

# Stanford Language Center



Annual Report to the Committee on  
Undergraduate Standards and Policy

Academic Year 2013-14



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## Overview

The 2013-2014 academic year marked the beginning of the 19th year of the Stanford Language Center. This annual report consists of sections highlighting performance data of Stanford students completing as well as continuing past the language requirement; information on teaching quality; and characteristics of the placement and assessment of incoming students for the current academic year (2014-2015).

## Mission Statement and Program Structure

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic programs and enables them to live, work, study, and research in a different country. Stanford students need to be able to initiate interactions with persons from other cultures and also to engage with them on issues of mutual concern.

In order to accomplish this goal for Stanford students, language programs are proficiency-oriented and standards-based. A proficiency orientation refers to emphasizing doing rather than knowing. We try to make sure that students learn to speak, listen, read, and write in ways that are immediately useful in a real world setting. Based in research and theory on language and on discourse functions, this orientation is adaptive, compensatory, and developmental, not additive. Standards-based refers to the World Readiness Standards on Foreign Language Learning that attend not only to linguistic dimensions, but also to connections that learners make between languages, cultures, and various academic areas; to comparisons between languages and cultures; and to a knowledge of communities that speak a particular language. Our programs are attentive to the pragmatics of each language and culture and respectful of the relationship between genre and function.

In first-year programs, we emphasize speaking and writing – forms that enable learners to produce language at the sentence level in order to interact with native speakers in an immediate time frame, often in service encounters. We also focus on reading and listening genres such as short news and weather reports; short film and book reviews; as well as straightforward expository prose, often descriptive in nature. These are forms that native speakers living within a culture encounter and use on a daily basis.

Second-year programs build on what is learned in first year by moving students from a sentence-based interpersonal level of language into a presentational, paragraph-based mode that expands the students' linguistic as well as interpretational repertoire. Students are asked to conduct research on topics of their academic or professional interest and are taught to present on those topics in a manner that is linguistically and culturally appropriate.

Emphasis is on more refined vocabulary as well as on a syntax that reflects complexity and nuance. Materials encapsulate genres such as editorials, politically-oriented news broadcasts, analytic essays, and short literary texts. Students use these materials as models for their writing so that they learn and cultivate a sophisticated language. Second-year programs are designed to enable students to study abroad or to continue with upper-level literature and culture classes.

Class attendance is critical given the focus on active language skills. Classes are taught in the language and elaborate explanations of grammatical points are left to the textbooks and online materials. Time on task is critical for learning so that if students are to become proficient, they must speak together and with their teacher; they must read things in common and discuss those readings; and they must articulate their reactions to their readings in writing. Materials are authentic, meaning that they are not constructed for learners. When Stanford students listen to audio or video, they are listening to language and observing videos that native speakers would encounter in their daily lives. These materials are rarely modified linguistically or glossed.

## Quality of Stanford Language Programs

### Performance Standards

As noted in previous reports, each language program at Stanford has articulated proficiency goals in all language skills. In brief, the goals for first-year instruction are an Intermediate Mid level of oral proficiency in the cognate languages (e.g., French, German, Italian, and Spanish) and Novice High in the non-cognate languages (e.g., Japanese and Chinese). Similar standards are set for reading and writing. These proficiency levels are based on the national scale called the Foreign Service Institute/American Council on the Teaching of Foreign Languages scale (FSI-ACTFL scale).

The scale has ten levels: Novice Low (NL), Novice Mid (NM), Novice High (NH); Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH); Advanced Low (AL) Advanced Mid (AM), Advanced High (AH); and Superior (S). The Novice level entails word-level speech; Intermediate, sentence-level speech; Advanced and Superior, paragraph-level speech and beyond. To put this scale into context, studies done nation-wide indicate that language majors generally achieve an Intermediate Mid (IM) rating on oral proficiency interviews. In fact, according to the Foreign Service Institute, an IM in the cognate languages and an NH in the non-cognate languages are generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year.

For several years, this Annual Report focused exclusively on oral proficiency ratings. This was the case for three reasons: first, because oral proficiency is the most difficult skill to acquire in a formal setting and is, therefore, worthy of significant attention; second, oral proficiency was the dimension of language study perceived as lacking by the wider university community at the founding of the Language Center; and third, a nationally recognized scale and a concomitant training program were available. This third reason enabled the Language Center to compare Stanford student performance across languages, programs, and institutions.

In recent years, a national assessment for the development of writing proficiency was finalized and made available. This scale follows the general outline of the oral proficiency scale. It focuses on functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines – Writing (Revised 2012). In parallel to the oral proficiency process, this scale also has a certification procedure attached to it, described below in the section on Teaching Effectiveness. The Language Center now routinely assesses both oral and writing proficiency.

## Self-study

In Spring Quarter of each year, the Language Center initiates a self-study of language programs to document whether third quarter students, i.e., students completing one year of language study, do indeed meet the articulated standards. Oral proficiency data in French, German, Spanish, Italian, Chinese, Japanese, Korean, Russian, Portuguese, Hebrew and Arabic are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's online course management tool. **Appendix A** displays the oral proficiency ratings generated over the past nineteen academic years averaged in five-year segments, illustrating that the majority of students are indeed in or beyond expected ranges. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond. As usual, the Chinese language program exceeded its targeted objectives. All data indicate that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. **Appendix A** also displays the oral proficiency ratings of second-year programs. We detect substantial advancement from first- to second-year.

Spring 2008 marked the beginning of our commitment to the formal assessment of writing using the Writing Proficiency Assessment (WPA). This process is corollary to the oral proficiency assessments we conduct. In Spring 2014, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, and Spanish assessed first- and second-year students. These writing assessment data are illustrated in **Appendix B**. The writing measure outcomes are consistent with the oral proficiency ratings across both years of instruction.

## Teaching Effectiveness

The Director of the Language Center reads each instructor's evaluations each quarter. In cases of concern, the Director contacts the relevant language coordinator as well as the instructor to provide pedagogical assistance.

**Appendix C** illustrates student responses to first-, second-, and third-year language teaching during academic year 2013-2014. The data are consistent across previous years' reports and point toward the genuine strengths in all language programs in the Language Center within the Division of Literatures, Cultures, and Languages (DLCL). All 17 questions yield responses overwhelmingly in the "excellent" and "very good" categories. Students continue to like their instructors more than their courses and have particularly high praise for their instructors' knowledge; instructors' availability; and instructors' concern with student learning.

Further, all teaching staff (N=75) are evaluated on the content of their teaching portfolio and receive a letter from the Director of the Language Center evaluating their performance with suggestions for the coming academic year.



**Appendix D** contains the Language Center lecturer roster for academic year 2014-2015 ( $\geq 50\%$  FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments and ACTFL certifications. 54 benefits-eligible instructors (68%) have completed all oral proficiency interview training and have been certified; an additional eleven have begun the certification process. 95% of all Stanford language instructors (lecturers and graduate students teaching assistants) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States for institutions to have even a handful of instructors with such training.

The certification process is rigorous, taking between six months and a year to complete. It involves several stages which train candidates to rate speech samples and perform oral proficiency interviews at various levels. Candidates first attend an intensive 2- or 4-day M/OPI workshop to learn and practice procedures for rating and interviewing. They then do extensive online rating practice of speech samples and receive feedback; prepare and submit a round of practice interviews they themselves have performed; receive feedback on those interviews; prepare and submit a final round of interviews; and undergo an individual OPI to ascertain their own oral proficiency level at Advanced Mid or higher. Certification is granted based on rating reliability and interviewing technique. To put this in context, successful candidates typically need to perform three or four times the number of interviews than are needed for submission in order to produce interviews of sufficient quality.

The American Council on the Teaching of Foreign Languages (ACTFL) has developed a similar certification process in writing, which trains candidates to identify and rate writing samples of various proficiency levels, through workshops and subsequent rounds of rating practice. The Language Center has already sponsored six such workshops and has several staff members currently pursuing this rater certification; 33 have completed the process and been certified as raters of writing proficiency. The writing certification is an add-on to the oral proficiency certification.

## Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite high despite Stanford's ostensible technical orientation. A high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement. This pattern does not seem to have changed. **Table 1** lists first-, second-, and third-year enrollments per language for academic year 2013-2014. Approximately 65% of language enrollment clusters in first-year programs. Second-year programs generate about 24% of the enrollment and third-year/advanced programs around 11%.

TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2013-2014									
	Autumn 2013-2014			Winter 2013-2014			Spring 2013-2014		
	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced
AME	46	18	4	45	13	4	57	13	6
Arabic*	41	24	19	34	18	17	46	25	12
Catalan	6	0	0	5	0	0	3	3	0
Chinese*	146	93	75	136	75	50	107	45	50
EFS	176	0	0	143	0	0	97	0	0
French	123	76	15	113	70	12	97	73	5
German	108	17	0	91	23	0	90	10	0
Italian	101	26	0	75	22	1	71	13	4
Japanese*	90	71	46	75	58	41	51	41	28
Korean	23	7	6	18	6	9	17	7	5
Portuguese	40	14	6	32	18	7	15	20	11
Slavic*	20	7	23	16	13	23	14	10	29
Spanish	319	115	26	316	98	21	262	88	14
SLP*	108	28	10	93	29	6	82	23	9
Tibetan	1	1	1	1	1	0	0	1	0
<b>Total</b>	<b>1348</b>	<b>497</b>	<b>231</b>	<b>1193</b>	<b>444</b>	<b>191</b>	<b>1009</b>	<b>372</b>	<b>173</b>
	<b>Autumn Total 2076</b>			<b>Winter Total 1828</b>			<b>Spring Total 1554</b>		

\* Enrollment data for Third-Year/Advanced courses include student enrollment in Fourth- and Fifth-Year courses.

**Table 2** includes average enrollment data from academic years 1995-1999, 2000-2004, 2005-2009, 2010, 2011, 2012, and 2013. We are beginning to detect a decline in enrollment over the past four academic years. In 2010-2011, we reported 5,961 enrollments, in 2012-2013, 5,697 students and in 2013-2014 5,458 enrolled in language courses. This is a decline of 8.5%.

TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments Average Per Academic Years 1995-1999, 2000-2004, 2005-2009 and Actual Enrollment Per Quarter for Academic Years 2010-2011, 2011-2012, 2012-2013, 2013-2014															
	Average* 95-99	Average 00-04	Average 05-09	Aut 10-11	Win 10-11	Spr 10-11	Aut 11-12	Win 11-12	Spr 11-12	Aut 12-13	Win 12-13	Spr 12-13	Aut 13-14	Win 13-14	Spr 13-14
AME		342	376	76	52	61	56	59	54	56	69	58	68	62	76
Arabic*****			344	129	110	111	127	103	93	85	78	67	84	69	83
Basque*****							4	3	1						
Catalan****			10	5	2	2	2	2	1	2	1	0	6	5	6
Chinese	680	831	1039	346	312	258	356	309	251	341	280	242	314	261	202
EFS**		574	553	190	141	134	169	138	122	193	122	112	176	143	97
French	599	671	672	218	206	178	227	207	200	218	218	204	214	195	175
German	288	264	287	83	78	76	115	97	91	121	105	117	125	114	100
Italian	505	643	545	177	144	147	146	151	103	112	132	124	127	98	88
Japanese	401	502	536	222	192	160	181	159	129	197	170	138	207	174	120
Korean	91	79	95	40	37	32	42	35	32	47	35	29	36	33	29
Portuguese	79	146	154	47	53	67	63	69	62	46	64	52	60	57	46
Slavic	119	150	158	56	59	57	40	51	50	57	65	56	50	52	53
SLP	435	469	458	168	152	131	162	141	143	138	103	106	146	128	114
Spanish	1583	1685	1558	439	454	347	413	393	348	456	481	390	460	435	364
Tibetan***			9	5	4	3	5	3	3	5	3	2	3	2	1
<b>TOTAL</b>	<b>4780</b>	<b>6014</b>	<b>6791</b>	<b>2201</b>	<b>1996</b>	<b>1764</b>	<b>2108</b>	<b>1920</b>	<b>1683</b>	<b>2074</b>	<b>1926</b>	<b>1697</b>	<b>2076</b>	<b>1828</b>	<b>1554</b>

\*Average 1995-1999 does not include 3rd-year courses \*\* EFS included starting Autumn 2003 - \*\*\*Tibetan included starting Autumn 2006 - \*\*\*\*Catalan included starting Autumn 2007 \*\*\*\*\*Arabic removed from AME Fall 08. \*\*\*\*\*Basque added Fall 11

**Table 3** illustrates academic year 2013-2014 demographic data collected from language teaching evaluations. Students continue to report “interest” considerably more frequently than “requirement” as the reason for being in their classes. Table 3 also provides some evidence as to which languages (i.e. Spanish and French) are used most often to fulfill the language requirement.

<b>Table 3 - Student Self Reports - ACADEMIC YEAR 2013-2014</b>														
<b>ACADEMIC YEAR 2013-2014 - ALL FIRST-YEAR</b>														
	AME	Arabic	Catalan	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
Major/Minor	3%	19%	0%	9%	7%	5%	8%	6%	9%	6%	14%	50%	7%	6%
GER	20%	10%	0%	21%	5%	39%	32%	30%	21%	26%	0%	15%	69%	28%
Reputation	0%	0%	0%	0%	2%	1%	0%	0%	0%	0%	0%	0%	0%	1%
Interest	74%	69%	86%	66%	44%	52%	54%	59%	68%	68%	84%	35%	19%	63%
Other	3%	1%	14%	2%	40%	3%	5%	4%	0%	0%	3%	0%	1%	1%
<b>*Total Enr</b>	<b>65</b>	<b>67</b>	<b>7</b>	<b>312</b>	<b>335</b>	<b>207</b>	<b>155</b>	<b>120</b>	<b>155</b>	<b>31</b>	<b>37</b>	<b>34</b>	<b>547</b>	<b>165</b>
<b>ACADEMIC YEAR 2013-2014 - ALL SECOND-YEAR</b>														
	AME	Arabic	Catalan	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
Major/Minor	15%	31%		20%		34%	44%	22%	26%	14%	29%	63%	31%	0%
GER	0%	0%		0%		1%	3%	0%	0%	0%	4%	0%	0%	8%
Reputation	0%	3%		0%		1%	0%	0%	1%	0%	0%	0%	0%	0%
Interest	77%	63%		76%		60%	38%	70%	70%	86%	50%	30%	63%	88%
Other	8%	0%		2%		3%	9%	9%	1%	0%	4%	0%	3%	0%
<b>*Total Enr</b>	<b>13</b>	<b>35</b>	<b>0</b>	<b>188</b>	<b>0</b>	<b>160</b>	<b>32</b>	<b>23</b>	<b>136</b>	<b>14</b>	<b>24</b>	<b>30</b>	<b>229</b>	<b>26</b>
<b>ACADEMIC YEAR 2013-2014 - ALL ADVANCED</b>														
	AME	Arabic	Catalan	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
Major/Minor		36%		24%		36%			23%	0%	36%	69%	9%	9%
GER		0%		0%		0%			1%	0%	0%	0%	0%	0%
Reputation		0%		1%		0%			0%	0%	0%	0%	0%	0%
Interest		64%		71%		59%			72%	100%	55%	24%	91%	82%
Other		0%		2%		0%			1%	0%	9%	4%	0%	0%
<b>*Total Enr</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>113</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>11</b>	<b>11</b>	<b>49</b>	<b>32</b>	<b>11</b>

\*Students responded in multiple categories

**Table 4** illustrates the academic background of students in the language programs. Students are distributed fairly evenly across academic areas, with higher concentrations of Engineering students in German, Japanese, and Chinese in first-year programs. The data help the Language Center to ensure that the language programs are aligned with the needs and interests of students enrolled.

<b>Table 4 - Areas of Study - ACADEMIC YEAR 2013-2014</b>														
<b>ACADEMIC YEAR 2013-2014 - ALL FIRST-YEAR</b>														
<b>Area of Study</b>	<b>AME</b>	<b>Arabic</b>	<b>Catalan</b>	<b>Chinese</b>	<b>EFS</b>	<b>French</b>	<b>German</b>	<b>Italian</b>	<b>Japanese</b>	<b>Korean</b>	<b>Portuguese</b>	<b>Russian</b>	<b>Spanish</b>	<b>SLP</b>
Science	12%	7%	29%	21%	15%	18%	14%	16%	15%	42%	19%	24%	19%	22%
Social Science	15%	43%	14%	18%	10%	21%	11%	16%	7%	6%	22%	12%	15%	21%
Humanities	35%	24%	0%	7%	11%	14%	13%	28%	14%	6%	22%	41%	13%	18%
Engineering	14%	4%	29%	39%	59%	28%	47%	21%	45%	23%	11%	15%	27%	24%
Education	3%	0%	0%	1%	4%	0%	1%	0%	0%	0%	3%	0%	1%	0%
Undecided	17%	21%	29%	12%	1%	18%	10%	19%	16%	16%	24%	9%	22%	14%
<b>ACADEMIC YEAR 2013-2014 - ALL SECOND-YEAR</b>														
<b>Area of Study</b>	<b>AME</b>	<b>Arabic</b>	<b>Catalan</b>	<b>Chinese</b>	<b>EFS</b>	<b>French</b>	<b>German</b>	<b>Italian</b>	<b>Japanese</b>	<b>Korean</b>	<b>Portuguese</b>	<b>Russian</b>	<b>Spanish</b>	<b>SLP</b>
Science	15%	14%		14%		18%	19%	4%	16%	21%	8%	0%	20%	27%
Social Science	15%	31%		26%		24%	28%	13%	16%	29%	42%	60%	24%	15%
Humanities	62%	23%		14%		21%	31%	48%	19%	7%	21%	33%	19%	27%
Engineering	8%	14%		24%		16%	16%	26%	40%	43%	13%	0%	15%	27%
Education	0%	6%		1%		0%	0%	0%	0%	0%	0%	0%	0%	0%
Undecided	0%	11%		17%		19%	3%	4%	7%	0%	4%	0%	19%	0%
<b>ACADEMIC YEAR 2013-2014 - ALL ADVANCED</b>														
<b>Area of Study</b>	<b>AME</b>	<b>Arabic</b>	<b>Catalan</b>	<b>Chinese</b>	<b>EFS</b>	<b>French</b>	<b>German</b>	<b>Italian</b>	<b>Japanese</b>	<b>Korean</b>	<b>Portuguese</b>	<b>Russian</b>	<b>Spanish</b>	<b>SLP</b>
Science		5%		10%		18%			13%	0%	0%	2%	16%	9%
Social Science		55%		27%		14%			29%	73%	27%	10%	19%	18%
Humanities		14%		19%		41%			25%	18%	64%	80%	22%	55%
Engineering		27%		21%		14%			20%	0%	9%	6%	22%	0%
Education		0%		0%		0%			0%	0%	0%	0%	0%	0%
Undecided		0%		20%		9%			7%	9%	0%	0%	22%	0%

## The Language Requirement

### Placement and assessment, Academic Year 2014-2015

The Language Center does significant planning based on input received from the language placement form in *Approaching Stanford* that all incoming students receive and are asked to complete. The Language Center asks students which languages they have studied; which language they intend to use to fulfill the language requirement; for a self-assessment of language abilities; and whether students would like additional information from various language programs. These data enable the Language Center to predict enrollment patterns (both at the program and course level) and to have better and appropriately informative communication with incoming students.

**Table 5** provides information received from the 2014-2015 incoming students. The vast majority of students reported an interest in pursuing Spanish, followed by French, then Chinese. This pattern is virtually identical to previous academic years.

<b>TABLE 5 - 2013-2014 Incoming Student Responses</b>		
<b>“Which language do you plan to use to fulfill the Stanford language requirement?”</b>		
<b>Language</b>	<b>Student Responses</b>	<b>Percentage of Total</b>
SPANISH	809	47%
FRENCH	301	17%
CHINESE	199	12%
LATIN	102	6%
GERMAN	58	3%
ITALIAN	43	2%
JAPANESE	43	2%
ARABIC	33	2%
KOREAN	23	1%
RUSSIAN	22	1%
HINDI	13	1%
PORTUGUESE	9	1%
HEBREW	8	0%
GREEK (CLASSICAL)	7	0%
AMERICAN SIGN LANGUAGE (ASL)	5	0%
AME (NON-SPECIFIC)	4	0%
GREEK (MODERN)	2	0%
IGBO	2	0%
PERSIAN	2	0%
THAI	2	0%
VIETNAMESE	2	0%
YORUBA	1	0%
BOSNIAN	1	0%
POLISH	1	0%
PUNJABI	1	0%
INDONESIAN	1	0%
LAKOTA	1	0%
NAVAJO	1	0%
SWEDISH	1	0%
TAGALOG	1	0%
TURKISH	1	0%
NO RESPONSE	31	2%
<b>TOTAL</b>	<b>1730</b>	

**Table 6** illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2014. All students in need of placement in Spanish, French, Chinese, Japanese, German, Korean, Russian, and Italian were required to complete the written portion of the placement test on-line, leaving the oral examination for the usual placement testing period. Arabic, Chinese, Japanese and Russian also included a writing test in its on-campus placement process. One thousand one hundred three (1,103) students completed the on-campus/ oral portion of the examination; 1,084 were placed officially before classes began in Fall 2014.

<b>TABLE 6 - Placement testing, Fall 2014</b>			
<b>Language</b>	<b>Online Written</b>	<b>On Campus/ Oral</b>	<b>Full Placements</b>
ARABIC	n/a	16	16
CHINESE	174	140	140
FRENCH	255	206	206
GERMAN	42	33	33
CLASSICAL GREEK	n/a	7	7
HEBREW	n/a	4	4
HINDI	n/a	13	13
INDONESIAN	n/a	3	3
ITALIAN	10	9	9
JAPANESE	39	33	33
KOREAN	28	20	20
LATIN	n/a	40	40
PORTUGUESE	n/a	9	9
RUSSIAN	13	10	10
SPANISH+SHBS	590	558	539
VIETNAMESE	n/a	2	2
	<b>1151</b>	<b>1103</b>	<b>1084</b>



**Table 7** recaps data concerning incoming students who completed the language requirement through some form of testing. Since many students submit qualifying standardized test scores and/or take placement tests in multiple languages, students may be counted multiple times in the table below. Controlling for this overlap, 831 individual students (48% of incoming students) fulfilled the language requirement through testing before the start of the autumn term. These data include international students entering Stanford as native speakers of a language other than English.

TABLE 7 - Incoming students completing the language requirement through testing, Fall 2014			
Language	AP/SAT/IB scores	Native Speaker Exemption	Placement Test - Place Out
SPANISH+SHBS	343	11	150
FRENCH	122	6	92
CHINESE	65	8	86
LATIN	70		25
JAPANESE	7	0	10
GERMAN	13	2	7
KOREAN	7	9	6
ITALIAN	2	1	2
HEBREW	1	2	1
ARABIC		2	7
PORTUGUESE		2	2
HINDI		1	7
SLP		13	1
GREEK (Classical)			4
RUSSIAN			3
VIETNAMESE		2	1
Total	630	59	404
<b>Total</b>	<b>602</b>	<b>104</b>	<b>229</b>

*Counts of standardized test scores, native speaker proficiencies, and placement test results that exited incoming students from the language requirement in Fall 2014. Please note that students may be counted multiple times in the table above; students submit qualifying standardized test scores in multiple languages, and/or take placement tests in multiple languages.*

At the request of C-US the Language Center began to probe in 1998-1999 the relationship between placing out of the language requirement and the oral proficiency standards set by the first-year requirement. In past academic years, using both random and non-random samples, most AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix E**. The Language Center continues to be supportive of the use of AP/SATII scores for meeting the language requirement.

### Petitions and credit transfers

The majority of Stanford students meet the language requirement either through testing or through placement and the completion of a third-quarter course in one of the languages that explicitly meets the language requirement, i.e., mainly those languages attached to academic programs in departments. In Fall 1997, the C-US gave the Language Center Director discretionary authority to decide on petitions filed outside the normal channels of the language requirement. No petitions were filed during 2013-2014.

The Language Center also approves credit transfers from other domestic and international institutions. **Table 8** illustrates the number of students requesting domestic credit transfers.

Table 8 - Credit Transfers													
	Credit Transfers Granted Between Academic Years 1997-1998 - 2007-2008	2008-2009	2008-2009 Preapprovals	2009-2010	2009-2010 Preapprovals	2010- 2011	2010-2011 Preapprovals	2011- 2012	2011-2012 Preapprovals	2012- 2013	2012-2013 Preapprovals	2013- 2014	2013-2014 Preapprovals
AME	32	1	1						1	1			
Arabic	13	9	7		1	4	1	2	1	2		2	
Catalan	0						1						
Chinese	54	17	3	6	3	9	2	8	2	2		1	
French	114	5		2	4	1	2	1	1	4	2	3	2
German	45	1		1	1		1	2	2		1		
Greek	6	1			3	3	1	1					
Hebrew	6	2	1	2	1	5	1						
Italian	69	7	3	1	4	1	6	5		1		1	
Japanese	33	1							1	1			
Korean	9	1	1	2			1	1	1				
Portuguese	17	1	1	1			2	2					
Russian	22	2		2				3	2	1			
SLP	80	6	2	2	1	2	1			2	1	1	
Spanish	535	25	19	22	18	19	13	24	13	16	4	7	2
Swahili	0	1		1		1							
Tibetan	1		1				1						
<b>Total</b>	<b>1036</b>	<b>80</b>	<b>39</b>	<b>42</b>	<b>36</b>	<b>45</b>	<b>33</b>	<b>49</b>	<b>24</b>	<b>30</b>	<b>8</b>	<b>15</b>	<b>4</b>

Note: Credit transfer preapprovals implemented in AY08-09

## Undergraduates

The Japanese American Association of Northern California and the Consulate General of Japan, as part of their activities to encourage the learning and use of the Japanese language, co-sponsored the 41th Annual Japanese Speech Contest in November 2014. Two students, Herman Chau and Emily Franklin, who were enrolled in the Japanese language program during the 2014 Fall quarter, participated and received the first and second prize, respectively.

## Graduates

Graduate teaching assistants show growing interest in pursuing OPI tester certification. In addition to Renren Yang in Chinese; Caroline Egan, Cici Malik, Anna Marshall, and Elena Dancu in Spanish; Keara Harman in German; and Gregory Haake and Vanessa Glauser in French who have already received tester certification, 14 TAs from last year's cohort are currently in progress, with five on track for completing certification by summer 2015. This is a remarkable number of graduate students committed to their professional development. It bodes well for their success in the job market in both language and literature.

## Lecturers

As Oral Proficiency Interview trainers, Drs. Ali Miano and Hee-Sun Kim, who coordinate the Spanish and Korean programs, respectively, were invited during the past year to conduct several OPI Assessment workshops at different locations around the country. Among them was a 4-day OPI workshop held at Stanford in Korean, led by Dr. Kim and attended by Korean instructors from within the US. She is one of only two certified trainers of Korean in the United States.

Also at the national level, Lyris Wiedemann (Portuguese) and Youping Zhang (Chinese) have been selected by ACTFL to participate in a new initiative, as OPI mentors. This program pairs highly experienced OPI testers to work with new certification trainees and is one of the qualifying steps toward becoming an OPI trainer.

Ebru Ergul, Lecturer in Turkish, and Eva Prionas, Lecturer in Modern Greek and Coordinator of Special Languages, continue to take leadership roles nationally in developing language-specific standards in each of their languages.

## Administrative Staff

Professor Elizabeth Bernhardt was named an Honorary Member of the American Association of Teachers of German. Honorary members are distinguished Germanists or specialists in second language acquisition with a focus on *Deutsch als Fremdsprache* (German as a Foreign Language). They are recognized scholars of international stature who have contributed to the advancement of German studies in the fields of literary studies, literary criticism, linguistics, second-language acquisition, or pedagogy.

The Language Center's Program Manager, Monica Brillantes, was awarded the 2014 Dean's Award of Merit in the School of Humanities & Sciences. Monica was recognized for her devotion to the Language Center and for her work on behalf of language students and teachers at Stanford.

## Proficiency Notation for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased since the guidelines were codified and publicized more widely. This notation, which appears on the official transcript, recognizes a nationally-certified level of oral proficiency and equivalent written academic work. The Language Center supports undergraduates who pursue the notation by financing the required telephonic proficiency interview and computer-based writing assessment. Students in cognate languages must achieve minimally a rating of Advanced-Low in their oral and written proficiency; students in non-cognate languages, a rating of Intermediate-High. In Spring 2014, 33 students applied for the proficiency notation with 20 students receiving such notation in the following languages: Chinese (2), French (6), German (1), Italian (2), Russian (5) and Spanish (4). A number of these notations were granted to DLCL majors as part of their exit assessment. Our goal over the next years is to have 5% of graduating seniors receive the proficiency notation.

## Public Service and Community Outreach

The Language Center continues to maintain strong relationships with a number of organizations at the university, regional, and national levels, which includes foreign language-related services and opportunities to the greater community.

### Assessment

We provide language testing and evaluation for a number of organizations on campus, notably Bing Overseas Studies Program (BOSP), the School of Medicine, the Division of Literatures, Cultures, and Languages (DLCL) major programs, and Fulbright applicants. Our 10+ year cooperation with BOSP, spanning nine foreign language locations, involves coordination with the home office to ensure that applicants have met the relevant language prerequisite according to schedule; additional test dates to accommodate those who need testing; proactive advising and monitoring of students regarding language course preparation for the overseas experience; and communication with BOSP directors and staff regarding anticipated, then confirmed, quarterly enrollment distribution and placements for each center's language courses.

Since 2005, Language Center instructors of Spanish and, more recently, Chinese and Vietnamese, have conducted individual language interviews on students wishing to enroll in the Community Health program (formerly a patient advocacy course). As numbers of qualified applicants have increased, we are happy to see that heritage speakers are well-represented among the students who apply to the program. A total of 34 Community Health interviews were conducted during AY2013-2014, with an additional 15 during Fall 2014.

The Language Center continues to arrange for proctoring of proficiency testing required for DLCL majors. In addition, our instructors are regularly contacted each fall by Fulbright fellowship applicants seeking language evaluations. The requests for oral interviews and writing/reading assessments usually come from Stanford seniors and recent grads, although we occasionally field requests from students who are area residents but attend other universities.

### Teacher Training

As part of professional development programming, the Language Center holds each spring an ACTFL MOPI workshop for new lecturers and graduate TAs. The two-day workshop trains instructors in how to rate and perform oral proficiency interviews according to a national framework and is a first step in OPI tester certification. Whenever possible, we regularly invite language teachers from other Stanford programs to attend, e.g. STEP candidates, Stanford's online high school teachers, BOSP language instructors, as well as

from local universities such as San Jose State, Santa Clara, and Berkeley. For the May 2015 workshop, we are delighted to be working again with Stanford Global Studies, with Title VI support, to arrange participation for approximately 30 additional language lecturers from area community colleges.

Our collaboration with the Center for Teaching and Learning continues to grow both in languages and in scope. At present, the language conversation partner program (LCPs) has expanded to 9 languages (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish), and a greater number of language instructors welcome the chance to participate in recruitment and training of new LCPs. In addition to assessing language proficiency of the LCP applicants, language coordinators, and lecturers work with Tim Randazzo, CTL's Assistant Director for Teaching and Tutoring, to fine-tune each year's new LCP orientation session in alignment with curricular objectives. On the first Friday evening of fall quarter, a dozen or so instructors join CTL's 20-25 conversation partners to give short demos and lead group discussion and practice of learner-centered instruction, so that LCPs are better able to help their "students" develop oral proficiency skills. In light of the newly formed VPTL, we anticipate ever more positive developments in the LCP program, such as tapping into the graduate student population for potential applicants as well as users of the service.

## Community Involvement

Teaching staff at the Language Center participate in a wide range of organizations within and outside the University. Instructors and coordinators are affiliates of the Stanford global studies programs and centers connected to their languages, in particular, the respective Centers for African, Iranian, and Latin American Studies, as well as Center for South Asia, CEAS, Mediterranean Studies, and CREES. A new course integrating community engagement, designed and taught by lecturer Vivian Brates and certified by the Haas Center for Public Service, has quickly become a successful component of the second-year Spanish language program; it draws approximately 8-10 students each quarter to partner with a respected non-profit that assists the local immigrant population with citizenship and legal immigration services. Since 2007, we have offered a spring course in the School of Engineering, ChinLang 31E/331E (Accelerated Beginning Chinese for Engineers), which provides functional Chinese language training for engineering students accepted into SOE's Summer Engineering and Technological International Internships in China; similarly, we are delighted to be offering a new course in Japanese beginning in spring 2015, JapanLng 31E/331E (Accelerated Beginning Japanese for Engineers), to accommodate students accepted for internships in Japan.

We have a presence regionally, nationally, and internationally, with our instructors and staff taking an active role in professional organizations. The Language Center regularly sponsors the opening breakfast of the Chinese Language Teachers Association (CLTA), an annual meeting each spring held on campus that draws between 80 and 100 members internationally. Paul Nissler, German coordinator, serves as Vice-President of the Northern California chapter of the American Association of Teachers of German (AATG). A number of instructors present papers, teach or lead training sessions during university breaks. We continue to host a successful Fulbright orientation each summer for international language teachers, prior to their appointments at American universities. Locally, our instructors are active in the community, through memberships, service at immersion schools and cultural centers; talks on language learning; radio program hosting on KZSU radio; or teaching in outreach programs in the California correctional system.

### Fulbright Foreign Language Teaching Assistant (FLTA) Orientation

The Language Center hosted another extremely successful orientation for international language teaching assistants on August 17-21, 2014. Sixty-five students from twenty-eight countries participated in the five day orientation. Sessions for the FLTAs were offered by the following Language Center teaching staff members: Elizabeth Bernhardt, Salem Aweiss, Maria Comsa, Heather Howard, Andrea Kevech, Eugenia Khassina, Hee-Sun Kim, Alma Kunanbaeva, Nina Lin, Ali Miano, Paul Nissler, Khalid Obeid, Eva Prionas, Ken Romeo, Connie Rylance, Takeshi Sengiku, Issayas Tesfamariam and ably assisted by the Language Center staff, Tracey Riesen, Amy Keohane, Allison Kopp, and Monica Brillantes.

### Technology in the Language Center

One of the biggest technology changes for the Language Center has been the Language Lab's move from Meyer Library to the new Lathrop Library. On the surface, this change was just a new location, and indeed the cluster computers were simply moved to new desks in a renovated building. However, all classrooms in the new building offer two touchscreen interactive projectors as well as a third conventional projector, and most of the walls are covered with special paint that turns the entire space into a whiteboard. The Lab also has two small "touchdown" spaces fully equipped with whiteboard walls and video displays for teachers to meet with one or two students. All spaces have lightweight and mobile tables and chairs so teachers are able to quickly change the configuration to suit their needs. Finally, the Lab manager has introduced a new video capture system based on iPads in each room, so that instructors can quickly upload student presentations to CourseWork for reflection and



feedback. Lab classrooms have turned out to be extremely popular among Language Center instructors, and the new building is attracting a large number of students who use the many open and closed conference spaces for group meetings.

This year's SOPI tested 721 students in 11 programs over 13 days. The software was modified to address security issues related to the Java programming language, but there were several errors related to network and other technical factors. Fortunately tests were rescheduled and items recovered so that complete assessments were available for all students. The electronic WPA was used successfully for 54 sections totaling 472 students. Technical issues were encountered for 41 students, but they were quickly shifted to paper tests.

The Language Center worked closely with Stanford Libraries Academic Computing Services and Enterprise Systems Programming to secure a grant from the Provost for a completely new assessment system. Planning and development began quickly in the summer on HTML5 applications for the SOPI and WPA, which will be run on Google Chromebooks. The user interface has been completely redesigned based on many years of experience with these tests, and while student responses will initially be stored on the current learning management system, the applications are being built on industry standards and will eventually be able to communicate with most major systems. The project has produced a stable build of the software, and load tests simulating real assessment conditions were successfully completed in November. Designers are also running user testing to finalize the details of the interface, and migration of the test content to the new format will begin in January 2015.

The Language Center Academic Technology Specialist and the Lab Manager worked with the Special Languages Program to facilitate a group of students taking a Navajo class with an instructor in New Mexico. An effective video-conferencing solution was identified and students meet to connect with the instructor twice a week. Both the students and the instructor are able to run the class meetings with very little staff intervention.

Finally, in order to make sure that the Language Center has an accurate and comprehensive website to communicate with both internal and external audiences, we decided to take advantage of a new program in Information Technology Services. The Jumpstart service provides Drupal websites that can be edited through a web browser without special training. By the end of August 2015, all language programs will now have a basic web presence that is maintained by coordinators themselves.

## Enrollment Driven Concerns

As noted on page 11, enrollment in Language Center courses has declined more than 8 percent over the past 5 years. This is an obviously distressing occurrence and we have spent considerable time analyzing this finding from a variety of perspectives. The timing of the decline is particularly interesting as it coincided with the 2008-2009 economic crisis. As students required more financial aid to complete their studies, they may well have been less likely to pursue additional language study after having completed whatever was required.

While the number of students entering Stanford with APs has increased, the number of these students continuing with language has decreased. Clearly, high school programming has improved substantially, but the end result may be that students are using that experience to complete (i.e., ‘pay’ for) a college requirement rather than to enhance their knowledge by continuing into advanced language and culture courses.

We also examined whether the revisions to the curriculum (i.e., Ways and Thinking Matters) have had some impact on the patterns of language course enrollment. Examining freshmen course taking patterns provides no such evidence. Freshmen participation in language courses has been very steady over the past 5 years — between 23% and 25% (**Table 9**).

**Table 9 - Freshmen Enrollment in Language Courses**

	AY09-10			AY10-11			AY11-12			AY12-13			AY13-14		
	Total	Freshmen	%	Total	Freshmen	%	Total	Freshmen	%	Total	Freshmen	%	Total	Freshmen	%
AMELANG	503	85	17%	543	93	17%	496	78	16%	186	26	14%	216	31	14%
ARABLANG										246	59	24%	244	62	25%
CATLANG	10	0	0%	11	5	45%	5	2	40%	3	0	0%	17	0	0%
CHINLANG	1032	228	22%	920	219	24%	921	159	17%	870	230	26%	782	179	23%
FRENLANG	631	203	32%	606	198	33%	634	185	29%	641	249	39%	584	192	33%
GERLANG	329	69	21%	243	35	14%	305	53	17%	393	65	17%	343	53	15%
ITALLANG	399	108	27%	397	114	29%	400	74	19%	369	118	32%	340	95	28%
JAPANLNG	608	105	17%	571	98	17%	469	93	20%	506	120	24%	504	70	14%
KORLANG	117	34	29%	108	18	17%	110	23	21%	111	35	32%	98	25	26%
PORTLANG	150	15	10%	172	16	9%	187	24	13%	164	28	17%	164	23	14%
SLAVLANG	164	36	22%	173	24	14%	144	33	23%	180	38	21%	157	19	12%
SPANLANG	1350	488	36%	1240	449	36%	1154	441	38%	1329	545	41%	1259	491	39%
SPECLANG	459	62	14%	424	50	12%	446	65	15%	393	61	16%	426	44	10%
TIBETLNG	7	0	0%	12	2	17%	11	0	0%	10	5	50%	6	0	0%
<b>Total</b>	<b>5759</b>	<b>1433</b>	<b>25%</b>	<b>5420</b>	<b>1321</b>	<b>24%</b>	<b>5282</b>	<b>1230</b>	<b>23%</b>	<b>5401</b>	<b>1579</b>	<b>29%</b>	<b>5140</b>	<b>1284</b>	<b>25%</b>

In addition, we examined gender distribution and found essentially no change. Freshman enrollment has tended to be 55% female and 45% male over the past 5 years.

The past years have also coincided with a decline of interest in studying overseas. The response of the overseas campuses was to enable more students to study abroad by eliminating language requirements from ‘unpopular’ study abroad quarters. No longer specifying significant preparation for the abroad experience meant a concomitant decline in language courses designed especially for that preparation. The Italian program has been especially hard hit by this decision. We remain very concerned about the health and safety dimension of students exploring foreign settings with no ability to ask for help or to understand even the most basic situations.

We were asked by the C-USP about the relationship between studying at a BOSP campus and subsequent enrollment. To answer this question, we examined the past three academic years, observing the language courses taken at BOSP campuses and whether Stanford students tend to continue exploring language and culture when they return. **Tables 10 (a-g)** indicate that about 1/3 of BOSP students continue with at least one course in the language; most often this continuation is in the form of a conversation course or with a course to complete a sequence. By and large, Stanford students seem to ‘tic the study abroad box’ and then continue with other academic areas.

Table 10a - BOSP Continuation - Beijing

Academic Year	Number of Students	Language Course Completed Overseas											Continue
		1st-Year Chinese		2nd-Year Chinese		3rd-Year Chinese		4th-Year Chinese		5th-Year Chinese		Beyond 5th-Year	
		1C	3C	21C	23C	101C	103C	211C	213C	231C	233C	Tutorial	
2011-2012	42	5	5	8	11	5	3	2	0	0	0	3	24
2012-2013	39	11	4	5	7	5	2	2	2	0	0	1	17
2013-2014	38	10	7	5	7	0	3	2	1	0	0	3	17

**Table 10b - BOSP Continuation - Berlin**

Academic Year	Number of Students	Language Course Completed Overseas							Continue
		1st-Year German			2nd-Year German		Beyond 21B		
		1Z	2Z	3B	21B	101B	None		
2011-2012	102	53	13	10	16	9	1	30	
2012-2013	108	53	29	2	14	6	4	35	
2013-2014	107	47	25	5	19	1	10	25	

**Table 10c - BOSP Continuation - Florence**

Academic Year	Number of Students	Language Course Completed Overseas								Continue
		1st-Year Italian					2nd-Year Italian		Beyond 2nd-Year	
		1F	1A	2F	2A	3F	21F	22F	None	
2011-2012	66						49	11	6	16
2012-2013	65						44	9	12	18
2013-2014	74	9	2	8	7	2	28	11	7	14

**Table 10d - BOSP Continuation - Kyoto**

Academic Year	Number of Students	Language Course Completed Overseas								Continue
		1st-Year Japanese		2nd-Year Japanese			3rd-Year Japanese		Beyond 3rd-Year	
		2K	3K (9K)	21K (17K)	22K (18K)	23K (19K)	102K	103K (119K)	210K	
2011-2012	36	0	4	10	0	14	0	7	1	14
2012-2013	40	6	10	5	4	12	0	0	3	30
2013-2014	40	2	13	4	2	13	1	4	1	21

**Table 10e - BOSP Continuation - Madrid**

Academic Year	Number of Students	Language Course Completed Overseas					
		2nd-Year Spanish		(Advanced) 3rd-Year		Beyond 3rd-Year	
		12M	13M	102M	120	None	Continue
2011-2012	101	21	37	40		3	28
2012-2013	73			47	23	3	22
2013-2014	107	25	26	42		14	35

**Table 10f - BOSP Continuation - Paris**

Academic Year	Number of Students	Language Course Completed Overseas				
		2nd-Year French		3rd-Year French	Beyond 2nd-Year	
		22P	23P	124P/125P	None	Continue
2011-2012	90	26	23	15	26	22
2012-2013	93	35	21	8	29	26
2013-2014	75	23	27	10	15	19

**Table 10g - BOSP Continuation - Santiago**

Academic Year	Number of Students	Language Course Completed Overseas				
		2nd-Year Spanish		(Advanced) 3rd-Year	Beyond 2nd-Year	
		12S	13S	102S	None	Continue
2011-2012	65	29	15	11	10	16
2012-2013	74	34	18	11	11	9
2013-2014	54	23	13	12	6	18

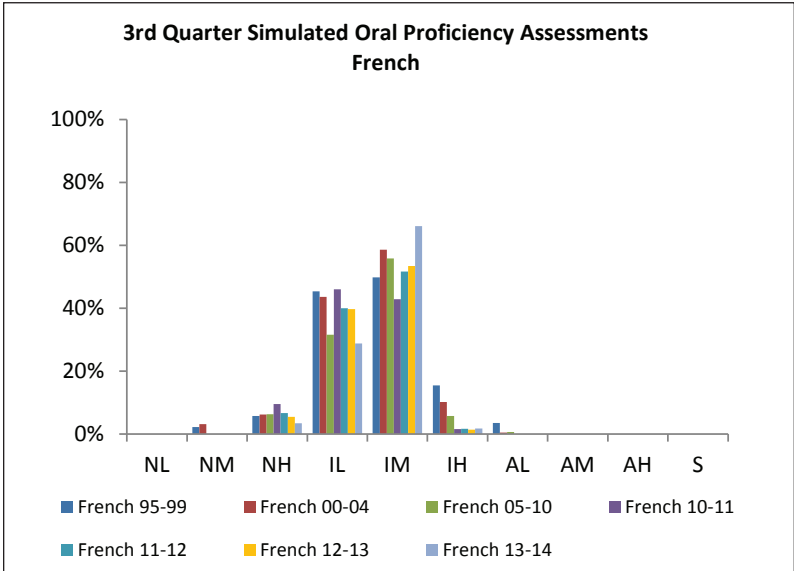
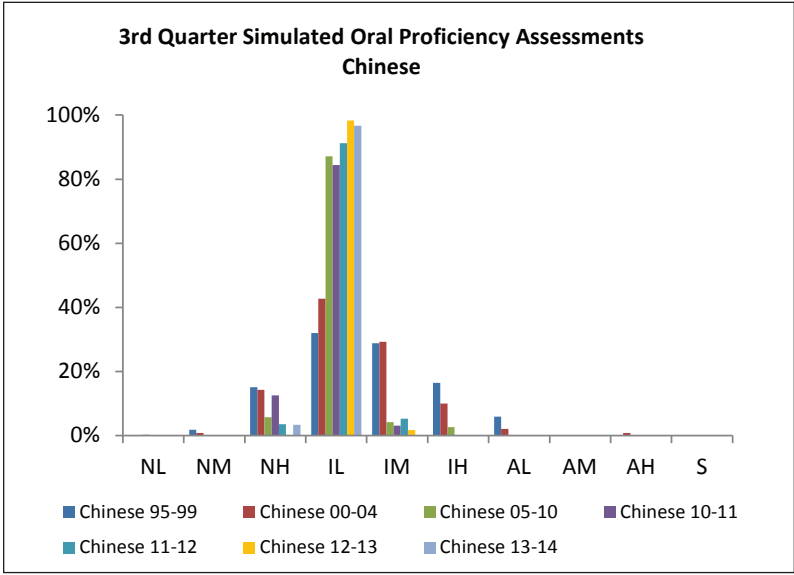
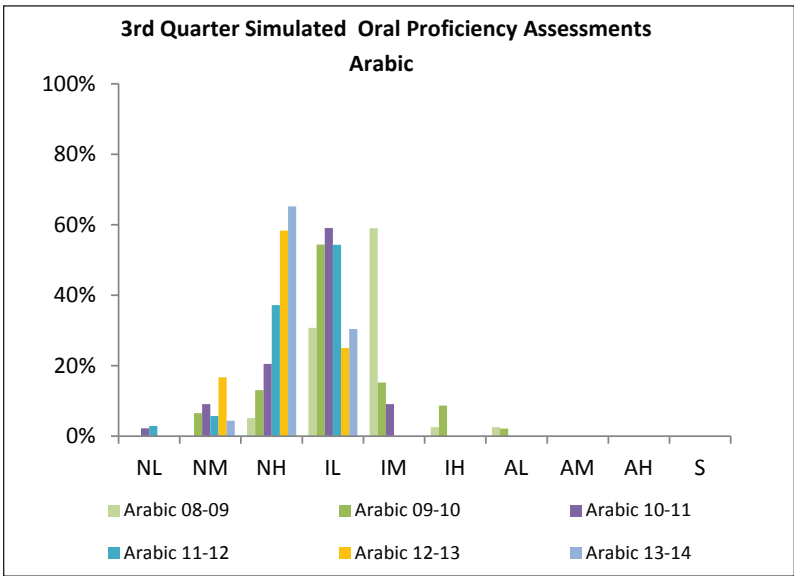
The declining enrollment has meant reducing the number of sections offered (particularly in second-year courses). We have also reduced the full time teaching staff by two lecturers and have begun to rely on multilingual instructional staff to teach across languages. Further, we have modified the curriculum to insure that we begin a new language sequence each quarter (Russian, Chinese, and Swahili) and have added two accelerated courses (Russian and Swahili) to enable students to complete one year of language in two quarters. Each of the courses has an enrollment of around eight students.

We continue to conduct outreach activities; to work closely with the Bing Overseas Studies Program, Undergraduate Advising and Research, the Program in International Relations and the Bechtel International Center; and to communicate with incoming freshmen about language opportunities at Stanford.

# Appendix A - First-Year Oral Proficiency Assessments

Academic Years  
1995-2014

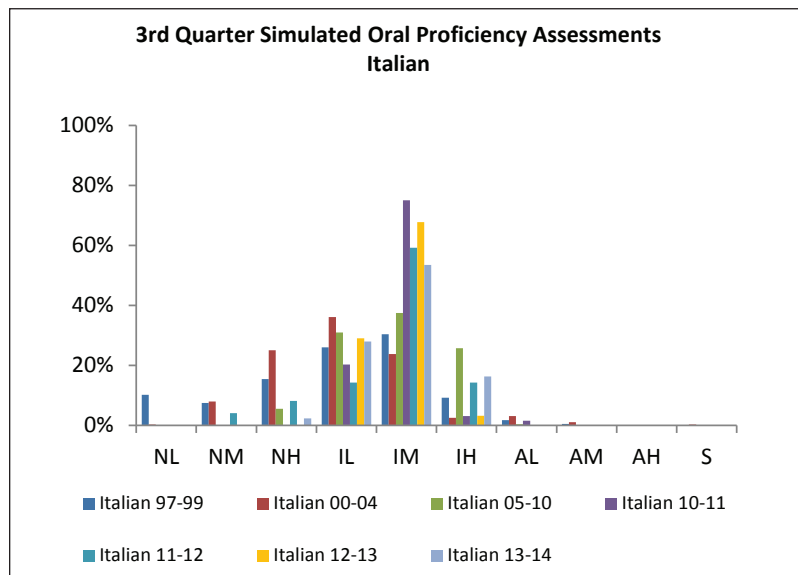
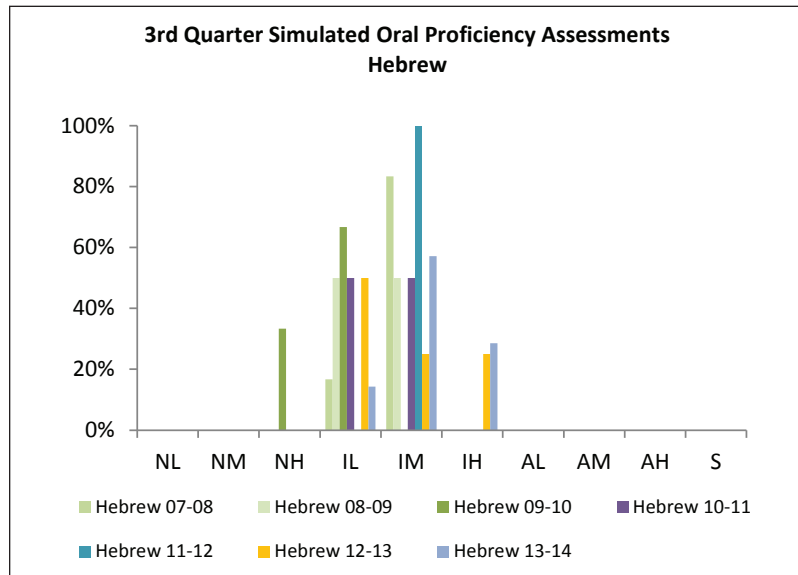
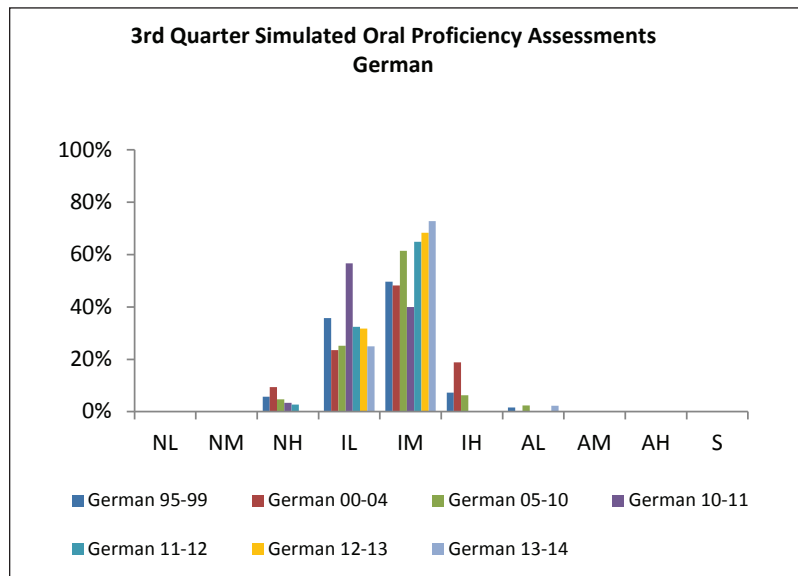
Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix A - First-Year Oral Proficiency Assessments

Academic Years  
1995-2014

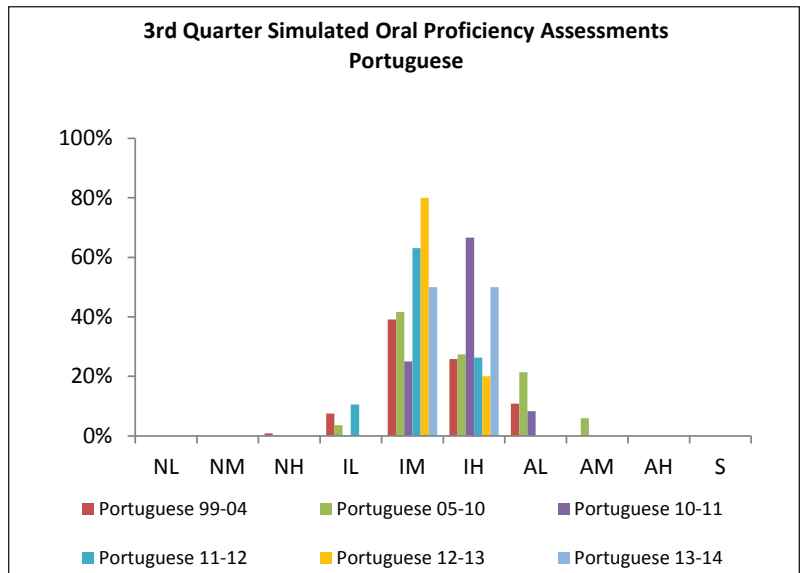
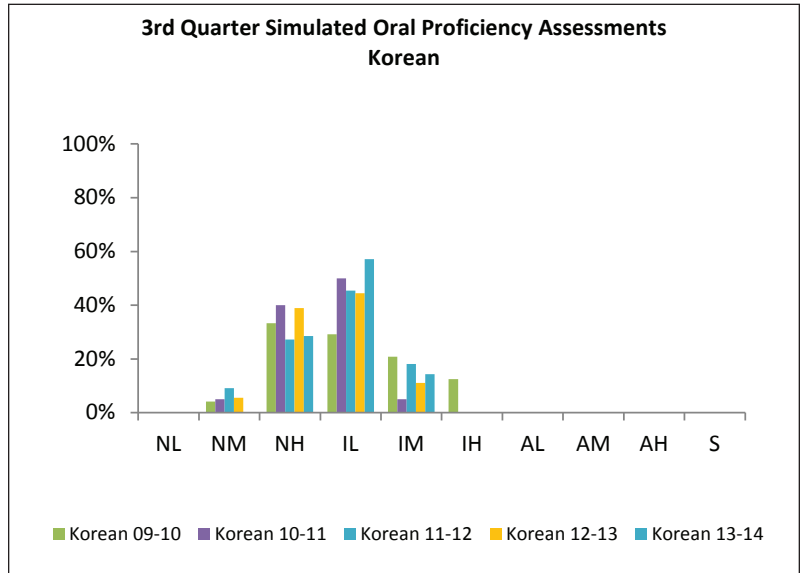
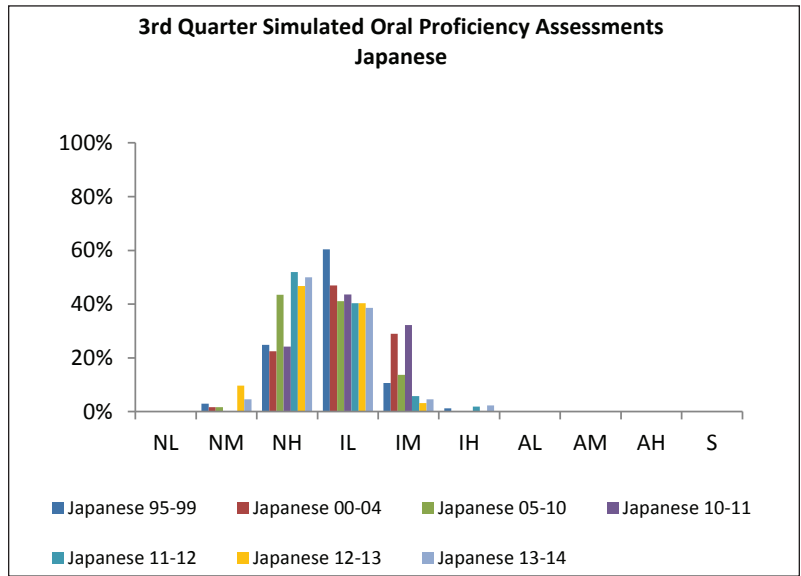
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# Appendix A - First-Year Oral Proficiency Assessments

Academic Years  
1995-2014

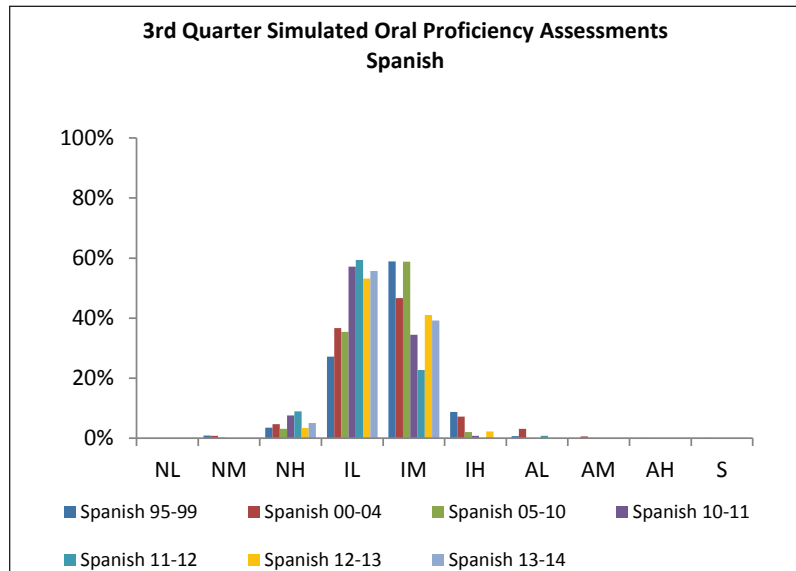
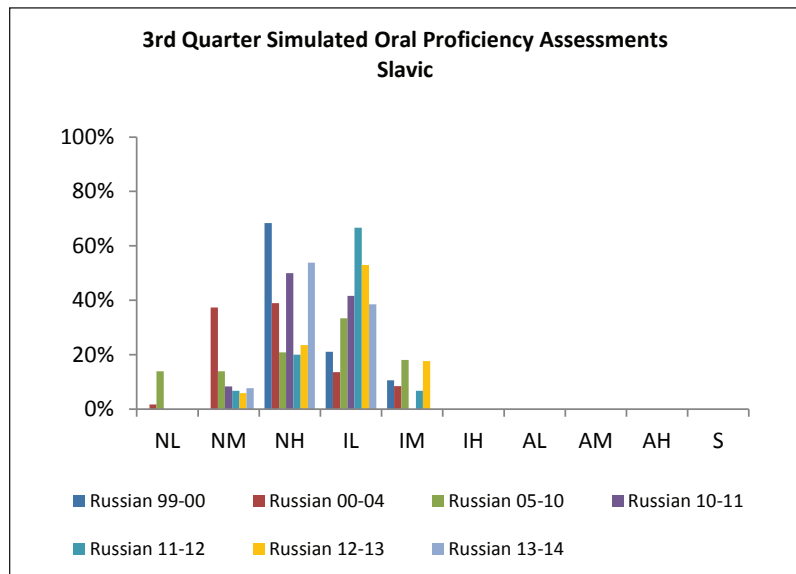


**Key:**

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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
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# Appendix A - First-Year Oral Proficiency Assessments

Academic Years  
1995-2014



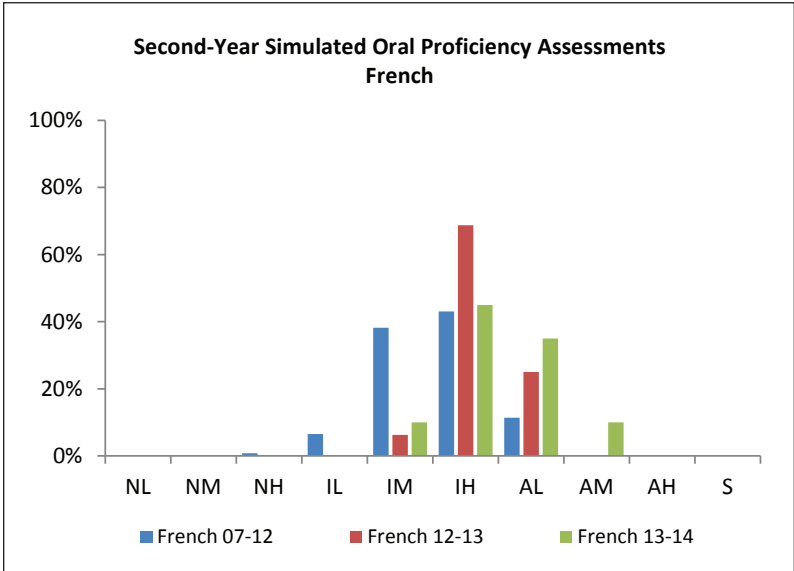
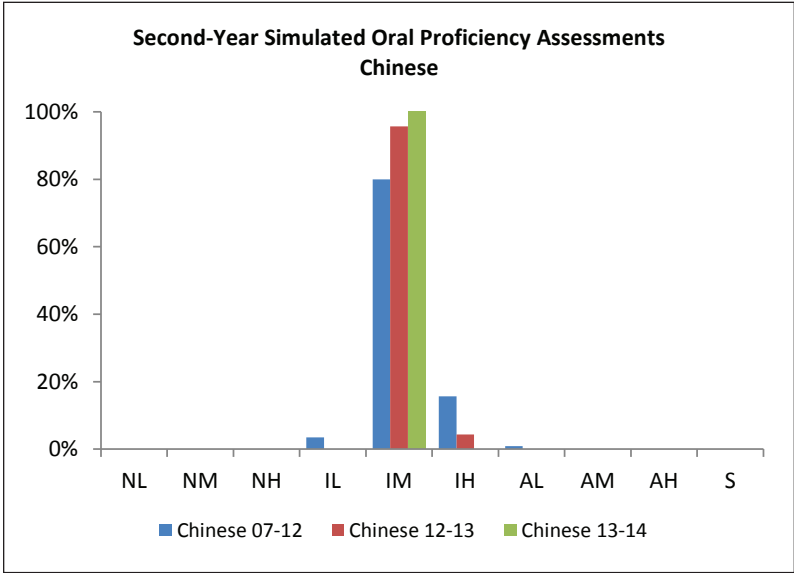
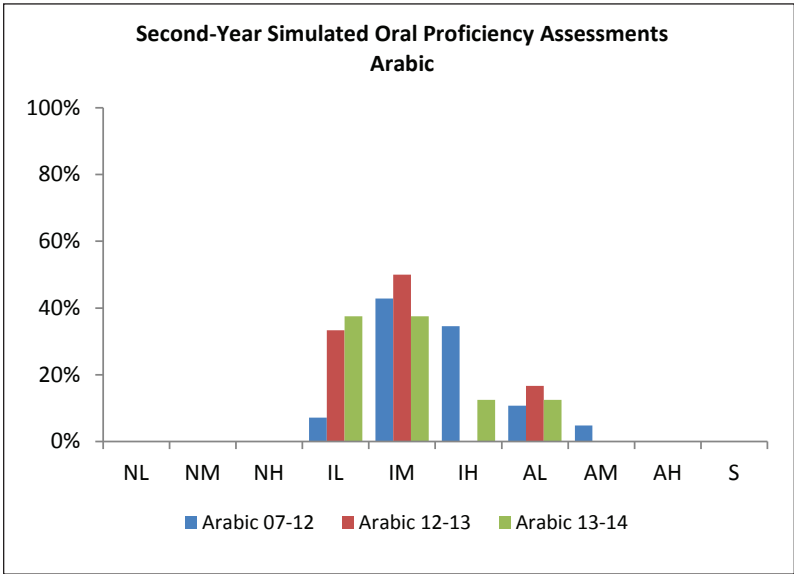
**Key:**

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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix A - Second-Year Oral Proficiency Assessments

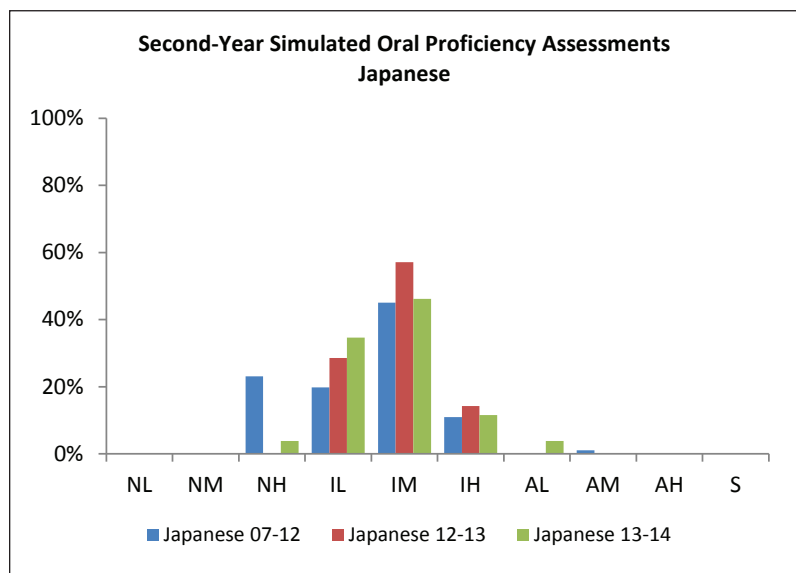
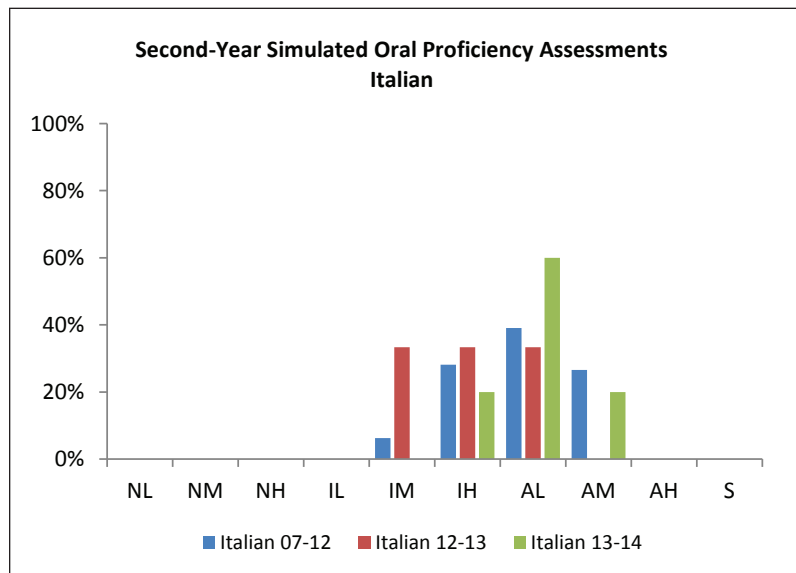
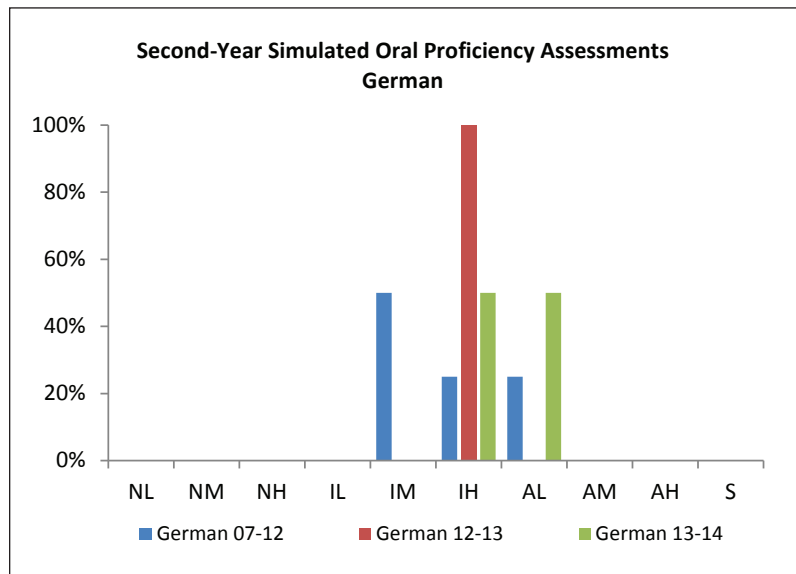
Academic Years  
2007-2014

Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix A - Second-Year Oral Proficiency Assessments

Academic Years  
2007-2013



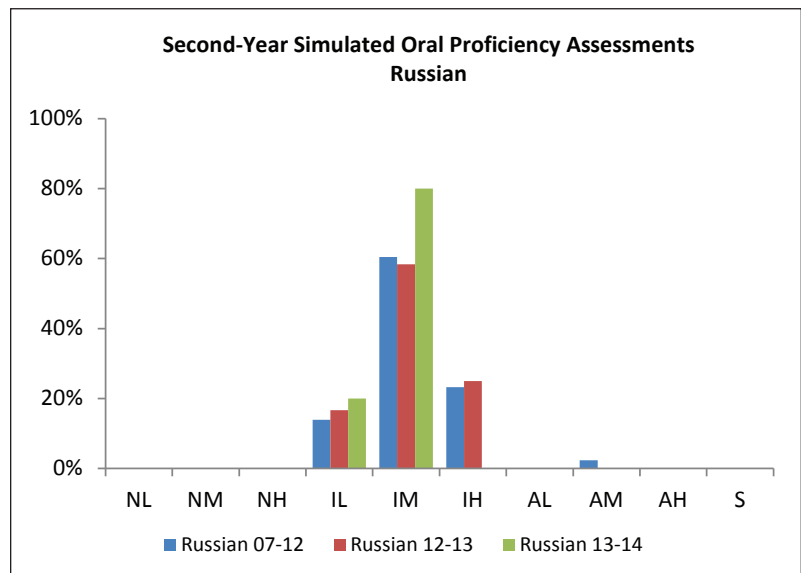
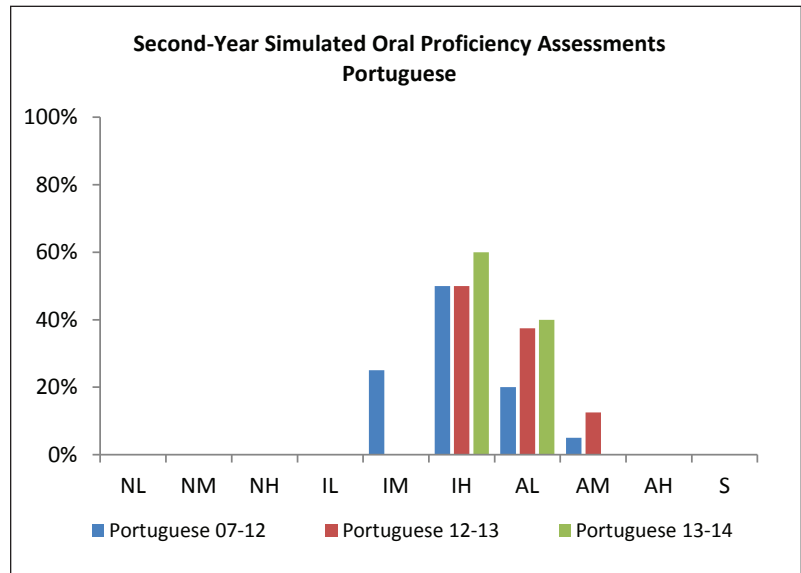
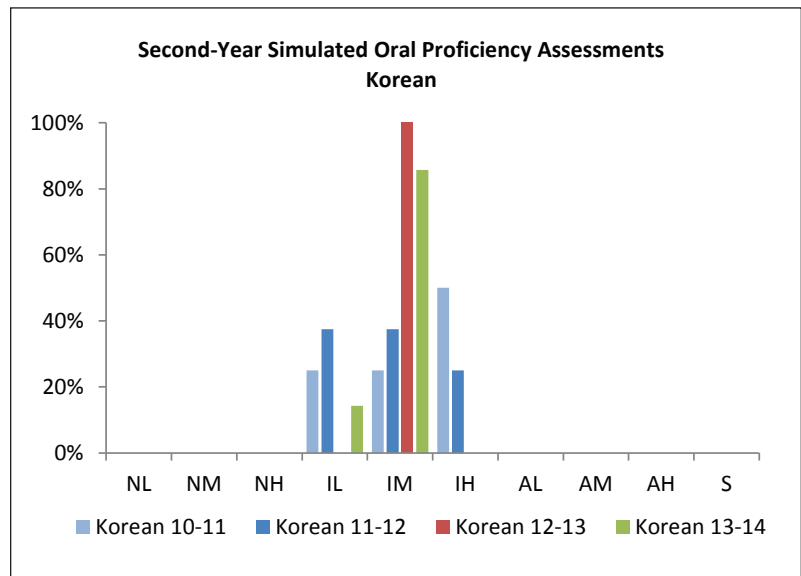
**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix A - Second-Year Oral Proficiency Assessments

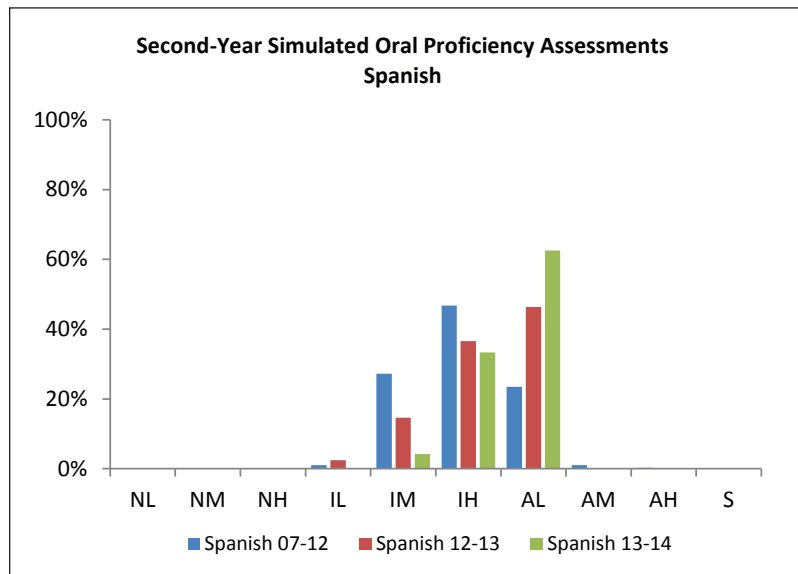
Academic Years  
2007-2014

Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix A - Second-Year Oral Proficiency Assessments

Academic Years  
2007-2013

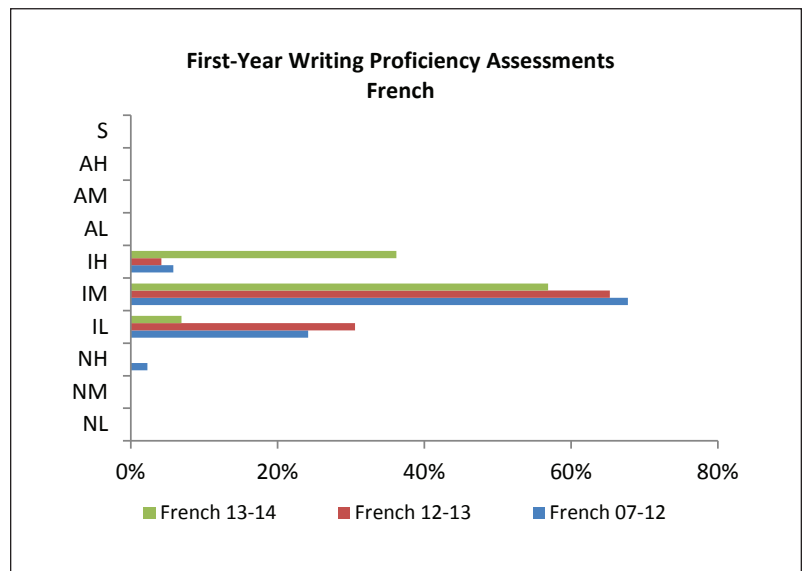
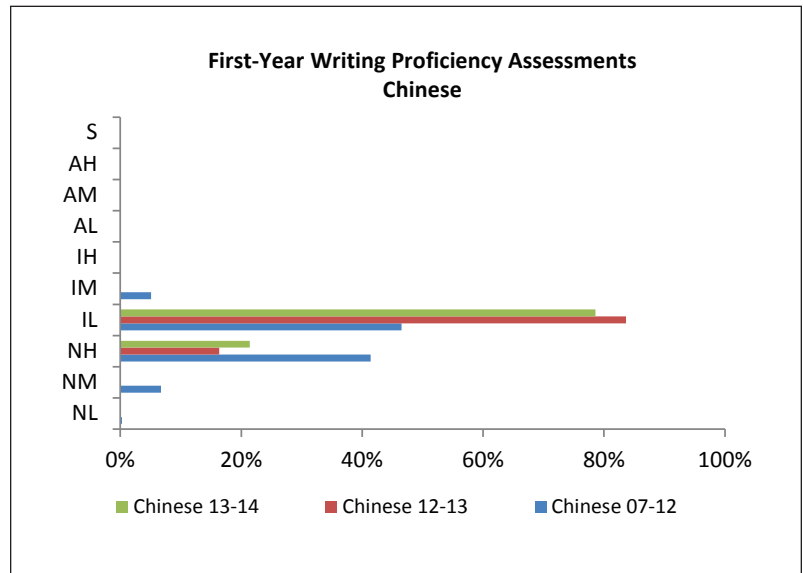
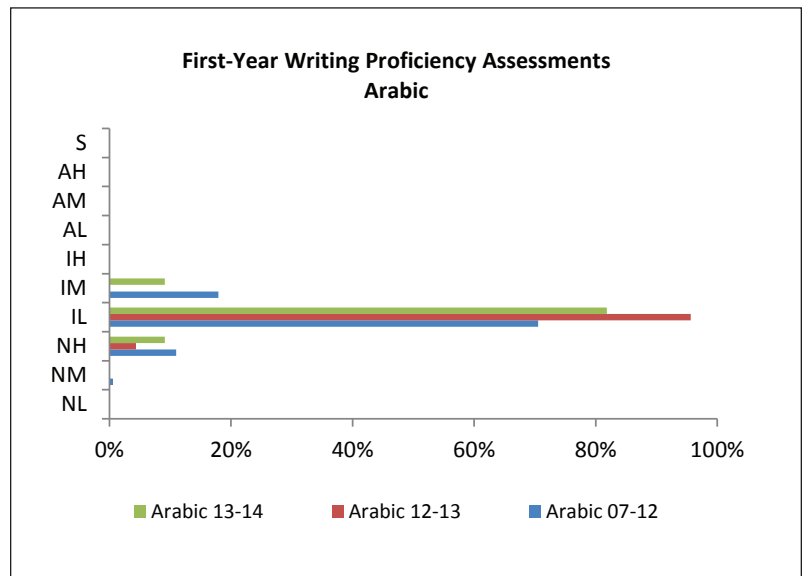


**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix B - First-Year Writing Proficiency Assessments

Academic Years  
2007-2014

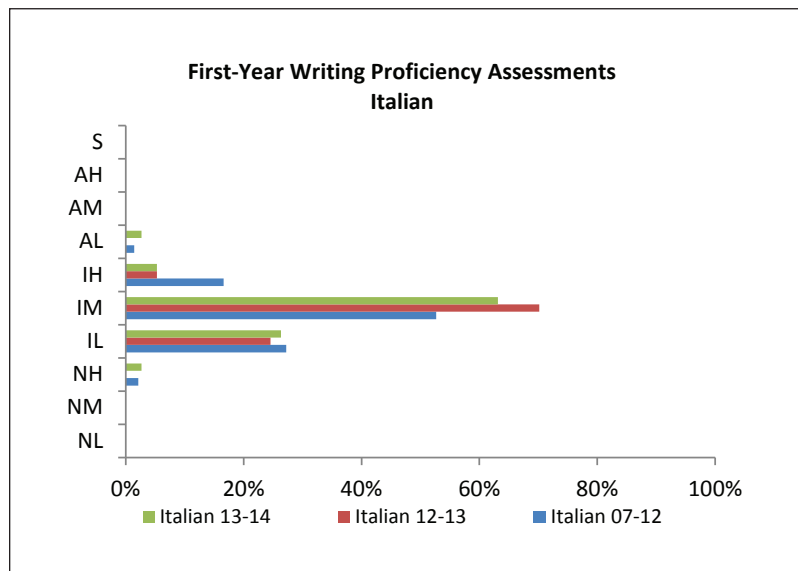
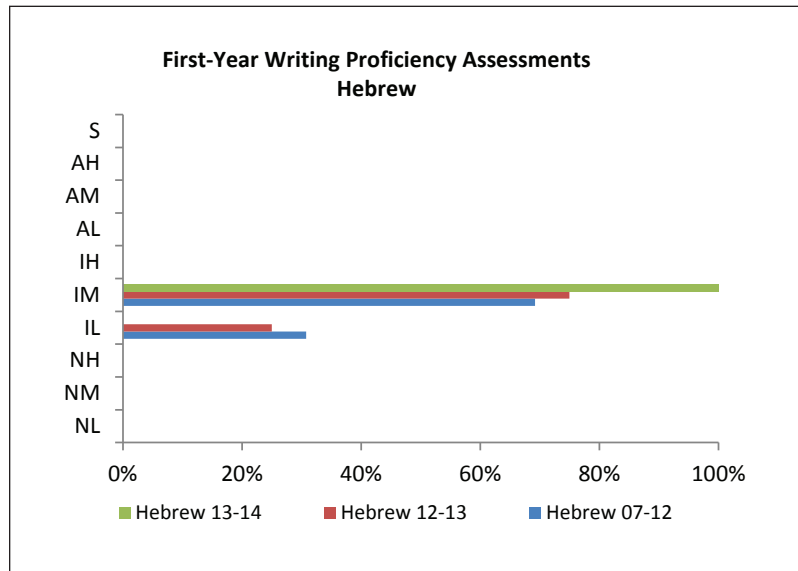
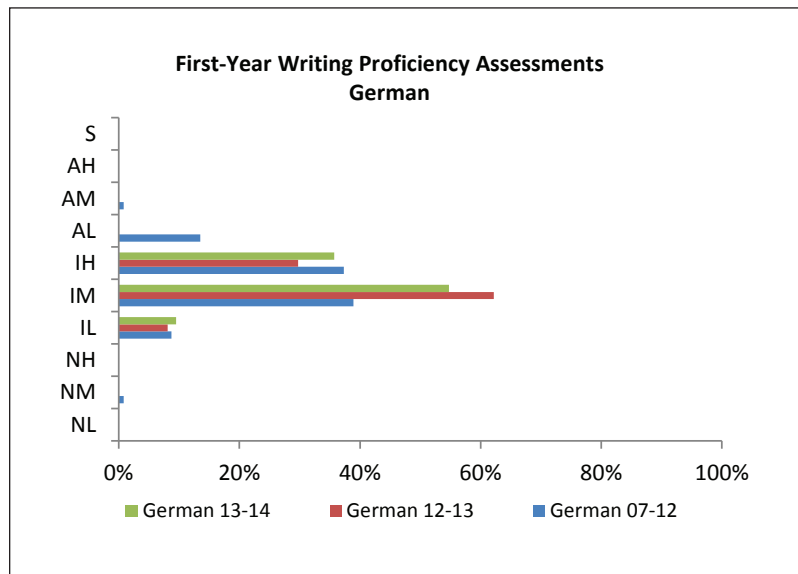


**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix B - First-Year Writing Proficiency Assessments

Academic Years  
2007-2014



**Key:**

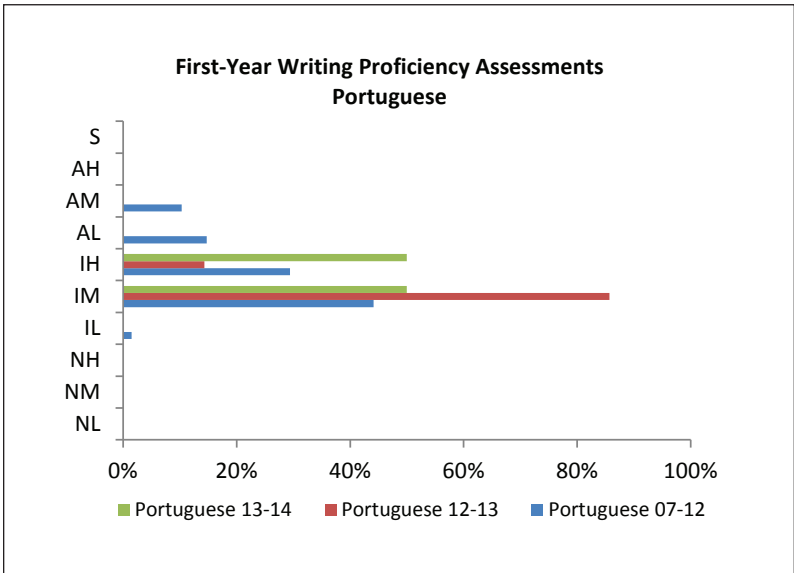
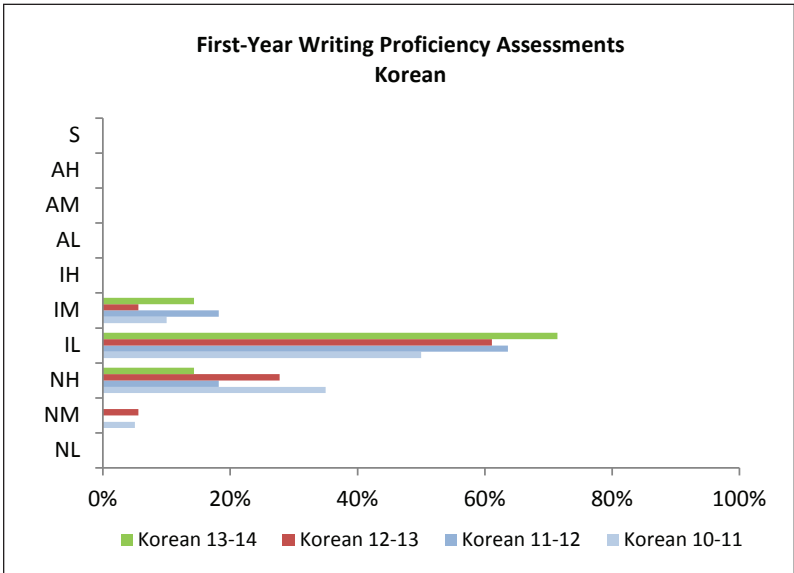
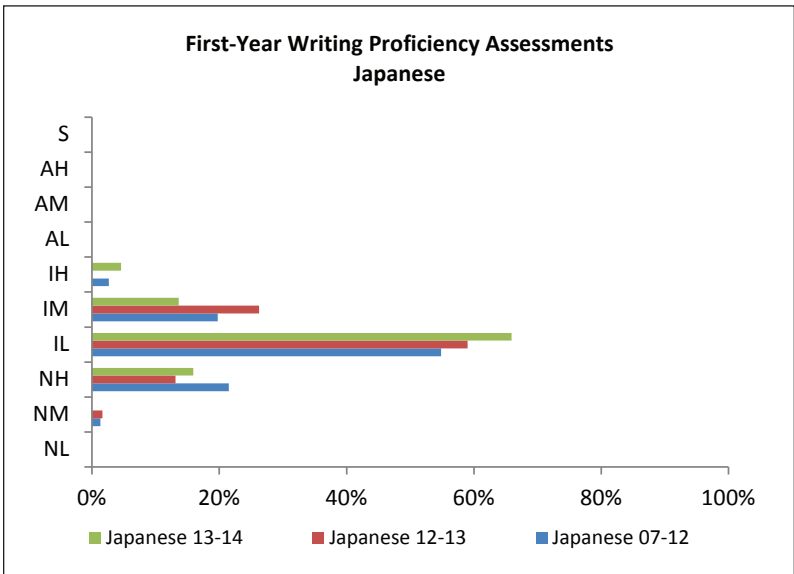
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix B - First-Year Writing Proficiency Assessments

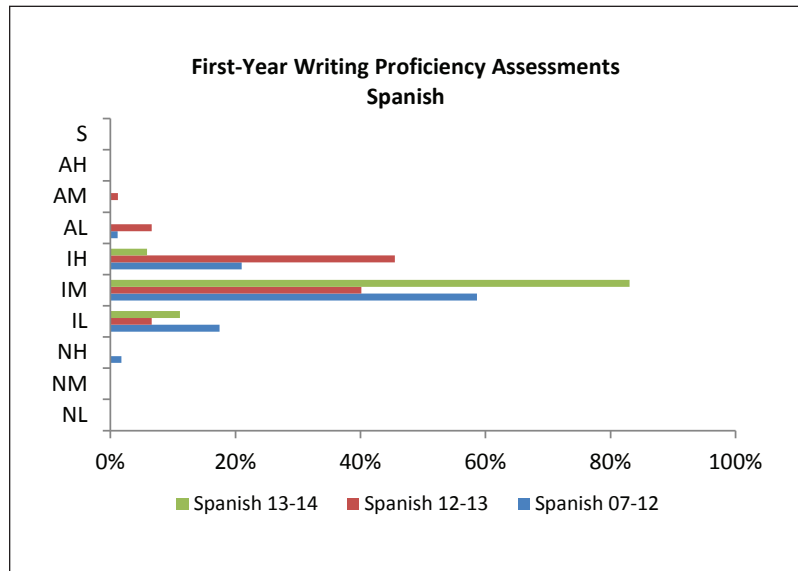
Academic Years  
2007-2014

Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix B - First-Year Writing Proficiency Assessments

Academic Years  
2007-2014



**Key:**

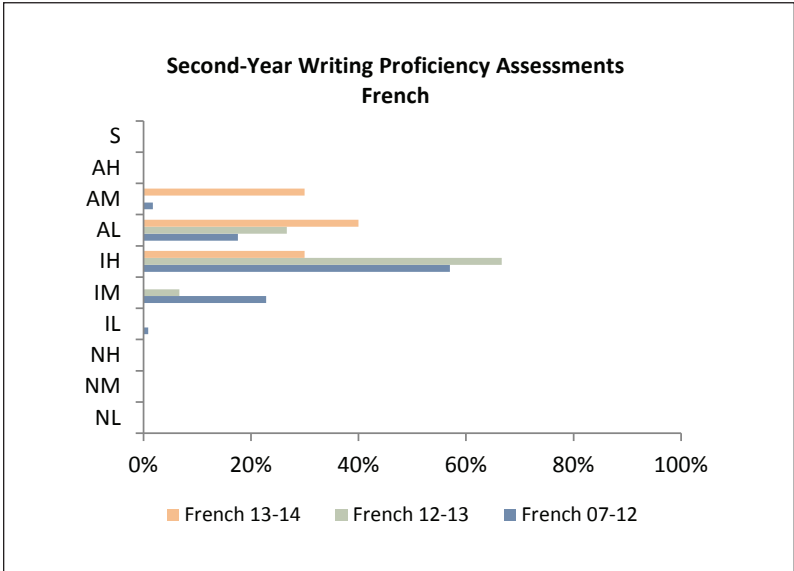
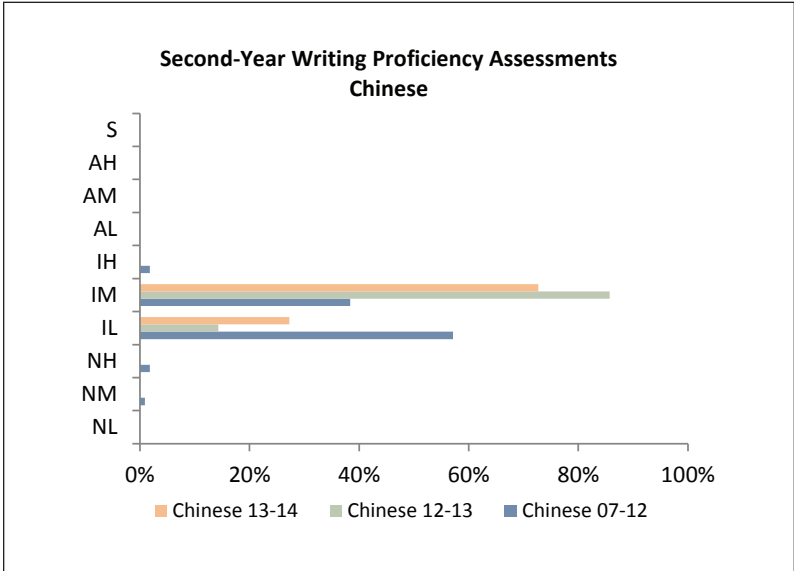
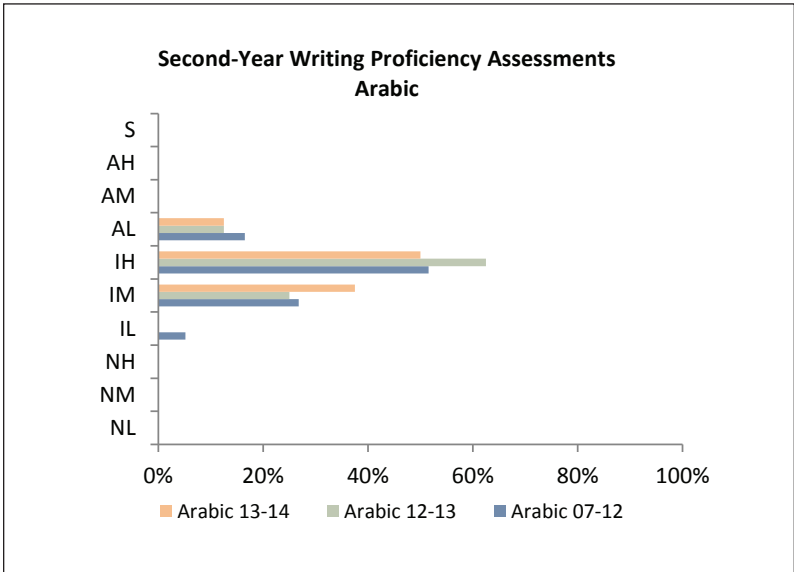
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix B - Second-Year Writing Proficiency Assessments

Academic Years  
2007-2014

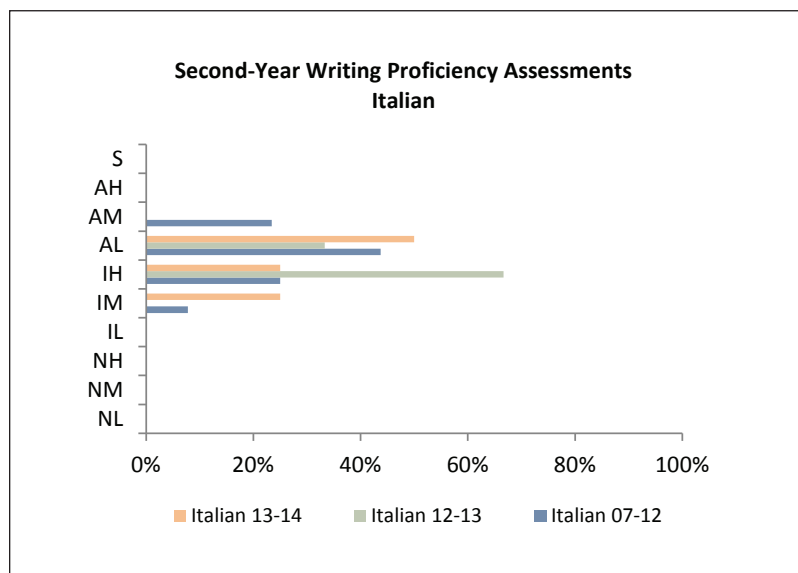
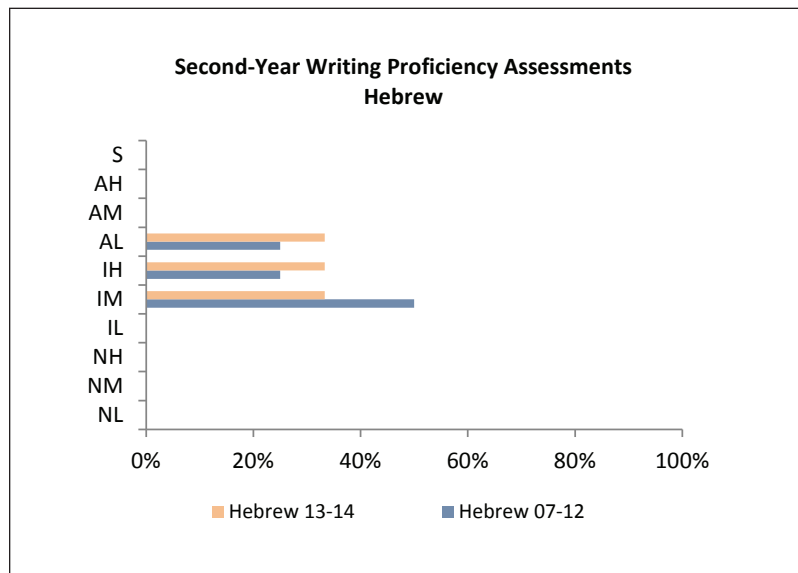
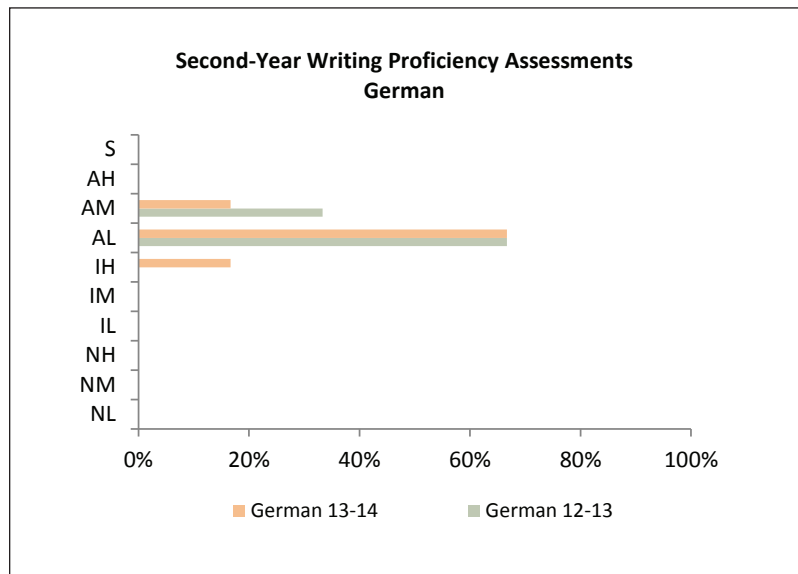
**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix B - Second-Year Writing Proficiency Assessments

Academic Years  
2007-2014



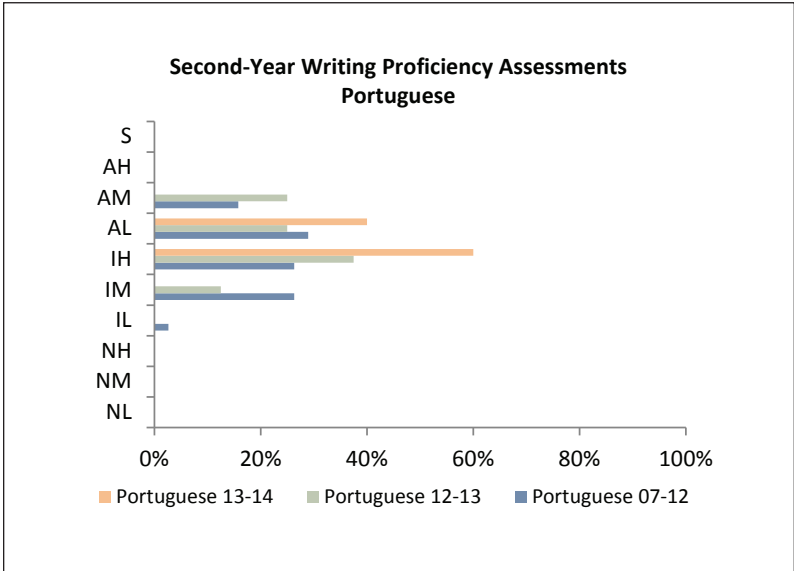
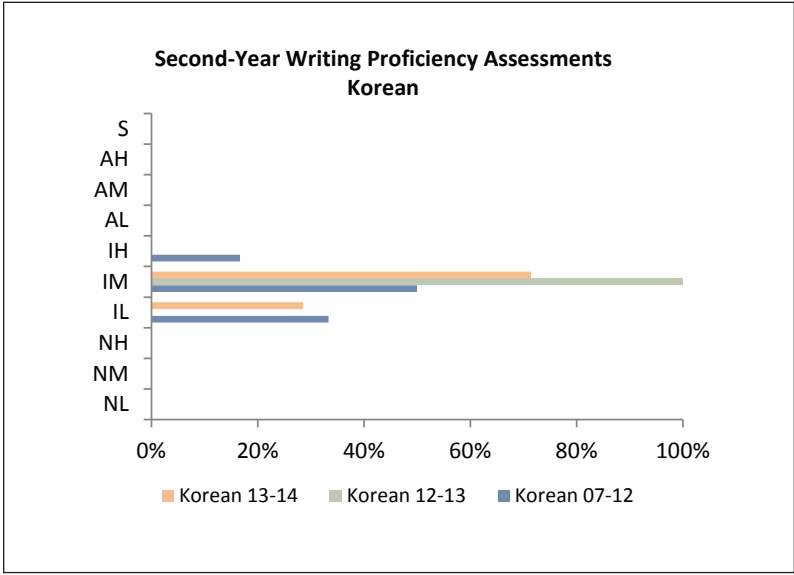
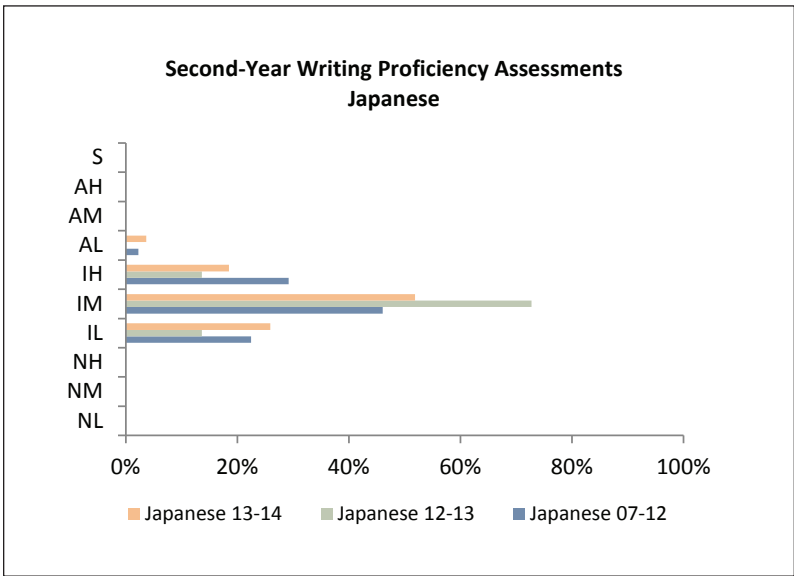
**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

# Appendix B - Second-Year Writing Proficiency Assessments

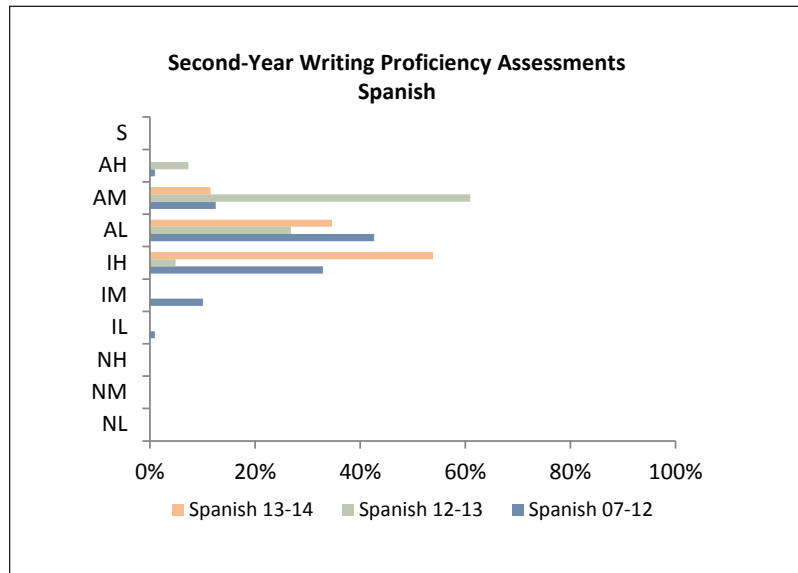
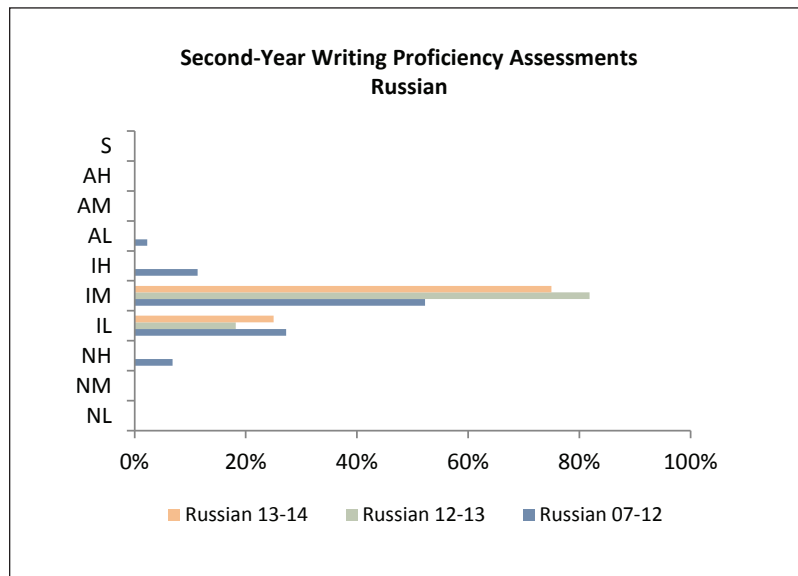
Academic Years  
2007-2014

Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



# Appendix B - Second-Year Writing Proficiency Assessments

Academic Years  
2007-2014

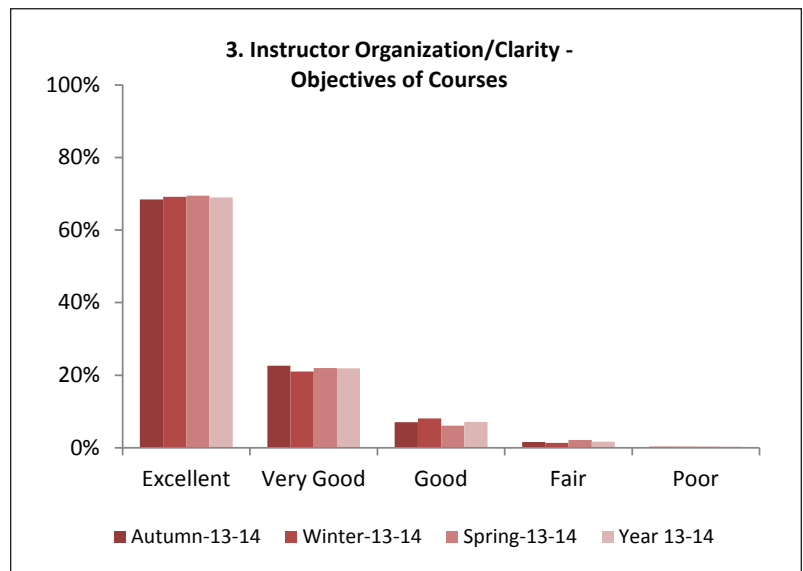
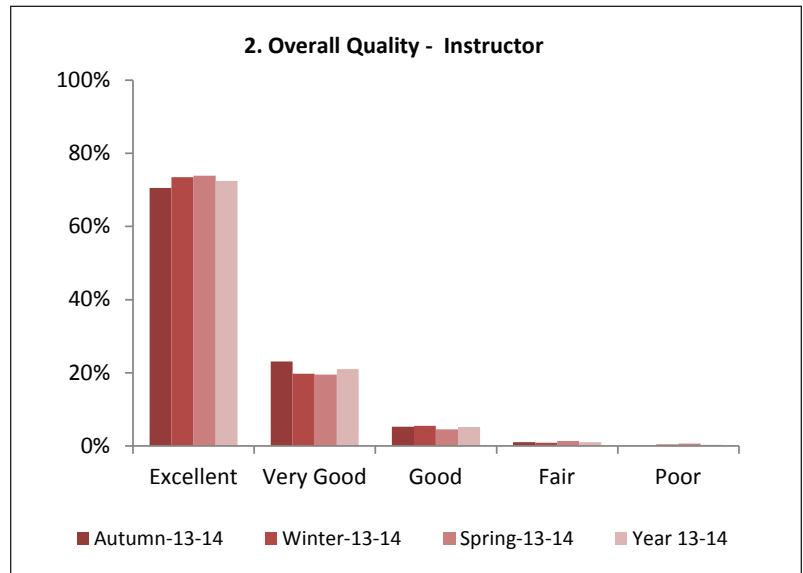
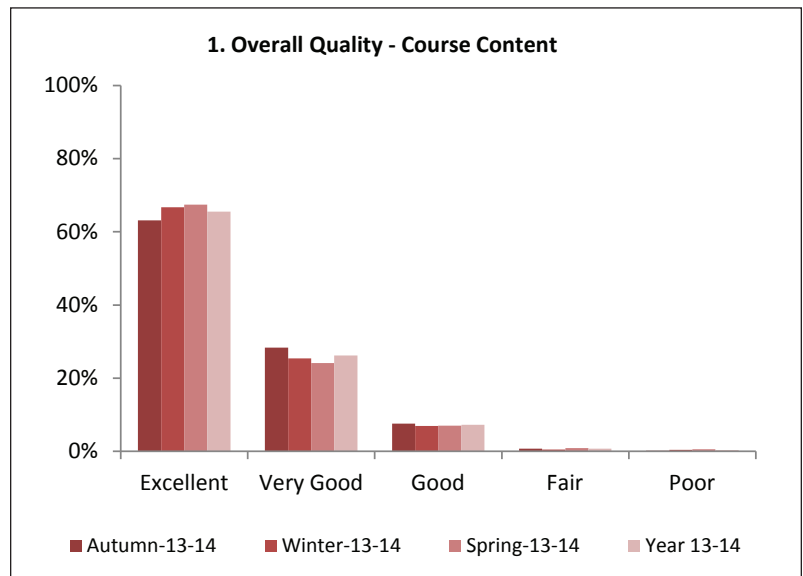


**Key:**

NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

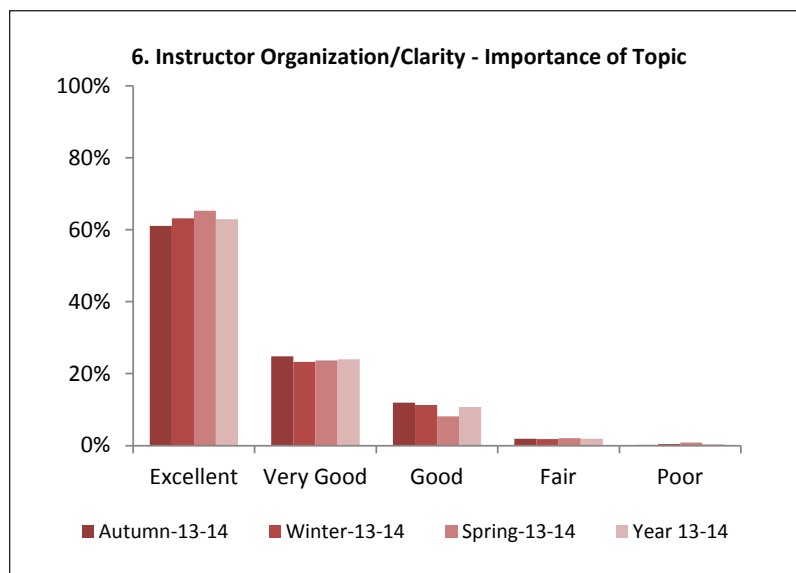
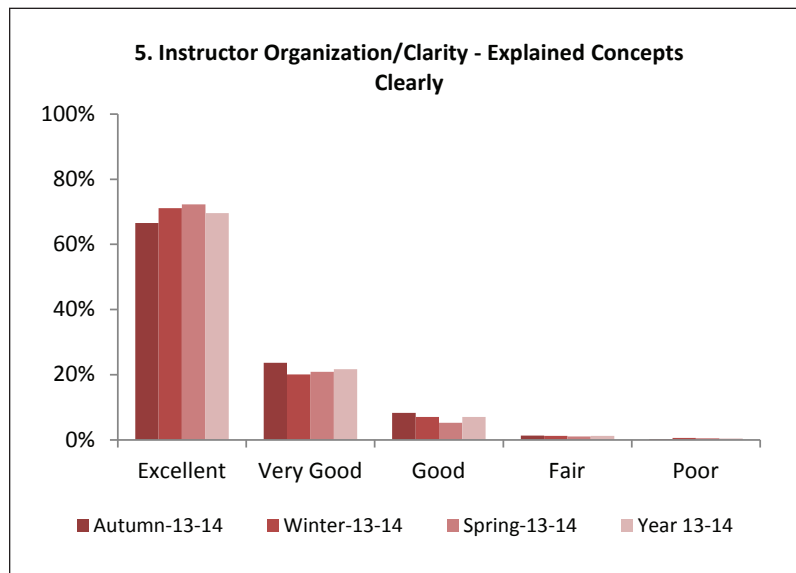
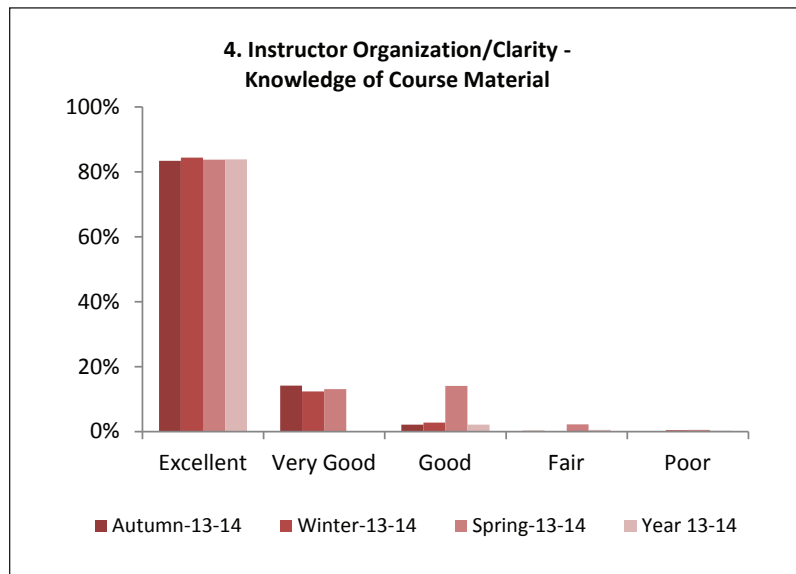
# Appendix C - Teaching Evaluations

Academic Year  
2013-2014



# Appendix C - Teaching Evaluations

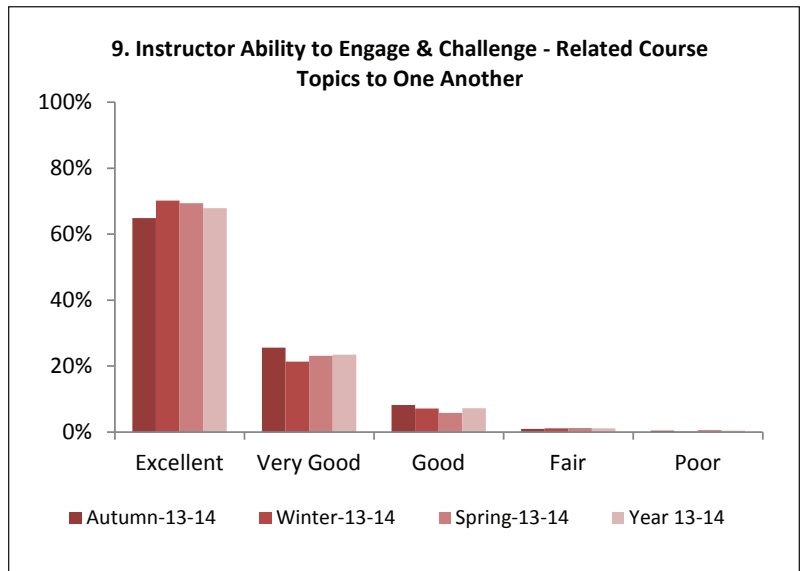
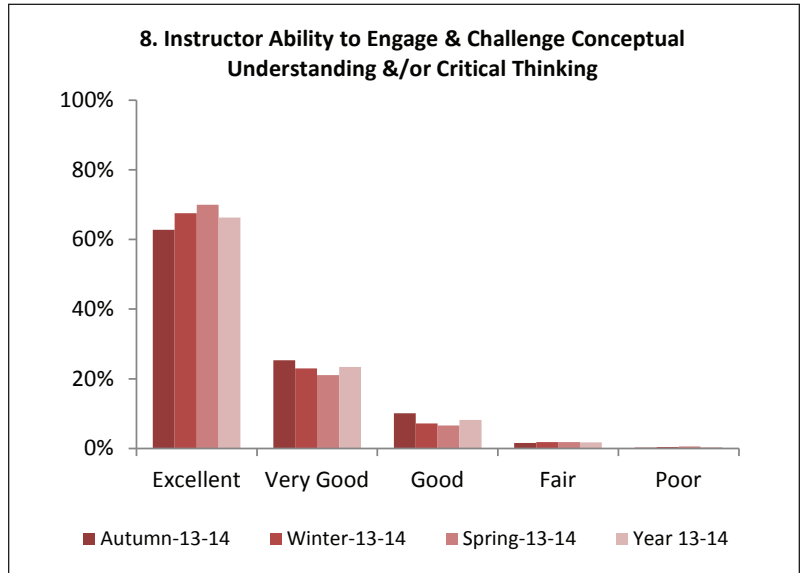
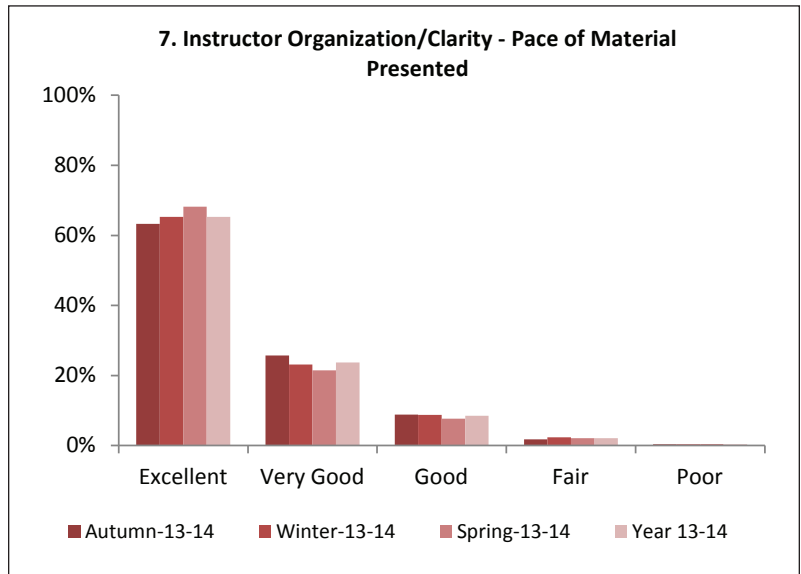
Academic Year  
2013-2014





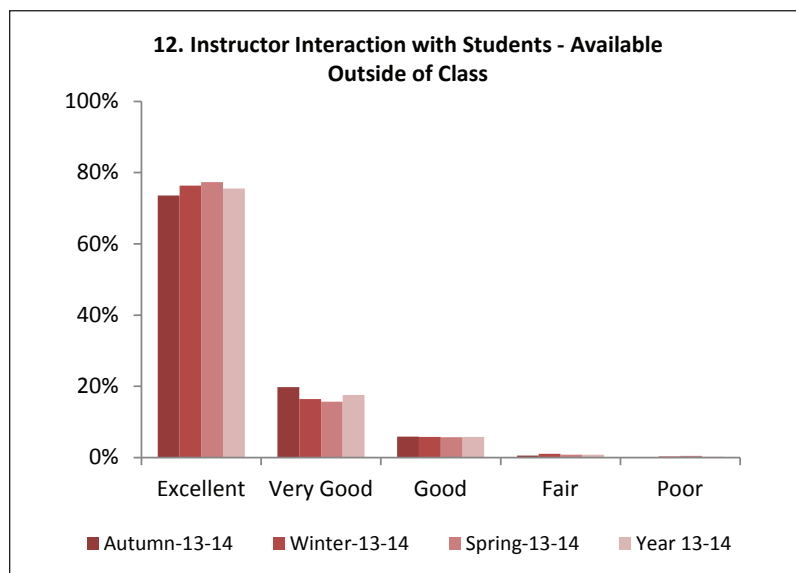
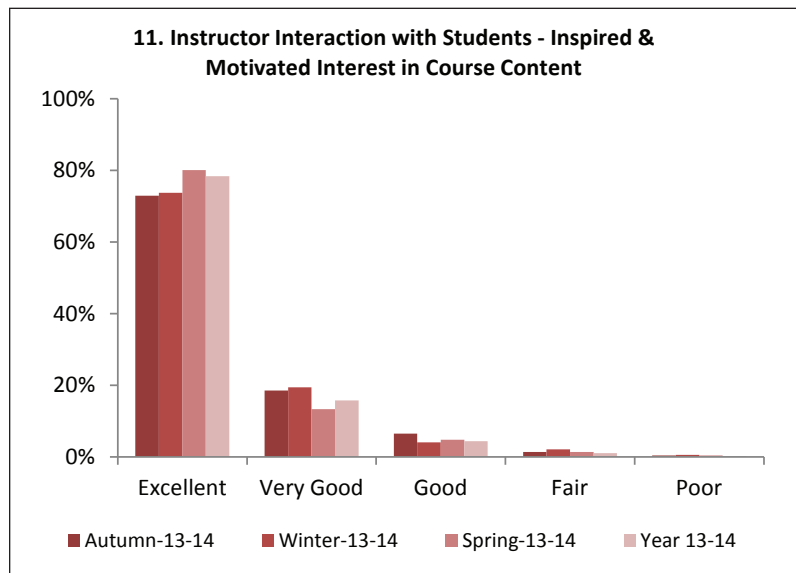
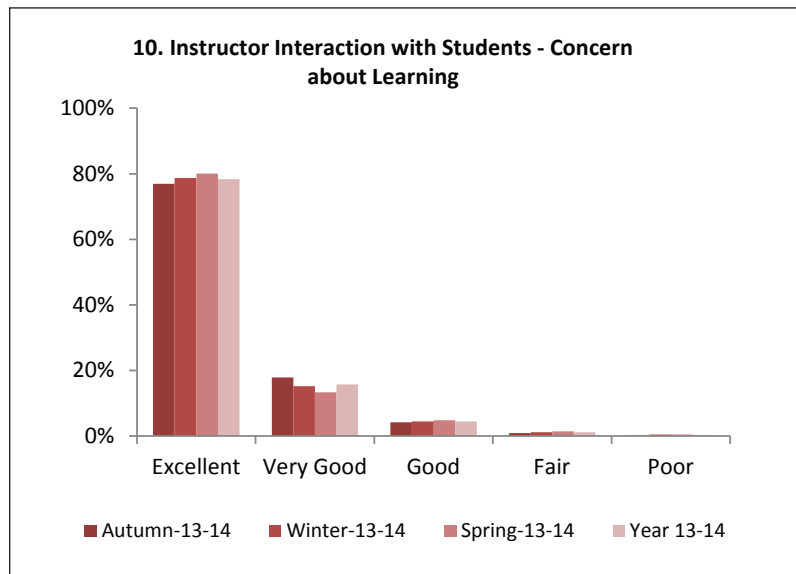
# Appendix C - Teaching Evaluations

Academic Year  
2013-2014



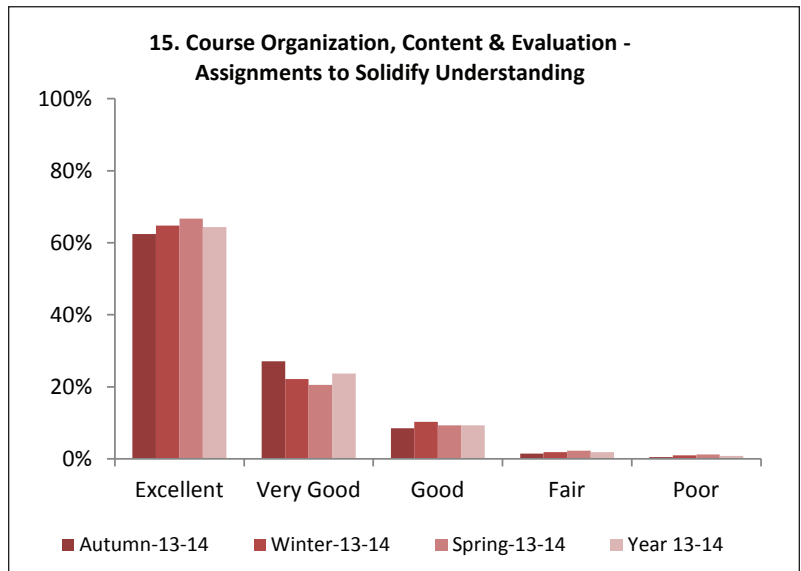
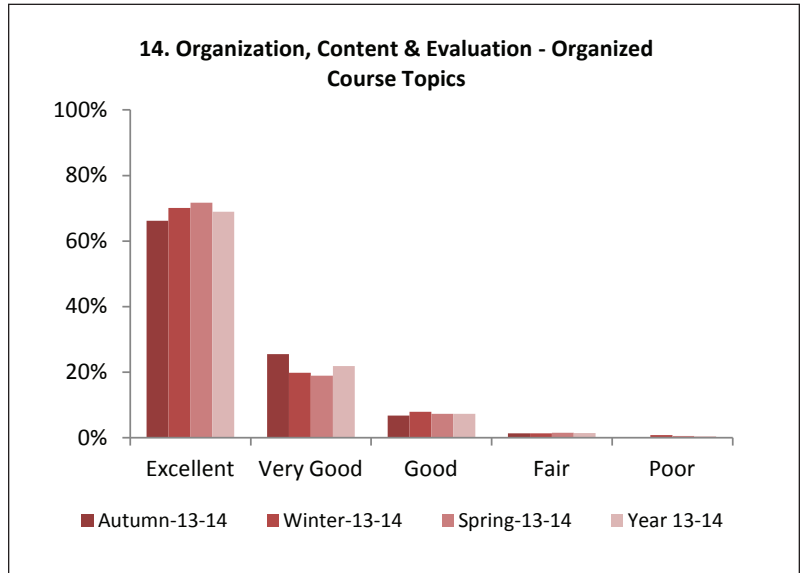
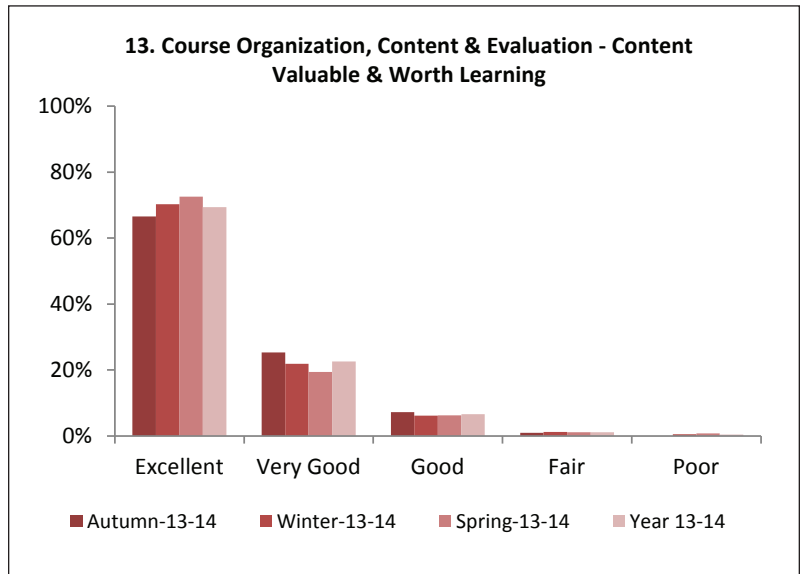
# Appendix C - Teaching Evaluations

Academic Year  
2013-2014



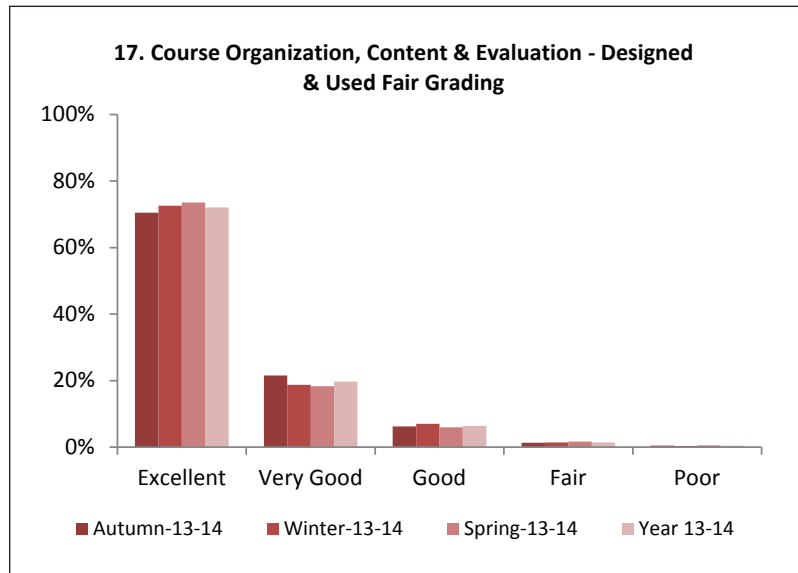
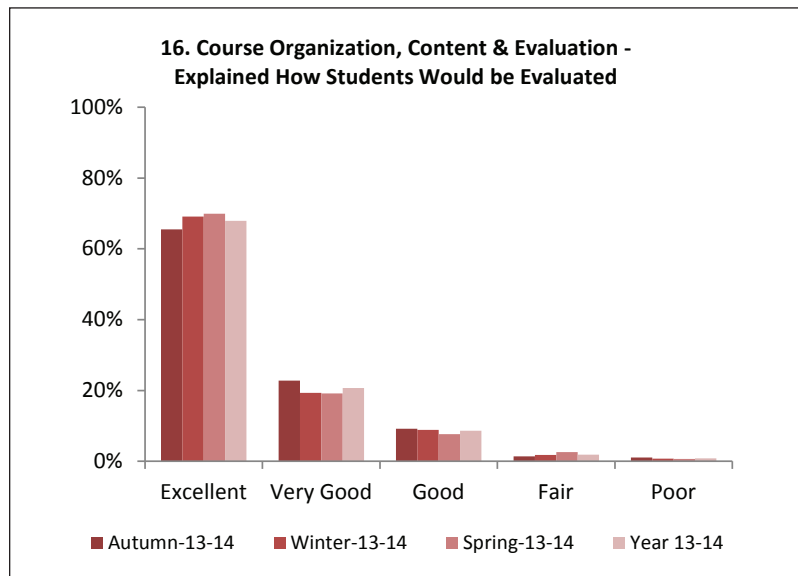
# Appendix C - Teaching Evaluations

Academic Year  
2013-2014



# Appendix C - Teaching Evaluations

Academic Year  
2013-2014



Appendix D -  
 Language  
 Center  
 Lecturer  
 Roster

Academic  
 Year  
 2014-2015

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
AME	Emami, Ameneh Shervin	2012	PhD	expected 2015	University of California, Los Angeles	limited		
AME	Ergul, Ebru	2010	MA	2005	Texas Tech University	limited		
AME	Mkhonza, Sarah	2013	PhD	1996	Michigan State University			
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya	full	full	
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
Arabic	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
Arabic	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
Arabic	Boumejdi, Thoraya	2012	PhD	2010	Universite de Toulouse, France	full	full	
Arabic	Hashem, Eva	2011	PhD	2011	Sacramento State University	limited		
Arabic	Obeid, Khalid	2007	PhD	1998	University of San Francisco	full	full	
Arabic	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	full	in process	
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	full	full	English WPT - full
Chinese	Lin, Nina Yuhsun	2004	MA	1998	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Tang, Le	2011	MA	2004	People's University, Beijing	full	in process	
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	full	full	
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	limited	full	
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full	full	
Chinese	Zhou, Xiaofang	2010	MA	2008	Beijing Language & Culture University	full		

# Appendix D - Language Center Lecturer Roster

Academic  
Year  
2014-2015

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
EFS	Geda, Kristopher	2013	PhD	2013	University of Pittsburgh	limited		
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	full	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State University	limited		
EFS	Mawson, Carole	1979	MAT	1965	Harvard University	full		
EFS	Romeo, Kenneth Robert	2006	PhD	2006	Stanford University	in process		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor	in process		
EFS	Wang, Dominic	2012	MA	1997	San Francisco State University	in process		
French	Comsa, Maria	2014	PhD	2014	Stanford University	limited		
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Lasnier, Marie	2010	PhD	2010	Stanford University	full	in process	
French	Mazuet, Alix	2014	PhD	2006	Duke University	in process		
French	Shapirshteyn, Vera	2011	MA	2005	University of California, Berkeley	full	full	English WPT - full
German	Kooiker, Jason	2013	PhD	2008	University of California, Berkeley	in process		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	limited	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
Italian	Alberti, Giorgio	2013	PhD	2012	Stanford University	in process		
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	full	full	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	full	full	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	full	in process	
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	full	full	
Japanese	Mukai, Emi	2013	PhD	2012	University of Southern California	full	full	
Japanese	Muramatsu, Chie	2014	PhD	2014	University of Iowa			
Japanese	Rogoyski, Michelle	2012	MA	2010	Stanford University	limited		
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	

# Appendix D - Language Center Lecturer Roster

Academic  
Year  
2014-2015

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer
Korean	Yoon, Hannah	2013	MA	2013	Columbia University	in process		
Portuguese	Consoni, Fernanda	2012	PhD	2011	University of Sao Paulo, Brazil	in process		
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	full	full	
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full	in process	
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full		
SLP	Brajesh, Samarth	2012	PhD	2012	University of Wisconsin - Madison	full	full	
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Nguyen, Dzuong	2008	MA	1982	University of San Francisco	in process		
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	full	full	
Spanish	Miano, Alice A	1991	PhD	2010	University of California, Berkeley	full	full	OPI Trainer
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	full	in process	
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	full OPI certification - German
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	full	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	limited OPI certification - French
Spanish	Vivancos, Ana	2012	PhD	2010	University of Illinois, Urbana Champaign	full	in process	
Spanish	Won, Hae- Joon	1999	PhD	1997	University of Madrid, Spain	full	full	

# Appendix E - SOPI Scores of AP and SATII Entering Students

Academic  
Year  
2013-2014

Chinese		
AP Score	SATII Score	PT SOPI Score
5		IM
	760	IM
	770	IM
5		IH
5		IH
5	800	AL
5	800	AL
5		AL
5	790	AM
5	800	AM
5		AM
	790	AM

French		
AP Score	SATII Score	PT SOPI Score
	660	NH
4		NH+
5		IL-
4	720	IL
IB 6		IL
5		IL+
4		IM-
4		IM-
	730	IM-
4	740	IM
4	750	IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
5		IM
5		IM
IB 5		IM



# Appendix E - SOPI Scores of AP and SATII Entering Students

Academic  
Year  
2013-2014

French		
AP Score	SATII Score	PT SOPI Score
IB 6		IM
	670	IM
	720	IM
	730	IM
	750	IM
	760	IM
4		IM+
5	770	IM+
5		IM+
5		IH-
5		IH-
4		IH
5	670	IH
5	800	IH
5		IH
5		IH
5		IH
5, IB 6	740	IH
5, IB 6		IH
IB 6		IH
IB 7	740	IH
	760	IH
5		IH
	800	IH
4		IH+
4		IH+
5		IH+
IB 6		IH+
	720	IH+
	770	IH+
5		AL-
4		AL
	800	AL
	800	AL
5	730	AL+
5		AL+
IB 7	780	AL+
5		AM-
5		AM
	800	AM+

# Appendix E - SOPI Scores of AP and SATII Entering Students

Academic  
Year  
2013-2014

German		
AP Score	SATII Score	PT SOPI Score
4		IL
5		IL
5, IB 7		IL
4		IM
5		IM
5		IM+
5		IM+
5		IH

Japanese		
AP Score	SATII Score	PT SOPI Score
6		IL
5	800	A+

Latin		
AP Score	SATII Score	Placement
4	700	CLASSICS 11L
4		CLASSICS 11L
5	770	CLASSICS 11L
	800	CLASSICS 11L
	750	CLASSICS 11L
4		CLASSICS 12L
4	750	CLASSICS 12L
5		CLASSICS 12L
5	800	CLASSICS 12L
5		CLASSICS 12L
5		CLASSICS 101L
	800	CLASSICS 101L
	800	CLASSICS 101L
	800	CLASSICS 101L
	800	CLASSICS 101L

# Appendix E - SOPI Scores of AP and SATII Entering Students

Academic  
Year  
2013-2014

Spanish		
AP Score	SATII Score	PT SOPI Score
	690	NH
4		NH+
4	650	IL
4		IL
4		IL
4		IL
4		IL
4		IL
5	760	IL
5		IL
4		IL+
4		IL+
4		IL+
4		IL+
4		IL+
4		IL+
4		IL+
4		IL+
5	690	IL+
5	800	IL+
5		IL+
IB 5		IL+
	640	IL+
	640	IL+
4	640	IM
4	680	IM
4	700	IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
5	730	IM
5		IM
5		IM
5		IM
5		IM
5		IM



Appendix E -  
SOPI Scores of  
AP and SATII  
Entering  
Students

Academic  
Year  
2013-2014

Spanish		
AP Score	SATII Score	PT SOPI Score
5	800	IH
5	800	IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
	690	IH
	720	IH
	750	IH
	790	IH
5	800	AL
5		AL
5, IB 7	670	AL





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