Table of Contents

Language Center Staff Roster 4
Overview 5
Mission Statement and Program Structure 5
Quality of Stanford Language Programs 6
The Language Requirement 14
Language Center Honors 20
Public Service and Community Outreach 22
Technology in the Language Center 24

Appendix A 31
Oral Proficiency Assessments

Appendix B 39
Writing Proficiency Assessments

Appendix C 47
Teaching Evaluation Results

Appendix D 53
Lecturer Roster

Appendix E 56
SOPI Results from AP and SAT Scores
Language Center Staff

Dr. Elizabeth Bernhardt
Director

Dr. Joan Molitoris
Associate Director

Monica Brillantes
Program Manager

Kenneth Romeo
Academic Technology Specialist

Allison Kopp
Student Services Officer

Tracey Riesen
Program Administrator

Amy Keohane
Scheduling Administrator

Language Program Coordinators

Khalil Barhoum
African and Middle Eastern Languages

Anna Cellinese
Italian

Khalid Obeid
Arabic

Yoshiko Matsumoto
Japanese

Joan Molitoris
Catalan

Hee-Sun Kim
Korean

Chao Fen Sun
Chinese

Lyris Wiedemann
Portuguese

Phil Hubbard
English for Foreign Students

Eugenia Khassina
Slavic

Heather Howard
French

Eva Prionas
Special Languages

Paul Nissler
German

Ali Miano
Spanish

Vered Shemtov
Hebrew

Robert W. Clark
Tibetan
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.

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 (≥ 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>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Year</td>
<td>Second-Year</td>
<td>Third-Year/Advanced</td>
</tr>
<tr>
<td>AME</td>
<td>46</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Arabic*</td>
<td>41</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Catalan</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chinese*</td>
<td>146</td>
<td>93</td>
<td>75</td>
</tr>
<tr>
<td>EFS</td>
<td>176</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>123</td>
<td>76</td>
<td>15</td>
</tr>
<tr>
<td>German</td>
<td>108</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>101</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Japanese*</td>
<td>90</td>
<td>71</td>
<td>46</td>
</tr>
<tr>
<td>Korean</td>
<td>23</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Portuguese</td>
<td>40</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Slavic*</td>
<td>20</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Spanish</td>
<td>319</td>
<td>115</td>
<td>26</td>
</tr>
<tr>
<td>SLP*</td>
<td>108</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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

*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.

<table>
<thead>
<tr>
<th></th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major/Minor</strong></td>
<td>3%</td>
<td>19%</td>
<td>0%</td>
<td>9%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
<td>6%</td>
<td>14%</td>
<td>50%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>GER</strong></td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
<td>21%</td>
<td>5%</td>
<td>39%</td>
<td>32%</td>
<td>30%</td>
<td>21%</td>
<td>26%</td>
<td>0%</td>
<td>15%</td>
<td>69%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Reputation</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>74%</td>
<td>69%</td>
<td>86%</td>
<td>66%</td>
<td>44%</td>
<td>52%</td>
<td>54%</td>
<td>59%</td>
<td>68%</td>
<td>68%</td>
<td>84%</td>
<td>35%</td>
<td>19%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>3%</td>
<td>1%</td>
<td>14%</td>
<td>2%</td>
<td>40%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><em>Total Enr</em></td>
<td>65</td>
<td>67</td>
<td>7</td>
<td>312</td>
<td>335</td>
<td>207</td>
<td>155</td>
<td>120</td>
<td>155</td>
<td>31</td>
<td>37</td>
<td>34</td>
<td>547</td>
<td>165</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC YEAR 2013-2014 - ALL SECOND-YEAR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major/Minor</strong></td>
<td>15%</td>
<td>31%</td>
<td>20%</td>
<td>34%</td>
<td>44%</td>
<td>22%</td>
<td>26%</td>
<td>14%</td>
<td>29%</td>
<td>63%</td>
<td>31%</td>
<td>0%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>GER</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Reputation</strong></td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>77%</td>
<td>63%</td>
<td>76%</td>
<td>60%</td>
<td>38%</td>
<td>70%</td>
<td>70%</td>
<td>86%</td>
<td>50%</td>
<td>30%</td>
<td>63%</td>
<td>88%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td><em>Total Enr</em></td>
<td>13</td>
<td>35</td>
<td>0</td>
<td>188</td>
<td>0</td>
<td>160</td>
<td>32</td>
<td>23</td>
<td>136</td>
<td>14</td>
<td>24</td>
<td>30</td>
<td>229</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC YEAR 2013-2014 - ALL ADVANCED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major/Minor</strong></td>
<td>36%</td>
<td>24%</td>
<td>36%</td>
<td>36%</td>
<td>23%</td>
<td>0%</td>
<td>36%</td>
<td>0%</td>
<td>36%</td>
<td>69%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>GER</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Reputation</strong></td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>64%</td>
<td>71%</td>
<td>59%</td>
<td>72%</td>
<td>100%</td>
<td>55%</td>
<td>24%</td>
<td>100%</td>
<td>55%</td>
<td>24%</td>
<td>100%</td>
<td>55%</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><em>Total Enr</em></td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>113</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>11</td>
<td>11</td>
<td>49</td>
<td>32</td>
<td>11</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>12%</td>
<td>7%</td>
<td>29%</td>
<td>21%</td>
<td>15%</td>
<td>18%</td>
<td>14%</td>
<td>16%</td>
<td>15%</td>
<td>42%</td>
<td>19%</td>
<td>24%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Social Science</td>
<td>15%</td>
<td>43%</td>
<td>14%</td>
<td>18%</td>
<td>10%</td>
<td>21%</td>
<td>11%</td>
<td>16%</td>
<td>7%</td>
<td>6%</td>
<td>22%</td>
<td>12%</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>Humanities</td>
<td>35%</td>
<td>24%</td>
<td>0%</td>
<td>7%</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
<td>28%</td>
<td>14%</td>
<td>6%</td>
<td>22%</td>
<td>41%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Engineering</td>
<td>14%</td>
<td>4%</td>
<td>29%</td>
<td>39%</td>
<td>59%</td>
<td>28%</td>
<td>47%</td>
<td>21%</td>
<td>45%</td>
<td>23%</td>
<td>11%</td>
<td>15%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Education</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>17%</td>
<td>21%</td>
<td>29%</td>
<td>12%</td>
<td>1%</td>
<td>18%</td>
<td>10%</td>
<td>19%</td>
<td>16%</td>
<td>24%</td>
<td>9%</td>
<td>22%</td>
<td>14%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>18%</td>
<td>19%</td>
<td>4%</td>
<td>16%</td>
<td>21%</td>
<td>8%</td>
<td>0%</td>
<td>20%</td>
<td>27%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Social Science</td>
<td>15%</td>
<td>31%</td>
<td>26%</td>
<td>24%</td>
<td>28%</td>
<td>13%</td>
<td>16%</td>
<td>29%</td>
<td>42%</td>
<td>60%</td>
<td>24%</td>
<td>15%</td>
<td>19%</td>
<td>27%</td>
</tr>
<tr>
<td>Humanities</td>
<td>62%</td>
<td>23%</td>
<td>14%</td>
<td>21%</td>
<td>31%</td>
<td>48%</td>
<td>19%</td>
<td>7%</td>
<td>21%</td>
<td>33%</td>
<td>19%</td>
<td>27%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>8%</td>
<td>14%</td>
<td>24%</td>
<td>16%</td>
<td>16%</td>
<td>26%</td>
<td>40%</td>
<td>43%</td>
<td>13%</td>
<td>0%</td>
<td>15%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Education</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>0%</td>
<td>11%</td>
<td>17%</td>
<td>19%</td>
<td>3%</td>
<td>4%</td>
<td>7%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>AME</th>
<th>Arabic</th>
<th>Catalan</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Portuguese</th>
<th>Russian</th>
<th>Spanish</th>
<th>SLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>5%</td>
<td>10%</td>
<td>18%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>16%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Social Science</td>
<td>55%</td>
<td>27%</td>
<td>14%</td>
<td>29%</td>
<td>73%</td>
<td>27%</td>
<td>10%</td>
<td>19%</td>
<td>18%</td>
<td>64%</td>
<td>80%</td>
<td>22%</td>
<td>55%</td>
<td>18%</td>
</tr>
<tr>
<td>Humanities</td>
<td>14%</td>
<td>19%</td>
<td>41%</td>
<td>25%</td>
<td>18%</td>
<td>64%</td>
<td>80%</td>
<td>22%</td>
<td>0%</td>
<td>9%</td>
<td>6%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>27%</td>
<td>21%</td>
<td>14%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Education</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>0%</td>
<td>20%</td>
<td>9%</td>
<td>7%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Student Responses</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH</td>
<td>809</td>
<td>47%</td>
</tr>
<tr>
<td>FRENCH</td>
<td>301</td>
<td>17%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>199</td>
<td>12%</td>
</tr>
<tr>
<td>LATIN</td>
<td>102</td>
<td>6%</td>
</tr>
<tr>
<td>GERMAN</td>
<td>58</td>
<td>3%</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>43</td>
<td>2%</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>43</td>
<td>2%</td>
</tr>
<tr>
<td>ARABIC</td>
<td>33</td>
<td>2%</td>
</tr>
<tr>
<td>KOREAN</td>
<td>23</td>
<td>1%</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td>HINDI</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>PORTUGUESE</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>HEBREW</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>GREEK (CLASSICAL)</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>AMERICAN SIGN LANGUAGE (ASL)</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>AME (NON-SPECIFIC)</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>GREEK (MODERN)</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>IGBO</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>PERSIAN</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>THAI</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>YORUBA</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>BOSNIAN</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>POLISH</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>PUNJABI</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>INDONESIAN</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>LAKOTA</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>NAVAJO</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>SWEDISH</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>TAGALOG</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>TURKISH</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>31</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1730</strong></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Online</th>
<th>Written</th>
<th>On Campus/ Oral</th>
<th>Full Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARABIC</td>
<td>n/a</td>
<td>16</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>CHINESE</td>
<td>174</td>
<td>140</td>
<td></td>
<td>140</td>
</tr>
<tr>
<td>FRENCH</td>
<td>255</td>
<td>206</td>
<td></td>
<td>206</td>
</tr>
<tr>
<td>GERMAN</td>
<td>42</td>
<td>33</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>CLASSICAL GREEK</td>
<td>n/a</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>HEBREW</td>
<td>n/a</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>HINDI</td>
<td>n/a</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>HINDI</td>
<td>n/a</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>10</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>39</td>
<td>33</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>KOREAN</td>
<td>28</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>LATIN</td>
<td>n/a</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>PORTUGUESE</td>
<td>n/a</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>13</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>SPANISH+SHBS</td>
<td>590</td>
<td>558</td>
<td></td>
<td>539</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>n/a</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1151</td>
<td>1103</td>
<td></td>
<td>1084</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Language</th>
<th>AP/SATII/IB scores</th>
<th>Native Speaker Exemption</th>
<th>Placement Test - Place Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH+SHBS</td>
<td>343</td>
<td>11</td>
<td>150</td>
</tr>
<tr>
<td>FRENCH</td>
<td>122</td>
<td>6</td>
<td>92</td>
</tr>
<tr>
<td>CHINESE</td>
<td>65</td>
<td>8</td>
<td>86</td>
</tr>
<tr>
<td>LATIN</td>
<td>70</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>7</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>GERMAN</td>
<td>13</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>KOREAN</td>
<td>7</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HEBREW</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ARABIC</td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>PORTUGUESE</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HINDI</td>
<td></td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>SLP</td>
<td>13</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>GREEK (Classical)</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>630</strong></td>
<td><strong>59</strong></td>
<td><strong>404</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>602</strong></td>
<td><strong>104</strong></td>
<td><strong>229</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AME</td>
<td>32</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Catalan</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>54</td>
<td>17</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>114</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>45</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Greek</td>
<td>6</td>
<td>1</td>
<td></td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hebrew</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Italian</td>
<td>69</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Japanese</td>
<td>33</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Korean</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Russian</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SLP</td>
<td>80</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>535</td>
<td>25</td>
<td>19</td>
<td>22</td>
<td>18</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Swahili</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 1036 80 39 42 36 45 33 49 24 30 8 15 4

*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.
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 videoconferencing 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>
<thead>
<tr>
<th>Table 9 - Freshmen Enrollment in Language Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Total Freshmen %</strong></td>
</tr>
<tr>
<td>AMELANG</td>
</tr>
<tr>
<td>ARABLANG</td>
</tr>
<tr>
<td>CATLANG</td>
</tr>
<tr>
<td>CHINLANG</td>
</tr>
<tr>
<td>FRENLANG</td>
</tr>
<tr>
<td>GERLANG</td>
</tr>
<tr>
<td>ITALLANG</td>
</tr>
<tr>
<td>JAPANLNG</td>
</tr>
<tr>
<td>KORLANG</td>
</tr>
<tr>
<td>PORTLANG</td>
</tr>
<tr>
<td>SLAVLANG</td>
</tr>
<tr>
<td>SPANLANG</td>
</tr>
<tr>
<td>SPECLANG</td>
</tr>
<tr>
<td>TIBETLNG</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>1st-Year Japanese</th>
<th>2nd-Year Japanese</th>
<th>Beyond 21B</th>
<th>102K</th>
<th>103K</th>
<th>210K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>102</td>
<td>53</td>
<td>13</td>
<td>10</td>
<td>16</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>108</td>
<td>53</td>
<td>29</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>107</td>
<td>47</td>
<td>25</td>
<td>5</td>
<td>19</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>1st-Year Italian</th>
<th>2nd-Year Italian</th>
<th>Beyond 2nd-Year</th>
<th>21F</th>
<th>22F</th>
<th>None</th>
<th>Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>102</td>
<td>66</td>
<td>49</td>
<td>11</td>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>108</td>
<td>65</td>
<td>44</td>
<td>9</td>
<td>12</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>107</td>
<td>74</td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>1st-Year Japanese</th>
<th>2nd-Year Japanese</th>
<th>Beyond 3rd-Year</th>
<th>21K (17K)</th>
<th>22K (18K)</th>
<th>23K (19K)</th>
<th>102K</th>
<th>103K (119K)</th>
<th>210K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>36</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2013-2014</td>
<td>40</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>
### Table 10e - BOSP Continuation - Madrid

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>2nd-Year Spanish</th>
<th>(Advanced) 3rd-Year</th>
<th>Beyond 3rd-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12M</td>
<td>13M</td>
<td>102M</td>
</tr>
<tr>
<td>2011-2012</td>
<td>101</td>
<td>21</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>2012-2013</td>
<td>73</td>
<td>47</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>107</td>
<td>25</td>
<td>26</td>
<td>42</td>
</tr>
</tbody>
</table>

### Table 10f - BOSP Continuation - Paris

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>2nd-Year French</th>
<th>3rd-Year French</th>
<th>Beyond 2nd-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>22P</td>
<td>23P</td>
<td>124P/125P</td>
</tr>
<tr>
<td>2011-2012</td>
<td>90</td>
<td>26</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>2012-2013</td>
<td>93</td>
<td>35</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>2013-2014</td>
<td>75</td>
<td>23</td>
<td>27</td>
<td>10</td>
</tr>
</tbody>
</table>

### Table 10g - BOSP Continuation - Santiago

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>2nd-Year Spanish</th>
<th>(Advanced) 3rd-Year</th>
<th>Beyond 2nd-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12S</td>
<td>13S</td>
<td>102S</td>
</tr>
<tr>
<td>2011-2012</td>
<td>65</td>
<td>29</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>2012-2013</td>
<td>74</td>
<td>34</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>2013-2014</td>
<td>54</td>
<td>23</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>
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

3rd Quarter Simulated Oral Proficiency Assessments
Arabic


3rd Quarter Simulated Oral Proficiency Assessments
Chinese


3rd Quarter Simulated Oral Proficiency Assessments
French


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

**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

---

**3rd Quarter Simulated Oral Proficiency Assessments**

**Japanese**

- Japanese 95-99
- Japanese 00-04
- Japanese 05-10
- Japanese 10-11
- Japanese 11-12
- Japanese 12-13
- Japanese 13-14

**Korean**

- Korean 09-10
- Korean 10-11
- Korean 11-12
- Korean 12-13
- Korean 13-14

**Portuguese**

- Portuguese 99-04
- Portuguese 05-10
- Portuguese 10-11
- Portuguese 11-12
- Portuguese 12-13
- Portuguese 13-14
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 - 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

Second-Year Simulated Oral Proficiency Assessments

Arabic

Chinese

French
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

**Second-Year Simulated Oral Proficiency Assessments**

- **German**
- **Italian**
- **Japanese**

---

**Second-Year Simulated Oral Proficiency Assessments**

- **German**
- **Italian**
- **Japanese**

---

**Second-Year Simulated Oral Proficiency Assessments**

- **German**
- **Italian**
- **Japanese**

---

**Second-Year Simulated Oral Proficiency Assessments**

- **German**
- **Italian**
- **Japanese**

---
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

First-Year Writing Proficiency Assessments
Arabic

First-Year Writing Proficiency Assessments
Chinese

First-Year Writing Proficiency Assessments
French
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

---

**Japanese**

- First-Year Writing Proficiency Assessments: Japanese

**Korean**

- First-Year Writing Proficiency Assessments: Korean

**Portuguese**

- First-Year Writing Proficiency Assessments: Portuguese
Appendix B - First-Year Writing Proficiency Assessments

Academic Years 2007-2014

**Key:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NL</td>
<td>Novice Low</td>
</tr>
<tr>
<td>NM</td>
<td>Novice Mid</td>
</tr>
<tr>
<td>NH</td>
<td>Novice High</td>
</tr>
<tr>
<td>IL</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>IM</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>IH</td>
<td>Intermediate High</td>
</tr>
<tr>
<td>AL</td>
<td>Advanced Low</td>
</tr>
<tr>
<td>AM</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td>AH</td>
<td>Advanced High</td>
</tr>
<tr>
<td>S</td>
<td>Superior</td>
</tr>
</tbody>
</table>

First-Year Writing Proficiency Assessments

**Russian**

First-Year Writing Proficiency Assessments

**Spanish**

First-Year Writing Proficiency Assessments
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

Japanese:
- Japanese 13-14
- Japanese 12-13
- Japanese 07-12

Korean:
- Korean 13-14
- Korean 12-13
- Korean 07-12

Portuguese:
- Portuguese 13-14
- Portuguese 12-13
- Portuguese 07-12
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

1. Overall Quality - Course Content

2. Overall Quality - Instructor

3. Instructor Organization/Clarity - Objectives of Courses
Appendix C - Teaching Evaluations

Academic Year 2013-2014

4. Instructor Organization/Clarity - Knowledge of Course Material

5. Instructor Organization/Clarity - Explained Concepts Clearly

6. Instructor Organization/Clarity - Importance of Topic
Appendix C - Teaching Evaluations

Academic Year 2013-2014

7. Instructor Organization/Clarity - Pace of Material Presented

8. Instructor Ability to Engage & Challenge Conceptual Understanding &/or Critical Thinking

9. Instructor Ability to Engage & Challenge - Related Course Topics to One Another
Appendix C - Teaching Evaluations

Academic Year 2013-2014
Appendix C - Teaching Evaluations

Academic Year 2013-2014
Appendix C - Teaching Evaluations

Academic Year 2013-2014

16. Course Organization, Content & Evaluation - Explained How Students Would be Evaluated

17. Course Organization, Content & Evaluation - Designed & Used Fair Grading
## Appendix D - Language Center Lecturer Roster

### Academic Year 2014-2015

<table>
<thead>
<tr>
<th>Language</th>
<th>Name</th>
<th>Appt Year</th>
<th>Degree</th>
<th>Degree Date</th>
<th>Institution</th>
<th>OPI</th>
<th>Writing</th>
<th>Other</th>
<th>Tester/Rater Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>AME</td>
<td>Emami, Ameneh Shervin</td>
<td>2012</td>
<td>PhD</td>
<td>expected 2015</td>
<td>University of California, Los Angeles</td>
<td>limited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME</td>
<td>Ergul, Ebru</td>
<td>2010</td>
<td>MA</td>
<td>2005</td>
<td>Texas Tech University</td>
<td>limited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME</td>
<td>Mkhonza, Sarah</td>
<td>2013</td>
<td>PhD</td>
<td>1996</td>
<td>Michigan State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME</td>
<td>Mukoma, Samuel</td>
<td>2011</td>
<td>MA</td>
<td>2002</td>
<td>University of Nairobi, Kenya</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME</td>
<td>Porat, Gallia</td>
<td>2003</td>
<td>MA</td>
<td>1997</td>
<td>University of San Francisco</td>
<td>in process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AME</td>
<td>Shemtov, Vered K</td>
<td>2000</td>
<td>PhD</td>
<td>1999</td>
<td>University of California, Berkeley</td>
<td>full</td>
<td>in process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Aweiss, Salem</td>
<td>2005</td>
<td>PhD</td>
<td>1993</td>
<td>Ohio State University</td>
<td>full</td>
<td>DLI</td>
<td></td>
<td>OPI Trainer training - in process</td>
</tr>
<tr>
<td>Arabic</td>
<td>Barhoum, Khalil</td>
<td>1985</td>
<td>PhD</td>
<td>1985</td>
<td>Georgetown University</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Boumehdi, Thoraya</td>
<td>2012</td>
<td>PhD</td>
<td>2010</td>
<td>Universite de Toulouse, France</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Hashem, Eva</td>
<td>2011</td>
<td>PhD</td>
<td>2011</td>
<td>Sacramento State University</td>
<td>limited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Obeid, Khalid</td>
<td>2007</td>
<td>PhD</td>
<td>1998</td>
<td>University of San Francisco</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Salti, Ramzi M.</td>
<td>1998</td>
<td>PhD</td>
<td>1997</td>
<td>University of California, Riverside</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Chung, Marina</td>
<td>1998</td>
<td>PhD</td>
<td>2002</td>
<td>University of Oregon</td>
<td>full</td>
<td>in process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>DiBello, Michelle Leigh</td>
<td>2004</td>
<td>PhD</td>
<td>1996</td>
<td>Stanford University</td>
<td>full</td>
<td>full</td>
<td>English WPT</td>
<td>full</td>
</tr>
<tr>
<td>Chinese</td>
<td>Lin, Nina Yuhsun</td>
<td>2004</td>
<td>MA</td>
<td>1998</td>
<td>Stanford University</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Rozelle, Yu-Hwa L</td>
<td>1990</td>
<td>MA</td>
<td>1980</td>
<td>San Francisco State University</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Tang, Le</td>
<td>2011</td>
<td>MA</td>
<td>2004</td>
<td>People's University, Beijing</td>
<td>full</td>
<td>in process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Wang, Huazhi R.</td>
<td>2000</td>
<td>PhD</td>
<td>1999</td>
<td>Cornell University</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Zeng, Hong</td>
<td>1995</td>
<td>MA</td>
<td>1995</td>
<td>University of California, Los Angeles</td>
<td>limited</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Zhang, Youping</td>
<td>2006</td>
<td>Ed.D</td>
<td>2009</td>
<td>Rutgers University</td>
<td>full</td>
<td>full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>Zhou, Xiaofang</td>
<td>2010</td>
<td>MA</td>
<td>2008</td>
<td>Beijing Language &amp; Culture University</td>
<td>full</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D - Language Center Lecturer Roster
### Academic Year 2014-2015

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

**Academic Year 2014-2015**

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

Academic Year 2013-2014

### Chinese

<table>
<thead>
<tr>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>760</td>
<td>IM</td>
</tr>
<tr>
<td>5</td>
<td>770</td>
<td>IM</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL</td>
</tr>
<tr>
<td>790</td>
<td></td>
<td>AM</td>
</tr>
<tr>
<td>800</td>
<td></td>
<td>AM</td>
</tr>
</tbody>
</table>

### French

<table>
<thead>
<tr>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>660</td>
<td>NH</td>
</tr>
<tr>
<td>4</td>
<td>720</td>
<td>IL</td>
</tr>
<tr>
<td>IB 6</td>
<td>730</td>
<td>IM</td>
</tr>
<tr>
<td>4</td>
<td>740</td>
<td>IM</td>
</tr>
<tr>
<td>4</td>
<td>750</td>
<td>IM</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
</tr>
<tr>
<td>IB 5</td>
<td></td>
<td>IM</td>
</tr>
</tbody>
</table>
## Appendix E - SOPI Scores of AP and SATII Entering Students

### Academic Year 2013-2014

<table>
<thead>
<tr>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 6</td>
<td>670</td>
<td>IM</td>
</tr>
<tr>
<td>IB 6</td>
<td>720</td>
<td>IM</td>
</tr>
<tr>
<td>IB 6</td>
<td>730</td>
<td>IM</td>
</tr>
<tr>
<td>IB 6</td>
<td>750</td>
<td>IM</td>
</tr>
<tr>
<td>IB 6</td>
<td>760</td>
<td>IM</td>
</tr>
<tr>
<td>4</td>
<td>670</td>
<td>IM+</td>
</tr>
<tr>
<td>5</td>
<td>770</td>
<td>IM+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>IM+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>IM+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>IM+</td>
</tr>
<tr>
<td>5, IB 6</td>
<td>740</td>
<td>IH</td>
</tr>
<tr>
<td>5, IB 6</td>
<td>740</td>
<td>IH</td>
</tr>
<tr>
<td>IB 6</td>
<td>760</td>
<td>IH</td>
</tr>
<tr>
<td>IB 7</td>
<td>760</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>IH</td>
</tr>
<tr>
<td>4</td>
<td>800</td>
<td>IH+</td>
</tr>
<tr>
<td>4</td>
<td>800</td>
<td>IH+</td>
</tr>
<tr>
<td>5</td>
<td>770</td>
<td>IH+</td>
</tr>
<tr>
<td>IB 6</td>
<td>720</td>
<td>IH+</td>
</tr>
<tr>
<td>IB 6</td>
<td>770</td>
<td>IH+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL-</td>
</tr>
<tr>
<td>4</td>
<td>800</td>
<td>AL</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL</td>
</tr>
<tr>
<td>5</td>
<td>730</td>
<td>AL+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL+</td>
</tr>
<tr>
<td>IB 7</td>
<td>780</td>
<td>AL+</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AM-</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AM</td>
</tr>
</tbody>
</table>
### Appendix E - SOPI Scores of AP and SATII Entering Students

#### Academic Year 2013-2014

<table>
<thead>
<tr>
<th>Language</th>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>800</td>
<td>A+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5, IB 7</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>IM+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>IM+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>IH</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Latin</th>
<th></th>
<th></th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>700</td>
<td>CLASSICS 11L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>800</td>
<td>CLASSICS 11L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>750</td>
<td>CLASSICS 11L</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>750</td>
<td>CLASSICS 12L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>800</td>
<td>CLASSICS 12L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>800</td>
<td>CLASSICS 12L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>800</td>
<td>CLASSICS 101L</td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>CLASSICS 101L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>CLASSICS 101L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>CLASSICS 101L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>CLASSICS 101L</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix E - SOPI Scores of AP and SATII Entering Students

### Academic Year 2013-2014

<table>
<thead>
<tr>
<th>Spanish</th>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>690</td>
<td>NH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>650</td>
<td></td>
<td>IL</td>
</tr>
<tr>
<td></td>
<td>760</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>690</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td>IB</td>
<td>640</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>640</td>
<td>IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>640</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>680</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>700</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>IM</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix E - SOPI Scores of AP and SATII Entering Students

### Academic Year 2013-2014

<table>
<thead>
<tr>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>650 IM</td>
<td>670 IM</td>
<td>670 IM</td>
</tr>
<tr>
<td>650 IM</td>
<td>680 IM</td>
<td>680 IM</td>
</tr>
<tr>
<td>650 IM</td>
<td>720 IM</td>
<td>720 IM</td>
</tr>
<tr>
<td>650 IM</td>
<td>770 IM</td>
<td>770 IM</td>
</tr>
<tr>
<td>4 IM+</td>
<td>4 IM+</td>
<td>4 IM+</td>
</tr>
<tr>
<td>4 IM+</td>
<td>4 IM+</td>
<td>4 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>730 IM+</td>
<td>730 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>760 IM+</td>
<td>760 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>790 IM+</td>
<td>790 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>5 IM+</td>
<td>5 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>650 IM+</td>
<td>650 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>700 IM+</td>
<td>700 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>710 IM+</td>
<td>710 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>740 IM+</td>
<td>740 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>740 IM+</td>
<td>740 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>740 IM+</td>
<td>740 IM+</td>
</tr>
<tr>
<td>IB 6 IM+</td>
<td>780 IM+</td>
<td>780 IM+</td>
</tr>
<tr>
<td>5 IM+</td>
<td>760 IH</td>
<td>760 IH</td>
</tr>
<tr>
<td>5 IM+</td>
<td>780 IH</td>
<td>780 IH</td>
</tr>
<tr>
<td>5 IM+</td>
<td>790 IH</td>
<td>790 IH</td>
</tr>
</tbody>
</table>
### Appendix E - SOPI Scores of AP and SATII Entering Students

**Academic Year 2013-2014**

<table>
<thead>
<tr>
<th>AP Score</th>
<th>SATII Score</th>
<th>PT SOPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>800</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>720</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>750</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>690</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>790</td>
<td>IH</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>AL</td>
</tr>
<tr>
<td>5</td>
<td>690</td>
<td>AL</td>
</tr>
<tr>
<td>5, IB 7</td>
<td>670</td>
<td>AL</td>
</tr>
</tbody>
</table>