr>
<tr>
<td>6. Course materials (including online materials)</td>
<td>56/93</td>
<td>69/96</td>
</tr>
<tr>
<td>7. Class activities/student interaction</td>
<td>77/93</td>
<td>87/99</td>
</tr>
</tbody>
</table>

These sample comments reflect the high satisfaction that was evidenced in the surveys:

- 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.
- Instructors are always available. Program is open to students who are not of Filipino descent. Timpuyog picnic is a great way to meet new people, hang out with old friends, and learn more about the culture.
- 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.
- 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.
Summaries of the B.A. Exit Survey results for semesters with graduating students (Spring 2009 and Spring 2010, and Summer/Fall 2010, and Spring 2011) are indicated in Table 3 and Table 4 below (Overall Satisfaction with the Program). Full assessment data can be found in Appendices C1-C8. Data for the Filipino and Ilokano surveys are summarized together.

### Table 3: Overall Satisfaction with the Program

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Very-Somewhat Satisfied, in % Spring 2009 and 2010</th>
<th>Very-Somewhat Satisfied, in % Summer/Fall 2010 and Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Availability of program information</td>
<td>100/100</td>
<td>100/100</td>
</tr>
<tr>
<td>2. Academic standards and expectations</td>
<td>100/100</td>
<td>100/100</td>
</tr>
<tr>
<td>3. Relevance of program to academic/professional goals</td>
<td>100/100</td>
<td>100/80</td>
</tr>
<tr>
<td>4. Appropriateness of degree requirements</td>
<td>100/100</td>
<td>100/100</td>
</tr>
<tr>
<td>5. Faculty academic advising</td>
<td>100/75 (Ilo 25 neutral)</td>
<td>100/100</td>
</tr>
<tr>
<td>6. Faculty mentoring such as in research and other related activities</td>
<td>100/75 (Ilo 25 neutral)</td>
<td>100/100</td>
</tr>
</tbody>
</table>

### Table 4: Satisfaction with the courses in the program

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Very-Somewhat Satisfied, in % 2009-2010</th>
<th>Very-Somewhat Satisfied, in % 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall quality of instruction</td>
<td>100/100</td>
<td>100/100</td>
</tr>
<tr>
<td>2. Variety of courses</td>
<td>100/100</td>
<td>100/80</td>
</tr>
<tr>
<td>3. Course sequencing</td>
<td>100/100</td>
<td>100/80</td>
</tr>
<tr>
<td>4. Course availability</td>
<td>33/100 (Fil 67 neutral)</td>
<td>100/60</td>
</tr>
<tr>
<td>5. Frequency of course offerings</td>
<td>67/100 (Fil 33 neutral)</td>
<td>100/80</td>
</tr>
<tr>
<td>6. Class size</td>
<td>100/100</td>
<td>100/100</td>
</tr>
</tbody>
</table>

These sample comments reflect the high satisfaction that was evidenced in the surveys:

- 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.
- 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.
- 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 Hawai‘i-Manila flights, and I'm hoping I hear word from them soon.

- 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.
- I would like to teach high school because I would like to let the students know that 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.

The Student Exit Surveys also provided the Program with profiles of the students—what languages they spoke at home, why they wanted to take 100-200 level courses, how they learned about the program, and why they decided to study at UH Mānoa. Many students speak Filipino, Ilokano, Cebuano, or another Philippine language at home. Some of them speak 2 or 3 Philippine languages. A third of these students are pursuing a certificate (minor) in Philippine language and literature, and a few of them plan to pursue a double major. The Program has awarded a total of 44 minors/certificates since 2002. Current recruitment efforts resulted in a significant increase in the number of students/advisees pursuing a minor/certificate. Through intensive academic advising, the current pool of minors is a targeted source of B.A. majors (see Table 6 for Program enrollment data). Although most of the students take language classes because they are required, a third of them have indicated the desire to continue taking higher level courses.

In addition to the Exit Surveys, the B.A. Program also assesses student proficiency by offering to all graduating BA majors in modern foreign languages the ACTFL OPI (American Council on the Teaching of Foreign Languages Oral Proficiency Interview). The ACTFL OPI is an internationally recognized oral proficiency test which has been used increasingly for many purposes such as academic admission and exit requirements. The OPI testing is facilitated by the college and results for individual programs are submitted to the Department Chairs and section heads annually. Both the Filipino and the Ilokano Language Programs have certified ACTFL OPI testers. In the future, the Program also plans to implement a capstone assessment where program-level assessment data are collected in the designated capstone courses. This is a college-wide initiative and one of the LLL’s B.A. programs, the B.A. in Second Language Studies, is already engaged in capstone assessment, which will serve as a model for the Philippine B.A. Program.

A strong indicator of the quality of student learning and the high standards of achievement of program objectives is the successful professional career placements and continuing academic achievements of B.A. alumni. Appendix D (Filipino) and Appendix E (Ilokano) clearly indicate that there has been a high level of success of program graduates in career employment and continuing graduate education. Areas of employment have included Ilokano and Filipino language teaching, social services, health care, law, local politics, and employment in private companies. Post-B.A. graduate studies have included the fields of Education, Nursing, Law, Psychology, Social Work, American Studies, Asian Studies, and Political Science.
(3) Are program resources adequate? Analysis of number and distribution of faculty areas of expertise, budget, sources of funds and facilities and equipment.

The Filipino and Ilokano language programs are the largest Philippine language programs in the Unites States in terms of faculty and the number of students served. Student enrollments average approximately 350 students per semester — about 45% of the total enrollment for IPLL. There are currently seven full-time faculty and six part-time lecturers employed between the two programs (four full-time faculty members and three part-time lecturers in the Filipino concentration and three full-time and three part-time lecturers in the Ilokano concentration). All program faculty are employed for instruction and advising for the B.A. and Minor Programs and for the supporting Language Certificate Program and the Hawaiian and Second Language Requirement. Appendix J provides details of faculty rank, areas of specialization, and course responsibilities of the faculty. Current faculty resources are adequate to maintain the B.A. and supporting programs and can accommodate future courses to be taught at the 300 - 400 levels. The Department of Indo-Pacific Language and Literatures provides all the physical resources that the B.A. and the supporting programs require. Although IPLL has no designated classroom space for any of its language programs, there are adequate classrooms with audio-visual equipment available through the UHM general classroom pool. In addition, the Filipino and Ilokano programs make extensive use of the college’s Language Learning Center which provides access to language laboratories, media rooms, and audio-visual equipment.

The Philippine Language and Literature B.A. has an established curriculum in place and there is constant review of the curricular offerings to keep pace with the fast changes in language education, digital technology, and other developments in information technology. In the future, the program hopes to be able to conduct more on-line language classes in order to expand program accessibility to non-traditional students and students at other UH system institutions.

(4) Is the program efficient? (An assessment of productivity and cost/benefit considerations within the overall context of campus and University "mission" and planning priorities. Include quantitative measures comparing, for example, SSH/faculty, average class size, cost per SSH, cost per major with other programs in the college, on the campus and, as appropriate, similar programs on other UH campuses.)

The Philippine B.A. Program has developed a productive undergraduate program that has demonstrated a steady level of student enrollment while maintaining a relatively constant faculty base. The average class size for all courses within the Filipino and Ilokano programs are significantly larger than the IPLL average and are comparable with language programs of similar sizes within the college, such as German and Korean. Lower division classes frequently meet or exceed the college mandated minimum of 20 students for lower division courses and 15 for upper division courses. It should be noted that larger class sizes that may be appropriate for content-based courses (e.g., History, Biology, etc.) are not appropriate for performance based classes such as language, music, and art.
Table 5 below (Filipino and Ilokano Student Enrollment) shows the total student enrollment for the courses taught in the program since 2002. The data for enrollment in Filipino and Ilokano classes are for language skills classes taught at all levels in the target languages. The data for Filipino and Ilokano IP classes are for literature and culture classes taught in English at all levels. See also Appendix F: Enrollment of Filipino and Ilokano Programs.

Table 5: Filipino and Ilokano Student Enrollment

The number of majors in the B.A. degree has shown stability since 2002 with an average of seven majors each year in the combined concentrations. For the academic year 2010-2011 the Program awarded 11 degrees. The current high number of Program Minors (71) indicates that student interest is increasing and the Program is likely to begin to experience an increase in declared majors across time (see Table 6: Filipino and Ilokano Graduates, majors, and Minors/Certificates). Since most of the students declare their major in their second year, it takes students roughly 2 years after declaration to complete a bachelor’s degree with a major in Filipino or Ilokano, or approximately 3 years to complete a double degree. The degree completion rate for Ilokano is 85% while for the Filipino concentration it is 100%.
Table 6: Filipino and Ilokano

<table>
<thead>
<tr>
<th>Graduates, Majors, and Minors/Certificates</th>
<th>Filipino</th>
<th>Ilokano</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Majors Graduated</td>
<td>24</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>Total Number of Minors/Certificates Awarded</td>
<td>27</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>Current Majors</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Current Minors</td>
<td>62</td>
<td>9</td>
<td>71</td>
</tr>
</tbody>
</table>

The Filipino and Ilokano programs in IPP have been developed with a modest amount of instructional faculty. Since its creation in 2002 its number of fulltime faculty within the two concentrations has increased slightly from 5.0 FTE in 2002 to its current level of 7.0 FTE. The program has achieved a good degree of efficiency with the resources provided by the University and the department. Built-in structures such as placement tests, scholarship opportunities, advising, and other skill-oriented activities for students

(5) Evidence of program quality. (A qualitative assessment of the program in relation to competing demands for resources by new programs and continuing programs. Accreditation or other external evaluation, student performance [e.g., on external exams], satisfaction, placement and employer satisfaction, awards to faculty and students faculty publication record, evaluation of faculty, etc.)

Evidence of high program quality can be found in several quantifiable areas, including, increased enrollments, retention and graduation rates, student performance and student satisfaction, student evaluation of faculty, and faculty excellence as demonstrated through awards and publications. As quantified in Question 4, student enrollment has been a rising trend especially in the past five years. The program retains a high percentage all of its majors and minors, with a 100% graduation rate for Filipino and 85% for Ilokano, demonstrating effective advising and academic services.

The strength of the Philippine Language and Literature B.A. Program lies primarily in its excellent faculty. Annual student evaluations show that the program faculty members have consistently received high ratings from students. The teachers constantly undergo review by the department personnel committee and have all been consistently renewed as exceptional. The program has articulated its student learning objectives clearly and the annual internal assessment of these objectives has shown that they are being met. Results of the LLL assessment instruments discussed in the previous question show a high student satisfaction rate. The following indicate the areas of faculty expertise that validate the qualitative assessment of the Philippine Language and Literature undergraduate degree.

A. Materials Development
The B.A. Program uses textbooks and other materials developed and published by the program faculty. Most other Filipino and Ilokano programs Hawai‘i and elsewhere in the United States use our textbooks. The Program’s scholastic productivity include:
• Intermediate-Advanced Filipino CD-Rom composed of 20 listening and reading lessons with web-based grammar, dictionary, and supplementary lessons currently uploaded in the Filipino Program’s website (2002-2004, funded by the US Department of Education with a $183,000 grant to Teresita Ramos and Ruth Mabanglo);

• Advanced Filipino Textbook with DVD and web-based supplementary interactive reading and listening lessons (2006-2010, funded by the US Department of Education for $259,000.00, grant to Ruth Mabanglo);

• Bilingual Dictionary for Specific Purposes for use of the students and faculty of the Advanced Filipino Abroad Program (AFAP) in the Philippines (2007-2008, grant received through AFAP by Dr. Teresita Ramos and Ruth Mabanglo);

• The Contemporary English-Ilokano Dictionary and a companion volume, Kontemporaneo a Diksionario nga Ingles-Ilokano (2011, Aurelio Agcaoili).


• Innovative module-format curriculum for introductory through advanced Ilokano and Indo-Pacific Courses (2010, Aurelio Agcaoili and Jeffery Acido).

• Siblaw Taraw: Tales of Enchantment from Fiallig: Digital comic books (DVD format) of folktales from Mountain Province narrated in Filipino with English subtitles (2012, Pia Arboleda).

B. Internationally Respected Immersion Program
The UH M Filipino Program has developed and offered the internationally acclaimed Advanced Filipino Abroad Program (AFAP) for 20 years through grants obtained from the Department of Education/Fulbright-Hayes Advanced Projects Abroad Program. Recruiting students nationally, the AFAP has trained more than 200 students who have successfully completed the summer program in an immersion mode where optimum language and culture proficiency is emphasized. Students are also immersed in the socio-political life of the Philippines. To date, the Filipino and Philippine Literature Program has received more than one million dollars from the funding agency. See Appendix G for a list of AFAP and DOE funding.

C. Collaboration with Other Programs and UH System Articulation
A major strength of the faculty of the Philippine Language and Literature B.A. Program is its collaboration with other departments, centers and other language institutions locally, nationally, and internationally. Locally, Program faculty members have initiated and developed Filipino and Ilokano language courses at Leeward Community College, Kapiʻolani Community College, Maui College, and the University of Hawaiʻi at Hilo. As of 2012, Filipino is now taught at Honolulu Community College, Kapiʻolani Community
Both the Ilokano and Filipino programs have provided the transfer of curriculum and the training of the instructional faculty in these institutions. The Filipino Language Program has assisted the University of Hawai‘i at Hilo with the development of placement exams and invited UH Hilo faculty to do classroom observations at UH Mānoa. At Maui College, the Ilokano Program developed and delivered a non-credit Ilokano Language and Culture (Ilokano Plus) course attended by members of the community; this Ilokano course is apart from the regular credit courses in Ilokano offered by that college. With the inclusion of the regular credit courses in Ilokano at Maui College, the Ilokano Program trained the Maui College’s instructional faculty, and supplied the curriculum for both its 100-level and 200-level courses.

The historic and collaborative relationships between these various academic programs in Filipino and Ilokano have greatly facilitated student articulation and recruitment within the University of Hawai‘i system and between the DOE and the University. Program faculty have been instrumental in the recent development of Ilokano language curriculum at Farrington and Waipahu High Schools. These two high schools are the first schools in the nation to offer accredited courses in Ilokano. Students within these two high school programs maintain close academic and mentoring relationships with the UHM Program faculty. Several recruitment and retention initiatives have been established to ensure that local high school students are actively recruited to UHM and supported through their academic careers. Program faculty have achieve these important goals through close working relationships with the UHM Office of Multicultural Student Services (formerly Operation Manong), the UHM Office of Student Equity, Excellence, and Diversity, the UHM GEAR-UP program (Gaining Early Awareness and Readiness for Undergraduate Programs), and the Center for Second Language Research (CSLR) (i.e., Foreign Language Partnership Project, CLEAR, and SHALL (Studies of Heritage and Academic Language and Literacies) with the Department of Second Language Studies.

The Filipino and Ilokano Program faculty have collaborated with the Filipino-American Institute, spearheaded by Dr. Patricia Halagao from the College of Education, to develop materials for use in middle schools with large numbers of Filipino students, and to train teachers on multicultural education. Filipino Program faculty have also collaborated with the Center for Southeast Asian Studies on two important projects: first, the teacher training program for the Chicago Public schools that aims to provide fresh perspectives on the Philippines and Filipino youth; second, the UHM Center for Southeast Asian Studies Reading Assessment Project that is developing a reading comprehension test that will be used by the Southeast Asian language programs and by other external institutions.

Externally, the Filipino Program has assisted in the development of Filipino language programs in the US mainland. Through the Consortium for the Advancement of Filipino chaired by Dr. Teresita Ramos of UHM, the Filipino Program has helped strengthen the Filipino language offerings of schools such as the University of Pennsylvania, the University of Michigan, New York University, the University of Washington-Seattle,
Northern Illinois University, the University of San Francisco, the University of California-Los Angeles, the University of California-Berkeley, the University of California-Riverside, Cal State-Hayward, San Francisco State University, and City College of San Francisco. It has also provided assistance to the Filipino language program of the University of Guam. The Consortium for the Advancement of Filipino provides its members updates on latest teaching materials, research publications, and conference announcements. It also maintains the network for advocacy on issues related to Filipino language and teaching.

Many academic institutions in the United States that look to the UH Filipino and Ilokano Language Programs for highly specialized requirements like oral proficiency testing. Several Program faculty are licensed ILR-ACTFL* OPI (Oral Proficiency Interview) testers. The ILR-ACTFL is the most respected agency that grants certification for standardized oral proficiency. Universities that request such services from the Program on a regular basis include Yale University, Stanford, and the University of Arizona. In addition, the Southeast Asian Studies Summer Institute, the most prominent Southeast Asian Language teaching institution in the United States, has been using UHM Filipino Program language instructors since its inception in 1988. Filipino Program teachers are also involved in the reading assessment project of the Defense Language Institute. In addition, Ilokano Program faculty provide expertise for Ilokano certification in court interpretation for the National Center for State Courts; to-date, an instructional faculty member and a retired faculty member serve as examiners for the Ilokano interpreter certification. These faculty members also assisted in the development of the instruments for the Ilokano interpreter’s oral and written examinations. Please refer to Appendix H for a list of Collaborations with Other Programs.

D. Faculty Expertise
The continuous professional development of the Philippine B.A. Program's faculty members assures the students of quality instruction as well as satisfaction. Hence, the faculty members are not only knowledgeable of the latest trends in their fields but are also equipped with all the skills that make them responsive to student needs. Currently, the Filipino Program has two tenure-track positions (one full Professor and one Assistant Professor), two full-time Instructors, and three part-time Lecturers. The full Professor is a literature specialist but was trained to be a language specialist as well; while the Assistant Professor is a literature, language, and folklore specialist. Of the two Instructors, one has a Doctor of Arts in Language and Literature and the other is a PhD student in Information Technology. The three long-term lecturers include a Professor Emeritus, a Filipino teacher of 30 years, and a recent graduate of the Philippine B.A. Program. The Ilokano Program has two tenure-track Assistant Professor positions, one Instructor, and three part-time Lecturers. The two Assistant Professors are Literature and Language Teaching specialists and the instructor has a Doctor of Philosophy in Education with a specialization in Second Language Acquisition. The three long-term lecturers include a doctoral student in Education, a graduate of the Philippine B.A. Program, and a

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* ILR-ACTFL, Inter-Language Roundtable and American Council for the Teaching of Foreign Languages.
joint Ilokano lecturer at Kapi’olani Community College. Please refer again to Appendix J for Faculty Specialties and Faculty Curricula Vitae.

In terms of evaluation, all Program faculty members have excellent ratings. The UHM eCAFE records are on file with the Department and reveal consistent excellent ratings (4.5s and 4.0s on a 5-point scale). In 1993 Dr. Teresita Ramos was awarded the UH Board of Regents Excellence in Teaching Award and the Hawai’i Association of Language Teacher’s Excellence in Teaching Award. Faculty members have continued their professional development by attending in-house language teaching workshops at the UH National Foreign Language Resource Center, Center for Teaching Excellence (CTE,) and the Information Technology Services (ITS). They also participate in conferences and workshops of the Hawai’i Association of Language Teachers (HALT), the Association of Asian Studies (AAS), the Council of Teachers of Southeast Asian Languages (COTSEAL) and the National Council of Organizations of Less Commonly Taught Languages (NCOLTCL). Program faculty have frequently served in leadership positions in many of these nationally respected professional.

(6) Are program outcomes compatible with the objectives? (Analysis of numbers of majors, graduates, SSHs offered, service to non-majors, employment of graduates, etc., in relationship to objectives.)

The number of total number of students in the Filipino and Ilokano Language Programs has been increasing since the approval of the B.A. The number of majors in the B.A. Program has been stable since its inception in 2002. The SSHs offered compare favorably with other programs, primarily because of the large class sizes and excellent instructor to student ratio (see Appendix I: Instructional FTE, Academic Program Cost Revenue Template). With its excellent faculty, nationally respected curriculum, and service- and community-focused activities, the B.A. and supporting programs offer extensive opportunities and services to non-majors as well. Student performance in the Philippine B.A. and supporting programs for both the Filipino and Ilokano Concentrations is excellent. This can be measured by:

- Satisfaction with program content, delivery of courses, and rapport with teachers as evidenced by the eCAFE evaluations for all courses, the LLL B.A. Exit Survey, and the Hawaiian and Second Language Exit Survey.
- Positive responses to cultural and writing tasks given every semester (e.g., enthusiastic participation in (1) semestral picnics, (2) song festival every Fall and drama festival every spring, (3) attendance at lectures, culture and literary events sponsored by the Program as well as the community, (4) participation in the Katipunan Club (Filipino) and the Timpuyog Club (Ilokano), (5) successful student grants for both the Clubs, and (6) writing articles and serving as editorial staffers for the two publications of the B.A. Program, Katipunan and Timek.
- Academic excellence as evidenced by good grades and scholarships and honors received by students who have majored in the Program. Most of the majors have at least 3.00 GPAs and this is required when applying for in-house scholarships.
A recent B.A. Program graduate from the Filipino Concentration was inducted into the Phi Beta Kappa Honor Society in 2011.

- Involvement in early professional development by participating in the internship programs that began in the Fall 2010. Four students majoring in the Filipino Program received $800 each in program-generated scholarships to enroll in IP 465 (Teaching Practicum) to learn the basic theories of teaching a Southeast Asian Language. In the middle of the semester, each student was assigned to a beginning or intermediate level class at UHM to assist the teacher in teaching. Each student submitted portfolios of their experiences and personal evaluation of the practicum. Similarly, Ilokano students participate in an internship program with two local Hawai’i high schools, Farrington and Waipahu. These are the only high schools in the United States that offer Ilokano as a world language for credit. The language programs at these schools were developed with the assistance of the UHM Ilokano faculty.

- The directional path of those who majored in the B.A. Program and the careers they undertook. As indicated in the response to question 2, Program graduates have been successful in obtaining employment or further academic study consistent with the objectives of the program. Please refer again to Appendix D (Filipino) and Appendix E (Ilokano) for a summary of post-BA employment.

After the B.A. was established in 2002, the Program redefined its mission and vision. As the premier program for the teaching of the Filipino and Ilokano languages, Philippine Culture, and Philippine Literature in the US and the Pacific Basin, the mission includes:

- Provide in-depth knowledge and understanding of the Filipino and Ilokano languages and cultures to students as well as the local, national, and global community.
- Promote a broad understanding of the Philippines, its national and local languages and its people, among heritage and non-heritage students.
- Train language and literature scholars, researchers, and teachers to become competent, literate users of Filipino and Ilokano, and to lead the field of teaching these languages and Philippine literature outside the Philippines with innovative and state-of-the-art pedagogical materials and groundbreaking research.

The B.A. Program’s mission fulfills the University’s common purpose for 2005-2010, i.e., “to serve the public by creating, preserving and transmitting knowledge in a multi-cultural environment.” The Program has uniquely shaped itself to engage students in the multi-cultural setting of the environment by offering courses that focus on the rich heritage of the Filipinos in Hawai’i and linking them with other knowledge and cultures found in the community; engaging students in activities that serve the community, and producing updated teaching materials at par with the acceptable teaching trends in language and literature. The Philippine Language and Literature B.A. Program fulfilled the following goals in the period, 2004-2010:
Strengthen Ties with the Hawai‘i State Department of Education

To strengthen ties with the Hawai‘i Department of Education (DOE) and the government in general, the B.A. Program directly and indirectly collaborates with personnel of the Foreign Language Section (DOE) in the promotion of foreign language courses offered through the DOE and the University. It advocates for policies that will benefit the B.A. Program by soliciting support from the DOE and other community organizations. It also supports DOE-led activities and events necessary to meet language standards set by the federal Department of Education.

Expand Learning through Online Courses

Through the training initiated by the UHM National Foreign Language Resource Center in developing web-designed teaching materials and providing the software (BRIX) necessary for technologically based teaching, the B.A. Program initiated a hybrid online course (Filipino 301-2) in 2007-8. Members of the Ilokano faculty, Julius Soria and Clemen Montero also trained for the BRIX and both have been using this technology in their language classrooms. In June 2010, Dr. Ruth Mabanglo completed Bahaghari: Readings in Advanced Filipino, a textbook with DVD and supplementary lessons in the web (www.bahaghari-textbook.com) that the federal DOE funded for four years. The Filipino Program intends to continue to offer Filipino 301 to 402 as online courses. Preparation for more hybrid online courses are in the planning and the instructors of beginning and intermediate level courses of both Filipino and Ilokano have been trained in using Web Audio Utility (WAU) programs from the UHM/NFLRC. In addition, web-based authentic listening materials to supplement the textbooks have been developed by Dr. Teresita Ramos and segments from films, DVDs and music CDs have been developed for the teaching of culture. The establishment of online advanced level courses will be beneficial for the B.A. Program as this will generate interest from students off-island, thereby increasing enrollment in the upper level Filipino and Ilokano courses.

Increase Faculty Productivity through Training in Acceptable Standardized Language Teaching Skills and through On-Going Assessment

Through the various training programs, a large number of the B.A. Program faculty has received certification for assessment and other language teaching skills. As noted above, three members of the Filipino and Ilokano faculty have become certified OPI testers/raters. Two faculty members (Pia Arboleda and Imelda Gasmen) were also certified in 2010 by the Defense Language Institute in assessing reading skills.

Increase Updated and Accessible Pedagogical Materials

Through grants received from the US DOE, the Filipino Program has developed materials such as the Makinig at Bumasa CD-Rom (completed 2005) with interactive supplementary reading and listening lessons; Bahaghari: Advanced Filipino Readings with DVD (completed 2010), and additional interactive lessons in the web. The Program continues to upgrade the content of Filipino language and literature courses. In addition, individual teachers of both the Filipino and Ilokano Programs utilize newer or current authentic materials available in the web, DVDs, films and music CDs not only to make the courses interesting but also to expose students to the development of Filipino and
Ilokano languages per se.

**Reinforce Ties with the Filipino Community**

Since many majors are heritage students, ties with the community have been a major focus of the Program. It is through the community that the B.A. Program derives much of its strength, and to some extent, its resources. Human and financial support for the various projects spring from the community. The community has directly and indirectly financially supported numerous projects and events of the B.A. Program. These include:

- 2005 First Balagtasan (Tagalog poetical joust) in Hawai‘i. This has brought to Hawai‘i, Philippine national artist for literature Virgilio Almario, King of the Balagtasan Teo Antonio, and Prince of Balagtasan Michael Coroza. The UHM Center for South East Asian Studies funded their travel but their board and lodging as well as honorarium came from the community.
- 2006 the First Filipino Independent Film Festival, a week of film showing with reception and invited speaker, Dr. Nicanor Tiongson. This event was partly funded by the community as this was tied to community celebrations for the 100-year anniversary of Filipino arrival in Hawai‘i.
- 2006 *Pagtatagpo* (Encounter), a Philippine literature Festival that brought to Hawai‘i six internationally renowned literary writers including Ninotshka Rosca from New York, Marianne Villanueva from San Francisco, Francis Tanglao Aguas from Virginia and Maria Josephine Barrios from Boston to meet with local writers such as J. Zamora Linmark, Michelle Skinner and Ruth Mabanglo for a discussion of the current and future direction of Philippine writing in the US.
- 2006 International Nakem International (Ilokano) Conference on Cultural and Linguistic Pluralism held at the University of Hawai‘i with visiting scholars Dr. Bonifacio Ramos of St. Mary’s University and Dr. Alegria Tan Visaya from Mariano Marcos State University. The conference was funded by the local and international community.
- 2007 2nd Nakem International Conference, “Panagpanaw Ken Panagindeg—Exile and Settling in Ilokano and Amianan History and Culture,” with the UH Ilokano Program co-convening, and with Dr Agcaoili as co-convener and co-chair of the conference committee. The conference was funded by the local and international community, including partly from the Philippine government.
- 2007 Literary event on Filipino women in literature that brought poet and writer Benilda Santos to Hawai‘i.
- 2007 International Conference on Ilokano and Amianan Literatures and Cultures held at the University of Hawai‘i. The conference was funded by the local and international community.
- 2008 3rd Nakem International Conference, “Panagkakannayon: Continuity and Linguistic Diversity in the Ilokano and Amianan Homeland and Diaspora,” with the UH Ilokano Program co-convening, with Dr. Agcaoili as co-convener and co-chair of the conference committee.
- 2008 First International Conference on Filipino as a Global. The events within the conference such as literary readings in “Sa Indayog ng Wika” was funded by the community.
2009 the 4th Nakem International Conference, “Dap-ay:an: Understanding and Sharing Ethno-linguistic Worlds Towards Cultural Pluralism” held at the University of Hawai’i. The conference was funded by the local and international community.

2010 5th Nakem International Conference, “Adal ken Sirib: Education in Cultural Diversity and Linguistic Democracy,” with the UH Ilokano Program co-convening, and with Dr Agcaoili as co-convener and co-chair of the conference committee.

2011 6th Nakem International Conference, “Mother Language Education and Cultural Nationalism,” with the UH Ilokano Program co-convening, and with Dr. Agcaoili as co-convener and co-chair of the conference committee.

(7) Are Program Objectives Still Appropriate Functions of the College and University? (Relationship to University mission and development plans, evidence of continuing need for the program, projections of employment opportunities for graduates, etc.)

The mission and vision of the Philippine Language and Literature B.A. Program, in keeping with the ideals of a diverse and pluralistic American society, seeks to provide an in-depth understanding of the Philippines, its national languages and its people among heritage and non-heritage students; train language and literature scholars, researchers and teachers to become competent, literate users of Filipino and Ilokano; and lead the field of teaching Filipino, Ilokano and Philippine literature locally, nationally, and internationally with innovative and state-of-the-art pedagogical materials and groundbreaking research.

Since its beginning in 2002 the Program has remained closely aligned with the university’s Mission and Vision statements by “achieving academic and research excellence” and building a degree program that serves “the local, national, and international communities that surround us.” The B.A. Program, with its strong emphasis and focus on understanding diversity and the importance of service, has created a successful “culture of community engagement that extends far beyond the classroom to bridge theory and practice, fostering creative and critical thinking, and promoting students’ intellectual growth and success as contributing members of society.” The B.A. Program considers itself an academic family in which all members are taught the Filipino values that are akin to the values of the various communities that reside in Hawai’i; it engages the students to activities beyond classroom walls; the learning of language and literature not only bridges the theory and practice, and the creative and practical usage of knowledge, but also connects the outside world with the self. Since many of the values embedded in the language speak of inherent partnerships and cares, the B.A. Program helps to develop citizens who use their language knowledge to enhance social and cultural development, sustainable programs on partner area studies such as health, governance, culture work and education.

The Bachelor of Arts in Philippine Language and Literature has steadily demonstrated its value to the university and to the state of Hawai’i through its record of excellence and its popularity among its students. The Program has proven its ability to address the needs of
students, the university, the international academic community, and the Filipino heritage community in Hawai‘i. The B.A. Program has achieved its goal of providing students with in-depth knowledge of Philippine language, literature and culture. The B.A. has also been successful in providing heritage students with the opportunity of reconnecting with their home culture while at the same time completing an academic degree program with practical applications and career advantages. Students who have majored or minored in the Philippine B.A. include those who foresee a career involving the use of Filipino or Ilokano, those interested in learning about Philippine culture, and those already involved in direct work with the Filipino community in Hawai‘i and the mainland. The Program has clearly shown its ability to equip students with linguistic, cultural, academic, and professional skills for career opportunities in fields such as education, social work, public health, nursing, psychology, geography, and law.

The B.A. Program, the Language Certificate Program, and the two-year introductory language-requirement program have experienced an increased enrollment, an indicator of students’ choice of these languages over other more commonly studied languages. The increase in enrollment over the past ten years has created a demand for new and innovative curriculum, and continual development of experienced and competent teachers. The Program has been able to address these issues successfully. Courses include language, literature, drama, film, popular culture, translation and interpretation, teacher training, and language for specific purposes (e.g., educators and health care providers). The internship programs that the B.A. faculty have developed at UHM and Farrington and Waipahu High Schools provide students with the opportunity to apply what they have learned and gain important classroom experience as teachers and educators.

The structure and content of the Philippine Languages and Literatures B.A. program has followed the successful examples of the existing Hawaiian, Korean, Chinese, and Japanese B.A. programs. Because of high student demand, class sizes are larger than averages for most languages in the college. The B.A. Program is cost effective since immediate costs both before and after the establishment of the B.A. Program have remained fairly constant. The great majority of courses in B.A. program already existed prior to 2002 and upper-division and other Philippine courses have been redesigned in content and to provide students with required focus designations such as Writing Intensive, Contemporary Ethical Issues, and Oral Communication. Since most faculty and courses were in place and operating, a more effective use has been made of existing resources and faculty. The required and elective courses are offered in the Department of Indo-Pacific Languages and Literatures, the School of Pacific and Asian Studies, and in other departments of the College of Arts and Sciences. In addition a great deal of external funding has been obtained for materials development, professional development, and opportunities for student study abroad.

There has been an ongoing process of assessment and fine-tuning the offering of courses and course content in view of student performance. Entrance and exit interviews, surveys, and various tests have been integrated into the Program to evaluate student achievement and student satisfaction. These instruments have gauged not only academic
accomplishments and teaching effectiveness but also career expectations and actual outcomes (i.e., job closely related to the training, employer/student satisfaction, acceptance in graduate school, and other areas of academic endeavor related to the Program). The program has established a system to monitor the progress of our B.A. candidates and graduates within and beyond the University. In all areas Program assessment has been excellent.

The quality and success of the Bachelor of Arts in Philippine Language and Literature justifies the continuing need for the Program. It is the only program of its kind in the world and it serves to bolster the position of the UHM as home to the most respected center of study for Philippine Languages and Literatures in the United States. Given its central importance to the state of Hawaii and its strong dedication to serve the mission and vision of UHM, it is important that the Bachelor of Arts in Philippine Language and Literature be granted permanent status.