

Stanford
Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

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Overview

The 2008-2009 academic year marked the beginning of the 14th 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 (2009-2010). Unique to this report is the inclusion of the Language Center's contribution to Stanford's institutional evaluation as part of the Western Association of Schools and Colleges (WASC).

Mission Statement and Program Structure

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic program 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 but 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 National 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 the past years, this Annual Report has focused exclusively on oral proficiency ratings 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.

Recently, a national scale for the development of writing proficiency has been finalized. 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 2001). 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.

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, Russian, Portuguese, and Hebrew are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. **Appendix A** displays the oral proficiency ratings generated over the past fourteen academic years. The majority of students were indeed in or beyond expected ranges during the Spring 2009 assessment. 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 Asian languages programs as well as the Portuguese program far exceeded their 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. Italian and Portuguese students in particular seem to make remarkable strides.

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 2009, Arabic, Chinese, French, Hebrew, Italian, Japanese, Portuguese, Slavic, 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

Each quarter for eleven years, the Language Center processed manually all language teaching evaluations. The evaluations were collected, the data loaded into spreadsheets and consolidated and reviewed each quarter. Further, the Director read all student comments on the evaluations (approximately 2000 each quarter). All instructors then received copies of their evaluations by the first day of the following quarter. This enabled instructors to modify and enhance their instruction from the first day of the following quarter.

With the advent of the electronically-delivered evaluations of teaching, teachers are now able to access their evaluations directly from the web. The Director of the Language Center continues to read each evaluation. As of Winter Quarter 2008, the online evaluation system has enabled the Language Center staff to collate student comments within language levels. References to specific individuals are removed and the collated comments are forwarded to language program coordinators. This system enables a quarterly curriculum review that has now been added to individual review.

Appendix C illustrates student responses to first-, second-, and third-year language teaching during academic year 2008-2009. The data are consistent across previous years' reports and point toward the genuine strengths in all language programs in the Division of Literatures, Cultures, and Languages. 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=60) are evaluated on the contents of their teaching portfolio and receive a letter evaluating their performance with suggestions for the coming academic year.

Appendix D contains the Language Center lecturer roster for academic year 2009-2010 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Thirty-six full-time instructors (60%) have completed all oral proficiency interview training and have been certified; an additional twelve have begun the certification process. 95% of all Stanford language instructors (lecturers and graduate students) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States to have even a handful of instructors have 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 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 two such workshops and has several staff members currently pursuing this rater certification; twenty-two 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 the Stanford “techie” reputation. That is, 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 much. **Table 1** lists first-, second-, and third-year enrollments per language through academic year 2008-2009. Average data from academic years 1995-1999 and 2000-2004 are included for comparison. These data now also include enrollments generated by the English for Foreign Students, Catalan and Tibetan Language programs.

TABLE 1 - 1st- 2nd- & 3rd-Year Enrollments - Average Autumn 1995 - 1999, Autumn 2000 - 2004 and Autumn 06 - Spring 09*																		
	Average Aut 95-99	Average Win 95-99	Average Spr 95-99	Average Aut 00-04	Average Win 00-04	Average Spr 00-04	Aut 05	Win 05	Spr 05	Aut 06	Win 06	Spr 06	Aut 07	Win 07	Spr 07	Aut 08	Win 08	Spr 08
Arabic****																124	114	109
Chinese	265	228	187	320	269	242	404	360	312	399	352	298	418	358	295	353	325	282
Catalan****													4	3	2	4	5	5
EFS**				216	182	176	188	200	173	233	196	188	255	183	166	228	176	148
French	230	196	173	240	227	204	279	265	207	232	205	187	247	230	177	246	248	200
German	102	108	78	92	98	74	76	84	70	97	97	73	119	122	81	95	106	88
Italian	179	164	163	236	215	192	239	204	172	227	183	190	215	163	181	182	141	169
Japanese	167	138	96	198	170	134	224	199	138	202	179	139	197	195	126	231	204	157
Korean	37	28	26	30	27	22	42	39	37	32	33	23	17	18	18	32	34	29
Portuguese	21	27	31	44	49	53	39	50	51	41	50	68	57	57	42	58	48	58
Slavic	44	43	32	54	51	45	46	47	35	50	53	50	57	58	55	62	58	53
Spanish	592	551	440	632	580	473	648	557	483	584	556	510	600	539	423	551	539	452
SPL	168	146	121	191	147	131	221	161	137	205	157	152	162	121	130	153	118	113
AME				118	119	105	158	140	134	191	174	139	184	175	155	78	94	76
Tibetan***										5	5	4	6	3	3	2	3	1
TOTAL	1805	1628	1347	2371	2134	1851	2564	2306	1949	2498	2240	2021	2538	2225	1854	2399	2213	1940

* Averages (1996-1999) do 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

Examining the data from 2008-2009 and comparing it with average data from the first five years of the Language Center (excluding EFS, Catalan and Tibetan enrollment) indicates that enrollment has risen 20%--this in spite of increasing numbers of admitted students already having met the requirement and a stable number of admitted students. Since 2003 (with the inclusion of EFS enrollment), the Language Center has experienced an additional 7% enrollment increase.

Table 2 illustrates academic year 2008-2009 demographic data collected from language teaching evaluations. Students continue to report “interest” considerably more frequently than “requirement” as the reason for being in their class. Table 2 also provides some evidence as to which languages are used most often to fulfill the language requirement.

Table 2 - Student Self Reports - Academic Year 2008-2009

ACADEMIC YEAR 2008-2009 - FIRST YEAR

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	7%	0	7%	7%	15%	9%	17%	19%	15%	27%	23%	5%	7%	0%
DR/GRE	18%	0%	2%	28%	23%	24%	16%	14%	7%	8%	11%	44%	58%	0%
Reputation	0%	0%	2%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Interest	71%	0%	58%	58%	53%	47%	58%	65%	74%	59%	64%	49%	31%	0%
Other	14%	0%	29%	3%	5%	16%	6%	3%	3%	0%	0%	0%	2%	0%
*Total Enr	448	0	487	299	163	327	208	37	74	59	293	154	721	0

**Students answered in multiple categories*

ACADEMIC YEAR 2008-2009 - SECOND YEAR

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	30%	0%	0%	28%	29%	25%	31%	13%	78%	32%	44%	13%	33%	0%
DR/GRE	0%	0%	0%	1%	6%	2%	0%	0%	0%	0%	6%	15%	1%	0%
Reputation	0%	0%	0%	0%	0%	0%	1%	0%	0%	5%	0%	0%	0%	0%
Interest	66%	0%	0%	66%	46%	70%	66%	75%	33%	64%	48%	66%	58%	0%
Other	1%	0%	0%	3%	14%	3%	1%	0%	0%	0%	0%	3%	5%	0%
*Total Enr	150	0	0	186	35	63	131	8	9	22	87	71	447	0

**Students answered in multiple categories*

ACADEMIC YEAR 2008-2009 - ALL ADVANCED

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	25%	0%	0%	40%	57%	100%	53%	13%	20%	86%	55%	33%	45%	0%
DR/GRE	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Reputation	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Interest	49%	0%	0%	56%	43%	0%	53%	88%	70%	14%	38%	33%	52%	0%
Other	17%	0%	0%	2%	0%	0%	0%	0%	0%	0%	4%	0%	1%	0%
*Total Enr	183	0	0	48	14	2	90	24	10	43	55	3	83	0

**Students answered in multiple categories*

Table 3 illustrates the academic background of students in the language programs. First-year students are distributed fairly evenly across academic areas. The reports of second-year reveal Asian languages as growing in the number of students in Social Science as well as in Humanities and Engineering. In general, the second-year language programs meet the needs of more Social Science students and the third-year programs meet the needs of more Humanities students. These data reflect the larger student population in programs with second-year language requirements such as International Relations as well as majors enrollment in the various languages. The data help the Language Center to insure that the language programs are aligned with the needs and interests of students enrolled.

Table 3 - Areas of Study - ACADEMIC YEAR 2008-2009

ACADEMIC YEAR 2008-2009 - First Year														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	17%	0%	14%	18%	18%	11%	8%	30%	11%	10%	12%	29%	24%	0%
Social Science	20%	0%	5%	20%	13%	20%	17%	11%	34%	19%	38%	20%	22%	0%
Humanities	18%	0%	4%	18%	21%	28%	16%	35%	14%	42%	25%	12%	11%	0%
Engineering	26%	0%	70%	19%	26%	15%	29%	5%	20%	14%	10%	23%	12%	0%
Education	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	15%	0%	2%	21%	17%	23%	25%	16%	16%	10%	13%	12%	27%	0%

**Total enrollment: students answered in multiple categories*

ACADEMIC YEAR 2008-2009 - SECOND YEAR														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	11%	0%	0%	8%	6%	14%	15%	63%	10%	14%	14%	14%	18%	0%
Social Science	35%	0%	0%	33%	14%	14%	20%	13%	50%	9%	45%	21%	34%	0%
Humanities	19%	0%	0%	24%	60%	43%	11%	13%	30%	27%	17%	27%	17%	0%
Engineering	21%	0%	0%	10%	6%	14%	37%	13%	0%	41%	7%	20%	9%	0%
Education	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	24%	9%	12%	15%	0%	0%	9%	15%	15%	19%	0%

**Total enrollment: students answered in multiple categories*

ACADEMIC YEAR 2008-2009 - ADVANCED														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	20%	0%	0%	6%	0%	0%	12%	38%	10%	9%	2%	0%	12%	0%
Social Science	20%	0%	0%	29%	50%	50%	22%	42%	50%	28%	47%	0%	31%	0%
Humanities	27%	0%	0%	27%	36%	50%	32%	13%	10%	51%	40%	0%	24%	0%
Engineering	16%	0%	0%	4%	14%	0%	19%	8%	10%	9%	4%	67%	14%	0%
Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
Other	16%	0%	0%	27%	0%	0%	7%	0%	10%	2%	2%	0%	14%	0%

**Total enrollment: students answered in multiple categories*

The Language Requirement

Placement and assessment, Academic Year 2009-2010

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 4 provides information received from the 2009-2010 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.

**TABLE 4 -
Baseline data on incoming students 2009-2010**

LANGUAGE	RAW NUMBER	PERCENTAGE
SPANISH	778	49%
PORTUGUESE	8	1%
FRENCH	253	16%
ITALIAN	50	3%
GERMAN	57	4%
RUSSIAN	13	1%
CHINESE	146	9%
JAPANESE	62	4%
KOREAN	26	2%
LATIN	62	4%
GREEK	4	0%
MODERN GREEK	1	0%
HEBREW	7	0%
ARABIC	23	1%
SWAHILI	4	0%
TAGALOG	1	0%
HAITIAN	1	0%
HAWAIIAN	2	0%
AMHARIC	1	0%
KIRIBATI	1	0%
SETSWANA	2	0%
YORUBA	1	0%
ASL	5	0%
MALAY	2	0%
SERBO-CROATIAN	1	0%
ARMENIAN	1	0%
BENGALI	2	0%
HINDI	12	1%
FARSI	1	0%
PUNJABI	1	0%
NEPALI	1	0%
URDU	1	0%
TAMIL	1	0%
TIBETAN	1	0%
THAI	7	0%
TURKISH	3	0%
VIETNAMESE	4	0%
DUTCH	1	0%
OTHER	4	0%
NONE	27	2%
	1578	100%

Table 5 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2009. All students in need of placement were required to test on-line, leaving only the oral examination for the usual placement testing period. One thousand fifty nine students completed the oral portion of the examination and were placed officially or exited from the requirement before classes began in Fall 2009.

TABLE 5 - On-campus testing, September 16-18, 2009			
LANGUAGE	Expected	Online Written	On Campus/Oral
CHINESE	36	120	106
FRENCH	110	227	186
GERMAN	18	38	33
GREEK	1	1	1
ITALIAN	7	13	13
JAPANESE	17	37	31
KOREAN	0	9	7
LATIN	3	0	19
RUSSIAN	1	16	15
SHBS	0	48	48
SPANISH	406	482	600
	599	991	1059

Table 6 recaps data concerning students who completed the language requirement through some form of testing. Sixty-two (62%) percent of incoming students exited from the language requirement in Fall 2009. This year's data include students entering Stanford as native speakers of a language other than English.

TABLE 6 - Students completing the language requirement through testing - 2009-2010			
	Lang. Req. SATII/ AP-Native	Placement Test - Place Out	Total
CHINESE	54	75	129
FRENCH	109	38	147
GERMAN	13	5	18
GREEK	0	1	1
ITALIAN	1	8	9
JAPANESE	11	14	25
KOREAN	22	3	25
LATIN	43	7	50
RUSSIAN	3	4	7
SPANISH+SHBS	317	194	511
	573	349	922

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, all AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. The 2009-2010 academic year was consistent with previous years. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix E**. The Language Center continues to be enormously supportive of the use of AP/SATII scores for meeting the language requirement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix F** catalogues almost seven thousand email exchanges throughout the summer of 2009, categorized by language of interest. Students receive information about majors and minors in the languages of their interest areas as well as information regarding overseas programs.

Petitions and credit transfers

The vast 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 2008-2009.

The Language Center also approves credit transfers from other domestic and international institutions. **Table 7** illustrates that the number of students requesting transfers has more than doubled since the inaugural year of the Language Center. The number of students requesting credit transfers for Spanish has been reduced, and will presumably continue to decline given the popularity of the Madrid campus.

TABLE 7 - Credit Transfers - 1997-1998 through 2008-2009

	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009 Preapprovals
AME					8	3	3	7	4	3	2	2	1	1
Greek										1		5	1	
Arabic											5	8	9	7
Chinese	1	3	3		6	3	7	9	8	4	5	5	17	3
French	10	8	16	1	8	4	12	17	6	12	11	10	5	
German	6	5	1	1	5	4	4	8	4	5	3		1	
Hebrew											3	3	2	1
Italian		2	10		3	7	7	14	9	6	7	4	7	3
Japanese	2	1	6			4	4	6	1	2	6	1	1	
Korean	1				3	2	2	1					1	1
Latin	3	4			1				1	3	2		1	1
Portuguese		1			3	4		4	2	1	1	1	1	1
Russian	1	2	1		3	1	3	1	3	1	2	4	2	
Spanish	13	32	31		47	70	60	84	42	53	49	54	25	19
SPL	6	3	20		15	4	8	6	4	3	6	5	6	2
Swahili													1	
Tibetan										1				1
	43	61	88	2	102	106	110	157	84	95	102	102	81	40

Proficiency Notation for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased dramatically 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. In Spring 2009, students received proficiency notations in Chinese (1), French (1), Hebrew (1), Japanese (1), Portuguese (1) and Spanish (7).

Information Security

In the summer of 2009, Randy Livingston, the Chief Financial Officer of the university, sent an email to all faculty and staff, pointing out new information security guidelines. The Language Center Academic Technology Specialist (ATS) followed up on his message and eventually received a detailed clarification from Susan Weinstein, the Stanford University Privacy Officer. While the guidelines may not be very surprising to those working with financial data, the caution surrounding student data, including assignments and grades, is a new concept for many instructors. Essentially, the Information Security Office recommends that all student data be removed from mobile devices, including instructor laptops, as soon as possible, with a deadline of 8/31 each year. The Language Center ATS presented this information to staff in the annual meeting, and has worked with program coordinators to set up secure methods for keeping data and to resolve any outstanding problems. In the end, the process of raising awareness about these issues has been an opportunity for all staff to examine the requirements and resources they have in order to make informed decisions about the technology-enhanced teaching methods that are used today.

Online Component: CourseWork

Again this year, there were no major problems with CourseWork, which most Language Center courses use for assignments. This includes the Fall quarter, when the huge increase in logins has crashed the system in previous years. In addition, several incremental upgrades have brought more features and improved reliability. The Language Center ATS continued to provide orientations for instructors, although most seem to be capable of working with pre-existing content, with many even creating new content on their own. Instructor adoption of CourseWork tools continues to spread, with slight increases in the usage of almost every assignment item type.

Table 8 - CourseWork Assignment Item Types

Year (Winter, Spring and Fall Quarters)	Audio Recording	File Upload	Multiple Choice	Short Answer / Essay	Fill in the Blank	True / False	Grand Total
2008	168	24	77	64	9	8	350
2009	168	26	84	69	11	12	370

SOPi Tests

SOPi testing via CourseWork continued in the spring of 2009 with well over 700 students taking first and second year assessments.

	2006	2007	2008	2009
Chinese	79	88	76	114
French	89	81	70	112
German	14	10	25	35
Hebrew	12	10	15	6
Italian	78	91	89	82
Japanese	58	64	78	84
Portuguese	21	25	19	21
Russian	0	10	20	24
Spanish	308	277	242	286
Total	659	656	634	764

The spring 2009 SOPis marked the culmination of the CourseWork team's nearly year-long effort to produce a new SOPi system. The previous application could only work with an older version of CourseWork, and required a complete re-imaging of the Language Lab to Windows 2000. However the new version runs from the current Sakai-based version of CourseWork, and not only works on Windows XP, the operating system installed in the Lab, it also works on newer versions of Windows and Apple machines. The Language Center ATS was included in the development process from the beginning and participated in quality assurance and load testing. The system worked perfectly, and Spanish, French, Chinese and German all implemented second year tests, bringing the total number of students to 764. Work continues to convert previous SOPi versions into a format that will work in the new system, and an item bank of four versions of each item type is nearly complete. The SOPi application remains installed and active on the machines in one room of the Language Lab, thus making on-demand high-stakes assessment a real possibility in the next academic year.

The Language Center has been involved in the university's report to the Western Association of Schools and Colleges. The Language Center's report (filed in October 2009) provides longitudinal data on oral proficiency since the time of the previous WASC report; it includes data on writing proficiency; and it examines both first- and second-year language instruction. The report also provides data on the influence of high school language choice on college choice; on the number of foreign languages Stanford students pursue; and on the relationship between language learning on the main campus and BOSP campuses. The University chose to focus on Spanish, French, and Chinese.

Data Collection and Management

The collection of oral proficiency data via the Simulated Oral Proficiency Interview (SOPI) is a normal part of our culture. All oral proficiency data included in the report were collected in May-June, 2009, in the Digital Language Laboratory and uploaded to a secure website for analysis. Collecting writing data was cumbersome and entailed hand-delivering writing prompts for the Writing Proficiency Assessment (WPA) to individual classrooms and then returning to the classroom for pickup. We were not prepared to administer the writing assessment online given security measures and the availability of online resources such as spell-checkers and grammatical assistance. All handwritten writing samples were digitized, assigned a code, and placed on a secure website for accessing by raters.

To insure the comparability of our internal SOPI data with OPI data, we conducted telephonic Oral Proficiency Interviews with a subset of students in each language group. These interviews were conducted via Language Testing International and a double-blind rating was forwarded to us. We then ran correlations between the two data sets. In Chinese, 19 students took both tests. In every case, the rating was the same ($r = 1.0$). In Spanish, 35 students took both. Reliability was .85. In most cases of disagreement, the local SOPI rating was lower than the external OPI rating. In French, 21 students took both tests and generated a reliability of .66. The overwhelming number of disagreements in the French data set was similar to the Spanish finding: local ratings were lower than the external OPI assessments. In order to determine the reliability of our internal findings, we used a procedure similar to that used in double-blind rating within Language Testing International. SOPIs and WPAs were scored either twice (with a third rater as arbiter of divergent rates), or with two raters coming to a joint rating.

Over the summer of 2009, while certified raters were assessing the SOPIs and WPAs, we conducted a transcript analysis of all students in our assessment groups. We examined transcripts for their high school background experience; any placement test data; and their course-taking patterns. These data were coded and loaded into an Excel spreadsheet.

Student Demographics

For the WASC report, we examined the transcripts of 500 students (283 in Spanish; 110 in Chinese; and 107 in French). Ultimately, there were missing cells of data due to student absenteeism, technical problems from equipment, and/or human error that led to unusable data. Hence, the final data set for this report contains a grand total of 467 students.

Descriptive data are illustrated in **Table 10**. Of the 467 students, 64% were continuing with their high school language. Two students in the pool were taking two foreign languages simultaneously (French and Chinese; Spanish and French). One hundred three students (22%) had taken more than one language in high school, while 93 students (20%) took (or are taking) more than one language at Stanford. Fifty-two students in the group (11%) entered Stanford with AP scores of 4 or 5.

Table 10 - Admit Year Count

Total	467		
Admit Year	Chinese	French	Spanish
2008	39	48	124
2007	41	40	80
2006	10	8	31
2005	13	4	25
Other	0	2	2
Total	103	102	262

Regarding the students studying at the BOSP centers, thirty-six students studied at Madrid and 23 in Santiago; 25 in Paris; and 17 in Beijing. Seven of twenty-three Santiago students (30%) were heritage speakers of Spanish. Only three Madrid students (8%) were heritage students, although two additional students entered Stanford with extremely high levels of Spanish. Two heritage speakers of Chinese (12%) studied in Beijing.

Questions and Findings

We posed two general questions regarding performance in speaking and writing. We asked a parallel question regarding students studying abroad.

1. *What levels of oral and written language proficiency do Stanford students of Spanish, French, and Chinese reach at the end of one year and at the end of two years of instruction?*

Table 11 illustrates oral proficiency data collected at two collection periods in Spanish, French, and Chinese. The overwhelming majority of students in each language are in the intermediate range in their oral proficiency after completing a third quarter course. Depending on the year or period of data collection, levels shift between Intermediate-Low and Intermediate-Mid in the cognate languages and between Novice-High and Intermediate-Low in Chinese.

Table 11 - First-Year Simulated Oral Proficiency Scores

Spanish				
	1999 - 2004		2005 - 2009	
Rating	Raw Data	Percentage	Raw Data	Percentage
NL				
NM	7	1%	2	0%
NH	41	4%	22	3%
IL	361	37%	253	37%
IM	465	48%	384	57%
IH	62	6%	14	2%
AL	27	3%		
AM	5	1%		
AH	1	0%		
S	1	0%		
Totals	970	100%	675	100%

French				
	1999 - 2004		2005 - 2009	
Rating	Raw Data	Percentage	Raw Data	Percentage
NL				
NM	7	2%		
NH	16	4%	15	5%
IL	115	32%	90	32%
IM	172	48%	153	54%
IH	42	12%	20	7%
AL	4	1%	4	1%
AM				
AH				
S				
Totals	356	100%	282	100%

Chinese				
	1999 - 2004		2005 - 2009	
Rating	Raw Data	Percentage	Raw Data	Percentage
NL				
NM	2	1%		
NH	45	16%	16	5%
IL	120	41%	264	86%
IM	87	30%	16	5%
IH	28	10%	10	3%
AL	6	2%		
AM				
AH	2	1%		
S				
Totals	290	100%	306	100%

Table 12, illustrating our first complete data collection on second-year students, lists the oral proficiency ratings for students completing a sequence. A progression in oral proficiency as compared with first-year data in Table 11 is notable with students moving into the Intermediate High and Advanced ranges after completing second year.

Table 12 - Second-Year Simulated Oral Proficiency Scores						
Rating	Spanish		French		Chinese	
	Raw Data	Percentage	Raw Data	Percentage	Raw Data	Percentage
NL						
NM						
NH						
IL			2	12%	3	8%
IM	6	9%	8	47%	24	65%
IH	26	40%	5	29%	9	24%
AL	28	43%	2	12%	1	3%
AM	4	6%				
AH	1	2%				
S						
Totals	65	100%	17	100%	37	100%

Table 13 captures first-year writing data collected systematically for the first time in 2009. Student writing performance is slightly higher than the oral proficiency data in the cognate languages of Spanish and French and slightly lower in the non-cognate language, Chinese.

Table 13 - First-Year Writing Proficiency Scores						
Rating	Spanish		French		Chinese	
	Raw Data	Percentage	Raw Data	Percentage	Raw Data	Percentage
NL					1	1%
NM					5	5%
NH			2	3%	36	48%
IL	13	9%	29	40%	32	43%
IM	63	42%	39	54%	1	1%
IH	68	46%	2	3%		
AL	5	3%				
AM						
AH						
Totals	149	100%	72	100%	75	100%

Table 14 shows the second-year writing performances. These data, compared with those in **Table 13**, demonstrate the progression of proficiency in writing over time.

Table 14 - Second-Year Writing Proficiency Scores						
Rating	Spanish		French		Chinese	
	Raw Data	Percentage	Raw Data	Percentage	Raw Data	Percentage
NL					1	3%
NM					2	5%
NH					26	70%
IL					6	16%
IM			5	28%	2	5%
IH	13	21%	6	33%		
AL	24	38%	6	33%		
AM	24	38%	1	6%		
AH	2	3%				
Totals	63	100%	18	100%	37	100%

2. When students arrive at Stanford with some knowledge of a foreign language and they enroll in foreign language courses, do they improve?

We answered any lingering questions about ultimate attainment in oral language proficiency by examining the performance of students in our pool who had been placed into a particular Stanford language via the oral and online written components of the placement test. There were 51 French students, 12 Chinese students, and 118 Spanish students (39%) in the pool who had a prior oral assessment on file.

Table 15 lists proficiency ratings and, in all cases, students made significant progress ($p < .001$) in their oral proficiency from their initial assessment to their exit assessment in 2009. More French students had a lower starting point (in the Novice range) than did the Spanish or Chinese students who began language study at Stanford on average in the Intermediate Low range. Yet, each group completed their course of study at least approaching or reaching Intermediate-Mid.

3. What levels of oral and written language proficiency do Stanford students of Spanish, French, and Chinese studying those languages at a BOSP campus reach at the end of one quarter overseas?

Table 15 - Pre/Post Oral Proficiency Assessments

French				
Rating	PreSOPI		PostSOPI	
	Raw Data	Percentage	Raw Data	Percentage
NL	3	6%		
NM	4	8%		
NH	11	22%	3	6%
IL	18	35%	12	24%
IM	10	20%	27	53%
IH	5	10%	6	12%
AL			3	6%
AM				
AH				
S				

Chinese				
Rating	PreSOPI		PostSOPI	
	Raw Data	Percentage	Raw Data	Percentage
NL				
NM				
NH	2	17%		
IL	7	58%	4	33%
IM	3	25%	6	50%
IH			2	17%
AL				
AM				
AH				
S				

Spanish				
Rating	PreSOPI		PostSOPI	
	Raw Data	Percentage	Raw Data	Percentage
NL				
NM	7	6%		
NH	12	10%		
IL	57	46%	27	23%
IM	32	26%	52	44%
IH	7	6%	22	19%
AL	8	6%	16	14%
AM	1	1%		
AH	1	1%	1	1%
S				

We also examined whether students studying abroad improve significantly in their oral and written proficiency. Prior to departing for an overseas campus (namely, Paris, Santiago, Madrid, or Beijing), students were assessed in their oral proficiency via the Simulated Oral Proficiency Interview (SOPI). They also took a Writing Proficiency Assessment (WPA). Toward the end of the overseas stay at the respective campuses, students were interviewed via a live Oral Proficiency Interview (OPI) with a certified tester and also took another WPA. **Table 16** reveals all pre and post data indicating that in all cases students made statistically significant progress in their oral proficiency. Beijing students increased almost a full half step from an Intermediate-Mid to approaching Advanced; Spanish students in Madrid and Santiago began their study at the respective campuses as Intermediates and exited in the Advanced Low stage; Paris students started at Intermediate-Mid on average and approached Intermediate-High.

Table 16 - BOSP Pre/Post Oral Proficiency Assessments

Madrid					Paris				
Rating	PreSOPI		OPI		Rating	PreSOPI		OPI	
	Raw Data	Percentage	Raw Data	Percentage		Raw Data	Percentage	Raw Data	Percentage
NL					NL				
NM					NM				
NH					NH	2	9%	1	4%
IL	1	3%			IL	4	17%	1	4%
IM	9	26%	1	3%	IM	11	48%	8	35%
IH	10	29%	9	26%	IH	5	22%	7	30%
AL	9	26%	13	6%	AL			4	17%
AM	6	17%	9	26%	AM	1	4%	2	9%
AH			1	3%	AH				
S			2	6%	S				

Santiago					Beijing				
Rating	PreSOPI		OPI		Rating	PreSOPI		OPI	
	Raw Data	Percentage	Raw Data	Percentage		Raw Data	Percentage	Raw Data	Percentage
NL					NL				
NM					NM				
NH					NH	3	19%		
IL	2	9%			IL	2	13%	3	19%
IM	7	30%	3	13%	IM	4	25%	6	38%
IH	6	26%	8	35%	IH	3	19%	2	13%
AL	2	9%	5	22%	AL	2	13%	2	13%
AM			1	4%	AM	1	6%	1	6%
AH	5	22%	2	9%	AH	1	6%	2	13%
S	1	4%	4	17%	S				

Table 17 lists similar findings for written language proficiency. Beijing students departed Stanford with an average Intermediate-Low rating in their writing proficiency and completed their study abroad approaching Intermediate-Mid. Madrid and Santiago students were on average Intermediate-High to Advanced and exited approaching Advanced-High in their writing proficiency. Paris students exhibited the narrowest range of progress from an Intermediate-Low to approaching an Intermediate-Mid. All progress was statistically significant.

Table 17 - BOSP Pre/Post Writing Proficiency Assessments									
Madrid					Paris				
Rating	PreWPA		PostWPA		Rating	PreWPA		PostWPA	
	Raw Data	Percentage	Raw Data	Percentage		Raw Data	Percentage	Raw Data	Percentage
NL					NL				
NM					NM				
NH					NH	1	4%		
IL					IL	10	40%	8	32%
IM	3	8%			IM	10	40%	12	48%
IH	14	39%	2	6%	IH	4	16%	5	20%
AL	15	42%	11	31%	AL				
AM	3	8%	17	47%	AM				
AH	1	3%	6	17%	AH				
S					S				

Santiago					Beijing				
Rating	PreWPA		PostWPA		Rating	PreWPA		PostWPA	
	Raw Data	Percentage	Raw Data	Percentage		Raw Data	Percentage	Raw Data	Percentage
NL					NL			1	6%
NM					NM	1	6%		
NH					NH	4	25%		
IL					IL	3	19%	6	38%
IM	3	15%			IM	5	31%	4	25%
IH	5	25%	2	10%	IH	2	13%	3	19%
AL	5	25%	7	35%	AL			1	6%
AM	3	15%	6	30%	AM	1	6%	1	6%
AH	3	15%	4	20%	AH				
S	1	5%	1	5%	S				

Analysis

In the previous WASC Accreditation Report (May, 2000), the team praised Stanford's efforts in enhancing foreign language instruction, yet questioned whether we could sustain all these efforts at an already high level of achievement. The answer is that we have not only sustained the high level we reported in 2000, but can now report high levels of achievement in writing and in second-year courses.

The writing data displayed in this report indicate that most students are moving toward writing their respective foreign languages at the paragraph level in the cognate languages—a level slightly beyond their speaking ability—after completing the first-year sequence. Even Chinese learners, working through the hurdles of a character-based writing system, are constructing full sentences in the first-year of instruction. The data illustrate cross-linguistic challenges that students face: they show that oral proficiency in Chinese is easier to acquire than written proficiency and that written proficiency in Spanish and French comes at a faster rate because of the cognate nature of these languages.

Second-year data provides us with insight into the efficacy of second-year programs. Students progress through the ACTFL/FSI scale entering the Intermediate High and Advanced range. These data indicate that Stanford language students completing a second-year of study are generally well beyond published assessments of students who major in these languages (most universities report that level as Intermediate-Mid) and that they are well prepared to conduct advanced work and to study and live abroad. As another point of comparison, the Intermediate High and Advanced ranges are required by NCATE for teacher certification. The advanced range provides the students who take the US Foreign Service examination with extra credit points.

Questions always arise regarding the value added of a Stanford education. Is it merely that we have good students upon entry? For the language programs, the answer is that students who arrive at Stanford with some language knowledge will increase that knowledge if they take a language sequence. Students do not stagnate in their language knowledge, but progress in their speaking and writing abilities.

The data also illustrate the transition from on-campus programs to overseas campuses and give us confidence that we have a well-sequenced language program. Students are prepared to make progress in their language learning and return from overseas campuses with greater facility in their speaking and writing. Spanish students, in particular, make remarkable progress and are able

to conduct academic work with confidence in a Spanish-speaking setting.

These data also allow us to perceive the impact of a number of curricular decisions made since our previous WASC reporting as well as the influence of our professional development program on student proficiency levels. Three key features surface: the first concerns placement testing; the second, our conservative, internal assessment procedures; and the third, the nature of the French program.

The data in **Table 11** provide insight into placement testing. In the period 1995-2004, self-placement was possible and our internal placement procedure was not mandatory. This free-wheeling environment meant that there were students in first-year courses who had too high a proficiency level upon entry into those classes. When we looked at our data, we knew that students should not be in first-year courses who exhibit an Intermediate High level and beyond upon entry into those courses. At the same time, we were responsive to teachers concerned with too much heterogeneity in their courses and with students who did not wish to compete with students at higher levels. Hence, we mandated placement and implemented procedures to notify students who were attempting to “self-place.” This led to a tightening of the distribution of proficiency levels around the intermediate. The rogue advanced level has by and large disappeared from first-year data. Mandated placement procedures also facilitated the conversation between on-campus and overseas campuses, thereby, enhancing student transition into and out of these campuses.

This report enabled us also to contemplate our internal assessment procedures with the Simulated Oral Proficiency Interview (SOPI). We have invested more than \$.5 million in professional development, principally focused on Oral Proficiency Interview (OPI) training.

At the time of the 2000 WASC assessment, we had only 4 certified raters across all languages; by 2006, we had 16, and by 2009, 36. This explosion in numbers fundamentally changed language teaching at Stanford and the professional conversation around that teaching. It meant that more instructors were teaching according to proficiency principles and assessing accordingly. It also led to a greater understanding of the differences between face-to-face and simulated interviews. The simulated interview is always more restrictive. Hence, there is a tendency in SOPI assessment to err on the conservative side, awarding speakers lower scores. One sees this tendency repeatedly in our cross-validation measures. The outside ratings tended to be higher. Ultimately, we take this as a good sign—we are harder on our students than perhaps we should be.

Within the discussion of professional development comes a lingering concern regarding graduate students. Although graduate students are required to take Modified Oral Proficiency Interview (MOPI) training, they rarely become certified although funding and support are available. While we believe we give them a significant professional development experience through a course on the learning and teaching of second languages and extensive mentoring by the senior language teaching staff, their level of inexperience and lack of certification inevitably have an impact on student performance.

Lastly, the data reported here have also prompted us to look at the nature of the French program, particularly the second-year curriculum and the transition to the Paris campus. The data are by and large comparable to the Chinese data with the students demonstrating lower proficiencies than exhibited in the Spanish data. The linguistic commonalities between French and Spanish underline concern for this finding. Yet all of the data need to be interpreted against the local context. Among the three languages, French is the most “foreign”. One can hear and practice both Spanish and Chinese at any time of the day in the geographic area around Stanford. This is not true for French where students need to seek out practice opportunities. Moreover, we became aware that second-year French consisted of only two courses, not three, as in the other languages. This situation is a legacy from the time that French was housed in the Department of French and Italian, which believed more students would enter the major if there were fewer second-year courses. Ultimately, we assessed second-year French students on the basis of twenty weeks of instruction rather than thirty. Unsurprisingly, with less instruction, their achievement in spoken and written French is lower than for students who complete three courses. Finally, the nature of staffing in first- and second-year French compared with Spanish and Chinese is different. The latter languages tend to have more experienced instructors with a higher proficiency level. This situation is often not true in the French program that has a larger ratio of inexperienced instructors with a lower language proficiency level.

Plan of Action

We remain proud of our embedded assessment program, how it links to professional development, to curricular innovation, and to student achievement. But we are committed to enhancing it. Clearly, we need to take greater care in interrater reliability, understanding whether we are under-assessing our own students. In future yearly data collections, we need to insure double ratings.

As of the WASC reporting, we had limited experience with assessing writing. The report gave us an opportunity to develop baseline proficiencies in writing, across both first- and second year. We are committed to developing a wide battery of Writing Proficiency Assessments (WPAs) and to conducting external assessments in upper levels using the Writing Proficiency Test (WPT) focused on students in the second year and beyond. Finally, we are developing a scale for assessing presentational language, critical for our second-year programs. We are also field-testing a reading scale for first- and second-year.

We clearly need to extend second-year French to a three-quarter sequence and to develop a course that will help bring students toward an Intermediate High level of oral and written proficiency. Ironically, French suffered a huge blow with the 2008-2009 cutback. That cutback placed French in an even more vulnerable position with fewer sections and large section sizes. Concomitantly, we need to begin assessing third-year Chinese to ensure that students are continuing to develop along the speaking and writing scales.

Examining professional development for graduate students remains extremely important. Graduate student teaching ability has a direct impact on the learning of undergraduates. We need to understand more fully how to integrate a higher level of professional development into an already demanding graduate program.

Sustainability

The many successes we enumerated in the WASC report are naturally linked to resources. For example, a class size maximum of 15 students enables instructors to work with students on a one to one basis, providing them with considerable formative assessment at multiple stages of the learning process. When resources are restricted and staff reductions required, we are forced to increase class size. Larger classes with fewer teachers is never a positive combination for student proficiency. In addition, restricting resources for professional development and technology potentially leads to deterioration in student achievement. What we have accomplished at Stanford is intimately linked to knowledgeable teachers who know how to leverage their time with the use of technology. Changing either part of this equation will also lead to declines in program quality.

In addition, many elements of our plan of action such as conducting double rating, developing additional writing assessments, and further professional development for graduate students entail an infusion of new resources. We have set ourselves tasks that we cannot complete realistically without additional support.

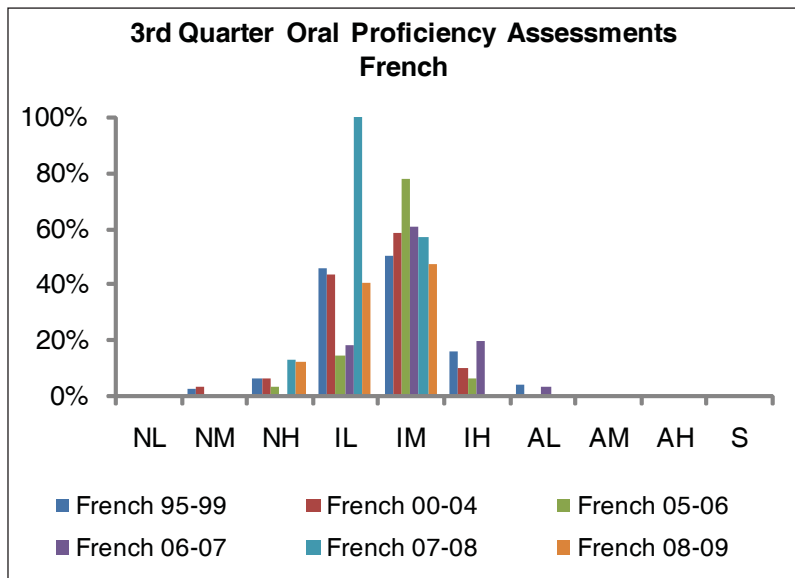
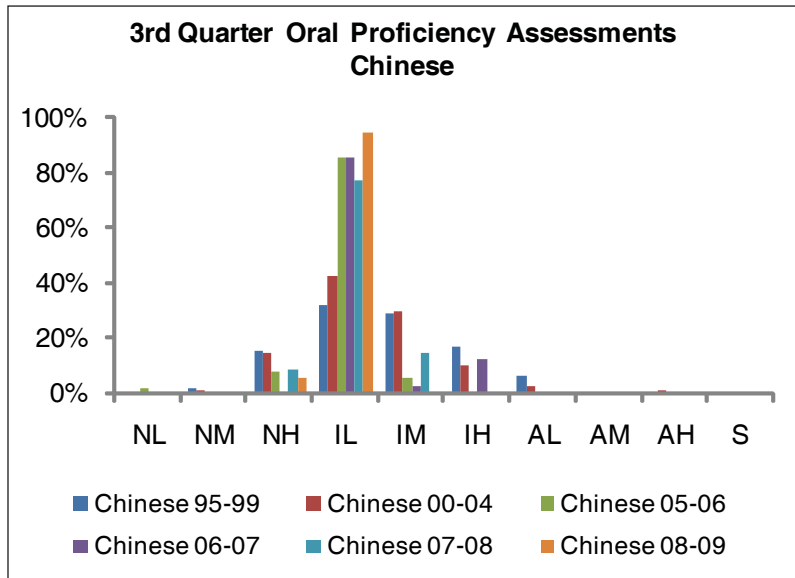
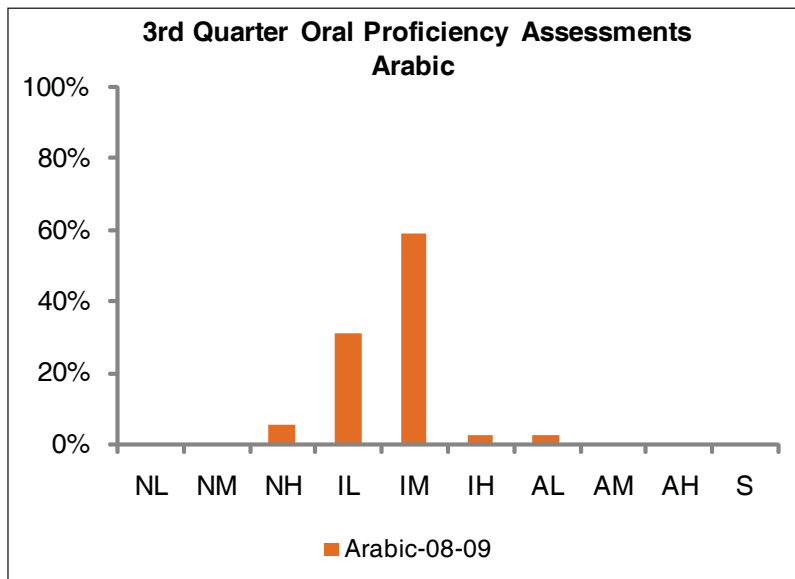
Budget Update

As a result of the 2008-2009 economic crisis, the Language Center suffered a ten percent cut in the lecturer staff. This action meant the loss of full positions in French, English for Foreign Students, Swahili, Portuguese, Spanish and further cuts in an array of languages such as Thai, Tibetan, and Punjabi – more than 60 sections over the year. The cuts did not mean, however, that fewer students were interested in language study. To sustain us through 2009 – 2010, Language Center budget reserves were used to backfill in French, Portuguese and Swahili. No budget reserves remain.

As of this report, a position in French and one in Swahili have been restored.

Appendix A - First-Year Oral Proficiency Assessments

Academic
Years
1995-2009



Key:

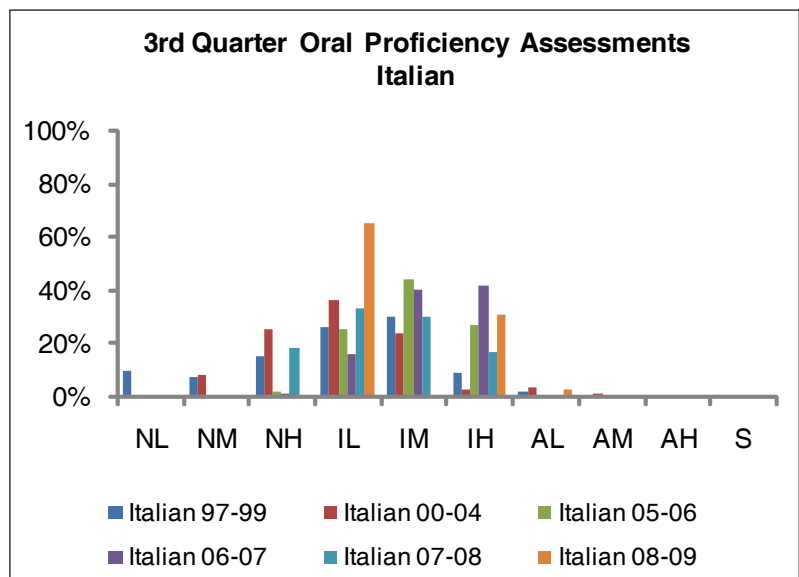
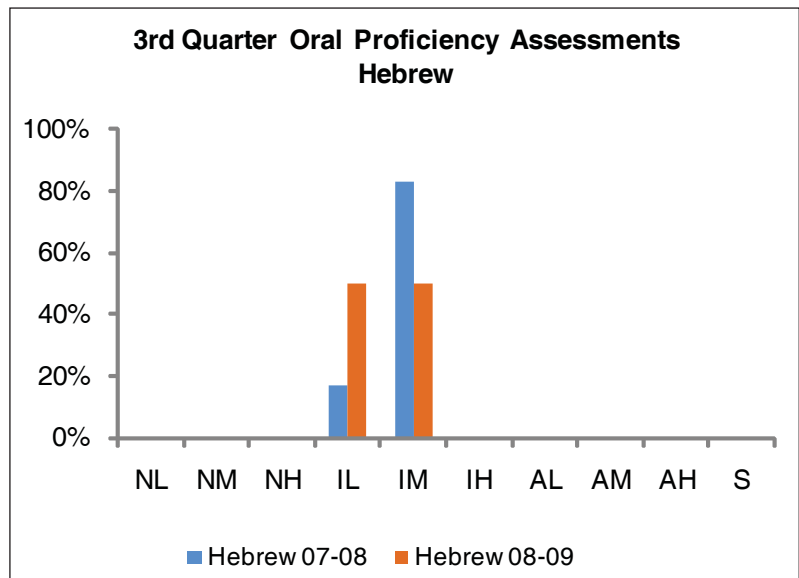
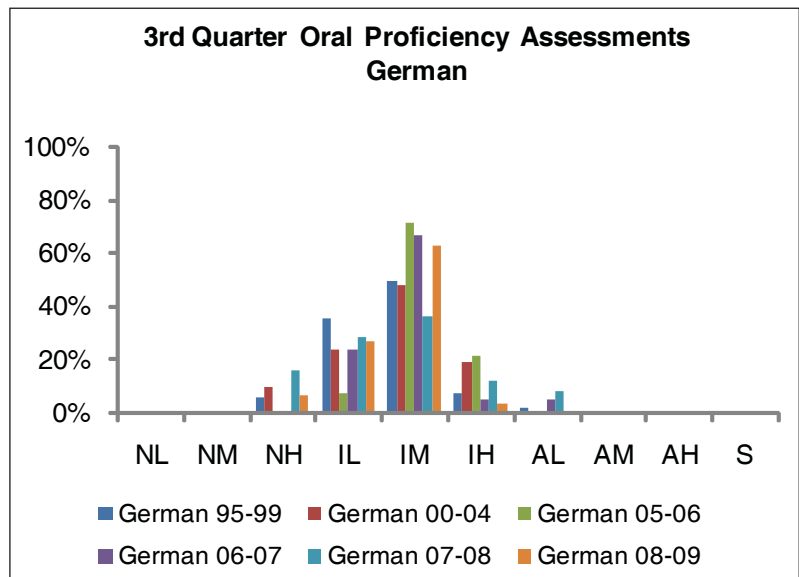
- NL Novice Low
- NM Novice Mid
- NH Novice High
- IL Intermediate Low
- IM Intermediate Mid
- IH Intermediate High
- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - First-Year Oral Proficiency Assessments

Academic
Years
1995-2009

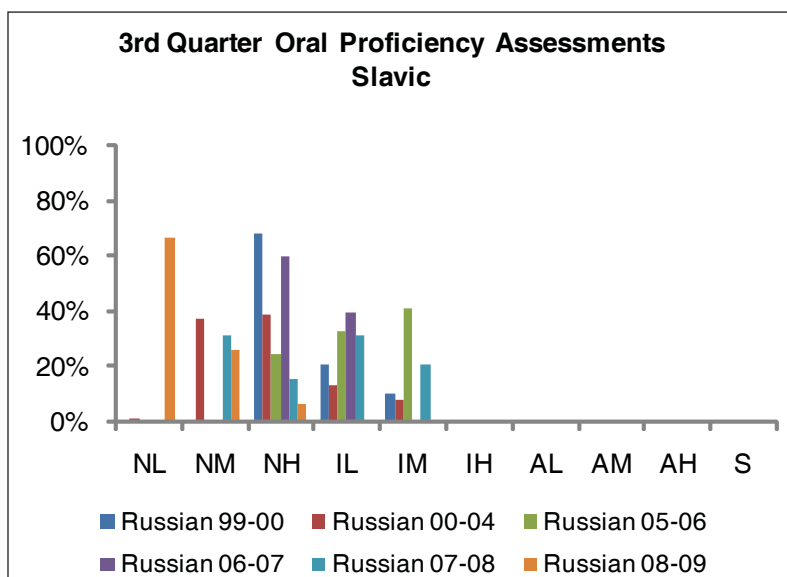
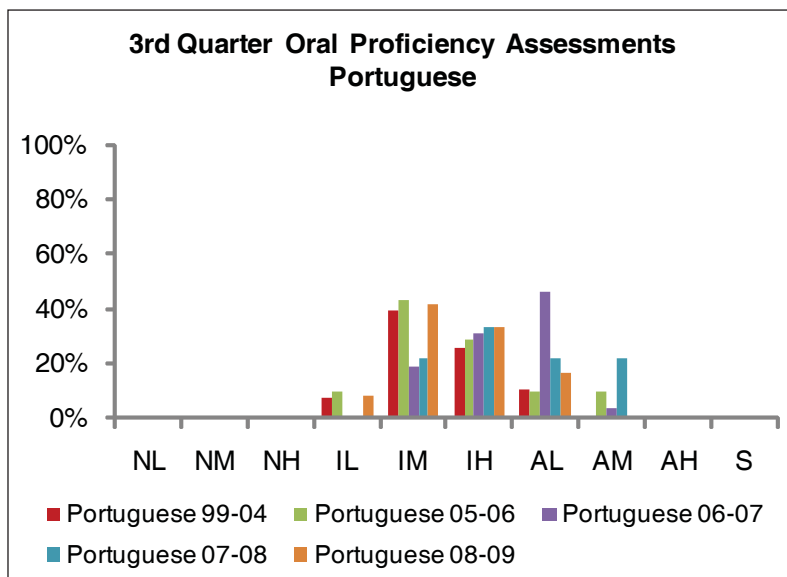
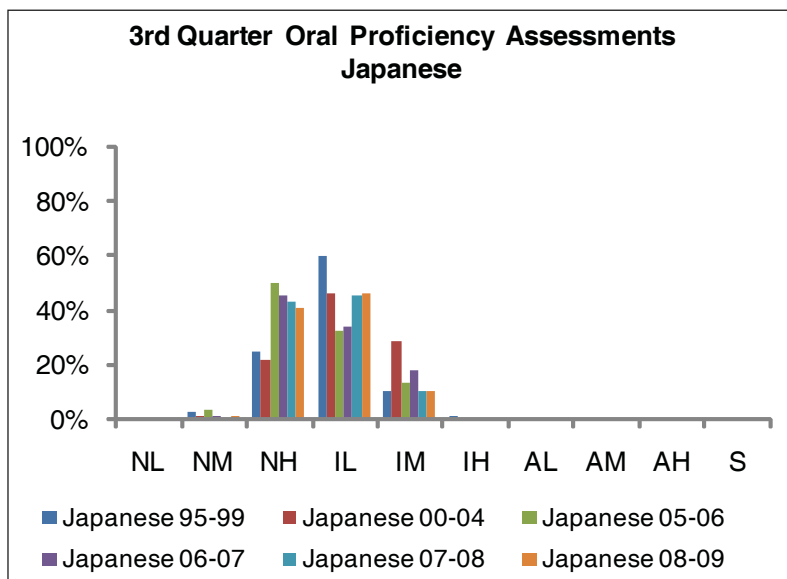
Key:

- 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
1995-2009

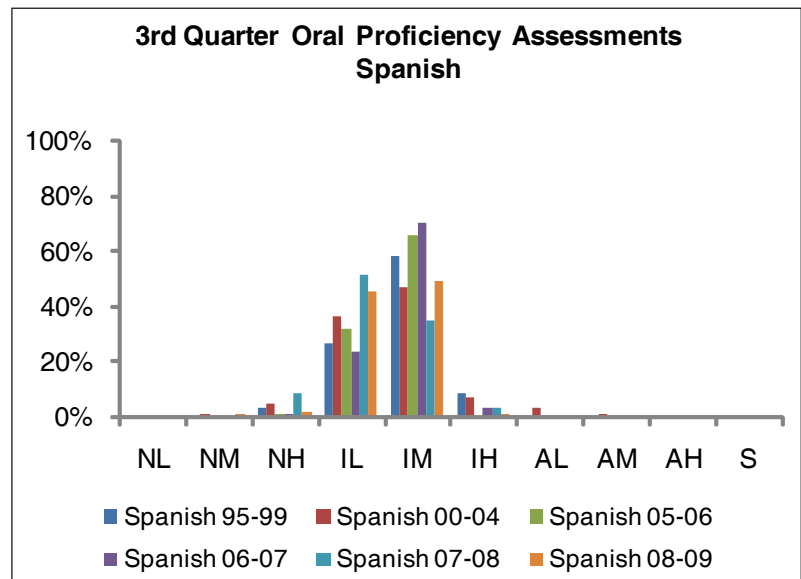


Key:

- 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
1995-2009

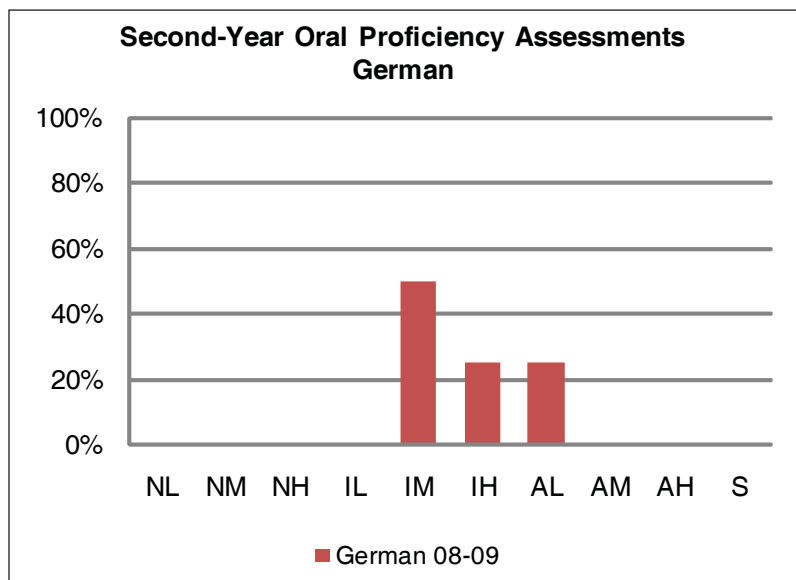
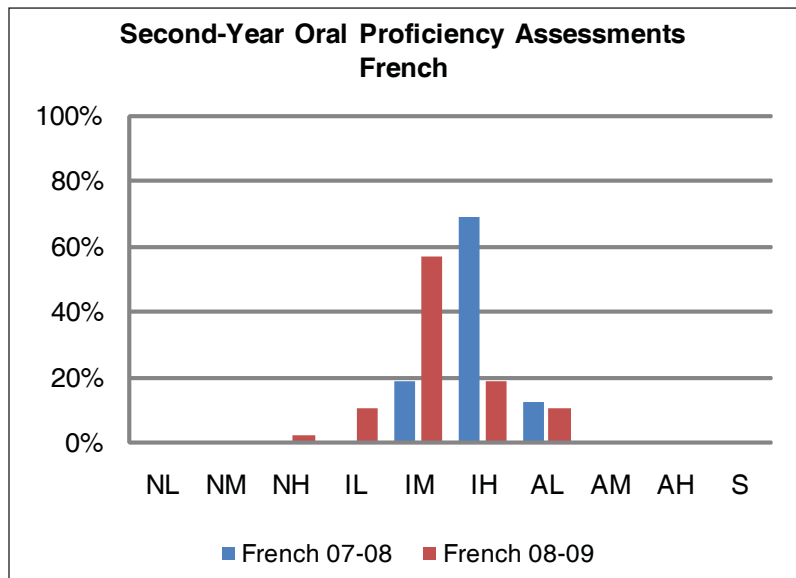
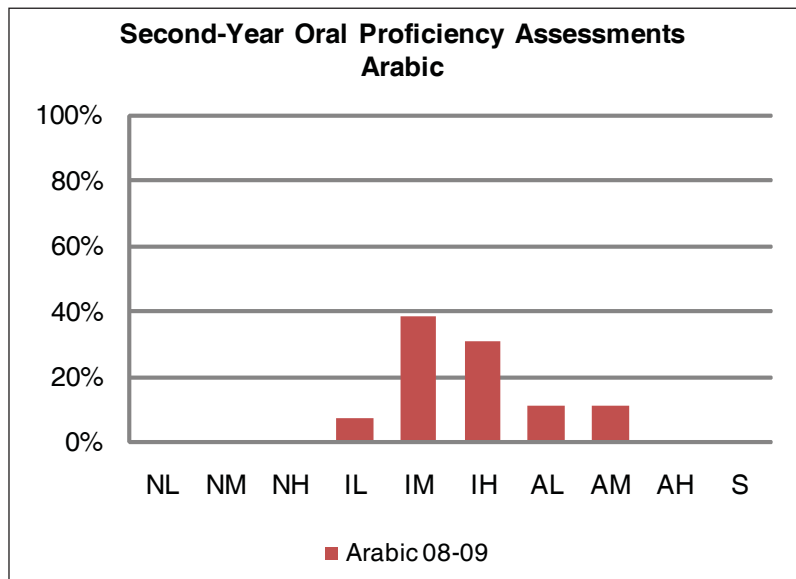


Key:

- 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
2007-2009



Key:

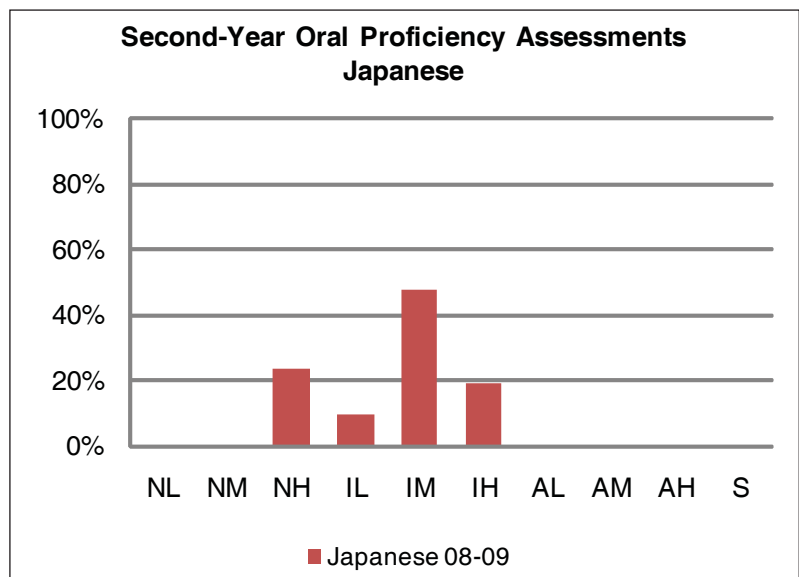
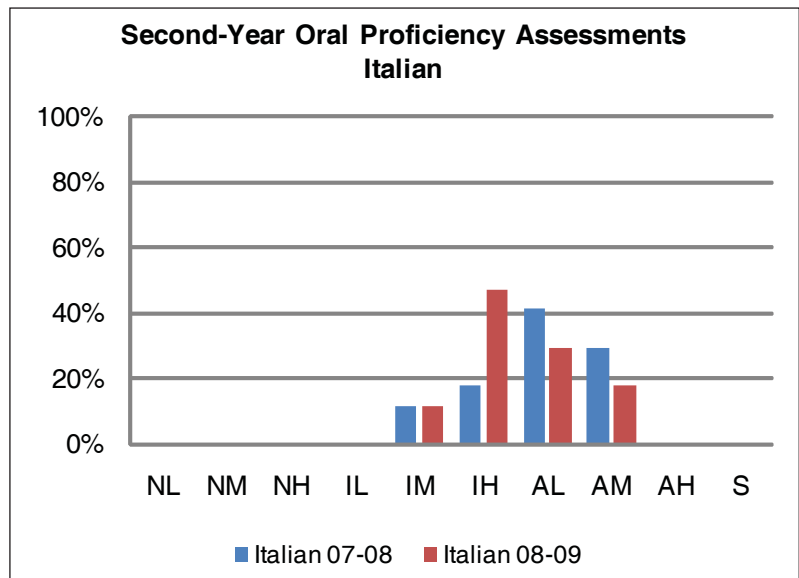
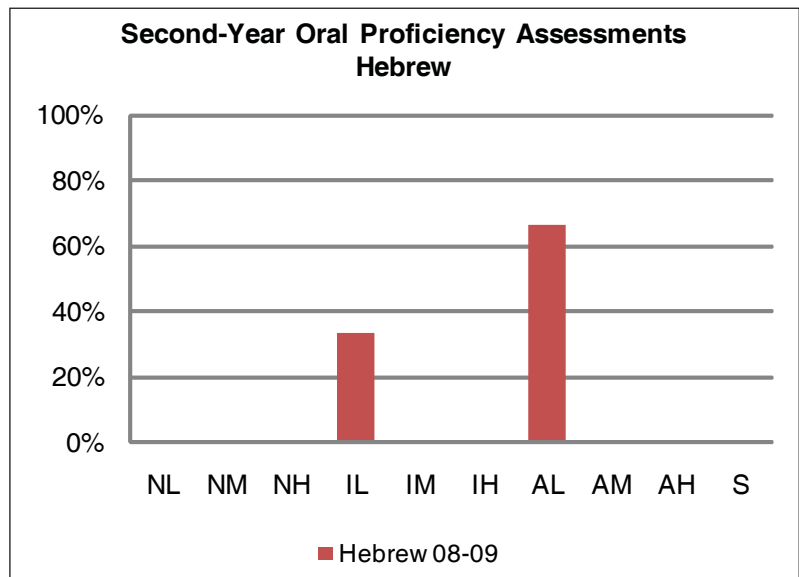
- NL Novice Low
- NM Novice Mid
- NH Novice High
- IL Intermediate Low
- IM Intermediate Mid
- IH Intermediate High
- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - Second-Year Oral Proficiency Assessments

Academic
Years
2007-2009

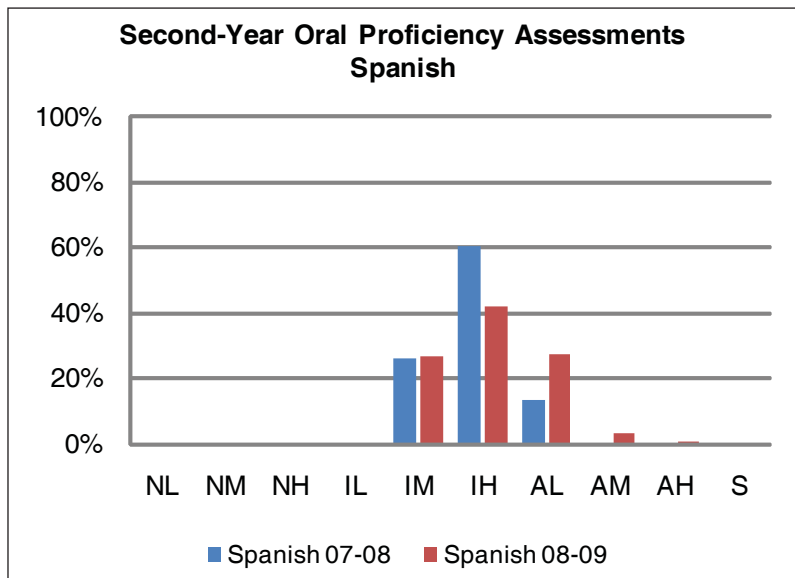
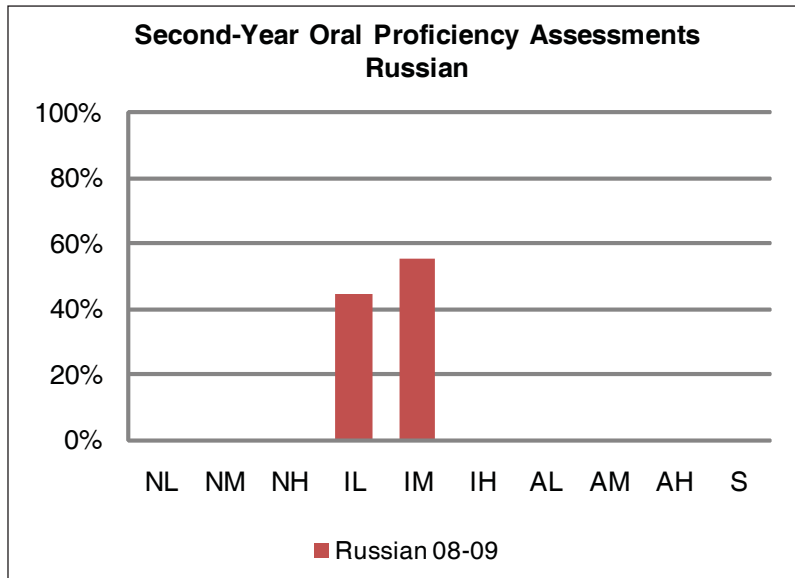
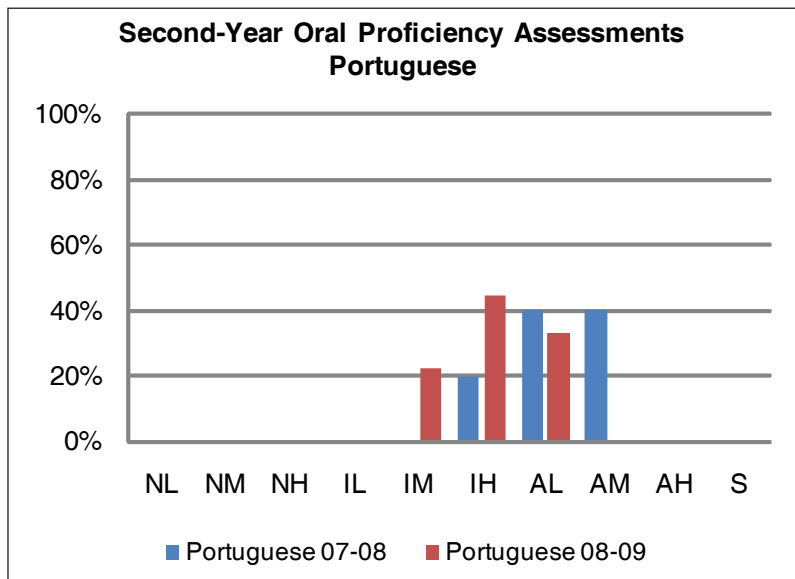
Key:

- 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
2007-2009

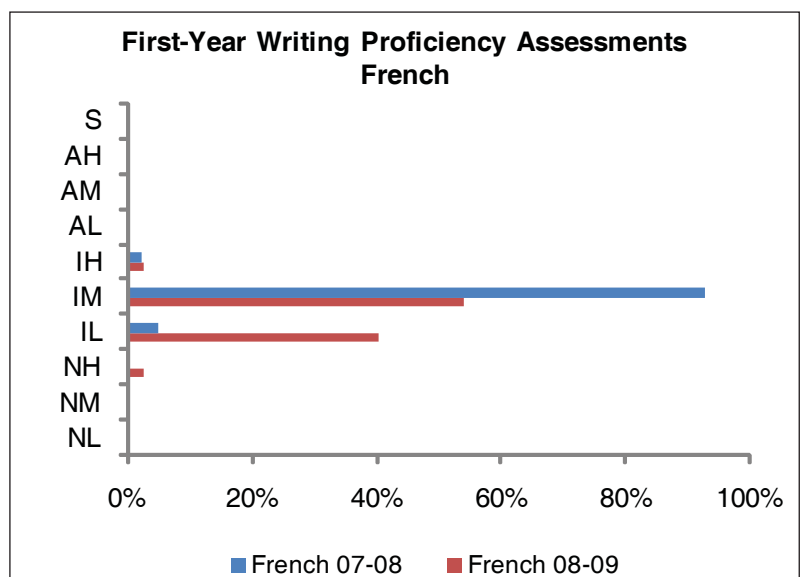
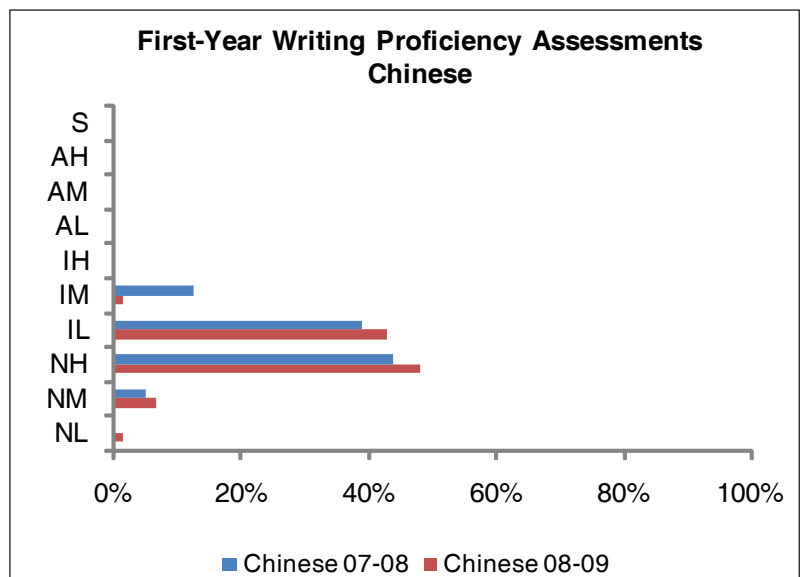
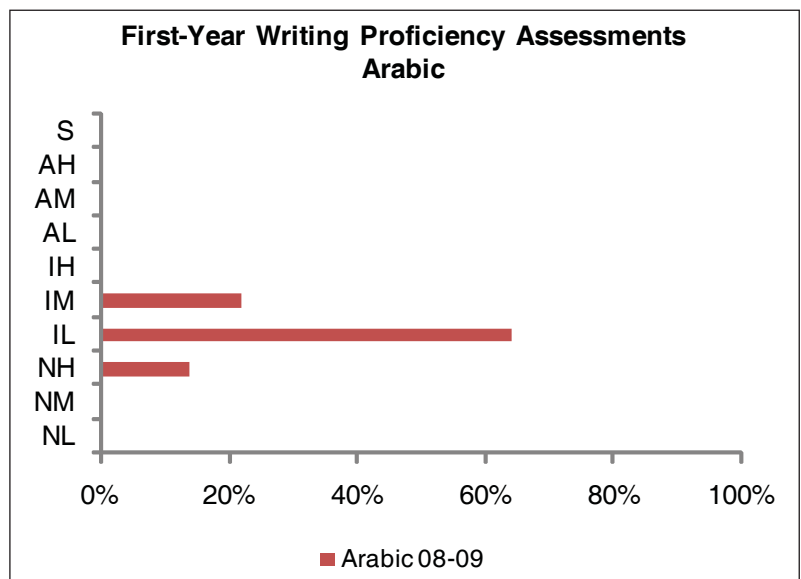


Key:

- 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
2007-2009

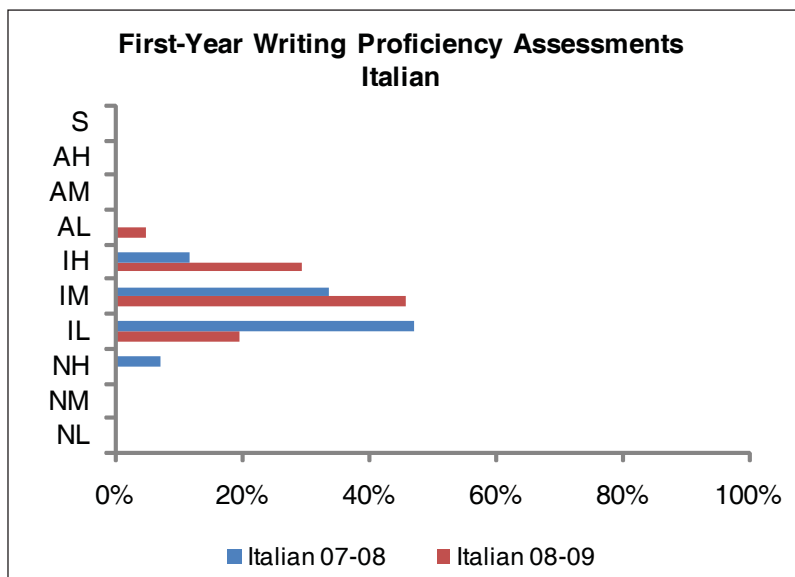
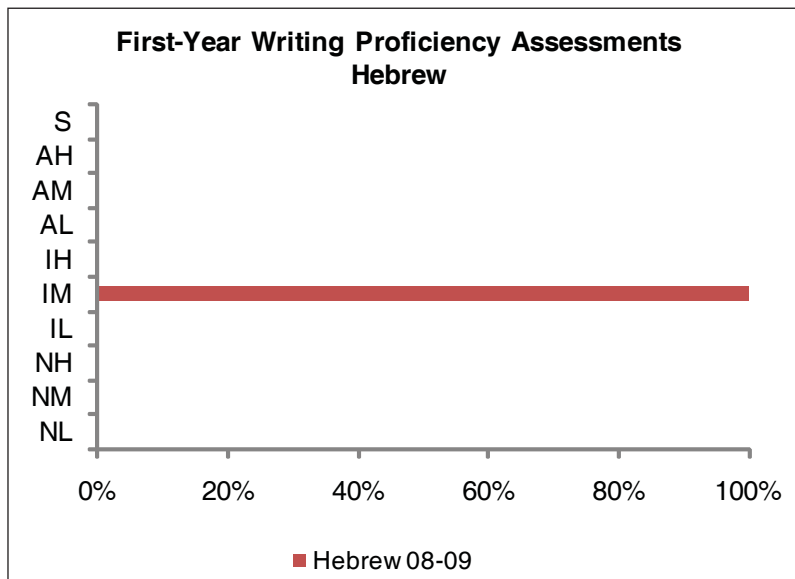


Key:

- NL Novice Low
- NM Novice Mid
- NH Novice High
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- 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
2007-2009

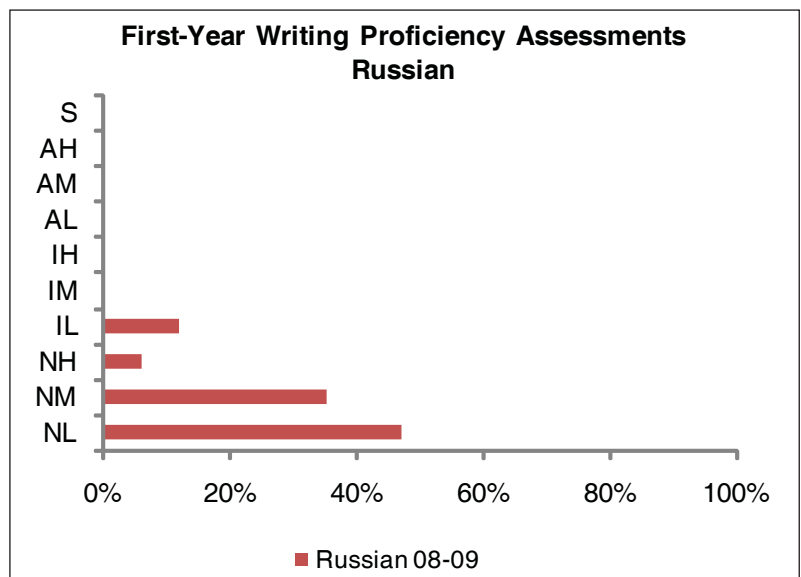
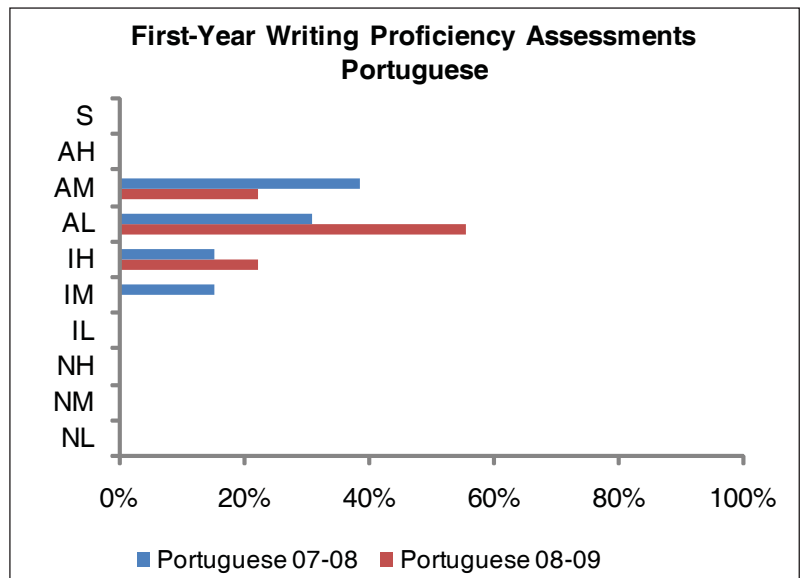
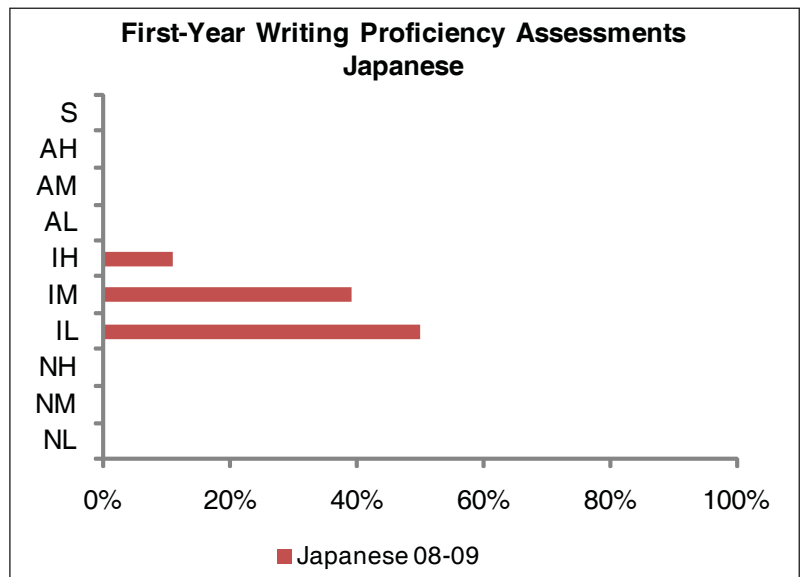


Key:

- 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
2007-2009

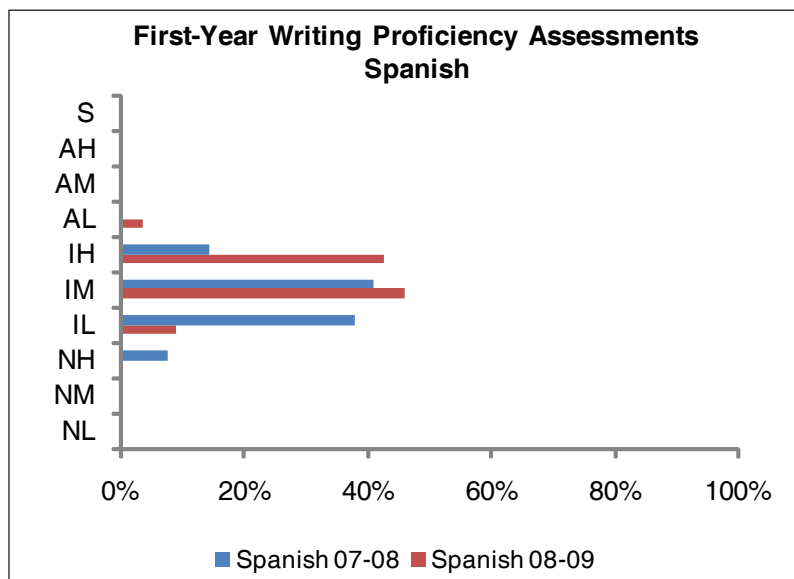


Key:

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

Appendix B -
First-Year
Writing
Proficiency
Assessments

Academic
Years
2007-2009

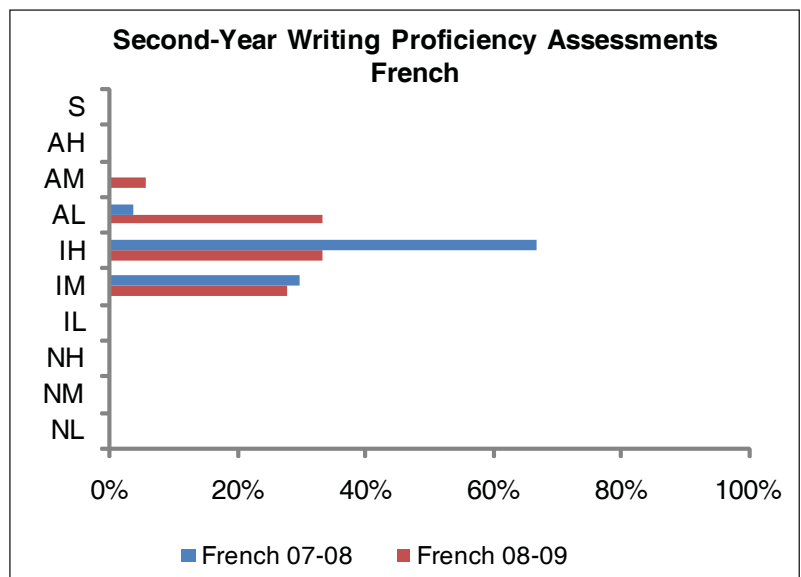
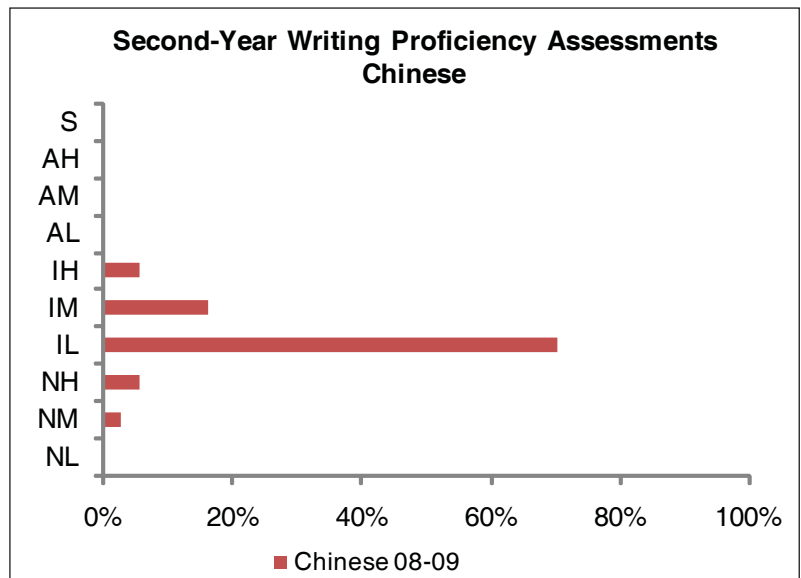
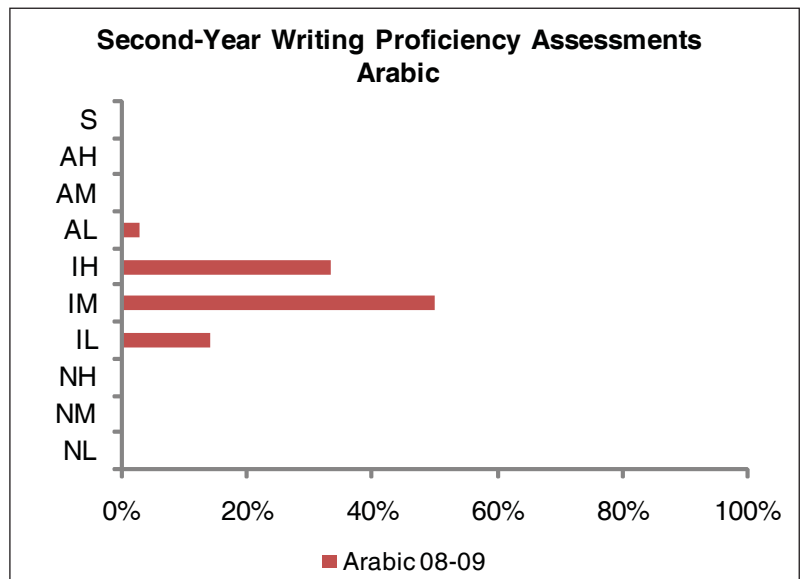


Key:

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- IH Intermediate High
- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix B - Second-Year Writing Proficiency Assessments

Academic
Years
2007-2009

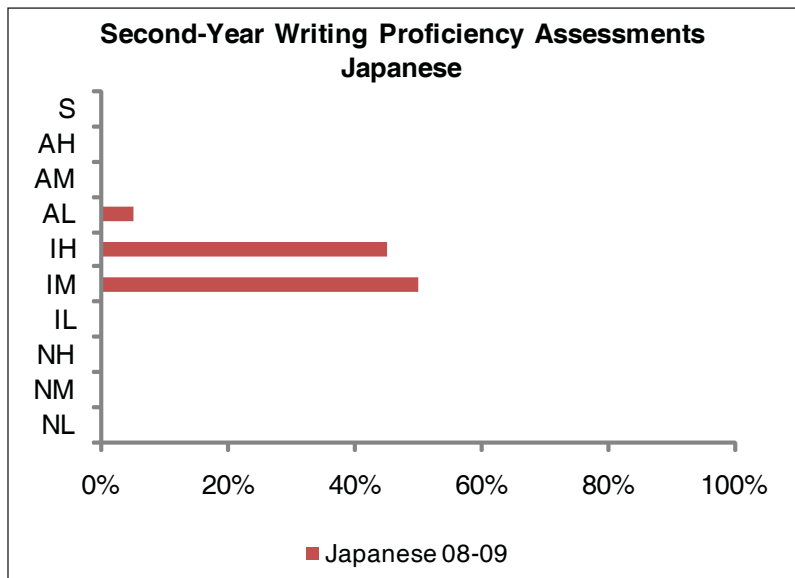
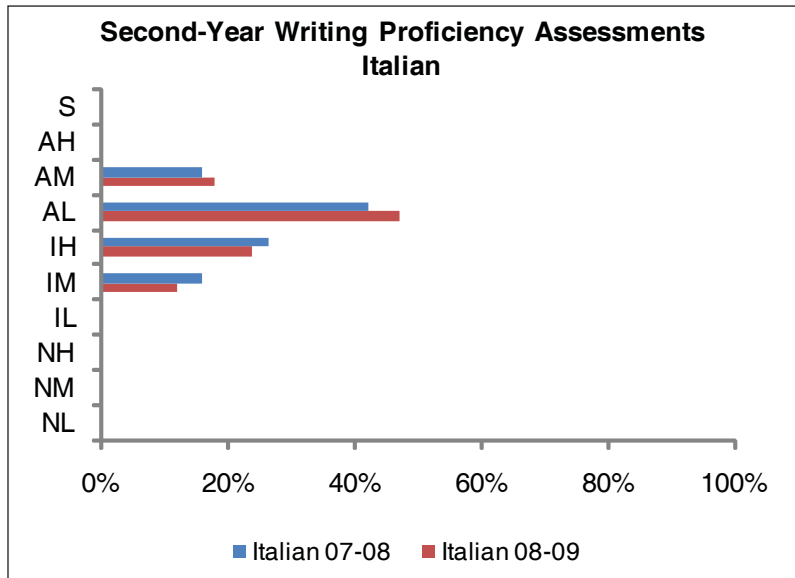
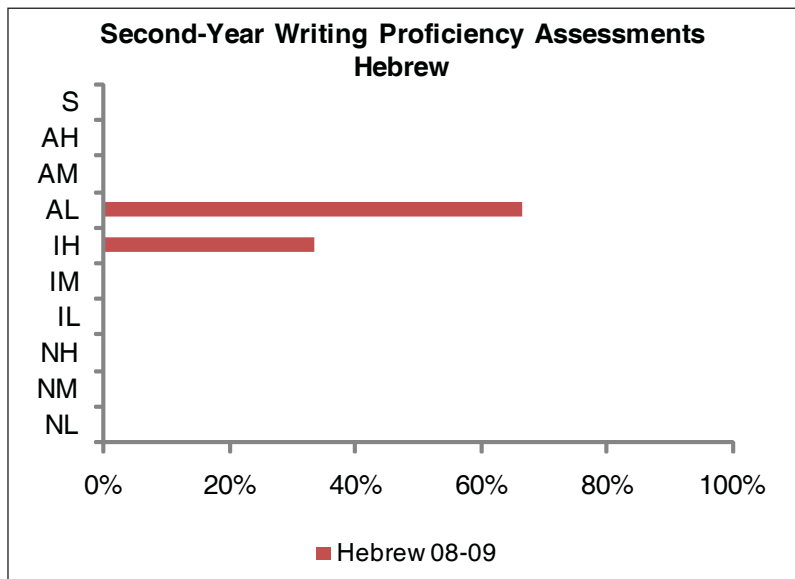


Key:

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- S Superior

Appendix B -
Second-Year
Writing
Proficiency
Assessments

Academic
Years
2007-2009

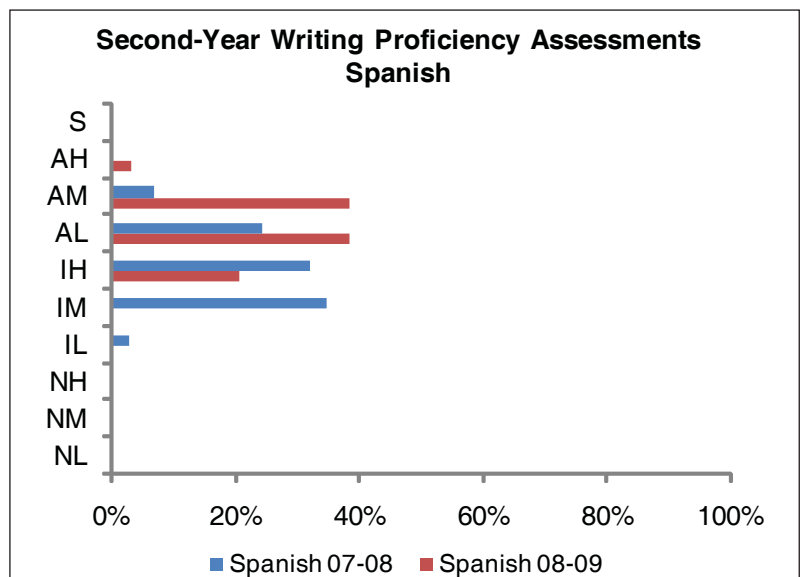
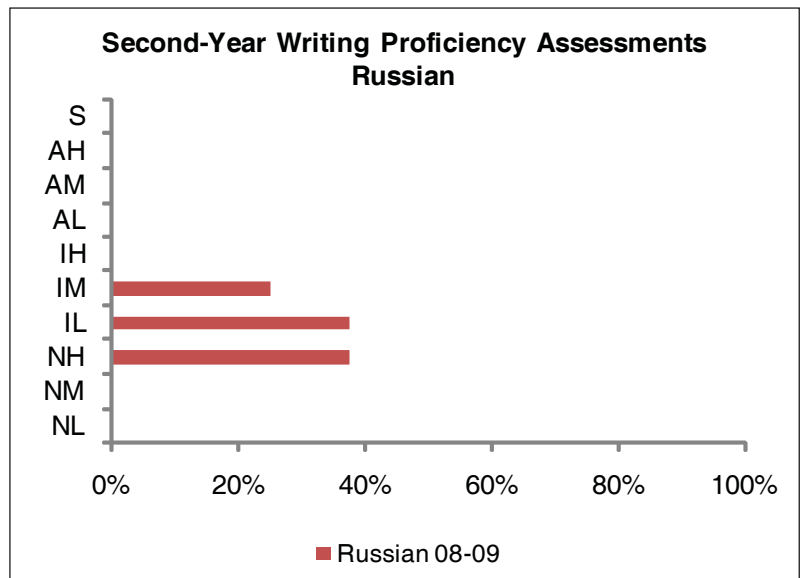
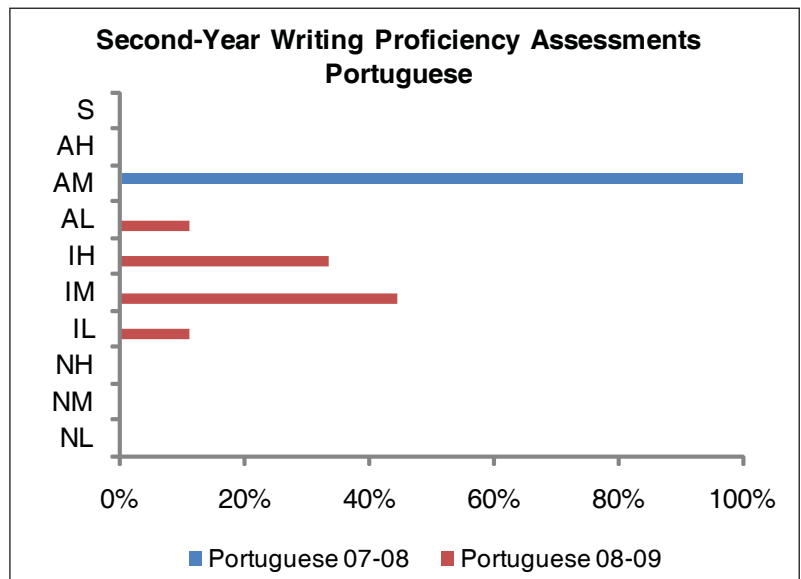


Key:

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- 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
2007-2009

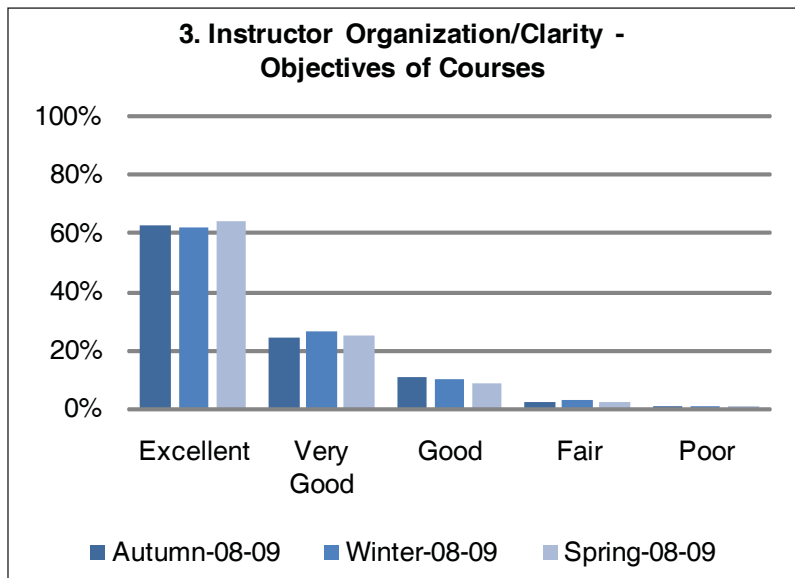
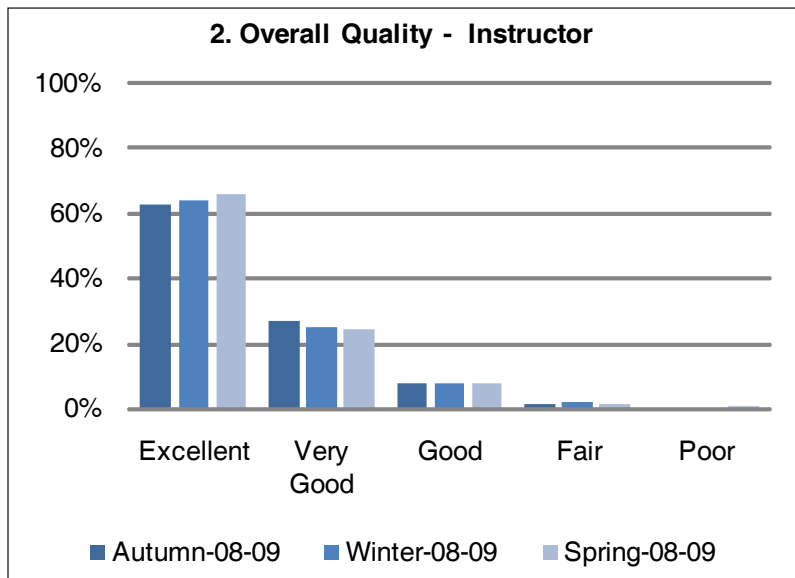
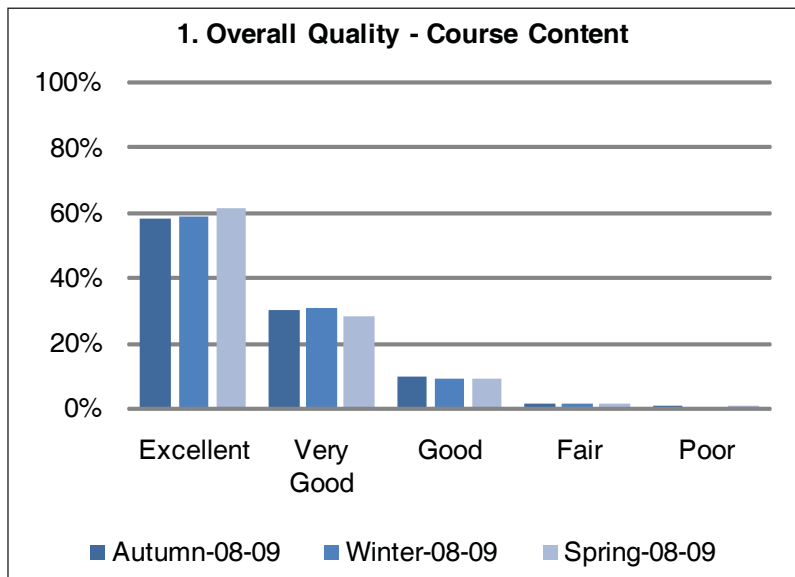


Key:

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- AH Advanced High
- S Superior

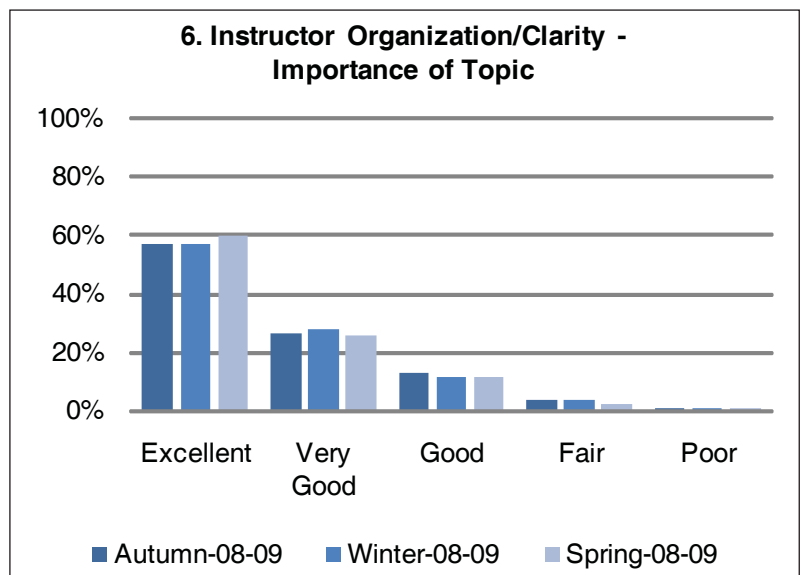
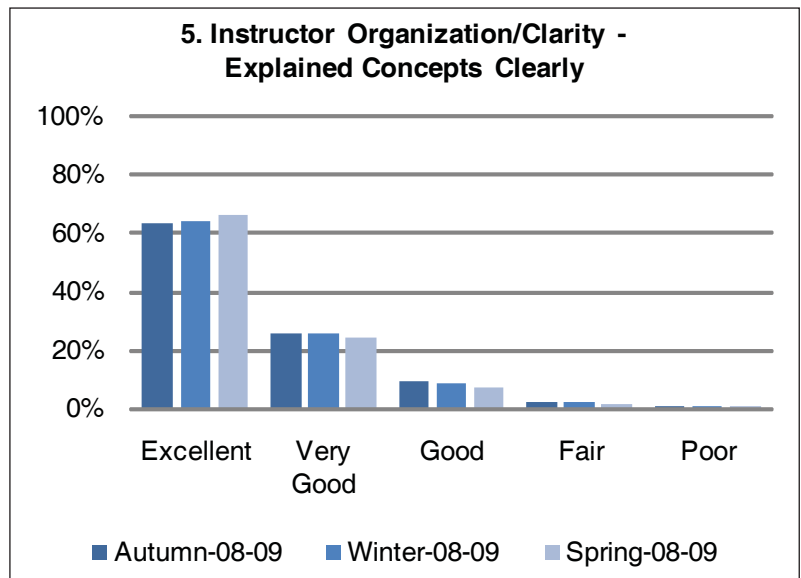
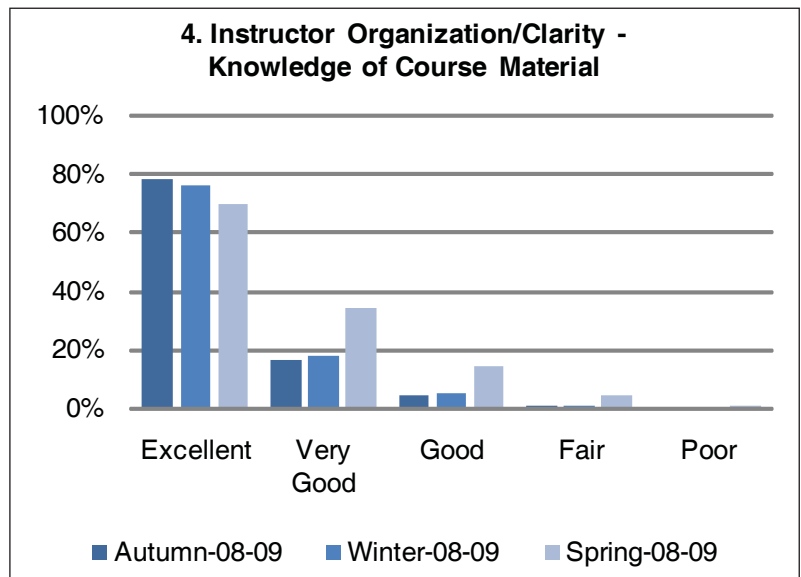
Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



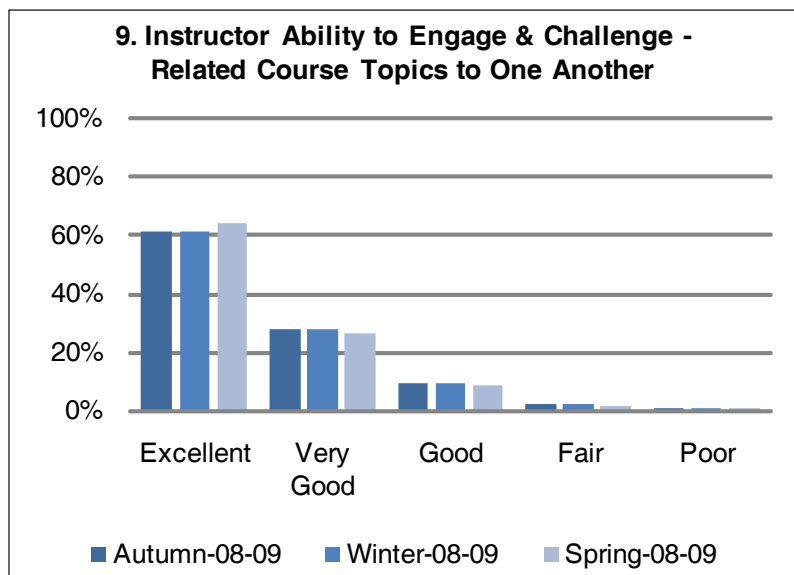
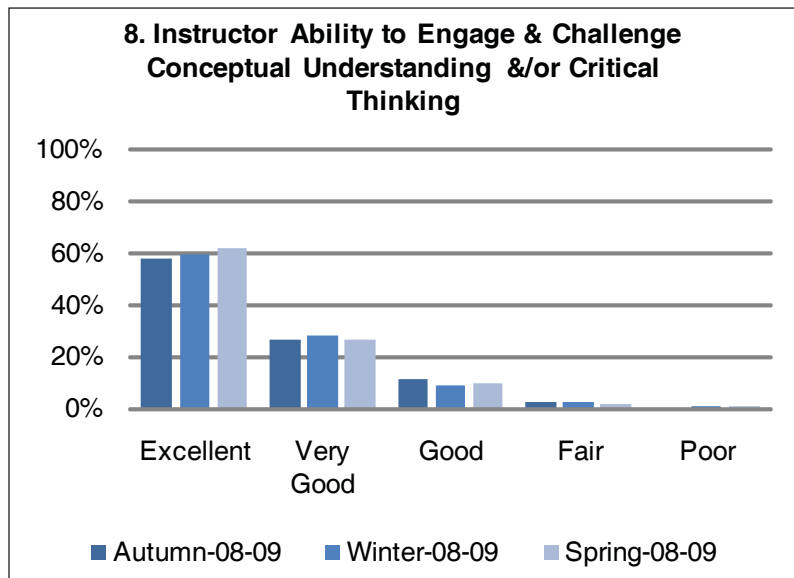
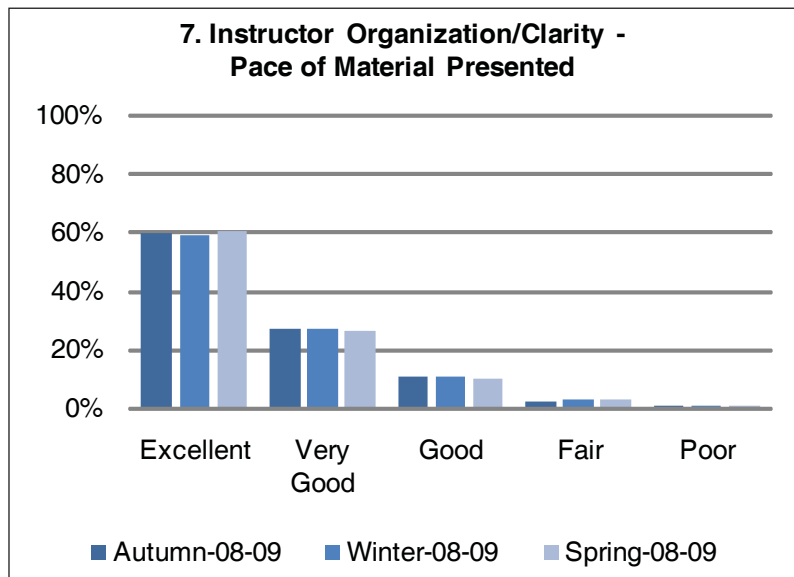
Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



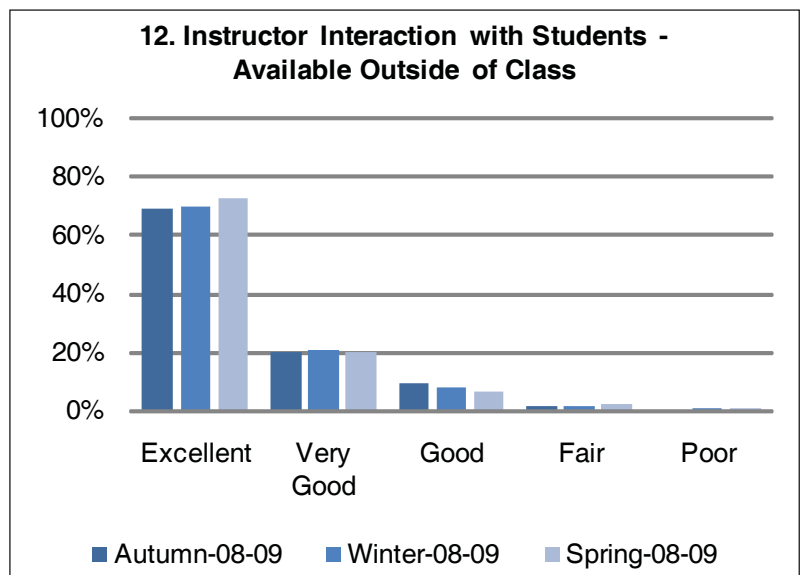
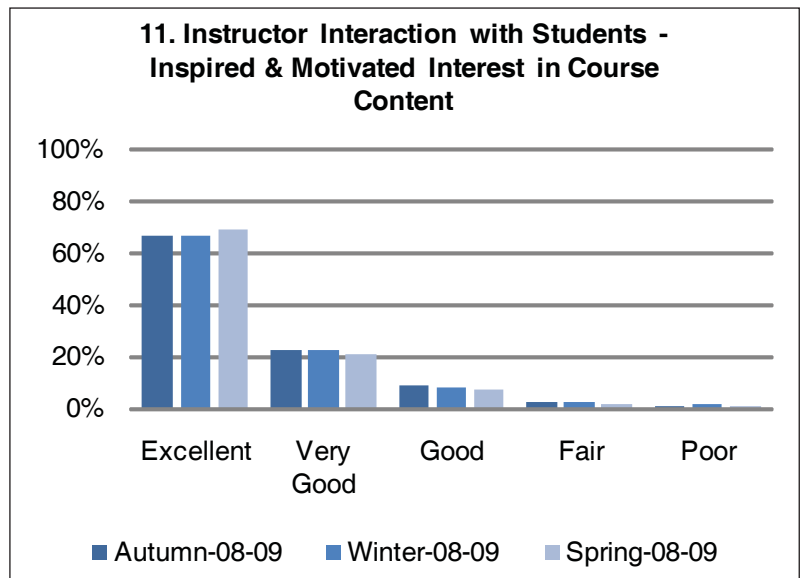
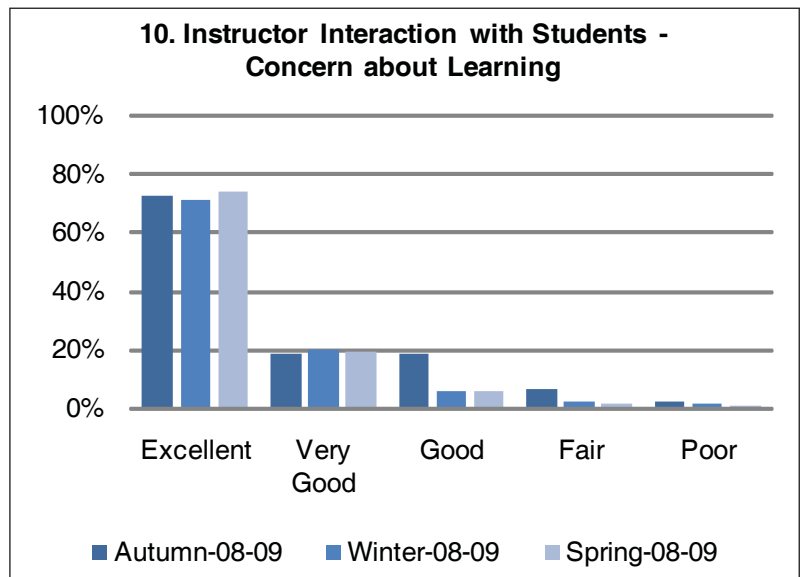
Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



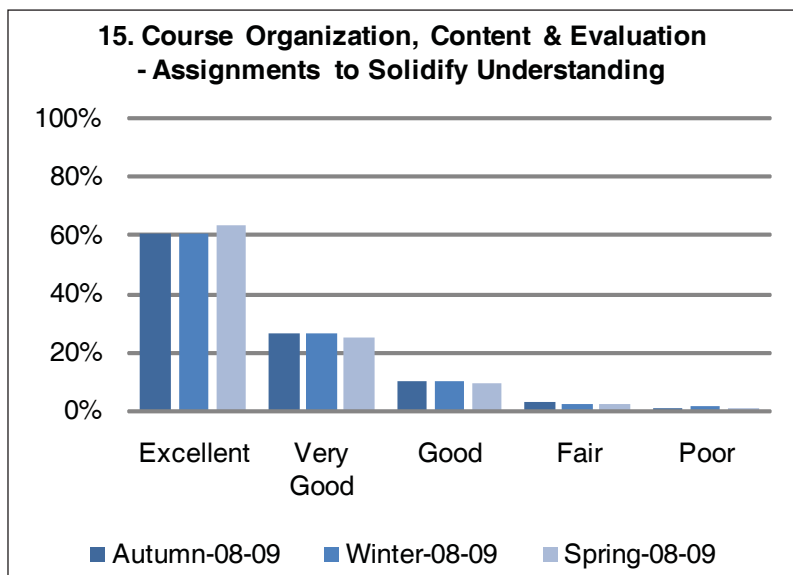
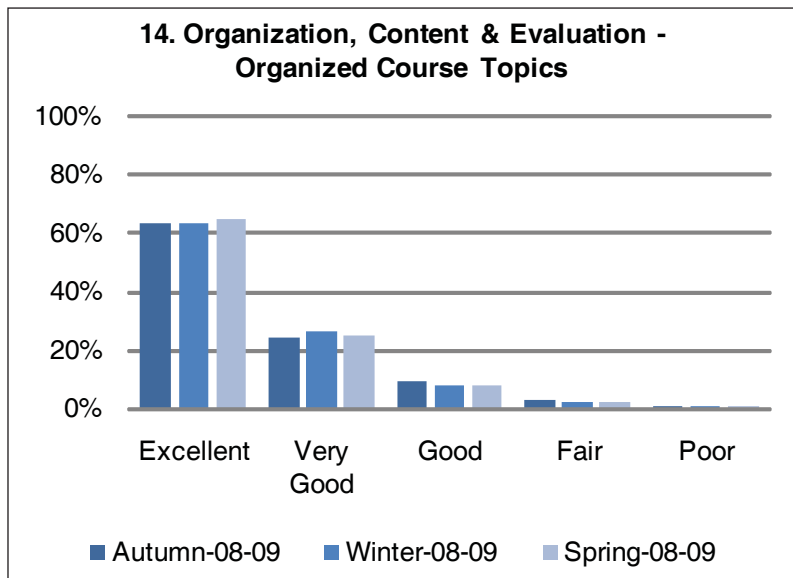
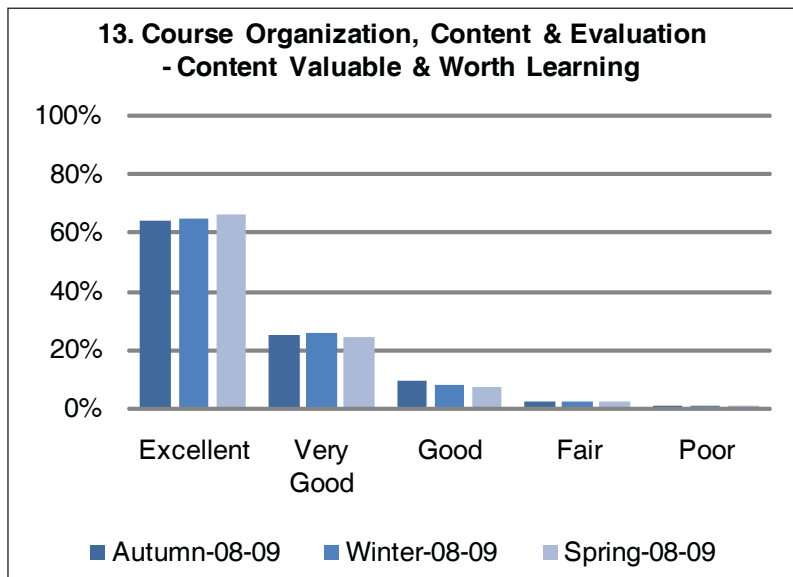
Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



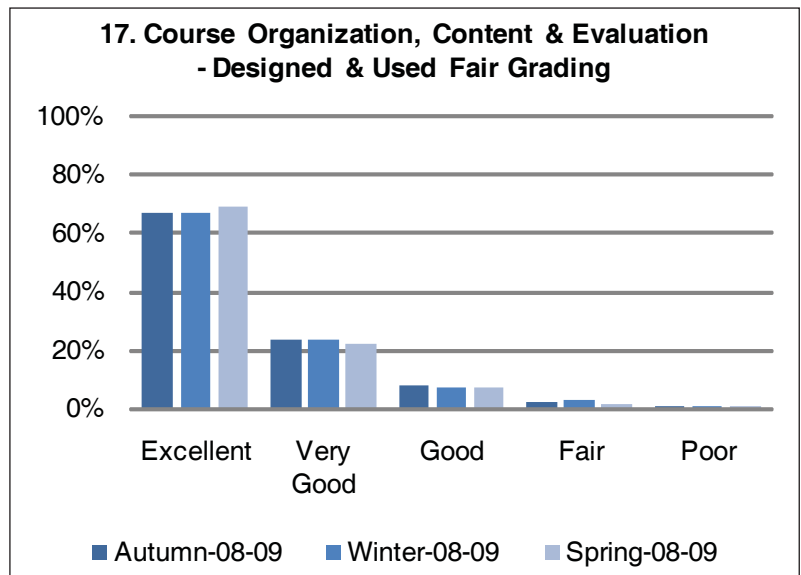
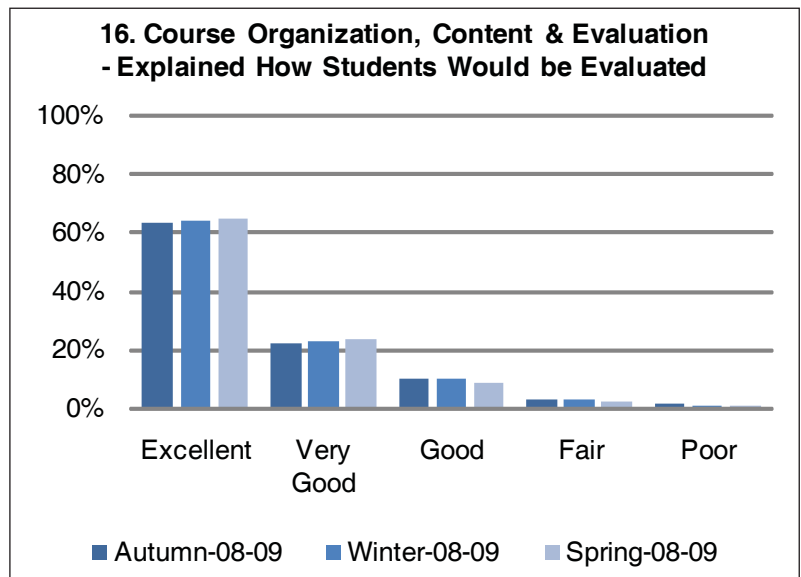
Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



Appendix C -
Teaching
Evaluations

Academic
Year
2008-2009



Appendix D - Lecturer Roster

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
AME	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
AME	Barhoun, Khalil	1985	PhD	1985	Georgetown University	full	full	
AME	Rutechura, Method	2009	MA	2009	University of Wisconsin - Madison			
AME	Obeid, Khalid	2007	PhD	1998	University of San Francisco	in process		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
AME	Sibanda, Galen	2005	PhD	2004	University of California, Berkeley	in process		
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	full		
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	in process		
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 2010	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	limited		
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	Zhu, Qi	1999	PhD	1990	Beijing University			
EFS	Brinks, Robyn	2007	MA	1993	Northwest Missouri State University			
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	in process	
EFS	Mawson, Carole	1979	MAT	1965	New York 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			

Appendix D - Lecturer Roster

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
French	Dozer, Jane Blythe	1995	PhD	1978	University of California, Los Angeles	full	full	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Shashko, Tanya Delphine	2003	PhD	2004	Stanford University	in process		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	in process		
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
German	Strachota, Kathryn A	1972	MA	1969	Stanford University	full		
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	limited	full	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	limited	full	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	in process		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Busbin, Kazuko Morooka	1983	MA	1980	University of San Francisco			
Japanese	Lipton, Hisayo Okano	1997	MA	1993	San Francisco State University	full		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	in process		
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College	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	
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full		
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	in process		

Appendix D - Lecturer Roster

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
SLP	Desai, Sneha	2008	MA	2008	University of California, Berkeley			
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Catoira, Loreto	2006	PhD (ABD)	expected 2010	University of New Mexico	in process		
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Cittalali	2006	MA	1996	Arizona State University	limited	full	
Spanish	Guzman, Candy	2001	MA	2001	Stanford University			
Spanish	Miano, Alice A	1991	PhD (ABD)	expected 2010	University of California, Berkeley	full	full	
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	limited		
Spanish	Perales, Otilia Consuelo	1996	MA	1998	Stanford University	limited		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	limited	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria- Cristina	1988	PhD	1989	University of Texas, Austin	full	full	
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full	full	

Appendix E -
SOPI Tests
of AP and
SAT entering
Students

Academic
Year
2008-2009

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
600	IM	4	IL+
620	IM+	4	IM
630	IM	4	IM
630	IM	4	IM
630	IM	4	IM
630	IM	4	IM
630	IH	4	IM
640	IM	4	IM
650	IM	4	IM
650	IM+	4	IM
650	IM+	4	IM
660	IM	4	IM
660	IM	4	IM
660	IM	4	IM
660	IH	4	IM
670	IH	4	IM
670	IM	4	IM
670	IM	4	IM
670	IM+	4	IM
670	IM+	4	IM
670	IM+	4	IM
670	IM+	4	IM
680	IL	4	IM
680	IM	4	IM
680	IM	4	IM
690	IH	4	IM
690	IH	4	IM
690	IH	4	IM
690	IH	4	IM+
690	IH	4	IM+
690	AL	4	IM+
720	IM	4	IM+
720	IM+	4	IM+
700	IM+	4	IM+
700	IM+	4	IM+
700	IH	4	IM+
720	IH	4	IM+
730	IM+	4	IM+
730	IM+	4	IM+
730	IM+	4	IM+
730	IH	4	IM+
730	IH	4	IM+
730	AL	4	IH
740	IM+	4	IH
740	IH	4	IH
740	IH	4	IH
740	AL	5	IM+
750	IH	5	IM+
750	IH	5	IM+
750	IH	5	IM+
750	IH	5	IM+
750	IH	5	IM+
760	IH	5	IM+
770	IH	5	IM+
780	IH	5	IM+

Appendix E -
SOPI Tests
of AP and
SAT entering
Students

Academic
Year
2008-2009

French			
SAT Score	SOPI Score	AP Score	SOPI Score
660	IL	4	NH+/IL
660	IM	4	IL
680	IM	4	IL
680	IM	4	IL
690	IL	4	IM
700	IM	4	IM
700	IM	4	IM
710	IM	4	IM
710	IM	4	IM
710	IM	4	IM
710	IH	4	IM
720	IM	4	IM
720	IM	4	IH
720	IH	4	IH
730	IH	4	IH
730	IH	4	IH
730	IM	4	IH
740	IM	4	AL
750	IM	5	IH
770	AL	5	IH
770	IM	5	IH
790	AL	5	IH
790	AL	5	IH
800	ML	5	IH
800	AM	5	IH
800	AM	5	IM
800	AM	5	IM
800	AH	5	IM
800	AH	5	IM
800	IM	5	AL
800	IM	5	AL
800	IH	5	AM
800	IH	5	AM
800	IH	5	AM
		5	AM
		5	AH

Chinese			
SAT Score	SOPI Score	AP Score	SOPI Score
800	AL	5	IM
800	AM	5	IH
800	AM		

Japanese			
SAT Score	SOPI Score	AP Score	SOPI Score
670	IL	4	IL
760	NH	5	IH
790	IM	5	IM

German			
SAT Score	SOPI Score	AP Score	SOPI Score
600	AM	4	IM
600	IM	5	IM
800	IH	5	IM
800	S		

Appendix F -
Based on
Approaching
Stanford
Form Requests
for Information-

Emails
sent/received
from Frosh -
6/8/09-
9/25/09

Language	Initial Emailings	Subsequent Emailings	TOTAL
Afrikaans	1	1	2
Amharic	1	3	4
Arabic	62	14	76
Armenian	2	2	4
ASL	9	11	20
Bengali	2	3	5
Bulgarian	3	2	5
Chinese	351	167	518
Dutch	1	1	2
Farsi	2		2
Finnish	1	1	2
French	477	126	603
German	122	42	164
Greek	1	1	2
Greek Modern	2	2	4
Hawaiian	1	1	2
Hebrew	28	17	45
Hindi	34	18	52
Hungarian	2		2
Italian	89	17	106
Japanese	104	17	121
Kikuyu	1	1	2
Korean	65	34	99
Latin	97	11	108
Malay	5	2	7
Ndebele	5	3	8
Nepali	2		2
Polish	2	1	3
Portuguese	16	5	21
Russian	29	7	36
Sanskrit	1	1	2
Serbo-Croatian	2	1	3
Setswana	3	1	4
SHBS	16	19	35
Spanish	1384	426	1810
Swahili	2	22	24
Tagalog	2	2	4
Tamil	2	2	4
Telegu	2		2
Thai	13	6	19
Tigrinya	2	2	4
Turkish	9	9	18
Urdu	3	1	4
Uzbekistan	1		1
Vietnamese	16	6	22
Yoruba	1	1	2
GENERAL	2307	102	2409
TOTAL	5283	1111	6394

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